**THE UNIVERSITY OF TEXAS AT AUSTIN**
**SCHOOL OF SOCIAL WORK**

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| **Course Number:** | SW393T19 | **Instructor's name:** | Cal Streeter |
| **Unique Number:** | 94485 | **Office Number:** | 3.130G |
| **Semester**: | Fall 2013 | **Office Phone:** | 512.471.0543 |
| **Meeting Time/Place:** | Wed, 5:30 – 8:30 Room. 2.116 | **Email:** | cstreeter@utexas.edu |
| **Office Hours:** | Wed, 4:00 to 5:30 or by appointment | | |

**STRATEGIC PARTNERSHIPS THROUGH COLLABORATIVE LEADERSHIP**

**I.   Course Description**

This course examines the challenges and benefits of constructively engaging diverse groups of stakeholders in strategic partnerships. Students learn how to build communities by enhancing their capacity to solve problems and implement solutions through strategic partnerships that engage stakeholders in meaningful partnerships, mutual learning, shared responsibility, and collective action. It also explores the design of multi-organizational service delivery systems and examines the range of approaches used in human services to build community, alleviate critical social problems, and enhance human well-being.

**II.   Course Objectives**

By the end of the course the student will be able to:

1.   Demonstrate an understanding of the complex issues and leadership skills needed to engage diverse stakeholders in strategic partnerships.

2.   Formulate and critique alternative strategies for initiating change in multi-organizational service delivery systems and in building community through strategic partnerships**.**

3.   Demonstrate an understanding of the value dilemmas and ethical issues confronting social workers in multi-organizational systems and communities.

4.   Analyze human service delivery systems using key design elements, including legal contexts, program rationales, governance and administrative structures, service populations, program linkages, implementation structures, and characteristics of general and task environments.

5.   Evaluate human service delivery systems as multi-organizational systems with specific reference to issues such as inter-organizational cooperation, collaboration, coordination, and service integration.

6.   Diagram and map a service delivery system, including core and peripheral service providers and elements in task environment such as funding sources, legitimating or sanctioning groups, and advocacy groups.

7.   Understand the relevance of age, race, gender, social class, culture, ethnicity, sexual orientation, national origin, and physical and mental ability in the establishment of strategic partnerships and development of human service delivery systems that are grounded in social and economic justice**.**

### III.  Teaching Methods

Course content is covered through reading, listening, thinking, and discussing theories and analytical frameworks for understanding community collaborations and multi-component human service delivery systems, and by actively participating in a class project. The first half of each class session will be devoted to a discussion of assigned readings. Students are expected to ask questions, share experiences, and actively participate in class discussions. Each week some class time will be devoted to the class project.

### IV.  Required and Recommended Texts, and Materials

Chrislip, David D. (2002). The Collaborative Leadership Fieldbook: A Guide for Citizens and Civic Leaders. San Francisco: Jossey-Bass Publishers.

Additional readings are found in the reading list for the course. Readings that are not from the text are available on-line. There is a link in the course schedule section of this syllabus that will take you to the online reading. However, I have also placed all online readings in a folder in the Course Documents area of the BlackBoard page. As the semester progresses I may identify additional readings for the class. Copies of these readings will either be found online or will be placed on reserve in the LRC. Students will be notified in class or via email if additional readings are assigned.

### V.  Course Requirements

Course requirements will consist of a group presentation on examples of successful collaboration, one exam, a paper describing a community meeting, and a major class project. Regular class attendance is expected and students should come to class prepared to actively participate in the class discussions. Course requirements, due dates, and their contribution to the final grade are summarized below.

| Assignment | | % of Final Grade | Due Date |
|---|---|---|---|
| **Successful collaboration presentations** | | **15%** | October 16, 2013 |
| **Exam** | | **30%** | November 20, 2013 |
| **Class Project** | | | |
| Group grade for final product | 30% | | |
| Group grade for presentation | 15% | | |
| Individual grade based on contribution | 10% | | |
| **Total Project Grade** | | **55%** | December 4, 2013 |

The class project will represent 55% of the final course grade and is comprised of three parts. The final products produced from the project is worth 30% of your final grade and the presentation is worth 15% of your final grade. This portion of the grade is a group grade. That is, everyone in the group will receive the same grade, unless some differential weighting is determined appropriate by the professor. The remaining 10% of your project grade will be an individual grade based on your performance in the group throughout the semester.

