Course Number: SW 381T

Unique Number: 90120

Semester: Summer 2017

Meeting Time/Place: MW 1:30-4:00
            SSW 2.112

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Office Hours: W noon-1 and by appointment

DYNAMICS OF ORGANIZATIONS AND COMMUNITIES

I.   Standardized Course Description

This course familiarizes students with the macro context of social work practice. It examines the reciprocal relationship between human behavior and social environments. It emphasizes the interlocking and complex nature of culture and personal identity with content on populations-at-risk, examining the factors that contribute to and constitute being at risk. It introduces the student to the obligation that social services meet the needs of groups served and are culturally relevant. This includes equipping students with skills to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

This course examines the impact of social structure and other societal factors on one's personal life chances in relation to equity, fairness, opportunity, and other issues of social and economic justice. Drawing on a systems-ecological perspective, this course helps students develop skills at using systems thinking approaches to understanding organizations and communities with special emphasis on their application to a variety of oppressed and disadvantaged populations and multiple levels of intervention. Special emphasis is given to the development of assessment skills and intervention methods that are relevant to empowerment, capacity building and social change within organizations and communities. Understanding the role of age, race, gender, social class, culture, ethnicity, religion, sexual orientation, national origin, and physical and mental ability is an integral part of this course.

II.   Standardized Course Objectives

Upon completion of this course the students will be able to:

1. Discuss communities and organizations as a context for professional practice to meet individual needs, build community capacity, and promote social and economic justice

2. Demonstrate an understanding of the value dilemmas and ethical issues confronting social work professionals and their implications for social work practice with organizations and communities

3. Assess the influence of community norms, priorities and competitive community factions on the social structure of communities and the delivery of human services

4. Assess various evidence-based intervention approaches for working with organizations and communities

5. Analyze the impacts of organizational and community dynamics on populations-at-risk and relate those impacts to the participation of such populations in organizational and community governance, human service provision, and policy formulation

6. Evaluate alternative strategies for initiating change in organizations and communities, including planning models, coalition building, community development, direct action, and legislative advocacy

7. Understand the relevance of age, race, gender, social class, culture, ethnicity, relgion, sexual orientation, national origin, and physical and mental ability in social work practice that is grounded in social and economic justice

III.   TEACHING METHODS

The primary teaching methods will be lectures, discussion, and small group exercises involving case analyses and independent student research.

IV.   REQUIRED AND RECOMMENDED TEXTS, AND MATERIALS

Netting, F.E., Kettner, P.M., McMurtry, S.L., and Thomas, M.L. (2017), <u>Social Work Macro Practice</u> (6th Edition)

Putnam, R.D. and Feldstein, L.M. (2003) <u>Better Together: Restoring the American Community</u>

Selected required readings will also be placed on Canvas. The instructor reserves the right to change or add readings, and students will be notified in class and via email should this occur.

V.   Course Requirements

1.   <u>Attendance, Preparation, Contribution</u> (15% of grade)

Students are expected to attend classes regularly and to participate in class discussion and exercises. Students are expected to <u>complete the readings prior to class,</u> and to be prepared to demonstrate their familiarity with major concepts and ideas from the readings during class discussions and experiential learning assignments. For some students, this will mean learning to speak up, to volunteer comments or to raise questions. For others, it means being sensitive and allowing others

to contribute. Class participation grades will be determined by the instructor's assessment of the quality and quantity of students' contributions to class discussions.

Failure to regularly attend class and contribute constructively to class discussions will be considered in determining the final grade. Students will be allowed **one (1) unexcused absence.** In cases where a student misses more than one class, the instructor reserves the right to lower the student's final grade by one point for each class missed.   Students should not leave class during the break. In extenuating circumstances of absence, the student is to inform the instructor; documentation may be required. Students are responsible for any material (class notes, handouts, etc.) missed due to absence.

