

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

Course/Unique Number: SW 334 / U# 62868	Office Number: SSW 3.130K
Semester: Spring 2006	Office Phone: 471-6266
Meeting Time/Place: M/W 2:00-3:30 / SSW 2.116	Office Hours: Wed 3:30-5:00 & appt.
Instructor: Yolanda C. Padilla, PhD, LMSW-AP, Professor, ypadilla@mail.utexas.edu	
Teaching Assistant: Carol Ann Chavez, carolchavez@mail.utexas.edu	

SOCIAL WORK PRACTICE IN ORGANIZATIONS AND COMMUNITIES (BSW)

I. Course Description

This course in the practice sequence integrates social work theory, practice methods, and professional skills as they relate to assessment and intervention at the organizational and community levels. The course considers models for understanding human service organizations and administrative practice in organizations and for understanding communities, issues of social stratification, conflict and integration in communities, assessment of community needs, and identification of community resources. Strategies for initiating change in organizations and communities are identified, including different points of intervention, sources of resistance to change, and methods for overcoming such resistance. Throughout the course, special attention is given to factors affecting diverse population groups, including, but not limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. Prerequisites include admission to the social work major and previous or current enrollment in PSY304, SW310, SW312, SW313, SW325, and SW327.

II. Course Objectives

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

1. Explain the role of the generalist social worker as an interactive influence in organizational dynamics and the service delivery process;
2. Explain and apply the systems/ecological frameworks to organizations and communities;
3. Explain and illustrate how organizational dynamics can influence service delivery;
4. Identify and assess barriers, strategies, tactics and skills involved in achieving organizational change to improve service delivery;
5. Demonstrate the basic knowledge and skills needed for the assessment of social problems at the community level and the mobilization of community interest, opinion, and support to address those problems;
6. Describe how community work can be used as an intervention strategy for meeting client needs, creating new service delivery systems, and promoting social and economic justice;
7. Identify factors affecting people with diverse backgrounds, including, but not limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion,

physical or mental ability, age, and national origin; both as service users and as organizational staff members;

8. Demonstrate an understanding of how research is used to acquire knowledge and to evaluate self in practice with organizations and communities;
9. Demonstrate an understanding of social work values, particularly the pursuit of social and economic justice, and their implications for social work practice with organizations and communities.

III. Teaching Methods

This class is conducted using a seminar format. The primary teaching approach will be collaborative learning, a teaching/learning method that has been shown to be significantly more effective than lecture methods. Collaborative learning involves small group discussions in which students have the opportunity to apply concepts to a variety of situations. In order to be prepared, students will be asked to write an analysis of a case study applying the concepts in the text readings, which will serve as a basis of discussion. (Late case study analyses will be accepted but will receive only half credit.) Class attendance and participation is required. Any videos shown in class will generally not be available for individual student viewing (with a few exceptions if owned by the library).

IV. Required Readings

Brueggemann, William G. 2006 (3rd Edition). *The Practice of Macro Social Work*. Belmont, CA: Brooks/Cole.

Other Selected Readings

(Other readings may be added throughout the semester and will be posted on Blackboard.)

Abatena, Hailu. 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, Katherine 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.

Bayne Smith, Marcia A. and Marco A. Mason. 1995. "Developmental Disability Services to Caribbean Americans in New York City." *Journal of Community Practice* 2(1): 87-106.

Epstein, Steven. "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, Barry D., Duyvendak, Jan Willem, & Krouwel, Andre (Eds.). Philadelphia: Temple University Press.

Kline, Michael, Corey Dolgon, and Laura 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.

Perlmutter, Felice Davidson and Ram A. Cnaan. 1999. "Community Development as a Public Sector Agenda." *Journal of Community Practice* 6(4): 57-77.

V. Course Requirements

- 1. Class Participation/Attendance 15%
(2 days can be dropped in case of emergency.)
 - 2. Case Study Analyses 35%
(1 can be dropped in case of emergency. 50% credit if you do not attend class when due.)
 - 3. Community Needs Assessment Group Project 50%
(Takes into account timely submission of interim section reports. Individual contribution: 5-15 points will be deducted from the group final 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.

Community Needs Assessment Group Project

Part of the class will be dedicated to learning the process of conducting needs assessments. In addition, case studies of needs assessments are included in the readings.

Case Study Analyses

Each weekly set of readings will include a companion case study. Analyze the case study based on the concepts discussed in the text readings. Be sure to address all the major concepts from the text. Clearly label, underline, and define the concepts and give examples of how they are illustrated in the case study at hand. If some of the concepts do not apply to the case study, consider how they may be relevant; if the case study addresses new concepts, talk about those. Discuss the complexity of the topic: be sensitive to tensions, contradictions, controversies, consistencies/inconsistencies, paradoxes, overlapping ideas. Support your arguments with specifics from the readings. Explain relevance: give information and explain why it is meaningful. Include an introduction and a conclusion in the paper. Title each case study analysis with the topic of the week provided in the syllabus. Each case study analysis should be 2 - 3 pages single-spaced.

