THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number:	SWn393T19	**Instructor's name:**	Cal Streeter
Unique Number:	92120	**Office Number:**	3.130G
Semester:	Summer 2015	**Office Phone:**	512.471.0543
Meeting Time/Place:	M-W, 8:30-11:00 am, Room 2.130	**Email:**	cstreeter@utexas.edu
Office Hours:	M-W, 11:00 am to noon 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

All assigned readings and other course materials are available in the class Canvas page, which is organized into modules for each class session. Additional readings and materials may be assigned as we go through the semester. These readings will also be available on-line in the course modules. If additional readings are assigned, I will notify the class the week before so that students will have adequate time to read them before class.

V. Course Requirements

Course requirements will consist of two small group presentations, one on collaboration tools and the other on examples of successful collaboration, a paper describing your observations at 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
Collaboration tools		**15%**	See course schedule
Successful collaboration presentations		**10%**	July 1, 2015
Paper on meeting observation		**20%**	July 22, 2015
Class Project			
Group grade for final product	30%		
Group grade for presentation	15%		
Individual grade based on contribution	10%		
Total Project Grade		**55%**	July 29, 2015

The class project will represent 55% of the final course grade and is comprised of three parts. The final report is worth 30% of your final grade and the in-class 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.

94 and above = A	74.0 to 76.999 = C
90.0 to 93.999 = A-	70.0 to 73.999 = C-
87.0 to 89.999 = B+	67.0 to 69.999 = D+
84.0 to 86.999 = B	64.0 to 66.999 = D
80.0 to 83.999 = B-	60.0 to 63.999 = D-
77.0 to 79.999 = C+	Below 60 = F

Each of the course requirements is described below in detail. In addition, a separate handout will be provided describing the class project. If you have questions about the assignments, 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.

Collaboration tools. When building community collaborations, we often use tools to identify and engage stakeholder, facilitate discussion, define root causes of problem, engage the stakeholders in problem solving, visioning and strategic planning. Students will develop a presentation on one of the collaboration tools listed below. The date listed by the tool is the date of that presentation.

Collaboration tools	*Date*
PESTLE Analysis	June 17
SWOT Analysis	June 17
Stakeholder Analysis	June 22
Force Field Analysis	June 22
Affinity Diagrams	June 24
Cause and Effect Diagram	June 24
Scenario planning	June 24
Logic Models	July 8
Flow Chart/Process Mapping	July 8

The presentation should be designed to help others in the class understand how and when to use the tool. This would include the purpose for which the tool was designed, the circumstances under which it would be appropriate to use the tool, and examples of the tool in action. If appropriate, the presenters should develop an exercise or activity to give students in the class an opportunity to practice using the tool.

Information on each of these tools can be found online. In most cases a simple Google search will help you find information for your presentation. There are a couple of sites where information on these and many other analysis tools can be found. The URLs below will take you to a couple of these sites.

JISC infoNET: http://www.jiscinfonet.ac.uk/
MindTools: http://www.mindtools.com/
American Society for Quality (ASQ): http://asq.org/knowledge-center/index.html

While the length of the presentation may vary based on the particular tool, most presentation should be nor longer than 30-45 minutes. In preparation for the presentation, students should provide background reading materials for the class the week before the presentation. This might include websites, readings, videos, etc. **The presentation accounts for 15% of your final course grade.**

Group Presentations on Examples of Successful Collaborations. Chapters 11 – 17 of the Chrislip text provide examples of successful collaboration and civic leadership development. Students will form into small groups and prepare a 15 minute presentation to share with 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 1, 2015**. 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. The presentation accounts for 10% of your final grade.

Observation paper. There are many organizations and groups working collaboratively to address concerns or needs in Austin/Travis County. One way to begin to learn about the complex issues facing Austin/Travis County 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 URLs where you can find information on meetings that will occur during the next 2 months. There are many others as well.

Restore Rundberg Community Meeting
http://austintexas.gov/department/about-restore-rundberg

Community Advancement Network
http://canatx.org/

Ending Community Homelessness (ECHO) Coalition
http://austinecho.org

City of Austin
http://www.austintexas.gov/fullcalendar

Travis County Commissioners Court
http://www.traviscountyclerk.org/eclerk/Content.do?code=Commissioners

Texas Health and Human Services Commission
http://www.hhsc.state.tx.us/news/meetings.asp

Texas Senate
http://www.senate.state.tx.us/75r/Senate/events.php

Texas House of Representatives
http://www.house.state.tx.us/schedules/committee-schedules/

Austin Neighborhoods Council
http://ancweb.org/

Each student will attend one community meeting as an observer. Most meetings will be open to the public. However, if it is not clear that it is a public meeting, I would recommend you contact the convener prior to the meeting to make sure you will be welcome. Following the meeting you will write a 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 may not occur until late in the semester, the paper is **due on or before July 22, 2015**. However, if you finish the paper before this date, please submit it early and I will try to grade it and get it back to you within one week.

