



THE UNIVERSITY OF TEXAS AT EL PASO
DEPARTMENT OF SOCIAL WORK



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SOWK 5383: Theory and Practice in Human Services Organizations

CRN: 23489

TERM: Spring 2024

MEETING TIMES: Mondays 6 to 8:50 pm

CHS Rm 217

Professor: Bruce D. Friedman, PhD, ACSW, CSWM

Email: bdfriedman@utep.edu

Phone: 915-747-8078

Office Hours: Monday and Thursday from 2 to 5 pm or by appointment

Course Information: What this class is about and what we will do

COURSE DESCRIPTION

Framed within a strengths perspective that recognizes the importance of social work values and promoting social, racial, economic, and environmental justice, students will examine social work roles within organizations, how values and ethics undergird organizational practice, and develop skills in organizational assessment and intervention. Students will develop skills for effective, ethically informed, and culturally responsive organizational practice in the border region.

DIVERSITY STATEMENT

At UTEP, we embrace and celebrate diversity as a cornerstone of our institution's identity. As the United States' leading Hispanic-serving institution situated along the U.S.-Mexico border, we recognize the richness and value of diversity in our community's backgrounds, perspectives, and life experiences. The Department of Social Work at UTEP is committed to creating brave and inclusive spaces where students, faculty, and staff feel comfortable expressing themselves authentically knowing they will be respected and accepted as they are. The department encourages open dialogue, critical thinking, and

respectful engagement across differences with the understanding that such dialogue is essential for personal and professional growth. Through our commitment to diversity, we aim to prepare social work students with the skills and knowledge to navigate and contribute to an increasingly diverse and interconnected society through an enriching and inclusive curriculum.

COURSE OBJECTIVES

Upon completion of course students will:

- Identify and consistently reflect on equitable roles, behavior, and culturally responsive boundaries in defining management practice within human service organizations
- Understanding of how social work values and ethics undergird all areas of social work practice and to apply these to ethical dilemmas that emerge in organizational settings
- Understanding of how diversity shapes human service organizations, and the capacity to build coalitions among diverse groups to achieve social equitable and economic justice for disadvantaged and oppressed populations based on socioeconomic class, age, race, religion, culture, disability, gender, gender identity, sexual orientation, immigration status, and religion.
- Apply knowledge of organizational and management theories to create ethically informed conceptual frameworks for assessing, intervening and evaluating social work practice in organizations
- Critical thinking in the analysis and application of organizational theories to the assessment, intervention, and evaluation of human service organizations, and in evaluating the contexts that shape organizational behavior and management practices
- The capacity to engage in research- informed macro practice skills in addressing the social problems, issues and needs that surface in human service settings, with specific attention to organizations within the Mexican American border region
- Appreciation for the importance of empowering clients, staff, volunteers and other stakeholders to become partners in the change process to address social and economic injustice within human service organizations
- Develop practice skills at the organizational level that involves the processes of engagement, assessment, intervention, and evaluation. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances to assess and intervene; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. This occurs within a multi-cultural context that recognizes the importance of diversity in shaping practice at all levels

Social work courses are designed to improve students' competence through instruction, practice, and application of knowledge, values, and skills. "Social work competence is the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being" (CSWE, 2022, p. 7).

Through course assignments, students demonstrate the ability to meet courses objectives related to EPAS Competencies. Situated within the context of social work practice in the multicultural, bi-national U.S.-Mexico border region, this course focuses specifically on six aspects of social work competence: ethical and professional behavior (Competency 1); human rights and social, racial, economic, and environmental justice (Competency 2); anti-racism, diversity, equity, and inclusion in practice (A DEI) (Competency 3); research-informed practice and practice-informed research (Competency 4); assessment of individuals, families, groups, organizations, and communities (Competency 7); and intervention with individuals, families, groups, organizations, and communities (Competency 8). Course assignments will assess and summarize students' competency levels. Upon completion of this course, students will be able to:

