

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

Course Number:	SW393T19	Instructor's name:	Cal Streeter
Unique Number:	96155	Office Number:	3.130G
Semester:	Summer 2008	Office Phone:	512.471.0543
Meeting Time/Place:	M-W, 8:30 to 11:00 Room. 2.130	Office Hours:	M-W, 11:00 to noon or by appointment

STRATEGIC PARTNERSHIPS AND COLLABORATIVE LEADERSHIP

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 the 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

Course content is covered through reading, listening, thinking, and discussing theories and analytical frameworks for understanding community collaborations and multi-component human service delivery systems. The course also has a significant experiential learning component that will be achieved by students actively participating in a major class project. The first half of each class session will be devoted to a discussion of assigned readings. Students are expected to ask questions, share experiences, and actively participate in class discussions. During the second half of each class session, time will be devoted to a small group project focused on the systems that provides employment support services for people with disabilities in Texas.

IV. Required and Recommended Texts, and Materials

Chrislip, David D. (2002). The Collaborative Leadership Fieldbook: A Guide for Citizens and Civic Leaders. San Francisco: Jossey-Bass Publishers.

Additional readings are found in the reading list for the course. These readings are available on the course Blackboard page. As the semester progresses I may identify additional readings for the class. Copies of these readings will either be found online or will be placed on reserve in the LRC.

V. Course Requirements

Course requirements will consist of class attendance and participation, an exam, and a major class project. Regular class attendance is expected and students should come to class prepared to actively participate in the class discussions. Course requirements, due dates, and their contribution to the final grade are summarized below.

The grade for the class project will represent 65% of the final course grade and is comprised of four parts. The written report is worth 35% of your final grade and the in-class presentation is worth 15% of your final grade. This portion of the grade is a group grade. That is, everyone in the group will receive the same grade, unless some differential weighting is determined appropriate by the professor. Ten percent (10%) of your project grade will be an individual grade based on your performance in the group throughout the semester. The remaining 5% of the grade will be for completion of required on-line human subject training. The project is described below in detail. A project description is also available in the Assignment section of the course Blackboard page.

Course requirements, due dates, and their contribution to the final grade are summarized below.

	% of Final Grade	Due Date
Class Project		28 July 2008
Group grade for written report	35%	
Group grade for presentation	15%	
Individual grade based on contribution	10%	
Completion of Human Subjects Training	5%	
Total Project Grade	65%	
Exam	25%	21 July 2008
Class attendance and participation	10%	

Grades for this course will be assigned using the following +/- scale.

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

Each of the course requirements is described in detail below. However, sometimes students have questions about the assignments. If this is the case, please feel free to ask for clarification at any time during the course. Students may ask for clarification on an individual basis or they can ask questions at the beginning of each class session.

Class Attendance and Participation. Attendance and participation are important for effective learning. This means that students should not only attend class but should be prepared to actively participate in class discussions. I do maintain class attendance records and I expect students to arrive for class on time, especially when we have guest speakers. At the same time, I realize that there may be occasions when students will not be able to attend class because of illness or other personal situations. In such cases, it would be appropriate for the student to notify me that they will not be in class. This part of the grade will be determined by both class attendance and the extent to which individual students appear to have completed the readings before class and actively participate in class discussions.

Exam. There is one exam for this class. It will be given on 21 July, 2008. It will draw heavily from the assigned readings and class discussions and will focus on key concepts and ideas from the readings. The format will be short answer and essay questions. Only in the case of illness or other unforeseen emergencies will a make-up exam be given. The format of a make-up exam is at the discretion of the instructor.

Class Project. Reading about and discussing service delivery systems is one way for students to become familiar with the complexity and range of variation found in human service systems. However, becoming involved in an actual assessment project can enhance the learning experience and help students translate the abstract concepts and theories about organizational systems into meaningful and practical applications for the design and maintenance of effective service delivery systems.

As social workers, much of your professional work will involve working with task groups (boards, task forces, committees, etc.). In addition to helping you learn about service delivery systems, this project is designed to help you gain experience and develop critical skills needed for effective task group work. This project is a “**group project**” and I hold the group responsible for its successful completion. That means that the group should address issues regarding quality standards for the project, timely task completion, workload, etc. If and when problems arise in

the group, the group should work as a unit to try to develop appropriate solutions. Of course, as professor, I will be available to consult with the groups as needed.

