Course Number: 393T19
Unique Number: 63345
Semester: Spring 2011
Meeting Time/Place: 11:30-2:30-SSW2.116
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STRATEGIC PARTNERSHIPS AND COLLABORATIVE LEADERSHIP

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.

Course Objectives
By the end of the course the student will be able to:
1. Demonstrate the understanding of the complex issues and leadership skills needed to engage diverse stakeholders in strategic partnerships **(CAL/APB4)**;
2. Formulate and critique alternative strategies for initiating change in multi-organizational service delivery systems and in building community through strategic partnerships **(CAL/APB3)**;
3. Demonstrate an understanding of the value dilemmas and ethical issues confronting social workers in multi-organizational systems and communities **(CAL/APB4)**;
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 **(CAL/APB5 and 8)**.
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 **(CAL/APB5 and 8)**.
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 **(CAL/APB8 and 10c)**.
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 **(CAL/APB3 and 4).**

The 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, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be obtained from your Student Handbook.

EP 2.1.3. Apply critical thinking to inform and communicate professional judgments.
CAL/ABP3 Utilize effective models of macro professional practice to effectively serve client systems
Objectives 2, 7
Assignment: Reflections on Readings, Group Assignment, Collaboration Presentation
EP 2.1.4. Engage diversity and difference in practice.
CAL/APB4 Utilize needs, values, and strengths in applying appropriate interventions for diverse client systems
Objectives 1, 3, 7
Assignment: Reflections on Readings, Group Assignment, Collaboration Presentation, Task Group Facilitation
EP 2.1.5. Advance human rights and social and economic justice.
CAL/APB5 Use organizational and community resources and empirical evidence to impact inequitable social conditions, policies, and practices
Objectives 4, 5
Assignment: Group Assignment, Collaboration Presentation
EP 2.1.8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
CAL/APB8 Promote social policies and program practices to advance social welfare and enhance service delivery
Objectives 4, 5, 6,
Assignment: Reflections on Readings, Group Assignment, Collaboration Presentation
EP 2.1.10c. Intervention
CAL/APB10c Critically apply systematic interventions that prevent problems, expand opportunities, and enhance quality of life
Objectives 6
Assignment: Group Assignment, Collaboration Presentation

TEACHING METHODS
Teaching involves a partnership between the instructor and the student in a collaborative and passionate commitment to the mutual learning process. My philosophy of teaching is to provide students with relevant content in the form of presentation, text, and instructional activities that assist students in the integration of the material. Within the field of social work, content delivered without its applicability to micro and macro level practice is irrelevant to the student that gravitates to the profession to be an agent of social change. Essentially, as an instructor I see my role as an instructor in creating a safe learning environment that allows for the sharing of ideas, in-depth critical analysis and integration of the material.

REQUIRED TEXTS, AND MATERIALS

Required Text:
Chrislip, D.D., Larson, C.E. (2002). The Collaborative Leadership Fieldbook: A Guide for Citizens and Civic Leaders. San Francisco: Jossey-Bass publishers.

Text can be purchased at University Co-op, 2246 Guadalupe, 476-7211, website: http://www.universitycoop.com.

Required Readings:
The readings are posted on blackboard according to week. The instructor reserves the right to provide and/or assign additional reading to supplement the texts and reader.

COURSE POLICIES

1. Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values.
2. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism.
3. Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.
4. Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Missing more than two classes will result in loss of a letter grade. It is your responsibility to sign the weekly attendance sheet. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.
5. Students are expected to be active in the learning process, to do the assignment readings and participate in the class activities and discussions. If you do not have a personal computer with Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.
6. Assignments should be turned in at the beginning of class on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will not be accepted.
7. The Publication Manual of the American Psychological Association Fifth Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the Co-op.

COURSE REQUIREMENTS

Active Learning Contract : Cooperative, Active, Student-Directed Learning (10 points)
The M.S.W. program is a rigorous program. It requires a high level of commitment from you with regard to your professional learning. In addition, it requires you to be: a.) the chair of your agenda, understanding that no one else can do your learning for you; b.) aware of external or internal distractions keeping you from successfully completing this course; and c.) responsible for asking questions, finding information, and challenging yourself to facilitate your learning.

