

**Valdosta State University, Division of Social Work
SOWK 7320 Web Fall 2013
3 Credit Hours (revised Aug 8)**

Advanced Practice in Organizations and Communities

Instructor:	Martha M. Giddings, Ph.D., LCSW
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Class:	Pine Hall, Room 114 Saturdays 1:30 – 5:30 PM

CATALOG DESCRIPTION

Provides applications of service management and planning principles and skills essential for social work planners, administrators, supervisors, and program developers.

COURSE DESCRIPTION

Provides applications of service management and planning principles and skills essential for social work planners, administrators, supervisors, and program developers.

PREREQUISITE

Admission to the program. Concentration status in the MSW program.

RELATION TO OTHER COURSES

This course is the third in the advanced practice concentration courses. It builds upon the basic practice knowledge, skills and values of foundation practice courses and provides information about communities and organizations that is more complex and at times, more specific than previous courses. This course also has important relationships with the content in the second research course, Program Evaluation. Any practice course involves important general links to policy and theory courses.

REQUIRED TEXTS that must be read in order to complete assignments:

Weinbach, R. & Taylor, L. (2011). *The Social Work as Manager: A Practical guide to success* (6TH ed). Boston: Allyn & Bacon.

Bolman, L. & Deal, T. (2008). *Reframing Organizations: Artistry, Choice, and Leadership* (4th ed.) pp. 308-396.

Additional Required Reading posted in BlazeVIEW

Kadushin, A. & Harkness, D. (2002). The good supervisor. *Supervision in Social Work* (4th Ed.). New York City: Columbia University Press. Retrieved from <http://www.columbia.edu/cu/cup/catalog/data/023112/023112094X.HTM>

Kadushin, A. (1999, September) Remembrances of things past. Retrospective: Games people play in supervision, *Reflections*, Vol 5, Number 3, 53-64.

Smith, M. (2005). The function of supervision. Retrieved from http://www.infed.org/biblio/functions_of_supervision.htm#kadushin

Hammill, G. (2005). Mixing and managing four generations of employees. *FDUMAGAZINE ONLINE*, Winter/Spring 2005. Retrieved from <http://www.fdu.edu/newspubs/05ws/generations.htm>.

COURSE OUTCOMES

This course is organized by outcomes that provide focus, consistency, and clear evaluation criteria. Skills and knowledge that support achievement of the course outcomes will receive the majority of class time. The course outcomes are derived from the MSW program objectives and will help you build toward achievement of those objectives. Lessons, materials, methods and assignments are organized toward your mastery of the objectives and toward the acquisition of skills that involve working in a complex organization as an employee and working in a managerial or supervisory position.

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

1. *Articulate and differentiate models of management, their strengths, weaknesses and applications.*
2. *Identify, analyze and apply selected methods of staff management.*
3. *Identify, analyze and apply selected methods of hiring, orienting, evaluating and positioning personnel.*
4. *Identify, analyze and apply selected methods of developing and empowering staff.*
5. *Differentiate and apply diverse types of leadership and ways of shaping the professional environment.*
6. *Identify and apply strategies for managing change in an organization's internal and external environments.*
7. *Identify, analyze and address ethical issues in the workplace.*
8. *Differentiate and evaluate diverse types of budgets and understanding the role of a budget in a complex organization.*
9. *Differentiate the use of ability administrative, educational, clinical and task supervision in the professional workplace.*
10. *Identify and apply strategies and skills for surviving in organizations.*
11. *Identify and apply professional networking strategies and skills.*
12. *Identify and apply skills and strategies for promoting a productive work environment.*
13. *Differentiate among leadership, authority, and power in terms of their appropriate and effective use in an organization.*
14. *Encourage and promote diversity in organizations and communities.*
15. *Promote an organizational milieu that challenges discrimination and oppression.*

ASSIGNMENTS

You will demonstrate your achievement of the course outcomes through the following eight assignments that will be submitted in the Dropbox. Assignment files can be found in the Course Content files.

Progressive Examination Questions (PEQ) – Seven Progressive Exam Questions will be assigned during the semester. Each PEQ is worth 50 points for a total of **350 possible points**, affirming the importance of these assignments to the course and course content. PEQs are developed to enable students to demonstrate their understanding of content and their ability to analyze and integrate textual materials and discussions, and to apply this knowledge to their own social work practice in organizations and in management roles.