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 three project teams to work on the Restore Rundberg Initiative. By the end of the course, each team will produce a final product that is professionally done and showcases the work the team completed during the course.

In addition to the written report, each group will present their project in class on **July 27, 2015**. 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. Project staff, APD representatives and members from the community will be invited to attend the presentations.

The final project is **due in class on Monday, July 27, 2014**. 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 class presentation and 30% 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 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.

VI. Class Policies

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.

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT IN CLASS. The professor expects students to act as professionals in class. This means students should arrive on time for class, 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, the professor does require that students engage one another with respect and professionalism.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (http://deanofstudents.utexas.edu/sjs/).

USE OF CLASS MATERIALS. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visithttp://www.utexas.edu/diversity/ddce/ssd/.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day,

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time- sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

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 notify the professor regarding any safety concerns.

BEHAVIOR 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 visithttp://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.

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. All online readings can be found 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
Class 1 June 8	**Introduction and course overview** **Create Project Teams**
Class 2 June 10	**Introduction to Service Delivery Systems** **Dr. David Springer, PI, Restore Rundberg** **Reading:** Franz: Conservation Tillage in the Fields of Care McKnight: A Twenty-First Century Map for Healthy Communities and Families Austin: Program Analysis and Program Design Butz: The Current State of the Social Service System
Class 3 June 15	**The Nature and Importance of Collaboration** **Form presentation groups on examples of successful collaboration** **Readings:** Chrislip: Collaborative Leadership Fieldbook, Forward, Preface, Intro., Part I & II Community Tool Box: Chapter 24 Sections 1, 3 and 4 London: Collaboration and Community
Class 4 June 17	**Getting Started** **Readings:** Chrislip: Chapter 6 Centre for Social Relations, Coventry University: Tension Monitoring Toolkit • Using the Experienced, Evidenced, Potential (EEP) system • Use the Community Impact Assessment process • Understanding how people feel **PESTLE analysis presentation** **SWOT analysis presentation**
Class 5 June 22	**Setting Up for Success** **Readings:** Chrislip: Chapter 7 Community Tool Box: Chapter 7 Hartnett: The Basics of Consensus Decision-Making Mind Tools: Hartnett's Consensus-Oriented Decision Making **Stakeholder analysis presentation** **Force field analysis presentation**

Class 6 June 24	**Working Together** **Readings:** Chrislip: Chapter 8 & 15 **Cause & Effect (Ishikawa) Diagram presentation** **Force Field Analysis presentation** **Scenario Planning presentation**
Class 7 June 29	**Moving to Action** **Developing Networks of Responsibility** **Mary Dodd, Interim Executive Director, Community Advancement Network (CAN)** **Readings:** Chrislip: Chapter 9 & 10 Imagine Austin Comprehensive Plan (Chapter 1) CAN 2015 Work Plan CAN 2015 Community Dashboard
Class 8 July 1	**Group Presentations on Successful Collaborations**
Class 9 July 6	**Project work day**
Class 10 July 8	**Theory of Change, Logic Models and Process Analysis** **Reading:** ActKnowledge: Project Superwomen JISC infoNET Tools: Backward Planning
Class 11 July 13	**Wraparound and Systems of Care** **Molly Lopez, Director, Texas Institute for Excellence in Mental Health** **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

Class 12 July 15	**Nonprofit/Corporate Collaborations** **Ann Howard, Executive Director, ECHO** **Reading:** Austin: Strategic Collaboration Between Nonprofits and Business Thompson: Corporate Partnerships for Non-Profits: A Match Made in Heaven? Center for American Progress: Social Impact Bonds 101 Center for American Progress: Networking for Success Social Finance: Foundations for Social Impact Bonds PBS News Hour: 2 Part Series on Riker and NYC Social Impact Bonds: http://payforsuccess.org/resources/pbs-news-hour-2-part-series-rikers-nyc-social-impact-bond
Class 13 July 20	**Evaluating Community Collaborations** **Reading:** The Lewin Group: Evaluating Community Collaborations: A Research Synthesis Woodland & Hutton: Evaluating Organizational Collaborations: Suggested Entry Points and Strategies Hawe, et. al: A Glossary of Terms for Navigating the Field of Social Network Analysis. Streeter & Cooper: Rural Networks: Using Social Network Analysis to Understand Communities Tscheschke: Utilizing Network Analysis to Transform a Community Collaboration **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 Zack: Researching Organizational Systems using Social Network Analysis. http://web.cba.neu.edu/~mzack/articles/socnet/socnet.htm
Class 14 July 22	**Project work day**
Class 15 July 27	**Final class** **Project presentations** **Final project is due**