



**SOWK 5383: Theory and Practice in Human Services Organizations**

CRN: 15227

TERM: Fall 2022

MEETING TIMES: Wednesday, CHS Rm206 - 6:00 pm to 8:50 pm

Professor: Bruce D. Friedman

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Phone: 915-747-8078

Office Hours: Mondays 11 – 12:30; Wednesdays 4 – 5:30 pm or by appointment

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

**COURSE DESCRIPTION**

The course provides advanced knowledge and skills to prepare social workers for practice within human service organizations. The content is framed within a strengths perspective that recognizes the importance of social work values and our mission of promoting social and economic justice in the US-Mexico Border Region. Students will examine social work roles within organizations, examine how values and ethics undergird organizational practice and develop skills in assessment and intervention strategies at the organizational level of practice.

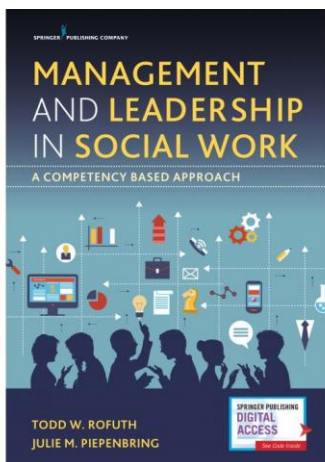
**COURSE OBJECTIVES**

Upon completion of course students will demonstrate:

Learning Outcome Objectives	EPAS COMPETENCY	Method of Assessment
1. Identifying and consistently reflect on appropriate roles, behavior, and boundaries in defining management practice within human service organizations	EPAS 1, 3, 6, 7	Case Analysis Organizational problem analysis
2. 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.	EPAS 1, 3, 6,7	Case Analysis
3. Understanding of how diversity shapes human service organizations, and the capacity to build coalitions among diverse groups to achieve social 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.	EPAS 1, 2, 3, 6, 7	Case Analysis

4. Apply knowledge of organizational and management theories to create conceptual frameworks for assessing, intervening and evaluating social work practice in organizations	EPAS 1, 3, 4, 6, 7	Case Analysis Organizational problem analysis
5. 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	EPAS 2, 6, 7, 8, 9	Case Analysis Organizational problem analysis
6. 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	EPAS 1, 2, 3, 4,9	Case Analysis Evidence-based article discussion and presentation
7. 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	EPAS 1, 3, 5, 9	Quiz Case Analysis Organizational problem analysis
8. 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	EPAS 3, 6, 7, 8, 9	Case Analysis Organizational problem analysis

## 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

## COURSE ASSIGNMENTS & GRADING

### Grade Distribution

100% - 90% = **A** 89.9% - 80% = **B** 79.9% - 70% = **C** 69.9% - 0 = **No Credit**

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
Discussion Board	25	Cumulative
<b>Total</b>	<b>100</b>	

### Format and Requirements

**Format:** This course will include 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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Blackboard 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.

**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:** 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:

<b>Criteria</b>	<b>Non-</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Apply relevant course</b>	Does not explain relevant course concepts.	Explains relevant course concepts, theories, or	Applies relevant course	Analyzes course concepts, theories, or materials correctly.
<b>Collaborate with fellow classmates,</b>	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
<b>Apply relevant professional, personal, or</b>	Does not contribute professional.	Contributes professional, personal, or other	Applies relevant professional.	Applies relevant professional, personal, or other
<b>Support position</b>	Does not establish	Establishes relevant position.	Supports position	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.)

**Class Drop:** Students who miss more than **TWO** class meetings will be dropped from the class. Extenuating circumstances may be taken into consideration at the instructor's discretion.

**Documentation should be offered and provided if requested for the absence to be considered excused (e.g., doctor's note, letter from your employer, etc.) within a reasonable time frame.**

**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 and areas of growth to follow for the semester. This is due the first week of class.

PostTest - Complete the Network for Social Work Management self-assessment as a post test 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%):**

Students will analyze the case study applying to the content covered in the course. The case study should be **no more than** 5 typed pages and a **minimum** of 3 typed pages, 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 the 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 student’s 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 to 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 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?

## Agency Analysis (25%)

**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 are assisting students via appointments or email).

These can reduce points against written work.

