THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

[03-02-16]

Semester/Year: Spring 2016
Course Title: Advanced Administrative Practice
Course Prefix/Number/Section: SOCW 6314-002
Instructor Name: Donald Schuman, PhD, LCSW, LCDC
Faculty Position: Assistant Professor in Practice
Faculty Profile: https://www.uta.edu/profiles/donald-schuman
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Phone Number: 817-272-3939 (School of Social Work)
Email Address: schumand@uta.edu
Office Hours: By appointment as needed
Day and Time of Class (if applicable): Wed & Thu 6:00 pm - 9:45 pm
Location: UTASF-114

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:
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 functions 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 lifelong 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:

![Effectively managing human service organizations](image)


![Developing nonprofit and human service leaders](image)

Additional Recommended Text(s) and Other Course Materials:
Check Blackboard (Course Content) often for Other Readings and/or Assignments.
D. Major Course Assignments & Examinations:

**Daily Quiz**
Each day, we will take a 10-15 question quiz. The purpose of this assignment is to demonstrate your level of engagement with the material and help you digest and synthesize the wide array of information you have recently consumed.

*Total possible points for this assignment is 100 points.*

**Daily Reflection Paper**
Each day, arrive at class with a printed parsimonious written reflection of the course materials that you have read and reviewed. The purpose of this assignment is to demonstrate your level of engagement with the material and help you digest and synthesize the wide array of information you have recently consumed.

Responses require thought and critical reflection, not just a summary of the material. Be prepared to actively discuss and engage with the materials in class.

In each reflection, use the following subheadings and address the questions below:

1. **Fact:** What did the reading/class materials say to you? (Summarize key points within the material).

2. **Meaning:** What does the reading mean to you?

3. **Concretizing:** Give concrete examples of how the ideas or principles apply in various contexts (for example within your life or within the world around you).

4. **Congruence:** How does the reading fit with your beliefs, feelings, and values? Or your view of the world? Does the information confirm or disconfirm your beliefs, feelings, and values?

5. **Response:** What is important within this information to you? What attitudes, skills, and concepts have you gained from this material?

6. **Questions:** Develop at least two questions that would help further your knowledge or understanding around this topic.

While there is no page requirement for this assignment, it is expected that it will be one to two pages single spaced. Please include your name and the class date. Due each class day before 6:00 PM.

You can earn up to 20 points each class by bringing a complete, thoughtful reflection and by participating actively in class.

If you are not present in class, you may submit your reflection on blackboard prior to the start of class for partial credit (up to 10 points).

If you are present in class but have not completed a reflection, you may turn in a sheet of paper with your name and date for partial credit (up to 5 points).

*Total possible points for this assignment is 100 points.*

**Executive Director/Administrator Interview**
This assignment provides the student the opportunity to interview a human service executive director or director-level administrator. Before beginning, seek approval from the instructor.
regarding the administrator you have chosen. Once approved, arrange a meeting and approach
the interview as a researcher learning about administration. Meeting in person is preferred, but
phone or Skype is an acceptable replacement. Listed below are suggested interview questions.

Suggested Interview Questions
1. Can you tell me about your typical day as an administrator?
2. What is your philosophy (your approach) to administration?
3. What is your educational background? What was your carrier path to your current job?
   How long have you been an administrator?
4. Given the multitude of tasks you face, from internal organizational matters to being the
   outward face of your agency to the world at large, which are the categories of tasks
   which are hardest for you at this time? Has this changed over time, say from when you
   first began your nonprofit leadership career? What have you learned along the way
   about handling the demands of the position?
5. One element that gets less coverage in the literature is why people continue in the
   nonprofit executive jobs they have. Could you identify any particular joys of your
   work that are important to you, that keep you coming to the office every day?
6. What things have you tried to improve your organization? Which haven’t been very
   successful? Which have been successful? What thoughts do you have as to why some
   have worked and some haven’t?
7. What would you like to accomplish in the next 12 months?
8. What one piece of advice could you give a new human service administrator to help
   get through those days when they might be tempted to throw in the towel?

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 6-8 page paper
on the interview experience, which includes interview content as well as the student’s reaction,
analysis, and evaluation of the content.

Note: Review the Management Consulting Project Assignment before you begin!
(Advanced Practice Behaviors 2.1.4.1; 2.1.5.1; 2.1.5.2)
Total possible points for this assignment is 100 points.

Management Consulting Project
In interviewing an executive director, 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, or staff retention. Taking the role of a management consultant,
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 be with someone other than the executive director.