Instructor will award half of the active learning points based upon observation and feedback from peers on their contribution to the final project, and students, based upon their own individual assessment, will award themselves the remaining points (Individuals self assessment with a 3-4 sentence justification due 11/28).

Expectations: Active Learning
- Participate in an interactive educational process grounded in course readings. Content (e.g., readings and lecture material) and process (e.g., classroom experiences) as being interdependent and mutually enhancing. Both are necessary for an optimal learning experience.
- Active, cooperative learning is a requirement of this course. You will learn via listening, talking together, reading with a critical eye, and writing in response to what you read and experience. Your thoughtful contributions in each of these modes of active learning are an important aspect of the learning environment.
- Raise questions, express your viewpoints, and engage in small and large group discussions and experiential exercises.
- Participate in a professional manner that includes respectfulness with regard to difference. If you have any questions or concerns about this requirement, please talk to me before you continue in the class.
- Active participation in assigned task group activities.

In summary, the seminar process reflects an interdependent and reciprocal system of relationships among all the members of the learning community.

Criteria for Evaluation:
√ Evidence that you have reflected upon and integrated material learned via readings, and class.
√ Degree to which your communication is relevant.
√ Evidence that you are present (mind, body, and spirit).
√ Attendance, students are expected to attend all classes.
√ Arrival on time to class.
√ Adherence to the NASW Code of Ethics (included in required reader).

Reflections on the Readings (18 points - 2 point for each reflection piece)
The reflections are your opportunity to use writing to integrate your thoughts about course readings.

Follow these steps:
- Read the assigned readings for the week.
- Reflect on what you have read (preferably a synthesis of at least two of the readings) by answering the following:

What were the key theme(s) and major point(s)?
What did you learn that was new (new information/idea or new way of thinking about an issue)?
How does this reading relate to your understanding of strategic partnerships and collaborative relationships?

Compare and contrast the central points between readings?
How do the central points raised in the readings apply to your field placement and/or professional social work experience?
What questions did the reading raise/generate?

2 page minimum, 3 page maximum, typewritten, double-spaced, with 1 inch margins, include reference page. Headings for each reflection should appear left aligned as shown below:
Last Name, First Name/Date/Reflection # (1-9)

Criteria for Evaluation:
√   Relevance to readings and addressing all the points listed above.
√   Clarity and timely completion of the assignment (late reflections will not be accepted)

Due: 9/12, 9/19, 9/26, 10/3, 10/10, 10/17, 10/24, 10/31, 11/7

Group Assignment: Analysis of a Community Collaboration Paper (35 Points)
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 collaborative efforts, this project is designed to help you gain experience and develop critical skills needed for effective task group work. This project requires that students work in small groups to conduct a detailed analysis of a specific strategic partnership in the Austin/Travis county area. At least three key informants must be interviewed as part of the analysis.

The purposes of the assignment are to:
• Assist in your integration of the course content
• Sharpen your critical analysis skills
• Give you practice in conducting an analysis of a community collaboration
• Give you an opportunity to work within a group
• Provide opportunity to present analysis

At a minimum, excluding the reference page, the length of the paper should be no less than 15 pages and no more than 20 pages. On 10/24, groups are required to submit to the instructor a 1 paragraph summary describing the collaborative effort to be analyzed. As the professor, I reserve the right to award differentially weighted grades on the group project based on the contribution of the group members to the paper and presentation. If an individual student's performance is consistently below par jeopardizing the quality of the overall group's work then the student will be graded accordingly.

Your paper should include the following sections:
a. Title Page
b. Table of Contents
c. Acknowledgements (if appropriate)
d. Executive Summary. Provides an overview of what is included in the document.
e. Literature Review: Integrate and summarize the existing literature on this social issue that the collaboration is trying to address. At a minimum, you must cite at least 7-10 key research studies on the topic.

