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

Course Number:	SW 334	**Instructor:**	Robert Ambrosino, Ph.D.
Unique Number:	58930	**Email:**	Robert.ambrosino@utexas.edu
Semester:	Spring 2020	**Office:**	3.104A
Meeting Time/Place:	TTH	**Office Phone:**	(210) 268-9043
	12:30 pm – 2:00 pm	**Office Hours:**	TTH 10:30 am – noon and by
	SSW 2.132		appointment

Social Work Practice with Organizations and Communities

I. STANDARDIZED 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 be 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 also 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.

Admission to the social work major is a prerequisite for this course.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course you will be able to:

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 actions 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 macroeconomic events and how these events impact individual and community welfare.

7.Familiar with the involvement of lay citizen groups as 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.

EPAS Competencies

The Steve Hicks School of Social Work (SHSSW) 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

6.2 - Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

7.1 - Collect and organize data and apply critical thinking to interpret information from clients and constituencies.

7.3 - develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

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**

8.1 - critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

8.3 - Use inter-professional collaboration as appropriate to achieve beneficial practice.

8.4 - Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

8.5 - Facilitate effective transitions and endings that advance mutually agreed upon goals.

Competency 9: **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

9.1 - Select and use appropriate methods for evaluation of outcomes.

9.3 - Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

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) 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 TEXTS AND MATERIALS

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

Moskowitz, P.E. (2018). *How to kill a city: Gentrification, inequality, and the fight for the neighborhood*. New York, NY: Bold Type Books/Hachette Book Group.

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

V. COURSE REQUIREMENTS

ASSIGNMENT #1 - Organizational analysis - 30 % of final class grade

Each student will be required to conduct an organizational analysis of a social service agency. The organizational analysis will be of the student's field agency (or another agency with *prior approval* of the course instructor if a student is not in a field placement while taking this course). Students will make use of multiple sources to gather information necessary to complete this assignment. The paper completed as part of this assignment must provide the appropriate commentary as well as evidence to support conclusions drawn about the organization.

Topics to be addressed by the organizational analysis:
- History of organization
- Agency brand
- Mission, vision, values and operating principles (must attach copy of strategic plan)
- Leadership style of chief administrator (CEO, Executive Director, President)
- Organizational culture
- Structure of organization (must attach organizational chart)
- Programs and services (must attach program and services brochures)
- Human resource management (must attach copy of employee handbook or similar document)
- Sources of funding (attach copy of current operating budget)
- Fundraising activities (other than grants and contracts)
- Challenges and opportunities

The paper completed as part of the organizational analysis should be *approximately 12 –14 pages in length*, exclusive of references and attachments.

The due date for this assignment is **April 16**.

ASSIGNMENT #2: Community/neighborhood Ethnographic Analysis - 35% of final course grade

Students will work alone and in task groups of 4-5 members each to complete this assignment (see breakout of individual and group activities below). Group membership and assignment of neighborhood or community to group will be determined by the course instructor

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 as well as to guide group members in their efforts to learn about the area.

Members of each group are to complete the tasks shown in the table below as part of this assignment. Please note the column of the table labeled "Responsible Party". This column identifies *who* (entire group or individual group members) is responsible for completing the various parts of the assignment.

Activities reserved for individual group members constitute a *common assignment* that is to be completed by all students across all sections of the course.

Task	Responsible Party
Obtain demographic information about the neighborhood or community using Census or 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.	Group
Ride or walk through the target neighborhood or community 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. Note that while this is a group assignment, the information gathered here will also be used in the individual reflection assignment.	Group
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 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. **Group members should coordinate with one another to avoid the same individual being interviewed by more than one student**. Note that while this is an individual assignment, the information gathered here will also be used in the group's in-class multi-media presentation and portfolio.	Individual group members
Interview someone from a local business, school, and religious institution (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	Individual group members

Task	Responsible Party
sees as strengths, challenges, and opportunities reflected by the neighborhood or community. **Group members should coordinate with one another to avoid the same entity being visited by more than one student.** <u>Note that while this is an individual assignment, the information gathered here will also be used in the group's in-class multi-media presentation and portfolio.</u>	
<u>Multi-media class presentation</u>. Prepare a *20 minute* in-class multi-media presentation about the target neighborhood or community to include the following information (you 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 ▪ 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 **May 5** and **May 7** (order of presentations to be announced).	
<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:	Group

Task	Responsible Party
• 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 • Copies of all source (original) documents used to develop the demographic profile of the target neighborhood/community The portfolio is to be submitted on the **May 7** (last day of class).	

ASSIGNMENT #3: Book analysis (15% of final course grade)

Students are to read the book *How to Kill a City* by P.E. Moskowitz and prepare a 3 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 Canvas, 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?

No references or sources beyond the book itself are needed. This due date for this assignment is **March 26**.

ASSIGNMENT #4: Common assignment (20% of final course grade)

Each student will write a *five- to six-page* reflection paper based on information gathered through the individual assignments delineated in the table above. The paper should include the following content shown below. Note that the information required for the first bullet can be taken directly from the portfolio described above. The information required for the second, third, and fourth bullets can be taken directly from the material compiled for the final class presentation.

- Summary of each interview conducted including the date of the interview and name (or pseudo-name) of the individual interviewed (note that this information can be taken directly from the portfolio described above)
- Brief description of the physical neighborhood or community, and the people that live there
- Two strengths of the neighborhood or community
- Two challenges faced by the neighborhood or community you think would confront a social worker professional working in the community
- Identify an unmet social service need in the community and propose a possible intervention (such as coalition building, community development, direct action, or legislative advocacy) that aims to address the need – include three goals for the intervention
- Identify potential collaborators in the community and clearly describe how their involvement would benefit the proposed intervention
- Discuss what actions you imagine taking to begin the proposed intervention, how long you think it would last and how it might end
- Suggest two potential strategies for evaluating the intervention and discuss how the evaluations would measure the initial goals you proposed
- Your thoughts on how the neighborhood or community norms would influence social service delivery in the community

No references or sources are required for this assignment.

