

THE UNIVERSITY OF TEXAS STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number:	SW 334	Instructor:	John Feather
Unique Number:	61085	Email:	jfeather@utexas.edu
Semester:	Spring 2020	Office:	SW 3.104A
Meeting Time/Place:	Mondays/Wednesdays	Office Phone:	202-725-6731
	4:00pm – 5:30pm	Office Hours:	by appointment
	Web-based class		

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 practiced at individual, family, organizational, and community levels, each as a focus of social work practice.
4. Familiar with the influence of community norms, priorities, and competitive community factions on the definition of problem/need and resource allocation for the delivery of social services.
5. Familiar with relevant cultures and how culture shapes individual lives and community processes.
6. Able to understand 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 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.

IV. REQUIRED TEXT AND MATERIALS

Steve Burghardt. **Macro Practice in Social Work for the 21st Century: Bridging the Macro-Micro Divide, Second Edition.** Los Angeles: Sage Publications, 2014. It is available through the Coop.

Community Tool Kit. This is an online textbook resource available at <https://ctb.ku.edu/en>. It is available free to charge to all students.

Additional reading will be assigned at various points in the course, as given in the syllabus bibliography.

V. COURSE REQUIREMENTS

Your grade in this class will be based on three components: class participation, a series of 6 written exercises, and a group project analyzing the needs of a particular Austin community.

Class participation. It is important for you to develop the skills to work with other colleagues across not only the small group project but also with the larger group of students in the class. This expectation is described in detail in the syllabus and will be **15% of your grade.**

Exercises. The six written exercises allow you to show your ability to absorb the reading material and apply it to a specific situation. These will all be provided in Canvas. Clarity of thought, good writing skills, and evidence of the application of the reading material to the issue will be the basis for your grade. Each exercise should be no more than three single spaced pages in length and the due dates are given in the syllabus. **Each exercise is 10% of your final grade or 60% overall.**

- ***Exercise 1 [due January 27]:*** How do you define the ‘community’ or ‘communities’ that you belong to?
- ***Exercise 2 [due February 15]:*** Introducing the Grand Challenges for Social Work
- ***Exercise 3 [due March 1]:*** Understanding the organizational context of social work
- ***Exercise 4 [due March 10]:*** The Common Assignment: Managing social change
- ***Exercise 5 [due March 29]:*** Impact of media on social work issues

- **Exercise 6 [due April 14]:** Reflections on ‘community’

Small group project. Each of you will be randomly assigned to a specific community in the Austin area:

- Montopolis
- Pecan Springs-Springdale
- Round Rock
- Mueller Community
- Dripping Springs

You will work together with 4-5 of your classmates throughout the semester to complete a group assignment for the course, all of which is described in detail in another document posted to Canvas. There will be specific times during the classes hours for you to meet as a small group, as shown on the schedule. The assignment has several components which collectively **total 25% of your final grade.** These include:

- **Work Plan [due February 3]:** developing a scope of work, division of labor between teammates, deadlines for creation of content, and creation of a final product. **5% of final grade**
- **Class Presentation [due April 19 or 21]:** PowerPoint presentation to members of the class on your neighborhood. **10% of final grade**
- **Executive Summary Report [due May 3]:** a written report to the city planning agency on your findings and rationale for your proposed solution to social work issues. **15% of final grade**

Since this is a group assignment, **all members of the group will receive the same grade.**

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. Electronic Devices: This class will take place virtually through the UT Zoom platform and students are expected to use appropriate Zoom etiquette, including having your picture on during class, being on mute except when speaking, and being attentive throughout the class. You should not have other electronic devices on (especially cell phones) on during class.

3. Creating a community in class. Virtual learning creates special issues in terms of developing camaraderie and community that usually happens in an in-person class setting, but it is important that we try to do so. We will open each class with a time for sharing of personal information, stories, and questions and you are encouraged to participate to get to know your classmates better. That said, **you are not required to do so** and under no circumstances should you feel the need to share information that is uncomfortable for you. We will also be working in small groups during class; you should take the opportunity to meet and interact with more of your classmates.

4. 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 the 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. The 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.

5. 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.

6. 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.

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

8. Writing Style: The Publication Manual of the American Psychological Association Seventh Edition (APA) is the style manual to be used by all students. There are many online guides to using this system, including https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.

9. Use of Canvas: The professor uses the UT Canvas Web-based course management /collective workspace. 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.

10. 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 as Announcements. Students should check their UT 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.

VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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.

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/>.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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 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 the Student Judicial Services, Office of the Dean of Students: <https://deanofstudents.utexas.edu/conduct/academicintegrity.php>.

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.

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://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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 firearms 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.

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 <https://safety.utexas.edu/behavior-concerns-advice-line>.