f. History and Context of the Collaboration. In the following sections where appropriate, students should show their understanding and analysis of the community collaboration is informed by the assigned readings from class by citing these resources accordingly. Students are encouraged to look beyond the assigned readings to identify additional materials that will help them understand the collaboration they studying.
    - When and how did the collaboration begin? Is this a relatively new collaboration or has it been around for awhile?
    - What was the political/economic/social context for the collaboration? How is the current context different/similar to the context when the collaboration began?
    - What community problem or issue is the collaboration trying to address?
    - Did it begin in response to a specific problem/issue in the community or did it evolve over time as an extension of existing working relationships?
g. Mission, goals and objectives
    - What is the common purpose/vision shared by the collaboration partners?
    - What is the collaboration's stated mission? How does the collaboration pursue the mission?
h. Stakeholders/partners
    - Who are the formal stakeholders/partners in the collaboration?
    - What is the role in the collaboration? What do they gain from participation? What do they contribute to the collaboration?
    - Are diverse voices recognized in this collaboration? What are their roles and what do they gain from participation in the collaboration?
    - Is the collaboration dominated by one or a small number of stakeholder interests?
i. Fundamentals of Strategic Alliances
    In this section, discuss the following aspects of the collaborative effort and provide explanation for: the type of alliance, range of relationships, the life cycle of the alliance, theory (ies) describing organizations and how this impacted the collaborative effort, and threats to alliance.

j. Map or Graph collaboration
    - Provide a graphic depiction of the collaboration.
    - Identify the key stakeholder/partners and show how they are related to one another in the collaboration.
k. Structure of the Collaboration
    - Is there a clearly defined structure for the collaboration? That is, is there staff to carry out the work of the collaboration, policies and procedures to guide its day-to-day work, formal agreements among the key stakeholders, clearly defined roles for members, etc.?
    - How is information gathered, processed, and shared among the collaboration partners?
    - How does the collaboration address issues of conflict and disagreement among members?
    - Does the collaboration have adequate physical facilities to support its work? Is the facility accessible to stakeholders?
l. Collaboration Processes

- Is the collaboration facilitated by a collaboration leader? How is that person regarded by the collaboration partners?
- Is the collaboration process open and the contributions of each member valued?
- How do the collaboration members deal with disagreements and differences of opinions?
- How does it make critical decisions and how effective are its decision-making processes?
- How does the group deal with conflicts when they emerge?
- Does the collaboration have clearly defined outcomes indicators and how does it know when it has been successful in achieving its mission?
- Does the collaboration have some method of celebrating the success of its efforts?

m. Successes and Challenges
- What has been the greatest success of the collaboration?
- What major challenges does the collaboration face?

n. Analysis and Recommendations
- Based on your review of this collaboration, how successful do you think it is in pursuit of its mission?
- What recommendations might you offer to help improve the work of the collaboration?
- What are the implications of this collaborative relationship in terms of impeding or enhancing service delivery, policy impact and/or advocacy for social justice?
- Are there groups, other organizations, or communities that would have contributed to the collaboration that were not included? If so, list them and provide a rationale.

o. Bibliography

Criteria for evaluation:
√ Coherent description of the collaborative effort
√ Quality of synthesis of relevant literature
√ Quality of critical analysis

Due: 11/28

Class Presentation & Handouts (22 points)
Presentation (17 of the 22 points)
The 30-45 minute (35 minute presentation & 10 minutes for questions) group presentation should include PowerPoint, graphs, and charts as mediums to provide the audience with a comprehensive view of the group analysis of community collaboration.

Criteria of Evaluation:
The presentation will be evaluated based on the extent to which the group maximizes the medium of verbal/non-verbal communication, visual presentation to captivate and educate your audience about the analyzed community collaboration. Instructor will focus on the depth and quality of the critical analysis of the chosen community collaboration.

Handouts (5 of the 20 points)
The purpose of this assignment is to share what the group has learned, educate your colleagues about the collaborative analysis. Present a 1 page, 2-sided handout and bring copies for the class and instructor.
- Front: a brief summary of sections E, F, G, H, M& N of the group paper.
- Back: an annotated bibliography of the 10 most useful literature sources related to this issue (include APA style reference with a 2-3 sentence description of each article).

Criteria for Evaluation:
Your handout will be evaluated based on:
- √   Clarity of description of collaborative effort.
- √   The importance of the journal articles chosen to include in your annotated bibliography and the extent to which the key content of the article is summarized.