Grades for this course will be assigned using the following +/- scale.

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|---|---|---|---|---|---|---|
| 100 - 94 | = | A | 76 - 74 | = | C |
| 93 - 90 | = | A- | 73 - 70 | = | C- |
| 89 - 87 | = | B+ | 69 - 67 | = | D+ |
| 86 - 84 | = | B | 66 - 64 | = | D |
| 83 - 80 | = | B- | 63 - 60 | = | D- |
| 79 - 77 | = | C+ | 59 and below | = | F |

Each of the course requirements is described below in detail. In addition, a separate handout will be provided describing the major project. Sometimes students have questions about the assignments. If this is the case, please feel free to ask for clarification at any time during the course. Students may ask for clarification on an individual basis or they can ask questions at the beginning of each class session.

***Group Presentations on Examples of Successful Collaborations***. Chapters 11 – 17 of the Chrislip text provide examples of successful collaboration and civic leadership development. We will discuss chapter 15 in class. For the other six chapters (11, 12, 13, 14, 16, & 17), students will form into small groups and prepare a 15 minute presentation to share with the rest of the class on each of these chapters. Each student is asked to participate in one presentation. Students are asked to preview the content of these chapters for the purpose of ranking their interest in the topic of each chapter. During the third week of class we will form small groups based on student interests. Students are expected to read through each of the chapters but will only be required to read in detail the chapter related to their presentation.

Presentations will take place on **October 16, 2013**. The presentation should provide a clear and concise overview of the case, show how the case relates to the model of collaboration presented in the text, and highlight the unique insights the case illustrates about building community collaborations. When developing the PowerPoint for the presentation, please limit yourself to 5-7 slides. Each presentation accounts for 15% of your final grade.

***Exam.*** There is one exam for this class. It will be given on **November 20, 2013**. It will draw heavily from the assigned readings and class discussions and will focus on key concepts and ideas from the readings. The format will be short answer and essay questions. Only in the case of illness or other unforeseen emergencies will a make-up exam be given. The format of a make-up exam is at the discretion of the instructor.

***Class Project.*** As social workers, much of your professional work will involve working with task groups (boards, task forces, committees, etc.). In addition to helping you learn about service delivery systems, this project is designed to help you gain experience and develop critical skills needed for effective task group work. As **"project teams"** I hold the entire group responsible for the successful completion of the class project. That means that the group should address issues regarding quality standards for the project, timely task completion, workload, etc. If and when problems arise in the group, the group should work as a unit to try to develop appropriate solutions. Of course, as professor, I will be available to consult with the groups as needed.

This project requires that you work in teams to complete the tasks associated with the Restore Rundberg Project. We will begin the semester by forming teams to conduct a literature review focused on specific topics related to innovations and best practices to prevent and reduce crime in the Rundberg neighborhood. We will then form new teams to collect data needed to develop a social ecology framework for the area. This is described in more detail in the project description.

In addition to the written products, each group will present their project on **December 4, 2013**. The place for the presentations will be determined later. The presentations should articulate the purpose of the project, define the methodology used to complete the tasks, and report any major findings or recommendations that came from your work. It should also provide a discussion of the limitations you encountered as you worked on the project and your critical assessment of the extent to which your group feels it was successful in meeting the goals for the project. As with the final product, the presentation should be carefully prepared and professionally done.

The final project is **due on Wednesday, December 4, 2013**. The assignment is worth 55% of your final grade. Forty-five percent of the final grade will be a group grade based on the collective effort and 10% will be an individual grade. The group grade will be divided into two parts, 15% for the presentation and 30% for the final report produced for the Restore Rundberg team.

The individual portion of the grade (10%) will be determined from three sources of information. First, I will meet with each group on a regular basis and will observe individual participation in the group project. Second, each member of the group will prepare a brief written statement outlining their contributions to the project (it may be helpful for each member of the group to maintain a log to document their effort throughout the semester). Third, at the end of the semester each member of the group will complete an evaluation of themselves and for each of the other members of the group. Because class time will be devoted to the project, class attendance is required. If you are unable to attend class for some reason, you must let the professor and your group members know. Failure to attend class regularly will result in lose of individual points on the project.