This project requires that students work in small groups to conduct a detailed resource mapping project focused on one of four major state systems in Texas that provides employment support services for people with disabilities. Each group will produce a written report that includes a title page, a table of contents, acknowledgments (if appropriate), an executive summary, a brief statement about the methodology used in the project, and a bibliography of library sources, government documents, interviews, etc. The final report should be well organized, concisely written, neatly presented, and follow the APA style. In other words, the final report should look like a professional document. The final report should be submitted electronically. However, I encourage each student to keep a hard copy of the report for themselves.

In addition to the written report, each group will do a professional presentation of their project to the class during the last week of the semester. Representatives of the state agencies that are the focus of the project will be invited to attend the presentation.

As stated above, this assignment is worth 65% of your final course grade. Fifty percent (50%) of the final grade will be a group grade based on the collective effort in the report and presentation. Please note, however, that as the professor, I do reserve the right to award differentially weighted grades on the group project. This will normally occur when a member of the group fails to actively participate in the group, consistently misses deadline for assigned tasks, or produces work that is below the quality standards expected for the project. In other words, if a student's individual performance is consistently below par so that it jeopardizes the grades of the other members of the group, I will down grade that student.

The individual portion of the grade (15%) will be determined from three sources of information. Five percent (5%) of the grade is a completion grade for successfully completing the required on-line human subjects training. The remaining 10% is based on three sources of information: (1) my observation of each individual's participation in the group project, (2) each member of the group will prepare a brief written statement outlining their contributions to the project (it may be helpful for each member of the group to maintain a log to document their effort throughout the semester), and (3) at the end of the semester each member of the group will complete an evaluation of themselves and for each of the other members of the group.

The report on the resource mapping project is **due on Monday, 28 July 2008**. In the Assignments section of the class website, you will find a detailed outline for the project.

VI. Class Policies

Scholastic Dishonesty. The University of Texas at Austin is proud of its students' commitment to academic integrity and their pledge to abide by its policy on scholastic dishonesty. The tradition of academic integrity is maintained by the cooperation of students and faculty members. Official University policies regarding academic integrity may be accessed from the [Student Judicial Services](#) web site. This site provides detailed information about the university's policies regarding academic integrity and standards of conduct. Students are encouraged to review this page and to become familiar with these policies.

If a student has any questions concerning the application of the rules prohibiting scholastic dishonesty in regard to a particular assignment, it is the responsibility of that student to seek clarification from the instructor of the course. Violations of the University's policy on scholastic dishonesty will result in a grade of F for the course and may result in reporting to the Dean of the School of Social Work and the Dean of the Graduate School.

Publication style manual. The Publication Manual of the American Psychological Association is the style manual adopted by the School of Social Work. All papers prepared for this class should conform to the APA style. A summary handout of this manual is available in Student Services. The complete manual is available in the Learning Resource Center. You can also find on-line assistance with electronic reference guidelines at: APAStyle.org.

Conditional admission. Students who were admitted into the MSSW program on a conditional basis are not able to take an incomplete for this course if the conditions for admission are still in place.

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.

Accommodations for students with disabilities. The University of Texas at Austin provides, upon request, appropriate academic accommodation for any student with a documented disability (physical or cognitive). For information about academic accommodations, students should contact the Office of the Dean of Students, Services for Students with Disabilities at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing). Information is also available online at: <http://deanofstudents.utexas.edu/ssd/>. Students are asked to notify the professor of any accommodations they may need prior to the end of the second week of class.

Professional Conduct in Class. I expect students to act like professionals in class. This means arrive for class on time, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, I do require that you engage one another with respect and professionalism.

VII. Course Schedule

The course schedule below identifies reading assignments for each class session. The readings are either from the required text or are available online. Each reading that is not found in the book is accompanied by an active hyper-text link that will take you to the download source for the reading. I have also included all readings in a folder called "Assigned Readings" in the Course Documents section of the course Blackboard page.

As the semester progresses, I may add reading to this list. When I do so I will notify you either in class or via email. All reading assignments should be completed prior to the class for which they are assigned.

