



UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Spring 2015

Course Title: Advanced Administrative Practice

Course Prefix/Number/Section: SOCW 6314-001/ 25656

Instructor Name: Christie Mosley-Eckler, LMSW, Adjunct Professor

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Email Address: cmeckler@uta.edu

Office Hours: before or after class

Location (Building/Classroom Number): 113 Fort Worth campus

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.

Blackboard: <https://elearn.uta.edu/webapps/login/>

A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):

Focuses on selected topics, issues, and skills for effective social work administration. Content includes leadership, worker motivation, resource development, interagency relations and managing conflict and diversity in a climate of scarce resources. Prerequisite: SOCW 6371 or concurrent enrollment.

B. Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors:

At the conclusion of the course, students will be able to demonstrate the following advanced skills and behaviors.

1. To integrate CAP theories and multiple sources of knowledge to inform intervention choice and design.

2. Apply social work ethical principles to guide professional practice with communities and organizations.
3. Evaluate Programs and use professional judgment to improve and enhance program outcomes.
4. Demonstrate cultural competence in program design, evaluation, organizational management, board function and or community relationships.
5. Apply research to inform best practice in relation to community assessment, program design, program evaluation, and or community relations efforts.
6. Assess personal strengths and areas for growth as a CAP practitioner.
7. Develop an action plan for continued growth including use of continuing education, supervision and consultation.

SOCW 6314 addresses the following MSW Community and Administrative Practice Behaviors

Advanced social workers in community and administrative practice assess personal strengths and areas for professional growth (2.1.1.1)

Advanced social workers in community and administrative practice develop an action plan for continued growth including use of continuing education, supervision, and consultation. (2.1.1.2)

Advanced social workers in community and administrative practice implement an effective decision-making strategy for deciphering ethical dilemmas in community and administrative practice. (2.1.2.1)

Advanced social workers in community and administrative practice integrate community and administrative practice models and multiple sources of knowledge to inform intervention choice and design. (2.1.3.1)

Advanced social workers in community and administrative practice demonstrate awareness of cultural competence in program design, evaluation, personnel management, board functioning, and/or community relationships. (2.1.4.1)

Advanced social workers in community and administrative practice utilize community practice models and knowledge of administrative practice to advance human rights and social and economic justice. (2.1.5.1)

Advanced social workers in community and administrative practice select and/or design intervention models to promote human rights and social and economic justice. (2.1.5.2)

Advanced social workers in community and administrative practice apply research to inform best practice in relation to community assessment, program design, program evaluation, and/or community relation efforts. (2.1.6.2)

Advanced social workers in community and administrative practice implement community and administrative practice skills to improve programs to meet those needs. (2.1.9.2)

Advanced social workers in community and administrative practice utilize essential community and administrative practice social work skills in working with organizations and communities that foster collaborations. (2.1.10a)

Advanced social workers in community and administrative practice use existing or develop community assessments in choosing or developing appropriate intervention strategies.(2.1.10b)

Advanced social workers in community and administrative practice implement community and administrative practice intervention strategies to achieve organizational goals, enhance client capacities, resolve problems, and advocate/or for clients. (2.1.10c)

Advanced social workers in community and administrative practice evaluate community and administrative practice programs and use professional judgment to improve and enhance program outcomes. (2.1.10d)

This course relates to and advances the program objectives by providing students the opportunities to meet with agency directors and identify the evidence-informed interventions in the agency. Students apply appropriate theories and interventions by taking a consulting role in preparing their class assignments. When interviewing agency executives, students have the opportunity to observe and experience issues of diversity that impact the agency's services, staffing, funding and community relations. The need for life long learning is reinforced by students becoming aware of the many challenges of agency administration and the need for agency administrators to constantly improve their skills.

C. Required Text(s) and Other Course Materials:

Brody, R. & Nair, M. (2012). *Effectively managing human service organizations* (4th ed). Thousand Oaks: Sage.

Watson L. & Hoefler, R. (2014). *Developing nonprofit and human service leaders: Essential knowledge and skills*. Thousand Oaks: Sage.

D. Additional Recommended Text(s) and Other Course Materials:

Supplemental Articles assigned throughout course.

E. Major Course Assignments & Examinations:

Executive Director/Administrator Interview: This assignment provides the student the opportunity to interview a human service Executive Director or Administrator. The following are suggested interview questions. Students are to develop additional questions for the assignment related to issues of social justice, diversity and ethical dilemmas. Each student shall prepare and submit a 7-10 page paper on the interview experience and to give a brief presentation of their experience on the discussion board. Pay special attention to the question on rewarding and joyful moments as an administrator. This is a neglected area of research. Approach this question as if you were conducting a research interview. For this question give a detailed and specific summary of the administrator's response. In the paper compare your approach to issues of social justice, diversity and ethical dilemmas as compared to the administrator you interview. You must have instructor's prior approval for the administrator you choose to interview.

