

THE UNIVERSITY OF TEXAS SCHOOL OF SOCIAL WORK

Course Number Unique Number	SW 381T 62845	Instructor	Liz Ownby, LMSW liz.ownby@gmail.com
Semester	Fall 2012	Office Hours	Thursdays 4:30PM – 5:30PM
Meeting Time	Thursdays 5:30PM – 8:30PM	Office Phone	471-9826
Room	SSW 2.132	Office Location	3.104A

Dynamics of Organizations and Communities

I. 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. COURSE OBJECTIVES DYNAMICS OF ORGANIZATIONS AND COMMUNITIES

1. Discuss communities and organizations as a context for professional practice to meet individual needs, build community capacity, and promote social and economic justice **(PB 11 and 27)**;
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 **(PB 27)**;
3. Assess the influence of community norms, priorities, and competitive community factions on the social structure of communities and the delivery of human services **(PB 11)**;
4. Assess various evidence-based intervention approaches for working with organizations and communities **(PB 11)**;
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 **(PB 12 and 27)**;
6. Evaluate alternative strategies for initiating change in organizations and communities, including planning models, coalition building, community development, direct action, and legislative advocacy **(PB 11, 12, 27 and 28)**;

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 (**PB 11**).

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 found in your Student Handbook.

EP2.1.3 Apply critical thinking to inform and communicate professional judgments.

PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom

Objectives 1, 3, 4, 6, 7

Assignments: Task Group Project, Agency Paper, Chapter Reviews, Class Discussion, Case Studies, and Assigned Reading

PB12 Analyze models of assessment, prevention, intervention, and evaluation

Objectives: 5 and 6

Assignments: Task Group Project, Agency Paper, Class Discussion, Case Studies, and Assigned Reading

PB13 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

Objectives: (not specified)

Assignments: Task Group Project, Agency Paper, Executive Summary, PSA, Class Discussion, and Case Studies

EP2.1.9 Respond to contexts that shape practice.

PB27 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

Objectives 1, 2, 5, 6

Assignments: Task Group Project, Agency Paper, Chapter Reviews, and Assigned Reading

PB28 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Objective: 6

Assignments: Task Group Project, Agency Paper, PSA, Class Discussion, and Case Studies

III. COURSE SCHEDULE

Assignments Prior to Class Meeting	Class Date	Class Meeting Agenda
	August 30	Introductions, Syllabus Review, Task Group Formation, Housekeeping
Read Chapter 1 & 2 Chapter 1 & 2 Review Read Code of Ethics Preamble, Purpose & Principles & Standard 1	September 6	<u>Intro to Macro Practice & Historical Roots Ch. 1 & 2</u> Chapter 1 & 2 Review Due Video – <i>The Heart of Bassett Place</i> Class Discussion
Read Chapter 3 Chapter 3 Review Read Ethics Standard 2	13	<u>Understanding Community & Organizational Problems Ch. 3</u> Chapter 3 Review Due – Student Led Class Discussion Case Study Task Group Meeting- Review Work Plan Assignment
Read Chapter 4 Chapter 4 Review Read Ethics Standard 3	20	<u>Understanding Populations Ch. 4</u> Chapter 4 Review Due – Student Led Class Discussion Task Group Work Plan Due Case Study – <i>30 Days</i>
Read Chapter 5 Chapter 5 Review Read Ethics Standard 3	27	<u>Understanding Communities Ch. 5</u> Chapter 5 Review Due Guest: <i>Open Arms</i> – www.theopenarmsshop.com Mid-Semester Course Evaluation
Read Chapter 6 Chapter 6 Review Read Ethics Standard 4	October 4	<u>Assessing Communities Ch. 6</u> Chapter 6 Review Due – Student Led Class Discussion Case Study Review Agency Report/Executive Summary Assignment
Read Chapter 7 Chapter 7 Review Read Ethics Standard 4	11	<u>Understanding Organizations Ch. 7</u> Chapter 7 Review Due Agency Report & Executive Summary Due Executive Summary Presentations
Read Chapter 8 Chapter 8 Review Read Ethics Standard 5	18	<u>Assessing Human Service Organizations Ch. 8</u> Chapter 8 Review Due Guest : <i>Mickey Jacobs Deputy Director for Strategic Operations, Office of the Attorney General</i> Task Group Meeting – Workplan Update
Read Chapter 9 Chapter 9 Review Read Ethics Standard 5	25	<u>Building Support for Proposed Change Ch. 9</u> Chapter 9 Review Due – Student Led Discussion Case Study Task Group Meeting
Read Chapter 10 Chapter 10 Review Ethics Standard 6	November 1	<u>Selecting Appropriate Strategies & Tactics Ch. 10</u> Chapter 10 Review Due – Student Led Discussion Video – <i>The Democratic Promise: Saul Alinsky & His Legacy</i>
Read Chapter 11 Chapter 11 Review Read Ethics Standard 6	8	<u>Planning, Implementing, Monitoring & Evaluating Intervention Ch.11</u> Chapter 11 Review Due Guests : <i>Cecile Young & Rose Hayden- Consultants. Former State HHS Program, Planning and Budget Directors</i>
Outside Task Group Meeting	15	Task Group Papers Due Group Presentations Begin
	22	NO CLASS – Happy Thanksgiving
Review TX Legislature Online www.capitol.state.tx.us	29	<i>Capitol Visit – The Honorable Kirk Watson, Texas State Senator from Austin</i>
Outside Task Group Meeting	December 6	PSAs and Group Presentations Conclude Course Instructor Evaluation