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

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1. Describe the nature of the 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)	
<b>Total</b>	

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

## TECHNOLOGY REQUIREMENTS

Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard. 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, a webcam, and a microphone. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

**IMPORTANT:** If you encounter technical difficulties beyond the scope of troubleshooting, please contact UTEP. [Help Desk](#) as they are trained specifically in assisting with the technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

<b>Course Communication:</b> How we will stay in contact with each other
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There are several ways we can keep the lines of communication open this semester:

- **Office Hours:**
- **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** Office phone is: 915-747-8078 – if not there, leave a message and I will return the call.
- **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.

### **Tips for Online Participation/Discussion**

- **Language:** Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.
- **Be Forgiving:** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.
- **This is Permanent:** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.
- **Test For Clarity:** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.
- **Remember Your Place:** A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.
- **Follow the Parameters/ Stick To The Point:** Follow the posting requirements and parameters set up by your professor. Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.
- **Read First, Write Later:** Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.
- **Blackboard is NOT a Public Internet Venue:** All postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

**Class Recordings:** The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event, you miss a synchronous or in-person class meeting due to illness or other extenuating circumstances. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class



session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

**Copyright Statement for Course Materials:** All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

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

This class requires that you participate in in person classes or scheduled weekly zoom sessions with social workers. The purpose of these sessions is for you to view live demonstrations of the course material and/or to participate in small discussion groups with your classmates.

Students are expected to, at least occasionally, participate in these sessions with a webcam and microphone. The sessions will be recorded and provided so that they can be reviewed by classmates later. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. You may not share recordings outside of this course. Doing so may result in disciplinary action.

If you are unable to attend a class session, please let me know as soon as possible so that accommodation can be booked when appropriate.

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 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**

Any assignment that is not turned in by the due dates/times specified in the course syllabus (See Course Outline) will be considered late. While extenuating circumstances may be taken into consideration, late assignments will be lowered by 10% of point value for each day the assignment is late. Assignments past due three days are not accepted. **No late assignments are allowed for in-class exercises and participation because these activities are designed to contribute to your learning each week and they cannot be made up after their due date has passed.**

## **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](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

## **COVID-19 PRECAUTIONS**

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent (2 weeks) contact with a person who has tested positive for COVID-19. Reports should be made at [UTEP SCREENING](#). If you know of anyone who should report any of these criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to [COVIDaction@utep.edu](mailto:COVIDaction@utep.edu).

For each day that you attend campus-for any reason-you must complete the questions on the UTEP screening website ([screening.utep.edu](http://screening.utep.edu)) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class/campus when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible! I will work to accommodate and support you in any way I can.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times while on campus or in class.

## **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](#).

## **CLASS RECORDINGS**

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. You may not share recordings outside of this course. Doing so may result in disciplinary action.

## **PLAGIARISM DETECTING SOFTWARE**

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

## **COPYRIGHT STATEMENT FOR COURSE MATERIALS**

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

### **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](https://www.utep.edu/library/UTEP%20Library): 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](http://loveisrespect.org)
- Mental Health Crisis Line **915-779-1800**
- National Suicide Prevention Hotline **1-800-273-8255**
- 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](mailto:elpaso.nami@dshs.state.tx.us) or **915-534-5478**

## WEEKLY SCHEUDLE

Topic/Chapter	Date	Assignments Due
<b>Week 1</b> Syllabus Review, Introduction to Network for Social Work Management Competencies, Rofuth Chapters 1, 2 & 19	August 24, 2022	Syllabus Review Self-Assessment PreTest
<b>Week 2</b> An overview of Organizational Behavior Chapter 2: The changing Environment of Organizations	August 31, 2022	Schmid article on BlackBoard
<b>Week 3</b> Chapter 3: Individual Behaviors and Processes, Values, Perceptions, Reactions, Motivational Theories	September 7, 2022	Jigsaw
<b>Week 4</b> Motivational and Management theories	September 14, 2022	Jigsaw continues
<b>Week 5</b> Chapter 4: Meetings	September 21, 2022	Case Analysis due at 11:59 pm
<b>Week 6</b> Chapter 5: Problem-Solving and Decision Making	September 28, 2022	
<b>Week 7</b> Chapter 6: Motivating Staff	No Class October 5 – Yom Kippur	
<b>Week 8</b> Chapter 7: Professional Development	October 12 – class on line – NASW conference	Myers-Briggs Discussion
<b>Week 10</b> Chapter 8: Managing Organizational function Chapter 11: Supervision	October 19, 2022	Kadushin on BlackBoard Fisher on BlackBoard Friedman on BlackBoard
<b>Week 11</b> Chapter 9: Accountability	October 26, 2022	Savaya on BB Germak on BB Jaskyte on BB Hull House Discussion
<b>Week 12</b> Chapter 10: Human Resources Chapter 13: Financial Management	November 2, 2022	
<b>Week 13</b>	November 9, 2022 (Possibly online do to CSWE APM)	

