

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

Course Number:	SW 381T	Instructor:	Maxey Elliott, LMSW
Unique Number:	61580	Email:	maxey.elliott@austin.utexas.edu
Semester:	Fall 2021	Office:	Zoom
Meeting Time:	Mondays 5:30 – 8:30pm	Office Phone:	Email
Meeting Place:	SSW 2.112	Office Hours:	Mondays, 4:00pm – 5:00pm Other time by appointment

Dynamics of Organizations and Communities

I. STANDARDIZED COURSE DESCRIPTION

This course familiarizes students with the macro context of social work practice. It examines the reciprocal relationship between human behavior and social environments. It emphasizes the interlocking and complex nature of culture and personal identity with content on populations-at-risk, examining the factors that contribute to and constitute being at risk. It introduces the student to the obligation that social services meet the needs of groups served and are culturally relevant. This includes equipping students with skills to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

This course examines the impact of social structure and other societal factor on one's personal life chances in relation to equity, fairness, opportunity, and other issues of social and economic justice. Drawing on a systems-ecological perspective, this course helps students develop skills at using systems thinking approaches to understanding organizations and communities with special emphasis on their application to a variety of oppressed and disadvantaged populations and multiple levels of intervention. Special emphasis is given to the development of assessment skills and intervention methods that are relevant to empowerment, capacity building and social change within organizations and communities.

Understanding the role of age, race, gender, social class, culture, ethnicity, religion, sexual orientation, national origin, and physical and mental ability is an integral part of this course.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Discuss communities and organizations as a context for professional practice to meet individual needs, build community capacity, and promote social and economic justice.
2. Demonstrate an understanding of the value dilemmas and ethical issues confronting social work professionals and their implications for social work practice with organizations and communities.

3. Assess the influence of community norms, priorities, and competitive community factions on the social structure of communities and the delivery of human services.
4. Assess various evidence-based intervention approaches for working with organizations and communities.
5. Analyze the impacts of organizational and community dynamics on populations at risk and relate those impacts to the participation of such populations in organizational and community governance, human service provision, and policy formulation.
6. Evaluate alternative strategies for initiating change in organizations and communities, including planning models, coalition building, community development, direct action, and legislative advocacy.
7. Understand the relevance of age, race, gender, social class, culture, ethnicity, religion, sexual orientation, national origin, and physical and mental ability in social work practice that is grounded in social and economic justice.

EPAS Competencies

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Outcome 6.2: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

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

Outcome 7.1: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

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

Outcome 7.4: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Outcome 8.1: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

Outcome 8.3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

Outcome 8.4: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

Outcome 8.5: Facilitate effective transitions and endings that advance mutually agreed-on goals

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

Outcome 9.1: Select and use appropriate methods for evaluation of outcomes

Outcome 9.3: Critically analyze, monitor, and evaluate intervention and program processes and outcomes

Outcome 9.4: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

III. TEACHING METHODS

This course uses various teaching methods which includes lectures, class discussions, video presentations, and guest speakers. Furthermore, assignments are provided to help foster deep reflection and facilitate open and engaging class discussion. These assignments will include readings, brief case studies, reflective writing pieces, community analysis, and small group work and presentations. Parallel processing is noted as class and small group dynamics are built around the same positive community and organizational dynamics forming the foundational purpose of this course.

IV. REQUIRED TEXT AND MATERIALS

The primary text for this course will be the [Community Tool Box](https://ctb.ku.edu/en/table-of-contents) (<https://ctb.ku.edu/en/table-of-contents>) developed by the Work Group for Community Health and Development at the University of Kansas. This work group is part of the World Health Organization Collaborating Centre for Community Health and Development. The Community Tool Box is available for free online.

While the focus of much of the content is on community health, the tools and skills covered in the book are easily translatable to other kinds of community issues. All assigned readings and other course materials are available in the class Canvas page, which is organized into modules for each class session. Additional readings and materials may be assigned as we progress through the semester. These readings will also be available on-line in the course modules. If additional readings are assigned, the class will be notified the week before so that students will have adequate time to read it before class.

Text for book analysis:

brown, adrienne maree. Emergent Strategy: Shaping Change, Changing Worlds. (2017). CA. AK Press.