Each PEQ is due on the assigned due date and must be submitted to the BlazeVIEW Dropbox by the assigned deadline. All assignments and directions are found in a PEQ file for the entire semester that is loaded into the Course Content area. PEQs will be used to ensure that students have read the assigned material and are able to apply the content. Rather than having a mid-term or final examination, PEQs will be administered sequentially throughout the course. They are important assignments in SOWK 7320. Due dates for each PEQ are found in the Course Content area, the Course Schedule Section of this syllabus, the Calendar, and Dropbox.

Final Project: Student Developed Case Study. This Assignment requires development of a 4-5 page Case Study that integrates multiple topics from the text to be followed by *five or more questions* to guide student analysis. Students must answer each of the five questions that they develop. The Case Study is similar to the case study examples presented in each chapter of Weinbach & Taylor. Case Studies are commonly used teaching tools in colleges of business. **100 Points, due Dec. 1, at 5:00 pm.**

Each student will design a case study based on management situations, managerial incidents, or the needs of primary beneficiaries that they have identified in their practicum or employment setting. If possible, it would be helpful for students to discuss the assignment with their field supervisor (supervisor's time permitting and to the degree that the supervisor is able or interested in the assignment). The student will construct a case study based on real life situations or based on a fictional situation that reflects managerial challenges perceived by the field supervisor or the student at the field or work site in order to protect confidentiality of the field instructor or agency. A rubric containing directions for this assignment will be posted in the Course Content List.

Participation Points: Students will receive participation points for their involvement in the course that will be measured by their involvement in web weekend classes, their adherence to attendance, timeliness, deadlines for the submission of assignments, respectful communication and other measures of professional comportment as outlined in the *MSW Student Code of Conduct that each student signed prior to beginning the MSW Program (found in MSW Student Handbook)*. **A total of 5 points per web weekend (5 weekends) for a total of 25 possible participation points.**

ASSESSMENT

GRADING SCALE

Possible points: 485

A= 436-485

B= 387-435

C= 338-386

D= 289-337

F= below 288

I will need to inform your Advisor if your final grade falls below a "B."

Please Note: Students must be aware of various issues that may adversely affect their grades and even their participation in the program. These regulations arise from legal codes, The Georgia Board of Regents, Valdosta State University, and the Valdosta State University Division of Social Work. All of them are listed in the *MSW Student Handbook* which is found on the Department of Social Work Website and were discussed at the initial MSW Student Orientation prior to beginning classes. At the first Orientation, all students were asked to sign a "STATEMENT OF UNDERSTANDING" indicating that they were briefed about the MSW Student Code of Conduct, and that they understand that they are expected to comply with standards of this Code while they are students in the MSW Program. Please contact me with any special needs or developing problems.

******Readings assigned per week must be completed by the end of the week. These readings will provide the foundation for subsequent assignments and will be used to generate class or online discussions.*

Course Schedule for SOWK 7320

******Readings assigned per week must be completed by the end of the week. These readings will provide the foundation for subsequent assignments and will be used to generate class or online discussions.*

Week 1 (week of Monday, Aug. 12, PRIOR TO FIRST WEB CLASS)

Topics: Introduction to the Field of Management

READ: Weinbach & Taylor, Ch. 1-2, *Describing and Defining Management*, pp. 1-49; Bolman & Deal, *Introduction*, pp. 3-23.check

Minilecture 1 and Minilecture 1A ppt on the Introduction to Management

Post any comments or questions on Discussion Board if needed or desired (optional).

*******First Weekend, August 16-17**

Topics: Getting Started: Texts, syllabus, BlazeVIEW course shell, assignments, expectations, etc.

Discussion of Progressive Exam Questions

Question: How does an understanding of principles of management impact your career as a social worker?

The Five Categories of Management Activities: Planning, Organizing, Staffing, Leading, and Controlling (Influencing)

Differentiating Human Service Organizations and Business, For-Profit Corporations

The Task Environment

Prime Beneficiary

History of the Management Field

Week 2 (Week of Aug. 19): Theories of Management that Impact Current Management Practice; Organizational Structure

TOPICS: History and Development of the Field of Management

READ: Weinbach & Taylor, Ch.3, *Historical Origins of Current Approaches to Management*, pp. 50-75; Bolman & Deal, *Introduction: The Power of Reframing*, pp. 3-22.

MINILECTURE 2: Powerpoint, *History of Management Field*.

