

LOMA LINDA UNIVERSITY
DEPARTMENT OF SOCIAL WORK & SOCIAL ECOLOGY
SOCIAL WORK 671 Foundation Practice V: Social Work Administration
Spring Quarter 2006-2007

Section:	Instructor:	Contact Info:	Units:	Lecture:	Room:
1	Allan G. Rawland, MSW, ACSW	909-743-9903 Allan44789@aol.com	3	Tuesday, 6:00-8:50 p.m.	TBA

REQUIRED TEXTBOOKS

Lewis, J.A., Lewis, M.D., Packard, T., & Souflee, F., (2001). *Management of human service programs*, (3rd ed.), Belmont, CA, Brooks/Cole

Skidmore, R.A., (1995). *Social work administration: Dynamic management and human relationships*, (3rd ed.), Needham Heights, MA, Allyn Bacon

RECOMMENDED SUPPLEMENTAL READINGS FROM THE FOLLOWING BOOKS

Brody, R. (2005). *Effectively managing human service organizations*. Thousand Oaks, CA: Sage Publication.

Chemers, M.M., Oskamp, S., & Costanzo, M.A. (Eds.). (1995). *Diversity in organizations: New perspectives for a changing workplace*. Thousand Oaks, CA: Sage.

Martin, L.L., (2001). *Financial management for human service administrators*. Needham Heights, MA, Allyn Bacon

Powell, J.L. (1995). *Pathways to leadership: How to achieve and sustain success*. San Francisco, CA: Jossey-Bass.

Robbins, S.P. (1996). *Organizational behavior: Concepts, controversies, and applications* (7th ed.). Englewood Cliffs, NJ: Prentice Hall.

Weinbach, R.W. (2003). *The social worker as a manager: A practical guide to success* (4th ed.). Boston: Allyn & Bacon.

COURSE CONTEXT AND DESCRIPTION

Foundation Practice V: Social Work Administration is designed to further students' introduction to generalist practice with macro systems while enhancing their understanding of the use of micro and mezzo skills in macro environments.

COURSE GOAL

To expand students' understanding of generalist practice with macro environments by providing them with the knowledge, values, and skills that are foundation to social work administration.

COURSE OBJECTIVES

- Review the history of administration as a practice method within the profession of social work;
- To provide students with an understanding of the relationship of social work administration with other methods of social work within a generalist practice perspective;

- To provide students with an understanding of the use of micro skills in social work administration;
- To provide students with an understanding of the use of mezzo skills in social work administration;
- Compare social work administration to administration in business and government;
- Identify and discuss personal and professional characteristics the social work administrator must possess in order to be effective;
- Review the different roles of the social work administrator;
- Expose students to different theories of leadership;
- Identify and discuss issues related to the experiences of women and ethnic minorities who are or who wish to become social work administrators;
- Describe the elements and steps involved in the organizational decision-making and planning processes;
- Explain the need for and process of budgeting as part of the organization's financial planning;
- Review and discuss board functions and dynamics;
- Explore the dynamic nature of teamship;
- Discuss the need, principles and methods of public/community relations; and
- Identify ways in which research can be utilized to enrich and support the practice of social work administrators.

COURSE OUTCOMES

- Students will be able to identify and exam the significant milestones in the history of social work administration;
- Students will be able to demonstrate through written assignments an understanding of he differential use of the micro, mezzo, and macro skills of generalist practice in performing the roles and responsibilities of social work administration;
- Students will be able to list differences and similarities between business, public, and social work administration;
- Students will be able to identify through written assignments and class participation the characteristics of effective social work administrators which they already possess and those they believe they still need to develop;
- Students will be able to identify through case studies and examination the ethical issues associated with specific roles and functions of the social work administrator;
- Students will be able to demonstrate through case studies and class participation a beginning understanding of the budgeting process;
- Students will be able to demonstrate through written assignments and examination an understanding of

theories of leadership and the relationship of these to administrative behaviors of social work administrators;

- Students will be able to make reference in class discussion the factors which could serve as incentives or disincentives for women and ethnic minorities to become social work administrators;
- Students will be able to explain through case studies and class participation how the composition of boards directly affects its ability to carry out specific functions;
- Students will be able to identify through written assignments and examination factors which could impact staff morale and teamship; and
- Students will be able to explain through class participation the systemic implications of effective public/community relations.