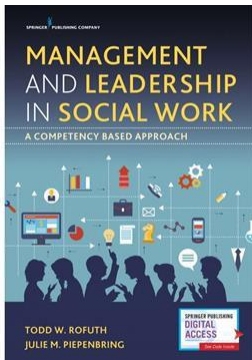
- Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to context (Behavior 1.1).
- Engage in culturally responsive ethical decision-making processes that take into consideration the histories, diverse needs, and contexts reflected in the border region (Spec. Behavior 1.5).
- Reflect upon the impact of life experience, potential biases, and positionality on the provision of services in the border region at the micro, mezzo, and macro levels (Spec Behavior 1.6).
- Advocate for human rights at the individual, family, group, organizational, and community systems levels (Behavior 2.1).
- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice (Behavior 2.2)
- Utilize integrative, decolonizing, anti-oppressive, and antiracist frameworks to advocate for equitable access to high quality services and resources for the diverse populations served in the border region (Spec. Behavior 2.3).
- Through action, address issues related to immigration, poverty, homelessness, food insecurity, education, health and wellness, and/or environmental challenges (Spec. Behavior 2.4).
- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels (Behavior 3.1).
- Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working

with clients and communities, acknowledging them as experts of their own lived experiences (Behavior 3.2).

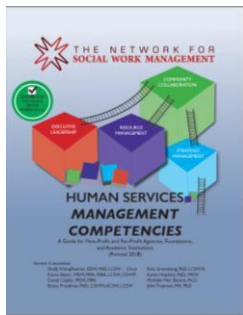
- Identify the impacts of racism, oppression, discrimination, and other “isms” on border communities, and use this knowledge to advance ADEI efforts throughout the border region Spec. Behavior 3.3).
- Apply the lenses of intersectionality, positionality, and reflective practice when confronting racism and promoting diversity, equity and inclusion for clients, constituencies, and organizations reflected in the border region at all service levels (Spec. Behavior 3.4)
- Apply research findings to inform and improve practice, policy, and programs (Behavior 4.1).
- Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purpose of social work (Behavior 4.2).
- Critically evaluate literature and research for applicability and cultural responsiveness to border region communities (Spec. Behavior 4.3)
- Engage in culturally responsive research that advances knowledge and understanding of border-related needs and realities. (Spec. Behavior 4.4).
- Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies (Behavior 7.1).
- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan (Behavior 7.2).
- Apply culturally responsive social work theories, frameworks, perspectives, and models to engage in effective and authentic assessment practices with border region clients, constituencies, and organizations (Spec. Behavior 7.3).
- Critically reflect upon the impact of personal life experiences, potential biases, positionality, and potential cultural barriers on the assessment process with families, groups, organizations, and communities in the border region (Spec. Behavior 7.4).
- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals (Behavior 8.1).
- Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies (Behavior 8.2).
- Apply social work theories, frameworks, perspectives, and models to collaboratively identify and implement culturally responsive interventions with border region clients, constituencies, and organizations (Spec. Behavior 8.4).
- Critically reflect upon the potential for client experiences of privilege, oppression, marginalization, and discrimination to influence the intervention process (Spec. Behavior 8.5).

Competencies	Assignment(s)
1: Demonstrate ethical and professional behavior	Case Studies Agency Analysis Participation & Attendance
2: Advance human rights, and social, racial, economic, and environmental justice	Case Studies Agency Analysis Participation & Attendance
3: Engage anti-racism, diversity, equity, and inclusion (A DEI) in practice	Case Studies Agency Analysis Participation & Attendance
4: Engage in practice-informed research and research-informed practice	Case Studies Agency Analysis Participation & Attendance
5: Engage in policy practice	Case Studies Agency Analysis Participation & Attendance
6: Engage with individuals, families, groups, organizations, and communities	Case Studies Agency Analysis
7: Assess individuals, families, groups, organizations, and communities	Case Studies Agency Analysis Participation &
8. Intervene with individuals, families, groups, organizations and communities	Case Studies Agency Analysis Participation &
9: Evaluate practice with individuals, families, groups, organizations, and communities	