ASSIGNMENT: Progressive Exam Question (PEQ1) on Management due in Dropbox by Tuesday, Aug. 27 at 11:00 pm. Assignment is described in Course Content Files under Week 2.

Post any comments or questions on Discussion Board

Week 3 (week of Aug. 26): Key Management Activity: Leadership

TOPICS: Is a manager necessarily a leader? Defining leadership.

READ: Weinbach & Taylor, *Leading*, Ch. 4, pp. 79-102; Bolman & Deal, *Getting Organized*, pp. 45-69.

MINILECTURE 3: Powerpoint, *Key Management Activity: Leadership*

Post any comments or questions on the Discussion Board

Week 4 (week of Sept. 2): Key Management Activity: Planning

TOPICS: Understanding the Importance of the Manager's Planning Role

READ: Weinbach & Taylor, Ch. 5, *Planning*, pp. 104-120.

MINILECTURE 4: *Key Management Activity: Planning*

ASSIGNMENT: PEQ2 on due in Dropbox on Tuesday, Sept. 10 at 11:00 pm. PEQ2 Assignment is described in Course Content Files for Module 4/Week 4.

Post any comments or questions on the Discussion Board if needed or desired (optional).

*******Second Web Weekend: Sept. 6-7**

Discussion and review of readings
Case studies from Weinbach & Taylor
Self-Evaluation of Management Style (contact Phyllis Holland for available self- assessment)
Strategic Planning Example
Six Thinking Hats Exercise

Week 5 (Week of Sept. 9): Key Management Activity: Influencing

TOPIC: Understanding the Importance of the Manager's Role of Influence or Influencing Others
(Influence is called Control in the Management Literature)

READ: Weinbach & Taylor, Ch. 6, *Influencing Day-to-Day Activities of Others*, pp. 121-145.

MINILECTURE 5: *Key Management Activity: Influencing*

Post any comments or questions on the Discussion Board if needed or desired (optional).

Week 6 (Week of Sept. 16): Key Management Activity: Organizing

TOPIC: Understanding the Importance of Organizational Structure; Departmentation and Organizational Authority

READ: Weinbach & Taylor, Ch. 7, *Organizing People and Tasks*, pp. 146-171

Bolman & Deal, Ch. 4, *Structure and Restructuring*, pp. 71-97.

MINILECTURE 6: *Key Management Activity: Organizing*

ASSIGNMENT: PEQ3 due in Dropbox on Tuesday, Sept. 24 at 11:00 pm. PEQ3 is described in Course Content Files for Module 6/Week 6.

Post any comments or questions on the Discussion Board if needed or desired (optional).

Week 7 (Week of Sept. 23): Fostering and Managing Staff Diversity

TOPIC: Recruitment and Hiring: Hiring a Good Team

READ: Weinbach & Taylor, Ch. 8, 172-184, 190-201;

Bolman & Deal, Ch. 6, *People and Organizations*, pp. 119-138; *Improving Human Resource Management*, pp. 139-164.

MINILECTURE 7: *Fostering and Managing Staff Diversity*

Post any comments or questions on the Discussion Board if needed or desired (optional).

******* Third Web Weekend: Sept. 27-28**

Discussion of readings from text

Rudolph Moos, *The Work Environment Scale (Ideal) Version* – take/score

The Financial Costs of a Bad Hire – chart

Case Study
Teamwork Exercise

Week 8 (Week of Sept. 30): Promoting a Productive Work Environment: The Psychosocial Interior of the Organization & Supervision

TOPICS: The Psychosocial Interior of the Workplace; Motivational Theory; Social Work Supervision

READ: Weinbach & Taylor, Ch. 9, 202-221

Readings on Social Work Supervision are included in content files

Kadushin, A. (1999, September). Remembrances of things past.

Retrospective: Games People play in supervision.

Kadushin, A. & Harkness, D. (2002). The good supervisor.

Smith, M. (2005). The function of supervision.

MINILECTURE 8: *Promoting a Productive Work Environment*

ASSIGNMENT: PEQ4 due in Dropbox on Tuesday, Oct. 8 at 11:00 pm. PEQ4 is described in Course Content Files for Module 8/Week 8.

Post any comments or questions on the Discussion Board if needed or desired (optional).

