Course Number:	SW381T	**Instructor:**	Robert Ambrosino, Ph.D.
Unique Number:	59615	**Email:** Robert.ambrosino@utexas.edu	
Semester:	Fall 2020	**Office:** On-line (see hours below)	
Meeting Time/Place: On-line*		**Office Phone:** (210) 268-9043	
	Mon.5:30-8:30 pm	**Office Hours:** T-TH 11:00 am – 12:30 pm	
		and by appointment (via Zoom)	

*This class will be conducted 100% on-line using a combination of synchronous (group learning via Zoom) and asynchronous (independent learning on one's own) formats. All Zoom classes will be conducted during the regularly-scheduled class time (Monday 5:30 pm – 8:30 pm).

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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 students 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. Students are expected to complete assigned readings prior to each class period and actively 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) 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). Cengage Learning.

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

Additional reading material will be posted on the course Canvas site throughout the semester.

V. COURSE REQUIREMENTS
ASSIGNMENT #1
Community/neighborhood ethnographic analysis - *50% of final course grade*
Students will work in task groups of 4-5 members each to complete this assignment. Students will be assigned to groups by the course instructor. At least one member of each group will be in field during the fall 2020 semester. The community/neighborhood in which the field agency is located will serve as the basis for group assignment; however, no two groups will be allowed to complete the assignment for the same community/neighborhood.

NOTE. The final grade for this assignment will be comprised of two component grades: a *team* grade (65% of the total); and an *individual* grade (35% of the total). All members of a particular team will receive the same team grade. The individual grade will be based on peer ratings using a form provided by the course instructor and posted to the course Canvas site.

Each group will study a place-based neighborhood or community located in the Greater Austin area. Each community/neighborhood 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 community/neighborhood and its residents and guide group members in their efforts to learn about the area.

NOTE. Completion of this assignment will *not* require face-to-face interactions of any kind. Rather, students will gather the required information using telephone or Zoom interviews, email exchanges, visiting agency/organization websites, downloading relevant information from credible sources, and the like (i.e., *virtual* access).

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

Community/Neighborhood Ethnographic Analysis Tasks
Obtain demographic information about the neighborhood or community 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.
Tour the neighborhood/community using Google Maps, Google Earth, or other such software, 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 resident 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/Neighborhood Ethnographic Analysis Tasks
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.
Interview the <u>City Council member</u> (or their representative) for the district in which the neighborhood or community is located to learn about the most pressing issues or problems facing residents of the district as well as what priorities have been established or actions taken (by the Council member's office) to address them.
<u>Multi-media class presentation</u>. Prepare a *20-minute* multi-media presentation to be shown on Zoom about the target neighborhood or community to include the following information (students are encouraged to use photographs, video, digital images, 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 **November 30** and **December 7** (last day of class).
<u>Portfolio to accompany class presentation</u>. 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 (5 interviews total). In addition to a

Community/Neighborhood Ethnographic Analysis Tasks
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. • URLs of materials describing programs and services available to members of the target neighborhood or community • Electronic copy of the Power Point slides used in the final class presentation • URLs of all source documents used to develop the demographic profile of the target neighborhood/community   The portfolio is to be submitted on **December 7** (last day of class).

ASSIGNMENT #2

Book analysis - *15% of final course grade*

Students are to read the book *Evicted* by Matthew Desmond and prepare a four- to five-page paper, exclusive of the cover page and the reference page. The paper should be a *Word* document, 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 **October 26**.

ASSIGNMENT #3

Common assignment - *15% 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.

Answer the following making sure to address every part of each question. **Your total answer to these questions should not exceed 3 single-spaced pages.**

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?

The due date for the common assignment is **December 7** (last day of class).

ASSIGNMENT #4 – Discussion assignments (20% of course grade)
Each student will complete five (5) discussion assignments posted on the course Canvas site. Instructions for completing these assignments will be included in each posting. Due dates for the discussion assignments are shown in the course syllabus.