**NOTE**:  As the professor, I do reserve the right to award differentially weighted grades on the group project. This will normally occur when a member of the group fails to actively participate in the group, consistently misses deadline for assigned tasks, or produces work that is below the quality standards expected for the project. In other words, if a student's individual performance is consistently below par so that it jeopardizes the grades of the other members of the group, I will down grade that student.

**Safety.** This project will involve working with agencies, schools, churches, APD, business owners, neighborhood associations, residents and other stakeholders in the Rundberg area. As such, this assignment may present some risks. Sound choices and caution will lower risks inherent in doing this kind of work in the community. It is the student's responsibility to be aware of their surroundings and adhere to sound practices related to personal safety. Students should notify the instructor regarding any safety concerns and we will discuss such concerns as they arise throughout the semester.

## VI.  Class Policies

**Scholastic Dishonesty.** The University of Texas at Austin is proud of its students' commitment to academic integrity and their pledge to abide by its policy on scholastic dishonesty. The tradition of academic integrity is maintained by the cooperation of students and faculty members. Official University policies regarding academic integrity may be accessed from the [Student Judicial Services](#) web site. This site provides detailed information about the university's policies regarding academic integrity and standards of conduct. Students are encouraged to review this page and to become familiar with these policies.

If a student has any questions concerning the application of the rules prohibiting scholastic dishonesty in regard to a particular assignment, it is the responsibility of that student to seek clarification from the instructor of the course. Violations of the University's policy on scholastic dishonesty will result in a grade of F for the course and may result in reporting to the Dean of the School of Social Work and the Dean of the Graduate School.

**Publication style manual.** The Publication Manual of the American Psychological Association is the style manual adopted by the School of Social Work. All papers prepared for this class should conform to the APA style. A summary handout of this manual is available in Student Services. The complete manual is available in the Learning Resource Center. You can also find on-line assistance with electronic reference guidelines at: APAStyle.org.

**Conditional admission.** Students who were admitted into the MSSW program on a conditional basis are not able to take an incomplete for this course if the conditions for admission are still in place.

**Accommodations for students with disabilities.** The University of Texas at Austin provides, upon request, appropriate academic accommodation for any student with a documented disability (physical or cognitive). For information about academic accommodations, students should contact the Office of the Dean of Students, Services for Students with Disabilities at 471-6259 or 471-4641. Information is also available online at: http://deanofstudents.utexas.edu/ssd/. Students are asked to notify the professor of any accommodations they may need prior to the end of the second week of class.

**Behavioral Concerns Advice Line (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

**Emergency Evacuation Policy.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

**Professional Conduct in Class.** I expect students to act like professionals in class. This means arrive for class on time, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, I do require that you engage one another with respect and professionalism.

## VII.     Course Schedule

The course schedule below identifies reading assignments for each class session. The readings are either from the required text or are available online. For readings found on the internet, the URL is provided so that you can go directly to the original site and download a copy of the reading. For some readings, the URL may have changed. So, I have also included all online readings in a folder in the Course Documents area of the BlackBoard page.

As we go through the semester, I may add reading to this list. When I do so I will notify you either in class or via email. All reading assignments should be completed prior to the class for which they are assigned.

