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

Course Number: SW 334   **Instructor:** Kristian Jones M.Ed
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Semester: Spring 2020   **Office:** 3.104 (Adjunct Office)
Meeting Time/Place: M/W   **Office Hours:** by appointment
                          4:00pm-5:30pm
                          Room 2.118

SOCIAL WORK PRACTICE IN 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:

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 practice 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 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 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 class uses a seminar format. 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 is required and essential for successful completion of this course. This course will use an electronic Canvas site. Canvas will be used for turning in assignments, grading, and communication between students, and the instructor.

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. You will need a UT EID and password. The Help Desk available through the UT home page (www.utexas.edu/its/help) can assist you with your computer and Canvas questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

IV. REQUIRED TEXT AND MATERIALS

Brughardt, S. (2013) *Macro Practice in Social Work for the 21st Century: Bridging the micro – macro divide*. 2nd Edition. SAGE Publications, Inc., CA

Other readings may be assigned and will be available on Canvas.

V. COURSE REQUIREMENTS

Attendance: 15 points (attendance .5 per day)

You are required to come to class. Attendance will be managed through a sign in sheet – it is your responsibility to ensure that you have signed in to each class you attend. Absences may be excused by the professor (typically for illness, loss, or other unforeseen crises) – you must request excused absences by email.

Weekly Critical Reflections: 15 points

You should complete and turn in a typed, critical reflection on the assigned chapter readings and assigned materials before every class a reading is due. Reflections should be 1-2 paragraphs (single space) and should summarize your observations, reflections, and any new directions or questions about the assigned materials. These reflections will provide a structured and student-centered focus to discussion of the assigned materials. There will be time during class to share your reflections in small or large group discussions. Reflections will be due on Canvas before class.

Group Task Participation and Reflection: 20 points

Students will be assigned to work in groups this semester. Your group will have about 4 to 6 people and many of the in-class tasks will happen in those groups. As a result, you will also be required to reflect on the work of your peers in writing each week. A combination of those being feedback forms and my observation.

Common Assignment: General Community Assessment Survey: 20 points
(Measuring Competencies 6, 7, 8, & 9)

Ride or walk through a target community or neighborhood, 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.

Visit a local business, school, or religious institution to learn about how the organization views the community/neighborhood, what they think they contribute to it, and what they see as strengths, challenges, and opportunities reflected by the community/neighborhood.

Part Three: Write a five-page reflection that includes:
a) a brief description of how you conducted your survey, and who you spoke with
b) a brief description of the physical neighborhood or community
c) discuss and describe the populations you observed in the community and those you spoke with
d) identify two strengths of the community
e) identify two specific challenges you think would confront a social worker professional working in the community
f) identify any unmet social services 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
g) identify potential collaborators in the community and clearly describe how their involvement would benefit the proposed intervention
h) discuss what actions you imagine taking to begin the proposed intervention, how long you think it would last and how it might end
i) suggest two potential strategies for evaluating the intervention and discuss how the evaluations would measure the initial goals you proposed
j) reflect on how the community norms would influence social service delivery in the community at the micro, mezzo, and macro levels

Group Community Presentation & Portfolio: 30 points

You will be assigned a group to work with on a community-based group project that will include identifying an organization, conducting a needs assessment, identifying a need/issue/problem/gap, developing a strategy for addressing the identified problem within the resources and limitations of the semester and the organization.

Your primary time for working on this project will be in class on Wednesdays, so be sure to bring your technology to class on Wednesdays to facilitate work. You will also need to go to the organization you choose to do some of this work – so you'll need to think through and coordinate transportation etc.

A group may propose an organization other than the one to which it has been assigned, but the instructor must approve the proposed substitution before the group begins work on the assignment.

Tasks

• Obtain demographic information about the neighborhood or community the organization serves using Census or other data.

* 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 of organization and purpose of organization
- Location (include map or other drawing)
- Demographic snapshot of population served by organization
- Strengths/assets, threats/challenges, and opportunities
- At *least three* (3) recommendations for strengthening the organization

- At least *five* (5) things that were learned through this assignment that would inform social future social work macro practice in organizations and communities

The presentation *must include a photo or video tour of the immediate neighborhood or community the organization serves*. The tour should be theme-based and not just a stream of disconnected images.