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

Summary of assignments and due dates

Assignment	Due Date	% of Final Grade
How to Kill a City Book analysis	3/26	15%
Organizational analysis	4/16	30%
Community ethnographic analysis		35%
Class presentations	5/5 and 5/7	-
Portfolio	5/7	-
Reflection paper	5/7	20%
Total		100%

VI. COURSE 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.

A student who misses more than 3 classes without a valid, verifiable excuse will be subject to a penalty of *one letter grade*. For example, a student who misses 4 classes without a valid and verifiable excuse and whose grade based on course assignments is an "A", will receive a final grade of "B" in the course.

In no case will a student be allowed to miss more than 5 classes throughout the semester.

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 Co- op.

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. Students are expected 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/.

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 on the basis of sex https://titleix.utexas.edu/. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at https://titleix.utexas.edu/.

Campus carry policy. The University's policy on concealed fire arms may be found here: https://campuscarry.utexas.edu. You also may find this information by accessing the Quick Links menu on the School's website.

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. E-mail 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 have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. 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.

VIII. COURSE GRADING

94.0 to 99.999	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	Topic	Readings	Assignment(s)
Jan			
21	▪ First day of class ▪ Review of course requirements ▪ Community analysis neighborhood assignments	No readings	*My community of origin* (in class assignment)
23	▪ Social work practice with organizations and communities	<u>Chapter 1</u> of course text	**Finalize task group membership**
28	▪ Stress and stress management ▪ Using supervision	<u>Chapter 2</u> of course text Various materials on stress and stress management posted on Canvas	
30	• Ethics and ethical dilemmas	<u>Chapter 12</u> of course text	Solving ethical dilemmas (in class-exercise)
Feb			
4	**Lab day**	Work on neighborhood/community project	
6	▪ Using micro skills in macro practice	<u>Chapter 3</u> of course text	
11	▪ Group skills for organizational change	<u>Chapter 4</u> of course text	
13	▪ Leadership in organizations	<u>Chapter 4</u> of course text Various materials on leaders and followers posted on Canvas	
18	▪ Continuation of topics from previous class		My leadership style (in-class exercise)
20	▪ Definition of an organization ▪ Theories of organizations ▪ Systems framework of organizations ▪ Challenges faced by contemporary non-profit agencies ▪ Strategic planning ▪ Mission, vision, values, and operating principles	<u>Chapters 5 and 14</u> of course text TED Talk video on it takes money to make money <u>Posted on Canvas</u> Examples of strategic planning Examples of HRD initiatives Several articles describing the impact of the #MeToo movement Video on sexual harassment and sexual assault in the workplace *Women in the Workplace 2017* by LEAN IN and McKinsey & Company The story of LEAN IN	

Date	Topic	Readings	Assignment(s)
	▪ Organizational culture ▪ Human resource development (HRD) ▪ Budgetary matters ▪ Branding the agency ▪ Women in the workplace		
25	▪ Continuation of topics from February 20		
27	▪ Continuation of topics from February 20		
Mar			
5	**Lab day**	Work on neighborhood/community project	
10	▪ Continuation of topics from February 20		
12	▪ Decision-making for organizational change ▪ Implementing organizational change ▪ Managing change in organizations	Chapters 6 and 7 of course text	*I'm freaking out over change!* (in-class exercise)
17	Spring break – **No class**		
19	Spring break – **No class**		
24	▪ Continuation of topics From March 12		
26	▪ Types of communities ▪ Theoretical perspectives for community change • Action strategies and tactics • Dynamics of power • Assessing the community's needs and resources • Determining the community's readiness and disposition for change ▪ Gentrification	Chapters 8 and 11 of course text Ted Talk on gentrification Various materials on gentrification and its consequences posted on Canvas *My Brooklyn* video	***How to Kill a City* book analysis due**
31	▪ Continuation of topics from March 26		
Apr			
2	**Lab day**	Work on neighborhood/community project	

Date	Topic	Readings	Assignment(s)
7	▪ Knowing your community ▪ Building the organizational change effort	<u>Chapter 9</u> of course text	
9	▪ Asset development and mapping ▪ Creating an asset bank ▪ Case study of Braddock, PA	Video on Braddock, PA Reference materials on asset-based community development posted on Canvas	
14	▪ Continuation of topics from previous class		
16	▪ Continuation of topics from previous class		Creating an asset bank for Braddock, PA (in-class exercise)
21	▪ Community land trust	<u>Posted on Canvas</u> Davis, E. (2010). Origins and evolution of the community land trust in the United States. In Davis, E. (Ed.). (2010), *The community land trust reader*. Cambridge, MA: Lincoln Institute of Land Policy, pp. 1-47. Davis, E. (2010). The challenge of perpetuity. In Davis, E. (Ed.). (2010), *The community land trust reader*. Cambridge, MA: Lincoln Institute of Land Policy, pp. 552- 561. CODE Next report	▪ **Organizational analysis due**
23	▪ Continuation of topics from previous class		▪ *My community land trust* (in-class exercise)
28	Special topics in communities	No readings	
30	**Lab day**	Work on community project	
May			
5	▪ Group presentations (order to be announced)		
7	▪ Last day of class) ▪ Group presentations (order to be announced)		▪ **Community ethnographic analysis portfolio due**

Date	Topic	Readings	Assignment(s)
	▪ Celebration of accomplishments		▪ **Common assignment due**

XI. BIBLIOGRAPHY

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