COGNITIVE AND AFFECTIVE LEARNING EXPERIENCES

Teaching methods for this course will be a combination of lecture, class discussion on the major concepts in the readings, independent student research, speakers, case studies, group projects, and interactive activities. This means that the student will come to class prepared to discuss the material required for each session. The focus will be on management decision-making which recognizes at the core of administration is the processes of analysis, choice, motivation, execution, and evaluation. Class discussion will not shy away from open inquiry regarding any topic relevant to the course material being presented and discussed.

COURSE ASSIGNMENTS

Required Readings: Course readings designated as required provide the major content for lectures, discussions, and completing the required assignments for the course. *Required readings are located in either the course textbooks or the course supplement.*

Recommended Readings: Recommended readings refer to the text and journal materials used to enhance course lectures, discussions, and student research. *Recommended readings are available through the library in on-site journal holdings unless identified as reserved.*

Attendance Policy: Students are expected to attend all sessions of all classes. Failure to do so will negatively impact the student's grade and may place the student in jeopardy of course failure. This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. The faculty of the Department of Social Work and Social Ecology are convinced that this cannot be accomplished through independent study alone. Thus, attendance is required unless legitimate and special reasons exist for absences or tardiness. Any such absences or tardiness should be discussed directly with the course instructor.

Class begins on the hour unless otherwise arranged. Students are required to be in the classroom and seated by that time. Instructors have the right to refuse entry or reentry to any students who are tardy or who take frequent and/or extended breaks from class. Early departures from classes are also not acceptable. Tardiness, frequent and/or extended breaks, and early departures are all recorded as absences. All absences are factored into the course grade and may be substantial enough to affect the final course grade; including assignment of an unsatisfactory or failing grade. Absences due to personal emergencies, jury duty, or work responsibilities will be excused only if appropriate documentation is provided. Students should give special attention to arranging for child care and making voluntary personal appointments at times that do not conflict with their responsibilities regarding class attendance.

Faculty members may choose to incorporate a + or - 1% tolerance range in the grading system. This option will be used to reflect attendance (missed classes, late arrivals and early departures) and passive participation.

Test Taking Policy: It is the policy of the department that all students are expected to take examinations at the scheduled time. The only acceptable excuse/s for not taking an examination on time is major illness (documented by the student health service or student's physician) or serious personal emergency. The consequences of missing an examination under these circumstances are determined by the Academic Standards Committee. If a student arrives late for an examination, s/he may be denied admission to the examination site. If a student arrives late for an examination and is allowed to take the examination, s/he will not be given extra time but is required to finish the examination at the pre-scheduled completion time.

Assignment #1 - Macro Practice Concepts from the Readings (20%)

This critical thinking assignment begins during the **Second Week** and continues through the final week of the quarter. For this assignment each student will be expected to submit **two written memos** to the instructor (maximum of three pages) based on the macro practice concepts discussed in the readings and in the lectures. The intent of this assignment is to assess the students understanding of the literature and its application to human services management and administration. The focus of the memo should identify the specific concept being addressed by the student, a discussion/analysis of the concept that incorporates the readings and other supporting material, and the student's position on the application of this concept to macro practice. During the course of the quarter, the instructor may call upon students to orally share their memos with the entire class.

Assignments # 2 & 3: Mid-Term Report (30%) and Final Report (30%)

Option A – Agency Profile and Issue Analysis Report (see outline)

Part I, Mid-Term Report: The student will complete a written report on a human services organization (preferably within their internship experience) in the community. The report will summarize in 10-12 pages why the organization exists, what it is trying to accomplish, how it accomplishes its mission, etc. The report will also discuss any identified management or administrative issues in the organization. This option will require an interview with upper level management in the agency.

Part II, Final Report: Using the information from the Mid-Term Report, the student will complete a final report (10-12 pages) on one identified administrative issue within the organizational. The student will do further research and analysis on the issue, discuss the impact on the agency, evaluate the need for change, and develop an **“Action Plan”** for addressing the issue within the organization.