* <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. 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 (or pseudo-name) of the person interviewed, and role(s) of the person in the organization.
- Copies of brochures describing programs and services available in the organization.
- Both electronic and paper copies of the Power Point slides used in the final class presentation.
- Copies of all source or original documents used to develop the demographic profile of the target community of the organization.

VI. GRADES

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

VII. CLASS POLICIES

1. 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.

2. 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.

3. 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 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.

4. 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. It is your responsibility to sign the class attendance sheet. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.

5. Assignments and Grades: Assignments should be turned in online on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will be considered when assigning the final grade.

6. 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 UT Co-op.

7. 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.

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

9. Classroom Courtesy: As a courtesy to the class that meets after your class, please dispose of trash and to return the chairs and desks to rows or some sort of organized arrangement.

10. Late Policy: Assignments that are late without an excuse will be deducted 25% each day it is late and will not be accepted after three days.

VIII. UNIVERSITY POLICIES

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 https://cmhc.utexas.edu/.

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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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: https://studentaffairs.utexas.edu/.

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

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: http://diversity.utexas.edu/disability/.

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

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct 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. 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 https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy.

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.

IX. COURSE SCHEDULE

Week	Date	Topic	Preparation Due	Assignments Due
1	1/22	Syllabus and Introductions Macro Social Work Practice		
2	1/27	Historical Origins	Chapter 1. Starting Before the Beginning: Historical Origins, Strategic Assumptions & Professional Development: The Creation of A Textbook	Critical Reflections
2	1/29	Team Assignments Team Building		
3	2/3	Understanding Context	Chapter 2. Developing Pre-Engagement Skills through An Understanding of Context: "History Moves"	Critical Reflections
	2/5	Team building		Group Reflections
4	2/10	Assessment	Chapter 3. Using Engagement Skills to Improve Community Assessments: Joining 'Micro' to 'Macro' through Tactical Self-Awareness	Critical Reflections
	2/12	Group Work		Group Reflections
5	2/17	Community Interventions	Chapter 4. The Unconscious in Organizing: The Struggle to Build Authentic Relationships in Community Interventions	Critical Reflections
	2/19	Group work		Group Reflections
6	2/24	The Social Construction of Practice	Chapter 5. The Social Construction of Practice: Where 'Macro' and 'Micro' Meet on the Road Towards Personal and Community	Critical Reflections
	2/26	Group Work		Group Reflections
7	3/2	Leadership Development	Chapter 6. "Embody the Change You Seek:" Leadership Development through Relationship-Building	Critical Reflections
	3/4	Group Work		Group Reflections
8	3/9	Inclusion	Chapter 7. Why Can't We All	Critical Reflections

	3/11	Group Work	Just Get Along?: Building Effective Coalitions While Resolving The Not-So-Hidden Realities of Race, Gender, Class, Sexuality and Age In Everyday Practice	Group Reflections
9	3/16-22	Spring Break!		
10	3/23	Community Practice	Chapter 8. From Checkers to Chess: The Strategic Development of A Community Practitioner	Critical Reflections
	3/25	Group Work		Group Reflections
11	3/30	Social Networking	Chapter 9. Think Local, Act Global: A Case Example of 21st Century Macro Practice through the Power of Social Networking	Critical Reflections
	4/1	Group Work		Group Reflections

12	4/6	The Political Arena	Chapter 10: Expanding the Practitioner Toolkit: Social Workers Inside the Political Arena	Critical Reflections
	4/8	Group Work		General Community Assessment Survey Due

Group Reflections |
13	4/13	Environmental Activism	Chapter 11: The Re-emergence of Environmental Activism Within Social Work by Kristin Lebeaveau & Meredith Ledlie	Critical Reflections
	4/15	Group Work		Group Reflections
14	4/20	Navigating the workplace and organizations	Chapter 12: Crossing the Great Divide: A Grass Roots Organizer Evaluates How to be a Socially Committed Supervisor…and Beyond	Critical Reflections
	4/22	Group work		Group Reflections
15	4/27	Special Topics	Chapter 13: So Much Information, So Little Time: Human-Services Executives' Strategic, Evidence-Based Search for Social Justice	Group Portfolio Due
	4/29	Special Topics		
16	5/4	Group Presentations		

	5/6	Wrap up class/Class evaluations		

X. BIBLIOGRAPHY

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