

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

Course/Unique Number: SW 381T / U# 96615

Office Number: SSW 3.130K

Semester: Summer 2007

Office Phone: 471-6266

Meeting Time/Place: M/W 1:30-4:00 / SSW 2.118

Office Hours: Wed 3:45-4:45 (TA) &
Wed 12:30-1:30 (Prof)

Instructor: Professor Yolanda C. Padilla, PhD, LMSW-AP, ypadilla@mail.utexas.edu

Teaching Assistant: McClain Sampson, mcsampson@yahoo.com

DYNAMICS OF ORGANIZATIONS AND COMMUNITIES (MSSW)

I. Standardized Course Description

This course familiarizes students with the macro context of social work practice. It examines the reciprocal relationship between human behavior and social environments. It emphasizes the interlocking and complex nature of culture and personal identity with content on populations-at-risk, examining the factors that contribute to and constitute being at risk. It introduces the student to the obligation that social services meet the needs of groups served and are culturally relevant. This includes equipping students with skills to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds. This course examines the impact of social structure and other societal factor on one's personal life chances in relation to equity, fairness, opportunity, and other issues of social and economic justice. Drawing on a systems-ecological perspective, this course helps students develop skills at using systems thinking approaches to understanding organizations and communities with special emphasis on their application to a variety of oppressed and disadvantaged populations and multiple levels of intervention. Special emphasis is given to the development of assessment skills and intervention methods that are relevant to empowerment, capacity building and social change within organizations and communities. Understanding the role of age, race, gender, social class, culture, ethnicity, religion, sexual orientation, national origin, and physical and mental ability is an integral part of this course. This course can count towards the *Portfolio Program in Nonprofit Studies* (<http://rgkcenter.utexas.edu/portfolio>).

II. Standardized Course Objectives

Upon completion of this course, students will be able to:

1. Discuss communities and organizations as a context for professional practice to meet individual needs, build community capacity, and promote social and economic justice;
2. Demonstrate an understanding of the value dilemmas and ethical issues confronting social work professionals and their implications for social work practice with organizations and communities;
3. Assess the influence of community norms, priorities, and competitive community factions on the social structure of communities and the delivery of human services;

4. Assess various evidence-based intervention approaches for working with organizations and communities;
5. Analyze the impacts of organizational and community dynamics on populations at risk and relate those impacts to the participation of such populations in organizational and community governance, human service provision, and policy formulation;
6. Evaluate alternative strategies for initiating change in organizations and communities, including planning models, coalition building, community development, direct action, and legislative advocacy;
7. Understand the relevance of age, race, gender, social class, culture, ethnicity, religion, sexual orientation, national origin, and physical and mental ability in social work practice that is grounded in social and economic justice.

III. Teaching Methods

This class is conducted using a seminar format and a major student group project. The primary teaching approach will be collaborative learning. Collaborative learning involves small group discussions, in which students have the opportunity to apply concepts from the readings. Students should come prepared to discuss the assigned readings. Class attendance and participation is required. Any videos shown in class may not be available for individual student viewing. Students will prepare a group project on an in-depth case study.

IV. Required Readings

Hardcastle, D.G., and Powers, P.R. 2004 (2nd Edition). *Community Practice: Theories and Skills for Social Workers*. New York: Oxford University Press.

Franklin, C., Harris, M.B. and Allen-Meares, P. 2006. *The School Services Sourcebook: A Guide for School-Based Professionals*. New York: Oxford University Press.

V. Course Requirements and Grading Policies

1. Chapter Quizzes / Class Participation/Attendance 50%

No make-ups on quizzes. When no quiz is given, participation grade will be based on class attendance. Roll call be taken at random times.

** Students can drop 2 lowest grades to allow for emergencies.*

2. Practice Integration Plan Group Project (Group grade)50%

Grade takes into account timely submission of interim project reports.

Individual contribution: Points will be deducted from the group grade for individuals who do not make an adequate contribution to the group project.

100%

NOTE: Submit all assignments in hard copy. Do not submit electronically.

