

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

Instructors Name: Stacey Jordan
Course Number: SW393T19
Unique Number: 61215
Semester: Fall 2024

Office Number: WWH204B
Email: Stacey.Jordan@austin.utexas.edu
Meeting Time/Place: M 11:30 -2:30, WWH 102A
Office Hours: By appointment

STRATEGIC PARTNERSHIPS

I. Course Description

This course examines the challenges and benefits of constructively engaging diverse groups of stakeholders in strategic partnerships. Students learn how to build communities by enhancing their capacity to solve problems and implement solutions through strategic partnerships that engage stakeholders in meaningful partnerships, mutual learning, shared responsibility, and collective action. It also explores the design of multi-organizational service delivery systems and examines the range of approaches used in human services to build community, alleviate critical social problems, and enhance human well-being.

II. Course Objectives

By the end of the course the student will be able to:

1. Demonstrate an understanding of the complex issues and acquire leadership skills needed to facilitate task groups comprised of diverse stakeholders in the community;
2. Formulate and critique alternative strategies for initiating change in multi-organizational service delivery systems and in building community through strategic partnerships;
3. Demonstrate an understanding of the value dilemmas and ethical issues confronting social workers in multi-organizational systems and communities;
4. Analyze human service delivery systems using key design elements, including legal contexts, program rationales, governance and administrative structures, service populations, program linkages, implementation structures, and characteristics of general and task environments;
5. Evaluate human service delivery systems as multi-organizational systems with specific reference to issues such as inter-organizational cooperation, collaboration, coordination, and service integration;
6. Diagram and map a service delivery system, including core and peripheral service providers and elements in the task environment such as funding sources, legitimating or sanctioning groups, and advocacy groups;

7. Understand the relevance of age, race, gender, social class, culture, ethnicity, sexual orientation, national origin, and physical and mental ability in the establishment of strategic partnerships and the development of human service delivery systems that are grounded in social and economic justice.

III. TEACHING METHODS:

This course is designed to incorporate a variety of teaching methods, including interactive lectures, case studies, experiential group activities, and audiovisual material to help students understand theories, analytical frameworks, and community collaborations in support of human service delivery systems. Students are expected to ask questions, share experiences, and actively participate in class discussions.

- Discussion-Based Learning: guest speakers, class discussions, and Liberating Structure exercises to ensure all voices are heard
- Experiential Learning: small group activities, modeling, and practical exercises
- Learning policy practice skills: assignments, presentations, and materials

Canvas will serve as the learning platform for this course, including communication between students and the course instructor. The course 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 (<https://ut.service-now.com>) or at 475-9400 is available to assist students with Canvas-related questions.

IV. REQUIRED TEXT AND MATERIALS

There will be no required textbook. This course uses materials that will be made available through Canvas in advance, including academic articles, news articles, podcasts, and videos. Views in the content (video, blog, article, etc.) are solely that of the author, host and/or guest(s).

All materials will be available through Canvas in advance of the class and students are required to review materials prior to each class. As a master's level class, regular class attendance is expected. Students should come to class prepared to actively participate in the class discussions.

V. COURSE REQUIREMENTS

Course assignments are described below. If you have questions about the assignments, please feel free to ask for clarification at any time during the course.

Assignment #1: Pitch Your Partnership - In-Class Assignment (0%)

The purpose of this assignment is to identify a strategic partner that has a gap they need to fill or a problem they need to solve. Your task is to help them solve that problem. For example, a women's shelter program is in need of clothing for their clients to attend

interviews, to meet these needs you can look at partnering with Buffalo Exchange, the Domain, etc. You will [pitch](#) your Partnership to the class and receive/give [constructive feedback](#).

Assignment #2: Select Strategic Partner - One pager focused on goal alignment (20%)

One of the most [important factors](#) to consider when choosing a strategic partner is whether your [goals](#) are compatible. When choosing a partner consider organizational culture, services, operations, and goals to determine if there is alignment. Remember, their services should fill in your gaps and vice versa. Partnerships should be strategically designed to benefit both parties.

