

**THE UNIVERSITY OF TEXAS AT AUSTIN  
STEVE HICKS SCHOOL OF SOCIAL WORK**

<b>Course Number:</b>	SW381T	<b>Instructor:</b> Robert Ambrosino, Ph.D. Robert.ambrosino@utexas.edu
<b>Unique Number:</b>	61470	<b>Office:</b> 3.104A
<b>Semester:</b>	Fall 2018	<b>Office Phone:</b> (210) 268-9043
<b>Meeting Time/Place:</b>	Monday 5:30 pm – 8:30 pm SSW 2.112	<b>Office Hours:</b> Monday, 3:00 pm – 4:30 pm, Wednesday, 12:30 pm – 2:00 pm and by appointment

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**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 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.
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**

This course is designed to provide you with a meaningful learning environment through use of multiple methods of instruction (e.g. discussion, lecture, and group exercises). Experiential learning (e.g. service learning, role playing, & active learning) will be emphasized. You are expected to complete assigned readings prior to each class period. You are expected to participate in class. Class attendance and participation are required and essential for successful completion of this course. This course will use an electronic Canvas site. Canvas will be used for communication between students and the instructor. Some materials, grades, and attendance will also be posted online. To reach your class site on Canvas, please go to <http://courses.utexas.edu> or go to the Social Work web page and click on Canvas. To access the course website, you must have an Internet connection and computer access (UT EID and password). The Help Desk available through the UT home page ([www.utexas.edu/its/help](http://www.utexas.edu/its/help)) or at 475-9400 can assist you with computer and Canvas questions. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

**IV. REQUIRED TEXT AND MATERIALS**

Kirst-Ashman, K. K., & Hull, J. G. H. (2017). *Generalist practice with organizations and communities* (7th edition). San Francisco, CA: Cengage Learning.

Desmond, M. (2016). *Evicted: Poverty and profit in an American city*. New York, NY: Broadway Books.

Additional reading material may be posted on the course Canvas site.

**V. COURSE REQUIREMENTS****ASSIGNMENT #1: Community/neighborhood Ethnographic Analysis - 60% of final course grade**

Students will work in task groups of 4-5 members each to complete this assignment. Student preferences will be considered when making group assignments. A group may propose a neighborhood or community other than the one to which it has been assigned, but the instructor must approve the proposed substitution before the group begins work on the assignment.

Each group will study a place-based neighborhood or community located in the Greater Austin area. Each neighborhood/community will have *specific geographic boundaries that encompass at least one zip code*. Group members will employ ethnographic interviewing in culturally sensitive ways to gather information required for this assignment, including engaging one or more “cultural guides” to help gain access to the neighborhood/community and its residents and guide group members in their efforts to learn about the area.

Each group is expected to complete the following tasks as part of this assignment.

<b>Community/neighborhood Ethnographic Analysis Tasks</b>
<u>Obtain demographic information about the neighborhood or community</u> using Census and other data. Students should refer to the Power Point presentation on gathering demographic data posted on the course Canvas site for guidance in completing this task.
<u>Ride or walk through the target neighborhood or community</u> 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 services agencies, and entertainment venues.
Interview a <u>resident</u> of the neighborhood or community, asking the individual about what s/he considers the positive aspects of the neighborhood or community as well as challenges of living there. The cultural guide(s) who helped orient the group to the neighborhood or community should be used to obtain suggestions about persons to be interviewed. Individuals to be interviewed might include someone who has lived in the neighborhood or community for a long time, a newcomer to the neighborhood or community, a person of color, a member of a marginalized population such as someone who is experiencing homelessness or who identifies as being LGBTQ, a neighborhood or community leader, a member of the clergy, an agency staff member, or an owner of small neighborhood or community business.
Interview someone from a <u>local business, school, and religious institution</u> (3 separate interviews) to learn about how each entity views the neighborhood or community, what the entity thinks it contributes to the community, and what it sees as strengths, challenges, and opportunities reflected by the neighborhood or community.

