The University of Texas
Steve Hicks School of Social Work

Course Number:	SW 334	Instructor:	Cossy Hough, LCSW, Clinical Associate Professor She/her
Unique Number:	61700	Email:	cossyhough@austin.utexas.edu
Semester:	Fall 2023	Office:	3.106 G
Meeting Time/Place:	T/TH 12:30-2:00 SSW 2.118	Office Phone:	512-471-8226
		Office Hours:	Tuesdays, 11:30-12:00 and by appointment either in person or via Zoom

Social Work Practice in Organizations and Communities

I. 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. 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 (SHSSW) 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
6.2 - Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
7.1 - Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
7.3 - develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
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

8.1 - critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

8.3 - Use inter-professional collaboration as appropriate to achieve beneficial practice.

8.4 - Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

8.5 - Facilitate effective transitions and endings that advance mutually agreed upon goals.

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

9.1 - Select and use appropriate methods for evaluation of outcomes.

9.3 - Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

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

III. Teaching Methods

This course is designed to provide students with a meaningful learning environment through use of multiple methods of instruction (e.g. discussion, lecture, and group exercises). Students are expected to complete assigned readings *prior* to each class period and actively participate in class. Class attendance and participation are required and essential for successful completion of this course.

This course is structured as "flipped," meaning that students will meet synchronously for a portion of the class and will complete asynchronous learning modules online, for the other portion of class. This class will meet in-person, synchronously, most Tuesdays during the semester. Asynchronous work will be completed for most Thursday meeting times. Since this class requires students to complete weekly independent learning, students are strongly encouraged not to fall behind in the completion of online modules. Online modules will be interactive and contain readings, videos, exercises and discussions.

Canvas will be used for the structuring of online modules and communication between students and the instructor. Course materials and grades will also be posted online. The class Canvas site can be accessed at http://courses.utexas.edu or the Social Work web page (requires Internet connection and computer UT EID and password). The Help Desk available through the UT home page (www.utexas.edu/its/help) or at 475-9400 is available to assist students with Canvas-related questions. Students can access computers through the Learning Resource Center located on the first floor of the social work building.

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) 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.

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

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

V. Course Requirements

Class Attendance and Participation (10 points)

Collaborative exercises and discussions are the essence of this course and the heart of the learning process. Therefore, an essential component of this course is your regular attendance and active participation in class discussions.

Participation points will be determined on attendance in-person class meeting times and the quality of participation in class discussion and small group exercises. Regular, on time attendance to each in-person class is expected for this course. Students will lose two participation points for every missed synchronous meeting beyond two missed classes unless a student has accommodations approved in advance through University Services for Students with Disabilities or a COVID-19 related absence has been approved by the instructor. Students are expected to contact the professor by email in a timely manner about absences, and alert the instructor about late arrivals or early departures. Any student missing more than four synchronous classes in total may be in jeopardy of not passing this course.

Attendance will be taken using a class meeting "exit ticket" which you will complete for each in-person class session. You will complete exit tickets with your name and a very brief reflection and/or question regarding your learning for that class session. Instructions will be given each class session.

Discussion Boards (20 points)

Students will be required to watch videos, complete readings and complete exercises related to the topics of that week as online activities on their own . In order to integrate what is learned for that week, students will be required to complete a discussion question in Canvas. The discussion question will be assigned in Canvas at least one week in advance. Students should use critical thinking skills in answering the question. Students should also provide a response to, at minimum, one of their peer's answer(s) in the Discussion Board. Each Discussion Board Answer and Response will be worth a maximum of 2 points. There are 11 weekly Discussion Boards in total. Students may skip one discussion board and still receive 20 points credit. Completing the 11th Discussion Board will give students up to 2 extra points on their final grade. All Discussion Board posts will be due, at the latest, at 11:59pm on Fridays.

Book Analysis (30 points)
Due October 24, 2023

Students will read the book *Emergent Strategy* by adrienne maree brown and prepare a 5- to 6-page double-spaced paper. When sources are used, citations should follow APA style. The paper should contain at least five direct quotes from Emergent Strategy to illustrate points made in the paper.