IV. TEACHING METHODS

Course content is covered through reading, listening, critical thinking, and discussing social work practice in organizations and communities. Class sessions will be devoted to focused discussions which flow from assigned readings and supplemental materials presented in class. Students are expected to bring in articles/stories of interest to share with the class. Students are expected to be fully prepared and to ask informed questions, share experiences, and actively participate in class discussions. In addition, the class may include small group experiential learning, videos to generate discussion, and guest speakers from the community.

V. REQUIRED TEXT AND MATERIALS

Netting, F.E., Kettner, P.M., McMurtry, S.L., Thomas M.L. (2012). Social Work Macro Practice (5th ed.). New York: Allyn and Bacon.

Copy of NASW Code of Ethics. <http://www.naswdc.org>

Additional reading may be assigned throughout the course and will be assigned one week in advance to ensure adequate preparation before class. The assigned reading represents the minimum required for this course. There is a vast body of literature available on organizations and communities. An extensive bibliography is provided at the end of the syllabus.

VI. COURSE REQUIREMENTS, GRADES AND ASSIGNMENTS

All students are required to complete a group project, an individual paper, and weekly chapter reviews. Class participation will also be factored into the course requirements.

<u>Assignment</u>	<u>% of Grade</u>
Task Group Project	40%
Agency Report	30%
Weekly Chapter Reviews	20%
Class Participation	10%

100 – 94 = A	76 – 74 = C
93 – 90 = A-	73 – 70 = C-
89 – 87 = B+	69 – 67 = D+
86 – 84 = B	66 – 64 = D
83 – 80 = B-	63 – 60 = D-
79 – 77 = C+	59 & below = F

Important Due Dates - All Assignments Due at the Beginning of Class.

September 6, 13, 20, 27 October 4, 11, 18, 25 November 1, 8	Chapter Reviews Due
September 20	Task Group Work Plan Due
October 11	Agency Paper and Executive Summary Due Agency Paper Presentations
November 15	Task Group Papers Due and Presentations Begin
December 6	Task Group Presentations Conclude Course Instructor Evaluation

Agency Report (30% of Final Grade)

1) Written Report: (75 Pts.) DUE: *Hard copy format beginning of class Oct. 11th.*

A 6-8 page (max) report presenting a social service agency of interest to you. The report must demonstrate an understanding of course learning objectives, be well organized, concisely written, and free of spelling and grammatical errors. The paper must be double-spaced and properly cite all research material (APA format.) Points will be deducted for exceeding the page limit. **You must make personal contact with the agency.**

Guidelines for Paper: Develop your paper as though you were researching and presenting to a potential major donor who does not have in depth knowledge of the agency.

