



SOCW 4335: Communities & Organizations

Fall 2024

Instructor Information

Instructor: Kristin Mycke, LCSW

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Office Hours: Wed 1-2:30PM (Other appointment times available by appointment or via video conferencing). Appointments recommended due to hybrid nature of course.

Course Information: Monday/Wednesdays 2:30-3:55pm in Room CAS 210

Credit Hours: 3 Credit Hours

Course Format: Hybrid after 1st week.

Time and place of Class Meetings: Hybrid: Follow class schedule closely due to conference and other macro work outside of class hours including mandatory:

September 27 Bilingual Mental Health Conference

September 30 IPE

November 30 TOPS with medical students.

(If a student is not able to attend one of the hybrid macro events, it should be discussed with professor at beginning of semester so alternative can be provided).

Description of Course Content: The course will examine barriers to out-group participation in society with attention to building systems responsive to the physical, psychological, social and economic needs of minority populations. Students will complete organizational and community assessments, identify change targets, and propose strategies & tactics for creating change. The course emphasizes a strengths-based perspective in effectuating community and organizational change.

Prerequisites: SOCW 2361, SOCW 2362, SOCW 2371, SOCW 3303, SOCW 3304, SOCW 3308, SOCW 3108, SOCW 3409 SOCW 4132, SOCW 4331.

Corequisite: None

Course Overview: The purpose of this course is to provide students with strategies and tactics to effectively promote community and organizational change. Students will demonstrate competencies by developing and implementing a seminar or conference that addresses a social problem germane to the East Texas region. The course content will reflect the Council on Social Work Education's (CSWE) requirements for accreditation.

Student Learning Outcomes:

Below are the Nine (9) CSWE Core Competencies established by the Council on Social Work Education. Each of the competencies is included as an objective to understand and be met as appropriate for each course learning objective.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The Nine CSWE Core Competencies are the basis for the Learning Outcomes that follow.

Student Learning Outcomes for SOCW 4335:

Upon successful completion of this course, students will be able to demonstrate the following outcomes as progression in the noted areas of the nine Core Competencies established by the Council on Social Work Education (EPAS 2022):

1. Demonstrate the ability to critically examine one's personal strengths, natural aptitudes, values and beliefs and the ethical effective use of these attributes and values to intervene on multiple system levels on behalf of client populations. Demonstrate adherence to the NASW Code of Ethics and professional development and conduct. **Competency 1**
2. Demonstrate a working knowledge of human behavior and diversity including those factors and strategies that contribute to empowerment of persons and groups who have experienced formal and informal discrimination. **Competencies 2, 3, 6**
3. Demonstrate a commitment to human rights and social justice and to the self determination of individuals and communities in a diverse practice environment. **Competency 2**
4. Demonstrate knowledge of change related tasks and the problem-solving process including identifying issues, assessing research-based empirical evidence including data collection and analysis, identifying strengths and assets, community and client systems' goals, designing

and implementing plans for meeting those goals with the utmost respect for client self-determination. **Competencies 4, 6-8**

5. Demonstrate awareness of the dynamics of power, the importance of people and relationships as assets, community organization and empowerment through participatory research, neighborhood enhancement and coalition building. **Competencies 4, 5**
6. Demonstrate an understanding of historical social welfare institutions and local and global efforts for macro-level interventions to empower disadvantaged and at-risk populations. **Competencies 3, 5, 8**
7. Demonstrate knowledge of and the ability to analyze, critique, and identify appropriate application for social work practice theories and modalities including person-in-environment, strengths/capacity building, perspectives of human development and social systems (e.g., families, groups, organizations, communities, and societies). **Competency 6**
8. Articulate and implement action strategies and tactical planning at multiple organizational levels. Demonstrate knowledge and skills of policy influencing various populations, and demonstrate policy development and/or change via lobbying, legislative action, and grassroots community organization. **Competencies 5, 8.**
9. Demonstrate ability to engage, assess, intervene, and perform evaluation with all clients. **Competencies 6-9**

Required Textbook: Netting, F. Ellen, Kettner, Peter M, McMurtry, Steven L, & Thomas, Lori M.. (2017) 6th Ed. Social Work Macro Practice (Connecting core competencies). Boston, MA: Pearson, ISBN-13: 9780133948523

No other books required

Descriptions of Major Assignments and Examinations:

Capstone Project: Students will help organize and assist with a seminar or conference related to a social problem relevant to the East Texas region. (Worth 200 Points). Seminar date set for September 27th. Participation is mandatory. Conference debrief paper due 11/03/2024 (Worth 100 points).

