

**The University of Texas at Austin  
School of Social Work**

SW 334	Instructor:	Michael Lauderdale, PhD Clara Pope Willoughby Centennial Professor With Noel Landuyt, PhD, Senior Research Associate
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	Office Location:	SWB 3.130J
Semester: Fall 2015	Office Phone:	(512) 471-9246
Time: TTh 12:30 – 2:00 P M	Office Hours:	9-12 a.m. Friday
Location: Room SSW 2.118 SWB		<a href="http://www.survey.utexas.edu">www.survey.utexas.edu</a>

**SW 334 Social Work Practice Organizations and Communities**

I. Course Description

This course examines the organizational context within which social services are delivered: how funding, mandate, and organizational arrangements influence service delivery, and factors to consider in efforts to modify existing organizational arrangements. The course 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. The course includes an overview of the development of the community in America and the interaction between communities and service organizations. Attention is given to particular elements of organizational and community dynamics affecting diverse gender and ethnic groups.

II. Course Objectives

By the end of the course the student should be:

1. Familiar with the major concepts and dynamics of formal organizations and their influence on social work practice;
2. Familiar with the impact of the organizational mandate, funding sources, and other constituencies on problem definitions and goal formulation;
3. Able to identify major concepts in organizational theories and to explain how such concepts relate to social work practiced at individual, family, organizational, and community levels, each as a focus of social work practice;

4. Familiar with the influence of community norms, priorities, and competitive community factions on the definition of problem/need and resource allocation for the delivery of social services;
5. Familiar with relevant cultures and how culture shapes individual lives and community processes.
6. Able to understanding mezzo and macro economic events and how these events impact individual and community welfare
7. Familiar with the involvement of lay citizen groups as leadership resources and staff supplement and as a potential strategy for change;
8. Familiar with information about special service populations and the participation of such populations in professional settings and community organizations;
9. Familiar with basic planning approaches, their advantages, and disadvantages and be able to utilize an empirical approach and associated tools to gather and analyze data to describe populations and communities and design service programs.

### III. Teaching Methods

The format will be lecture and discussion with individual assessment of knowledge and skills, group problem solving exercises, and case study analyses. A significant dimension of the successful completion of the class is the quality of preparation and participation of each student. Students should use class meeting time effectively as an opportunity to analyze concepts presented in readings. Missed classes cannot be made up and regular class attendance and participation is required.

### IV. Required and Recommended Text and Materials

#### Required:

Kirst-Ashman, K. K. & Hull, G. H. Jr. 5<sup>th</sup> or 6<sup>th</sup> Editions (2012; 2015). *Generalist Practice with Organizations and Communities*. Chicago: Nelson-Hall Publishers.

#### Additional Required Materials:

Access to the World Wide Web, Microsoft Word, Excel and Email Activation @mail.utexas.edu These resources are available through the Learning Resource Center. Each student is expected to secure an e mail address and be prepared to use the Internet for class assignments. The Internet is an important tool for accessing University library resources and securing other information relevant to this class and the profession. The Instructor will periodically assign readings available from the Internet.

### Recommended

Additional handouts will be provided as well as selected contemporary readings assigned for library access. Students are responsible for all readings as assigned. Specific note will be made of optional readings. Students will be asked on occasion to bring representative material from their work and other experiences to class.

### V. Course Requirements and Grading Policies

Admission to the graduate program in social work or by special permission of the instructor. Exams will be based upon readings and lectures. Questions will be multiple choice and/or short fill in the blanks. Format of the test is the sole responsibility of the instructor. Exams will not be given except on the date as presented in this syllabus. Alternative dates can not be provided for any student. Exam dates may not be held earlier, but under special circumstances may be moved to later in the semester.

First Exam:	70 points	Oct. 6, 2015
Midterm Examination:	100 points	Nov. 3, 2015
Third Examination	130 points	Dec. 3, 2015
Participation	50 points	
Attendance	<u>50 points</u>	
Total Possible Points:	400 points	

### VI. Class Policies

This course covers critical issues in the design, funding, implementation, and evaluation of human service programs. Classroom activities include handling complex analytical issues demonstrating knowledge and skills in communication, persuasion, and effective leadership. Some material provided in the class may be of a confidential nature since part of the material will involve examination of ongoing human service organizations. Therefore, all class participants must observe strict rules of professional conduct and closely observe any protocols that are provided by the instructor. **Because of the nature of the schedule, all readings and assignments must be completed by due dates and schedules for all aspects including examinations will not be altered.**

#### **Specific Student Responsibilities:**

1. This will be a large class with significant crowding. Assist by keeping chairs orderly and backpacks under the desks.
2. Attend class regularly. Attendance will be taken and counts toward final grade. Early departure must receive prior approval by the instructor. Repeated occurrences will result in the student being dropped from the class.
3. During class time, no telephones or computers or pagers or iPod devices or reading material other than text and notes. You will see some material that cannot be copied or photographed.
4. Hats and caps off during class.
5. No food or drink during class.
6. Check class Canvas site weekly at <http://courses.utexas.edu>

7. Come prepared to class to participate. Instructor will ask questions about material including Blackboard postings and you will want to be prepared.
8. Dress appropriately. We will have frequent guest speakers that you may see in other settings and that watch what we do and who we are at the University closely. Set the correct standard. Clothes and general personal presentation are critical issues relative to some topics of this class. Guest speakers will include community leaders from many sectors and persons involved in the development of social policy and organizational leadership.

