

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

Course Number:	SW393T19	Instructor's name:	Cal Streeter
Unique Number:	94690	Office Number:	3.130G
Semester:	Summer 2013	Office Phone:	512.471.0543
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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%	July 8, 2013
Exam	25%	July 24, 2013
Paper on meeting observation	15%	July 29, 2013
Class Project		
Group grade for final product	25%	
Group grade for presentation	10%	
Individual grade based on contribution	10%	
Total Project Grade	45%	July 29, 2013

The class project will represent 45% of the final course grade and is comprised of three parts. The final product negotiated with your community partner is worth 25% of your final grade and the in-class presentation is worth 10% 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.

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 second 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 **July 8, 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.

Observation paper. There are many organizations and groups working on affordable housing and homeless service issues in Austin/Travis County. It is an exciting time because of the many new and ongoing initiatives and activities focused on ending and preventing homelessness. Just to mention a few, the City of Austin Affordable Housing Bond, development of a Coordinated Assessment Systems for homeless service providers, expansion of Permanent Supportive Housing and Rapid Re-Housing efforts, renewed focus on the plight of homeless veterans, ongoing development of the Homeless Management Information System (HMIS). All of these efforts require the collaboration of a diverse set of stakeholders who meet on a regular basis to

plan and guide system change regarding affordable housing and homeless services in Austin/Travis County.

One way to begin to learn about the complex issues facing Austin/Travis County with regard to affordable housing and homelessness is to observe meetings of these groups. In addition, observing these meetings will give students an opportunity to see firsthand the challenges, as well as the benefits, of bringing together diverse stakeholders in a collaborative format to address community problems. Below is a list of several meetings that will occur during the next 2 months. You can see that it covers a range of issues and topics. In some cases, meeting times are not yet determined.

Date	Time	Meetings	Location
June 17	2:30-4:00	ECHO Membership Council	
June 18		ECJHO Coordinated Assessment Group	
June 18	3:00	City Council HHS Committee	
June 19	9:00-11:00	ECHO Housing Workgroup	
June 20	7:30-9:00	ECHO Board of Directors	Caritas, 611 Neches
June 20		City Council, Affordable Housing Resolution	
June 27		City Council meeting	
June 28		ECHO Data Workgroup	
July 3	9:00-11:00	ECHO Continuum of Care Workgroup	
July 15	2:40-4:00	ECHO Membership Council	
July 16		City Council HHS Committee	
July 17	9:00-11:00	Housing Workgroup	
July 18	7:30-9:00	ECHO Board of Directors	Palm Square, 100 North IH-35

Each student will attend one meeting as an observer. I would prefer that only one student attend a meeting, unless there is a compelling reason why two students should attend. Based on your observations, you will write a 5-7 page paper discussing your observations. In preparation for the meeting, you should gather as much background information as you can about the group. When did the group form? What is its mission? Who belongs to the group and what is their interest in the group? What specific activities/actions has it been involved with in the past? What is its current focus/agenda?

During the meeting, your observations might focus on questions such as:

- Where was the meeting held? Who attended the meeting? Who was absent? Were there guests (non-members of the group) at the meeting? If so, why were they there?
- What was the structure of the meeting? Who led the meeting? Were there clear ground rules for how the group would work together? Did the structure and process used by the group seem effective? If so, why? If not, why not? What would have made it better?
- Was there any evidence of a shared vision by the group? If so, what is that vision?
- What issues were discussed? Who were the content experts for the group? Were there disagreements or differences of opinion expressed about the issue? If so, what were they? How were they expressed? How did the members of the group react?

- What challenges or barriers did you see the group struggle with? Turf issues? Redundancy and duplication? Disagreement over interpretation of data?
- Did the group make any important decisions? What were those decisions? Why are they important? How will they help solve the problem or address the issue the group is focused on?
- How will the work of this group improve the lives of people in this community? Can you identify tangible benefits for the community as a whole or some sub-population in the community? If so, are those benefits short-term in nature or more long-term? Are the sustainable? Who else needs to be involved for those benefits to be achieved?
- What recommendations might you have for this group? How might they improve their work?