### Community/neighborhood Ethnographic Analysis Tasks

Multi-media class presentation. Prepare a *20 minute* in-class multi-media presentation about the target neighborhood or community to include the following information (students are encouraged to use photographs, video, or quotes to highlight the material presented):

- Name or nickname such as the Dove Springs area of east Austin, or the St. John's area of north-central Austin
- Location (include map or other drawing)
- Demographic snapshot taken from Census and other data referenced above
- Strengths/assets, threats/challenges, and opportunities
- *Three* (3) recommendations for strengthening the neighborhood or community
- *Five* things that were learned through this assignment that would inform social work macro practice in communities

The presentation *must include a photo or video tour of the neighborhood or community accompanied by captions or narration and some form of music.* The tour should be theme-based and not just a stream of disconnected images. At a *minimum*, the following themes are to be included in the presentation:

- Where people, live, work, and play
- Where people worship
- Where people go to obtain social and other services
- Forces of change affecting the neighborhood or community, such as those brought about by rapid population growth, changes in the composition of the population, or gentrification

Class presentations are scheduled for **December 3** and **December 10** (order of presentations to be announced).

Portfolio to accompany class presentation. Each group will create a portfolio of materials compiled in connection with this assignment. Items to be included in the portfolio include:

- One-page summary of each interview conducted. In addition to a synopsis of the interview, these summaries are to include the date of the interview, name of the student conducting the interview, name/pseudo-name) of the person interviewed, and role(s) of that person in the neighborhood/community.
- Copies of materials describing programs and services available to members of the target neighborhood or community
- Copies of materials used to announce community meetings or other events attended as part of this assignment
- Both electronic and paper copies of the Power Point slides used in the final class presentation

<b>Community/neighborhood Ethnographic Analysis Tasks</b>
<ul style="list-style-type: none"><li>• Copies (paper, electronic, and/or URLs) of all source documents used to develop the demographic profile of the target neighborhood/community</li></ul>
The portfolio is to be submitted on <b>December 10</b> (last day of class).



**ASSIGNMENT #2: Book analysis** - 20% of final course grade

Students are to read the book *Evicted* by Matthew Desmond (2016) and prepare a 4- to 5-page paper, exclusive of the cover page and the reference page. The paper should be *double-spaced* and use *Times Roman 12-point font*.

Students are to select *one* of the eight families highlighted in the book and respond to the following questions:

- Describe the family's situation as presented in the book.
- Briefly describe the family's experience with poverty and oppression. Use appropriate examples from the book to support your response.
- Using the ecological systems framework discussed in class and in supplemental materials posted on course Canvas site, discuss the factors at the four levels of the environment that contributed to the family's poverty and oppression. Use specific examples from the book to support your response.
- Briefly describe the strengths of the family that are enabling the family to survive.
- Identify *at least three* ways that those strengths can be used to overcome poverty and oppression.
- What recommendations do you have to help this family and others in similar circumstances move out of poverty?

This due date for this assignment is on or before 11:59 pm on **October 29**.

**ASSIGNMENT #3:** Common assignment - 20% of final course grade

Students will review the scenario of a hypothetical neighborhood coalition meeting shown below and respond to the questions following the scenario.

**The scenario**

For the last month you've been working as a facilitator and advocate with a newly formed coalition of neighborhood groups. You've been trying to help the groups identify unifying coalition goals focused on neighborhood improvement, crime reduction, and youth engagement. The neighborhood groups represent a diverse set of interests and you've had difficulty getting them to overcome turf issues and other parochial interests based on past antagonism and suspicion among some members of the coalition. Attendance at meetings has been low and