Grading Criteria	
90 – 100	<u>EXCELLENT (A)</u> : Assignment significantly exceeds expectations (excels). Student does more than is required and demonstrates a high level of in-depth critical thinking and analysis (e.g., coherence and integration of ideas).
80 – 89	<u>GOOD (B)</u> : Assignment meets <u>all</u> the requirements and demonstrates evidence of in-depth critical thinking and analysis.
70 – 79	<u>AVERAGE (C)</u> : Assignment meets the requirements or has <u>minor</u> gaps but lacks evidence of in-depth critical thinking and analysis.
< 69	<u>BELOW AVERAGE (D/F)</u> : Assignment has important gaps: does not meet the requirements or lacks in-depth critical thinking and analysis. (Class failed/no credit if below 70.)

VI. Class Expectations

- 1. Attend class regularly and turn in assignments on the due dates.** 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.
- 2. Electronic communication.** In this class, Blackboard (including email postings) will be used for course management. Blackboard is available at <http://courses.utexas.edu>. Support is provided by the ITS Help Desk at 475-9400 on week days. All students should become familiar with the University's official e-mail student notification policy (<http://www.utexas.edu/its/policies/emailnotify.html>). It is the student's responsibility to keep the University informed as to changes in his or her e-mail address.
- 3. Follow the rules of scholastic honesty.** Assignments which show evidence that they have not been completed directly by the student will not be accepted and may result in automatic failure for the course. Scholastic dishonesty, including plagiarism, will result in recommendation for dismissal from the University according to University guidelines.
- 4. Request and use feedback.** I will work with you throughout the semester and provide you with feedback and suggestions for revisions on assignments. Please arrange to meet with me prior to the time the particular assignments are due.
- 5. Offer feedback.** Student feedback about the course is welcome, as the course will be viewed as a joint effort between students and the instructor. If you have difficulties with, or if you are unclear about my expectations of you or your expectations of the course, talk to me as soon as possible during the semester.
- 6. Participate in class discussions and other in-class activities.** This is one way that students can learn from each other. Share differences in perspectives (understanding, ideas, values, and opinions). Based on the social work value of self-determination, we will ultimately strive to learn about and respect the perspectives of populations directly affected by issues at question as *they* experience them and define them.
- 7. Present written and oral presentations professionally.** Grades will be lowered if assignments are not clearly presented. Written assignments should be proofread to avoid grammatical, spelling, or punctuation errors. Paginate all your papers.
- 8. Use APA Style for referencing.** The *Publication Manual of the American Psychological Association* is the style manual to be used by the School of Social Work.
- 9. 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.
- 10. Services for students with disabilities.** The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259 or 471-4641 TTY.

VII. Course Schedule

NOTE: Syllabus is subject to change. Additional readings may be assigned as needed. Any changes made to the syllabus will be announced in class, via Blackboard, or via email. Due dates for Needs Assessments project assignments will be provided at a later date. Pages in parenthesis indicate the sections in the text readings that should be emphasized for the week.

*** Case Study Analysis due on Monday of each week.**

I. Macro social work: Confronting social problems

[1] Jan 18	Overview of the course <u>Exercise</u> : What are social problems and what strategies can be used to confront them?
[2] Jan 23/25 Due 1/23	<i>Introduction to macro social work practice and the definition of social problems</i> Ch. 1. Overview of the Practice of Macro Social Work <Note: Do not include this chapter in the case study analysis.> Ch. 2. Social Problems: The Challenge of Macro Social Work (pp 23-29, 46-53) CASE STUDY: Select a newspaper article on a social problem facing U.S. communities. Submit a copy of the article with the analysis. <u>List</u> : 3 populations of interest for the Needs Assessment Project (by priority)
[3] Jan 30/ Feb 1 Due 1/30	<i>Assessing social problems: The needs assessment method</i> Ch. 10. The Practice of Social Work Program Development (pp. 282-284) Ch. 3. Rational Problem Solving and Social Thinking (pp. 61-68) CASE STUDY: "Developmental Disability Services to Caribbean Americans in NYC" <u>Provided by instructor</u> : Group assignments for Needs Assessment Project
[4] Feb 6/8	Field Research for Needs Assessment <u>Group Activity</u> : In-class student group planning meetings on Needs Assessment Project

II. Social Work Practice with Organizations and Communities

[5] Feb 13/15	<i>Community planning and program development</i> Ch. 5. Community (pp. 131-132) Ch. 6. The Practice of Community Social Work Planning (pp. 153-167) Ch. 10. The Practice of Social Work Program Development (pp. 274-281) Ch. 11. The Practice of Social Administration (pp. 330-334) CASE STUDY: "Launching a Family-Centered, Neighborhood-Based Human Services System: Lessons from Working Hallways and Street Corners"
[6] Feb 20/22	<i>Community development</i> Ch. 7. The Practice of Community Development (pp. 169-188) CASE STUDY: "Community Development as a Public Sector Agenda."