Week 9 (Week of Oct. 7): Promoting Professional Growth: Performance Evaluations

TOPIC: Staff Performance Evaluations: The Managerial Perspective of Evaluation

READ: Weinbach & Taylor, Ch. 10, *Promoting Professional Growth*, pp. 223-240; pp. 249-254.

MINILECTURE 9: *Promoting Professional Growth: Performance Evaluations*

Post any comments or questions on Discussion Board

Week 10 (Week of Oct. 14) Managing Staff Problems

TOPICS: Personnel Problems and its Impact on the Workplace; Challenging co-workers; Difficult Managers

READ: Weinbach & Taylor, Ch. 11, *Managing Staff Problems*, pp. 255-269

MINILECTURE 10: *Managing Staff Problems*

Read: Hammill, G. (2005). Mixing and managing four generations of employees. *FDUMAGAZINE ONLINE*, Winter/Spring 2005. Retrieved from <http://www.fdu.edu/newspubs/05ws/generations.htm>.

Post any comments or questions on the Discussion Board.

ASSIGNMENT: PEQ5 due in Dropbox on Tuesday, Oct. 22 at 11:00 pm. PEQ5 is described in Course Content Files for Module 10/Week 10.

Post any comments or questions on the Discussion Board if needed or desired (optional).

******Fourth Web Weekend: Oct. 18-19**

Budgets
Dealing with Problem People
Case Study

Week 11 (week of Oct. 21): Financial Management & Technology

Key Management Activity: Financial Control

TOPICS: Financial Management; Technology Strengths/Threats to the Organization

READ: Weinbach & Taylor, Ch. 12, *Financial Management and Technological Management*, pp. 270-292;

MINILECTURE 11: *Financial Management and Technology*

Post any comments or questions on the Discussion Board.

Week 12 (week of Oct. 28): Becoming and Remaining a Successful Manager

TOPIC: Stress and Management

READ: Weinbach and Taylor, Ch. 14, *Becoming and remaining a successful manager*, pp. 314-337

MINILECTURE 12: *Leadership*

Post any comments or questions on the Discussion Board.

ASSIGNMENT: PEQ6 due in Dropbox on Tuesday, Nov. 24 at 11:00 pm. PEQ6 is described in Course Content Files for Module 12/Week 12.

Post any comments or questions on the Discussion Board if needed or desired (optional).

Week 13 (Week of Nov. 4): Management: The Political Frame

TOPIC: Organizational Power and Politics and the Manager

READ: Holman & Deal, Ch. 10, *The Manager as Politician*, pp. 211-228;

Holman & Deal, Ch. 9, *Power, Conflict and Coalition*, pp. 191-210;

Post any comments or questions on the Discussion Board.

Week 14 (Week of Nov. 11): A Holistic View of Leadership in Today's Organizations

TOPIC: The Symbolic Frame of Leadership: Understanding Organizational Culture

READ: Bolman & Deal, *Organizational Symbols and Culture*, Ch. 12, pp. 251-278;

Post any comments or questions on the Discussion Board.

******Fifth Web Weekend: Nov. 15-16**

Developing an Integrated Understanding Leadership and Management
Course wrap-up/course evaluation

Week 15 (Week of Nov. 18): Reframing Leadership

TOPIC: An Integrated Approach to Managerial Leadership

READ: Bolman & Deal, Ch. 15, *Integrative Frames for Effective Practice*, pp. 311-326; Ch. 17, *Reframing Leadership*, pp. 341-372;

ASSIGNMENT: *FINAL PEQ7 on Leadership due in Dropbox on Sun., Nov. 24 at 11:00 pm. PEQ7 Assignment is described in Course Content Files for Module 15/Week 15.*

Thanksgiving Break: Nov. 25-29, 2013

******Final Case Study Due in Dropbox: Sun., Dec. 1, 5:00 pm******

DIVISION OF SOCIAL WORK and UNIVERSITY POLICIES

The goal of the Division of Social Work is to prepare students for the professional practice of social work. The Division requires students to adhere to professional practices and standards in all classes and practicum. These practices and standards are outlined in the *MSW Student Code of Conduct* which can be found on pages 23-27 of the current *MSW Student Handbook*. The Code of Conduct must be signed by all students beginning MSW students. The following standards are not negotiable: Students may depend on well-planned classes and knowledgeable instructors. Professors are committed to the facilitation of student success. Learning is a complex phenomenon for which BOTH instructors and students are responsible. Evaluation criteria are stated clearly in the syllabus. However, if students have questions about grading, it is the students' responsibility to discuss these matters with their instructors. The course syllabus represents a contract between students and the instructor. Professors reserve the right to modify syllabi, and students will be notified in writing when such changes are made. Likewise, students are responsible for reading and following instructions on the syllabi.