Your paper should be 5-7 pages and be written as a professional report outlining and discussing your observations. As you prepare your paper, try to tie it back to the things we read about and discussed in class. Because some meetings do not occur until mid-July, the paper is due on the last day of class, July 29. Of course, if you have it done sooner, you can submit it sooner and I will try to grade it and get it back to you with one week.

Exam. There is one exam for this class. It will be given on **24 July, 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 we split the class into two teams to work with our community partner, the Ending Community Homelessness (ECHO) Coalition on two major projects. By the end of the course, each group will produce a final product that is negotiated with the community partner. The final product should be professionally done and of value to the community partner.

In addition to the written report, each group will present their project in class on **29 July 2013**. The presentation 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. Staff and volunteers from ECHO will be invited to attend the presentations.

The final project is **due in class on Monday, 29 July 2013**. The assignment is worth 45% of your final grade. Thirty-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, 10% for the class presentation and 25% for the product produced for the community partner.

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 loss 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.

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.

Safety. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

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.

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
6/10/13	<p>Introduction and course overview</p> <p>Create Project Teams</p>
6/12/13	<p>Introduction to Service Delivery Systems</p> <p>Ann Howard, Executive Director, ECHO</p> <p>Reading:</p> <p>Franz: Conservation Tillage in the Fields of Care http://www.paperboat.com/images/stories/ArticleArchive/Conservation%20Tillage.pdf</p> <p>McKnight: A Twenty-First Century Map for Healthy Communities and Families http://www.northwestern.edu/IPR/publications/papers/century.pdf</p> <p>Franz: Building the Caring Enterprise http://www.paperboat.com/images/stories/ArticleArchive/Caring%20Enterprise%20Part%201.pdf</p> <p>Austin: Program Analysis and Program Design http://www.utexas.edu/courses/streeter/fall2005sw393t19/readings/austin.doc</p> <p>Social Solutions Blog: The Current State of the Social Service System http://www.socialsolutions.com/blog/the-current-state-of-the-social-service-delivery-system/</p>
6/17/13	<p>The Nature and Importance of Collaboration</p> <p>Form presentation groups on examples of successful collaboration</p> <p>Readings:</p> <p>Chrislip: Collaborative Leadership Fieldbook, Forward, Preface, Intro., Part I & II</p> <p>London: Collaboration and Community http://www.scottlondon.com/reports/collaboration.pdf</p> <p>Torres & Margolin: The Collaboration Primer http://www.hret.org/upload/resources/collaboration-primer.pdf</p>
6/19/13	<p>Getting Started</p> <p>Readings:</p> <p>Chrislip: Chapter 6</p> <p>JISC infoNET:Tools: PESTLE and SWOT Analysis http://www.jiscinfonet.ac.uk/tools/pestle-swot/</p> <p>Centre for Social Relations, Coventry University: Tension Monitoring Toolkit</p> <ul style="list-style-type: none"> • Using the Experienced, Evidenced, Potential (EEP) system • Use the Community Impact Assessment process • Understanding how people feel <p>http://www.cohesioninstitute.org.uk/Resources/Toolkits/TensionMonitoring</p>