Option B – Management Research Report (see outline)

Part I, Mid-Term Report: The student will select and research a management/administrative topic of interest to you and your internship (employment) agency, and complete a written paper of 10-12 pages. The selected topic will have concurrence by management of the organization, and must be related to management/administrative practice within the human services area.

Part II, Final Report: Using the information from this research paper, the student will complete a final paper (10-12 pages) on strategy to present the topic within the organization, discuss the impact on the agency, evaluate the need for change, and develop an **“Implementation Plan”** for addressing the issue within the organization.

Assignment # 4 – Oral Presentation on Final Report (20%)

Each student will be required to present a 5-10 minute formal presentation to the class on their **Agency Profile and Issue Analysis Report and Plan of Action**, or their **Management Research Report and Implementation Plan**. The presentation format is that of an appearance before a policy-making or management/governing body to discuss your report and plan, and respond to any questions for clarification and expansion.

GRADING

The course assignments will consist of the assigned and supplemental readings, mini macro practice memos, class participation, two (2) written papers, and an oral presentation. All students are expected to complete the assignments as required. The values of the course assignments are:

➤ Mini Macro Practice Memos.....	20%
➤ Mid-Term Report.....	30%
➤ Final Report.....	30%
➤ Oral Presentation.....	20%
	100%

*Late papers are graded down one half grades (e.g. B to B-). Papers that are re-done can go up only one grade (e.g. C to B).

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100	90-92	87-89	83-86	82-80	77-79	73-76	70-72	67-69	63-66	60-62	<60
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.0	<i>Assigned value for calculation of grade point averages.</i>

ACADEMIC POLICIES AND STANDARDS FOR PERFORMANCE

All students receive copies of the MSW Program Student Handbook and the Loma Linda University Student Handbook upon admission to the University and program. Students are held responsible for becoming familiar with the policies contained in these documents. Specifically, students need to know and understand the academic policies that guide their classroom and practicum experiences. These include but are not limited to policies for assignment standards, late assignments, attendance, identification of codes for course assignments, and academic dishonesty. Students should address any questions they may have regarding these policies to the Department's Academic Standards Committee.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY

If you are an individual with a certifiable disability and need to make a request for reasonable accommodation to fully participate in this class, please visit the Dean's Office of your school. To view the Disability Accommodation Policy please go to: <http://www.llu.edu/llu/handbook/6e.htm>

ACADEMIC INTEGRITY POLICY

[Sample; pending approval of a university-wide policy] Acts of dishonesty including theft, plagiarism, giving or obtaining information in examinations or other academic exercises, or knowingly giving false information are unacceptable. Substantiated violations are to be brought before the dean for disciplinary action. Such action may include, but is not limited to, academic probation or dismissal from the program. To view the Standards of Academic Conduct Policy please visit: <http://www.llu.edu/llu/handbook/6r.htm>

Option A – Agency Profile and Issue Analysis Report Part I, Mid-Term Paper

Preparing the Report: This agency report summarizes in 10-12 pages of written text, why an organization exists, what it is trying to accomplish, and how it will go about doing so. Its audience is anyone who wants to know the organization's most important ideas, issues, priorities, and strategies: board members, staff, volunteers, clients, funders, other organizations, etc. It is a document that should offer edification and guidance -- so, the more concise and ordered the document, the greater the likelihood that it will be used, and that it will be helpful in understanding the administrative and program operations of the organizations. Below is a standard format for writing this report. **The report must have a Table of Contents, and each page must be numbered.**

- I. **INTRODUCTION** - In at least two pages, this section should summarize the text of the report; it should reference the mission of the agency; highlight the long-range goals and objectives (what the organization seeks to accomplish); overview of the services and programs, and identified any critical operational issues within the organization. It should also discuss the process for preparing the report. From this summary, readers should understand what is most important about the organization.
- II. **MISSION STATEMENT** - These statements should stand alone on a page by themselves without any introduction.
- III. **HISTORY AND PROFILE** - In three to four pages, describe the history and structure of the organization (key events, triumphs, changes over time, services and programs, administrative structure, governance, funding, etc.) so that the reader can understand the profile of the agency.
- IV. **GOALS AND PROJECTED OUTCOMES** - This is the heart of the organization! Goals and measurable outcomes are your "action plans", stating what the organization intends to accomplish over the next several years using the vision and mission statements as guides.
- V. **CRITICAL ISSUES** - This section (two to three pages) should detail the strategic thinking behind the development of the "action plans" for the organization. That is, discuss the organization's strengths, weaknesses, opportunities and threats. What are the specific organizational issues that may impede achievement of the goals and objectives?
- VI. **CONCLUSION** – What are the next steps? Identify one of the issues, and provide a brief discussion on suggested action strategies for dealing with this issue within the organization.
- VII. **APPENDICES** - This section includes supportive information and documentation that would enhance the reader's understanding of the report.

