Course Number:	SW 334	Instructor:	Vanessa Ceceña
Unique Number:	61355	Email:	vanessa.cecena@austin.utexas.edu
Semester:	Fall 2022	Office:	3.104A
Meeting Time/Place:	Tuesdays & Thursdays	Office Phone:	323.332.9038
	12:30 pm– 2:00 pm	Office Hours:	Tuesdays, 2:00 pm - 3:00 pm
	SSW 2.118		Other time by appointment

Social Work Practice in Organizations and Communities

I.   STANDARDIZED COURSE DESCRIPTION

This course examines contexts where social services are delivered, including programs, organizations, and communities and introduces you to effective and culturally grounded strategies within this area of practice. You will learn skills to impact social change at organizational and community levels based on a generalist practice intervention model. Specifically, this course will give you the opportunity to formulate a plan for social change at the organizational or community level using a planned process. Throughout the course, you will learn the appropriate use of collaboration, advocacy and empowerment in organizations and communities.

Prerequisites: For social work majors, admission to the practice sequence; for others, upper division standing.

II.   STANDARDIZED COURSE OBJECTIVES

Upon completion of this course you will be able to:

1. Identify elements of communities, including definitions of community, community structures, priorities, voice and leadership, and community organization.
2. Identify elements of organizations, including organizational structures, leadership, missions, strategic plans, funding sources, and other aspects of human services organizations at the state, local, and non-profit level.
3. Centering the perspectives of Black, Indigenous, and other scholars of color, analyze social work organizational and community practice based on various theoretical frameworks, including, but not limited to, feminist theory, ecological systems theory, critical race theory, and the strengths-based perspective, and consider how they inform anti-oppression and anti-racism by helping identify and address policies, behaviors, and beliefs that perpetuate racist ideas and actions.
4. Evaluate the ways in which diversity and inequities (e.g., racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status) impact and are impacted by service delivery by organizations and communities.
5. Apply the NASW Code of Ethics and other ethical principles to dilemmas that arise in social work practice in organizations and communities.
6. Discuss how changes in social welfare policies as well as in the political and economic environment impact funding and budgets and in turn influence social service delivery at the community and organizational levels.

7. Formulate a plan for social change at the organizational or community level using a planned process involving (a) engaging with relevant stakeholders, with a priority on community and client groups, (b) conducting an assessment of needs and strengths and gathering relevant demographic data, (c) recommending an intervention and planning a timeline for change, and (d) developing an evaluation plan.

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

Class involves a range of activities to foster a stimulating, creative, collaborative and interactive learning community. Teaching methods include experiential learning and exercises, 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.

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

Note: Additional required and recommended material will be posted on Canvas by the instructor.

V.   COURSE REQUIREMENTS

Attendance and Participation: 15 points

Students are required attend class; attendance will be taken at the beginning of each class meeting. Unexcused absences will result in the loss of one point for the attendance grade. Absences may be excused by the instructor (i.e., illness, loss, other unforeseen crises). Students are encouraged to inform the instructor of absence or tardiness when possible. Participation in class, through comments, reflections, and questions, are encouraged to help enhance everyone's learning experience.

Weekly Critical Reflections: 20 points

Students are expected to read and watch all assigned material prior to class. Every week, students will be responsible for posting on the Discussion Board tool via Canvas. Submissions will vary as students will be asked to post their own reflections or respond to a prompt based on the week's topic. Responses should be approximately 1 – 2 paragraphs in length.

Group Participation Reflection: 20 points

Throughout the semester, groups will email the instructor notes, a summary or any other documentation that illustrates ideas and progress for each of the components of the common assignment project. This will provide the instructor the opportunity to provide feedback and for students to ask questions. Students can also reflect on the work and contribution of their peers throughout the group project. These reflections are to be submitted as a group, not individually.

Common Assignment

Students will be assigned a group to work with on a community case project that will consist of engaging and assessing a community, identifying a need/issue/concern/gap, developing an intervention, and identifying methods for evaluating the potential impact and success of the implementation. Groups will submit a paper reflecting their work on the community case and provide a presentation during the last two weeks of the semester.

Group Presentation: 25 points

Groups will summarize their papers and present their work to the class in a 20-minute presentation.

Both paper and the presentation will include the following guidelines for topics of discussion to demonstrate the understanding and application of EPAS competencies:

Engagement:
- What strategies will you need to engage with various groups in the community?

Assessment:
- What data/information will you need to assess strengths, needs, and challenges of the community?
- How will you obtain the data/information?
- How will this data/information help inform your intervention?
- Based on your assessment of strengths, needs, and challenges, what will be your intervention goals and objectives?

Intervention:
- What is your chosen intervention?
- Who will you collaborate with in the community?
- What strategies will you use to advocate for clients?
- What is your timeline to implement the intervention?

Evaluation:
- How will you evaluate your intervention at the micro, mezzo, and macro levels?