leaders have spent more time arguing with each other than working together. When you arrived at the coalition meeting today, you were surprised, even elated, to find more than 80 people gathered and enthusiastic to present a new work plan for the coalition. However, that elation was quickly deflated when you learned that leaders from several of the neighborhood groups have concluded that recent immigrants moving into the neighborhoods are to blame for the conditions of housing deterioration and rising crime. They want to work together to form a 'neighborhood watch' style organization that would investigate immigrants' legal status and turn undocumented immigrants over to federal authorities. They also want to stop publishing any neighborhood documents in multiple languages, as 'that only encourages them.' There appears to be growing consensus about this definition of the problem and the proposed solutions seem to be gaining momentum. The neighborhood leaders have gone through the coalition's established channels to win support from the grassroots supporters. As you listen to the proposal you are very concerned because this idea and these positions are contrary to your personal and professional values and your emphasis on enhancing the well-being of all area residents.

### **The questions**

Answer the following questions making sure to address every part of each question.

1. How would you respond to the coalition leaders and their proposal during the meeting?
2. Assume the coalition leaders decided to postpone final approval of the plan until next week's meeting. What is your plan for assessing this situation before the next meeting? With whom do you need to talk and what do you need to talk with them about? What potential data could you look for and gather to assist with your assessment?
3. How might you get the neighborhood groups to be more critical in its assessment of the neighborhood problem? How could you integrate the potential values and strengths of the neighborhood groups into critical assessment?
4. Assume you are able to find common ground with the leaders of the neighborhood groups around reduction in crime through interventions unrelated to undocumented immigrants, how will you proceed to identify alternative solutions? Use systems theory to outline how the process of intervention planning might occur.
5. The neighborhood group leaders and you have settled on an intervention recommendation for crime reduction involving regular community policing activities. How would you reach out and what would you say to the local police department to coordinate with them regarding this possible intervention? Write a specific goal for the intervention.
6. How would you evaluate the community policing intervention goal? What process indicators and outcome indicators would you consider measuring in an evaluation plan? How could you

use the findings of your evaluation plan to potentially impact the success of the community policing intervention at the micro, mezzo and macro levels?

Your response to the six questions should be between 4 and 6 pages, exclusive of the cover page and references. The paper should be *double-spaced* and use *Times Roman 12-point font*.

The due date for the common assignment is **December 10** (last day of class).

#### Summary of assignments and associated due dates

<b>Assignment</b>	<b>Due Date</b>	<b>% of Final Grade</b>
Community ethnographic analysis task groups formed	9/17	-
<i>Evicted</i> Book analysis	10/29	20%
Community ethnographic analysis:		60%
Class presentations	12/10	
Portfolio	12/10	
Common assignment	12/10	20%
Total	=	100%

## **VI. CLASS POLICIES**

**Conduct and Civility:** 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. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog.

**Readings and Preparatory Assignments:** Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate through discussions in class, online, and through assignments that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class. Professor reserves the right to conduct quizzes should there be a pattern of students not demonstrating that they have completed the readings and are not prepared to engage in thoughtful discussion.



**Professional Communication and Interactions:** Refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context in which it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable.

**Electronic Devices:** All communication devices should be turned off or placed on silent mode and put away during class. Unless laptops are required for specific class sessions, students may not use laptops during class without prior permission from the professor. Grade is negatively impacted by student's failure to comply with this policy.

**Class Attendance Policy:** Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Attendance is defined as students' attentive physical presence in class for the entire class. Establishing a pattern of late arrivals and early departures will negatively affect your grade. A pattern is considered three or more late arrivals and early departures during the semester. Late arrivals and early departures are defined as student arriving 10 minutes after class starting or prior to class ending. Missing more than two classes may result in loss of a letter grade. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.

Class attendance will be taken at the *beginning* of the class on a *random basis* throughout the semester. It is the students' responsibility to ensure that they have signed the attendance sheet. Students who attend at least 90% of classes will receive 2 "bonus points" to be added to the student's point total for the course. Any student caught signing an attendance sheet for a missing classmate will be referred to the Dean of Students for disciplinary action.