Option A – Part II Final Report: "Change From Within"

Using the information from the "critical issues and strategies" section as discussed in your initial report, write a 10-12-page final report on an issue within the organization that you would like to address. Your final report should examine one or more of the following five specific areas:

1. **People Factors:** attitudes, leadership skills, communication skills, supervision, training, compensation;
2. **Structural Factors:** organizational controls, policies and procedures, fiscal/funding, planning, quality assurance;
3. **Technological Factors:** equipment and support that assist the agency staff in meeting their job functions and responsibilities;
4. **Governance Factors:** Decision-making process, Board of Directors, management structure, consumer/client/staff participation;
5. **Community Factors:** Community acceptance, involvement, and support; image and credibility, collaboration and partnerships;

Your final report should be in the following format (Please include a Table of Contents and number the pages):

- I. **INTRODUCTION** – Give an overview of your final report.
- II. **THE CHANGE OPPORTUNITY** - Identify the issue and discuss the background surrounding the issue, and the potential opportunity within the organization to address the issue. Identify any problems that may impede your proposed action plan.

- III. **PLAN OF ACTION** – Using planning concepts, define your proposed action plan for dealing with the issue. Write a change goal, and describe your strategies and intervention approaches you will employ in dealing with the issue. Identify who needs to be involved with your proposed action plan?
- IV. **SUPPORT FOR THE CHANGE** - Identify those that support your proposed action plan, and those who may be resistant to the plan. Explain how you will use the support to implement your plan, and how you intend to minimize resistance. Did you have to make adjustments to your initial planning?
- V. **ASSESSMENT & EVALUATION** - What are your proposed outcomes and expectations if your proposed plan is implemented by the agency? What is your assessment on the capacity of the organization to implement your proposed plan? Who will be responsible for monitoring the “Action Plan”? How will progress with the action plan be communicated to staff and other key stakeholders?
- VI. **CONCLUSION** – Describe the experiences you gained as a result of preparing this report.

Option B - Management Research Report
Part I, Mid-Term Paper

This is a 10-12-page report in which you will research a topic of your special interest in the area of human services administration. It is intended as an opportunity to select a management or organizational issue you wish to pursue or develop for increase knowledge, and possible implementation at your internship (employment) agency. Specifically, it may be a topic you have limited knowledge about or experience in and wish to learn more about it before you recommend consideration at your agency. Or, you may select a topic that you already have expertise in and want to research and advance your knowledge to a higher level.

- I. **INTRODUCTION** - Identify a topic of interest and get concurrence from your agency. Examples of potential topics re: women in management, management-labor relations, program planning, cultural competency, hiring and retention of employees, fundraising, sexual harassment, developing a training program, developing a volunteer program, power and authority of a social work manager, community and consumer participation, decision-making within the organization, etc. In this section introduce the reader to your topic and discuss your special interest in the issue, why the agency feels this issue needs to be addressed by the organization, and how it fits your expectations for competent human services management.
- II. **THE BODY OF THE REPORT** should include the following components (The Report must include a Table of Contents, and all pages should be numbered):
 - A. The focus of your research and inquiry
 - B. Background and historical aspects of the issue
 - C. The management and/or program status and function of the issue within the organization
 - D. Discuss how the management literature characterizes the issue
 - E. Use any facts, concerns, problems or statistics relevant to your topic
- III. **CONCLUSION** – Describe the benefits to the organization, and discuss your initial planning, and implementation strategy for addressing the issue within your agency.

