Angelo State University  
Department of Social Work  
SWK 6365: Social Work Administration and Management

Course Dates, Time, and Location

Fall Semester, 2019: August 26 2019 to December 13, 2019  
MWF at 8:00 to 8:50 HHS 106 Section 010

Instructor Contact Information

Thomas W. Starkey, Ph.D., LCSW  
Associate Professor  
HHS Building, Office 224J  
Office Phone: 325-486-6130  
E-Mail: tstarkey@angelo.edu

Office Hours:  
TR 8:00 am to 12:00 pm & MW 8:00 am to 10:00 am

- Please note that emails received after 6 p.m. will be answered the following morning.

Recycling and sustainability: Please consider if it is necessary to print the syllabus. If so, please help our fragile environment by recycling this paper when finished. Thank you!

Course Description

This course is designed to provide the knowledge and skills required of social workers identified as managers; this includes first-level supervisors on through directors of public or private human services organizations. Students will also review topics that are typically exclusive to higher level managers such as board functioning and board management.

Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, and Skills

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies, designed to eliminate oppressive structural barriers to ensure social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

**Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their
practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of
inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional and inter-organizational collaboration.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

**Required Texts:**

ISBN: 978-0-205-95791-0

**Required Readings:**
- NASW Code of Ethics
- Texas Board of Social Work Examiners webpage (Code of Conduct & Scope of Practice)

**NOTE:** All assignments submitted in this course are to be written in strict accordance with the *Publication Manual of the American Psychological Association* (6th ed.).

**Grading Information**

**Grading Scale:**

- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- 59 or Below = F

**Point Values, Description of Assignments and Examinations, and Associated Practice Behaviors:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Application Papers</td>
<td>35%</td>
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<tr>
<td>Presentation – Mock Interview</td>
<td>25%</td>
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Application Papers

Students will write 3 short papers related to the application of specific skills from the chapters.

**Application 1:**

You are the director of a new program for the treatment of adolescent eating disorders. You are a believer in participative management methods. Which of the following decisions should be made with input from the professional staff? Should they be asked to even discuss it and make recommendations? Please include answers to the following in your 2-3 page (not including title and reference pages) write up.

1. Who should be interviewed about the new program by a reporter for the local newspaper?
2. What will be the lunch schedule for staff members?
3. What computer software should be purchased for staff use?
4. What criteria should be used for referring patients for inpatient treatment?
5. You have found $600 in the budget that can be used for additional office equipment. How should it be spent?
6. Which professional staff member should receive the title “Senior Clinician” and the $500 salary increase that goes with the title?

**Application 2:**

Assume that all of the organizations described below are large; they have way too many staff members for the director to effectively manage without some form of departmentation to divide into manageable work units. What form or forms of departmentation might work best? Why?

1. A full service organization for people who are homeless whose staff members engage in a variety of activities to help clients of all ages and both genders to become independent and able to care for themselves.
2. An agency whose mission is to serve the people defined as “frail elderly” throughout the county by offering a variety of health services in their homes.
3. An organization whose mission is to reduce fatal traffic accidents by educating drivers to the dangers of texting while driving, driving while under the influence of alcohol or other drugs, and other unsafe practices.
4. A rehabilitation center serving people who have suffered a traumatic brain injury as well as their families.

5. An organization whose mission is to help people with developmental disabilities by running several group homes, providing sheltered workshops, and so forth.

**Application 3:**

Select 2 of the following events that might occur in human service organizations and discuss what you think would be the best method or methods for a manager to address them?

1. You are the executive director of the organization. You read the online version of the morning paper and see a member of your staff quoted in an article on “glass ceilings” for women. She is quoted as saying, “Where I work, sexism is rampant. Women are overworked and exploited. No women can ever expect to advance beyond the level of supervisor.” (You believe that there is no truth to any of these accusations. The staff member is a competent and valued employee).

2. Your office manager tells you that a staff member has asked her to order 5 green notebooks of a specific brand “to help me keep my correspondence better organized.” The office manager wants to know if she should purchase them for her at a cost of $15 apiece. She tells you that her daughter attends the same school as the staff member’s son. The notebooks are exactly the ones described in a notice sent to all parents announcing that they are required for purchase by all students.

3. You are the director of an after-school youth activity center for adolescent boys. You observe that a newly hired female social worker, a recent MSW, has been showing up to work in low cut tank tops and very short skirts and has been very “flirtatious” with several of the boys. None of the other staff members dress or act this way.

4. A client called to complain about a phone call that she received. It was from her social worker’s husband. He was offering to give her a free estimate on vinyl siding for her home. After making some inquiries, you learn that the social worker (who you supervise) has provided her husband with a list of the names and phone numbers of several of her clients whose home she has visited.

5. Two different staff members have reported to you that one of your low-paid and dedicated paraprofessionals has been going through boxes of charitable donations to your agency and removed some of the better children’s clothes to take home for her granddaughter.

6. In reviewing recent financial records, you notice that one of your social workers has been billing the county Department of Social Services for 2 hours of treatment when she sees a couple together for one hour of counseling and three or more hours when she sees a family for an hour for conjoint family therapy.

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source—whether a book, journal, magazine, newspaper, business publication, broadcast, speech,
electronic media, or any other source—you must acknowledge that source. Plagiarism on the term paper will result in the student not receiving credit for her/his term paper, among other consequences.

