UNIVERSITY *of* HOUSTON

GRADUATE COLLEGE OF SOCIAL WORK

COURSE TITLE/SECTION: SOCW 7319/18945 Administrative Practice in Social Work

TIME: Monday 1:00 – 4:00 p.m.

FACULTY: Aabha Brown, LMSW   **OFFICE HOURS**: Tuesday 1:30-3:00 p.m. or by appointment, requested via email Room 413

E-mail: abrown28@uh.edu   **Phone:** 713-743-6255

==**THIS COURSE SYLLABUS MAY BE AMENDED BY THE INSTRUCTOR DURING THE SEMESTER**==

I.   Course

A. Catalog Description
Develop knowledge and skills necessary for administrative practice in social work.

B. Purpose
This course is designed to provide the student with an understanding of how social agencies function as organizational entities, and to introduce a number of skills required for effective social work practice within organizations. This course is built on the assumption that social workers at all levels of service provision need to understand and practice administrative skills to insure clients receive needed services. It also recognizes that a number of graduate social workers will over the course of their careers move from direct practice to a variety of administrative roles; and that social workers, particularly those in community-based and rural settings, will need a range of administrative skills as well as clinical skills.

II.   Course Objectives

Upon completion of this course, students will be able to:

- Demonstrate skills in administrative planning processes, including goal formulation, program planning, implementation, monitoring, and evaluation with particular emphasis on programming and advocacy for vulnerable populations.
- Analyze critical factors for successful fund development and marketing of human services programs.
- Analyze the role of advocacy in administrative practice.
- Apply core principles and processes of developing and managing a diverse and inclusive workforce, including recruitment, selection, hiring, developing, managing, performance assessment and termination.

- Apply principles and processes of financial management for non-profit organizations with an emphasis on developing accountable and open systems.
- Demonstrate understanding of strategic, operational, and ethical use of information technology as a tool for managing human services organizations.

III. Course Content

This course will include the following topical (content) areas:

1. Theories and concepts of organization and management practice
2. Leadership, professional development and advocacy
3. Ethical considerations and dilemmas in nonprofit and government settings
4. Systems perspective for organizational analysis
5. Program planning and development, monitoring, and program evaluation
6. Financial management, grant procurement, and fundraising
7. Public relations, marketing, communications and media.
8. Developing and managing human resources and diversity management

IV. Course Structure
This course will be conducted as a highly interactive seminar. **Active participation in class is a significant component of the course and is essential to learning.** The content will be delivered utilizing a variety of teaching and learning techniques which may include: lectures, in-class group discussions, group activities and online activities via Blackboard. Instructor and students will create an open, collaborative and respectful atmosphere which allows for sharing of different perspectives to assure maximum rigor, learning and growth.

V. Texts

Required Text:
Hansen-Turton, T & Torres, N. (2014). Social innovation and impact in the non-profit sector. New York, NY: Springer Publishing Company, LLC.

Mortell, M. & Hansen-Turton, T. (2014). Making strategy count in the health and human services sector. New York, NY: Springer Publishing Company, LLC.

Additional Readings: A selection of journal articles and book chapters may be assigned as required reading for the course throughout the semester. These will be posted on blackboard one week prior to the class when they will be discussed.

VI. Course Requirements

A. Reading Assignments
The course outline found below details the anticipated progress of the course and weekly assigned readings have been selected to prepare students to take full advantage of the class time. Additional reading assignments will be posted on Blackboard. To maintain the interactive nature of this course, students are expected to complete assigned readings AHEAD OF CLASS and be prepared for thoughtful and critical discussions of the content covered.

B. Written Assignments/Class Presentation/ Projects
1. Class Attendance and participation (20 points)
One critical measure, if not the most significant, of a student's learning is dependent upon the level of participation in the course. Consistent and ongoing class preparation, full class attendance, thoughtful completion of assignments and contribution to discussions will be an expectation of every student. Students will receive points for class attendance and participation as well as participation in class exercises. **Any necessary absences must be discussed with the Professor in advance. Students are allowed one absence without explanation. Three or more unexcused absences will result in a 10 point reduction of final grade.**

2. Group Mapping Exercise (10 points)
In groups, students will use mapping techniques to illustrate the complex nature of problem identification, program management and sustainability.