Option B - Issue Implementation Plan
Report II, Final Report

Using the topic you researched in your mid-term report, write a 10-12-page final report about the implementation plan and process you will use to address your issue within your organization. Your report should include further examination of the issue components, and its affect within the organization. Select one component of the issue for implementation, i.e., if the topic is conflict management, address it to co-workers, or mid-managers, or supervisors, or training of staff. Use management planning concepts for strategy formulation and development of

your proposed implementation plan. **Please follow the Option A Format, “Change from Within” for completing your final report.**

Loma Linda University
All Undergraduate & Graduate Programs
Requirements for the Appropriate Use of PHI
Addendum to Syllabus, Prospectus Guidelines or other Program Material

- Applicability:** All Students (LLU Students in all schools/programs & Non-LLU Students)
- Purpose:** To provide guidance and establish clear expectations for students regarding the appropriate access to and use of protected health information (PHI) during course studies and related program activities.
- Scope:** PHI or Protected Health Information. Under the Health Insurance Portability and Accountability Act (HIPAA), patient health information is protected. Patient health information is considered protected if any of the identifiers listed under “List of Patient Identifiers” below is attached to health data.

Requirements & Expectations

PHI may be accessed and used under the direction of the instructor for learning and education within the student’s formal field of study. In a course where PHI is needed to enhance and promote learning, students are allowed to access or use PHI in a manner consistent with expectations of the course and within the limits of information that would otherwise be accessed or used in the role of a licensed professional within the student’s formal field of study.

While in the possession of PHI belonging to LLU or its affiliates, students must assume legal responsibility and provide necessary security means to ensure data integrity and patient confidentiality. PHI stored on electronic portable devices e.g., laptops, PDA’s must be password protected and encrypted. PHI must be encrypted when transferred via the Internet.

If PHI is not required to meet course objectives, accessing PHI via any means (including but not limited to access to hardcopy patient charts, computers, downloading of data to electronic devices (portable or otherwise) via USB ports, flash drives, and transferring data to LLU or non-LLU email accounts e.g., Yahoo, AOL, or other means), is strictly prohibited.

Students must adhere to all outlined guidance for the proper access to and use of PHI. Non-adherence to the requirements or established expectations regarding the access to, use or disclosure of PHI is subject to disciplinary action.

1. Access to PHI

Access to PHI must be within approved methods/channels (e.g., Health Information Management (HIM) Department) established by the hospital or entity holding the PHI. Students granted system access are only allowed access to PHI when necessary to fulfill required course objectives (e.g., rotations, patient care and treatment). Students must not use system access for any other purpose.

2. Minimum Necessary

Minimum necessary applies to any access to PHI. Minimum necessary means that students must only obtain the information necessary to complete the required course objective. The required course objective will be defined class by class by instructors and listed in the class syllabus.

3. De-Identification

Any PHI that is obtained to meet a required course objective must not leave the hospital or the entity holding the PHI. Only de-identified data can be removed from the facility. Students must obtain permission from the hospital or entity holding the data to access PHI for de-identification purposes. See the “List of Patient Identifiers” section below for the fields that must be removed in order to de-identify data. Copies of PHI can only

be made with written approval by the entity holding the data. The written approval must include acknowledgement by the authorizing individual of the specific purpose of use of copies. Copies of PHI must be de-identified prior to leaving the hospital or entity.

4. Case Studies involving Patients

If a unique case is described that may identify an individual to the general public simply by describing the disease or the unique treatment received, authorization from the patient is required prior to disclosing the information as part of a published article, meeting abstract, or any other form of public presentation.

IRB-approved recruitment practices should be followed in order to contact a patient or patients to acquire their authorization for disclosure of information for a case report. For example, if the case is being researched or presented by someone other than the treating physician, then the initial contact should be made by, or at least in collaboration with, the clinical department that treated the patient and with whom the patient is familiar. For further guidance on recruitment practices, see section VIII of the LLU Researcher's Guide to HIPAA, which can be found at <http://research.llu.edu>.

5. Research

Research protocol/studies must be reviewed/approved through the Institutional Review Board (IRB). Visit the Office of Sponsored Research (OSR's) website (<http://research.llu.edu>) for special requirements associated with conducting research.

6. Other Publications

Students must not use PHI in any publication without a valid written authorization and approval from the following: Dean of School, Legal Counsel and Compliance.

