Course Dates, Time, and Location

Fall Semester, 2019: August 26, 2019 to December 13, 2019
Online: Blackboard

Instructor Contact Information

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ACHHS Building, Department of Social Work
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Office Hours

By Telephone, E-Mail, Skype, Blackboard Collaborate: To be Scheduled as Needed

Course Description

This advanced practice course provides students with theories and skills needed for administration of direct service staff and management skills across a variety of human service settings with an emphasis on managing competing and limited resources. Course content addresses relevant theories and models of supervision and administration. Key skills are identified which will enable students to effectively manage and create resources, develop and impact organizational policies, and serve as effective administrators and supervisors.

Prerequisites: Formal admission to the program, completed all M.S.W. foundation curriculum requirements, and be in good standing in the M.S.W. program.

Course Introduction

This course is designed to provide the knowledge and skills required for advanced social work administration and management. Often, social workers promote into leadership roles and are identified as managers at some point in their career. This may include first-level supervisors through executive level leadership in public or private health or human service organizations. In

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this course students will learn the skills related to advanced social work in this common area of practice.

**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

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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.

**Course Materials**

*Required Texts*


*Required Reading*

Texas State Board of Social Worker Examiners. (2019, May). *Rules relating to the licensing and regulation of social workers.* Retrieved from: Title 22 Texas Administrative Code Part 34, Chapter 781


*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**

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

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

Application Papers 30%

Students will write three (3) application papers, following APA style, related to the application of specific administration and management skills from the course.

Application Paper 1. Change is commonplace in health and human service organizations. You are the new Chief Executive Officer in a public behavioral health organization that is undergoing significant change after 25 years of doing business the same way. There is no strategic plan, and the staff are entrenched in the old culture of the organization. How would you lead the change effort and implement necessary changes starting from the mission to service delivery options that include adult mental health services, child and adolescent services, and crisis services? Do not consider financial resources a barrier to change. Properly cite and reference your work. With the above in mind, please include answers to the following in your proposal.

1. What is the new mission, vision, and values of the organization (no more than once sentence)?
2. Outline a strategic plan leading the organization into the next three years that includes a minimum of six goals, each with at least two objectives. Each objective should have at least two strategies to accomplish the objective.
3. What model of change would you use (the Studer Model, John Kotter’s work, etc.; you will need to research organizational change models for this item).
4. How will you achieve staff buy in on the changes you propose?
5. What would your administration look like in an organizational chart?

Application Paper 2. Assume that all the organizations described below are large; they have too many staff members for the Director to directly manage in an effective manner without some form of reorganization to divide the organization into manageable work units. What form of reorganization might work best? Why? Think about the number of staff a social work manager can directly supervise in an effective manner.

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 and their families.
5. An organization whose mission is to help people with developmental disabilities that operates several group homes, provides sheltered workshop services, and so forth.

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Application 3. Select four of the following events that might occur in health or 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 Chief Executive Officer of the organization. You realize that the organization is in a budget shortfall and there are too many nonproductive staff members. The organization has 2,500 staff positions currently on record, and you only have the budget for 2,300 staff positions. You have 150 vacancies and with 2,350 employed persons in your organization at present. How would you lead the organization in a reduction-in-force (RIF) while maintaining a positive and productive work environment?

2. Your administrative assistant tells you that a staff member has asked to order five green notebooks of a specific brand “to help me keep my correspondence better organized.” The administrative assistant wants to know if the notebooks should be purchased for the staff person at a cost of $15.00 each (the contracted Staples rate). 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, young, and inexperienced M.S.W. level social worker has been presenting for work in revealing and inappropriate clothing, and has been flirtatious with several of the adolescent clients. None of the other staff members dress or act this way.

4. A client called to complain about a phone call that she received; a call 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. In reviewing recent records, you notice that one of the social workers that you supervise (you are the TSBSWE Board Approved Supervisor of record for this social worker and the work place supervisor as well) has been documenting and billing for clients seen; however, pictures on social media are discovered, and the social worker was pictured at his child’s school event.

Interview Presentation 25%

Students will prepare a video presentation involving 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 (Chapter 4) promote teamwork and build mutual respect.

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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 that matches the population served, 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**

Students will be placed in Groups and will be assigned a chapter from the textbook. Groups will be required to record their presentations in Blackboard Collaborate. Presentations must be created as a group summarizing the chapter in a PowerPoint presentation. Students will be critiqued on their presentation style, communication ability, and knowledge of the chapter content. 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**

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

**Testing via Respondus™ Monitor**

Note: Access to exams 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 is one practice quiz: 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 this practice quiz 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. Instructional videos and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

**Other Testing-Related Materials**

- Access to a computer with either a Mac or Windows Operating System
- High speed Internet access

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• Ethernet cable (It is highly recommended by IT that you plug into a router using an Ethernet cable when testing so that you don’t lose connection by Wi-Fi drop.)
• Webcam (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](http://www.angelo.edu/distance_education)

**Technical Assistance**

If you have any technical problems associated with the test (i.e. webcam problems, lock down browser problems) you should contact the IT Department. The IT Service Department is open M-F from 8-5 and the number is (325) 942-2911. If you call any time after 5 or on the weekend, most likely you will not be able to get assistance until the following weekday, so please plan accordingly.