Due: 11/14, 11/21

Task Group Facilitation Exercise (15 Points)
An emphasis of this course is to assist you in learning the skills that you will need in your capacity as a social worker to plan and facilitate tasks groups. You will be assigned to a group, given an overview of a fictitious scenario with specified goals and be asked along with your group members to facilitate a 30 minute task group.

Criteria for Evaluation:
Your task group experiential exercise will be evaluated based on:
- √   Planning involved in engaging class in the achievement and completion of the task group goals.
- √   Execution of facilitation exercise.

Due: 11/28

GRADING:

Grades will be assigned according to the cumulative number of points the student has earned on the required assignments:

A= 90-100   **B**=80-89   **C**=70-79   **D**= 60-69

A = 100-96   SUPERIOR: Significantly exceeds assignments/performance expectations, Demonstrates a high level of in-depth critical thinking and analysis that involved coherence and integration of ideas.
A- = 95-90

B+ = 89-87   GOOD: Assignment/overall performance in course meets all the requirements with evidence of critical thinking and analysis.
B = 86-84
B- = 83-80

C+ = 79-77   AVERAGE: Assignment/performance meets the requirements, lacks evidence of in depth and analysis of the material.

C = 76-74
C- = 73-70

D+ = 69-67   BELOW AVERAGE: Requirements for assignments and critical thinking and analysis skills is lacking.

D= 66-64
D-= 63-60

59 and below F

Requirements for all Written Assignments

- All written assignments must be typed, double-spaced, and formatted in accordance with the *Publication Manual of the American Psychological Association* (5th ed.). The instructor will evaluate your writing on the basis of content, format, and writing style (organization, clarity, grammar, punctuation, etc.). See handout, *Writing Guidelines*, for further information.
- All students are expected to conform to the rules of scholastic honesty as outlined in the General Bulletin of the University of Texas at Austin. Scholastic misconduct will result in automatic failure of the course.

Persons with Disabilities. The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of Dean of Students at 471-6259; 471-4641.

COURSE SCHEDULE
Complete reading assignment for each date before coming to class. Bolded readings are required readings for each week, un-bolded readings are recommended.

DATE	DESCRIPTION	ASSIGNED READING	ASSIGNMENT DUE
Week 1 1/29	• Introductions • Overview: Course Themes & Requirements • In-Class Exercise • Video: Meeting the Collaboration Challenge		
Week 2 9/5	**Labor Day Holiday**		
Week 3 9/12	• Collaborative Alliances • Theoretical Perspectives	**SSW Code of Ethics** Text: **Chrislip (2002),**	Reflection On Reading

		Reading	
	• Developing Alliances	**pp.1-38.** Reader: **Gray (1991), pp.3-22.** Franz(1984), pp.1-8. Streeter (2001), pp.1-9. Franz (1995), pp.1-8 Austin (1993), pp. 1-20. **Clark (2001), pp. 895-896.** **Grace (2007), pp.433-436.** **Wenger (2007), pp. 309-314.** <mark>Perrault (2011), pp.282-298</mark>	
Week 4 9/19	• Building Collaborative Relationships • Cooperation: Mutual Support Without Loss of Autonomy • Facilitation: Task Groups • Guest Speaker	Text: **Chrislip (2002), pp.41-92, 133-158.** Reader: **Franz (1995), pp.1-8.** **Franz (2001), pp.1-6.** Kanter (1994), pp. 96-108. **Bailey (1996), pp. 602-611.** Berrick (2006), pp. 27-42. **Kirst-Ashman (2008), pp. 84-85.** **Kirst-Ashman (1998), pp. 92-94.** Patterson **Reis (2003), pp.1-2.** **Tropman (1995), pp 412-426.** **Darlington (2007), pp. 187-198.** **King (2009), pp. 261-285.** **Speer (2005), pp. 61-77.** <mark>Dittman (2010), 195-209.</mark>	Reflection on Reading

| Week 5
9/26 | • Mapping Community Collaborations
• Social Network Analysis: Understanding the Structure of Service Delivery Systems | Text:
Chrislip (2002), pp.93-129, pp.159-169.
Reader:
Anderson-Butcher (2004), pp.39-53.
Himmelman (2001), pp. 277-284.
McKnight (1996), pp. 1-24.
Bronstein (2003), pp. 297-304.
Snavely (2000), pp. 145-165.
Horwath (2007), pp. 55-69.
Bozalek (2007).
Fahy (2009), pp. 167-175.
Butts (2008), pp.13-41.
Prell (2009), pp. 1-18.
Womens Co-op Case & Questions Turpin (2011), pp-82-86.

