SEMINAR IN ADVANCED SOCIAL WORK PRACTICE WITH FORMAL ORGANIZATIONS

INTRODUCTION TO COURSE AND INSTRUCTOR

You can be introduced to the course and instructor by accessing the class Canvas website.
https://fresnostate.instructure.com/courses/6830/assignments/syllabus

SYLLABUS FOR SEMINAR IN ADVANCE SOCIAL WORK PRACTICE WITH FORMAL ORGANIZATIONS (SWRK 246)	
Semester: FALL 2019	Program/Department: Department of Social Work Education California State University, Fresno
Course Name: Seminar In Advance Social Work Practice With Formal Organizations	Instructor Name:
Units: 2	Office Location:
Time:	E-Mail:
Location:	Telephone:
Website:	Office Hours:

Course description: SWRK 246 is an advanced social work practice course within the multi-systems concentration. This course is designed to promote an in-depth understanding on the part of students, of the settings, roles, functions and processes essential to the effective and competent execution of administrative service. The linkage of social service and professional social work to the Departmental mission promoting social justice and cross-cultural awareness is emphasized. The course makes explicit reference to the historical development of social work administration (drawing from the foundation courses in social policy). Course readings and written assignments are complemented by classroom discussion of field practicum experiences and simulations to maximize the synthesis of the comprehension of knowledge and the demonstration of application of skill. Course content includes comprehensive coverage of: personnel management, leadership and conflict management, program and organizational planning including budgeting, implementation, program evaluation, planned innovation, and supervision.

 Prerequisites for the course: SWRK 203, 213, 221, 261, 281, and concurrent enrollment in SWRK 224, 225, and 282

Required Course Materials

Hardina, D., Middleton, J., Montana, S., & Simpson, R. (2006). An empowering approach to managing social service organizations. New York: Springer

Lencioni, P., (2005). Overcoming the five dysfunctions of a team. San Francisco: Jossey-Bass

Lencioni, P., (2002). The FIVE Dysfunctions of a TEAM. San Francisco: Jossey-Bass (Optional)

COURSE SPECIFICS

COURSE GOALS

1.   To apply social work values and ethical principles that promote advocacy for social justice, cultural competency, and empowerment within the context of an organization setting.

2.   To accurately assess within the context of a multi-systems approach and a theoretical framework, client needs, the organization's external environment, and the organization's internal strengths and weaknesses and develop appropriate service delivery plans.

3.   To understand and apply within the context of a multi-systems approach sound management practices for organizational leadership, staff supervision, resource allocation, team-building program development, external relations, and evaluation.

Learning Outcomes

Students will demonstrate in discussion, class presentation, written assignments and group projects the ability to:

1.1   Develop familiarity with the application of ethical social work principles in social service organizations and become committed to a style and structure of administrative practice which include all levels of organization participants in policy and program development.

1.2   Define the concept of cultural competency in organizations and identify techniques that can be used to recruit and maintain diverse staff and clientele.

1.3   Advocate for changes in programs and policies including assessing, strategy selection, strategy implementation and evaluation in order to improve service delivery and achieve social justice.

2.1   Understand the interconnections between individual, group, family, community, and socio-political systems and the organization in perpetuating or ameliorating the problems and/or marginalization of individual clients.

2.2   Apply organizational theories and management models to the assessment of the internal and external environments and the use of power and empowerment in an organization for the purposes of organizational maintenance or organizational innovation and planned change.

2.3   Develop an intervention plan for an organization to use that will improve service delivery, increase consumer access or participation, increase the motivation or skills of staff members, or help the organization adapt to demands of its external environment that includes the identification of theory of action, program goals, objectives, time-lines, and a budget.

3.1   Identify strategies to help an organization control its external environment including, leadership, budgeting, fundraising, marketing, personnel management, collaboration, networking, and community development, planning and organizing techniques.

3.2   Utilize social work relationship building and engagement skills to participate in organization teams, task groups, or inter-organizational collaboration.

3.3   Develop an evaluation plan to assess program processes and outcomes. Choose among a variety of evaluation types (e.g. formative, summative, outcome, process, implementation analysis) in response to situational demands, research questions, and resource availability. Understand how the type of evaluation determines the data collection methods (quantitative or qualitative) to be utilized.

Examinations and Major Assignments

Organization Assessment (Common Assignment): Students are required to conduct an assessment of an organization (either their field agency or place of employment). The assessment must be conducted using a specific theoretical framework or practice model selected by the student. The paper should include a description of this framework, the identification of an organizational problem, and an analysis of the origins of the problem using data from personal interviews, content analysis of organization documents, surveys or data collected using standardized instruments, and observation. The paper should also include a goal that will be achieved through resolution of the problem; a preliminary plan for addressing the problem, and criteria for assessing whether the goal has been achieved.

Mini-Assignment on Organizations and Teaming: Using the Five Dysfunctions Team Assessment write a 2-3 page paper addressing the following:

- Analyze a team you are on currently at work (or were on recently) at your work/field placement.

- Does the team have any of the 5 dysfunctions?

- If not, why not?

- If it does have some of the dysfunctions, why does it have them?

- What actions could you take to address the dysfunction and improve the team?

- Turn in your completed Five Dysfunctions Team Assessment with your paper.

(This is an observation/activity paper that does not require references)

Organizational Plan (Common Assignment): Develop a plan for an organization to use that will improve service delivery, increase the motivation or skills of staff members, or help the organization adapt to demands of its external environment. Types of plans can include: funding proposals, program design, cultural competency plans, performance evaluation plans, or marketing plans. Plans should include the following items: a list of goals and objectives, evaluation criteria, budgets, potential funding sources, a narrative describing the how the program or plan's theory of action (how it will work), and a time-line that lists major program activities.