2.   **Book review paper (15% of grade)**

Students will write a 6-8 page book review of one of the following books:

Tough, Paul (2008), *Whatever it takes: Geoffrey Canada's quest to change Harlem and America*

King, Jr., Martin Luther (1958), *Stride Toward Freedom: the Montgomery story*

Rideau, Wilbert (2010), *In the place of justice: a story of punishment and deliverance*

Goffman, Alice (2014) *On the run: fugitive life in an American city*

 Stevenson, Bryan (2014), *Just Mercy*

The review should consist of the following elements: a summary of the issues discussed in the book; a discussion of the role of organizations and service delivery; the relevance of community in assessing the social problems described and in the development of approaches to these problems. The review must include references to concepts discussed in class and in course readings in the discussion of organizational and community issues addressed in the book, and should also provide evidence of critical thinking by the student. Research citations must be included to substantiate all assertions of fact.

3.   **Community Research Paper (35% of grade)**

The purpose of this assignment is to research community approaches to a problem relevant to social work practice, and to learn about an organization in Austin that provides services to a population-at-risk group as defined in this course. Students will be asked to select from the following problem areas: Veterans services; criminal justice/juvenile justice; Adult behavioral health (mental health/substance abuse services, etc.); Child and adolescent mental health (education; at risk youth; foster care, etc.); Homelessness; Women's issues (e.g., poverty, wage equality, domestic violence, human trafficking); Aging; Immigration/refugee services. Each student will report their first and second choices to the instructor via email by the second class.   The instructor will then

assign students to a problem area based on these choices, for the purpose of structuring panel discussions of these issues (see item #4 below). Students should identify an organization or agency and research its mission, goals, programs, and accomplishments in depth with respect to the population-at-risk which is its focus. This research must include some direct contact (i.e., beyond email or phone contact) with the organization/agency, e.g., via visit, interview with staff, or attendance at a community or organizational meeting.

Subsequent to this, students are asked to write a 8-10 page paper about the organization/agency, the community that it serves and the problem(s) that it seeks to address. Papers must answer the following questions:

a) What are the dimensions of the problem as it exists at the local, regional, or state level?

b) What approaches are used by the organization? What is the evidence cited by the agency as the basis for its interventions with the focus population?

c) What are the characteristics of the community served by the organization? What are the characteristics of the client population served?

d) What is the evidence cited by the organization as proof of its effectiveness? What is the program evaluation strategy utilized?

e) What are your views of this agency's strengths and weaknesses? A discussion of the extent the agency uses culturally competent practices should be included.

f) What is your assessment of the degree to which the problem/issue that is the focus of your paper is addressed adequately in Austin? Where the gaps in service delivery, and what are are your recommendations to address these?

4. **Panel Discussion** (**5% of grade)** Students will participate on a panel discussion with other students who have conducted research in the same problem area.

5. **Short papers (5%)**: Students will prepare two short papers based on issues discussed in class. One will be an ethical analysis of several cases; the other will be an in-depth case analysis.

6. **Examinations** (**25% of grade):** Two 1 ½ hour examinations consisting of short answers and essays will cover all lecture content and course readings.

Overall Criteria for Evaluating Student Assignments

The skills possessed by effective professional social workers include the ability to write well and to speak in an articulate and persuasive manner. Your written work should be well conceptualized and researched, clearly organized, and supported by examples and details. Papers must be typewritten, proofread for spelling and grammatical errors, double-spaced and in 12 font, and must follow the APA style format. The *Publication Manual of the American Psychological Association* (APA) is the style manual to be used for all assignments. A

summary handout of this manual is available in Student Services. The complete manual is available in the Learning Resource Center. Incorrect use of APA style may result in a deduction of points on assignments. Appropriate referencing (authors, titles, page numbers, etc.) of assignments is <u>required</u>. This includes giving due credit to others when indirect quotes (paraphrasing) and direct (verbatim) quotes are used. Short direct quotes (less than 40 words) must be placed in quotation marks. Long direct quotes (40 or more words) should be indented. Paraphrasing requires more than changing a word or two in a sentence. Failure to give due to credit to others will result in a **"0" for the assignment and/or an "F" for the course. Plagiarism is a form of scholastic dishonesty and will be addressed as such. If you do not know how to cite appropriately, please learn before you submit any assignments**.