Read The Women's Co-Op Case, pg. 159-168.
Be prepared to discuss included questions in class. | Reflection on Reading |
| Week 6
10/3 | • Leaderships: Strategic Partnerships
• Social Justice Approaches & Collaboration
• Guest Speaker | Text:
Chrislip (2002), pp.170-186.
Reader:
Ehrle (2004), pp. 265-285.
Lasker (2001), pp. 179-205.
Altshuler (2003), pp. 52-63.
Nelson (1989), pp. 377-401. | Reflection on Reading |

		Mulroy (1998), pp. 1-16. **Mizrahi (2001), pp.63-78.** **Richardson (2007), pp. 92-107.** **Kaiser (2008), pp. 96-110.** **Boehm (2005), pp. 77-96.**	
Week 7 10/10	• Creativity Among Groups • Community Interagency Collaboration • Conflict	Reader: Sandfort (1999), pp. 315-339. **White (1995), pp.23-38.** **Fosler (2002), pp. 1-8.** Yankey, pp.2321-2326. **Wilbur (2006), pp. 133-149.** **Padilla (1998), pp. 65-81.** **Troyer (2009), pp. 409-427.** **Polivka (1995), pp. 110-115.** **Guo (2005), pp. 340-361.** **Elder Case Management Scenario & Questions** **Read the Elder Case Management Program Study and Be Prepared to Discuss questions.**	Reflection on Reading
Week 8 10/17 **SSW Social Justice Week**	Class will not be on Monday but will be held Weds., 10/19 from 6:00-8:00 p.m. for students to attend the Government Accountability Project American	**Student Identifies Two Articles in Area of Interest Related to Course-REQUIREMENT: ATTACH HARD**	Reflection on Reading

		Whistleblower: Essential Voices for Accountability. If this is a problem, please speak to the instructor.	**COPY OF ARTICLE TO REFLECTION**	
Week 9 10/24	• Case Examples: Strategic Partnerships Look Like • Wraparound Model of Service Delivery • Reforming Service Delivery Systems	Text: **Chrislip (2002), pp. 187-245.** Reader: Phillips (2003), pp. 115-133. **Haire (2002), pp.61-75.** **Tiamiyu (2001), pp. 479-492.** **Smith (1997), pp.1-** **Rogers (1998), pp. 105-120.** Andrew (2009), pp. 95-104. **Walker (2004), pp. 182-192.** **Ivery (2008), pp. 53-70.** **Huckabay (2009), pp. 154-164.** **Underground Advocate Case Study & Questions** **Read Case and Be Prepared to Discuss questions.**	Reflection on Reading Paragraph on Group Analysis of a Collaboration
Week 10 10/31	• Making Collaborations Work in the Trenches • Why Businesses Collaborate with Social Service Agencies • Guest Speaker	Reader: **Austin (2000), 69-97.** **Berger (2004), pp. 58-90.** **O'Regan (2000), pp.120-140.** **Field (2003), pp. 742-755.** **Lange (2008), pp.41-55.** Connor (1999), pp. 127-136.	Reflection on Reading

		Petri (2010), pp. 73-153-82. Bear (2011), pp.146-53 Armstrong (2010), pp. 27-37.	
Week 11 11/7	• Alliance Evaluation • Strengthening an Alliance Through Evaluation	Text: **Chrislip (2002), pp.246-257.** Reader: **Harper (2003), pp. 53-69.** **Bailey (1995), 245-252.** **Brown (2008), pp. 116-126.** **Aronson (2007), pp. 373-383.** **Fetterman (2001), pp. 381-385.**	Reflection on Reading
Week 12 11/14	• (3) GROUP PRESENTATIONS		
Week 13 11/21	• (3) GROUP PRESENTATIONS		
Week 14 11/28	• Task Group Experiential Exercises • Wrap Up		Group Assignment Paper Self-Assessment

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