Students must conduct themselves with the highest level of scholastic honesty and integrity. Violations of the University's policy on scholastic dishonesty will result in a grade of F for the course and will result in reporting to the Dean of the School of Social Work and the Dean of the Graduate School.

#### IX. Course Schedule

<b>Calendar</b>	<b>Description</b>	<b>Sources</b>	
<b>Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Chap.</b>
Thursday Aug. 27, 2015	Introduction to the class		
Tuesday Sept. 1, 2015	Introduction to class; objectives and teaching methods.	Handouts	
Thursday Sept. 3, 2015	Review of basic concepts of practice in multiple settings.		
Tuesday Sept. 8, 2015	Review of basic concepts of practice in multiple settings (continued)	Kirst-Ashman, K. & Hull, G. H. Jr. (2005). <i>Generalist Practice with Organizations and Communities</i> . Chicago: Nelson-Hall Publishers.	Introduction
Thursday Sept. 10, 2015	Using Micro Skills in the Macro Environment and Using Mezzo Skills in the Macro Environment		2
Tuesday Sept. 15, 2015	Understanding Organizations	Kirst-Ashman, K. & Hull, G. H. Jr., et al	3
Thursday Sept. 17, 2015	Understanding Organizations (continued)		3
Tuesday Sept. 22, 2015	Understanding Organizations (continued)		4
Thursday Sept. 24, 2015	Understanding Organizations (continued)		4

Tuesday Sept. 29, 2015	<b>First Exam</b>		5
Thursday Oct. 1, 2015	Decision Making for Organizational Change	Kirst-Ashman, K. K. & Hull, G. H. Jr., et al	5
Tuesday Oct. 6, 2015	How to Implement Macro Intervention: Changing Agency Policy	Kirst-Ashman, K. K. & Hull, G. H. Jr., et al	5
Thursday Oct. 8, 2015	Project Implementation and Program Development	Kirst-Ashman, K. K. & Hull, G. H. Jr.	6
Tuesday Oct. 13, 2015	Macro Practice in Communities (continued)	Kirst-Ashman, K. K. & Hull, G. H. Jr	6
Thursday Oct. 15, 2015	Macro Practice in Communities (continued)		7
Tuesday Oct 20, 2015	Macro Practice in Communities (continued)		7
Thursday Oct. 22, 2015	Macro Practice in Communities (continued)		8
Tuesday Oct. 27 ,2015	Cumulative Lectures and Readings Introduction to Communities and Neighborhoods Review for Section 2		
Thursday Oct. 29, 2015	<b>Midterm Examination</b> Macro Practice in Communities		5-8
Tuesday Nov. 3, 2015	Understanding Neibhborhoods and Communities-Evaluating	Kirst-Ashman, K. K. & Hull, G. H. Jr. Dealing with community conflict	9
Thursday Nov. 5, 2015	Understanding Neighborhoods and Communities Evaluating Macro Practice	Kirst-Ashman, K. K. & Hull, G. H. Jr. Community readiness	10
Tuesday Nov. 10, 2015	Understanding Neighborhoods and Communities (continued) Advocacy and Social Action		11
Thursday Nov. 12, 2015	Understanding Neighborhoods and Communities (continued)	Kirst-Ashman, K. K. & Hull, G. H. Jr., et al	12

	Ethics		
Tuesday Nov. 17, 2015	Working with the Courts	Kirst-Ashman, K. K. & Hull, G. H. Jr., et al	13
Thursday Nov. 19, 2015	Developing and Managing Agency Resources		14
Tuesday, Nov. 24, 2015			
Tuesday Dec. 1, 2015	Review		All Ma- terial
Thursday Dec 4, 2014	<b>Third Examination</b>		
Thursday Dec. 5, 2014	Wrap Up for Semester		

### **Additional Readings**

These are not required but provide supplementary material on a variety of topics. I shall during the semester refer to some of these materials.