Class Attendance: The MSW Program is a professional program, and class attendance is **MANDATORY**. The Attendance Policy is extremely specific and is found in the current *MSW Student Handbook* (p. 66). Students are expected to be on time for class and to return from breaks in a timely manner. Likewise, students are expected to participate in class discussions and activities.

Submission of Assignments: All assignments must be submitted ON TIME and IN THE MANNER directed by the faculty (e.g., brought to class, submitted to Dropbox, etc.). Deadlines are extremely important for professional social workers. Additional information about assignment submission is found in the Attendance Policy in the *Student Handbook* online.

Academic Honesty: Plagiarism and other forms of academic dishonesty are not acceptable in a professional social work program. Students who engage in this type behavior risk failure on specific assignments in the course, and possible dismissal from the MSW Program. Academic dishonesty is prohibited by the university as well as the Department of Social Work. The following link outlines [VSU's Academic Honesty Policies](#). The Academic Dishonesty Policy for the Department of Social Work is found in the *MSW Student Handbook* found as a link off the Social Work (<http://www.valdosta.edu/socialwork>). Anti-Plagiarism Software is embedded within the BlazeView System and will be used on specific assignments as noted by the faculty.

Use of Laptops and Cell Phones in Class: Student use of laptops for in-class note taking must be approved by instructor unless student unless use is mandated by the Student Access Program at VSU. In this case, students must submit paperwork to this and each instructor and discuss any assistive devices that will be needed to enhance student's learning. Use of cell phones for texting or posting on the web is prohibited during class time. Students must advise the instructor prior to class if they are on call and they must put their phones on silent and leave the classroom to receive call. Phone calls during class, just as phone calls during client sessions, are not acceptable professional behavior. Based on complaints from other students in the MSW Program, use of these devices can distract other students who observe and overhear activities. These behaviors are identified in the *MSW Student Code of Conduct*.

Incompletes: Incomplete grades are given only in cases of extreme emergency with proper documentation, and are granted only with the prior approval of the instructor. Policies governing Incompletes are found in the *MSW Student Handbook*.

Academic Performance: Students are expected to maintain a 3.00 grade point average in the MSW Program. A discussion of all academic expectations and grading can be found in the *MSW Student Handbook*, including the Department's policy of Academic Deficiency Points given for grades lower than C.

Cancellation of Classes: The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather. Please check the main page of the VSU web site if you have concerns about inclement weather or an emergency situation:
<http://www.valdosta.edu>

Whenever possible, web weekend classes will continue as scheduled, but since students are driving from across the state, students MUST assess and determine whether they can safely reach campus in the case of a weather event. If you deem that you cannot safely drive to campus, notify your instructor and the Department Secretary if possible.

ADDITIONAL STUDENT INFORMATION

Technology Assistance: Students having technology problems may contact the [Help Desk](#) (phone 229-245-4357) or e-mail a question to helpdesk@valdosta.edu. The Help Desk is located on the 2nd floor of Odum Library (near front entrance). Online support for BlazeVIEW is provided 24/7 through the USG Helpline which students have found to be an excellent source of support at all hours of day/night! Detailed instructions for contacting USG Helpline are found on the Course Homepage.

Specific Learning Needs: Students requiring classroom accommodations or modifications because of a documented disability should discuss their needs with the professor at the beginning of the semester. Students who are not registered with the Access Office for Students with Disabilities should contact [VSU's Access Office](#) or call 229-245-2498 (229-219-1348 for TTY). The office is located in Room 1115 Nevins Hall.

Safety Concerns: Safety concerns should always be taken seriously by students in the MSW Program because of the fact that classes are held in the evening or on weekends. The University Police Office is located on the second floor of the Campus Parking Deck across N. Oak Street to the west side of Pine Hall (near the College of Education). Please be conscious of safety issues and be sure to lock your car when you park, be aware of your surroundings while in the parking deck, lot and on campus, and please walk with your peers when classes are over in the evening or on weekends when there are fewer classes. Many students choose to enter the Campus Police Emergency Number in their cellphones: **Police Emergency Number 259-5555; University Police Office Number: 333-7816.**