Assignment #3: Talking Points and Branding Overview (20%)

You will draft [talking points](#) for a branding overview of your chosen partnership that will be shared with the class for feedback and discussion.

Assignment #4: Advocacy Strategy (25%)

You will draft and diagram an [advocacy strategy](#)* that will be shared with the class for feedback and discussion. Considering “strategic analysis” and “strategic choice” your advocacy strategy will include the following.

1. Ways of working effectively, given the opportunities and challenges of the environment.
2. The allocation of a set of available resources by the organization.
3. Managing the network of relationships between stakeholders.
4. Using tailored messages to persuade target audiences.

**Disregard the "The Value of Strategy" section in the embedded link.*

Assignment #5: Final Presentation: (25%)

Each group will present [written](#) and [oral](#) committee testimony. Examples can be found [here](#).

Assignment #6: Self Reflection Essay (10%)

Each student will draft a reflection paper considering how the course has shaped your thoughts and opinions about engaging in the policy space as a social worker.

When [writing the essay](#) consider the following:

1. How has the material affected me?
2. What have I learned?
3. Are there unsolved questions or critical issues?
4. How will the material affect my future thinking?

VI. 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. Failure to demonstrate through discussions posts and through assignments that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class..

3. Professional Communication and Interactions: 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 making derogatory remarks based on another person’s age, race, class, gender, sexual orientation, religious preference, and ability.

4. Assignments and Grades: Assignments should be turned in online on the date they are due, barring serious, unforeseen medical illness or family emergencies.

5. 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. A free, online resource for APA formatting can be found here:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

6. 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 via Canvas. Students should check their email frequently. Note that some of the links to documents and videos on Canvas may change. Documents, new links or alternate options will be provided.

VII. UNIVERSITY POLICIES

Grading Scale

[No A+] 94.0 and Above	A	87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
		84.0 to 86.999	B	74.0 to 76.999	C*	64.0 to 66.999	D

90.0 to 93.999 A-	80.0 to 83.999 B-	70.0 to 73.999 C- <i>*minimum to pass course</i>	60.0 to 63.999 D- Below 60.0 F
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Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

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 Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

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.

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.

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>.

Steve Hicks School of Social Work 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.

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.

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 and Mental Health 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.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation 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: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

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.

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

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/>.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

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.

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.

VIII. COURSE SCHEDULE

Date	Assignments
08/26/24	Introduction and course overview Read: <ul style="list-style-type: none"> • 16 Ideas for Developing Strategic Partnerships • How to Build Awesome Partnerships - Rockwood Infographic (pdf in Canvas) • Critical Questions Examples (pdf in Canvas) Watch <ul style="list-style-type: none"> • Required: Strategic Planning with Charts – Dr. Rick Hoefer https://www.youtube.com/watch?v=LnaHS4bR9g • Optional: Barbie or Flamin’ Hot to participate in the Critical Questions Examples exercise in class
09/02/24	No classes – Labor Day

09/09/24	<p><i>Guest speaker #1: JD Moore</i> <i>How to pitch your idea.</i></p> <p>Read:</p> <ul style="list-style-type: none"> • How to Pitch Ideas • How to Give Constructive Feedback <p>Watch:</p> <ul style="list-style-type: none"> • Shark Tank “Best Pitches”: Watch Beginning to 24:40 • How to Use Persuasion in Advocacy (persuasion1 720p) Dr Rick Hoefer https://www.youtube.com/watch?v=abgdB67lYdg
09/16/24	<p><i>Assignment 1: Pitch your partnership</i></p> <p>Assignment:</p> <ul style="list-style-type: none"> • Present your idea to the class • Give Constructive Feedback <p>Watch:</p> <ul style="list-style-type: none"> • The Secret to Successfully Pitching an Idea – a TED series <p>Read:</p> <ul style="list-style-type: none"> • ENGAGING YOUR COMMUNITY: A Toolkit for Partnership, Collaboration, and Action, pages 4-30
09/23/34	<p><i>Guest Speaker #2: Allan Cole</i> <i>Strategic Partnerships</i></p> <p>Read:</p> <ul style="list-style-type: none"> • Key Components of An Effective Strategic Partnership • Six Elements of A Successful Strategic Partnership
09/30/24	<p><i>Assignment #2:</i> <i>One pager focused on goal alignment</i></p> <p>Lecture: Strategic Partnership Lessons Learned</p> <p>Read:</p> <ul style="list-style-type: none"> • 3 Corporate Partnerships that Flopped and Why • Epic List of Brand Partnerships Examples <p>Discussion Questions (in class):</p> <ul style="list-style-type: none"> • Strategic Thinking for Nonprofits: Discussion Guide • Case Study - Leading Strategic Alliances

