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:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
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<tbody>
<tr>
<td><strong>Professional Identity:</strong></td>
<td>1. Social workers can explain how their developing social work competencies</td>
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<td></td>
<td>prepare them to carry out the macro practice tasks in which they are engaged.</td>
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<td><strong>Ethical Practice:</strong></td>
<td>1. Social workers recognize the complex ethical challenges that arise in a variety</td>
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<td></td>
<td>of macro practice settings.</td>
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<td></td>
<td>2. Social workers are able to identify and apply ethical principles to an ethical</td>
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<td>dilemma they have experienced in a practice setting.</td>
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<td><strong>Critical Thinking:</strong></td>
<td>1. Social workers distinguish, critically analyze, and integrate multiple sources of</td>
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<td></td>
<td>knowledge, including research-based knowledge, theoretical frameworks, and practice</td>
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<td></td>
<td>wisdom, in an ongoing process of assessment and intervention.</td>
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<td></td>
<td>2. Social workers effectively communicate their ideas when producing a written</td>
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<td>document or giving a presentation or briefing on a particular issue.</td>
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| **Diversity in Practice:** Engage diversity and demonstrate awareness of the complexities regarding identity differences and how they play out in macro practice. | 1. Social workers view themselves as cultural learners and engage those with whom they work as collaborators and experts about their own identity and life experience.  
2. Social workers demonstrate that they respect and affirm the influence of intersecting factors on the self-identity of the client systems, colleagues, staff, etc. with whom they work.  
3. Social workers recognize and articulate how the service delivery system, social policy, and social structures may oppress, marginalize, and alienate certain groups, or alternatively, enhance, and privilege different groups within a society. |
| **Human Rights & Justice:** Advance human rights and social and economic justice. | 1. Social workers use knowledge of the dynamics and effects of structural oppression and discrimination in deciding what methods and strategies to use to seek social and economic justice. |
| **Research Based Practice:** Engage in research-informed practice and practice-informed research. | 1. Social workers critically evaluate and utilize theoretical frameworks and empirical research relevant to the problems and/or populations that are relevant to their macro practice. |
| **Policy Practice:** Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | 1. Social workers can track the link(s) between policy and the delivery of social services in their field placement and other settings with which they are familiar.  
2. Social workers know how to engage in the policy arena with and on behalf of vulnerable people for the purpose of contributing to the formulation of policies that advance social and economic justice. |
3. Social workers demonstrate the capacity to participate in the analysis of organizational or social policy and the formulation of recommendations on how to achieve a desired change.

<table>
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<tr>
<th>Practice Contexts: Respond to contexts that shape professional practice.</th>
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<tbody>
<tr>
<td>1. Social workers gather necessary information about the current context that shapes and defines their macro practice activities.</td>
</tr>
<tr>
<td>2. Social workers engage in productive discussions about the current political, economic, social, and cultural climate and how it affects the work of the practice setting or shapes the experiences of the people served in the practice setting.</td>
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<table>
<thead>
<tr>
<th>Engage, Assess, Intervene, Evaluate: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</th>
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<tbody>
<tr>
<td><strong>Engagement:</strong></td>
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<tr>
<td>1. Social workers effectively use interpersonal skills to engage multiple stakeholders involved in shaping and responding to organizational, community, and/or social problems.</td>
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<tr>
<td>2. Social workers review the scholarly literature and use appropriate theories, models, and techniques to assess organizations, communities, and/or policy environments.</td>
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<tr>
<th>Assessment:</th>
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<tr>
<td>1. Social workers incorporate an analysis of inherent strengths, capacities, and/or resources in assessing organizations, communities, and/or social systems.</td>
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<tr>
<th>Intervention:</th>
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<tbody>
<tr>
<td>1. Following assessment, Social workers can determine and apply appropriate and collaborative interventions to seek organizational, community, and/or societal change.</td>
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</table>
**III. COURSE REQUIREMENTS**

A. **Required Texts**


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

B. **Recommended Reading**


C. **Other Recommended Resources and Media**

   National Catholic School of Social Service: [http://ncsss.cua.edu/](http://ncsss.cua.edu/)


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:

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

F. Preparation, Attendance & Participation

Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises and online forums as required. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued.

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](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 requests.

V. CLASS EXPECTATIONS

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements ([http://ncsss.cua.edu/courses/index.cfm](http://ncsss.cua.edu/courses/index.cfm)), including scholastic and behavioral requirements.

*NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of*
the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.

A. **Scholastic Expectations**
   All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. **Behavioral Requirements**
   Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:
   - Attend all classes and contribute constructively to the classroom culture,
   - Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor,
   - Demonstrate competence in planning academic activities and in following through on those plans,
   - Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom,
   - Use an appropriate level of class time and instructor’s time and attention in and out of class, and
   - Behave in a manner that is consistent with the ethical principles of the social work profession.

C. **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 ([http://graduatesstudies.cua.edu/currentstudents/academintgrt.cfm](http://graduatesstudies.cua.edu/currentstudents/academintgrt.cfm)) and appropriate Program Handbooks.

D. **Confidentiality**
   Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs that are for professional learning purposes only and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. Students agree to also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss practice settings, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.
CLASS SCHEDULE

Class 1  OVERVIEW: NONPROFIT AND PUBLIC SOCIAL SERVICE ORGANIZATIONS


Class 2  THEORETICAL PERSPECTIVES


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.)


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 case studies at the end of the chapter related to your field placement or place of employment.)


Class 5: PLANNING AND CHANGE MANAGEMENT


Brody, R. & Nair, M. (2014). Chapter 2: Strategic planning. (Be prepared to discuss the case studies at the end of the chapter.)

Brody, R. & Nair, M. (2014). Chapter 4: Implementing action plans and problem solving. (Be prepared to discuss the case studies at the end of the chapter.)

Lewis, J., Packard, T., Lewis, M. (2012). Chapter 11: Leading and changing human service organizations (pp. 234-262). (Be prepared to discuss the case study on page 260: Budget Cut.)


Class 6: PERSONNEL MANAGEMENT


Brody, R. & Nair, M. (2014). Chapter 5: Managing employees. (Be prepared to discuss the case studies at the end of the chapter.)

Brody, R. & Nair, M. (2014). Chapter 6: Supervising staff. (Be prepared to discuss the case studies at the end of the chapter.)


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.)


Class 8:  IMPROVING COMMUNICATIONS

Brody, R. & Nair, M. (2014). Chapter 9: Making meetings productive. *(Be prepared to discuss the case studies at the end of the chapter.)*

Brody, R. & Nair, M. (2014). Chapter 10: Improving communications and handling conflicts. *(Be prepared to discuss the case studies at the end of the chapter.)*

Brody, R. & Nair, M. (2014). Chapter 11: Team building and coalition building. *(Be prepared to discuss the case studies at the end of the chapter.)*

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. *(Be prepared to discuss the case studies at the end of the chapter.)*

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 page183: The Best-Laid Plans.)*


Class 11: MANAGERIAL CHALLENGES

Collins, J. Good to great and the social sector: Is business thinking the answer: http://www.wccc.edu/forms/good_to_great_and_the_social_sectors.pdf

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

Lewis, J., Packard, T., & Lewis, M. (2012). Chapter 12: Achieving and maintaining organizational excellence (pp. 263-285). (Be prepared to discuss the case study on page283: Community Action and Mental Health.)


Class 12: ORGANIZATIONAL ETHICS


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

Class 13: CLASS PRESENTATIONS

Class 14: CLASS PRESENTATIONS