7. Photographs

Photographs must not be taken of patients or any proprietary information (e.g., equipment, facilities) without obtaining appropriate consents and/or authorizations. If photographs are required for coursework, students must obtain documentation from the instructor that photographs are needed and must follow entity specific policy for taking photographs. For patient photographs, written authorization to use or disclose the photograph must be obtained from the patient in addition to obtaining written consent to take the patient's photograph. All consent/authorization forms used must be approved forms currently in use by the hospital or facility in which the photograph is taken. Note: The term "photograph" means any motion picture or still photography in any format, as well as video/digital tape, disc, or any other mechanical or electronic means of recording and reproducing images, including cell phones.

8. Disclosure

PHI accessed/learned/obtained from LLU or its affiliated entities must not be shared in any way with family members, friends, fellow students, other trainees or any other individual. Family/friends that come to visit may not visit in areas where PHI is easily accessible. Note: For patient care and training purposes, PHI can be shared with those that have a need to know in order to meet patient care and training objectives.

9. Disposal and Destruction of PHI

Immediately upon completion of its intended use, PHI that will not be placed in the patient medical record must be shredded. Destruction of PHI on media such as, but not limited to, CD or diskette must be handled in accordance with entity specific policy to ensure proper destruction.

10. Incident Reporting

Students must report incidents of potential privacy or security breaches immediately to their instructor or Program Director. Potential privacy or security breaches include but are not limited to events or incidents that may result in compromised patient data, loss/theft of patient chart(s) or electronic devices which store patient data, and possible harm to a patient due to use/disclosure of PHI in a manner contrary to stated guidance for the proper access to and use of PHI.

List of Patient Identifiers to be Removed for De-Identification

To de-identify data, the following fields for the patient and of the patient's family or employer must be removed:

<i>List of Patient Identifiers</i>	
Names	Health plan beneficiary numbers
Addresses (geographic subdivisions smaller than a state)	Account numbers
Zip codes	Certificate/License Numbers
All elements of dates (except year) (e.g. birth/death; admission/discharge)	Vehicle identifiers/Serial numbers (e.g., driver's license numbers)
All ages over 89 and all elements of dates (including year)	Device identifiers
Telephone Numbers	Web Universal Resource Locators (URLs)
Fax Numbers	Internet Protocol (IP) address numbers
Email addresses	Biometric identifiers, including voice and finger prints
Social security numbers	Full face photographic images and any comparable images
Medical record numbers	Any other unique identifying number, characteristic, or code (e.g., birthmarks, tattoos, identifying anomalies)

**SOCIAL WORK 671 Foundation Practice V: Social Work Administration
COURSE SCHEDULE**

WEEK ONE-March 27, 2007

Introduction to the Course and Human Services Management

- Introductions
- Review of Syllabus
- Discussion of Readings and Course Assignments
- Introduction to Human Services Management
- Simulation

WEEK TWO-April 3, 2007

What is Human Services Management

- What is Social Work Administration
- Human Services Manager and Administrator
- Characteristics and Values of Human Services Administration
- Ethnicity in Management
- Functions of Human Services Management
- Attitudes of the Administrator

READINGS/ASSIGNMENTS (REQUIRED):

Lewis, J.A., Lewis, M.D., Packard, T., & Souflee, F., (2001). *Management of human service programs*, (3rd ed.), Belmont, CA, Brooks/Cole

Chapter 1: "What is Social Work Administration"

Skidmore, R.A., (1995). *Social work administration: Dynamic management and human relationships*, (3rd ed.), Needham Heights, MA, Allyn Bacon

Chapter 2: "Social Work and Management"

Chapter 3: "The Social Work Administrator."

READINGS/ASSIGNMENTS (RECOMMENDED):

Brody, R. (2005). *Effectively managing human service organizations*. Thousand Oaks, CA: Sage Publication.

Chapter 1: Leading the Organization, pp. 3-19.

Weinbach, R.W. (2003). *The social worker as a manager: A practical guide to success* (4th ed.). Boston: Allyn & Bacon.

Chapter 1: Definitions and assumptions, pp. 3-20.

Chapter 2: The context of human services management, pp. 21-46.

Chapter 3: Historical Origins of Current Management Theories.