6/24/13	<p>Setting Up for Success</p> <p>Readings: Chrislip: Chapter 7 HDC Connect: Tools and tips to help you master the HDC process http://www.hcdconnect.org/methods</p> <p>Hartnett: The Basics of Consensus Decision-Making http://consensusdecisionmaking.org/Articles/Basics%20of%20Consensus%20Decision%20Making.html</p> <p>Mind Tools: Consensus-Oriented Decision Making http://www.mindtools.com/pages/article/codm.htm</p> <p>JISC infoNET Tools: Clariscope http://www.jiscinfonet.ac.uk/tools/clariscope/</p> <p>JISC infoNET Tools: The Delphi Technique http://www.jiscinfonet.ac.uk/tools/delphi/</p> <p>JISC infoNET Tools: Assumption Surfacing and Testing http://www.jiscinfonet.ac.uk/tools/assumption-surfacing-and-testing/</p>
6/26/13	<p>Working Together</p> <p>Readings: Chrislip: Chapter 8 & 15 JISC infoNET:Tools: Scenario planning http://www.jiscinfonet.ac.uk/infokits/scenario-planning/</p> <p>JISC infoNET Tools: Ishikawa (Fishbone) diagram http://www.jiscinfonet.ac.uk/tools/ishikawa-diagram/</p> <p>JISC infoNET Tools: Force Field Analysis http://www.jiscinfonet.ac.uk/tools/force-field-analysis/</p> <p>JISC infoNET Tools: Metaphors and Stories http://www.jiscinfonet.ac.uk/tools/metaphors/</p>
7/1/13	<p>Moving to Action</p> <p>Developing Networks of Responsibility</p> <p>Vanessa Sarria, Executive Director, Community Action Network (CAN)</p> <p>Readings: Chrislip: Chapter 9 & 10 Imagine Austin Comprehensive Plan (Chapter 1) ftp://ftp.ci.austin.tx.us/npzd/Austingo/web_IACP_full_reduced.pdf</p> <p>CAN 2013 Work Plan http://www.caction.org/CAN-Initiatives/CAN-2013-Workplan.pdf</p> <p>CAN Community Dashboard http://www.cancommunitydashboard.org/files/CANCommunityDashboard2012.pdf</p>

7/3/13	Project Workday
7/8/13	Group Presentations on Successful Collaboration Projects
7/10/13	<p>Theory of Change, Logic Models and Process Analysis</p> <p>Reading: W. K. Kellogg Foundation: Logic Model Development Guide, Chapters 1-3 http://www.exinfm.com/training/pdffiles/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://webpace.utexas.edu/streeter/SW393T19/Processmapping.pdf Flow Charts: Understanding and communicating how a process works https://webpace.utexas.edu/streeter/SW393T19/FlowCharts.pdf</p>
7/15/13	<p>Wraparound as a Model for Service Delivery Sonia Hartman, System of Care Manager, Travis County HHS and Veteran Service</p> <p>Reading: VanDenBerg, et. al.: History of the Wraparound Process http://www.rtc.pdx.edu/PDF/fpF0302.pdf Rast & Burns: Ensuring Fidelity in the Wraparound Process http://www.rtc.pdx.edu/PDF/fpF0308.pdf Franz: Some Notes on Wraparound and Paradigm Shift http://www.paperboat.com/images/stories/ArticleArchive/Wrap%20&%20Paradigms.pdf Franz & Miles: Scaling Up http://www.paperboat.com/images/stories/ArticleArchive/Scaling%20Up.pdf Walker and Schutte: Practice and Process in Wraparound Teamwork http://www.utexas.edu/courses/streeter/393T19/teamwork.pdf Malysiak: Exploring the Theory and Paradigm Base for Wraparound http://www.utexas.edu/courses/streeter/393T19/exploring.pdf</p>

7/17/13	<p>Nonprofit/Corporate Collaborations</p> <p>Reading: Austin: Strategic Collaboration Between Nonprofits and Business http://www.utexas.edu/courses/streeter/393T19/JAustin.pdf O'Regan and Oster: Nonprofit and For-Profit Partnerships: Rationale and Challenges of Cross-Sector Contracting http://www.utexas.edu/courses/streeter/393T19/ORegan.pdf Thompson: Corporate Partnerships for Non-Profits: A Match Made in Heaven? http://www.appl.org/files/Corporate_Partnership_article-F_Thompson.pdf</p>
7/22/1	<p>Evaluating Community Collaborations and Social Network Analysis</p> <p>Reading: The Lewin Group: Evaluating Community Collaborations: A Research Synthesis http://www.utexas.edu/courses/streeter/393T19/synthesis.pdf 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</p> <p>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</p>
7/24/13	Exam
7/29/13	Project Presentations