The assigned readings for this course represent the minimum required reading for this course. There is a vast body of literature available on organizations and communities. An

extensive bibliography is provided at the end of the syllabus. You might peruse the bibliography to see if there are titles you find interesting and would like to investigate.

V. COURSE REQUIREMENTS

ASSIGNMENT #1: Community/neighborhood Ethnographic Analysis – 150 pts
(50% of final course grade)

Students will work in task groups of 4-5 members each to complete this assignment. Students will be assigned to groups by the course instructor. A group may propose a neighborhood or community 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. No two groups will be allowed to complete the assignment for the same neighborhood or community.

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

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

Community/neighborhood Ethnographic Analysis Tasks
<u>Obtain demographic information about the neighborhood or community</u> using Census and other data.
<u>Ride or walk through the target neighborhood or community</u> observing the condition of residential areas, availability of parks and other areas used for recreation, retail and other businesses (including grocery stores), schools, places of worship, health care facilities, social services agencies, and entertainment venues.
Interview a <u>resident</u> 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 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.
Interview someone from a <u>local business, school, and religious institution</u> (3 separate

Community/neighborhood Ethnographic Analysis Tasks

interviews) to learn about how each entity views the neighborhood or community, what the entity thinks it contributes to the community, and what it sees as strengths, challenges, and opportunities reflected by the neighborhood or community.

Interview the City Council member (or representative) for the district in which the neighborhood or community is located to learn about the most pressing issues or problems facing residents of the district as well as what priorities have been established or actions taken (by the Council member's office) to address them.

Multi-media class presentation. Prepare a *20 minute* in-class multi-media presentation about the target neighborhood or community to include the following information (students 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 taken from Census and other data referenced above
- Strengths/assets, threats/challenges, and opportunities
- *Three (3)* recommendations for strengthening the neighborhood or community, including one specific policy recommendation at the City Council level.
- *Five* things you learned from reading Emergent Strategy, either in how you worked together as a student group or how you engaged the community, 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, shop for groceries, worship, and play
- Highlight ways in which the built environment affects health in this community.
- 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 **December 6** (last day of class).

Portfolio to accompany class presentation. Each group will create a portfolio of materials compiled in connection with this assignment. Items to be included in the portfolio include:

- Meeting agendas, group agreements, and minutes from each student group meeting
- One-page summary of each interview conducted (5 interviews total). 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

Community/neighborhood Ethnographic Analysis Tasks

- 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
 - Both electronic and paper copies of the Power Point slides used in the final class presentation
 - Copies (paper, electronic, and/or URLs) of all source documents used to develop the demographic profile of the target neighborhood/community

The portfolio is to be submitted on **December 6** (last day of class).

ASSIGNMENT #2: Book analysis – 60 Points (20% of final course grade)

Students are to read the book *Emergent Strategy* by adrienne maree brown and prepare a 4- 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*. Analysis instructions will be distributed on the first day of class.

ASSIGNMENT #3: Common Assignment – 60 Points (20% of final course grade) -

Students will review and respond to a scenario involving a hypothetical neighborhood coalition meeting. Assignment responses are expected to be written in APA format and will be no more than 3 double-spaced pages using *Times Roman 12-point font*.

Common assignment for Dynamics of Organizations and Communities

The Neighborhood Coalition.

For the last month you've been working as a facilitator and advocate with a newly formed coalition of neighborhood groups. You've been trying to help the groups identify unifying coalition goals focused on neighborhood improvement, crime reduction, and youth engagement. The neighborhood groups represent a diverse set of interests and you've had difficulty getting them to overcome turf issues and other parochial interests based on past antagonism and suspicion among some members of the coalition. Attendance at meetings has been low and leaders have spent more time arguing with each other than working together. When you arrived at the coalition meeting today, you were surprised, even elated, to find more than 80 people gathered and enthusiastic to present a new work plan for the coalition. However, that elation was quickly deflated when you learned that leaders from several of the neighborhood groups have concluded that recent immigrants moving into the neighborhoods are to blame for the conditions of housing deterioration and rising crime. They want to work together to form a 'neighborhood watch' style organization that would investigate immigrants' legal status and turn undocumented immigrants over to federal authorities. They also want to stop publishing any neighborhood documents in multiple languages, as 'that only encourages them.' There appears to be growing consensus about this definition of the problem and the proposed solutions seem to be gaining momentum. The neighborhood leaders have gone

through the coalition’s established channels to win support from the grassroots supporters. As you listen to the proposal you are very concerned because this idea and these positions are contrary to your personal and professional values and your emphasis on enhancing the well-being of all area residents.