Chapter 12: Management Information Systems		
<b>Week 14</b> Chapter 13: Strategic planning Chapter 14: Design and Assess Programs Chapter 15: Organizational Culture	November 16, 2022	
<b>Week 15</b> Chapter 16: Organization Change and Change Management	November 23, 2022 Thanksgiving no class	Agency Analysis paper due on November 27 at 11:59 pm
<b>Week 16</b> Chapter 17; Community Collaboration Putting the Social back in Social Work	November 30, 2022	Self-Assessment Post Test due

### GRADING RUBIC FOR WRITTEN ASSIGNMENTS

	<b>1 (Below Expectation)</b>	<b>2 (Poor)</b>	<b>3 (Satisfactory)</b>	<b>4 (Good to Excellent)</b>	<b>5 (Excellent)</b>	<b>Score</b>
<b>Organization</b>	Writing is vague or ambiguous; there is little to no use of existing knowledge; and ideas are unclear and do not follow a logical flow.	Little original thinking is evident; discussion shows limited use of existing knowledge; writing is somewhat difficult to follow and often lacks a logical flow.	Some original thinking is evident; discussion is linked to existing knowledge in some areas; writing is may be clear but occasionally lacks a logical flow.	Much original thinking is evident; discussion is linked to existing knowledge in most areas; writing is clear and logical.	Original ideas, those that go beyond reading materials, where appropriate; discussion is linked to existing knowledge; the writing is clear and logical.	
<b>Content Knowledge</b>	Student does not have grasp of information; student cannot answer all questions about subject or provide supporting evidence.	Student is uncomfortable with content but is able to demonstrate basic understanding of the concepts but fails to elaborate and does not provide supporting evidence.	Student is at ease with content, elaborates on some answers of the questions, and provides supporting evidence for a few of the answers.	Student demonstrates knowledge of the content, and elaborates on most of the answers with supporting evidence.	Student demonstrates full knowledge or more than required, elaborates on the answers with strong supporting evidence.	

<b>Critical Thinking</b>	Offers biased interpretations of evidence, statements and questions; fails to identify or dismisses relevant counter arguments; exhibits close-mindedness.	Often misinterprets evidence, statements and questions; may not identify alternative arguments pro and con; conclusion based on self-interest or pre-conceptions in spite of evidence.	Some of the time accurately interprets evidence, statements and questions; identifies the salient arguments pro and con; conclusion of sometimes warranted, judicious conclusions.	Most of the time accurately interprets evidence, statements and questions; identifies the salient arguments pro and con; conclusion of mostly warranted, judicious conclusions.	Accurately interprets evidence, statements and questions; identifies the salient arguments pro and con; draws warranted, judicious conclusions.
<b>Evidence-Based (If applicable)</b>	Work displays no references; main points are not supported through sufficient documentation.	Little use of the text or other references; main points minimally supported through sufficient documentation.	There is some use of the text, but no other references are used; some of the main points are supported through sufficient documentation.	Mostly use of the text with a few other references; most of the answers have supporting documentation.	A variety of evidence based professional or lesser professional references are used; all of the answers have supporting documentation
<b>Writing Mechanics</b>	Work has five or more spelling errors and/or grammatical errors; does not use APA format or uses it inappropriately.	There are four misspellings and/or grammatical errors; APA format minimally followed.	There are three misspellings and/or grammatical errors; APA formatting has a few major errors.	There is one to two misspelling(s) and/or grammatical error(s); a few minor APA formatting errors.	There are no misspelling(s) and/or grammatical error(s); no APA formatting errors.

Written Assignment Total Points \_\_\_\_\_

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

**ANY CHANGES WILL BE COMMUNICATED WITH STUDENTS**

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