WEEK THREE-April 10, 2007

Theories of Human Service Organizations

- Organization and Systems for Services
- Classical Theories
- Structural Factors in Organizations and Roles of Social Workers
- Organizational Ethics and Values
- Developing a Mission Statement, Vision Statement, and Agency Purpose, Writing Objectives

READINGS/ASSIGNMENTS (*REQUIRED*):

Lewis, J.A., Lewis, M.D., Packard, T., & Souflee, F., (2001). *Management of human service programs*, (3rd ed.), Belmont, CA, Brooks/Cole

Chapter 4: "Organizational Theory for Human Service Organizations"

Skidmore, R.A., (1995). *Social work administration: Dynamic management and human relationships*, (3rd ed.), Needham Heights, MA, Allyn Bacon

Chapter 8: "Organization for Services"

WEEK FOUR – April 17, 2007

Organizational and Administrative Management

- Managing Programs and People
- Staff Diversity
- Stress Management
- Managing the Environment
- Meeting Management
- Communication in Administration
- Conflict Management and Resolution

READINGS/ASSIGNMENTS (*REQUIRED*):

Lewis, J.A., Lewis, M.D., Packard, T., & Souflee, F., (2001). *Management of human service programs*, (3rd ed.), Belmont, CA, Brooks/Cole

Chapter 12: "Meeting the Challenge of Organizational Achievement."

Skidmore, R.A., (1995). *Social work administration: Dynamic management and human relationships*, (3rd ed.), Needham Heights, MA, Allyn Bacon

Chapter 13: "Communication in Administration."

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Brody, R. (2005). *Effectively managing human service organizations*. Thousand Oaks, CA: Sage Publication.

Chapter 9: "Humanizing the Organization;"

Chapter 13: "Making Meetings Productive;"

- Chapter 14:** "Communication and Conflict;"
Chapter 15: "Team Building and Coalition Building;"
Chapter 16: "Working with a Board of Trustees."

WEEK FIVE-April 24, 2007

The Planning Process; Problem & Issue Assessment

- Why Plan
- Strategic Planning and Long-Range Planning in Organizations
- Strategic Thinking and Strategic Management
- Values That Support Successful Strategic Planning
- Program Design
- Competitive Analysis of Programs, Evaluating Strengths and Weaknesses
- Opportunities and Threats Within the Organization
- Assessing
- Implementing Strategies & Plans

READINGS/ASSIGNMENTS (REQUIRED):

Lewis, J.A., Lewis, M.D., Packard, T., & Souflee, F., (2001). *Management of human service programs*, (3rd ed.), Belmont, CA, Brooks/Cole

Chapter 3: "Planning and Program Design"

Chapter 11: "Leading & Changing Human Service Organizations"

Skidmore, R.A., (1995). *Social work administration: Dynamic management and human relationships*, (3rd ed.), Needham Heights, MA, Allyn Bacon

Chapter 4: "The Planning Process"

READINGS/ASSIGNMENTS (RECOMMENDED):

Brody, R. (2005). *Effectively managing human service organizations*. Thousand Oaks, CA: Sage Publication.

Chapter 3: "Strategic Planning"

Chapter 4: "Implementing Action Plans,"

Chapter 5: "Problem-Solving."

Weinbach, R.W. (2003). *The social worker as a manager: A practical guide to success* (4th ed.). Boston: Allyn & Bacon.

Chapter 4: "Influencing By Planning"

WEEK SIX-May 1, 2007

Part I, Mid-Term Reports Due for Instructor Review and Feedback

Staffing and Personnel Management

- Principles of Supervision
- Hiring Practices
- Staff Development
- Valuing Diversity
- Promoting Work Performance and Accountability
- Controlling Staff Behavior
- Staff Evaluations

READINGS/ASSIGNMENTS (*REQUIRED*):

Lewis, J.A., Lewis, M.D., Packard, T., & Souflee, F., (2001). *Management of human service programs*, (3rd ed.), Belmont, CA, Brooks/Cole

Chapter 6: "Developing and Managing Human Resources;"

Chapter 7: "Building Supervisory Relationship."

Skidmore, R.A., (1995). *Social work administration: Dynamic management and human relationships*, (3rd ed.), Needham Heights, MA, Allyn Bacon

Chapter 15: "Staffing;"

Chapter 16: "Supervision - A Two-Way Process;"

Chapter 17: "Staff Development."