Students are to respond to the following questions:
● Discuss five ways that adrienne marie brown addresses and offers antidotes to principles in Tema Okun's "White Supremacy Characteristics – Still Here"
● How does Brown's assertion that "what you pay attention to grows" apply to macro social work to create positive change?
● What parts of Emergent Strategy do you think you may struggle with or experience as impractical as a social worker?
● As you read this book, which Emergent Strategy element in nature inspires your own vision for how you want to show up on the micro, mezzo, or macro level as a social worker?
● As you reflect on this work, list five songs or other works of art that fuel and inspire you as your creative soundtrack/artscape.

Community Engagement, Assessment and Intervention
Common Assignment Final Project (40 pts)
Groups Presentations November 28 and 30, 2023
Responses to Common Assignment Completion Form Due November 30, 2023

Students will complete this assignment in groups and also turn in an individual reflection for a grade. Twenty points of this assignment will come from a group presentation at the end of the semester. Twenty points will come from student reflections in the completion form below.

Using a community case, student groups will simulate engaging with and assessing a community, identifying concerns and propose an intervention with an evaluation. Groups must address the points listed in the below table. The table lists each assignment requirement in relationship with the Council on Social Work Education competency and outcome students are required to meet as undergraduate social work students. The end product will be presented   to the class. Additional assignment details will be posted in Canvas.

Rubric for grading the presentation:

Assignment Requirement	Advanced competence	Competence	Emerging Competence	Insufficient progress
Strategies you will use to engage the	The presentation demonstrates use of empathy, reflection and	demonstrates understanding,	demonstrates understanding of the goals of effective	demonstrates the student is unable to engage with the

various groups in this community.	interpersonal skills in ways that reflect insight, understanding, engagement skills, and interaction with people and places in the community	and knowledge of engagement	engagement skills but struggles with constructively acting up on their knowledge	community or the individuals
Identify what data you will need, how you will obtain it, and how it will help your intervention and work succeed. What does this community need? Identify the community strengths.	The data description is thorough and reflects the community needs. The community strengths and weaknesses are clearly described.	data description is adequate and mostly reflects the community needs. The community strengths and weaknesses are mostly clearly described.	data description is not thorough or doesn't reflect the community needs fully. The community strengths and weaknesses aren't fully clear.	The student is unable to clearly identify strengths or weaknesses or needed data.
Describe your mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies	The presentation clearly describes mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies	mostly describe clear and mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies	describe mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies although the plan isn't entirely clear or based on identified needs.	The student is unable to realistically describe mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies
Describe the steps that need to be taken/addressed	The presentation clearly describes the steps that need to be taken/addressed for appropriate multiple intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	describe the steps that need to be taken/addressed for appropriate multiple intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies but the steps aren't always clear.	describe the steps that need to be taken/addressed for appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies but the steps are incomplete or unclear.	unable to identify appropriate steps.
Choose and describe your	The presentation clearly explains why the intervention was	explain why the intervention was chosen but	explain the intervention was chosen	unable to choose an intervention

intervention/program	chosen and how it is related to key stakeholders and collaborators.	struggles to convey how it is related to key stakeholders and collaborators.		
Identify who you will work with in the community	The logistics of the involvement of key stakeholders and collaborators is defined and practical.	The logistics of the involvement of key stakeholders and collaborators is defined but the student struggles to ensure its practicality	The logistics of the involvement of key stakeholders and collaborators is unclear or unrealistic	unable to outline how stakeholders will participate
What strategies you will use to advocate for the clients	The presentation describes how negotiation, mediation, or advocacy can be used to ensure the involvement of key stakeholders and collaborators.	describe the involvement of key stakeholders and collaborators, but struggles to differentiate between how negotiation, mediation, or advocacy can be used.	The involvement of key stakeholders and collaborators is unclear or unrealistic	unable to suggest ways to engage stakeholders
Present a timeline for beginning, implementing, and ending your intervention.	The presentation clearly identified appropriate beginnings, processes, and endings related to the intervention strategy chosen and the intervention goals	clearly identify appropriate beginnings, processes, and endings related to the intervention strategy chosen but struggles to related those to desired goals	imply appropriate beginnings, processes, and endings related to the intervention strategy chosen but struggles to related those to desired goals	unable to respond to the circumstances
Choose and propose a way to evaluate your intervention at the micro, mezzo, and macro levels as appropriate. Include how findings will be collected and used to improve intervention effectiveness	The presentation identifies appropriate methods for evaluating the effectiveness of their specific intervention and the desired outcomes.	identify methods for evaluating interventions, but struggles to clarify how it is appropriate for their intervention or the desired outcomes.	identify methods for evaluating interventions, but is unable to clarify how it is appropriate for their intervention or the desired outcomes.	unable to identify methods for evaluating interventions

Common Assignment Completion Form (what each student will complete individually and turn in for an individual grade.

