

# THE UNIVERSITY OF TEXAS AT ARLINGTON

**School of Social Work**

**Semester/Year: Spring 2017**

**Course Title: Advanced Administrative Practice**

**Course Prefix/Number: SOCW 5320-001 (formerly 6314)**

**Faculty Position: Adjunct**

**Instructor Name: Patricia B. Newlin, Ph,D., LMSW-AP**

**Office Location: N/A**

**SSW Telephone #: (817) 272-3181**

**Email Address:** [**newlinp@uta.edu**](mailto:newlinp@uta.edu)

**Best Method of Contact: By email**

**Day and Time of Class: Wed & Thu 6:00pm-9:45pm**

**Location: UTASF-113**

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

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

# 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.

# Measurable Learning Outcomes: At the conclusion of the course, students will be able to demonstrate the following advanced skills and behaviors:

# Integrate CAP theories and multiple sources of knowledge to inform intervention choice and design.

# Apply social work ethical principles to guide professional practice with communities and organizations.

# Evaluate programs and use professional judgment to improve and enhance program outcomes.

# Demonstrate cultural competence in program design, evaluation, organizational management, board functions and/or community relationships.

# Apply research to inform best practice in relation to community assessment, program design, program evaluation, and/or community relations efforts.

# Assess personal strengths and areas for growth as a CAP practitioner.

# Develop an action plan for continued growth including use of continuing education, supervision, and consultation.

SOCW 5320 addresses the following MSW Community and Administrative Practice Behaviors:

Advanced social workers in community and administrative practice assess personal strengths and areas for personal 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 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)

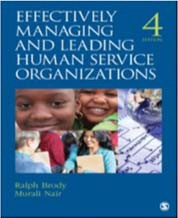
Advanced social workers in community and administrative practice evaluate community and administrative practice programs and use professional judgment to improve and enhance program outcomes. (2.1.10d)

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.

**Required Text(s) and Other Course Materials:**

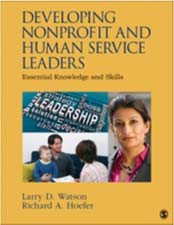
Brody, R. & Nair, M. (2012). *Effectively managing human service organizations* (4th ed).

Thousand Oaks: Sage.



Watson, L. & Hoefer, R. (2014). *Developing nonprofit and human service leaders: Essential*

*knowledge and skills.* Thousand Oaks: Sage.



# Additional Recommended Text (s), Readings and Other Course Materials:

# Check Blackboard (Course Content) often for other Readings and/or Assignments and the UTA library on line reserve readings under the name of Patricia Newlin, SOCW 5320 and SOCW 6304. On line reserve readings available at the beginning of this 5 week session and throughout the session will also be listed in the schedule for SOCW 5320-001.

# Major Course Assignments

# Daily Reflection Paper

Each day, arrive at class with a printed 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 and to 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 group discussions 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. **NASW Code of Ethics:** How does the material address the Code related to ethics, values and roles of social workers? Issues of advocacy and social change? Implications for social work practice, policy, and research?
  7. **Questions:** Develop at least two questions that would help further your knowledge or understanding around the topic.

While there is no page requirement for this assignment, it is expected that it will be 1-3 pages double spaced. Please include your name, class name and number, date, and Dr. Patricia Newlin on a cover page. If you cite from the article or chapter, be sure to properly cite the materials.

The daily reflection papers are due the beginning of each class.

**Executive Director/Administrator Interviews (Group Assignment-4 Members)**

This assignment provides the student the opportunity provides the student the opportunity to interview a human service director and director-level administrator. Before beginning the interview, seek approval from the instructor regarding the administrator and agency you have selected. Once approved, arrange a meeting and approach the interview as a researcher learning about administration. An in person, on site interview is recommended. Follow-up interviews of the Executive Director or Administrator may be done by phone or use of SKYPE. It would be helpful to review some materials about the agency before you arrive. **Be sure to review the information about the Management Consulting Project before you interview the selected executive director since you will be doing this component to assist the Executive Director/Administrator.)**

**Suggested Interview Questions**

1. What is your typical day as an administrator like?
2. What is your philosophy (your approach) to administration?
3. What is your educational background? What was your path to your current job?
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 that are hardest for you at this time? Has this changed over time (e.g., since you 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 or representing the agency at a meeting or conference or working offsite if your policy allows that?
6. What kind of operating procedures and policies does your agency have? What was the focus of your agency when it was founded? How has that changed?
7. What sources of funding do you have for your agency, e.g., public, private, other?
8. What body do you report to, local Board of Directors, membership?
9. What other organizations or nonprofits do you belong to or collaborate with?
10. How do you recruit staff including supervisors and administrators? What kind of training do they have and what training is made available to them? What rate of staff turnover has your staff had?
11. What things have you tried to improve your organization? Which have been successful and which have not been successful? What thoughts do you have about why some ideas worked and what others did not?
12. What would you like to accomplish in the next 12 months?
13. What one piece of advice could you give a new human services administrator to help you get through those days when they might be tempted to throw in the towel?

Students should develop additional questions for this assignment related to issues of social justice, diversity and ethical dilemmas. You may also consider utilizing some of the components under question 6 under your daily reflection papers I listed about the NASW Code of Ethics.

