Course Number: SW N381T
Unique Number: 89590
Semester: Summer 2019
Meeting Time: Mon/Wed 5:30-8:00pm
Classroom: SSW 2.112

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Office Room: SSW 3.104A
Office Hours: Wednesdays 4–5pm or
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, 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

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

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

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

EPAS Competencies
The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Outcome 6.2: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Outcome 7.1: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
Outcome 7.3: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
Outcome 7.4: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Outcome 8.1: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
Outcome 8.3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

Outcome 8.4: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
Outcome 8.5: Facilitate effective transitions and endings that advance mutually agreed-on goals

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Outcome 9.1: Select and use appropriate methods for evaluation of outcomes
Outcome 9.3: Critically analyze, monitor, and evaluate intervention and program processes and outcomes
Outcome 9.4: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

III. Teaching Methods

A variety of teaching methods will be utilized, which might include lectures, class discussions, experiential exercises, case examples, video presentations, and guest speakers. Students are expected to be actively engaged in the learning process by participating in whole class and small group discussions.

IV. Required Text and Materials

- Tough, Paul. (2008), Whatever it Takes: Geoffrey Canada's Quest to Change Harlem and America New York, NY: Houghton Mifflin Harcourt.

- Articles noted on the syllabus will be available in a course packet for purchase. Additional readings or handouts may be added during the semester with a week's notice to provide adequate time to review, either in class or thru Canvas.

- Some supplemental readings listed as "CTB" on the syllabus can be accessed from the Internet-based Community Tool Box http://ctb.ku.edu/. The Tool Box provides a free online "textbook" developed by the Work Group for Community Health and Development at the University of Kansas. While the focus of much of the content is on community health, the tools and skills covered in the book are easily translatable to other kinds of community issues. Hover over "Learn A Skill" from the home page to access the toolkits table of contents.

V. Course Requirements

Students will be evaluated on the following required assignments, as well as in-class participation and contribution.

1. Attendance, Punctuality, Preparation and Contribution (15% of grade)
Students are expected to come to class on time having completed all readings, ready to participate meaningfully in class discussions and exercises, and remain for the entirety of the class time. Failure to contribute constructively to class discussions will be considered in grade determinations. The fifteen points for this requirement include attendance (5 total points) and in-class contribution (10 total points). Students will be allowed one (1) absence

without excuse or loss of points. Students are asked to notify the professor in advance when they are going to be absent.

Criteria for Awarding Attendance and Punctuality Points:
    0-1 absence = 5 pts
    2 absences = 3 pts
    3 absences = 1 pt
    4 or more absences = 0 pts
    5 or more absences puts the student in jeopardy of not passing this course.
Note: Establishing a pattern of late arrivals or early departures will cause attendance points to be lowered. If a student leaves at the break they will be counted absent.

It is important for social workers to be aware of group dynamics including peer groups. A portion of the grade for this course will depend on your level of participation and contribution. For some, this means learning to speak up, add to discussions and ask questions. For others, it means taking a step back and allowing others the space to contribute.

Criteria for Awarding In-Class Participation/Contributions:
Active, ongoing participation & consistently prepared for class= 10 pts
Intermittent participation & well prepared for class *or*
Active, ongoing participation & not always prepared for class= 9 pts
Intermittent participation & not always prepared for class= 8pts
Limited participation & preparation for class= 7pts

2. Class Discussion Prompt & Facilitation (10% of grade)

Students will be responsible for leading (or co-leading) an in-depth class discussion on a chosen reading from class which are notated with a * on the syllabus. A list of four detailed discussion prompts will be prepared and turned in at the beginning of class. Students will be graded on the questions' ability to facilitate quality discussion of inquiry (5 points) and ability to facilitate group dialogue utilizing the reading material (5 points). Students should be prepared to facilitate a 15-20 minute discussion.

*Students may opt to write a 2-3-page response paper in lieu of the above assignment. This should be uploaded to Canvas by the associated class time.

