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The University of Texas
Steve Hicks School of Social Work

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Course Number:	SW 334 URB 354	Instructor:	Diane Rhodes
Unique Number:	60955 32120	Email:	Diane.Rhode@austin.utexas.edu
Semester:	Spring 2025	Office:	zoom
Meeting Time/Place:	MW 4:00-5:30pm	Office Phone:	Email please
	Zoom	Office Hours:	By appointment

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Social Work Practice in Organizations and Communities
Course Number: SW334

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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 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
Behavior b.: Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Behavior a: Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
Behavior b: Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Behavior a.: Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
Behavior b.: Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Behavior a.: Select and use culturally responsive methods for evaluation of outcomes; and
Behavior b.: Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

III. Teaching Methods

This class is a web-based course that you will attend via zoom. Class involves a range of activities to foster a stimulating, creative, collaborative and interactive learning community. Teaching methods include experiential learning and exercises, pre-posted lectures, asynchronous online activities, class discussion, videos, guest speakers, role plays and assigned learning activities in the community. For a meaningful experience in this class, you are expected to actively participate, engage your critical thinking skills and attend class regularly. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.

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

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

To reach our class site on Canvas, please go to http://courses.utexas.edu or go to the Social Work web page and click on Canvas. To access the course website, you must have an Internet connection and computer access. You will need a UT EID and password. The Help Desk available through the UT home page (www.utexas.edu/its/help) can assist you with your computer and Canvas questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

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

IV. Required Text and Materials

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

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

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

V. Course Requirements

Attendance   15 pts

Reading/Watching Quizzes 22 pts

Community Assessment 20 pts

Interventions proposal 20 pts

Common Assignment Final Project 25 pts

Using either a community case or existing community, groups will simulate engaging with and assessing a community, identifying concerns and proposing an intervention with an evaluation plan. This assignment is broken up into three sections to follow the flow of topics in the course and allow for students to complete the assignment in sections throughout the semester.
· Section 1 will include background information about the community and a discussion of how the group would engage community members and assess community needs. Each group member will also complete a reflection on this portion of the assignment.
· Section 2 will include suggested community interventions based on the assessment completed in section 1 and an evaluation plan Each group member will also submit a reflection on this portion of the assignment.
· At the end of the semester, each group will complete section 3, a presentation covering content from sections 1 and 2. Each group member will also complete a final reflection on the presentation and entire assignment.

The detailed instructions for the assignments are on Canvas.

VI. Grades

[No A+]		87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
94.0 and Above	A	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-	60.0 to 63.999	D-
				minimum to pass course		Below 60.0	F

VII. Class Policies

This is a web based, synchronous online course. Please sign into class on time, and if at all possible attend class with your camera on.

Guide for work turned in:

- Your work must be clear. Using format and composition, ensure your work is understandable to readers.
- It also needs evidence of your original thoughts; including elements of critical thinking:
    o Reflection
    o Analysis
    o Acquisition of information
    o Creativity
    o Structuring arguments
    o Decision making
    o Commitment
    o Debate

- You must give credit to outside sources for any materials used in your assignments. Social work uses APA formatting to do this. If you are unfamiliar, or use another system, notify the instructor.

Note: social work majors need a final grade of a 'C'- or above to progress to following courses in the major

VIII. University Policies

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://disability.utexas.edu/. 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 Advice Line (BCAL). 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 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.

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.

IX. Course Schedule

Week	Dates	Topic	Reading/Watching	Assignments Due
1	1/13		Welcome; Overview of the Community Toolbox; Team assignments; Getting to know you	
	1/15			
2	1/20	MLK Day	No class	
	1/22	What is a community?	CTB Chapter 1 Section 3 https://www.ted.com/talks/wale_elegbede_it_takes_a_community_to_eradicate_hate https://www.ted.com/talks/chitra_aiyar_how_to_build_community_when_you_feel_isolated	Reading/Watching Quiz

3	1/27	Understanding and describing the community	CTB Chapter 3 Section 2 https://www.ted.com/talks/mia_birdsong_the_story_we_tell_about_poverty_isn_t_true https://www.ted.com/talks/grace_kim_how_cohousing_can_make_us_happier_and_live_longer	Reading/Watching Quiz
	1/30			
4	2/3	Assessing Community Needs	CTB: Chapter 3 Section 1 CTB: Chapter 3 Section 14 https://www.ted.com/talks/alessandra_orofino_it_s_our_city_let_s_fix_it	Reading/Watching Quiz
	2/5			
5	2/10	Identifying community resources	CTB: Chapter 3 Section 21 Jonathan Hill https://www.youtube.com/watch?v=rC3gVNxUEFU https://www.ted.com/talks/dave_meslin_the_antidote_to_apathy	Reading/Watching Quiz
	2/12			
6	2/17	Strategies for Community Change	CTB: Chapter 5 Section 1 https://www.ted.com/talks/majora_carter_greening_the_ghetto	Reading/Watching Quiz
	2/19			
7	2/24	Understanding Organizations	Understanding Organizations (excerpt in Canvas files) Dan Pallotta TedTalk	Reading/Watching Quiz Community Assessment
	2/26			
8	3/3	Strategic Planning	CTB: Chapter 8 Section 1	Reading/Watching Quiz
	3/5			
9	3/10	Analyzing Community Problems	CTB: Chapter 17 Section 3	Reading/Watching Quiz
	3/12			
3/17 - 21			Spring Break	
10	3/24	Choosing Interventions Removing Barriers, Creating Opportunities and Improving Services	CTB: Chapters 23 Section 1 CTB: Chapter 17 Section 6 https://www.ted.com/talks/hilary_cottam_social_services_are_broken_how_we_can_fix_them	Reading/Watching Quiz
	3/26			
11	3/31	Building Relationship with people from different cultures	CTB: Chapter 27 Section 2 https://www.ted.com/talks/eve_pearlman_how_to_lead_a_conversation_between_people_who_disagree	Reading/Watching Quiz Community Interventions Proposal

	4/2			
12	4/7	Evaluating Community Programs and Initiatives	CTB: Chapter 39 Section 1	Reading/Watching Quiz
	4/9			
13	4/14	Becoming a community leader	CTB: Chapter 13 Section 3 Drew Dudley/ Simon Senik	Reading/Watching Quiz
	4/16			
14	4/21	Completion of Group Projects	Recording Days		
	4/23			
15	4/28			Group Projects Due

X. Bibliography

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