[7] Feb27/ Mar 1	<p><i>Community organizing: Theory and role in U.S. history</i></p> <p>Ch. 8. The Practice of Community Organization (pp. 200-221) CASE STUDY: "The Significance of Planned Community Participation in Problem Solving and Developing a Viable Community Capability."</p> <p><u>Video</u>: The Democratic Process, Saul Alinsky and His Legacy</p>
[8] Mar 6/8	<p><i>Community organizing: Review of four models</i></p> <p>Ch. 8. The Practice of Community Organization (pp. 221-237) CASE STUDY: "The Politics of Knowledge in Theory and Practice: Collective Research and Political Action in a Grassroots Community Organization."</p>
[9] Mar 13/15	Spring Break

III. Social Work Practice in Policy Advocacy

[10] Mar 20/22	<p><i>A brief history of policy-making and advocacy in the United States</i></p> <p>Ch. 13. The Practice of Social Work Policy Advocacy (pp. 372-387) NO CASE STUDY THIS WEEK</p> <p>Guest Speaker: TBA</p>
[11] Mar 27/29	<p><i>Engaging in the policy-making process</i></p> <p>Ch. 13. The Practice of Social Work Policy Advocacy (pp. 398-411) CASE STUDY: Find a journal article that illustrates policy advocacy from a social work perspective. Submit a copy of the article with the analysis.</p>
[12] Apr 3/5	<p>Field Research for Needs Assessment <u>Group Activity</u>: Student meetings in the community</p>

IV. Social Work Practice in Social Action: Transforming Society

[13] Apr 10/12	<p><i>Strategies of modern social movements</i></p> <p>Ch. 14. The Practice of Social Work with Social Movements (pp. 416-435)</p> <p><u>Video</u>: After Stonewall</p>
[14] Apr 17/19	<p><i>Social movements rising against unthinkable forces: The oppression of Blacks, women, Jews were all once sanctioned by religion, laws, and cultural norms...</i></p> <p>CASE STUDY: "Gay and Lesbian Movements in the United States" <Note: Base case study analysis on readings from the previous week, Ch. 14.></p>
[15] Apr 24/26	Student presentations on Needs Assessment Projects
[16] May 1/3	Student presentations on Needs Assessment Projects, and Wrap-up

VIII. Bibliography

Supplemental Readings (Optional)

- Adams, Paul, DSW and Kristine Nelson, DSW. 1997. "Reclaiming Community: An Integrative Approach to Human Services." *Administration in Social Work* 21(3/4): 67-81.
- Appleby, George A. 1998. "Social Work Practice with Gay Men and Lesbians Within Organizations." In Gerald Mallon (Ed.) *Foundations of Social Work Practice with Lesbian and Gay Persons*. New York: Harrington Park.
- Auslander, Gail K. 1996. "Outcome Evaluation in Host Organizations: A Research Agenda." *Administration in Social Work* 20(2): 15-27.
- Bowers, Barbara, Sarah Esmond and Mary Canales. 1999. "Approaches to Case Management Supervision." *Administration in Social Work* 23(1): 29-49.
- Cherin, David and William Meezan. 1998. "Evaluation as a Means of Organizational Learning." *Administration in Social Work* 22(2): 1-21.
- Durst, Douglas, Josephine MacDonald, and Dawn Parsons. 1999. "Finding Our Way: A Community Needs Assessment on Violence in Native Families in Canada." *Journal of Community Practice* 6(1): 45-59.
- Gilson, Stephen French. 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.
- Gutierrez, Lorraine M. and Edith A. Lewis. 1994. "Community Organizing with Women of Color: A Feminist Approach." *Journal of Community Practice* 1(2): 23-44.
- Johnson, Alice K. 1994. "Linking Professionalism and Community Organization: A Scholar/Advocate Approach." *Journal of Community Practice* 1(2): 65-86.
- Lowe, Jane Isaacs, Frances K. Barg and Kay Stephens. 1998. "Community Residents as Lay Health Educators in a Neighborhood Cancer Prevention Program." *Journal of Community Practice* 5(4): 39-52.
- Minicucci, Catherine. 1997. "Assessing a Family-Centered Neighborhood Service Agency: The Del Paso Heights Model." *Administration in Social Work* 21(3/4): 127-143.
- O'Donnell, Sandra M. and Sokoni T. Karanja. 2000. "Transformative Community Practice: Building Model for Developing Extremely Low Income African-American Communities." *Journal of Community Practice* 7(3): 67-85.
- Pine, Barbara A., Robin Warsh and Anthony N. Maluccio. 1998. "Participatory Management in a Public Child Welfare Agency: A Key to Effective Change." *Administration in Social Work* 22(1): 19-32.
- Reviere, Rebecca, Susan Berkowitz, Carolyn C. Carter, and Carolyn G. Ferguson. 1996. *Needs Assessment: A Creative and Practical Guide for Social Scientists*. Philadelphia, PA: Taylor and Francis.
- Rosenthal, Seymour J. and June M. Cairns. 1994. "Child Abuse Prevention: The Community as Co-Worker." *Journal of Community Practice* 1(4): 45-61.