Introduction and Background

how agency began- what are their historical roots
what is the vision and mission-what makes them unique
what population(s) do they serve
what community assessment tool or strategy did/do they use

Agency Structure

how is the agency incorporated
how are the board and agency organized- organization charts

Agency Budget and Funding Strategies

what is the annual budget
how are they funded
how do they fund-raise

Program Services

what theoretical framework guides the services
how is the population served
programs- what are they, how are they delivered, how many served
how do they evaluate success

Advocacy for Policy or Funding

do they engage in direct advocacy – who are their friends/foes
do they collaborate with other providers - for what and how
what are the service gaps in the community

Your Assessment and Recommendations

what would you change or recommend to increase/improve services for clients

2) Executive Summary and Presentation: (25 Pts.) DUE: *Hard copy format beginning of class Oct. 11th.*

Develop a **1 page** Executive Summary of your Agency Report. The purpose is to demonstrate your written and verbal ability to concisely and clearly lay out an issue and recommend action. You will have **2 minutes to make your presentation.** Points will be deducted for exceeding the page and time limits.

Guidelines for Executive Summary and Presentation:

Present your Executive Summary as though you are presenting to a potential funding source who only has cursory knowledge of the agency. Include an introductory statement, background, brief description of the agency and your recommendation for necessary funding and how this funding will make a difference for clients and the community at large. Don't forget to include your personal contact information.

Task Group Project (40% of Final Grade)

Much of our professional work is done through task groups to achieve some specific goal or objective. Examples of task groups include staff meetings to clarify policies, team meetings to coordinate treatment plans, inter-agency councils to work out service agreements, Board of Director meetings to provide community oversight, committees to plan fund-raising events, conference planning committees for professional associations and community meetings to help residents voice concerns and solve problems. This project requires students to work in a task group charged with **identifying and assessing a critical social problem in a community and identifying an innovative approach to address the problem.** Time outside of class will be required.

1) Work Plan: (10 Pts.) DUE: *Submit in hard copy format at the beginning of class September 20th.*

Each task group will develop a work plan to organize and guide the group's activities.

Guidelines for Work Plan: Each task group is expected to develop and periodically update a detailed work plan to guide the project. The plan should include tasks to be completed, a timeline with projected completion dates and the delineation of group member responsibilities. (See Attachment 1)

2) Professional Report: (60 Pts.) DUE: *Submit in hard copy format at the beginning of class November 15th.*

Each task group will **produce a 20–25 (max) page professional report NOT a graduate research paper.** The report must be well organized, concisely written and neatly presented and free of spelling and grammatical errors. The report should be double-spaced and properly cite all research material (APA format.) Graphics and/or other visual representations of information are encouraged if they add to the content of the report, but are not necessary. Points will be deducted for exceeding the 25 page limit.

Guidelines for Written Report: In developing the report, it is expected you will tie the project to the course objectives stated on pages 1 & 2 of the class syllabus and include appropriate elements of the NASW Code of Ethics into the project. Groups are also encouraged to go out into the community and speak with community members and agency representatives.

To guide your efforts, follow the Social Work Problem Solving Strategy outline found below. Additional detail can be found in *Community Practice: Theories and Skills for Social Workers* by Hardcastle, Powers and Wenocur (2004). To fully flesh out the outline, review the appendices found chapters 4, 6, 8, 9 and 11 of your text, *Social Work Macro Practice*.

Social Work Problem Solving Strategy Outline:

- Recognition of a problem and establishment of a need for change
- Information gathering
- Assessment and the development of a theory and plan for change
- Intervention and the change effort
- Evaluation and termination of the change effort

3) Class Presentation: (20 Pts.) Due: *Class presentations begin November 15th.*

In addition to the written report, each group will make a class presentation of their assessment and innovative approach to addressing their chosen community problem.

Guidelines for Presentation: The presentations should be 25-30 minutes in length (**max**) with an additional 5-10 minutes for questions. You are not required to present your whole paper during this time - only the highlights. The task group will need to define who the audience is and make the presentation as though presenting to that audience. **If your group presents on the first presentation day, it is expected you will return to class on the last day to hear your colleagues' presentations.**

4) Public Service Announcement Presentation: (10 Pts.) DUE: PSA Presentations begin December 6th. A copy of your PSA is due upon conclusion of your presentation.

Each group will **develop a 1-2 minute (max) electronic** Public Service Announcement (PSA) based on your identified community issue and innovative solution and present it to the class. We live in a highly tech savvy world where, increasingly, you only have 1 minute or less to get your "sound bite" heard. This is your opportunity to creatively grab an audience's attention, and convince them there is a problem and tell them what they can begin to do about it.