3. Reflective Paper #1 (10 points)
Students will complete a reflective paper based on instructor questions.

4. Reflective Paper #2 (10 points)
Students will complete a reflective paper based on instructor questions.

5. Pitch Proposal (25 points)
Students will create a thorough "Pitch" proposal for review. Instructions for the Pitch Proposal will be provided by the instructor.

6. Pitch Presentation (25 points)
Students will conduct a formal Pitch Presentation for the class and invited guests.

VII. Evaluation and Grading

A. **Grades will be assigned on the following basis:**

Class Attendance & Participation	20%
Group Map	10%
Reflective Paper #1	10%
Reflective Paper #2	10%
Pitch Proposal	25%
Pitch Presentation	25%

B. **The following standard grading scale has been adopted for all courses taught in the college.**

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+=	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

C. **Incomplete Grades**
The grade of I (incomplete) is a conditional and temporary grade given when students are passing a course but, for reasons beyond their control, have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for requesting an incomplete grade.

D. **Late Assignments**
Late assignments will result in the lowering of the otherwise earned grade. Late assignments will be accepted ONLY if prior arrangements have been made with the Instructor and will include a reduction of 2 points per day (each day late) of the earned grade.

VIII. **Policy on academic dishonesty and plagiarism**

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a

specific author (or authors), you <u>must</u> set the quote in quotation marks <u>or</u> use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must <u>clearly</u> indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using <u>any</u> other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

IX. Consultation

Students are encouraged to consult with the Instructor pertaining to the course. The Instructor can be reached by phone or email listed above. **If student needs to set an appointment with the Instructor, those requests should be emailed with three 30 minute options listed in the text of the request.**

X. Americans with Disabilities Statement

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. For more information and/or assistance, please contact the Center for Students with Disabilities at 713-743-5400. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with Disabilities.

XI. Exceptions for maintaining a safe, respectful learning environment and classroom behavior

Cell Phones and Electronic Devices:
Students are asked to turn off/silence/place in vibrate mode all cell phones and electronic devices during class. Laptops and tablets may be used to take notes only.

Classroom Conduct:
Respect and confidentiality are cornerstones of the social work profession. These values create a safe space for honest, critical and diverse dialogue. The classroom is a great opportunity to practice these skills to create a richer learning environment for the students and Instructor.

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SOCW7319: ADMINISTRATIVE PRACTICE IN SOCIAL WORK
FALL 2014 COURSE OUTLINE

WEEK	READING	DATE DUE	LECTURE CONTENT	ASSIGNMENT DUE
1		August 25th	Welcome Introduction to Administrative Practice	**Self- Assessment (taken in class)**
2	**NO CLASS - LABOR DAY HOLIDAY**	September 1st		
			Understanding the Sector: Then, Now and Next…	
3	Mortell, Ch 2 & 3 Turton Ch 1, 5 & 6	September 8th	The Evolution of Social Work Practice	
			Problem and Solution Identification	
4	TBD	September 15th	Designing Solutions	
5	TBD	September 22nd	Class Work Time	*Panel TBD*
		September 24th		**Group Map Reflective Essay #1**
			The Message and the Messengers	
6	Turton, Ch 11	September 29th	Communicating The Cause	
7	TBD	October 6th	Pitching the Plan	
			Stewarding Investments in Social Impact	
8	Turton, Ch 2 & 8 Mortell Ch 6 & 10	October 13th	Fiscal Management Strategic Planning	**Reflective Essay #2**
9	Mortell Ch 7, 8 & 12 Turton Ch 3, 4 & 10	October 20th	Org. Structure & Mngt. Outcome & Impact Measurement	
			Impact Policy	
10	Mortell Ch 11 Turton Ch 13	October 20th	Advocacy 101 Funding Policy Change	
11		October 27th	Putting it all Together	
12		November 3rd	Preparing to Pitch	**Pitch Proposal**
13		November 10th	Class Work Time	
14		November 17th	PITCH SESSION	**PITCH**
15		November 24th	NO CLASS	
16		December 1st	Reflections of Administrative Practice	

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This syllabus reflects the Instructor's effort to structure course content for this semester. The instructor reserves the right to amend the readings, assignments and outline of the course at any point in the semester.

XII.   Bibliography

Administrative Management

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