Assignment Requirement	Write a single paragraph (>200 words) for each section.
Describe how your group used knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies; and	
Describe what actions demonstrate respect for client self-determination during the assessment process and how your group proposed collaborating with clients and constituencies in developing mutually agreed-on goals.	
Outline how you group engaged with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on plans and increase the capacities of clients and constituencies; and	
Describe how your group incorporated culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies	
Outline how the group selected culturally responsive methods for evaluation of outcomes	
Describe how your group can critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	

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

Synchronous, In Person Class time
There are 16 synchronous, in person meeting times for this course. Students are expected to attend class sessions regularly and to participate in an interactive framework between

other students and the professor. Students will lose two Attendance and Participation points for every missed   synchronous meeting beyond two missed classes unless a student has accommodations approved in advance through University Services for Students with Disabilities or a COVID-19 related absence has been approved by the instructor. Students may also lose Attendance and Participation points for a pattern of late arrivals or early departures from class.

Students are expected to complete the readings prior to class and should be well prepared to participate in discussions and experiential learning assignments.

Students are responsible for any material missed due to absences. Course material will be posted in Canvas.

Asynchronous Course "Attendance"

"Attendance" and participation for the asynchronous (Online, On Your Own) portion of this class will be evaluated based on the completion of online activities and discussion boards. Students will complete a discussion board question that relates back to the online activities. These discussion boards are worth 2 points each. One discussion board may be missed without impacting the overall student grade in the class.

Due Dates and Late Assignments: It is expected that all assignments will be turned in on time. Assignments are generally due at 11:59pm on the due date. Exceptions to this time will be announced when applicable. Assignments, including papers, are due on the date and time indicated in Canvas. The instructor will accept assignments, including discussion posts, up to 24 hours past due dates when students are in need of additional time. No points will be deducted. Do your best to turn assignments in on time so grading is organized and timely.

If you need to turn in an assignment any later than 24 hours late, contact the course Graduate Assistant or Instructor to coordinate the need for a late submission. The instructor may grade late assignments penalizing 5% of the assignment point value for each day late after 24 hours. After 7 calendar days, late assignments will not be accepted unless prior arrangements have been made with the instructor. Frequent communication is key when needing to turn in a late assignment. We'll work with you, work with us!

Papers: The instructor of this class recognizes there are many styles of writing that serve varying audiences. Students are expected to produce effective, clear written work for papers. The instructor will indicate when American Psychological Association (APA) style must be used. Written material should be carefully proofread and errors (punctuation, typographical, spelling, etc.) corrected prior to submission in order to avoid losing points in the assignment grade. When using information from sources to complete written materials, references and the bibliography should be clear. Instances of plagiarism will be addressed according to University policy. Questions about grades should be raised with the instructor within one week of receipt of the grade.

Discussion Board posts and other forms of writing in this class may be written in an informal style.

Use of Cell Phones: Cell phones should be turned off when class begins and remain off throughout the duration of synchronous class times unless the student has spoken with the instructor prior to class beginning about an urgent need to have the phone available during class.

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.

ACCESSIBLE/COMPLIANT STATEMENT: If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: http://diversity.utexas.edu/disability/. If you are already registered with D&A, please touch base with your instructor to discuss your Accommodation Letter as early as possible in the semester so your approved accommodations can be implemented.

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 DISCLOSURE. Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the Title IX Office any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Faculty, staff, graduate assistants, teaching assistants, and graduate research assistants are mandatory reporters under federal Title IX regulations and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: supportandresources@austin.utexas.edu. Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: https://titleix.utexas.edu, contact the Title IX Office via email at: titleix@austin.utexas.edu, or call 512-471-0419.

