

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

Course Number:	SW393T19	Instructor's name:	Cal Streeter
Unique Number:	63090	Office Number:	3.130G
Semester:	Fall 2012	Office Phone:	512.471.0543
Meeting Time/Place:	Mon, 11:30 – 2:30 Room 2.116	Email:	cstreeter@mail.utexas.edu
Office Hours:	Mon, 10:00 to 11:15 or by appointment		

STRATEGIC PARTNERSHIPS THROUGH COLLABORATIVE LEADERSHIP

I. 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.

II. Course Objectives

By the end of the course the student will be able to:

1. Demonstrate an 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/APB3 Utilize effective models of macro professional practice to effectively serve client systems

Objectives 2, 7

Assignment: Class project, Exam, Successful 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: Class project, Exam

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: Class project

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: Class project, Exam, Successful 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: Class project

III. Teaching Methods

Course content is covered through reading, listening, thinking, and discussing theories and analytical frameworks for understanding community collaborations and multi-component human service delivery systems, and by actively participating in a class project. The first half of each class session will be devoted to a discussion of assigned readings. Students are expected to ask questions, share experiences, and actively participate in class discussions. Each week some class time will be devoted to the class project.

IV. Required and Recommended Texts, and Materials

Chrislip, David D. (2002). The Collaborative Leadership Fieldbook: A Guide for Citizens and Civic Leaders. San Francisco: Jossey-Bass Publishers.

Additional readings are found in the reading list for the course. Readings that are not from the text are available on-line. There is a link in the course schedule section of this syllabus that will take you to the online reading. However, I have also placed all online readings in a folder in the Course Documents area of the BlackBoard page. As the semester progresses I may identify additional readings for the class. Copies of these readings will either be found online or will be placed on reserve in the LRC. Students will be notified in class or via email if additional readings are assigned.

V. Course Requirements

Course requirements will consist of a group presentation on examples of successful collaboration, one exam, and a major class project. Regular class attendance is expected and students should come to class prepared to actively participate in the class discussions. Course requirements, due dates, and their contribution to the final grade are summarized below.

Assignment	% of Final Grade	Due Date
Successful collaboration presentations	15%	October 22
Exam	30%	November 26
Class Project		
Group grade for final product	30%	
Group grade for presentation	15%	
Individual grade based on contribution	10%	
Total Project Grade	55%	December 3

The class project will represent 55% of the final course grade and is comprised of three parts. The final product negotiated with your community partner is worth 30% of your final grade and the in-class presentation is worth 15% of your final grade. This portion of the grade is a group grade. That is, everyone in the group will receive the same grade, unless some differential

weighting is determined appropriate by the professor. The remaining 10% of your project grade will be an individual grade based on your performance in the group throughout the semester.

Grades for this course will be assigned using the following +/- scale.

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 and below = F

Each of the course requirements is described below in detail. In addition, a separate handout will be provided describing the major project. Sometimes students have questions about the assignments. If this is the case, please feel free to ask for clarification at any time during the course. Students may ask for clarification on an individual basis or they can ask questions at the beginning of each class session.

Group Presentations on Examples of Successful Collaborations. Chapters 11 – 17 of the Chrislip text provide examples of successful collaboration and civic leadership development. Students will work in small groups to prepare a 15 minute presentation to share with the rest of the class on each of these chapters. Each student is asked to participate in one presentation. Students are asked to preview the content of these chapters for the purpose of ranking their interest in the topic of each chapter. On the second day of class we will form small groups based on these ranking. Students are expected to read through each of the chapters but will only be required to read in detail the chapter related to their presentation.

Presentations will take place on **October 22, 2012**. The presentation should provide a clear and concise overview of the case, show how the case relates to the model of collaboration presented in the text, and highlight the unique insights the case illustrates about building community collaborations. When developing the PowerPoint for the presentation, please limit yourself to 5-7 slides. Each presentation accounts for 15% of your final grade.

Exam. There is one exam for this class. It will be given on **November 26, 2012**. It will draw heavily from the assigned readings and class discussions and will focus on key concepts and ideas from the readings. The format will be short answer and essay questions. Only in the case of illness or other unforeseen emergencies will a make-up exam be given. The format of a make-up exam is at the discretion of the instructor.

Class Project. 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 service delivery systems, this project is designed to help you gain experience and develop critical skills needed for effective task group work. As **“project teams”** I hold the entire group responsible for the successful completion of the class project. That means that 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 work as a unit to try to develop appropriate solutions. Of course, as professor, I will be available to consult with the groups as needed.

This project requires that we split the class into project teams to work with our community partners, the Community Action Network (CAN), the City of Austin Engagement Office, and the Imagine Austin Planning Committee. By the end of the course, the teams will produce a final product that is negotiated with the community partner. The final product should be professionally done and of value to the community partner.

