I. COURSE PURPOSE

In both the public and private sectors, human services managers need knowledge and skills in the theory and practice of administration. It is particularly important that social workers be prepared to lead social service agencies in times of fiscal constraint, changing political and environmental expectations, and workforce challenges. Using a case study approach this course will introduce students to the roles and responsibilities of middle managers in social work settings. This course will provide students with the opportunity to develop problem-solving skills through participation in case study exercises and critical examination of their field placement or employment experiences. Readings will focus on specific topics including organizational design, planning, change management, human resources, accountability, managerial challenges, and organizational ethics. Classical and contemporary theoretical frameworks will be analyzed for use in social work management.
II. COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE), requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion of this course, students will able to demonstrate the following practice behaviors within the noted competencies.

1. Professional Identity
_Identify as a professional social worker & conduct oneself accordingly._

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Clinical</th>
<th>Combined</th>
<th>Social Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Social workers demonstrate professional use of self across all practice settings.</td>
<td>1.1 Social workers demonstrate professional use of self across all practice settings.</td>
<td>1.1 Social workers demonstrate professional use of self across all practice settings.</td>
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</tr>
<tr>
<td>1.2 Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.</td>
<td>1.2 Develop, manage, and maintain therapeutic and professional relationships with clients within the person-in-environment and strengths perspectives.</td>
<td>1.2 Develop, manage, and maintain professional relationships with clients within the person-in-environment and strengths perspectives.</td>
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</tbody>
</table>

2. Ethical Practice
_Apply social work ethical principles to guide advanced practice._

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<tr>
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<th>Clinical</th>
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<th>Social Change</th>
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<tbody>
<tr>
<td>2.1 Social workers recognize and manage personal biases in practice settings.</td>
<td>2.1 Social workers recognize and manage personal biases in practice settings.</td>
<td>2.1 Social workers recognize and manage personal biases in practice settings.</td>
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Revised January 2016
2.2 Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with competing professional standards for ethical social work practice.

2.3 Social workers apply ethical principles through the use of an ethical decision making model that helps in the resolution of an ethical dilemma.

3. Critical Thinking

*Apply critical thinking to inform and communicate professional judgments.*

<table>
<thead>
<tr>
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<th>Social Change</th>
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<tbody>
<tr>
<td>3.1 Social workers engage in reflective practice.</td>
<td>3.1 Social workers engage in reflective practice.</td>
<td>3.1 Social workers engage in reflective practice.</td>
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</tr>
<tr>
<td>3.2 Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</td>
<td>3.2 Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</td>
<td>3.2 Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</td>
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</table>

Revised January 2016
### 4. Diversity in Practice

*Engage diversity and demonstrate awareness of the complexities regarding identity differences and how they impact practice.*

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<thead>
<tr>
<th>Practice Behaviors</th>
<th>Clinical</th>
<th>Combined</th>
<th>Social Change</th>
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<tbody>
<tr>
<td>4.1 Social workers use their self-</td>
<td>Social workers use their self-awareness to understand the influence of</td>
<td>4.1 Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.</td>
<td>4.1 Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.</td>
</tr>
<tr>
<td>awareness to understand the influence of their personal biases and values in working with others.</td>
<td>4.2 Social workers practice within the context of difference in shaping the life experiences of clients, themselves, and the working alliance.</td>
<td>4.2 Social workers practice within the context of difference in shaping the life experiences of clients, themselves, and the working alliance.</td>
<td>4.2 Social workers practice within the context of difference in shaping the life experiences of clients, themselves, and the working alliance.</td>
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</table>

### 5. Human Rights & Justice

*Advance human rights through understanding how social and economic justice factors impact practice*

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<tr>
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<th>Social Change</th>
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<tbody>
<tr>
<td>5.1 Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.</td>
<td>5.1 Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.</td>
<td>5.1 Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.</td>
<td>5.1 Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.</td>
</tr>
<tr>
<td>5.2 Social workers advocate at multiple levels for the human rights of marginalized populations.</td>
<td>5.2 Social workers advocate at multiple levels for the human rights of marginalized populations.</td>
<td>5.2 Social workers advocate at multiple levels for the human rights of marginalized populations.</td>
<td>5.2 Social workers advocate at multiple levels for the human rights of marginalized populations.</td>
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6. Research Based Practice

*Engage in research-informed practice and practice-informed research*

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<tbody>
<tr>
<td>6.1 Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.</td>
<td>6.1 Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.</td>
<td>6.1 Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.</td>
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</table>

7. Human Behavior

*Apply knowledge of human behavior and the social environment*

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<tr>
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<th>Social Change</th>
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</thead>
<tbody>
<tr>
<td>7.1 Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice.</td>
<td>7.1 Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice.</td>
<td>7.1 Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice.</td>
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Revised January 2016
**8. Policy Practice**