Extra Credit:

Students can earn up to 10 points on the final grade by completing extra credit assignments posted on Canvas for this course.

Attendance:

All students are expected to attend class on a regular basis and be actively involved in the exercises during each class.

Grading

There are three assignments for this class: an organization assessment, activity/observation paper and an organization plan. You will be expected to use information from your field agency to complete the assignments. These assignments are "linked" to assignments that you will be expected to complete for your field instructor. Each of the three assignments is "practice-oriented" rather than "theoretical." If you cite authors or make refer to agency reports or documents, citations must be included in a reference list (see APA formatting information below).

Final grades will be based on accumulated points from each assignment. Grades will be based on the following point spread:

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
50 – 59	F

C, D, & F papers may be rewritten.

All papers must be typed and double-spaced. Papers should be well written. APA format must be used. The two primary components of APA are in-text citations and the reference list. An "A" paper must address all the issues listed in the assignment. .

Course Policies & Safety Issues

Attendance: Attendance will be taken during each class. Excused absences will be granted for reasonable cause if the instructor is notified in advance prior to the absence. Points will be deducted from the student's attendance grade for unexcused absences.

Late Papers: The instructor will accept late papers for reasonable cause. However, instructor permission to submit the paper late must be obtained prior to the designated due date.

Rewritten Papers: Poorly written or incomplete papers, graded "C" or lower, may be rewritten and resubmitted by a due date assigned by the instructor. Students can receive an "A" on rewritten papers. However, rewritten papers must demonstrate evidence of original work and comply with all the expectations outlined in the assignment.

Use of electronic devices (pagers, cell phones, laptops, etc.): To minimize class disruptions, please turn these devices off during the class. If you are required to be "on-call," please advise me at the beginning of class, turn off the "audio," and sit near the door, so you can exit with minimal disruption to the class. Please advise me if you would like to use your laptop in class, record the lecture etc. Web-surfing and "fact-checking related to discussion and/or lecture is encouraged……but please, no games, Facebook, Messenger, etc.

You may want to include a statement describing appropriate behavior in your classroom, especially if your course includes student discussion of sensitive issues. The University Policy on Disruptive Classroom Behavior (APM 419) is well worth reading and can be found in the Class Schedule and the Academic Policy Manual. In addition to defining disruptive behavior and

detailing formal procedures for dealing with it, the policy contains a useful description of the learning environment.

Tentative Course Schedule

Following are schedules showing class meeting dates for Fall 2019. "*The course schedule is subject to change in the event of extenuating circumstances.*"

Tentative Course Schedule
Fall 2019

	Date	Topic	Reading Assignment
1	Thurs., Aug 22	Introduction	Lencioni, P., (2002). *The five dysfunctions of a team.*
2	Thurs., Aug 29	Introduction (continued)	Hardina, Middleton, Montana, & Simpson, Chapter 1 & 2
3	Thurs., Sept 5	Theories of Organizations (Part 1)	Hardina, Middleton, Montana, & Simpson, Chapters 3, 4 NASW Code of Ethics. Download from http://www.naswdc.org.
4	Thurs., Sept 12	Theories of Organizations (Part 2)	
5	Thurs., Sept 19	Organizational Structure & Ethical Practice: Advocating for Change	Hardina, Middleton, Montana, & Simpson, Chapter 11 Leung, T. (2011). Client participation in managing social work service – An unfinished quest. *Social Work, 56*, 43-52.
6	Thurs., Sept 26	The "World" of Private Non-Profits	Hardina, Middleton, Montana,& Simpson, Chapter 5

7	Thurs., Oct 3	Program Design (Part 1) **Assignment #1 Due (Organization Assessment)**	Hardina, Middleton, Montana, & Simpson, Chapter 6
8	Thurs., Oct 10	Program Design (Part 2)	Hardina, Middleton, Montana, & Simpson, Chapter 7
9	Thurs., Oct 17	Administrative Leadership Models of Supervision	Hardina, Middleton, Montana, & Simpson, Chapter 8 Zhou, S. (2019). *Social work supervisory transition:From frontline to supervisor* (Doctoral dissertation). University of Houston: Houston, Texas
10	Thurs., Oct 24	Staff Motivation	Hardina, Middleton, Montana, & Simpson, Chapter 9
11	Thurs., Oct 31	Team-Building	Hardina, Middleton, Montana, & Simpson, Chapter 10 The "Thin Book of Trust"
12	Thurs., Nov 7	Continuous Quality Improvement (CQI); Resource Development, Grant-writing, and Budgeting **Assignment #2 Due (Organizations and Teaming Paper)**	Hardina, Middleton, Montana, & Simpson, Chapter 12 Foundation Center, Proposal writing course. Download from: Nonprofit Works http://www.nonprofitworks.com/downloads/
13	Thurs., Nov 14	Using Program Evaluation to Empower Clients and Staff	Hardina, Middleton, Montana, & Simpson, Chapter 13
14	Thurs., Nov 21	External Relations: Developing Organizational Power	Hardina, Middleton, Montana, & Simpson, Chapter 14

	Thurs., Nov 28	**Thanksgiving No Class**	
15	Thurs., Dec 5	The Empowering Model of Management: Is it Realistic? **Last Day of Instruction**	Hardina, Middleton, Montana, & Simpson, Chapter 14

Finals week	Days	Dates
Final Exam Preparation & Faculty Consultation Days:	Thursday and Friday	Dec 12 – 13
Final Semester Examinations	Monday – Thursday	Dec 16 – 19
Final Exam in this course **Final Assignment Due (Organizational Plan)**	Thursday	Dec 19