Develop a consulting report which is no more than 12 pages in length (the action plan may be
attached as an appendix).

Your report should include the following:
1. A brief description of the organization including the structure and operating “theory.”
2. A personal statement of your own view of organizations and operating philosophy that
   will likely guide your assessment and recommendations.
3. An assessment of the identified problem using data and feedback from the agency.
   Include the stated problem as well as your personal assessment of the problem (they
   may or may not match).
4. A review of the literature addressing the best practices surrounding this problem.
5. A summary of practical recommendations for the organization to implement based on the data and literature.
6. A one page action plan for the administrator to follow in order to implement your recommendations.

Total possible points for this assignment is 100 points.

Self-Evaluation
Self-reflection is a significant part of a professional social worker’s growth. It is a basic cornerstone for the development of the professional self, which is the foundation for evolving professional maturation. Necessary ‘critical analytic skills’ include the ability to be self-analytical.

You will reflect upon and critique your conduct during this semester in the following areas: your demonstrated ability to read carefully and think critically; your demonstrated ability to speak up when you have a point to make, a question to pose, or an alternative perspective to present; your demonstrated ability to give and accept constructive feedback; your demonstrated ability to respect and encourage the opinions of your peers, even if they do not represent your own; your demonstrated ability to work with your colleagues; and your demonstrated attendance and punctuality.

Note: Your self-evaluation may be modified by the professor if he thinks your assessment is inaccurate or inflated. In addition, the professor may assign up to 25 additional points at his discretion.
(Advance Practice Behaviors 2.1.1.1 and 2.1.1.2)

Total possible points for this assignment is 100 points.

E. Grading Policy
You are expected to keep track of your performance throughout the semester and seek guidance from available sources if your performance drops below satisfactory levels.

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Daily Quiz</td>
<td>100</td>
</tr>
<tr>
<td>Daily Reflections</td>
<td>100</td>
</tr>
<tr>
<td>Director Interview</td>
<td>100</td>
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<tr>
<td>Management Project</td>
<td>100</td>
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<tr>
<td>Self-Evaluation</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
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You are to respond completely to assignments. Make sure you carefully read details of assignments provided on Blackboard. You may have headers, italics, or bolded words to emphasize your addressing all areas required. Some assignments will have a grading rubric available on Blackboard.

Clarity, organization, substance, and APA format will be assessed. Substance (as used in the previous sentence) is evaluated by the level of depth and thoroughness in which you demonstrate your ability to assimilate new knowledge, synthesize this knowledge, and using your critical thinking skills, analyze, critique and put the information into context using real-world applications. All assignments must be turned in by the scheduled due date by the beginning time of scheduled classes.
All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory score.

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.

F. Make-Up Exam or Assignment Policy:  
Make up tests will be allowed only under documented emergent circumstances on a case-by-case basis. There is no make-up for missed in-class discussions or activities. Assignments are due at class time on the date assigned.

G. 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. As the instructor of this section:

I believe that attendance, participation and professionalism are essential. Since it is not possible to participate in class discussions and activities if you are not present, attendance will be critical. Arriving late and departing early is disruptive. Attendance at every scheduled class session is expected.

The instructor will not provide make-up work or information for missed classes. You need to make arrangements with a peer to collect any information or activities you miss.

Your experience with this course will be determined, to a large degree, by the following: punctuality; respecting and encouraging the opinions of your peers, even if they do not represent your own; demonstrating the ability to read carefully and think critically; demonstrating the ability to speak up when you have a point to make, a question to pose, or an alternative perspective to present (advocate for yourself); giving and accepting constructive feedback; and working with your colleagues on in-class and other assigned activities.

Become familiar with / review the NASW Code of Ethics, it establishes the foundation for respect of each other and the evolving perspectives we possess and share throughout the course.

H. Course Schedule:  
See the Schedule for your class and section (attached).

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.

I. 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.

J. Grade Grievance Policy:

K. 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 and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. 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.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-273-TALK or visit http://www.suicidepreventionlifeline.org/ for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

L. 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) 6758962. 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://ulalink.uta.edu:9003/UTALink/az
Library Tutorials http://www.uta.edu/library/help/tutorials.php
From Off-Campus http://libguides.uta.edu/offcampus
Ask a Librarian http://ask.uta.edu
M. 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.

N. 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/aa/o/fao/](http://wweb.uta.edu/aa/o/fao/).

O. 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](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

P. 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](http://www.uta.edu/titleIX).

Q. 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,

R. 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.

S. 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.

T. 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.