| Date | Description/Readings |
|------|---------------------|
| 8/28/13 | **Introduction and course overview**<br><br>**Create Project Teams for Literature Review Project** |
| 9/4/13 | **Introduction to Service Delivery Systems**<br><br>**Orientation to the Rundberg area.** The class will meet at Gethsemane Lutheran Church located at 200 West Anderson Lane. Park in the lot just off Anderson Lane. If you need a ride from the university, please let me know.<br><br>**Reading: These readings will be discussed on 9/13**<br>Franz: Conservation Tillage in the Fields of Care<br>http://www.paperboat.com/images/stories/ArticleArchive/Conservation%20Tillage.pdf<br>McKnight: A Twenty-First Century Map for Healthy Communities and Families<br>http://www.northwestern.edu/IPR/publications/papers/century.pdf<br>Franz: Building the Caring Enterprise<br>http://www.paperboat.com/images/stories/ArticleArchive/Caring%20Enterprise%20Part%201.pdf<br>Austin: Program Analysis and Program Design<br>http://www.utexas.edu/courses/streeter/fall2005sw393t19/readings/austin.doc<br>Social Solutions Blog: The Current State of the Social Service System<br>http://www.socialsolutions.com/blog/the-current-state-of-the-social-service-delivery-system/ |
| 9/11/13 | **The Nature and Importance of Collaboration**<br>**Form presentation groups on examples of successful collaboration**<br><br>**Readings:**<br>Chrislip: Collaborative Leadership Fieldbook, Forward, Preface, Intro., Part I & II<br>London: Collaboration and Community<br>http://www.scottlondon.com/reports/collaboration.pdf<br>Torres & Margolin: The Collaboration Primer<br>http://www.hret.org/upload/resources/collaboration-primer.pdf |
| 9/18/13 | **Getting Started**<br><br>**Readings:**<br>Chrislip: Chapter 6<br>JISC infoNET:Tools: PESTLE and SWOT Analysis<br>http://www.jiscinfonet.ac.uk/tools/pestle-swot/<br>Centre for Social Relations, Coventry University: Tension Monitoring Toolkit<br><br>• Using the Experienced, Evidenced, Potential (EEP) system<br><br>• Use the Community Impact Assessment process<br><br>• Understanding how people feel<br><br>http://www.cohesioninstitute.org.uk/Resources/Toolkits/TensionMonitoring |

| 9/25/13 | **Setting Up for Success** |
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| | **Readings:** |
| | Chrislip: Chapter 7 |
| | HCD Connect: Tools and tips to help you master the HCD process |
| | http://www.hcdconnect.org/methods |
| | Hartnett: The Basics of Consensus Decision-Making |
| | http://consensusdecisionmaking.org/Articles/Basics%20of%20Consensus%20Decision%20Making.html |
| | Mind Tools: Consensus-Oriented Decision Making |
| | http://www.mindtools.com/pages/article/codm.htm |
| | JISC infoNET Tools: Clariscope |
| | http://www.jiscinfonet.ac.uk/tools/clariscope/ |
| | JISC infoNET Tools: The Delphi Technique |
| | http://www.jiscinfonet.ac.uk/tools/delphi/ |
| | JISC infoNET Tools: Assumption Surfacing and Testing |
| | http://www.jiscinfonet.ac.uk/tools/assumption-surfacing-and-testing/ |
| 10/2/13 | **Working Together** |
| | **Readings:** |
| | Chrislip: Chapter 8 & 15 |
| | JISC infoNET Tools: Scenario planning |
| | http://www.jiscinfonet.ac.uk/infokits/scenario-planning/ |
| | JISC infoNET Tools: Ishikawa (Fishbone) diagram |
| | http://www.jiscinfonet.ac.uk/tools/ishikawa-diagram/ |
| | JISC infoNET Tools: Force Field Analysis |
| | http://www.jiscinfonet.ac.uk/tools/force-field-analysis/ |
| | JISC infoNET Tools: Metaphors and Stories |
| | http://www.jiscinfonet.ac.uk/tools/metaphors/ |
| 10/9/13 | **Moving to Action** |
| | **Developing Networks of Responsibility** |
| | **Vanessa Sarria, Executive Director, Community Action Network (CAN)** |
| | **Readings:** |
| | Chrislip: Chapter 9 & 10 |
| | Imagine Austin Comprehensive Plan (Chapter 1) |
| | ftp://ftp.ci.austin.tx.us/npzd/Austingo/web_IACP_full_reduced.pdf |
| | CAN 2013 Work Plan |
| | http://www.caction.org/CAN-Initiatives/CAN-2013-Workplan.pdf |
| | CAN Community Dashboard |
| | http://www.cancommunitydashboard.org/files/CANCommunityDashboard2012.pdf |
| 10/16/13 | **Group Presentations on Successful Collaboration Projects** |