3. Book analysis (20% of grade)

This assignment will demonstrate the degree to which you are able to incorporate concepts learned in class with a specific case example. You are to use content from Paul Tough's 2008 book *Whatever it takes: Geoffrey Canada's quest to change Harlem and America* as your case example, focusing on ways the organization, the Harlem Children's Zone, assessed and developed interventions to support the Harlem neighborhood. The focus of the paper should be on analysis rather than a summary of what took place in the specific case example. Analysis should incorporate:
- How the systems/ecological framework was or was not applied
- Effectiveness of how the community was defined
- Strengths/gaps in the ways that community needs were assessed

The paper should be 6-8 pages long and include at least two additional readings from class in addition to Tough's book. Grading will be based on the depth & breadth of how well the content was addressed and evidence of critical thinking (80%) and on the mechanics of writing- organization, clarity, grammar, spelling & following APA guidelines (20%). <u>Please turn in a hard copy by July 1st at 5:30pm CST</u>.

4. Neighborhood Coalition Response (15% of grade)
Students will respond to a scenario of a hypothetical neighborhood coalition meeting. Students will be provided a vignette that outlines a challenging dilemma the student must evaluate and respond to. Students will be expected to answer the questions accompanying the vignette with thoughtful responses, and the total answer to the - 4 - questions should not exceed 3 double-spaced pages. The assignment and grading rubric will be distributed two weeks before the assignment will be due. Responses are due on July 17th and should be uploaded to Canvas.

5. Community Analysis (40% of grade)
Students will work in task groups of 5-6 members each to complete this assignment. Each group will study a place-based community or neighborhood located in the Greater Austin area. Each community/neighborhood must have specific geographic boundaries that encompass one or more zip codes. The group will employ culturally sensitive ways to gather information required for this assignment by identifying and engaging one or more local residents to help guide the group in its' efforts to learn about the community.

Each group is to complete the following tasks as part of this assignment:
- Obtain demographic information about the community or neighborhood using Census data.
- Ride or walk through the target community or neighborhood, observing the condition of residential areas, availability of parks and other areas used for recreation, retail and other businesses (including grocery stores), schools, places of worship, health care facilities, social service agencies, and entertainment venues.
- Interview *at least three residents* of the community or neighborhood, asking each individual what they consider the positive aspects of the community/neighborhood as well as the challenges of living there. Interviews should be conducted in *student pairs* in which one student asks questions and clarifies responses and the other student records the information provided. The group can obtain suggestions about persons to be interviewed from their initial point of entry into the community/neighborhood. Be sure to interview a cross-section of residents (e.g. a long-time resident vs. a newcomer, people of varying ethnicities, races, genders, sexual orientations, and/or ability status. Be sure to obtain *written* permission from all persons interviewed to use their comments, photographs, or tape-recorded or videotaped material, using the form provided in class and on Canvas.
  - Visit *at least six* local businesses, schools, and religious institutions to learn about how each entity views the community/neighborhood, what they believe they contribute to it, and what they see as the strengths, challenges, opportunities, and threats. Be sure to obtain *written permission* from all persons interviewed to use their

comments, photographs, or tape-recorded or videotaped material, using the form provided in class and on Canvas.

Prepare a 25-30 minute multimedia presentation about the target community/neighborhood including the following:

- Name or nickname of the area (e.g. St. John's, Dove Springs)
- Location (include map or drawing)
- Demographic snapshot
- SWOT (strengths, weaknesses, opportunities, & threats) analysis
- At least three (3) recommendations for strengthening the community/neighborhood
- At least five (5) considerations that would be important for social workers to consider when implementing macro change in this community

Additional class time will be reserved for questions and answers after the official presentation. This assignment is worth 40 points or 40% of your total grade, 30 of which will be a group grade. 10% will be individually awarded with consideration given to three factors: 1) self-evaluation 2) evaluation from other group members 3) instructor observations during in-class work sessions.