Chapter Quizzes/Assignments: Students will complete 10 quizzes/assignments throughout the semester via canvas. (Worth 100 Points).

Community Resource Guide: The resource guide looks at community resources that exist to meet assessed community needs, especially focusing on the local housing insecure population. Students will work together to assess the needs of the “Clinic under the Bridge” population and formulate a resource guide that can be used at the Clinic. This is a group project. Students will be graded for the group project as well as individual reflection paper. **First clinic date is September 21, 2024. Rough draft is due September 18th (Worth 100 points) and Final resource guide is due October 16th (Worth 100 points) .**

Community Needs Analysis: This paper and SWOT analysis will identify a particular population and community need. (Worth 300 points) Complete online and due by 12/1/24.

Participation: Instructor will consider the extent of student presence in class, participation in discussions and overall engagement. Class attendance will greatly impact participation grade. See attendance policy for grading (Worth 100 points).

Grading Information and Letter Grade Assignment

Capstone Project:	300 Points or 30%
Chapter Quizzes	100 Points or 10%
Resource Guide	200 Points or 30%
Needs Assessment:	300 Points or 20%
Participation:	100 Points or 10%

Total Points Available for Course=1000

Letter Grade

1000-900 Points = A (100%-90%)

899 - 800 Points = B (89%- 80%)

799 - 700 Points = C (79%-70%)

699 - 600 Points = D (69%-60%)

599 or less = F (59% or less)

All written assignments must be grammatically correct using APA style. Assignments with many grammatical errors, misspellings, and/or evidence of plagiarism will not receive a satisfactory grade. All written assignments will be due on the date listed on the course schedule. Ten points will be deducted for late assignments. **No assignment will be accepted after five days late.**

A grade of incomplete will not be given for this class.

Make-Up Exams:

Late assignments (including exams) are strongly discouraged. There will be 10 points (total) deducted for each late assignment and exam. No assignment or exam will be accepted after 5 days following the due date. It is the student's responsibility to ensure that his/her work is completed on time and submitted correctly.

Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Attendance:

Due to the interactive style and group projects, attendance is required. Students are expected to be present and participate each class period. Group projects and participation grade will be reflective of attendance. Students are given 3 free absences. Additional absences (regardless of reason) will result in 10 points off for each absence. Students who miss more than 5 classes will not pass the course.

The Census Date for the semester is September 9, 2024 This is the last day students may withdraw from the course without penalty.

Course Schedule

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Any changes will be communicated in a timely manner through UT Tyler email and announcement(s) in Canvas. Institutional Information

Week One: 8/26/24 (No in-person class 8/28/24)

Learning Outcomes: 1, (see full description of learning outcomes on pages 2-3)

Conference Speaker

Discussion: Review syllabus; Introduction to course.

Week Two: 9/4/24 (No class 9/2/24)

Learning Outcomes: 1, 2, 5, 6 (see full description of learning outcomes on pages 2-3)

Discussion: Ch. 1 review: Micro, Mezzo, Macro; Client Empowerment; Dress and demeanor. Book discussion

Week Three 9/9/24 (No class 9/11/24)

Learning Outcomes: 2, 3 (see full description of learning outcomes on pages 2-3)

Discussion: Project Planning; Book discussion

Chapter 2 quiz

Week Four: 9/16/24 and 9/18/24

Learning Outcomes: 3, 4 (see full description of learning outcomes on pages 2-3)

Discussion: Project Planning; Book discussion

Chapter 3 Quiz

Resource guide rough draft due 9/18/24

Week Five: 9/25/24 (No class 9/23/24)

Learning Outcomes: 1, 3 (see full description of learning outcomes on pages 2-3)

Discussion: Project Planning; Book discussion

Chapter 4 Quiz

9/27/27-Conference (Participation is mandatory for all students)

Week Six: 9/30/24 and 10/2/24

Learning Outcomes: 2, 4, 6 (see full description of learning outcomes on pages 2-3)

Discussion: Project Planning; book discussion

Chapter 5 Quiz

9/30/24: IPE Mandatory for all students

Week Seven: 10/7/24 and 10/9/24

Learning Outcomes: 4, 5 (see full description of learning outcomes on pages 2-3)

Discussion: Program Needs Assessment; Book discussion

Chapter 6 quiz

Conference Debrief paper due 11/03/2024

Week Eight: 10/14/24 –(10/16/24 No Class)