In addition to the written report, each group will present their project in class on **December 3, 2012**. The presentation should articulate the purpose of the project, define the methodology used to complete the tasks, and report any major findings or recommendations that came from your work. It should also provide a discussion of the limitations you encountered as you worked on the project and your critical assessment of the extent to which your group feels it was successful in meeting the goals for the project. As with the final product, the presentation should be carefully prepared and professionally done. Staff and volunteers from CAN and the City of Austin will be invited to attend the presentations.

The final project is **due in class on Wednesday, December 3, 2012**. The assignment is worth 55% of your final grade. Forty-five percent of the final grade will be a group grade based on the collective effort and 10% will be an individual grade. The group grade will be divided into two parts, 15% for the class presentation and 30% for the product produced for the community partner.

The individual portion of the grade (10%) will be determined from three sources of information. First, I will meet with each group on a regular basis and will observe individual participation in the group project. Second, each member of the group will prepare a brief written statement outlining their contributions to the project (it may be helpful for each member of the group to maintain a log to document their effort throughout the semester). Third, at the end of the semester each member of the group will complete an evaluation of themselves and for each of the other members of the group. Because class time will be devoted to the project, class attendance is required. If you are unable to attend class for some reason, you must let the professor and your group members know. Failure to attend class regularly will result in loss of individual points on the project.

NOTE: As the professor, I do reserve the right to award differentially weighted grades on the group project. This will normally occur when a member of the group fails to actively participate in the group, consistently misses deadline for assigned tasks, or produces work that is below the quality standards expected for the project. In other words, if a student's individual performance is consistently below par so that it jeopardizes the grades of the other members of the group, I will down grade that student.

VI. Class Policies

Scholastic Dishonesty. The University of Texas at Austin is proud of its students' commitment to academic integrity and their pledge to abide by its policy on scholastic dishonesty. The tradition of academic integrity is maintained by the cooperation of students and faculty members. Official University policies regarding academic integrity may be accessed from the [Student Judicial Services](#) web site. This site provides detailed information about the university's

policies regarding academic integrity and standards of conduct. Students are encouraged to review this page and to become familiar with these policies.

If a student has any questions concerning the application of the rules prohibiting scholastic dishonesty in regard to a particular assignment, it is the responsibility of that student to seek clarification from the instructor of the course. Violations of the University's policy on scholastic dishonesty will result in a grade of F for the course and may result in reporting to the Dean of the School of Social Work and the Dean of the Graduate School.

Publication style manual. The Publication Manual of the American Psychological Association is the style manual adopted by the School of Social Work. All papers prepared for this class should conform to the APA style. A summary handout of this manual is available in Student Services. The complete manual is available in the Learning Resource Center. You can also find on-line assistance with electronic reference guidelines at: APAStyle.org.

Conditional admission. Students who were admitted into the MSSW program on a conditional basis are not able to take an incomplete for this course if the conditions for admission are still in place.

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 also notify instructors regarding any safety concerns.

Accommodations for students with disabilities. The University of Texas at Austin provides, upon request, appropriate academic accommodation for any student with a documented disability (physical or cognitive). For information about academic accommodations, students should contact the Office of the Dean of Students, Services for Students with Disabilities at 471-6259 or 471-4641. Information is also available online at: <http://deanofstudents.utexas.edu/ssd/>. Students are asked to notify the professor of any accommodations they may need prior to the end of the second week of class.

Professional Conduct in Class. I expect students to act like professionals in class. This means arrive for class on time, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, I do require that you engage one another with respect and professionalism.

VII. Course Schedule

The course schedule below identifies reading assignments for each class session. The readings are either from the required text or are available online. For readings found on the internet, the URL is provided so that you can go directly to the original site and download a copy of the reading. For some readings, the URL may have changed. So, I have also included all online readings in a folder in the Course Documents area of the BlackBoard page.

As we go through the semester, I may add reading to this list. When I do so I will notify you either in class or via email. All reading assignments should be completed prior to the class for which they are assigned.

