

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

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**Course/Unique Number:** SW 334 / U# 63880

**Office Number:** SSW 3.130K

**Semester:** Spring 2007

**Office Phone:** 471-6266

**Meeting Time/Place:** M/W 2:00-3:30 / SSW 2.116

**Office Hours:** Wed 12:30-2:00 & appt.

**Instructor:** Yolanda C. Padilla, PhD, LMSW-AP, Professor, [ypadilla@mail.utexas.edu](mailto:ypadilla@mail.utexas.edu)

**Teaching Assistant:** Monica Faulkner, [MonicaF480@aol.com](mailto:MonicaF480@aol.com)

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**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. 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, which will serve as a basis of discussion. 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**

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

#### **Case Studies: Organizational Change, Community Development, Social Activism**

(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.

Brocato, Jo, and Wagner, Eric F. 2003. "Harm Reduction: A Social Work Practice Model and Social Justice Agenda." *Health & Social Work* 28(2): 117-125.

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.

Greene, Roberta R., and Knee, Ruth I. 1996. "Shaping the Policy Practice Agenda of Social Work in the Field of Aging." *Social Work* 41(5): 553-560.

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 (Required).....	10%
<i>(Roll call will be taken at random times.)</i>	
2. Chapter Quizzes (Mondays) / Case Study Analyses .....	40%
<i>(Quizzes: no make-ups, can drop 2 lowest grades to allow for emergencies.)</i>	
3. Community Needs Assessment Group Project (Group grade) .....	50%
<i>(Grade takes into account timely submission of interim section reports.</i>	
<i><u>Individual contribution</u>: 5-15 points will be deducted from the group</i>	
<i>grade for individuals who do not make an adequate contribution</i>	
<i>to the group project.)</i>	
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	100%

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

**Community Needs Assessment Group Project**

Detailed instructions available on Black Board. Part of the class will be dedicated to learning the process of conducting needs assessments, including hands-on applications.

**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.** Blackboard (including email postings) will be used for course management. Blackboard is available at <http://courses.utexas.edu>. Changes to the syllabus will be posted on Blackboard and/or announced in class. Blackboard support is provided by the ITS Help Desk at 475-9400 on week days. 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 for revisions on assignments. Please arrange to meet with me prior to the time the assignment is 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.** Share your perspectives. 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.** 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.
11. **Grades.** Grading criteria for this class are as follows:

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

GOOD: Assignment meets all the requirements & demonstrates in-depth critical thinking/analysis.

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

BELOW AVERAGE: 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.)

## VII. Course Schedule

Chapter quizzes every Monday for respective chapter assigned (Weeks 3-8, 10-13).  
 Schedule of due dates for Needs Assessment Project and Case Analyses provided separately.

1	Jan 17	Overview of the course <i>What are social problems &amp; what strategies can be used to confront them?</i>  <u>List</u> : 3 populations of interest for the Needs Assessment Project.
2	Jan 22/24	<i>A community approach to solving human problems: What does it look like?</i>  <u>Video</u> : <i>The Democratic Promise: Saul Alinski and His Legacy</i> Group assignments for <b>Needs Assessment Project</b> and first group meeting.
3	Jan 29/31	Preface (p. v-viii) Chapter 1. Community Practice: An Introduction
4	Feb 5/7	Chapter 3. The Nature of Social and Community Problems
5	Feb 12/14	Chapter 7. Using Assessment in Community Practice
6	Feb 19/21	Chapter 8. Using Self in Community Practice: Assertiveness
7	Feb 26/28	Chapter 9. Using Your Agency
8	Mar 5/7	Chapter 10. Using Work Groups: Committees, Teams, and Boards
9	Mar 12/14	<i>Spring Break</i>
10	Mar 19/21	Chapter 13. Using the Advocacy Spectrum
11	Mar 26/28	Chapter 12. Using Social Marketing
12	Apr 2/4	Chapter 11. Using Networks and Networking
13	Apr 9/11	Chapter 14. Using Organizing: Acting in Concert
14	Apr 16/18	<b>Student presentations on Needs Assessment Projects</b>
15	Apr 23/25	<b>Student presentations on Needs Assessment Projects</b>
16	Apr 30/ May 2	<b>Student presentations on Needs Assessment Projects</b> <i>Last day of class</i>

## 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.