VI.   GRADUATE GRADING SCALE

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

VII. Class Policies

NOTE: It is important for social work professionals to be punctual in attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Please take note of the following:

- **Assignments are due at the *beginning* of class** on the scheduled day and <u>will be considered late if turned in more than 15 minutes after</u> the beginning of the class period.
- **Students will lose two points per calendar day for late assignments.** Any adjustments in assignment due dates MUST be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled date.
- All written assignments must be typed, double-spaced with 12-point font, 1" margins, and follow appropriate guidelines for APA format.

VIII. University Policies

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://ddce.utexas.edu/disability/how-to-register-with-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, 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. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the

incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may 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.

IX. Course Schedule

Date	Topic	Assignment Due	Readings
6/10	Course Introduction & Overview		No assigned reading
6/12	Introduction & Historical Roots of Community Practice		Netting, Kettner, McMurtry & Thomas, Ch.1, "An Introduction to Macro Practice in Social Work" Begin Paul Tough book
6/17	Community Practice Theories Bridging Micro & Macro Social Work		*Austin, Coombs & Barr, "Community-Centered Clinical Practice…" *Saleeby, "The Power of Place: Another Look at the Environment" Kretzmann & McKnight, "Asset-Based Community Development"
6/19	Understanding Communities Empowerment-based practices		*Putnam & Feldstein, Ch.7 Netting, Kettner, McMurtry & Thomas, Ch.5
6/24	Assessing Community Needs		CTB, Chapter 3, Section 1, 2, 5 & 8 Poortinga, "Community resilience and health…" *Curley, "Relocating the Poor…" *Recommended: Hardcastle*
6/26	**Community Analysis Project Work Day**		No assigned reading

7/1	SWOT Analysis	**Book Analysis Due (hard copy)**	CTB, Chapter 3, Section 14 *Putnam & Feldstein, Ch.4
7/3	Understanding the Problem		CTB, Chapter 17, Section 3 & 4 *Putnam & Feldstein, Ch.1
7/8	**Community Analysis Project Work Day**		No assigned reading
7/10	Understanding Organizations Networking & Coalition-Building		*Gates, "Integrating Social Services and Social Change" Wolff, "A Practitioner's Guide to Successful Coalitions" *Recommended: Paul Kivel article; Samples & Austin article*
7/15	Building support for change Task Groups		Netting, Kettner, McMurtry & Thomas, Ch.9 *Speer & Christens, "Local Community Organizing and Change…" *Recommended: Wells, Ford, McClure, Holt, & Ward*
7/17	Developing Strategy Plans	**Neighborhood Coalition Response Paper Due (on Canvas)**	Netting, Kettner, McMurtry & Thomas, Ch.10 *Minkler, "Community Organizing w/ Elderly Poor"
7/22	Material Catch-Up and Project Work Day		*Minkler & Pies, "Ethical Issues…" Recommended: Pawar article
7/24		**Group presentations**	No assigned reading
7/29	Course evaluations & self-evaluations	**Group presentations**	No assigned reading

X. Bibliography

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Curley, A. (2010). "Relocating the Poor: Social Capital and Neighborhood Resources." *Journal of Urban Affairs*, 22(1), 79-103.

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Hardcastle, D. (2011). Community Social Casework. In Community Practice: Theories and Skills for Social Workers, (3rd Ed). New York: Oxford University Press. *(recommended)*

Kivel, P. (2007). "Social Service or Social Change?" IN INCITE! Women of Color Against Violence (eds). The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex. Cambridge, MA: South End Press. pp. 129-149. *(recommended)*

Kretzman, J. & McKnight, J.P. (1996). Asset-based Community Development. *National Civic Review*, 85(4), 23-29.

Minkler, M. (2004). "Community Organizing with the Elderly Poor in San Francisco's Tenderloin District." In M. Minkler (ed), *Community Organizing and Community Building for Health, 2nd edition* (pp. 272-287). New Brunswick, New Jersey: Rutgers University Press.

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Pawar, M. "International Community Practice" In Marie Weil(ed). *The Handbook of Community Practice* (pp. 633-652). Los Angeles, CA: SAGE. *(recommended)*

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