Practice Integration Plan Group Project

The Practice Integration Plan Group Project will be a group assignment that will entail conducting interviews with professionals in the community, synthesizing key practice literature, and preparing a detailed formal written report and oral presentation. The goal of the assignment is to create a comprehensive organizational/community and clinical practice integration plan, drawing on evidence-based practice. For purposes of gaining skills in organizational and community practice and its integration with clinical practice, students will create an intervention plan for school-based child and family practice. The skills learned using this case will be readily transferable to other areas of practice. Students will conduct interviews with social service providers to get a better picture of the needs, resources, and potential macro level intervention strategies and their integration with clinical level interventions. The class will be divided into groups each of which will focus on one problem area faced by children (difficult challenges or problems of everyday living faced by children): (1) children affected by mental illness, (2) children with developmental disabilities, (3) children facing health-related issues and family stressors, (4) children affected by child abuse, (5) children who engage in violent behavior/conflict, and (6) children in crisis and at risk. You will draw on *The School Services Sourcebook: A Guide for School-Based Professionals* as your major resource for evidence-based practice in the specific problem area faced by children. Students will also draw on and apply concepts in the course textbook to the project, and other sources, if necessary. Detailed instructions on the project available on Blackboard.

Grading Policy

School of Social Work grading policy is as follows:

100 - 94 = A	89 - 87 = B+	79 - 77 = C+	69 - 67 = D+	59 and below = F
93 - 90 = A-	86 - 84 = B	<u>76 - 74 = C</u>	66 - 64 = D	
	83 - 80 = B-	73 - 70 = C-	63 - 60 = D-	

The School policy is that a grade of at least C (2.00) is required for a course to count toward a graduate student's program of study (i.e., for courses taken on a credit/no credit basis, a grade of C or above is considered "credit" while a grade of C- or below is considered "no credit").

Grading Criteria

Excellent (A): Assignment significantly exceeds expectations (more than is required) & demonstrates in-depth critical thinking/analysis (e.g., coherent integration of ideas).

Good (B): Assignment meets all the requirements & demonstrates in-depth critical thinking/ analysis.

Average (C): Assignment meets the requirements or has minor gaps but fails to demonstrate in-depth critical thinking /analysis.

Below Average(C-/D/F): Assignment has important gaps: does not meet the requirements or fails to demonstrate in-depth critical thinking/analysis. (Class failed/no credit if below 70.)

VI. Class Expectations (*University policy)

- 1. Class Attendance, Assignment Due Dates, Style.** Class attendance is required. All assignments submitted after the beginning of class are considered late. Student presentations can only be given on the allotted dates. Major written assignments will be penalized 5 points for each calendar day late. The *Publication Manual of the American Psychological Association* is the style manual to be used by the School of Social Work.
- 2. *Use of Blackboard in Class.** This course uses Blackboard, a Web-based course management system in which a password-protected site is created for each course. Student enrollments in each course are updated each evening. Blackboard can be used to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to take online quizzes and surveys. You will be responsible for checking the Blackboard course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Blackboard login page. Scheduled downtimes are not an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date. Blackboard is available at <http://courses.utexas.edu>. Support is provided by the ITS Help Desk at 475-9400 on weekdays and for limited hours, so plan accordingly.
- 3. * University Electronic Mail Notification Policy (Use of E-mail for Official Correspondence to Students).** All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>. In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements.
- 4. * University 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.
- 5. Agency and Community 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 also notify instructors regarding any safety concerns.
- 6. * Services for students with disabilities.** Students with disabilities who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. See website below for more information: <http://deanofstudents.utexas.edu/ssd/providing.php>

VII. Course Schedule

Chapter quizzes every class time for respective chapter assigned. Assigned dates for readings may be moved with advance notice to align the readings with possible guest speakers, etc.

* Schedule of due dates for Project provided separately.