Papers must include the following elements:

- **Clear answers to all required questions**
- **Adherence to assignment parameters around length of paper (Note: papers less than the minimum length will receive no higher than a grade of 80; papers exceeding the maximum length will only be graded on a review of the maximum number of pages stipulated by the assignment)**
- **Evidence of independent, critical thinking**
- **Research from <u>peer-reviewed professional journals</u> and from <u>recent books</u>**
- **Integration of material from lectures and course readings**
- **Use of grammar, spelling, and punctuation appropriate to graduate level written work.**

GRADUATE GRADING SCALE

100 - 94 =   A
93.99 - 90 = A-
89.99 - 87 = B+
86.99 - 84 = B
83.99 - 80 = B-
79.99 - 77 = C+
76.99 - 74 = C
73.99 - 70 = C- (Class failed/no credit: 73.99 and below)
69.99 - 67 = D+
66.99 - 64 = D
63.99 - 60 = D-
Below 60 = F

A = ***Significantly exceeds assignment/performance expectations*** (evidence of critical thinking, quality and quantity of research, and analysis that resulted in work additional to that set forth in the assignment directions);

B = Assignment/overall performance in course meets all the requirements with evidence of critical thinking, evidence of research effort, and analysis (i.e. coherence and integration of ideas);

C = Average. Assignment/performance meets all the requirements but lacks evidence of in depth thinking and analysis and lacks evidence of research from professional journals or recent or influential books

D = There are important gaps in the assignment both in terms of requirements and critical thinking and analysis.

VI.   CLASS POLICIES

1. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Students are expected to turn in assignments on the due date **at the beginning of class.** Assignments turned in after class starts will be considered late. Students will lose 3 points for each day that an assignment is late. **The paper due at the end of the semester will not be accepted after the last day of class.** Any adjustments in due dates must be discussed with the instructor **at least 24 hours PRIOR** to the regularly scheduled due date.

2. Students who fail to attend class on a regular basis (missing more than one class without a valid excuse, e.g., medical documentation) will be penalized one point per unexcused absence when points are totaled.

3. This course is part of a professional training program. The behavior that is expected of social workers in professional practice is also expected of students in this course. Students are expected to arrive at class punctually, to remain in class for its duration, and to maintain focus upon course content during class. Eating in class is permitted only during breaks. Cell phones, smart phones and laptops must be turned off. Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.

4. During this course, the professor will ask students to provide feedback on their learning in informal as well as formal ways, including anonymous surveys about how the professor's teaching strategies are helping or hindering student learning. It is very important for the professor to know the students' reactions to what is taking place in class, so students are encouraged to respond to these surveys, ensuring that together the professor and students can create an environment effective for teaching and learning.

5. If students are concerned about their grades, the instructor is more than willing to work with students to help them improve their course grades prior to the end of the semester. Please do not hesitate to contact the instructor during office hours if you have any concerns or questions about the course material or about your performance in the course. **Final grades assigned in the course are not negotiable.**

6. Course modifications: Should any modifications or changes need to be made to the course (e.g., calendar, assignments), students will be notified in class and/or by e-mail. Students should check their e-mail frequently, and students who are absent from class should check on announcements made in class during their absence.

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 AND CIVILITY IN THE CLASSROOM. 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. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at https://cmhc.utexas.edu/.

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 COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor 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 sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to 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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit http://diversity.utexas.edu/disability/.