Guidelines for PSA: For economy of time, you are encouraged to work on this idea as you develop your paper and presentation. You are encouraged to be creative using electronic/social media. Be prepared with all your media needs.

This is a group project and the group will be held responsible for its successful completion. 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 refer to the agreed upon workplan and develop appropriate solutions prior to coming to me with issues. I will be available to consult with the groups as needed.

Chapter Reviews (20% of Final Grade)

DUE: Reviews are due 9/6, 9/13 9/20, 9/27, 10/4, 10/11, 10/18, 10/25, 11/1, 11/8

Eleven Chapter Reviews covering **material from your text chapters and the NASW Code of Ethics** will be required. You must complete and bring the reviews to class. They will be used to facilitate discussion of the material. Student led discussions will also be required.

Class Participation (10% of Final Grade)

The class participation grade will have to be earned each week. It is important to arrive on time, be prepared by having read the assigned material and be ready to turn in deliverables. Everyone is expected to remain for the entire class and be actively and meaningfully engaged in class discussions and case studies. Because you are graduate students, it is expected that you are able to participate on a deeper level in class discussions, taking healthy risks to work outside of your comfort zone.

Discussion Facilitation: Public speaking, educating and facilitating are extremely important skills in macro practice. Each student will be asked at some point to facilitate a class discussion. **No preparation is required other than completing the assigned reading.**

Evaluation of Task Group Project: DUE: *Submit in hard copy format at the beginning of class November 15th.*

At the end of the semester, each task group member will fill out an evaluation of their individual participation and the participation of other task group members (See Attachment 2).

VII. CLASS 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.

Maintaining Confidentiality

Information shared in class about agencies and clients is considered confidential according to the NASW Code of Ethics re: the sharing of information for educational purposes. However, discussion outside of class with individuals outside of the course regarding information shared in class about clients, supervisors or agencies is a breach of confidentiality and is grounds for disciplinary action within the school and/or possible expulsion.

Professional Accountability/Conduct in Class

As graduate students you are to act like professionals in class. This means arriving on time for class, prepared to participate in the class discussion, and showing respect for one another's opinions. Part of professional accountability includes treating others with respect and courtesy listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and being willing to promote group cohesiveness in the learning environment.

We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. However, you are required to engage one another with respect and professionalism at all times.

Use of Phones/laptops in the Classroom

Phones and laptops should be turned off when class begins and remain off throughout the duration of the class. Text-messaging is not allowed during class time without special circumstances about which the professor has been made aware. These are issues of professionalism and will incur disciplinary action if necessary.

Time Management

Assignments and Chapter Reviews are due by 5:45 PM the day of class. Assignments turned in after 5:45 pm the day of class are considered late. Students will lose 3 points per business day that an assignment is late (students will be allowed one "grace pass" on one assignment turned in one day late during the semester). Late assignments will be accepted electronically within 24 hours from due date and time. The student must notify the professor by email or phone message that the assignment has been submitted electronically.

Attendance

A total of three late arrivals after 5:45pm or early departures before 8:10 will be counted as one class absence. **Three points for each absence will be deducted from the participation grade regardless of the reason for the absence.** One "grace pass" will be given for extreme emergencies.

Attendance and participation is expected for all students. After two absences, the student will be asked to arrange for an office visit to discuss the attendance policy. Three or more absences may result in the student being dropped from the class.

Classroom exercises, discussions, guest speakers and other class experiences are essential for the students' learning. This form of learning cannot be "made up" once missed. Students will be expected to contact their peers to secure any missed notes or handouts. The student may schedule an office visit to discuss missed classroom material in more detail.