- Anderson, S. C. and Lauderdale, M. L. (1986). *Developing and Managing Volunteer Programs: A Guide for Social Service Agencies*, Springfield, IL.: Charles C. Thomas,
- Alinsky, S. D. (1972). *Rules for Radicals: A Pragmatic Primer for Realistic Radicals*. New York:Vintage Books.
- Berman, E. (1995). "Implementing TQM in state welfare agencies." *Administration in Social Work*, 19 (1).
- Berry, Leonard L. (1995). *On Great Service; A Framework for Action*. New York: Free Press.
- Blake, R., & Mouton, J. (1970). *The Managerial Grid*. Houston: Gulf Publishing Company.
- Clegg, S. R. (1989). *Frameworks of Power*. Thousand Oaks, CA: Sage.
- Rothman, J. (1995). "Approaches to community intervention." In J. Rothman, J. L. Erlich, and J. E. Tropman (Eds.). *Strategies of Community Practice*, Fifth Edition. Itasca, IL: F. E. Peacock Publishers, Inc., 26-63
- Crosby, P. (1979). *Quality is Free*. New York: McGraw-Hill.
- de Geus, Arie (1999) *The Living Company: Habits for Survival in a Turbulent Business Environment*, Boston: Harvard Business School.
- Deming, W. E. (1986). *Out of Crisis*. Cambridge, MA: Massachusetts Institute of Technology, Center for Advanced Engineering Study.
- Duster, T. (1987). "Crime, Youth Employment and the Underclass." *Crime and Delinquency*. 33:300-316.
- Ecklein, J. (1984). *Community Organizers*, Second Edition. New York: John Wiley & Sons.
- Eitzen, D. S., and M. B. Zinn. (1993). *In Conflict and Order*. 6<sup>th</sup> ed. Boston; Allyn and Bacon.
- Fellin, P. (1995). *The Community and the Social Worker*, Second Edition. Itasca, IL: F. E. Follett, M. P. (1924). *Creative Experience*. New York: Longmans, Green.

- Follett, M. P. (1940). *Dynamic Administration: The Collected Papers of Mary Parker Follett*. New York: Harper & Row.
- Garvin, David . (1986). "Quality policies, problems, and attitudes in the U.S. and Japan: An exploratory study." *Academy of Management Journal*, 29 (4), pp. 653-673.
- Garvin, David A. (1988). *Managing Quality: The Strategic and Competitive Edge*. New York: The Free Press.
- Gitlow, Howard S. and Shelly J. Gilow. (1987). *The Deming Guide to Quality and Competitive Postion*. Englewood Cliffs, N.J.: Prentice Hall.
- Hasenfeld, Y. (1992). *Human services as complex organizations*. Newbury Park, CA: Sage.
- Herzberg, F. (1966). *Work and the Nature of Man*. Cleveland: World Publishing Company.
- Hubbard, D. (1993). *Continuous Quality Improvement: Making the Transition to Education*. Marysville, OH: Prescott Publishing Company.
- Ishikawa, Kaoru. (1985). *What is Total Quality Control?: The Japanese Way*. Translated by David J. Lu. Englewood Cliffs, N.J.: Prentice Hall.
- Juran, Joseph M. (1993). "Made in U.S.A.: A renaissance of quality." *Harvard Business Review*, July.
- Kanigel, Robert. (1999). *The One Best Way: Frederick Winslow Taylor and the Enigma of Efficiency*. New York: Viking.
- Kuhn, T. S. (1970). *The Structure of Scientific Revolutions* (Second Edition). Chicago: University of Chicago Press.
- Lewin, K. (1948). *Resolving Social Conflicts: Selected Papers on Group Dynamics*. New York: Harper & Row.
- Maslow, A. (1952). *Motivation and Personality*. New York: Harper & Row.
- Mayo, E. (1945). *The Social Problems of an Industrial Civilization*. Cambridge, MA: Harvard University Press.
- McClelland, D. C. (1971). *Motivating Economic Achievement*. New York: Free Press.
- McGregor, D. (1960). *The Human Side of Enterprise*. New York: McGraw-Hill.
- Mintzberg, H. (1996). "Managing government, governing management." *Harvard Business Review*, May-June.
- Moore, J.W. (1978). *Homeboys: Gangs, Drugs, and Prisons in the Barrio of Los Angeles*. Philadelphia: Temple University Press.
- Moore, S. T., & Kelly, M. J. (1996). "Quality now: Moving human services organizations toward a consumer orientation to service quality." *Social Work*, 41 (1), January.
- Morgan, G. (1999). *Images of organization*, Second Edition. Newbury Park, CA: Sage organization, 4<sup>th</sup> Edition. Itasca, IL: F. E. Peacock Publishers, Inc.
- Peacock Publishers, Inc.
- Roethlisberger, F.J., & Dickson, W. J. (1939). *Management and the Worker*. Cambridge, MA: Harvard University Press.
- Ryan, Kathleen D., and Daniel K. Oestreich. (1991). *Driving Fear Out of the Workplace*. San Francisco: Jossey-Bass.
- Schumpeter, J. (1978). *Can Capitalism Survive?* New York: Harper & Row.
- Senge, Peter. (1991). *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday.
- Smith, A. (1937). "An inquiry into the nature and causes of the wealth of nations." In-

roduction, notes, marginal summary and an enlarged index by Edwin Cannan with an introduction by Max Lerner. New York: The Modern Library.

Taylor, F. W. (1911). *The Principles of Scientific Management*. New York: Harper & Row.

Warren, R. L. (1978). *The community in America*, 3rd Edition. NY: University Press of America.

#### UT Specific Items

**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at [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 School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor

of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

**RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <https://www.utexas.edu/student-affairs/policies/title-ix>.

**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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