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, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: https://campuscarry.utexas.edu. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

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 for keeping the university informed about a change of 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 between 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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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

Date	Description/Due Dates	Text / Readings
6/5/17	Course Overview	
6/7/17	Populations-at-risk and social work practice	Netting, Ch. 1,2
	Culturally competent micro and macro practice	Kirst, Ashman and Hull, Ethical dilemmas
	Ethical analysis in micro and macro practice	Friedman, T., Takin' it to the streets
		Sidel, V., The social responsibilities of health professionals

6/1217	Understanding community and organizational problems	www.cppp.org Center for Public Policy Priorities. Links for Data, Campaigns
		www.caction.org Community Action Network. See link to Issue Area Groups.
		Netting, Ch. 4
		Patti and Resnick, Changing the agency from within
		Joynt, M. et.al, The impact of neighborhood socioeconomic status and race on the prescribing of opioids in emergency departments throughout the United States, *Journal of General Internal Medicine*, June 2013
		Ethical analysis due
6/14/17	Understanding organizations	SWOT Assessment
		Peter F. Drucker Self Assessment Tool for Nonprofit Organizations
		Tools for Organizational Assessment
		Farrugia, How is the nonprofit sector changing?
		Netting, Ch. 7,8
		Griffith, et. al., Racism in organizations, *Journal of community psychology,*35(3),2007

6/19/17	Applied analysis of community and organizational problems:	Community/organizational analysis short paper
		Burnett, J., With porches and parks, a Texas community aims for urban utopia, NPR, 2/12/15
		Egolf, B., et.al. (1992), The Roseto effect: a 50-year comparison of mortality rates, *American Journal of Public Health* 82(8)
6/21/17	Understanding populations	Netting, Ch.3
		Johnson, The disability gulag, NY Times Magazine, 11/23/03
		Kahle, M., "A series of daily victories when living on crutches," *Austin American-Statesman*, Aug. 13, 2011
		Ryan, S. and Cole, K., From advocate to activist? Mapping the experiences of mothers of children on the autism spectrum, *Journal of applied research in intellectual disabilities*, 2009
		Organizational/community case analysis due
6/26/17	Understanding communities	Netting, Ch.5
	First examination	Kirwan Institute, "The Geography of Opportunity in Austin and How It Is Changing"
		Putnam, Introduction, Ch.1, 2

6/28/17	Assessing communities	A Community Position Paper: On the City of Austin's Study of the Quality of Life for African Americans, 2008, Executive Summary p.2-15
		Gionfriddo, P. How I helped create a flawed mental health system that's failed millions- and my son, *Health Affairs*, Sept. 2012
		Netting, Ch. 6
		Kretzmann and McKnight, Introduction to "Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets"
		Putnam, Ch. 4

7/3/17	Macro practice in communities: program development	Tough, P. The poverty clinic, *The New Yorker*, 3/21/11
		Netting, Ch. 9
		Edelman, M.E., Losing the children, early and often, *The Crisis*, Nov./Dec. 2006
		Marcus, D.(2005) Communities helping kids
		Freudenberg, N., et.al. (2005), Coming home from jail: the social and health consequences of community reentry for women, male adolescents, and their families and communities, *American Journal of Public Health* (95)
		Book review due
7/5/17	Macro practice in communities: Selecting appropriate strategies and tactics	Netting, Ch. 10
		Rothman, Multi Modes of Intervention at the Macro Level
		Putnam, Ch. 7,9,11

| 7/10/17 | Program implementation and evaluation | Netting, Ch. 11,12

Putnam, p. 269-294

Philliber, S., et.al. (2002), Preventing pregnancy and improving health care access among teenagers: an evaluation of the Children's Aid Society-Carrera Program |
| --- | --- | --- |
| 7/12/17 | Advocacy and social action | www.thetaskforce.org
National LGBTQ Task Force, link: In the News

Loeb, We don't have to be saints

Taylor, "The price of rebellion," *New York Times*, June 1, 2013

Lears, R. and Blotnick, R., "Occupy Bakery," *New York Times,* July 15, 2013 |
7/17/17	Advocacy and social action **Second examination**	
7/19/17	Panel discussions	
7/24/17	Panel discussions	**Community research paper due**