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

Dates	Meeting Type	Topic	Reading	Assignments Due
Aug 22	Together In Person	Welcome		
Aug 24	Together In Person	What is a community? Overview of the Community Toolbox; Team assignments	CTB Chapter 1, Section 3	

Aug 29	Together In Person	Context for practice with organizations and communities:
		• Professional values
		• Professional social
		  work roles
		• Using critical thinking
		  Skills
		•
		Understanding systems of privilege/oppression
			NASW *Code of Ethics*
			
			White Supremacy Culture – Still Here
			
			White Women doing White Supremacy in Nonprofit Culture	

Aug 31	Online On Your Own	Macro practice in communities: • Theory in Context – Complexity Theory, Systems/Ecological Theory, Strengths-Based theory	Mayor's Task Force on Institutional Racism & Systemic Equalities Final Report (Student pick of one chapter) The Trouble with Tank Farms	Discussion Board #1
Sept 5	Together In Person	Understanding and describing the community	CTB Chapter 3, Section 2 and Chapter 37, Section 7	

		Data Finding Student Group Meeting		
Sept 7	Online on Your Own	Understanding and describing the community Power and History		Discussion Board #2
Sept 12	Together In Person	Assessing Community Needs	CTB: Chapter 3, Sections 1 and 14	
Sept 14	Online On Your Own	Assessing Community Needs Community Needs Assessment	CTB: Chapter 17, Sections 1-4 Community Action Corporation of South Texas, 2020 Community Needs Assessment	Discussion Board #3
Sept 19	Together In Person	Assessing Community Resources Student Group Meeting	CTB: Chapter 3, Sections 6, 8, and 21	
Sept 21	Online on Your Own	Assessing Community Resources Asset Mapping		Discussion Board #4
Sept 26	Together In Person	Strategies for Community Change Coalitions Student Group Meeting	CTB: Chapter 5, Sections 1, 3 and 5	
Sept 28	Online On Your Own	Strategies for Community Change		Discussion Board #5
Oct 3	Together In Person	Understanding organizations: • Definition of an organization	CTB: Chapter 9, Section 1 5 Steps to Building an Organizational Culture - Zingerman's Deli	

Oct 5	Online On Your Own	Understanding Organizations Mission, Vision	CTB: Chapter 8, Section 2	Discussion Board #6
Oct 10	Together In Person	Organizations Nonprofit Bylaws • Board role, governance, DEIA	CTB: Chapter 9, Sections 4-8 8. 9.　　Le, Vu. 2021 "20 subtle ways white supremacy manifests in nonprofit and philanthropy"	
Oct 12	Online On Your Own	Logic Models	CTB: Chapter 2, Section 1 plus Examples	Discussion Board #7
Oct 17	Together In Person	Strategic Planning	CTB: Chapter 8 Sections 1, 3, 4 and 6	
Oct 19	Online On Your Own	Funding and Fundraising	Community Centric Fundraising principles: https://communitycentricfundraising.org/ccf-principles/ Seven Faces of Giving UT Austin, *A Primer on the University Budget*, 2022-23	Discussion Board #8
Oct 24	Together In Person	Choosing Interventions Removing Barriers	CTB: Chapters 19, Section 1, 23 Section 1, 24 Section 1 The Curb-Cut Effect	Book Analysis
Oct 26	Online On Your Own	Creating Opportunities and Improving Services	CTB: Chapter 17, Section 6, 7	Discussion Board #9

Oct 31	Together In Person	Class Discussion of Book: Emergent Strategy		
Nov 2	Online On Your Own	Building relationship with people from different cultures	CTB: Chapter 27, Sections 2 and 11	Discussion Board #10
Nov 7	Together In Person	Organizing for Effective Advocacy Student Group Meeting	CTB: Chapter 30	
Nov 9	Online On Your Own	Evaluating Community Programs and Initiatives	CTB: Chapter 39, Section 1	Discussion Board #11
Nov 14	Together In Person	Becoming a community leader Student Group Meeting	CTB: Chapter 13, Section 3	
Nov 16	Online On Your Own	Meeting with your groups		
Nov 21st & 23rd			**No class Thanksgiving Break**	
Nov 28	Together In Person	Class Presentations		Groups Project Presentations
Nov 30	Together In Person	Class Presentations		Groups Project Presentations Common Assignment Completion Form Answers

X. BIBLIOGRAPHY

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