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

1. How would you respond to the coalition leaders and their proposal during the meeting?
2. Assume the coalition leaders decided to postpone final approval of the plan until next week’s meeting. What is your plan for assessing this situation before the next meeting? With whom do you need to talk and what do you need to talk with them about? What potential data could you look for and gather to assist with your assessment?
3. How might you get the neighborhood groups to be more critical in its assessment of the neighborhood problem? How could you integrate the potential values and strengths of the neighborhood groups into critical assessment?
4. Assume you are able to find common ground with the leaders of the neighborhood groups around reduction in crime through interventions unrelated to undocumented immigrants, how will you proceed to identify alternative solutions? Use systems theory to outline how the process of intervention planning might occur.
5. Consider all resources that you have had this semester which include class lectures, discussions, assignments, readings, and guest lectures and answer the following:
 - How does your proposed solution support the most vulnerable population referenced in this scenario?
 - What competencies does your proposed solution connect to?
 - What class resource (lecture, reading, assignment, discussion) helped you arrive at this suggestion?

Participation - 30 Points (10% of final course grade) - Lectures, readings, and assignments make up a portion of the learning experience. Experiential learning through class engagement and participation will make up a great portion of the learning experience. In order to achieve these learning objectives it is important that students attend class on-time, are engaged, and present free of distraction (email, texting, etc).

Summary of assignments and associated due dates

Assignment	Due Date	% of Final Grade
Community ethnographic analysis task groups formed	8/30	-
<i>Emergent Strategy</i> book analysis	10/18	20%
Common assignment	11/29	20%

Community ethnographic analysis:		50%
	Class presentations	12/6
	Portfolio	12/6
Class participation		10%
Total		100%

VI. Grading

GRADING SCALE

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

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.

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.

Assignment Deadlines and Late Submissions - Assignments are due no later than 11:59 PM on the assigned due date. Assignments submitted past the deadline will result in a deduction of 5 points per day. Assignments that are 3 days past due will require a meeting with the Professor before being accepted.

Writing Style - Certain assignments will require students to follow APA 7th Edition guidelines regarding professional writing (cover page, running head, in-paper references, bibliography). Students are encouraged to access UT resources through the University Writing Center to review papers: <http://uwc.utexas.edu/>.

Students can use Purdue University online resources to help guide APA formatting: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

CANVAS - All assignments, relevant instructions, grades and announcements will be posted through shared class CANVAS page. Students will be expected to maintain their UT provided emails in order to continue to receive timely communications regarding class or assignments.

Online Etiquette and Professionalism – If we have portions of classes online, all University Policies including but not limited to those regarding conduct, civility, and professional communication still remain in effect with regards to remote/online instruction courses. As a professional courtesy to fellow peers, students will be expected to focus in class and refrain from texting, browsing other sites, or answering emails while in class. All information shared in class is expected to be held in confidence.

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

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 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.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

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 campus carry may be found here: <https://campuscarry.utexas.edu>.

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 and COVID-19 ADVICE LINE (BCCAL). 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 and COVID-19 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>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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

Reading Selection Acronyms

- CTB – Community Tool Box

Date	Topic	Assignment(s)	Readings
Aug			
30th	First day of class: <ul style="list-style-type: none"> • Review course requirements • Community Agreements • Liberating Structures Activities 	Time will be set aside at the end of class for student task groups to begin planning for the community analysis assignment	No readings