Summary of assignments and associated due dates

Assignment	Due Date	Weight
Evicted Book analysis	10/26	15%
Community ethnographic analysis:		
Class presentations	12/7	35%
Portfolio	12/7	15%
Common assignment	12/7	15%
Discussion assignments	See course syllabus	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. <u>Missing more than two classes may result in loss of a letter grade</u>. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.

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 ne 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 the

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/.

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 Student Conduct and Academic Integrity, Office of the Dean of Students: http://deanofstudents.utexas.edu/conduct/.

Sharing of course materials is prohibited. No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Class recordings. Class recordings are reserved only for students in this class for educational purposes and are protected under The Family Educational Rights and Privacy Act (FERPA) found at https://studentprivacy.ed.gov/ferpa. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

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.

COVID Caveats. To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to University Health Services, and faculty and staff report to the HealthPoint Occupational Health Program (OHP) as soon as possible. Please see this link to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this University Health Services link.

VIII. **COURSE GRADING**

94.0 and above - A	74.0 to 76.999 - C
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

Date	Topics	Readings	Assignments
WEEK 1			
8/31	First day of class: • Review course requirements • My community of origin • Community project Assignments	No readings	Time will be set aside at the end of class for student task groups to begin planning for the community analysis assignment
WEEK 2			
9/7	Labor Day – **no class**		
WEEK 3			
9/14	Asynchronous module • Generalist practice with organizations and communities: • Overview of the ecological/systems framework • Role of the social worker in the community Zoom class • Questions about this week's course content • Application *My community change agent hero*	▪ Chapter 1 of course text ▪ NASW *Code of Ethics* https://www.socialworkers.org/About/Ethics/ Code-of-Ethics/Code-of-Ethics-English ▪ Ambrosino, Ambrosino, Heffernan, & Shuttlesworth (2016), Chapter 3 Canvas (Panopto videos) • Levels of the Environment • Chapter 1 • Role of the Social Worker in the Community Canvas (class readings) • Students should check the Class Readings folder for class readings, if any	
WEEK 4			
9/21	Asynchronous module • Understanding neighborhoods and communities • Theoretical perspectives for community change • Community practice Models Zoom class • Questions about this week's course content • Application	Chapters 8 and 11 of course text Canvas (Panopto videos) • Understanding neighborhoods and communities • Theoretical perspectives for community change • Community practice models Canvas (class readings) • Students should check the Class Readings folder for class readings, if any	

Date	Topics	Readings	Assignments
	My community practice model		
WEEK 5			
9/28	**Lab day**	Work on neighborhood/community project	
Week 6			
10/5	Asynchronous module • Macro practice in communities • Developing a logic model • Developing a Stakeholder involvement plan Zoom class • Questions about this week's course content • <u>Application</u> *My citizen's bill of rights and responsibilities*	<u>Chapter 9</u> of course text <u>Canvas</u> (Panopto videos) • The logic model <u>Canvas</u> (class readings) • Students should check the Class Readings folder for class readings, if any <u>Logic Model resources</u>: University of Wisconsin-Extension https://fyi.uwex.edu/programdevelopment/logic-models/ W.K. Kellogg Foundation https://www.bttop.org/sites/default/files/public/W.K.%20Kellogg%20LogicModel.pdf <u>Videos</u>: *Ted Talk* on civic engagement https://www.bing.com/videos/search?q=ted+talks+on+community+engagement&view=detail&mid=893EDC87E5D2F8863E47893EDC87E5D2F8863E47&FORM=VIRE	**<u>Discussion #1</u>** What's so logical about a logic model?
WEEK 7			
10/12	Asynchronous module • Gentrification • Community land trust Zoom class • Questions about this week's course content • <u>Application</u> *My community land trust*	<u>Canvas</u> (Panopto videos) • Gentrification: ATX and beyond • Community land trusts <u>Canvas</u> (class readings) • Students should check the Class Readings folder for class readings, if any <u>Videos</u> *Homestead Community Land Trust* https://www.youtube.com/watch?v=uvMrIHxhGJk *Community Land Trust Primer* http://www.youtube.com/watch?v=aC7YRbih4IY *What we don't understand about gentrification*	**<u>Discussion #2</u>** Working in a gentrification war zone

