

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

Course Number:	SW 334	Instructor:	Dr. Diane Rhodes
Unique Number:	59740	Email:	Diane.Rhodes@UTexas.edu
Semester:	Spring 2022	Office:	*3.122F
Meeting Time/Place:	M/W	Office Phone:	*512-471-1831
	4:00pm – 5:30pm	Office Hours:	*By appointment
	Web-based Zoom		
*Dr. Rhodes will not be on campus this semester. Please use email as the first point of contact.			

The Practice of Social Work 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 practice sequence 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 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 is a web-based course that you will attend via zoom. Class involves a range of activities to foster a stimulating, creative, collaborative and interactive learning community. Teaching methods include experiential learning and exercises, pre-posted lectures, asynchronous online activities, class discussion, videos, guest speakers, role plays and assigned learning activities in the community. For a meaningful experience in this class, you are expected to actively participate, engage your critical thinking skills and attend class regularly. 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.

Use of Zoom: The zoom link for class is located on Canvas, in the Zoom tab.

Use of Canvas: The professor uses Canvas, the University's learning management system.

To reach our 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.

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.

IV. REQUIRED TEXT AND MATERIALS

Community Tool Box – The University of Kansas _ <https://ctb.ku.edu/en>

Additional reading and video links will be assigned and available to you electronically via Canvas.

(You are not required to purchase anything for this course)

V. COURSE REQUIREMENTS

Attendance 15 pts

Reading/Watching Quizzes 22 pts

Community Assessment 20 pts

Interventions proposal 20 pts

Common Assignment Final Project 25 pts

The detailed instructions for the assignments are on Canvas.

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

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.

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.

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.

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/>.

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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.

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POLICY ON ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. 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 HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

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

Week	Dates	Topic	Reading/Watching	Assignments Due
1	Jan 19 th		Overview of the Community Toolbox	
2	Jan 24 th & 26 th	What is a community?	CTB Chapter 1 Section 3 https://www.ted.com/talks/wale_elegbede_it_takes_a_community_to_eradicate_hate https://www.ted.com/talks/chitraaiyar_how_to_build_community_when_you_feel_isolated	Reading/Watching Quiz
3	Jan 31 st & Feb 2 nd	Understanding and describing the community	CTB Chapter 3 Section 2 https://www.ted.com/talks/mia_birdsong_the_story_we_tell_about_poverty_isn_t_true https://www.ted.com/talks/grace_kim_how_cohousing_can_make_us_happier_and_live_longer	Reading/Watching Quiz
4	Feb 7 th & 9 th	Assessing Community Needs	CTB: Chapter 3 Section 1 CTB: Chapter 3 Section 14 https://www.ted.com/talks/alessandra_orofino_it_s_our_city_let_s_fix_it	Reading/Watching Quiz
5	Feb 14 th & 16 th	Assessing Community Resources	CTB: Chapter 3 Section 21 https://www.ted.com/talks/dave_meslin_the_antidote_to_apathy	Reading/Watching Quiz
6	Feb 21 st & 23 rd	Strategies for Community Change	CTB: Chapter 5 Section 1 https://www.ted.com/talks/majora_carter_greening_the_ghetto	Reading/Watching Quiz
7	Feb 28 th & Mar 2 nd	Understanding Organizations	Dan Pallotta TedTalk	Reading/Watching Quiz Community Assessment

8	Mar 7 th & 9 th	Strategic Planning		
9	Mar 14 th & 16 th		Spring Break	
10	Mar 21 st & 23 rd	Analyzing Community Problems	CTB: Chapter 17 Section 3	Reading/Watching Quiz
11	Mar 28 th & 30 th	Choosing Interventions Removing Barriers, Creating Opportunities and Improving Services	CTB: Chapters 23 Section 1 CTB: Chapter 17 Section 6 https://www.ted.com/talks/hilary_cottam_social_services_are_broken_how_we_can_fix_them	Reading/Watching Quiz
12	April 4 th & 6 th	Building Relationship with people from different cultures	CTB: Chapter 27 Section 2 https://www.ted.com/talks/eve_pearlman_how_to_lead_a_conversation_between_people_who_disagree	Reading/Watching Quiz Community Interventions Proposal
13	April 11 th & 13 th	Evaluating Community Programs and Initiatives	CTB: Chapter 39 Section 1	Reading/Watching Quiz
14	April 18 th & 20 th	Becoming a community leader	CTB: Chapter 13 Section 3 Drew Dudley/ Simon Senik	Reading/Watching Quiz
15	April 25 th & 27 th	Class Presentations		Groups Projects Ready for presenting.
16	May 2 nd & 4 th	Class Presentations		

X. BIBLIOGRAPHY

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https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action