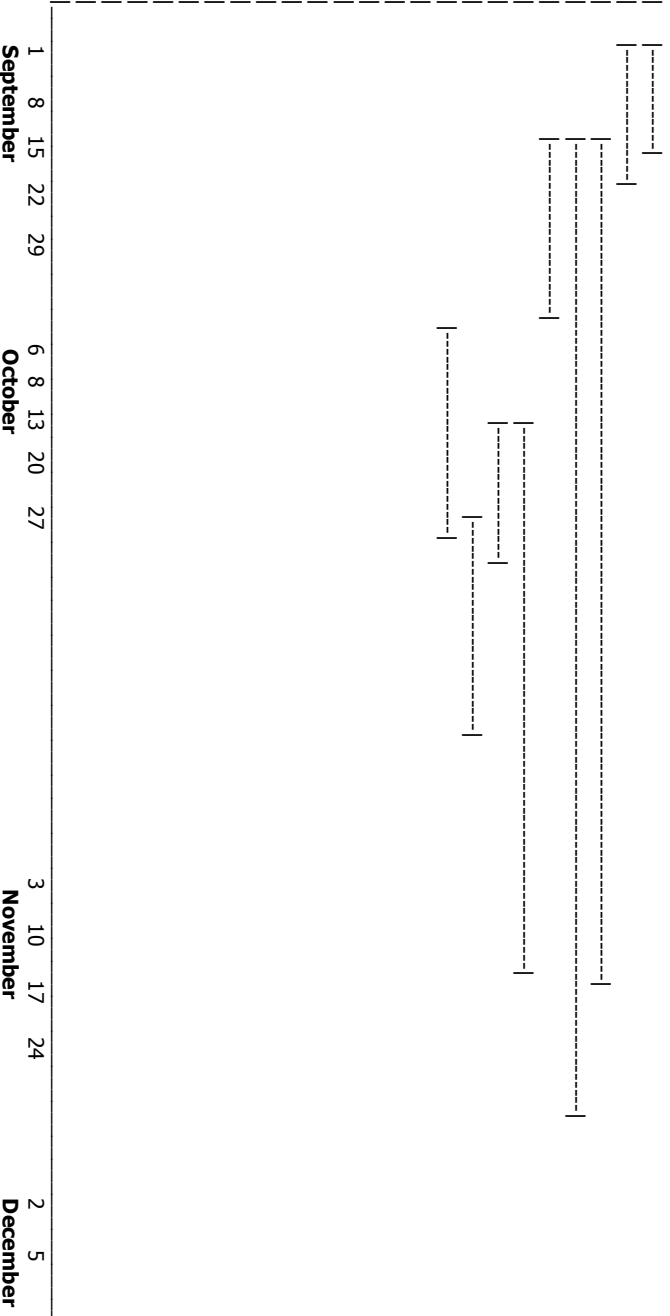
Religious Holidays

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, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Example One Sample Work Plan for A Needs Assessment

Tasks and Team Member

- Develop Work plan**
- Identify Target Population- ALL
- Library Research- ALL
- Collect Newspaper Articles- AT
- Write Section I Draft**
- Agency Contacts -SB
- Develop Continuum of Need -JB
- Revise section I - AT
- Write Section II Draft**
- Develop Interview Questions -GB
- Interview Agency Reps - SB
- Revise section II - AT
- Contact Comm. Leaders - SB
- Write Section III Draft**
- Revise section III - AT
- Develop Interventions - GB
- Prepare Supporting Document - GB
- Write Strategies Section - AT
- Revise and Integrate Section - AT
- Plan Presentation - SB
- Compile Final Report - GB
- Proofing and Final Editing - AT
- Photocopying - GB
- Turn in Final Report**



Important Project Dates:

- 22 September Work plan due
- 29 September Brief description of target population
- 13 October Target Population Identification Section Due
- 27 October Problem Identification Section Due
- 10 November Resource Identification Section Due
- 17 November Report Due
- 24 November Presentation

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://www.utexas.edu/depts/dos/sjs/>).

APA Guidelines and Crediting Sources

The Publication Manual of the American Psychological Association is the style manual adopted by the School of Social Work. The complete manual is available in the Learning Resource Center. On-line assistance can be found at APAStyle.org. When using information from other sources, references and the bibliography should conform to current APA style. Instances of plagiarism will be dealt with according to University policy.

Concerns about Assignments or Grades

Students with concerns or questions about assignments or grades are asked to discuss these with the professor. Grade revisions can not be considered beyond two weeks after the assignment is returned to the student.

Students with concerns about equitable distribution of work on a group project should first give the colleague in question a chance to address the concerns. Discussing the problem with your peer first is requested, using skillful and direct communication provided in a way that can be heard. If significant concerns remain, the student(s) is/are encouraged to approach the professor **before the assignment is due**.

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, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

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>.

Email will be a frequent mode of communication between the professor and students. All students are responsible for checking email on a regular basis for class updates and alerting the professor about email address changes. Students should use sound professional judgment when deciding what is appropriate to discuss in email as opposed to scheduling an office appointment or visiting during office hours.