REQUIRED MATERIALS



Rofuth, T. W. & Piepenbring, J.M. (2020) Management and Leadership in Social Work: A Competency-Based Approach. Springer Publishing, Co. ISBN – 978-0-82613-067-9



<https://socialworkmanager.org/wp-content/uploads/2022/04/HSMC-Guidebook-December-2018.pdf>

COURSE ASSIGNMENTS & GRADING

Assignments:

Assignment	Percentage	Due Date
Case Analysis	25	See course weekly content below
Self-Assessment (Pre/Post)	25	See course weekly content below
Agency Analysis	25	See course weekly content below
Engagement & Participation	25	Cumulative
Total	100	

Format and Requirements

Format: This course is being offered in a hyflex format, meaning that the course is available synchronously and asynchronously in person and online. The course includes lectures, activities,

simulations, discussions, presentations, and community-engaged problem analysis by human services managers in community organizations within the Paso del Norte region. All classes will begin promptly. Students will be expected to actively participate throughout the class, drawing on experiences from their practicums or work.

Blackboard, including discussion boards, will be used to provide students with relevant information about the course such as the syllabus, updates, changes, any other pertinent information about the course and to serve as the primary mode of communication.

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Class Readings: Completion of assigned readings before the session scheduled for discussion. Readings not found within the text can be accessed through electronic reserves or through the UTEP Library website.

Class Participation (25% of grade): Students are active participants throughout the class, discussions, presentations, and virtual community visits. Students are required to participate in class. There will also be a number of online discussion boards that will constitute 25% of your grade. Discussion Board posts should be thoughtful and demonstrate relevant theory and knowledge. The expectation is that you will respond to at least 2 other classmates with specific content that you support by course content. All posts should be properly referenced. Discussions will be evaluated using the following rubric:

Criteria	Non-	Basic	Proficient	Distinguished
Apply relevant course	Does not explain relevant course concepts,	Explains relevant course concepts, theories, or	Applies relevant course	Analyzes course concepts, theories, or materials correctly,

Collaborate with fellow classmates,	Does not collaborate with fellow learners.	Collaborates with fellow learners without relating the	Collaborates with fellow learners, relating the	Collaborates with fellow learners, relating the
Apply relevant professional, personal, or Support position	Does not contribute professional, Does not establish	Contributes professional, personal, or other Establishes relevant position.	Applies relevant professional, Supports position	Applies relevant professional, personal, or other Validates position with applicable

Missing Classes: Accommodations will be made for virtual class attendance; therefore, there is no reason to miss class. Please refer to the Attendance Policy below regarding withdrawals and poor attendance. Any behavior that is disruptive to class members' participation could also result in a loss of points (e.g., dominating discussions, rude behavior to classmates or speakers, use of cell phones during class discussion, etc.)

Assignments:

Self Assessment – PreTest/PostTest (25%)

PreTest - Complete the Network for Social Work Management self-assessment as a pretest and then write a 3-page reflection about what you learned about yourself and areas of growth to follow for the semester. This is due the second week of class.

PostTest - Complete the Network for Social Work Management self-assessment as a posttest and then write a 3-page reflection about what you learned and areas where you grew and changed during the semester. Discuss the differences you have seen as a result of the course and the semester.

Case Analysis (25%) Due week 6:

Students will analyze the case study applying to the content covered in the course. The case study should be **no more than** 5 pages of referenced text with a minimum of 6 peer reviewed sources properly referenced, double spaced, 12 font Times New Roman and 1-inch margins.

The public-school board in a large southwest city is concerned about an increase in problems with drug and alcohol abuse among high school students. The school has received a grant from the State Department of Education to develop a program to minimize drug abuse among adolescents. Unfortunately, the grant only covers educational materials and resources; there is no new funding for staff to develop and implement the program.