Group Paper: 20 points

Groups will submit a 5–7-page paper in APA format discussing their assessment, intervention, and evaluation of their community case study.

Note: Additional guidelines and rubrics of both the group paper and presentation can be found 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

1. **Conduct and Civility:** Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others: therefore,

differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog.

2. **Readings and Preparatory Assignments:** Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate through discussions in class, online, and through assignments that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether the material is covered in class. Professor reserves the right to conduct quizzes should there be a pattern of students not demonstrating that they have completed the readings and are not prepared to engage in thoughtful discussion.

3. **Professional Communication and Interactions**: Refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers, and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable. Electronic Devices: All communication devices should be turned off or placed on silent mode and put away during class. Unless laptops are required for specific class sessions, students may not use laptops during class without prior permission from the professor. Grade is negatively impacted by student's failure to comply with this policy.

4. **Class Attendance Policy:** Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Attendance is defined as students' attentive physical presence in class for the entire class. Establishing a pattern of late arrivals and early departures will negatively affect your grade. It is your responsibility to sign the class attendance sheet. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.

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

6. **Writing Style:** The Publication Manual of the American Psychological Association Sixth Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the UT Co-op.

7. **Use of Canvas:** The professor uses Canvas Web-based course management/collective workspace. An orientation will be given the first day of class. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus, and public libraries.

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

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

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

VIII. UNIVERSITY POLICIES

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 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

Date	Topic	Readings	Assignment Due
08/23	Course overview and introductions		
08/25	What is a community?	Community Toolbox, Chapter 1, Section 3	

		How to build community when you feel isolated, Chitra Aiyar	
08/30	Understanding historical context and how to describe communities	Community Toolbox, Chapter 1, Section 7 Community Toolbox, Chapter 3, Section 2 It takes a community to eradicate hate, Wale Elegbede	Group Participation Reflection
09/01		Indigenous wisdom interrupted: respect us, learn with us	Individual Critical Reflection
09/06	Assessing Community Needs	Community Toolbox, Chapter 3, Section 1 Community Toolbox, Chapter 3, Section 14	Group Participation Reflection
09/08		The Social Determinants of Health	Individual Critical Reflection
09/13	Assessing Community Resources	Community Toolbox, Chapter 3, Section 8 Community Toolbox, Chapter 3, Section 21	Group Participation Reflection
09/15			Individual Critical Reflection
09/20	Racial Justice and Inclusion	Community Toolbox, Chapter 27, Section 1	Group Participation Reflection
09/22		Community Toolbox, Chapter 27, Section 4 Community Toolbox, Chapter 27, Section 9 The Art of the Invitation: Inclusive & Equitable Community Engagement Practices	Individual Critical Reflection
09/27	Working Towards Strategic Community Change	Community Toolbox, Chapter 5, Section 1	Group Participation Reflection

09/29		Community Toolbox, Chapter 5, Section 3 Inspiring social change through community organizing, Dara Frimmer	Individual Critical Reflection
10/04	Understanding Organizations	7 Strategies for Overcoming Resistance to Change The way we think about charity is dead wrong, Dan Pallotta	Group Participation Reflection
10/06			Individual Critical Reflection
10/11	Strategic Planning	Community Toolbox, Chapter 8, Section 1	Group Participation Reflection
10/13		Community Toolbox, Chapter 8, Section 4 Community Toolbox, Chapter 8, Section 7	Individual Critical Reflection
10/18	Collaborative Work to Analyze and Address Community Problems	Community Toolbox, Chapter 17, Section 3	Group Participation Reflection
10/20			Individual Critical Reflection
10/25	Choosing Interventions Removing Barriers, Creating Opportunities and Improving Services	Community Toolbox, Chapter 23, Section 1	Group Participation Reflection
10/27		Community Toolbox, Chapter 17, Section 6 Community Toolbox, Chapter 30, Section 4	Individual Critical Reflection
11/01	Using Research to Inform Practice	Community Toolbox, Chapter 30, Section 3	Group Participation Reflection
11/03		Community Toolbox, Chapter 31, Section 1 Community Toolbox, Chapter 31, Section 10	Individual Critical Reflection
11/08	Evaluating Community Programs and Initiatives	Community Toolbox, Chapter 39, Section 1	Group Participation Reflection
11/10		Community Toolbox, Chapter 39, Section 2	Individual Critical Reflection

		Community Toolbox, [Chapter 39, Section 3](#)	
11/15	Community Organizing, Leadership, and Advocacy	Community Toolbox, [Chapter 13, Section 3](#)	Group Participation Reflection
11/17		Community Toolbox, [Chapter 13, Section 8](#) Community Toolbox, [Chapter 5, Section 4](#) Community Toolbox, [Chapter 30, Section 1](#)	Individual Critical Reflection
11/22			
11/24	No class (Thanksgiving)		
11/29	Group Presentations		Common Assignment Group Paper Due
12/01			

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