Discussion: Community analysis; Book discussion

Chapter 7 quiz

Final resource guide due 10/16/24

Week Nine: 10/21/24 and 10/23/24

Discussion: Program Evaluation; book discussion
Chapter 8 quiz

Week Ten: **No classes 10/28/24 and 10/30/24:** Work on final resource guide*

Learning Outcomes: 6, 7 (see full description of learning outcomes on pages 2-3)

Discussion: Project Planning; Book discussion

Chapter 9 quiz

Week Eleven: 11/4/24 and 11/6/24

Learning Outcomes: 2, 6-9 (see full description of learning outcomes on pages 2-3)

Discussion: Project Planning; book discussion

Chapter 10 quiz

Week Twelve: 11/11/24 and 11/13/24: TOPS (1-5pm (2 sessions)

Learning Outcomes: 9 (see full description of learning outcomes on pages 2-3)

Discussion: Project Evaluation; Book discussion

Chapter 11 quiz

***Mandatory TOPS session 11/13/24 from 1-5pm**

Week Thirteen: 11/18/24 and 11/20/24

Learning Outcomes: 3-5 (see full description of learning outcomes on pages 2-3)

Discussion: Project Evaluation

11/25/24-11/29/25 THANKSGIVING BREAK-NO CLASSES

Week Fourteen: 12/02/24 and 12/4/24

Learning Outcomes: 6-9 (see full description of learning outcomes on pages 2-3)

Discussion: Project Evaluation

Class Debrief and Program Evaluation Discussion

Program Needs Assessment due by 12/1/24

Week Fifteen: Finals week 12/9/24-12/11/24 (No final)

Institutional Information

Use of AI Technology

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is

sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

Use of AI for this course SOCW 4335 is not permitted at all

The work submitted by students in this course will be generated by themselves. This includes all process work, drafts, brainstorming artifacts, editing, and final products. This extends to group assignments where students must collaboratively create the project. Any instance of the following constitutes a violation of UT Tyler's Honor Code: a student has another person/entity do any portion of a graded assignment, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, using a previously submitted assignment and/or using AI tools (such as ChatGPT).

University Policies and Information

Last Update – 5/30/2024

Withdrawing from Class

Students may [withdraw](#) (drop) from this course using the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#).

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped include those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). **CAUTION #2:** All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. **CAUTION #4:** All veterans or military-affiliated students should consult with the [Military and Veterans Success Center](#).

* Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement

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honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was

issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The [Military and Veterans Success Center \(MVSC\)](#) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#). The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to [Excused Absences for University Events or Activities](#) as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to [Excused Absences for Religious Holy Days as noted in the Catalog](#).

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the [Pregnant and Parenting Self-Reporting Form](#).

Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

Student Resources

Resources to assist you in this course

- [UT Tyler Student Accessibility and Resource \(SAR\) Office](#)[Links to an external site.](#) (provides needed accommodations to students with document needs related to access and learning)
- [UT Tyler Writing Center](#)[Links to an external site.](#)
- [The Mathematics Learning Center](#)[Links to an external site.](#)
- [UT Tyler PASS Tutoring Center](#)[Links to an external site.](#)
- [UT Tyler Supplemental Instruction](#)[Links to an external site.](#)
- [Upswing \(24/7 online tutoring\) - covers nearly all undergraduate course areas](#)[Links to an external site.](#)[Links to an external site.](#)
- [Robert Muntz Library](#)[Links to an external site.](#) and [Library Liaison](#)[Links to an external site.](#)
- [Canvas 101](#)[Links to an external site.](#) (learn to use Canvas, proctoring, Unicheck, and other software)
- LIB 422 -- Computer Lab where students can take a proctored exam
- [The Career Success Center](#)[Links to an external site.](#)
- [UT Tyler Testing Center](#)[Links to an external site.](#)
- [Office of Research & Scholarship Design and Data Analysis Lab](#)[Links to an external site.](#)

Resources available to UT Tyler Students

- [UT Tyler Counseling Center](#) [Links to an external site.](#) (available to all students)
- [My SSP App](#)[Links to an external site.](#) (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- [Student Assistance and Advocacy Center](#)[Links to an external site.](#)
- [Military and Veterans Success Center](#) [Links to an external site.](#) (supports for all of our military-affiliated students)
- [UT Tyler Patriot Food Pantry](#)[Links to an external site.](#)
- [UT Tyler Financial Aid and Scholarships](#)[Links to an external site.](#)
- [UT Tyler Registrar's Office](#)[Links to an external site.](#)
- [Office of International Programs](#)[Links to an external site.](#)
- [Title IX Reporting](#)[Links to an external site.](#)
- [Patriots Engage](#)[Links to an external site.](#) (available to all students. Get engaged at UT Tyler.)