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

Date	Topic	Assignment Due	Readings
W 1/20	Welcome and Introductions Major Themes of the Course What is Community?		Burghardt: Chapter 1 CTB: Chapter 1, Sections 1, 3, 5-7
M 1/25	Defining Macro Practice Is 'typical' social work practice macro or micro?		Burghardt: Chapter 2 CTB: Chapter 1, Sections 8-10
W 1/27	Macro Example: Social Determinants of Health (SDOH) Small group time in class (30 minutes)	Exercise 1: What do <i>you</i> consider to be your community or communities?	CTB: Chapter 17, Section 5
M 2/1	Guest Speaker: Kathryn Lawler, Exec Director of ARCHI Small group time during class (30 minutes)	Review materials on the ARCHI website. Develop two written questions and submit prior to class	Atlanta Regional Collaborative for Health Improvement (ARCHI): http://archicollaborative.org

W 2/3	Macro and Micro Assessment: How do you know what a community needs?	Small group work plans due	Burghardt: Chapter 3 CTB: Chapter 3, Sections 1-2
M 2/8	Know your history: how historical research can current social work issues		Politico: The Geography of Opportunity Austin Statesman: Inheriting Inequality Tretter: Austin Texas Restricted
W 2/10	Community Intervention Building Authentic Relationships		Burghardt: Chapter 4 Grand Challenges for Social Work
M 2/15	Developing interest in community issues	Exercise 2: Grand Challenges for Social Work	CTB: Chapter 5, Section 1
W 2/17	Your Authentic Self: Linking your personal skills to the needs of the community Guest Speaker: Charlie Rounds, founder of Mossier: Advancing Employment Equity for Everyone LGBTQ		Burghardt: Chapter 5
M 2/22	Small group work in class: 45 minutes		CTB: Chapter 17: Sections 1-3
W 2/24	Leadership Development Interlude: Myers Briggs Examining <i>your</i> leadership style		Burghardt: Chapter 6
M 3/1	Functions of leadership	Exercise 3: Understanding the Organizational Context	CTB: Chapter 13, Sections 304; Chapter 14, Sections 1-2
W 3/3	Building Effective Coalitions		Burghardt: Chapter 7 CTB: Chapter 27: Sections 1-2
M 3/8	Cultural Competence		Brickville Case

W 3/10	Developing community interventions	Exercise 4: Managing Social Change	Burghardt: Chapter 8
M 3/15	Spring Break – No Class		
W 3/17	Spring Break – No Class		
M 3/22	Social change through technology		Burghardt: Chapter 9
W 3/24			CTB: Chapter 1, Section 10
M 3/29	Political advocacy Guest Speaker: Charlie Rounds, founder of Mossier	Exercise 5: Impact of Media	Burghardt: Chapter 10
W 3/31	Small group time during class (90 minutes)		CTB: Chapter 33: Section 20
M 4/5	Environmentalism and Social Work: Natural Allies?		Burghardt: Chapter 11
W 4/7	Guest Speaker: Louis Colbert, VP for Operations, Philadelphia Corporation for Aging		CTB: Chapter 26, Section 9
M 4/12	Moving up the ranks of social work administration		Burghardt: Chapter 12
W 4/14		Exercise 6: Reflections on Community	CTB: Chapter 15, Section 1
M 4/19	Maintaining a social justice perspective as you move up the ladder	Small group presentations: Groups 1-3	Burghardt: Chapter 13

W 4/21		Small group presentations: Groups 4-5	CTB: Chapter 1, Section 1-2
M 4/26	Small group time during class (90 minutes)		
W 4/28	Small group time during class (30 minutes)		
M 5/3	Key Lessons for Social Work Practice	Final small group written executive summary due	Burghardt: Chapter 14
W 5/5	Wrap Up and Key Messages Evaluation Discussion		

X. BIBLIOGRAPHY

Textbooks:

Steve Burghardt, *Macro Practice in Social Work for the 21st Century: Bridging the Macro-Micro Divide (Second Edition)*, SAGE Publications, Inc., 2014

Community Tool Box: Tools to Change our World. online resource manual found at <https://ctb.ku.edu/en>. Abbreviated as ‘CTB.’

Readings for Specific Dates

January 27

Claudia Wallis, Why Racism, Not Race, Is a Risk Factor for Dying with COVID-19, *Scientific American*, June 12, 2020. <https://www.scientificamerican.com/article/why-racism-not-race-is-a-risk-factor-for-dying-of-covid-19/>.

February 2

Atlanta Regional Collaborative for Health Improvement (ARCHI): <http://archicollaborative.org>

February 8

Politico. *The Geography of Opportunity*. Available at <https://www.politico.com/agenda/story/2018/11/20/opportunity-prosperity-policy-solutions-000791/>

Austin Statesman: *Inheriting Inequality*. Available at <https://projects.statesman.com/news/economic-mobility/>.

Eliot M. Tretter. *Austin Restricted: Progressivism, Zoning, Private Racial Covenants, and the Making of a Segregated City*. Available at <https://assets.documentcloud.org/documents/1499065/austin-restricted-draft-final.pdf>.

February 10

American Academy of Social Work and Social Welfare. *Grand Challenges for Social Work*. Available at <https://grandchallengesforsocialwork.org>.

February 24

The TypeFinder Personality Test. Available at <https://www.truity.com/test/type-finder-personality-test-new>

Myers Briggs 16 Personality Types. Available at <https://www.truity.com/page/16-personality-types-myers-briggs>

March 8

Melinda Lewis. *New Directions in Social Work: Brickville Case Study*. Available at <http://routledgesw.com/brickville/home>.