(Advanced Practice Behaviors 2.1.4.1; 2.1.5.1; 2.1.5.2)

DUE: See Assignments in Blackboard

Management Consultant Paper: In interviewing an executive director/administrator, one of your tasks is to collect detailed information on a problem currently facing that administrator. Examples might include board-staff relations, lack of a sufficient funding base, staff retention, etc. Taking the role of a management consultant, you are to write a paper which addresses that specific problem in that agency. You must have at least two contacts with representatives of the agency, including the initial interview with the executive director. The additional contact should contain one contact with someone other than the executive director.

Your first step is to conduct an assessment appropriate for the identified problem. After that, your job is to research the literature for best practices surrounding this problem and write a 10-12 page paper on the topic, describing the problem as presented and the results of your assessment (these may or may not match exactly); reviewing the literature and ending with a list of practical recommendations of what this executive could do to solve the problem.

(Advanced Practice Behaviors 2.1.3.1; 2.1.6.2 ; 2.1.9.2; 2.1.10a; 2.1.10b; 2.1.10c; 2.1.10d)

DUE: See Assignments in Blackboard

Class Participation Paper: Write a 2-3 page summary of your participation in the class. At a minimum address the following questions.

- a.. What percentage of the assigned readings did you complete?
- b. What contributions did you make to class discussion boards?
- c. What did you learn in this class?
- d. What are your strengths and weaknesses as a CAP Practitioner?
- e. Describe your action plan for continued growth including the use of continuing education, supervision and consultation.
- e.. On a scale from 0-100, what grade do you deserve for class participation?

(Advance Practice Behaviors 2.1.1.1 and 2.1.1.2)

Due: See Assignments in Blackboard

F. Grading Policy:

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Papers and projects will be graded based on organization, clarity of points presented, soundness of argument, thoroughness and analysis of research, originality and creativity, and presentation. Graduate level writing includes the presentation of information developed by others, an analysis of the information and the student’s response to the information. The latest APA format is to be used in **ALL** written work. Papers must be carefully edited to ensure proper grammar, correct spelling, and professional presentation. Students are encouraged to discuss course assignments with the instructor. Late assignments will be accepted only at the discretion of the instructor and may be penalized up to 10% for each day late.

Assignments	% of Grade	Due Date
Executive Director Interview Paper	33%	3/19/2015
Management Paper	34%	3/26/2015
Weekly Discussion Board & Participation (This will include class attendance) & Participation Paper	33%	On-going

G. Make-Up Exam or Assignment Policy:

Absences from class may be excused if requested prior to class via e-mail on a case-by-case basis. Reasons for either must be stated.

H. Attendance Policy:

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. For this course, here is the attendance policy: **Attendance sheets are passed out during each class, it is the responsibility of the student to request and sign in on this sign in sheet.**

Additionally, evidence of attendance is your participation in discussions as part of your participation grade.

I. Course Schedule:

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

COMPLETE SCHEDULE READING PRIOR TO CLASS!

- Day 1 (2/25):** **Welcome to the Course**
Review Syllabus
Complete Blackboard Discussion Thread – Topic: Expectations of Advanced Administrative Practice due by 2/25 at 11:59pm
Reading ~ Watson & Hoefler: Chapters 1 & 2
Being an Administrator and Values & Ethics in Administration
- Day 2 (2/26):** **Discussions on Expectations, Being an Administrator, Values & Ethics in Administration, and Administrative & Organizational Theories**
Reading ~ Watson & Hoefler: Chapter 3
Administrative & Organizational Theories
Discussion Thread on Administrative & Organization Theories due by 2/27 at 11:59pm
- Day 3 (3/4):** **Discussions on Leadership, Communications, & Personnel Management**
Readings ~ Watson & Hoefler: Chapters 4 & 5 & 9
Leadership & Personal Communication & Human Resources
Supplemental Reading Independently ~
Mary, N. L. (2005). Transformational leadership in human service organizations. *Administration in Social Work*, 29(2), 105-118.
Readings ~ Brody: Chapter 1, 5-8
Leading the Organization, Managing Employees, Supervising Staff, Assessment & Evaluation, & Time Management
Discussion Thread on Leadership due by 3/5 at 11:59pm

Day 4 (3/5): **Discussions on Leadership Skills at work with Planning**
Readings ~ Watson & Hoefler: Chapter 6 & 7
Agency Planning & Logic Models and Program Evaluations (brief overview from CAP 6371)
Readings ~ Brody: Chapter 2, 3, & 4
Strategic Planning
Designing and Developing Consumer-Oriented Programs
Implementing Action Plans & Problem Solving
Discussion Thread on Leadership & Planning due by 3/6 at 11:59pm

SPRING BREAK 3/9/2015 THROUGH 3/13/2015 – No Classes!