1	June 4	Overview of the course <i>What are social problems & what strategies can be used to confront them?</i> Prioritize 3 populations of interest for the Practice Integration Group Project.
2	June 6	<i>A macro approach to solving human problems: What does it look like?</i> <u>Video</u> : <i>The Democratic Promise: Saul Alinsky and His Legacy</i> Group assignments for the Practice Integration Group Project
3	June 11	Preface (p. v-viii) Chapter 1. Community Practice: An Introduction
4	June 13	Chapter 3. The Nature of Social and Community Problems
5	June 18	Chapter 7. Using Assessment in Community Practice
6	June 20	Chapter 8. Using Self in Community Practice: Assertiveness
7	June 25	Chapter 12. Using Social Marketing
8	June 27	Chapter 14. Using Organizing: Acting in Concert <i>Guest: Tim Eubanks, Lead Community Organizer, Austin Voices for Education and Youth</i>
9	July 2	Chapter 9. Using Your Agency <i>Guest: Chair, Board of Directors, Out Youth (Tentative)</i>
10	July 4	<i>Holiday</i>
11	July 9	Chapter 13. Using the Advocacy Spectrum <i>Guest: Randall Ellis, Director, Govt. Relations, Legacy Comm. Health Services</i>
12	July 11	Chapter 15. Community Casework
13	July 16	Student presentations on Practice Integration Group Projects
14	July 18	Student presentations on Practice Integration Group Projects
15	July 23	Student presentations on Practice Integration Group Projects

VIII. Bibliography

See also organizational and community practice case studies provided on Blackboard.

- Abatena, H. 1997. The Significance of Planned Community Participation in Problem Solving and Developing a Viable Community Capability. *Journal of Community Practice* 4(2):13-34.
- Armstrong, K.L. 1997. Launching a Family-Centered, Neighborhood-Based Human Services System: Lessons from Working Hallways and Street Corners. *Administration in Social Work* 21(3/4):109-126.
- Auslander, G.K. 1996. Outcome Evaluation in Host Organizations: A Research Agenda. *Administration in Social Work* 20(2):15-27.
- Bayne Smith, M.A. and M.A. Mason. 1995. Developmental Disability Services to Caribbean Americans in New York City. *Journal of Community Practice* 2(1):87-106.
- Cherin, D. and W. Meezan. 1998. Evaluation as a Means of Organizational Learning. *Administration in Social Work* 22(2):1-21.
- Durst, D., J. MacDonald, and D. Parsons. 1999. Finding Our Way: A Community Needs Assessment on Violence in Native Families in Canada. *Journal of Community Practice* 6(1):45-59.
- Epstein, S. Gay and Lesbian Movements in the United States. 1999. In *The Global Emergence of Gay and Lesbian Politics: National Imprints of a Worldwide Movement*. Adam, B.D., Duyvendak, J.W., & Krouwel, A. (Eds.). Philadelphia: Temple University Press.
- Gilson, S. F. 1997. The YWCA Women's Advocacy Program: A Case Study of Domestic Violence and Sexual Assault Services. *Journal of Community Practice* 4(4):1-26.
- Greene, R.R., and Knee, R. I. 1996. Shaping the Policy Practice Agenda of Social Work in the Field of Aging. *Social Work* 41(5):553-560.
- Gutierrez, L.M. and E.A. Lewis. 1994. Community Organizing with Women of Color: A Feminist Approach. *Journal of Community Practice* 1(2):23-44.
- Kline, M., C. Dolgon, and L. Dresser. 2000. The Politics of Knowledge in Theory and Practice: Collective Research and Political Action in a Grassroots Community Organization. *Journal of Community Practice* 8(2):23-38.
- Lowe, J.I., Frances K.B. and K. Stephens. 1998. Community Residents as Lay Health Educators in a Neighborhood Cancer Prevention Program. *Journal of Community Practice* 5(4):39-52.
- Minicucci, C. 1997. Assessing a Family-Centered Neighborhood Service Agency: The Del Paso Heights Model. *Administration in Social Work* 21(3/4):127-143.
- Perlmutter, F.D. and R.A. Cnaan. 1999. Community Development as a Public Sector Agenda. *Journal of Community Practice* 6(4):57-77.
- Reviere, R., S. Berkowitz, C.C. Carter, and C.G. Ferguson. 1996. *Needs Assessment: A Creative and Practical Guide for Social Scientists*. Philadelphia, PA: Taylor and Francis.
- Rosenthal, S.J. and J.M. Cairns. 1994. Child Abuse Prevention: The Community as Co-Worker. *Journal of Community Practice* 1(4):45-61.