*Engage in policy practice to advance social and economic well-being and to deliver effective social work services.*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Clinical</th>
<th>Combined</th>
<th>Social Change</th>
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<tbody>
<tr>
<td>8.1 Advocate with and inform administrators and legislators to influence policies that affect clients and services.</td>
<td>8.1 Advocate with and inform administrators and legislators to influence policies that affect clients and services.</td>
<td>8.1 Advocate with and inform administrators and legislators to influence policies that affect clients and services.</td>
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</table>

**9. Practice Contexts**

*Respond to contexts that shape advanced social work practice.*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
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<th>Combined</th>
<th>Social Change</th>
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<tbody>
<tr>
<td>9.1 Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society.</td>
<td>9.1 Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society.</td>
<td>9.1 Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society.</td>
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<tr>
<td>9.2 Social workers intervene through advocacy to serve the most vulnerable persons within the political, economic, social, and cultural contexts.</td>
<td>9.2 Social workers intervene through advocacy to serve the most vulnerable persons within the political, economic, social, and cultural contexts.</td>
<td>9.2 Social workers intervene through advocacy to serve the most vulnerable persons within the political, economic, social, and cultural contexts.</td>
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</table>
### 10. Engage, Assess, Intervene, Evaluate

*Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.*

#### Practice Behaviors

<table>
<thead>
<tr>
<th>Engagement: Social workers:</th>
<th>Engagement: Social workers:</th>
<th>Engagement: Social workers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 10.1.1 Use empathy, active listening, and other clinical skills to establish rapport in order to set treatment goals with clients.</td>
<td>• 10.1.1 Use empathy, active listening, and other clinical skills to establish rapport in order to set treatment goals with clients.</td>
<td>• 10.1.1 Effectively use interpersonal skills to establish collaboration between multiple stakeholders involved in enhancing organizational, community, and social well-being.</td>
</tr>
<tr>
<td>• 10.1.2 Develop culturally responsive therapeutic relationships.</td>
<td>• 10.1.2 Develop culturally responsive therapeutic relationships.</td>
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</tr>
<tr>
<td>• 10.1.3 Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.</td>
<td>• 10.1.3 Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.</td>
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</tbody>
</table>

#### Assessment: Social workers:

- 10.2.1 Use multi-dimensional assessment tools that include bio-psycho-social-spiritual data to assess...
- 10.2.1 Assess organizations, communities, and policy environments using relevant theories and models.
<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td><strong>client’s strengths, capacities, and readiness for change.</strong></td>
<td><strong>client’s strengths, capacities, and readiness for change.</strong></td>
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<tr>
<td></td>
<td>10.2.2 Use differential diagnostic processes.</td>
<td>10.2.2 Use differential diagnostic processes.</td>
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<tr>
<td></td>
<td></td>
<td>10.2.3 Assess organizations, communities, and policy environments using relevant theories and models.</td>
</tr>
<tr>
<td><strong>Intervention:</strong></td>
<td><strong>Social workers:</strong></td>
<td><strong>Intervention:</strong></td>
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<tr>
<td>Social workers:</td>
<td></td>
<td><strong>Social workers:</strong></td>
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<tr>
<td></td>
<td>10.3.1 Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors.</td>
<td>10.3.1 Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors.</td>
</tr>
<tr>
<td></td>
<td>10.3.2 Use culturally appropriate clinical techniques for a range of presenting concerns identified in the assessment.</td>
<td>10.3.2 Use culturally appropriate clinical techniques for a range of presenting concerns identified in the assessment.</td>
</tr>
<tr>
<td></td>
<td>10.3.3 Adapt appropriate intervention strategies based on continuous clinical assessment.</td>
<td>10.3.3 Adapt appropriate intervention strategies based on continuous clinical assessment.</td>
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<td></td>
<td></td>
<td>10.3.4 Use appropriate and collaborative interventions to affect organizational, community, and societal change.</td>
</tr>
<tr>
<td><strong>Evaluation:</strong></td>
<td><strong>Social workers:</strong></td>
<td><strong>Social workers:</strong></td>
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<td>Social workers:</td>
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</tbody>
</table>

Revised January 2016
| 10.4.1 Critically analyze, monitor, and evaluate interventions and program implementation and outcomes. | 10.4.1 Critically analyze, monitor, and evaluate interventions and program implementation and outcomes. | 10.4.1 Critically analyze, monitor, and evaluate interventions and program implementation and outcomes. |
| 10.4.2 Revise intervention and program implementation plans based on ongoing process and outcome evaluation. | 10.4.2 Revise intervention and program implementation plans based on ongoing process and outcome evaluation. | 10.4.2 Revise intervention and program implementation plans based on ongoing process and outcome evaluation. |

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III. FURTHER EDUCATIONAL OBJECTIVES

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

1. Understand the role of nonprofit and public sectors in the human service continuum.
2. Recognize theories of management for nonprofits.
3. Appreciate the role of organizational structures in meeting consumer and staff needs.
4. Understand governance of nonprofits and public sector accountability.
5. Know the steps in a planning and change management model.
6. Value performance based and data driven decision making.
7. Understand financial and management challenges.
8. Know issues related to organizational ethics.