Date	Description/Readings
Sept. 10	Introduction and course overview Create Project Teams
Sept. 17	Introduction to Service Delivery Systems Form presentation groups on examples of successful collaboration Reading: Franz: Conservation Tillage in the Fields of Care http://www.paperboat.com/images/stories/ArticleArchive/Conservation%20Tillage.pdf McKnight: A Twenty-First Century Map for Healthy Communities and Families http://www.northwestern.edu/IPR/publications/papers/century.pdf Franz: Building the Caring Enterprise http://www.paperboat.com/images/stories/ArticleArchive/Caring%20Enterprise%20Part%201.pdf Austin: Program Analysis and Program Design http://www.utexas.edu/courses/streeter/fall2005sw393t19/readings/austin.doc Kretzmann & Green: Building the Bridge from Client to Citizen http://www.northwestern.edu/IPR/publications/papers/toolbox.pdf
Sept. 24	The Nature and Importance of Collaboration Readings: Chrislip: Collaborative Leadership Fieldbook, Forward, Preface, Intro., Part I & II London: Collaboration and Community Torres & Margolin: The Collaboration Primer http://www.hret.org/upload/resources/collaboration-primer.pdf
Sept. 24	Getting Started Readings: Chrislip: Chapter 6
Oct. 1	Setting Up for Success Readings: Chrislip: Chapter 7
Oct. 8	Working Together Readings: Chrislip: Chapter 8
Oct. 15	Moving to Action Developing Networks of Responsibility Readings: Chrislip: Chapter 9 & 10

Oct. 22	Group Presentations on Successful Collaboration Projects
Oct. 29	<p>Theory of Change, Logic Models and Process Analysis</p> <p>Reading: W. K. Kellogg Foundation: Logic Model Development Guide, Chapters 1-3 http://www.exinfm.com/training/pdffiles/logicModel.pdf ActKnowledge: Guided Example: Project Superwomen http://www.theoryofchange.org/pdf/Superwomen_Example.pdf Ahoy: What is Process Mapping http://www.fpm.iastate.edu/worldclass/process_mapping.asp Brannen and Streeter: Doing it with data: Total quality management and the evaluation of human services. (handout) Bungard: Process Mapping: How Can It Help? https://webpace.utexas.edu/streeter/SW393T19/Processmapping.pdf Flow Charts: Understanding and communicating how a process works https://webpace.utexas.edu/streeter/SW393T19/FlowCharts.pdf</p>
Nov. 5	<p>Wraparound as a Model for Service Delivery</p> <p>Reading: VanDenBerg, et. al.: History of the Wraparound Process http://www.rtc.pdx.edu/PDF/fpF0302.pdf Rast & Burns: Ensuring Fidelity in the Wraparound Process http://www.rtc.pdx.edu/PDF/fpF0308.pdf Franz: Some Notes on Wraparound and Paradigm Shift http://www.paperboat.com/images/stories/ArticleArchive/Wrap%20&%20Paradigms.pdf Franz & Miles: Scaling Up http://www.paperboat.com/images/stories/ArticleArchive/Scaling%20Up.pdf Walker and Schutte: Practice and Process in Wraparound Teamwork http://www.utexas.edu/courses/streeter/393T19/teamwork.pdf Malysiak: Exploring the Theory and Paradigm Base for Wraparound http://www.utexas.edu/courses/streeter/393T19/exploring.pdf</p>
Nov. 12	<p>Nonprofit/Corporate Collaborations</p> <p>Reading: Austin: Strategic Collaboration Between Nonprofits and Business http://www.utexas.edu/courses/streeter/393T19/JAustin.pdf O'Regan and Oster: Nonprofit and For-Profit Partnerships: Rationale and Challenges of Cross-Sector Contracting http://www.utexas.edu/courses/streeter/393T19/ORegan.pdf</p>

Nov. 19	<p>Evaluating Community Collaborations and Social Network Analysis</p> <p>Reading: The Lewin Group: Evaluating Community Collaborations: A Research Synthesis http://www.utexas.edu/courses/streeter/393T19/synthesis.pdf Cross, et. al.: Making Invisible Work Visible http://www.utexas.edu/courses/streeter/393T19/invisible.pdf Hawe, et. al: A Glossary of Terms for Navigating the Field of Social Network Analysis. http://www.utexas.edu/courses/streeter/393T19/glossary.pdf Streeter: The Safe Schools/Healthy Students Initiative http://www.utexas.edu/courses/streeter/393T19/SNA_cairo_0307.doc Barrett et. al.: If Smallpox Strikes Portland http://www.idready.org/webcast/spr05_cider/2005-03-15/EpiSims-March2005.pdf</p> <p>Additional reading on Social network Analysis: Hanneman, Introduction to Social Network Analysis. http://faculty.ucr.edu/~hanneman/nettext/ Krebs, V. E. Uncloaking Terrorist Networks http://www.firstmonday.org/Issues/issue7_4/krebs/ Scott: Social Network Analysis http://www.analytictech.com/mb119/tableof.htm Streeter & Gillespie: Social Network Analysis. http://www.utexas.edu/courses/streeter/fall2005sw393t19/readings/sna.doc Zack: Researching Organizational Systems using Social Network Analysis. http://web.cba.neu.edu/~mzack/articles/socnet/socnet.htm</p>
Nov. 26	Exam
Dec. 3	Project Presentations