**Interview Presentation**  

25%

Students will prepare a video presentation involving all of the skills learned in the course. The video presentation will be a mock interview for a director position at an agency of your choosing. Students are asked to support their presentations using information from scholarly resources (e.g., peer reviewed journal articles, books, creditable internet sources). An outline will be provided to the instructor (including references) via submission link. Please include the following in your video presentation:

1. Introduce yourself and outline your education and work history.
2. Discuss any supervisory experience you have (if none, you can skip this)
3. Discuss your leadership style and how you would create a positive work environment (Chapter 4)
   a. Promote teamwork
   b. Build mutual respect
4. Discuss how you would influence the day-to-day activities of your employees (Chapter 6)
5. How would you organize your staff and the tasks they are responsible for? (Chapter 7)
6. Discuss your plan to recruit and hire a diverse staff, and how you would manage diversity at the agency. (Chapter 8)
7. Discuss how you would promote a productive work environment related to individual motivation, supervision, and other factors that affect job performance. (Chapter 9)
8. Share your plan to promote professional growth, manage staff problems, manage your budget, and improve technology. (Chapters 10-12)
9. Finish by thanking the agency for the opportunity to speak with them and wrap things up in a professional manner.

**Chapter Presentation**  

20%

Each student will be assigned a chapter from the textbook and be able to present a summary of the chapter in class for 50 minutes. Students will be critiqued on their presentation style, communication ability, and knowledge of the chapter content. Students may present the chapter summary in any format they feel, such as power points, classroom activities, handouts, etc. As advanced standing MSW students, you need to be able to demonstrate command, understanding, and the ability to communicate the knowledge, values, and skills of the social work profession.
Comprehensive Exam 20%

There will be one comprehensive exam covering the material from the entire course material. Students are expected to be able to retain and apply the material from the course and this will be assessed by the use of a comprehensive exam during finals week.

Testing via Respondus™ Monitor

Access to quizzes will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

OTHER REQUIRED MATERIALS

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet Cable
- Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).

Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education.

NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed.).

Course Policies
• Please ask questions that are relevant to the course and feel free to utilize my office hours. I am here to help you and I want you to succeed.

• **Attendance Policy:** An expectation of a professional social worker is that they are present in their practice setting. The expectation for students in a social work program is that they are motivated to learn and have evidenced dedication to their studies.

There is no grade penalty for the first 3 absences (this is not an invite to miss class).
  • any additional absence will result in a loss of 10 points off of your total grade.
  • please refer to ASU policy regarding class attendance.
  • being more than 5 minutes late for class will count as an absence.

• **Late assignments** are generally not accepted and are only accepted if the reason is pre-approved by the course instructor. Any late assignment that the instructor agrees to accept will lose points at 10% per day that it is late. Any assignment submitted any time after the deadline is late. Any in-class exercise missed due to an absence will result in a zero for that exercise.

• **Make-up examinations** will be considered on a case by case basis and will only be allowed for university approved absences.

• All students are expected to follow the National Association of Social Workers **Code of Ethics**.

• Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: http://www.angelo.edu/forms/pdf/Honor_Code.pdf

• It is your responsibility to check your ASU email and Blackboard at least once daily. Assignments, clarifications, announcements, discussions, and exams will be communicated through email and blackboard. I encourage you to set up your mobile devices with the Blackboard app and to receive push alerts from your ASU email.

• Please see the course guidelines and expectations for additional information about what I expect of students.

**Persons with Disabilities**

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Additional information can be found at:
Course Schedule

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<th>Lecture Topics/Readings/Assignments</th>
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<tr>
<td>Week 1</td>
<td></td>
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<tr>
<td>Aug. 26-30</td>
<td>Review Syllabus</td>
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<td></td>
<td>Read Chapter 1: Defining and Describing Management</td>
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<td>Week 2</td>
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<td>9/2/-9/6</td>
<td>Read Chapter 2: What Makes Human Services Management Different</td>
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<td>9/2 Labor Day Holiday</td>
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<td>Week 3</td>
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<td>Student Chapter Review</td>
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<td>Week 4</td>
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<td>9/16-9/20</td>
<td>Read Chapter 4: Leading</td>
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<td>Assignment: Application Paper #1 due 9/18 end of day</td>
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<td></td>
<td>Student Chapter Review</td>
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<td>Week 5</td>
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<tr>
<td>9/23-9/27</td>
<td>Read Chapter 5: Planning</td>
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<td>Student Chapter Review</td>
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<td>Week 6</td>
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<td>9/30-10/4</td>
<td>Read Chapter 6: Influencing Day-to-Day Activities of Others</td>
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<td>Student Chapter Review</td>
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<tr>
<td>Week 7</td>
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<td>10/7-10/11</td>
<td>Read Chapter 7: Organizing People and Tasks</td>
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<td>Student Chapter Review</td>
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<td>Week</td>
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<tr>
<td>Week 8</td>
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<td>Week 9</td>
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<td>Week 10</td>
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<td>Week 11</td>
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<td>Week 12</td>
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<td>Week 13</td>
<td>11/18-11/22</td>
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<td>Week 15</td>
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<td>Week 16</td>
<td>12/9-12/13</td>
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