Safety

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community which 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 concerned about the well being of a UT student or employee who may be 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 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 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're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Attachment 1

SW 381T Dynamics of Organizations and Communities, Fall 2012

Work Plan for Group Project

A work plan is a planning tool that will help your group organize its project and identify important tasks that need to be accomplished and who is responsible for them. It should be seen as a working document which will require periodic review to make sure tasks are being completed on time. The work plan should also be flexible as you may find it necessary to adjust time-lines and due dates as the project unfolds.

Attached are two examples of typical work plans. The first, represents the type commonly referred to as a Gantt Chart. Along the vertical axis is a list of tasks and initials of who is responsible. The horizontal axis represents the time available to complete the project. I've included a hypothetical time-line for some of the tasks to illustrate how this type of work plan can be used to track the timely accomplishment of tasks. Below the work plan, I've listed important dates to remember throughout the project.

The second example represents an alternative way to present a work plan. In this example, you identify significant blocks of time and then simply list the critical tasks which need to be accomplished during the identified time-frame. You might want to use a flow chart format to graphically represent your work plan. The choice is yours, but you must remember to include the tasks, the dates and the assignment of those tasks to team members. Team members are responsible for carrying out the tasks and keeping the team informed.

Word and Excel are both powerful tools. Some of you may have access to project planning computer software. Much of this software allows you to develop elaborate work plans and gives you the flexibility to present it in several different formats.

A word of caution! The work plan is not a major part of the project and a very small part of your grade. Don't become so preoccupied with developing a sophisticated work plan that it detracts you from the real work of the project. The work plan is simply a tool to help you organize your work. It should be frequently reviewed by your group and modified as appropriate. Remember the goal is to organize and plan your work so that you can complete the project within the semester time frame.

Example Two

Sample Work Plan for a Feasibility Analysis

To respond adequately to the information needs of CMHC and to achieve the objectives of the project, the following work plan is proposed.

September 1 through December 31

- Evaluate existing database - All
- Identify additional data elements to be included in the analysis - All
- Prioritize areas of data collection - All
- Initiate data requests for updated data and new data elements - SB
- Data collection, entry, and aggregation - NO
- Construct data files for analysis - NO
- Develop plan for analysis with input from CMHC - SK
- Summary of work in progress - OS

January 1 through March 31

- Develop priority-ranking for identification of Food Stamp E&T and JOBS counties - ALL
- Conduct analysis for priority ranking system - NO
- Prepare preliminary written report for CMHC STAR program by April 1, 2011 and the Final Report will be completed by August 31, 2011 – SB & SK
- Summary of work in progress - OS

April 1 through July 15

- Continue to update and expand existing database - NO
- Identify data to be included in the county profiles - All
- Plan and conduct data analysis for county profiles - All
- Develop layout for county profiles – SB & SK
- Summary of work in progress - OS

July 15 through August 31

- Prepare final written report for CMHC STAR and SAFE programs - OS
- Respond to additional information requests - All

Attachment 2
SW 381T Dynamics of Organizations and Communities, Fall 2012

Task Group Project: Evaluate Your Contributions

Your Name: _____

My contribution to the development of the chosen issue was strong.

Strongly Agree Agree Neutral Disagree Strongly Disagree

My contribution to the development of the group's work plan was strong.

Strongly Agree Agree Neutral Disagree Strongly Disagree

My contribution to the research of the group's chosen issue was strong.

Strongly Agree Agree Neutral Disagree Strongly Disagree

My contribution to the formation of a plan to address the issue was strong.

Strongly Agree Agree Neutral Disagree Strongly Disagree

My contribution to the development of the presentation was strong.

Strongly Agree Agree Neutral Disagree Strongly Disagree

In general, I believe I pulled my weight on this assignment.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Please feel free to share any comments:

Task Group Project: Evaluate Other Member's Contribution

Group Member Name: _____

This member contributed equally to the task group's efforts.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Comments:

Group Member Name: _____

This member contributed equally to the task group's efforts.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Comments:

Group Member Name: _____

This member contributed equally to the task group's efforts.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Comments:

Group Member Name: _____

This member contributed equally to the task group's efforts.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Comments:

Group Member Name: _____

This member contributed equally to the task group's efforts.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Comments:

Bibliography for Organizations and Communities, Fall 2012

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