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| 10/23/13 | **Theory of Change, Logic Models and Process Analysis** |
| | **Reading:** |
| | W. K. Kellogg Foundation: Logic Model Development Guide, Chapters 1-3 |
| | http://www.exinfm.com/training/pdfiles/logicModel.pdf |
| | ActKnowledge: Guided Example: Project Superwomen |
| | http://www.theoryofchange.org/pdf/Superwomen_Example.pdf |
| | JISC infoNET Tools: Backward Planning |
| | http://www.jiscinfonet.ac.uk/tools/backward-planning/ |
| | Ahoy: What is Process Mapping |
| | http://www.fpm.iastate.edu/worldclass/process_mapping.asp |
| | Brannen and Streeter: Doing it with data: Total quality management and the evaluation of human services. (handout) |
| | Bungard: Process Mapping: How Can It Help? |
| | https://webspace.utexas.edu/streeter/SW393T19/Processmapping.pdf |
| | Flow Charts: Understanding and communicating how a process works |
| | https://webspace.utexas.edu/streeter/SW393T19/FlowCharts.pdf |
| 10/30/13 | **Wraparound as a Model for Service Delivery** |
| | **Sonia Hartman, System of Care Manager, Travis County HHS and Veteran Service** |
| | **Reading:** |
| | National Wraparound Initiative (NWI), Wraparound Basics |
| | http://nwi.pdx.edu/wraparoundbasics.shtml |
| | NWI, Ten Principles of the Wraparound Process |
| | http://nwi.pdx.edu/pdf/TenPrincWAProcess.pdf |
| | NWI: How, and Why, Does Wraparound Work: A Theory of Change |
| | http://nwi.pdx.edu/pdf/howandwhywraparound.pdf |
| | NWI, Assessment and Fidelity |
| | http://nwi.pdx.edu/fidelity.shtml |
| | NWI, Resource Guide to Wraparound |
| | http://nwi.pdx.edu/NWI-book/index.shtml |
| 11/6/13 | **Nonprofit/Corporate Collaborations** |
| | **Reading:** |
| | Austin: Strategic Collaboration Between Nonprofits and Business |
| | http://www.utexas.edu/courses/streeter/393T19/JAustin.pdf |
| | Erakovich & Anderson: Cross-sector collaboration: management decisions and change model |
| | http://www.emeraldinsight.com/journals.htm?articleid=17084020 |
| | Thompson: Corporate Partnerships for Non-Profits: A Match Made in Heaven? |
| | http://www.appl.org/files/Corporate_Partnership_article-F_Thompson.pdf |

| 11/13/13 | **Evaluating Community Collaborations and Social Network Analysis** |
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| | **Reading:** |
| | The Lewin Group: Evaluating Community Collaborations: A Research Synthesis |
| | http://www.utexas.edu/courses/streeter/393T19/synthesis.pdf |
| | Woodland & Hutton: Evaluating Organizational Collaborations: Suggested Entry Points and Strategies |
| | http://aje.sagepub.com/content/early/2012/03/23/1098214012440028 |
| | Hawe, et. al: A Glossary of Terms for Navigating the Field of Social Network Analysis. |
| | http://www.utexas.edu/courses/streeter/393T19/glossary.pdf |
| | Streeter: The Safe Schools/Healthy Students Initiative |
| | http://www.utexas.edu/courses/streeter/393T19/SNA_cairo_0307.doc |
| | Tscheschke: Utilizing Network Analysis to Transform a Community Collaboration |
| | http://www.partnertool.net/wp-content/uploads/2011/08/Utilizing-Network-Analysis-to-Transform-a-Community-Collaborative.pdf |
| | **Additional reading on Social network Analysis:** |
| | Barrett et. al.: If Smallpox Strikes Portland |
| | http://www.idready.org/webcast/spr05_cider/2005-03-15/EpiSims-March2005.pdf |
| | Cross, et. al.: Making Invisible Work Visible |
| | http://www.utexas.edu/courses/streeter/393T19/invisible.pdf |
| | Hanneman, Introduction to Social Network Analysis. |
| | http://faculty.ucr.edu/~hanneman/nettext/ |
| | Krebs, V. E. Uncloaking Terrorist Networks |
| | http://www.firstmonday.org/Issues/issue7_4/krebs/ |
| | Scott: Social Network Analysis |
| | http://www.analytictech.com/mb119/tableof.htm |
| | Streeter & Gillespie: Social Network Analysis. |
| | http://www.utexas.edu/courses/streeter/fall2005sw393t19/readings/sna.doc |
| | Zack: Researching Organizational Systems using Social Network Analysis. |
| | http://web.cba.neu.edu/~mzack/articles/socnet/socnet.htm |
| 11/20/13 | **Exam** |
| 11/27/13 | **THANKSGIVING—NO CLASS** |
| 12/3/13 | **Project Presentations** |