IV. COURSE REQUIREMENTS

A. Required Texts


Other assigned readings as listed for each class: See Blackboard.

B. Recommended Reading


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C. Other Recommended Resources and Media

National Catholic School of Social Service: http://ncsss.cua.edu/
Alliance for Nonprofit Management: http://www.allianceonline.org/
National Academy of Public Administration: http://www.napawash.org/
The Nonprofit Resource Center: http://www.nonprofitresource.com/
The Finance Project: http://www.financeproject.org/
National Resource Center for Organizational Improvement: http://muskie.usm.maine.edu/helpkids/index.htm
Nonprofit and Philanthropy Good Practice: http://www.npgoodpractice.org/
Center for Excellence in Nonprofits: http://www.cen.org/
Guidestar: Materials for the Nonprofit Sector: http://www.guidestar.org/
Charity Navigator: http://www.charitynavigator.org/

D. Course Assignments

15% Class Participation
Students are expected to come to class having read all the materials assigned for the day. Students will actively participate in class discussions and will be graded not only on the frequency, but also on the quality of their contributions.

30% Take-home Case Analysis; Distributed Class 5; Due Class 6
Students will be given a case example to analyze according to a provided set of questions. Students will be expected to work independently to produce a 5-6 page paper.

35% Paper on Pre-approved Topic
Students will prepare a paper of 15 pages with at least 15 resources beyond class readings. The format of the paper will be discussed in class. One page topic proposal due Class 5 = 5%. Annotated bibliography due Class 11 = 10%. Final paper due Class 14 = 20%.

20% Class Presentation; Scheduled for Class 13 or 14
Students will identify an agency (field agency) to use as background for a simulated class demonstration. The students will pretend they are a middle manager convening a meeting with his or her staff. The meeting will be called to discuss one of the following change events:

✓ implementing a new organizational structure, OR

✓ encouraging workers to use a new set of forms and/or a management information system, OR

✓ promoting a new case assignment protocol.
Through handouts, presentation, and engaged discussion the students will demonstrate an understanding of the use of data, the process of change management, and the application of management skills. The students will be prepared for dialogue with their colleagues who will be acting as their staff.

**All written assignments will use APA style.**

**E. Grading Policy**

Grades will be based on the CUA Grading Policy as described in the *Graduate Announcements*. Full credit will not be given for assignments that are submitted late. **No credit will be given for assignments submitted after they have been reviewed in class.** The grading system is below:

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Letter Grade</th>
<th>Numeric Range</th>
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<tbody>
<tr>
<td></td>
<td>A</td>
<td>95 – 100</td>
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<tr>
<td></td>
<td>A-</td>
<td>90 – 94</td>
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<tr>
<td></td>
<td>B+</td>
<td>87 – 89</td>
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<tr>
<td></td>
<td>B</td>
<td>83 – 86</td>
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<td></td>
<td>B-</td>
<td>80 – 82</td>
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<td></td>
<td>C</td>
<td>70 - 79</td>
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<td></td>
<td>F</td>
<td>0 - 69</td>
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</tbody>
</table>

**F. Attendance and Participation**

1. Students are expected to attend all class sessions, to arrive at classes on time, and to conduct themselves in an ethical and scholarly fashion. In the event that it is necessary for a participant to miss a class session or come late, s/he is expected to notify the instructor in advance. Students are responsible for obtaining any class notes or other materials distributed when they are absent. Unexcused or multiple absences may result in a reduction of the final grade.

2. The use of laptops or other devices should be used in such a manner that they do not disturb or distract other students. Recording devices should only be used with the permission of the instructor and should be turned off at the request of the instructor or class participants when requested in the event that personal or confidential information is being discussed.

3. Students are expected to read all required readings for each class session and be prepared to participate in classroom discussions and exercises.

4. The course combines the formats of didactic lectures and participatory seminars. Students and the instructor will endeavor to draw on their own experience including...
professional practice experience, relevant literature and analytic thinking about the course content. Each student is expected to participate actively in class discussions and to come prepared to share current knowledge, ideas, and relevant experiences as appropriate. Students and the instructor will view each other as resource persons.