Date	Topics	Readings	Assignments
		https://www.youtube.com/watch?v=XqogaDX48nI *The student's guide to gentrification* https://www.youtube.com/watch?v=AC4n-dYOS8g	
Week 8			
10/19	<u>Asynchronous module</u> • Asset development and mapping • Asset-based community development (ABCD) ▪ Case study of Braddock, PA <u>Zoom class</u> • Questions about this week's course content • <u>Application</u> *Creating an asset bank for Braddock, PA*	<u>Canvas</u> (Panopto videos) • Asset-based community development • Demographic snapshot of Braddock, PA <u>Canvas</u> (class readings) • Students should check the Class Readings folder for class readings, if any <u>Videos</u> *Renewal and reality: Rebuilding Braddock, PA* https://www.youtube.com/watch?v=hCESGIjoucs Braddock, PA before the change https://www.youtube.com/watch?v=9y04RQQly98	
Week 9			
10/26	**Lab day**	Work on neighborhood/community project	***Evicted* book analysis due**
Week 10			
11/2	<u>Asynchronous module</u> • Organizational theories/frameworks • Systems framework of organizations • Strategic planning · Organizational culture · Human resource development (HRD) <u>Zoom class</u> • Questions about this week's course content • <u>Application</u> *My organizational culture*	<u>Chapters 5 and 14</u> of course text <u>Canvas</u> (Panopto videos) • Organizational theories/frameworks • Strategic planning • Human resource development (HRD) • Organizational culture <u>Canvas</u> (class readings) • Students should check the Class Readings folder for class readings, if any	**<u>Discussion #3</u>** Is spending resources on employee development and well-being a good investment?
Week 11			
11/9	<u>Asynchronous module</u>	<u>Canvas</u> (Panopto videos)	

Date	Topics	Readings	Assignments
	• Women in the Workplace Zoom class • Questions about this week's course content • Application *A mother's letter to her daughter and son*	• Women in the workplace Canvas (class readings) • Students should check the Class Readings folder for class readings, if any Videos *Why we have too few women leaders* https://www.youtube.com/watch?v=18uDuty1Da4 *So we leaned in … now what?* https://www.youtube.com/watch?v=YraU52j3y8s Podcasts https://www.ted.com/talks/worklife_with_adam_grant_metoo_with_ashley_judd_ronan_farrow_and_tarana_burke?language=en	
Week 12			
11/16	Asynchronous module • Leadership in Organizations Zoom class • Questions about this week's course content • Application *My leadership style*	Chapter 4 of course text Canvas (Panopto videos) • Leadership models/frameworks • Introduction to leadership in organizations • Analysis of relationships among parties Canvas (class readings) • Students should check the Class Readings folder for class readings, if any Readings Managerial Grid Model https://www.cleverism.com/managerial-grid-model/ Videos Why Good Leaders Make You Feel Safe https://www.youtube.com/watch?v=lmyZMtPVodo	**Discussion #4** Leaders are born, not made
Week 13			

Date	Topics	Readings	Assignments
11/23	Asynchronous module • Decision-making for organizational change • Managing change in organizations • Using power to advance organizational goals • Ethics and ethical dilemmas in organizational settings Zoom class • Questions about this week's course content • Application *My ethical dilemma*	Chapters 6, 7, and 12 of course text Canvas (Panopto videos) • Ethical issues confronting agency partners • Power • PREPARE • IMAGINE • Managing change Canvas (class readings) • Students should check the Class Readings folder for class readings, if any	**Discussion #5** Getting through the "Neutral Zone" in the age of COVID-19
Week 14			
11/30	Group presentations (3) via Zoom (order of presentations to be announced)	No readings	• **Power Point presentation on community ethnographic analysis**
Week 15			
12/7	Last day of class Group presentations (2) via Zoom (order of presentations to be announced)	No readings	• **Power Point presentation on community ethnographic analysis** • **Community ethnographic analysis portfolio** • **Common assignment paper**

X. **Bibliography**

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