10/07/24	<p><i>Guest Speaker #3: Jeanette Davidson Moritz Center</i></p> <p>Read:</p> <ul style="list-style-type: none"> • Senate Committee on Health, Education, Labor, and Pensions Hearing on The Workforce Innovation and Opportunity Act (watch 40:26-53:24 & 58:53-1:08.52) <p>Listen:</p> <ul style="list-style-type: none"> • Do One Better Podcast
10/14/24	<p><i>Guest Speaker #4: Sarah Sloan Dell Medical & Steve Hicks School of Social Work</i></p> <p>Read:</p> <ul style="list-style-type: none"> • Creating Effective Talking Points <p>Listen:</p> <ul style="list-style-type: none"> • Social Work Mentor: Building a School of Social Work Partnership and Retiring Well – Interview with Social Work Veteran, August 29, 2020 (<i>available on Apple Podcast or Spotify</i>)
10/21/24	<p><i>Assignment #3: Talking Points and Branding</i></p> <p><i>Guest Speaker #5: Erin Swearingen Advocacy</i></p> <p>Read:</p> <ul style="list-style-type: none"> • NASW: Advocacy (Policy Issues, Social Justice, Sign-on Letters & Statements, Political Action for candidate Election, Policy Updates, Action Center) • The Importance of Policy Advocacy in Social Work • Daly, J. (2011). Advocacy: Championing Ideas and Influencing Others – Chapter 2: Communicate Your Ideas with Impact
10/28/24	<p>Lecture: Advocacy & Social Work</p> <p>Read:</p> <ul style="list-style-type: none"> • The Importance of Advocacy in Social Work • Daly, J. (2011). Advocacy: Championing Ideas and Influencing Others. Chapter 10: Create Persuasive Messages // Chapter 11: Make the Idea Matter

11/04/24	<p><i>Assignment #4: Advocacy Strategy</i></p> <p>Watch:</p> <ul style="list-style-type: none"> • Advocacy: Influencing Others and Selling Ideas – Professor John Daly 7:20-end <p>Read:</p> <ul style="list-style-type: none"> • Speed, Simplicity, Self-Confidence: An Interview with Jack Welch
11/11/24	<p><i>Guest Speaker #6: Shannon Hoffman</i></p> <p>Read:</p> <ul style="list-style-type: none"> • Tips and Template for Written and Oral/Recorded Testimony • Shannon Hoffman Written Testimony (pdf in Canvas) <p>Watch:</p> <ul style="list-style-type: none"> • Shannon Hoffman Oral Testimony – Search for Select House Committee on Youth, Health, and Safety – 88th Interim, July 31st, 2024 (watch 2:43.00 – 2:56.00)
11/18/24	<p><i>Assignment 5: Rough Draft Due</i></p> <p>Read:</p> <ul style="list-style-type: none"> • Raise Your Hand Texas’ Bob Popinski Written Testimony on HB 100 <p>Watch:</p> <ul style="list-style-type: none"> • Bob Popinski oral testimony – April 4th, 2023: Committee on Public Education Hearing Part 2 (watch 2:39:00 to 2:40:30)
11/25/24	<p>No Classes – Thanksgiving Break</p>
12/02/24	<p><i>Assignment #5: Final Presentation</i></p> <p>Watch:</p> <ul style="list-style-type: none"> • Singer Jelly Roll Congressional Testimony on Fentanyl Bill
12/09/24	<p><i>Assignment #6: Self Reflection Essay (In Class)</i></p>