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Brody, R. (2005). *Effectively managing human service organizations*. Thousand Oaks, CA: Sage Publication.

Part III: "Enhancing Employee Productivity:" Chapters 6, 7, 8, & 9

Part IV: "Supervising Staff, Assessing Performance, and Providing Rewards:" Chapters 10, 11, & 12.

Weinbach, R.W. (2003). *The social worker as a manager: A practical guide to success* (4th ed.). Boston: Allyn & Bacon.

Chapter 6: "Promoting Work Performance;"

Chapter 7: "Staff Evaluations and Personnel Actions;"

Chapter 9: "Controlling Staff Behavior."

WEEK SEVENTH-May 8, 2007

Financial Management and Accountability

- Budgeting Process
- Financial Planning
- Cutback Management

- Budget Types
- Managing Multiple Funding Sources
- Evaluating Human Services Programs
- Preparing Effective Proposals
- Information Systems

READINGS/ASSIGNMENTS (*REQUIRED*):

Lewis, J.A., Lewis, M.D., Packard, T., & Souflee, F., (2001). *Management of human service programs*, (3rd ed.), Belmont, CA, Brooks/Cole

Chapter 8: "Managing Finances to Meet Program Goals"

Chapter 9: "Designing and Using Information Systems"

Chapter 10: "Evaluating Human Service Programs."

Skidmore, R.A., (1995). *Social work administration: Dynamic management and human relationships*, (3rd ed.), Needham Heights, MA, Allyn Bacon

Chapter 6: "Financial Management;"

Chapter 7: "Accountability and Evaluation."

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Brody, R. (2005). *Effectively managing human service organizations*. Thousand Oaks, CA: Sage Publication.

Part VI: "Enhancing Agency Survivability:" Chapter's 17, 18, 19, 29, and 21.

Martin, L.L., (2001). *Financial management for human service administrators*. Needham Heights, MA, Allyn Bacon

Chapter 1: "The Importance of Financial Management"

Chapter 7: "Budgeting and Budget Systems"

Chapter 12: "Government Contracts and Grants."

WEEK EIGHT-May 15, 2007

Leadership and Community Relations

- Leading the Organization
- Theories of Leadership
- People of Color and Leadership
- Women and Leadership
- Leadership Skills and Competencies
- Diagnosing Your Leadership Style
- Community Social Work Processes
- Interagency Coordination
- Community Relations

READINGS/ASSIGNMENTS (*REQUIRED*):

Skidmore, R.A., (1995). *Social work administration: Dynamic management and human relationships*, (3rd ed.), Needham Heights, MA, Allyn Bacon

Chapter 9: "Committee and Board Operation"

Chapter 10: "Leadership"

Chapter 14: "Community Relations"

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Brody, R. (2005). *Effectively managing human service organizations*. Thousand Oaks, CA: Sage Publication.

Chapter 1: "Leading the Organization."

Chapter 20: "Working with board of trustees", pp.402-424

Weinbach, R.W. (2003). *The social worker as a manager: A practical guide to success* (4th ed.). Boston: Allyn & Bacon.

Chapter 10: "Leading."

WEEK NINE-May 22, 2007

Management Function-Promoting Teamship

- Definition of teamship
- Relation between attributes of team members and group dynamics
- Communication
- Conflict
- Negotiation
- Compromise
- Cooperation
- Effects of ethnic and gender differences on group dynamics

READINGS/ASSIGNMENTS (*REQUIRED*):

Skidmore, R.A., (1995). *Social work administration: Dynamic management and human relationships*, (3rd ed.), Needham Heights, MA, Allyn Bacon

Chapter 11: "The Nature of Dynamic Teamship"

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Brody, R. (2005). *Effectively managing human service organizations*. Thousand Oaks, CA: Sage Publication.

Chapter 18: Improving communications and handling conflicts, pp. 362-383.

Chapter 19: Team building and coalition building, pp. 384-401.

WEEK TEN & ELEVEN-May 29 & June 5, 2007

Oral Presentations & Questions on Final Report

Final Part I (Mid-Term) & Part II (Final) Reports Due

Have a Wonderful Spring Quarter!!!