**Assignments and Grades:** Assignments should be turned in online on the date they are due barring serious, unforeseen medical illness or family emergencies. Penalties for late assignments will factor into the grade achieved for the assignment.

**Writing Style:** The *Publication Manual of the American Psychological Association Sixth Edition* (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the University Coop.

**Use of Canvas:** The professor uses Canvas Web-based course management /collective workspace. An orientation will be given the first day of class. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.

**Course Modification:** To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified in class and modifications will be posted to Canvas. Students should check their email frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided.

## VII. UNIVERSITY POLICIES

**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](tel:512-471-3515) or online at [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).

**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 Steve Hicks 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 Steve Hicks 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, agency-based field 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 Liaison for the SHSSW, 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.** Information on The University's policy on concealed firearms (Campus Carry) may be found here: <https://campuscarry.utexas.edu/>

**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.

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**VIII. COURSE GRADING**

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

**IX. COURSE SCHEDULE**

<b>Date</b>	<b>Topic</b>	<b>Readings/Resources</b>	<b>Assignment(s)</b>
<b>Sept</b>			
10	<u>First day of class:</u> <ul style="list-style-type: none"> <li>• Review course requirements</li> <li>• My community of origin</li> <li>• Discuss candidates for community ethnographic analysis assignment</li> </ul>	No readings	<i>My community change agent hero</i> (in-class exercise)
17	<u>Generalist practice with organizations and communities:</u> <ul style="list-style-type: none"> <li>• An eclectic knowledge base</li> <li>• Professional values</li> <li>• Professional social work roles</li> <li>• Using critical thinking Skills</li> <li>• Engaging human diversity</li> </ul> <u>Overview of the ecological/systems framework</u>	<u>Chapter 1</u> of course text  NASW <i>Code of Ethics</i> <a href="https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English">https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</a>  Ambrosino, Ambrosino, Heffernan, & Shuttlesworth (2016), <u>Chapter 3</u>	<b>Finalize ethnographic analysis task group membership</b>
24	<u>Understanding neighborhoods and communities:</u> <ul style="list-style-type: none"> <li>• Definition of a community</li> <li>• Types of communities</li> </ul>	<u>Chapters 8 and 11</u> of course text	

Date	Topic	Readings/Resources	Assignment(s)
	<ul style="list-style-type: none"> <li>• Theoretical perspectives for community change</li> <li>• Action strategies and tactics</li> <li>• Dynamics of power</li> <li>• Assessing the community's needs and resources</li> </ul>		
<b>Oct</b>			
1	<b>Lab day</b>	Work on neighborhood/community project	
8	<p><u>Macro practice in communities:</u></p> <ul style="list-style-type: none"> <li>• Steps in assessing community change potential</li> <li>• Developing a logic Model</li> <li>• Process for initiating and implementing community change</li> <li>• Developing a Stakeholder development plan</li> </ul>	<p><u>Chapter 9</u> of course text</p> <p><u>Logic Model resources:</u> University of Wisconsin-Extension <a href="https://fyi.uwex.edu/programdevelopment/logic-models/">https://fyi.uwex.edu/programdevelopment/logic-models/</a></p> <p>W.K. Kellogg Foundation <a href="https://www.bttop.org/sites/default/files/public/W.K.%20Kellogg%20LogicModel.pdf">https://www.bttop.org/sites/default/files/public/W.K.%20Kellogg%20LogicModel.pdf</a></p> <p><i>Ted Talk</i> on civic engagement</p> <p><i>Citizen's Bill of Rights and Responsibilities</i></p>	
15	<ul style="list-style-type: none"> <li>• Gentrification</li> <li>• Community land trust</li> </ul>	<p><i>Ted Talk</i> on gentrification</p> <p>Various materials on gentrification posted on Canvas</p> <p><i>Homestead Community Land Trust</i> <a href="https://www.youtube.com/watch?v=uvMrIHxhGJk">https://www.youtube.com/watch?v=uvMrIHxhGJk</a></p> <p><i>Community Land Trust Primer</i> <a href="http://www.youtube.com/watch?v=aC7YRbih4IY">http://www.youtube.com/watch?v=aC7YRbih4IY</a></p> <p>Davis, E. (2010). Origins and evolution of the community land trust in the United States. In Davis, E. (Ed.). (2010), <i>The community land trust reader</i>. Cambridge, MA: Lincoln Institute of Land Policy, pp. 1-47.</p>	