Date	Topic	Assignment(s)	Readings
Sept			
6th	Labor Day Holiday	<u>NO CLASS</u>	
13th	<u>Context for practice with organizations and communities:</u> <ul style="list-style-type: none"> • Professional values • Professional social work roles • Using critical thinking Skills • Understanding systems of privilege/oppression 		<p>NASW <i>Code of Ethics</i> https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</p> <p>Okun, Tamaya. 2021 “White Supremacy Culture – Still Here” https://drive.google.com/file/d/1XR_7M_9qa64zZ00_JyFVTAjmiVU-uSz8/view</p> <p>Liz Ogbu TED Talk on gentrification</p>
20th	Understanding neighborhoods and communities: <ul style="list-style-type: none"> • Overview of Community Toolbox • Definition of a community • Dynamics of power 		CTB: Chapters 1 & 2, Chapter 3, Sections 2, 16, & 19
27th	<u>Macro practice in communities:</u> <ul style="list-style-type: none"> • Steps in assessing community change potential • Developing a logic Model • Process for initiating and implementing community change 		CTB: Chapter 3, Sections 1, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 21, & 22 <u>Logic Model resources:</u> W.K. Kellogg Foundation https://www.wkkf.org/resource-directory/resources/2004/01/logic-model-development-guide Noah Tesfaye TED Talk on civic engagement
Oct			
4th	<u>Assessing Community Resources</u>		CTB: Chapter 3, Sections 8, 18, 20, & 21 Restore Rundberg Asset Inventory Restore Rundberg Hotspot

Date	Topic	Assignment(s)	Readings
			Analysis
11th	Strategies for Community Change – Promoting interest and Participation in Initiatives		CTB: Chapters, 5, 6, & 7
18th	<p><u>Understanding organizations:</u></p> <ul style="list-style-type: none"> • Definition of an organization • Systems framework of organizations • Challenges faced by contemporary non-profit agencies • Strategic planning/intentions • Organizational culture • Fundraising <p>Guest Speaker: Simone Talma Flowers – Executive Director of IACT (Interfaith Action of Central Texas)</p>	<i>Emergent Strategy</i> book analysis due	<p>CTB: Chapter 8, Chapter 46, & Chapter 9, Sections 1, 2 & 3</p> <p>Review Community Centric Fundraising principles: https://communitycentricfundraising.org/ccf-principles/</p> <p>Review IACT website: http://interfaithtexas.org/</p>
25th	<p><u>Understanding organizations (Cont'd):</u></p> <ul style="list-style-type: none"> • Nonprofit Bylaws • Board role, governance, diversity <p>Guest speaker: Paulina Artieda – Executive Director of The New Philanthropists</p>		<p>CTB: Chapter 9, Sections 4, 5, 6, 7, 8</p> <p>Review Sustainable Law Economies Law Center bylaws toolkit: https://www.theselc.org/wsdn_toolkit</p> <p>Review The New Philanthropists website: https://www.tnpaustin.org/</p>
Nov			
1st	<p><u>Leadership:</u></p> <ul style="list-style-type: none"> • Becoming a 		CTB: Chapters 13 & 14

Date	Topic	Assignment(s)	Readings
	Community Leader • Leadership in organizations • Servant Leadership • Leadership Effectiveness		Simon Sinek TED Talk “Why good leaders make you feel safe” Brene Brown podcast episode “The Heart of Daring Leadership”
8th	Analyzing Community problems and Designing Community Interventions		CTB: Chapters 17, 18, & 19
15th	Removing Barriers, Creating Opportunities and Improving Services Guest Speaker: Maria Hernandez, Founder and Executive Director of VELA		CTB: Chapter 23 & Chapter 24, Sections 1, 3, 4, & 7, Chapter 25, Sections 1, 3, 10, & 13, Chapter 26, Section 1 Review VELA website: https://velafamilies.org/
22nd	Organizing for Effective Advocacy Guest Speaker: Carmen Llanes Pullido, Founder and Executive Director of Go Austin/Vamos Austin (GAVA)		CTB: Chapters 30, 33, & 35 Review GAVA website: https://www.goaustinvamosaustin.org/
29th	<u>Evaluation:</u> • Community Programs & Initiatives • Leadership Assessment • Performance Measures • Agency Satisfaction Guest Speaker: Ian Hunter-Crawford, Program Director at Urban Roots	Common assignment paper due	CTB: Chapters 36, 37, & 38 Review Urban Roots website: https://urbanrootsatx.org/

Date	Topic	Assignment(s)	Readings
Dec			
6th	Last day of class Group presentations Celebrate our accomplishments Course evaluation	<ul style="list-style-type: none"> • Power Point presentation on community ethnographic analysis due • Community ethnographic analysis portfolio due 	

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