Members of the group should prepare and submit a 10-12 page paper on the interview experience, which includes interview content as well as their reaction, analysis, and evaluation of the content. Each group member should provide the instructor with a separate couple of paragraphs or a half page of an assessment of the group process for this group assignment and the Management Consulting Project assignment.

**Note: Review the Management Consulting Project Assignment before you begin!**

(Advanced Practice Behaviors 12.1.4.1; 2.1.5.1; 2.1.5.2)

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

**Management Consulting Project (Group Assignment-4 Members)**

In interviewing the 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, staff retention or a change in the need for the services. Taking the role of a management consultant, write a paper which addresses the specific problem in the 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 data and literature.
5. 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 analytical skills” include the ability to be self-analytical.

You will reflect upon and critique your conduct during this 5 week session 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, 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. Some examples of your class participation include but are not limited to the following: What did you learn in this class? What are some of your strengths and weaknesses as a CAP Practitioner? Describe your action plan for continued growth including the use of continuing education, supervision, and consultation.

(Advance Practice Behaviors 2.1.1.1 and 2.1.1.2)

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

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# Grading Policy

You are expected to keep track of your performance throughout the 5 week session and seek guidance from available sources if your performance drops below satisfactory levels.

|  |  |  |
| --- | --- | --- |
| Attendance/Participation | = | 100 |
| Daily Reflections | = | 100 |
| Director Interview | = | 100 |
| Management Project | = | 100 |
| Self-Evaluation | = | 100 |
| **Total** | **=** | **500** |

|  |  |  |
| --- | --- | --- |
| 450-500 | = | A |
| 400-449 | = | B |
| 350-399 | = | C |
| 300-349 | = | D |
| 0-299 | = | F |

You should respond completely to assignments. Make sure you carefully read the details of assignments provided on the Blackboard. You may have headers, italics, or bolded words to emphasize your addressing all areas required. Some assignments may have a grading rubric available on the Blackboard.

Clarity, organization, substance, and APA format (6th edition) should be utilized. 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 the scheduled classes. All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory score.

Grading criteria for written work also includes logical development of points, clarity of written expression, application of theory/readings from the course and from independent research and appropriateness of the product to the assignment given. Each sentence or part of a sentence must be entirely in the student’s own words or ideas must be attributed by citation. Failure to do so constitutes failure to meet the assignment.

**Note:** *Grades will be posted to the My Mav 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.*

**Methods of Instruction and Course Format**: Blackboard is the teaching platform for this course. The role of the instructor in this course is varied, including lecturer, facilitator, consultant, and resource person to students. Modes of instruction include: presentation of material by the instructor (and possibly others); class exercises, DVD’s; Power Points; and class discussion. This course is taught in part as a seminar. This means that everyone shares responsibility for learning of the group. Through group discussion and thoughtful questions, students have the opportunity to shape the class and contribute to its quality. In order for this to occur, attendance and preparation are necessary, and participation is expected. Meaningful class participation is one of the requirements of graduate education. It demands that assigned readings be completed and thought about before class. Participation includes attendance, thoughtful questions, contributions during class exercises including some leadership role opportunities, interaction with other class members and the instructor and contributions to discussions.

**Make-Up Exam or Assignment Policy:**

There are no exams or tests scheduled for this class. There is no make-up for missed in-class discussions or activities. Assignments are due at class time on the date assigned.

# Attendance Policy:

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty is free to develop his or her own methods of evaluating students’ academic performance which includes establishing course-specific policies on attendance. For this class here is the attendance policy:

As the Instructor of this section, I will take attendance since attendance and participation are important components of this class. If you have an emergency, please notify me by email.

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.

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

**Course Schedule:**

*See the Schedule to be on the Blackboard the first day of class.*

As the Instructor of 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 assignment may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

**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).

**Grade Grievance Policy:**

See MSW Program Manual: http://www.uta.edu/ssw/documents/msw/msw-program-manual.pdf

**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 the reception desk at University College (Ransom Hall, call the Maverick Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

Chris Kilgore, Writing Resource Coordinator,[Kilgorec@uta.edu](mailto:Kilgorec@uta.edu).

**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 the 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.

**Librarian to Contact:**

The Social Sciences/Social Work Resource Librarian is Andy Herzog located in the Central Library. Andy can be reached by email: anherzog @uta.edu or by phone at (817) 272-7517.

**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. When exiting the building during an emergency, one should never take and elevator but should use stairwells if they are above the ground floor. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Drop Policy:**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in My Mav from the beginning of the registration period through the late registration period. After the late registration, students must see their academic advisor to drop a class or to 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 kind of financial aid administered through the University may be required as a result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships <http://wweb.uta.edu/aao/fao/>).

**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) .

**Academic Integrity:**

Students enrolled in 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.

**Electronic Communication:**

UT Arlington has adopted Mav Mail 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 Mav Mail account and are responsible for checking the inbox regularly. There is no additional to students for using this account, which remains active even after graduation. Information about activating and using Mav Mail is available at <http://www.uta.edu/oit/cs/email/mavmail.php> .

**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 Mav Mail 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> .

**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 session 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 of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final 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.

**There are no final tests or examinations in this five week course.**

**Additional Guidance to be added as indicated.**