Date	Description/Readings
6/9/08	<p>Introduction and course overview</p> <p>Establish groups for class project</p> <p>Required Human Subjects Training UT: http://www.utexas.edu/research/rsc/training/index.php NIH: http://ohsr.od.nih.gov/IRBCBT/intro.php</p>
6/11/08	<p>Introduction to Resource Mapping</p> <p>Beaulieu: Mapping the Assets of Your Community http://srdc.msstate.edu/publications/227/227_asset_mapping.pdf</p> <p>NCSET: Essential Tool for Community Resource Mapping http://www.ncset.org/publications/essentialtools/mapping/NCSET_EssentialTools_ResourceMapping.pdf</p>
6/16/08	<p>Introduction to Service Delivery Systems</p> <p>Austin: Program Analysis and Program Design http://www.utexas.edu/courses/streeter/fall2005sw393t19/readings/austin.doc</p> <p>Franz: Conservation Tillage in the Fields of Care http://www.paperboat.com/images/stories/ArticleArchive/Conservation%20Tillage.pdf</p> <p>McKnight: A Twenty-First Century Map for Healthy Communities and Families. http://www.northwestern.edu/IPR/publications/papers/century.pdf</p>
6/18/08	<p>The Nature and Importance of Collaboration</p> <p>Chrislip: Collaborative Leadership Fieldbook, Forward, Preface, Intro., Part I & II</p>
6/23/08	<p>Practices of Successful Collaboration</p> <p>Chrislip: Collaborative Leadership Fieldbook, Part III, Chapters 6-8 Gilride, et. al. The Consortium for Employment Success</p>
6/25/08	<p>Practices of Successful Collaboration</p> <p>Chrislip: Collaborative Leadership Fieldbook, Part III, Chapters 9-10</p> <p>Franz: The Politics of help: Building Collaborative Infrastructures in the Human Services. http://www.paperboat.com/images/stories/ArticleArchive/The%20Politics%20of%20Help.pdf</p> <p>Franz: Barriers to Cross-System Integration. http://www.paperboat.com/images/stories/ArticleArchive/Barriers%20to%20System%20Integr.pdf</p>
6/25/08	<p>Case Studies in Successful Collaboration</p> <p>Chrislip: Collaborative Leadership Fieldbook, Part 4, Chapters 15, 16, 17 and Appendix A</p>

6/30/08	<p>Wraparound as a model of collaborative service delivery</p> <p>Guest Lecturer: Kathleen Casey</p> <p>VanDenBerg, et. al.: History of the Wraparound Process http://www.rtc.pdx.edu/PDF/fpF0302.pdf</p> <p>Rast & Bruns: Ensuring Fidelity in the Wraparound Process http://www.rtc.pdx.edu/PDF/fpF0308.pdf</p> <p>Franz: Some Notes on Wraparound and Paradigm Shift http://www.paperboat.com/images/stories/ArticleArchive/Wrap%20&%20Paradigms.pdf</p> <p>Franz & Miles: Scaling Up http://www.paperboat.com/images/stories/ArticleArchive/Scaling%20Up.pdf</p> <p>Malysiak: Exploring the Theory and Paradigm Base for Wraparound http://www.utexas.edu/courses/streeter/393T19/exploring.pdf</p>
7/2/08	<p>Project Work Day</p> <p>Technically this is the reading day for 6 week classes. Therefore, we will us this day as a workday for the project. If you are taking a 6 week course, and have an exam to prepare for, let me know and I will excuse you from class on this day.</p>
7/7/08	<p>Social Network Analysis</p> <p>Feinberg, et. al.: Social Networks and Community Prevention Coalitions. http://www.utexas.edu/courses/streeter/393T19/prevention.pdf</p> <p>Hawe, et. al: A Glossary of Terms for Navigating the Field of Social Network Analysis. http://www.utexas.edu/courses/streeter/393T19/glossary.pdf</p> <p>Streeter: The Safe Schools/Healthy Students Initiative http://www.utexas.edu/courses/streeter/393T19/SNA_cairo_0307.doc</p> <p>Barrett et. al.: If Smallpox Strikes Portland</p> <p>Additional reading</p> <p>Hanneman, Introduction to Social Network Analysis. http://faculty.ucr.edu/~hanneman/nettext/</p> <p>Krebs, V. E. Uncloaking Terrorist Networks http://www.firstmonday.org/Issues/issue7_4/krebs/</p> <p>Scott: Social Network Analysis http://www.analytictech.com/mb119/tableof.htm</p> <p>Zack: Researching Organizational Systems using Social Network Analysis. http://web.cba.neu.edu/~mzack/articles/socnet/socnet.htm</p>
7/9/08	<p>Nonprofit/Corporate Collaborations</p> <p>Austin: Strategic Collaboration Between Nonprofits and Business http://www.utexas.edu/courses/streeter/393T19/JAustin.pdf</p>

7/14/08	Project Work Day
7/16/08	Guest Lecturer Vanessa Sarria, Executive Director Community Action Network (CAN) http://www.caction.org/
7/21/08	EXAM
7/23/08	Final project work day
7/28/08	Project Presentations Final Project Report is due