**Other Notes**

• Be sure to unmute your microphone; audio must be on during the testing process.
• Be sure to have a light source next to your computer monitor. If your image is dark and difficult to see during the “Student Photo” step, add lighting near the computer. Respondus Monitor is checking your image to verify identification.
• Be sure to frame your face and shoulders during the “Student Photo” step.
• Be sure to be seated in front of the webcam. When lying or reclining while trying to take the exam may prevent the webcam from continuously capturing your image.

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 any assignment will result in the student not receiving credit for the assignment, among other consequences as determined by the severity of the offense.

**Course Policies**

• Please ask questions relevant to the course and utilize my office hours. I am here to help you and I want you to succeed.
• Classroom attendance and participation is necessary and expected. Students are responsible for understanding Angelo State University’s Class Attendance Regulations, which is available on the web at: [https://www.angelo.edu/content/files/26598-2019-2020-graduate-catalog-editable](https://www.angelo.edu/content/files/26598-2019-2020-graduate-catalog-editable)
• All students are expected to follow the National Association of Social Workers [Code of Ethics](http://www.angelo.edu/forms/pdf/Honor_Code.pdf).
• 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](http://www.angelo.edu/forms/pdf/Honor_Code.pdf)

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• Make-up examinations will be considered on a case-by-case basis and will only be allowed for university approved absences.
• Late assignments are not accepted for any reason unless the reason is approved by the course instructor.

**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: [http://www.angelo.edu/services/student_life/disability.html](http://www.angelo.edu/services/student_life/disability.html)

**Course Schedule**

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<thead>
<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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| Week 1 8/26-8/30 | Course Introduction/Review Orientation Module  
Read Chapter 1: Defining and Describing Management  
Discussion Board: Self-Introduction, Due 8/29 |
| Week 2 9/2-9/6 9/2 Labor Day Holiday | Read Chapter 2: What Makes Human Services Management Different  
Chapter Presentation Sign-Up Wiki: Select a Chapter for Your Small Group Presentation, Due 9/2 |
| Week 3 9/9-9/13 | Read Chapter 3: Historical Origins of Current Management Practices  
Discussion Board: Student Chapter Review, Due 9/11 |
| Week 4 9/16-9/20 | Read Chapter 4: Leading  
Assignment: Application Paper 1, Due 9/18 |
| Week 5 9/23-9/27 | Read Chapter 5: Planning  
Discussion Board: Student Chapter Review, Due 9/25 |
| Week 6 9/30-10/4 | Read Chapter 6: Influencing Day-to-Day Activities of Others  
Discussion Board: Student Chapter Review, Due 10/2 |
| Week 7 10/7-10/11 | Read Chapter 7: Organizing People and Tasks  
Discussion Board: Student Chapter Review, Due 10/9 |

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<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment/Discussion Board Due Date</th>
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<tr>
<td>8</td>
<td>10/14-10/18</td>
<td>Read Chapter 8: Fostering and Managing Self Diversity</td>
<td>Assignment: Application Paper 2, Due 10/16</td>
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<td>9</td>
<td>10/21-10/25</td>
<td>Read Chapter 9: Promoting a Productive Work Environment</td>
<td>Discussion Board: Student Chapter Review, Due 10/23</td>
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<td>10</td>
<td>10/28-11/1</td>
<td>Read Chapter 10: Promoting Professional Growth</td>
<td>Discussion Board: Student Chapter Review, Due 10/30</td>
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<td>11</td>
<td>11/4-11/8</td>
<td>Read Chapter 11: Managing Staff Problems</td>
<td>Discussion Board: Student Chapter Review, Due 11/6</td>
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<td>13</td>
<td>11/18-11/22</td>
<td>Read Chapter 13: Other Important Management Responsibilities</td>
<td>Discussion Board: Student Chapter Review, Due 11/20</td>
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<td>14</td>
<td>11/25-11/29</td>
<td>Assignment: Interview Presentation, Due 11/26</td>
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<td>Thanksgiving: 11/27-11/29</td>
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<td>15</td>
<td>12/2-12/6</td>
<td>Read Chapter 14: Becoming and Remaining A Successful Manager</td>
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<td>16</td>
<td>12/9-12/13</td>
<td>Final Exam Week</td>
<td>Comprehensive Final Exam: Blackboard 12/9-12/11</td>
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