Across all three high schools there are a total of 8 social workers (2 in one high school A and 3 each in the other two high schools B & C), with one lead social worker at each setting who is responsible to coordination and supervision of the social work staff. You are the new lead social worker in high

school A and there are two other social workers reporting to you. All 8 social workers meet as a group once a month to address issues concerning their programs.

You were very excited when you heard about this grant because you are concerned about drug use among the students in your high school, based on conversations you have had with students and parents. When you talked informally with some of the teachers, they did not appear interested in the grant. Some commented that “Drugs are not a real problem in our school” or “These kids generally come from good families, so we aren’t really concerned about the drug issue here.” You also learned that the previous principal was dismissed after a lawsuit was filed by one of the parents because the principal expelled a student who was reported to have been selling drugs. You found a similar picture when you met with the social work group. In high school B, the lead social worker and one of her staff shared your concern and were excited about the grant; but the others did not see substance abuse as a big issue in their high school, including the other two social workers in your high school.

When you spoke to the current principal, she was not encouraging. The principal responded that “As long as the kids aren’t using while in school, it isn’t really our problem.” When the social worker asked if there was any surveillance or monitoring program in place to assess students’ drug use on campus, the principal said “No, because there is no need.” However, the principal agreed to support the social worker if she wanted to take the lead on implementing the grant.

You have been named to chair this program initiative and given permission to recruit representatives from each of the schools to assist with the project. In meeting with the superintendent of the school district, he has given you his full support. In fact, he has agreed to have one social worker from each of the 3 high schools be formally re-assigned and report to you for 50% of their time to work on the project. You are free to include others as you see fit.

1. Name and apply at least 3 organizational theories that will guide you through this process. Explain why each theory helps you in understanding the dynamics of what is occurring in the school district.
2. What do you believe to be the top 5 critical roles that you will need to perform in your new position and to facilitate the development and implementation of the program? Be specific as to why each role is necessary to accomplish your goal.
3. Describe 3 potential ethical issues that may surface in your analysis of this case.

25 percent: Agency Analysis

Students will identify a problem/challenge within their placement agency. Students will conduct the analysis of a problem by answering the questions below. The assignment must be submitted to blackboard.

Format for the Agency Analysis: Answer all the questions provided. Your written assignment should be **no more than** 7 typed pages, double spaced, 12 font Times New Roman and 1-inch margins. You must

have a **minimum** of **3 peer-reviewed** references from professional journals, but more may strengthen your arguments/discussions. All citations and references must be formatted according to the American Psychological Association's reference guide. Feel free to use Purdue Owl as an excellent and easy resource for the most recent guidelines for APA formatting (<https://owl.english.purdue.edu/owl/>). I also strongly encourage you to use the Writing Center. Please attach a copy of the receipt for each visit to the Writing Center (Click the link to be directed to their webpage. They assist students via appointments or email).

You may use the tool examples given to you in the PowerPoint in black board called “Problem Analysis Info.” Please make sure you research these techniques and back up your knowledge and information gathering. You may also use the tools provided in your books.

Agency Analysis Questions

1. Describe the nature of the concern/problem. How do you know it is a problem and how did you determine this? Provide a “problem statement that would guide the next steps in the analysis.”
2. When did this problem first occur and when did it become a significant problem for the organization?
3. Why does this problem exist to begin with? How did you arrive at this determination?
4. What were the different **approaches, theories, and tools** you used to gather information about the problem? What approaches and tools were most effective? How much of the information was factual versus opinion?
5. Who is affected the most by the problem and in what way?
6. What recommendations would you make to the administration regarding possible solutions to the problem? Which solution is the best solution, and which is most feasible, using a force field analysis to justify your decision?