SW 334 Sp06 – Revised Class Structure for the Second Half of the Semester

No more case studies will be due for the class, but students will be expected to do the readings to be prepared for class discussion. We will now focus on learning community practice skills that we have explored in the literature by engaging directly with community practitioners.

Conversations with Community Practitioners

Five community practice professionals will come talk with you about their work in organizations and communities, covering community planning and program development, community development (including community development corporations), and community organizing/social action. Each speaker will be here about 1 hour. The list of speakers is attached.

You will not need to prepare any analyses, but will be expected to come prepared to converse with the guest speakers. Prior to each guest lecture, learn as much as you can about the organization that the speaker represents by visiting their web site. Based on what you read in their web site and in the class readings, bring 2 questions/comments/personal reactions to discuss. The questions should be typed and be carefully planned out. They should provide background information (from the web site and/or the readings) as their basis. You will be called upon to bring up your questions to the speakers.

The grade on this second part of the semester will depend on the level of student participation and engagement with the speakers and the questions submitted.

Reflection Papers on Community Practice as a Response to Social Problems

Mar 1 (Wed)	Part 1: What Community Practice Means to Me (at least 2 pages, single-spaced, 30 points)
Apr 19 (Wed)	Part 2: Reflections on the Conversations with Community Practitioners and Films (at least 3 pages, single-spaced, 70 points)

Work on Needs Assessment Project

On days that we don't have speakers or films, come prepared to work on your group needs assessment project and/or to continue the previous class discussion.

CONVERSATIONS WITH COMMUNITY PRACTITIONERS
COMMUNITY PRACTICE SPEAKER SERIES ★ SW 334 SPRING 06
PRACTICE IN PURSUIT OF SOCIAL AND ECONOMIC JUSTICE

MARCH 8 (*Wed/Week 8*)

Diane Kern, Special Events Coordinator
National Alliance on Mental Illness of Texas (NAMI Texas)

NAMI Texas is an advocacy organization that has a variety of programs and services directed to mental health consumers, family members, friends, professionals, other stake holders, and the community at large to address the mental health needs of Texans. NAMI Texas works to inform the public about mental illness. <http://www.namitexas.org/about/>

MARCH 20 (*Mon/Week 10*)

Carol Miller, LMSW, Government Relations Coordinator
National Association of Social Workers/Texas (NASW/TEXAS)

NASW is committed to advancing professional social work practice and the profession; and to promoting human rights, social and economic justice, and unimpeded access to services for everyone. Its members work in a broad range of settings including hospitals and other health care settings, community agencies, government, academia, business, nursing homes, schools, and private practice. <http://www.naswtx.org/about-naswtx.htm>

MARCH 27 (*Mon/Week 11*)

Susana Almanza, Co-Director
People Organized in the Defense of Earth and her Resources (PODER)

Our mission is redefining environmental issues as social and economic justice issues, and collectively setting our own agenda to address these concerns as basic human rights. We seek to empower our communities through education, advocacy and action. Our aim is to increase the participation of communities of color in corporate and government decision making related to toxic pollution, economic development and their impact on our neighborhoods. <http://www.poder-texas.org/index.html>

APRIL 12 (*Wed/Week 13*)

Madge Vasquez, Community Lender
PeopleFund, the Austin Community Development Corporation (CDC)

The Austin CDC believes that economic participation is necessary for individuals and communities to be healthy. Founded in 1994, the Austin CDC is a 501(c)3 nonprofit organization that provides innovative financial and technical assistance tools designed to build economic vitality for low-income people and in low-income communities. The organization operates on the understanding that, when carefully marshaled, market forces can bring stability and new life to depressed neighborhoods. <http://www.austincdc.org/>

APRIL 17 (*Mon/Week 14*)

Bren Gorman, Field & Development Assistant
EQUALITY TEXAS

Equality Texas works toward the elimination of discrimination based on sexual orientation and gender identity/expression. We do this through research, education and lobbying directed toward the Texas Legislature and other state governmental agencies. <http://www.equalitytexas.org/>