G. Course and Instructor Evaluation

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at http://evaluations.cua.edu/evaluations/ using your CUA username and password. Additional informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to special requests. These evaluations will serve as a basis for ongoing course revisions.

V. CLASS EXPECTATIONS

Scholastic Expectations

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should demonstrate communication ability consistent with graduate level performance, reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and be carefully proofread by the student before submission to the instructor for grading.

Academic Honesty

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and Appropriate Program Handbooks.

Accommodations

Students with physical, learning, psychological or other challenges wishing to request accommodations must identify themselves with the Disability Support Services (DSS) and submit documentation of a disability. Once you have documented a disability, DSS will establish whether any accommodations or academic adjustments are required. If so, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

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CLASS SCHEDULE

Class 1  OVERVIEW: NONPROFIT AND PUBLIC SOCIAL SERVICE ORGANIZATIONS


Class 2  MOVING TO MANAGEMENT—THEORY AND PRACTICE


Knee, R., & Folsom, J. (2012). Bridging the crevasse between direct practice social work and management by increasing the transferability of core skills. Administration in Social Work, 36, 390-408.

Lewis, J., Packard, T., Lewis, M. (2012). Chapter 4: Applying organizational theories (pp. 78-100). (Be prepared to discuss the case study on page 97: The Community Career Center.)

Class 3: ORGANIZATIONAL STRUCTURE AND DESIGN

Brody, R. & Nair, M. (2014). Chapter 3: Designing and developing consumer-oriented programs. (Prepare a hand-drawn flowchart of your agency for discussion in class; see question 5 on page 53.)


**Class 4:** NONPROFIT GOVERNANCE AND PUBLIC SECTOR ACCOUNTABILITY


Brody, R. & Nair, M. (2014). Chapter 12: Working a board of trustees. *(Be prepared to discuss the questions on page 252 related to your field placement or place of employment.)*


**Class 5:** PLANNING AND CHANGE MANAGEMENT


Brody, R. & Nair, M. (2014). Chapter 2: Strategic planning. *(Bring a copy of the strategic plan from your agency. If you are unable to access it, find a plan online for a social service agency and bring it to class. Be prepared to discuss it in relation to this reading.)*

Brody, R. & Nair, M. (2014). Chapter 4: Implementing action plans and problem solving. *(Be prepared to discuss the problem solving approach beginning on page 70 in relation to an issue in your agency.)*

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**Class 6:** PERSONNEL MANAGEMENT


Brody, R. & Nair, M. (2014). Chapter 5: Managing employees. *(Be prepared to discuss the case studies 9, 10, and 11 on pages 119 and 120.)*

Brody, R. & Nair, M. (2014). Chapter 6: Supervising staff. *(Be prepared to discuss the case studies 1, 3, 4, and 5 on page 139.)*


**Class 7:** STAFF DEVELOPMENT


Lewis, J., Packard, T., Lewis, M. (2012). Chapter 6: Developing and Managing Human Resources (pp. 117-139). *(Be prepared to discuss the case study on page 137: Director of Training.)*


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Class 8: IMPROVING COMMUNICATIONS

Brody, R. & Nair, M. (2014). Chapter 9: Making meetings productive. *(Be prepared to discuss questions 4 and 5 on page 199.)*

Brody, R. & Nair, M. (2014). Chapter 10: Improving communications and handling conflicts. *(Be prepared to discuss question 9 on page 217.)*

Brody, R. & Nair, M. (2014). Chapter 11: Team building and coalition building. *(Be prepared to discuss questions 6 and 8 on page 233.)*

Class 9 PERFORMANCE BASED MANAGEMENT/ DATA DRIVEN DECISION MAKING

Council on Accreditation-- http://coanet.org/ Look under Standards and read one section.


Joint Commission on Accreditation of Healthcare Organizations--read ‘How to Become Accredited’ and ‘Performance Measurement’ sections on website: http://www.jcaho.org/


Class 10: FINANCIAL MANAGEMENT

Brody, R. & Nair, M. (2014). Chapter 13: Managing agency finances. *(Bring a copy of an agency budget—from your agency or online—and be prepared to discuss questions 3, 4, and 9 on page 281.)*

Lewis, J., Packard, T., & Lewis, M. (2012). Chapter 8: Managing finances to meet program goals (pp. 163-185). *(Be prepared to discuss the case study on page 183: The Best-Laid Plans.)*


Class 11: MANAGERIAL CHALLENGES


Listen to at least two clips from Collins, J.: [http://www.jimcollins.com/media.html](http://www.jimcollins.com/media.html)


Revised January 2016
Class 12: ORGANIZATIONAL ETHICS


A selection of organizational ethical dilemmas will be provided in class.

Class 13: CLASS PRESENTATIONS

Class 14: CLASS PRESENTATIONS