Grading Rubric for Agency Analysis

Identify the current mission, goals and objectives (4)	
Identify and explain the organizational theories that are guiding the process.	
What roles will you need to perform in your position to implement the program (4)	
How would you assess the organizational climate and culture relative to change? (4)	
What types of supervision and training are appropriate and effective for the needs of the employees. (4)	
What ethical issues may arise and how would you address them? (4)	
Total	

(4 demonstrates mastery of content; 3 demonstrates good demonstration of content; 2 demonstrates average presentation of content; 1 demonstrates poor presentation of content)

7.

25%: Class participation and attendance.

See above

Grading is based on the following scale:

A	90% and above
B	80% -89%
C	70% - 79%
No	69% and below

TECHNOLOGY REQUIREMENTS

Course content is delivered via internet through the Blackboard learning management system. Ensure that your UTEP e-mail account is working and that you have access to the Web and a stable web browser.

Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook, and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about MicrosoftOffice365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped to assist you than I might be in several cases! I will work hard to assist you in times that I am able to!

Course Communication: How we will stay in contact with each other

There are several ways we can keep the lines of communication open this semester:

- **Office Hours:** Monday and Thursday from 2 to 5 pm or by appointment
- **Email:** UTEP email is the best way to contact me. I will make every attempt to respond to your email within 24-48 hours upon receiving your email. When e-mailing me, be sure to email from your UTEP student account.
- **Phone:** My office phone is: 915-747-8078 – if I am not there, leave a message and I will return the call as soon as possible.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider your audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must always be displayed to classmates and the instructor. No harassment or inappropriate postings will be tolerated.
- When responding to someone else's message, address, and respectfully challenge the ideas, never the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. In line with the National Association of Social Workers (NASW) Code of Ethics, treat all information shared with the same level of confidentiality as you would a client. Whatever is posted in this online space is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

<p>Course Policies: What do you need to do to be successful in the course</p>
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ATTENDANCE AND PARTICIPATION

Attendance is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners.

Participation is determined by the completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements.
- Participating in scheduled weekly Blackboard Collaborate sessions and discussions.
- Other activities as indicated in the weekly modules.

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his/her/their status relative to credit for the course (more than 3 absences in this course), the instructor may drop the student from the class with a grade of ‘W’ before the course drop deadline and with a grade of ‘F’ after the deadline.” Deadline for this semester is . See academic regulations in the March 28, 2024.

UTEP Undergraduate Catalog for a list of excusable absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an ‘F’ for the course.

DEADLINES, LATE WORKS, AND ABSENCE POLICY

Chapter Evidence Based Practice Article & PPT

- Article submissions will be due on Sundays at 1:50 PM. No late work will be accepted if the reason is not considered excusable.

Major Assignments

- Major written assignments will be due on Sundays at 1:50 PM. No late work will be accepted if the reason is not considered excusable.

MAKE-UP WORK

Make-up work will be given only in the case of a documented emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE WAYS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

Students are strongly encouraged to submit their work with plenty of time to spare in the event that they have a technical issue with the course website, network, and/or their computer. I also suggest you save all your work in a separate Word document as a backup. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your backup document as a **last resort**.

‘INCOMPLETE’ GRADE POLICY

Incomplete grades may be requested only under exceptional circumstances after you have completed at least half of the course requirements. Communicate with me immediately if you believe an incomplete is needed. I highly suggest keeping the lines of the communication open with me during the semester to avoid getting to this point! However, if granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

The University of Texas at El Paso is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University.

UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. University policy states that the student is responsible for informing The Center for Accommodations and Support Services (CASS) of their disability, and for requesting accommodations within two weeks of the start of each semester. CASS determines whether students need accommodation, and assists the instructor in providing accommodation. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747- 5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

ILLNESS PRECAUTIONS

Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.