Date	Topic	Readings/Resources	Assignment(s)
		Davis, E. (2010). The challenge of perpetuity. In Davis, E. (Ed.). (2010), <i>The community land trust reader</i> . Cambridge, MA: Lincoln Institute of Land Policy, pp. 552- 561.	
22	<u>Asset development and Mapping:</u> <ul style="list-style-type: none"> <li>• Asset-based Community Development (ABCD)</li> <li>• Case study of Braddock, PA</li> </ul>	Video on Braddock, PA  Reference materials on asset-based community development (posted on Canvas)	<i>Creating an asset bank for Braddock, PA</i> (in-class exercise)
29	<b>Lab day</b>	Work on neighborhood/community project	<b>Evicted book analysis due</b>
<b>Nov</b>			
5	<u>Understanding organizations:</u> <ul style="list-style-type: none"> <li>• Definition of an organization</li> <li>• Theories of organizations</li> <li>• Systems framework of organizations</li> <li>• Challenges faced by contemporary non-profit agencies</li> <li>• Strategic planning</li> <li>• Organizational culture</li> <li>• Human resource development (HRD)</li> <li>• Women in the Workplace</li> </ul>	<u>Chapters 5 and 14</u> of course text  <i>TED Talk</i> on it takes money to make money  <u>Posted on Canvas</u> <ul style="list-style-type: none"> <li>• Examples of strategic planning</li> <li>• Examples of HRD initiatives</li> <li>• Several articles describing the impact of the #MeToo movement</li> <li>• The story of LEAN IN</li> <li>• <i>Women in the Workplace 2017</i> by LEAN IN and McKinsey &amp; Company</li> </ul>	
12	Continuation of topics from November 5		
19	Leadership in organizations	<u>Chapter 4</u> of course text  Various materials on leaders and followers (posted on Canvas)  Managerial Grid Model <a href="https://www.cleverism.com/managerial-grid-model/">https://www.cleverism.com/managerial-grid-model/</a>	<i>My leadership style</i> (in-class exercise)



Date	Topic	Readings/Resources	Assignment(s)
		Why Good Leaders Make You Feel Safe <a href="https://www.youtube.com/watch?v=lmyZMtPVodo">https://www.youtube.com/watch?v=lmyZMtPVodo</a>	
26	<u>Decision-making for organizational change:</u> <ul style="list-style-type: none"> <li>• Implementing organizational change</li> <li>• Managing change in Organizations</li> </ul> <u>Group skills for organizational change:</u> <ul style="list-style-type: none"> <li>• Understanding conflict</li> <li>• Conflict management</li> <li>• Conflict resolution</li> <li>• Working in teams</li> <li>• Using power to advance organizational goals</li> </ul>	<u>Chapters 6 and 7</u> of course text	<i>My risk orientation</i> (in-class exercise)
<b>Dec</b>			
3	Ethics and ethical dilemmas in organizational settings	<u>Chapter 12</u> of course text	<i>Resolving ethical dilemmas in organizations</i> (in-class exercise)
10	Group presentations (order to be announced)  Celebrate our accomplishments		<ul style="list-style-type: none"> <li>• <b>Power Point presentation on community ethnographic analysis due</b></li> <li>• <b>Community ethnographic analysis portfolio due</b></li> <li>• <b>Common assignment paper due</b></li> </ul>

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## X. Bibliography

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