Day 5 (3/18): **Discussions on The Culture of a Productive Organization;**
Management Skills & Board Work
Working in Groups
Readings ~ Watson & Hoefler: Chapter 10
Boards
Supplemental Reading Independently ~
Gibelman, M. (2004). Reflections on boards and board membership. Administration in Social Work, 28(2), 49-62.
Readings ~ Brody: Chapter 9, 10, 11, & 12
Making Meetings Productive
Improving Communications and Handling Conflicts
Team Building and Coalition Building (*independent review and work*)
Working with a Board of Trustees
Discussion Thread on Management Skills due by 3/19 at 11:59pm

Day 6 (3/19): **No Face-to-Face Class – Blackboard Discussions on Enhancing**
Agency Survivability
Readings ~ Watson & Hoefler: Chapter 11 & 12
Fund Development
Marketing
Supplemental Reading Independently ~
Rockaway, J. (2005). Using public relations to promote your nonprofit organization. Administration in Social Work, 29(1), 119-120.
Discussion Thread on Agency Sustainability due by 3/20 at 11:59pm

Assignment Due (See Blackboard Assignment: Executive Director/Administrator Interview)

Day 7 (3/25): **Discussions on Enhancing Agency Survivability**
Readings ~ Brody: Chapter 13, 14, 15, & 16
Managing Agency Finances
Strategic Resource Development
Preparing Effective Proposals
Seeking Funding
No Discussion Thread due

Day 8 (3/26): **Discussions on Trends in Human Service Organizations**
Working in Groups
Readings: Brody: Chapters 17, 18, & 19; Appendix page 397
Evidence-Based Management
Ethical Dilemmas in Management
Humanizing the Organizations
Appendix: Human Services Management Competencies
Discussion Thread on Ethical Dilemmas due by 3/27 at 11:59pm

Assignment Due (See Blackboard Assignment): Management Consultant Paper

Day 9 (4/1): **Continue discussions on Trends in Human Service Organizations**
Readings: continued from last week
Supplemental Reading Independently ~
Williams, C. L. (1992). The glass escalator: Hidden advantages for men in the "female" professions. *Social problems*, 39(3), 253-267.

Day 10 (4/2): **Conclusion: Putting the Pieces Together**
Readings ~ Watson & Hoefler: Chapter 13, 14 & Conclusion
Persuasion
Advocacy

Note: *Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.*

J. Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievance Policy:

See BSW/MSW Program Manual.

L. Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building a of the School of Social Work Complex. Dr. Chris Kilgore serves as a writing coach and resource as

well and has posted an online writing clinic. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

M. Librarian to Contact:

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962, below are some commonly used resources needed by students in online or technology supported courses:

<http://www.uta.edu/library/services/distance.php>

The following is a list, with links, of commonly used library resources:

Library Home Page<http://www.uta.edu/library>
Subject Guides<http://libguides.uta.edu>
Subject Librarians<http://www-test.uta.edu/library/help/subject-librarians.php>
Database List.....<http://www-test.uta.edu/library/databases/index.php>
Course Reserves.....<http://pulse.uta.edu/vwebv/enterCourseReserve.do>
Library Catalog<http://discover.uta.edu/>
E-Journals<http://utalink.uta.edu:9003/UTAlink/az>
Library Tutorials<http://www.uta.edu/library/help/tutorials.php>
Connecting from Off- Campus<http://libguides.uta.edu/offcampus>
Ask a Librarian<http://ask.uta.edu>

N. Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

O. Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

P. Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Q. Title IX:

The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

R. Academic Integrity:

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

S. Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for

using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

T. Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

U. Final Review Week:

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

V. School of Social Work - Definition of Evidence-Informed Practice:

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149). ...the integration of the best research evidence with our clinical expertise and our patient’s unique values and circumstances (Strauss, et al., 2005).

The University of Texas at Arlington School of Social Work vision statement states that the “School’s vision is to promote social and economic justice in a diverse Environment.” Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice. Empowerment is a seminal vehicle by which social justice can be realized. It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply “symptoms”. This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

University of Texas at Arlington-School of Social Work: Definition of Empowerment
Empowerment is defined by Barker (2003:142) as follows: In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

Note: Please also consider conserving paper by formatting and two-sided printing of syllabi with ½ inch margins. Please help our fragile environment by recycling all paper when finished, as well as plastic bottles, cans, etc., in the many recycling stations available in the Social Work Complex. Thank you.