TITLE IX STATEMENT

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination based on sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate based on sex in the operation of its educational programs and activities. This commitment to

non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

Inquiries regarding Title IX should be referred to the University's Title IX Coordinator(s) in the following link: <https://www.utep.edu/titleix/Title-IX-Coordinators.html>

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operation Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

GUIDANCE ON ARTIFICIAL INTELLIGENCE

The use of generative AI tools such as Chat GPT is permitted in this course for the for any non-academic activities such as gathering information but not using it for your assignments.

However, you may not use AI tools to complete any of your academic course requirements like your case analysis and agency analysis.

Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support: Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- <https://www.utep.edu/library/UTEP Library>: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- [Center Against Sexual and Family Violence \(CASFV\)](#): **915-593-7300 or 1-800-727-0511**
- [UTEP Food Pantry](#). Provides food and support for students and staff who are experiencing food insecurity.
- [Foster Homeless Adopted Resources](#). Connects foster, homeless, and adopted individuals through education and advocacy with resources that will assist holistically with UTEP experience.
- For crimes, contact the El Paso Police Department or UTEP Police Department (**915- 747-5611**)
- For suspected abuse of children or older persons, Child/Adult Protective Services **1-800- 252- 5400**
- National Domestic Violence Hotline: **1-800-799-SAFE (7233)**.
- Respect Is (Dating Abuse Prevention) at loveisrespect.org
- Mental Health Crisis Line **915-779-1800**
- National Suicide Prevention Hotline **988**
- Veterans Crisis Line **1-800-273-8255**
- NAMI of El Paso (National Alliance Against Mental Illness) hosts free weekly support groups for people with mental illness and their families. elpaso.nami@dshs.state.tx.us or **915-534-5478**



Student Resources

WEEKLY SCHEUDLE

Spring (YR)	Assigned Readings & Course Outline	Topics and/or Assignments	Competencies Addressed and/or measured
Week 1	Syllabus Review	Introduction to the Network for Social Work Management	1 & 6
Week 2	Chapter 1: An overview of Organizational Behavior -	Organizational Behavior	1, 4, 9
Week 3	Chapter 2: The changing environment of Organizations- Chapter 3: Individual Behaviors & Processes, Values, Perceptions, Reactions, Motivational Theories	Changing Environment of Organizations Systems Theory applied to Jigsaw	1, 4, 9
Week 4	Chapter 4: Motivational and Management Theories	Jigsaw continue	1, 4, 9
Week 5	Chapter 4: Meetings	Meeting effectiveness Case Analysis due at 11:59 pm	1, 4, 9
Week 6	Chapter 5: Problem-Solving and Decision Making	Problem-Solving Decision Making	1-9
Week 7	Chapter 6: Motivating Staff	Motivating Staff	1, 4, 9
Week 8	Chapter 7: Professional Development	Professional Development Myers-Briggs Discussion	1, 4, 9

Week 10	Chapter 8: Managing Organization function Chapter 11: Supervision Kadushin on BlackBoard Fisher on BlackBoard	Organizational Function Supervision	1, 4,9
Week 11	Chapter 9: Accountability Savaya on BlackBoard Germak on BlackBoard Jaskyte on BlackBoard	Hull House	1-9
Week 12	Chapter 10: Human Resources Chapter 13: Financial Management	Human Resource Management Financial Management	1, 4,9
Week 13	Chapter 12: Management Information Systems	Management Information Systems	1, 4,9
Week 14	Chapter 13 Strategic Planning Chapter 14 Design & Assess Programs Chapter 15 Organizational Culture	Organizational Change	1, 4,9
Week 15	Chapter 16: Organizational Change and Management	Agency Analysis Paper Due Sunday at 11:59 pm	1-9
Week 16	Chapter 17: Community Collaboration	Putting the social back in social work Self-Assessment PostTest due	

****SYLLABUS & SCHEDULING SUBJECT TO CHANGE AT INSTRUCTOR'S**

DISCRETION ANY CHANGES WILL BE COMMUNICATED WITH STUDENTS**

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