

SW 670 - SOCIAL WORK LEADERSHIP & MANAGEMENT
Spring (YEAR)

Instructor:
Office:
Phone:
Email:
Office hours:

Catalog Course Description

This course examines the foundation for organizational leadership and problem solving using theories of organizational behavior and management. The course provides framework for excellence in agency management through governance, planning, monitoring, information management, human resources, fiscal responsibility, quality assurance, and community relations. Includes integration of multi-cultural and gender issues. Letter grade only (A-F).

Course Prerequisites and Description

SW 500; 560 or 561; 596, 596, 660 or 661, and concurrent enrollment in 680. This course is aimed at covering the basic processes of management in both public and private or voluntary human service agencies and organizations. It examines the foundation for effective organizational leadership and participation as well as problem-solving using theories of organizational behavior and management. The course offers frameworks for governance, planning, monitoring, information management, human resources including supervision and staff development, fiscal responsibility, risk management, quality assurance, and community relations. Attention is given to how diversity, multiculturalism, gender and age-related issues influence the internal structure of agencies and their provision of services. This course should be useful for students interested and/or involved in organizational change and management in the social services.

Course Objectives:

This course builds on students' experiences in research methods, practice, policy, and fieldwork courses. It focuses on understanding the complexity of organizational leadership required of excellent social work administrators and managers. Upon successful completion of the course, students will be able to:

1. Differentiate selected historical perspectives on organizational theory and their application to contemporary public agencies as well as nonprofit and proprietary agencies and organizations.
2. Explain how organizational culture and climate play a vital role in agency management, leadership, and agency outcomes.
3. Describe how the critical components of agency administration (i.e., mission/vision statements, board development, strategic planning, program design; cost-effective service delivery, resource development/fundraising; risk management, quality assurance, and community relations) apply to excellence in agency management

4. Describe the aspects of legal and ethical human resource management (including recruitment, retention, training, and termination) that are instrumental to effective human service organization management.
5. Differentiate between types of motivation and reward systems used by effective supervisors in order to promote productivity and outcomes in employees.
6. Apply the above elements to a new model program appropriate to the social work profession reflecting multi-cultural, cost-effective, and competent practice.
7. Demonstrate skill in the group project management strategies of team building, collaboration, cooperation, and coordination in the development of a needed, yet innovative, human services organization.
8. Identify potential solutions for unique leadership challenges and ethical dilemmas that emerge in the design and management of human service organizations.
9. Articulate how issues of ethnicity, culture, gender, sexual orientation, age, abilities, economics, and ideology impact management from the perspective of an agency administrator.

Required Text

Kettner, Peter M. (2013). Excellence in Human Services Organization Management. New Jersey: Pearson Higher Education.

Other Assigned Readings and Materials

Other materials from a variety of sources addressing contemporary issues in administration and management will be used throughout the semester. These will be distributed through **Library E-reserves and/or posted on BeachBoard**. Students are expected to download this material and bring it to class. Students are encouraged to also bring to class any information that they may obtain (from attending trainings, their work, or internships) which may be of interest to the class, honoring copyright requirements and confidentiality.

Course Format

This course will be conducted through the use of lectures, multimedia (videos and overheads), large and small group discussions and activities, readings, case material, as well as questions and issues raised by students from their fieldwork and relevant employment activities. Guest speakers may participate, as available. Students may be assigned readings to present to the class.

Tips for Maximizing Your Learning Experiences in Graduate School and in this Course:

- ✓ Come to class, on time, ready to work. This behavior mirrors expectations of you in a work environment.
- ✓ Complete required readings and assignments before coming to class.
- ✓ Participate in class discussions. Ask questions. Be bold. Take chances.

Assignments and Evaluation

All written work will be assessed in light of clarity of presentation, organization, and the ability to integrate and apply the various concepts presented through readings, lectures, and class discussions. Detailed guidelines for all assignments will be posted on BeachBoard well before scheduled due dates. Late assignments will automatically receive a 10% reduction in score and another 10% for each day late unless an acceptable alternative has been previously discussed and approved by the instructor. For all circumstances assignments that are more than one week late will not be accepted.

Grading Scale and Criteria for Evaluation:

The maximum number of points for this course is 200. Grading will be based on total points earned:

180-200 = A; 160-179 = B; 140-159 = C; 120-139 = D; 119 or less = F

Assignments

Course assignments and exams are designed to facilitate the integration of classroom content and fieldwork, and are structured to facilitate sequential understanding of the subject matter. They are designed to provide opportunities to use analytic, verbal, and written skills, parallel to social work practice related to the course focus. They include the following activities:

1. **Agency Director Interview Assignment (50 points – 25%)**
(Course Objectives #1, #3, and #4) [INDIVIDUAL WORK]
This assignment will be conducted in two parts:
 - **Part I** requires students to interview an agency director or administrator on topics related to management theory and leadership philosophy. This will be tape recorded and summarized or transcribed to be submitted at the date indicated on the course schedule. Transcriptions can be lengthy depending on the Director interviewed; typically, they are about 15-pages in length (**25 points**).
 - **Part II** requires an analysis of the interview. Using literature on leadership and management, students will then provide a detailed analysis and assessment of the agency's organizational and management structure to be submitted at the date indicated in the course schedule (**7-8 pages; 25 points**). Details of the assignment, and suggested topics to be discussed in the interview will be provided in class. Interview analyses
2. **New Non-Profit Agency Needs Assessment (40 points – 20%)**
(Course Objectives #3, #6, and #7) [GROUP WORK]
Students will work in randomly assigned groups in order to write a brief needs assessment paper substantiating the need for a proposed non-profit human services agency. This is a literature-based report using recent scholarly references to document the unmet need for this type of social service agency and the service gaps your agency fulfills. Details for the assignment will be provided in class.
3. **Managing Agency Challenges (30 points – 15%)**
(Course Objectives #1 - #5, #9) [INDIVIDUAL WORK]
This assignment will consist of developing an action plan to address specific agency challenges and dilemmas. Students will be provided vignettes and will provide a detailed response that integrates course lecture and readings (approximate 6-8 pages). This is an individual assignment and should be completed accordingly in order to obtain full credit for your work.
4. **Building a New Non-Profit Agency (60 points – 30%)**
(Course Objectives #1- #7, #9) [GROUP WORK]
Using basic parameters provided by the instructor, students will assume the role of an Executive Director and create a new community-based nonprofit human services agency specific to their concentration area. This assignment will be completed as a group exercise; therefore, everyone in the group will receive the same grade. Further details for completion of this assignment will be

distributed in class; however, each group will be responsible for preparing a business report for the nonprofit agency business plan by the due date indicated. Projects will be approximately 20 pages in length.

5. **Class Participation (20 points – 10%)**

(Course Objectives #1 - #9) [INDIVIDUAL WORK]

Students in the class need to attend class meetings on time and actively participate in class discussions each week in order to comment on: (a) the application of readings assigned for each week to previous and/or current practice experience in the field; and (b) information presented by colleagues and instructor. **This is not a passive course!** Active participation in class discussions is vital to your success in this course.

Attendance will be taken at each class session as one measure of your participation in the class. Parallel to the expectation for an administrator or manager, **please inform the instructor by email in advance* if you will be absent from class - explaining why the absence is required.** Due to the nature of course content and to facilitate course process, class participants should include only students enrolled in the class. Guests must be approved by the instructor in advance of a class session. * *In the event of an emergency, notify the instructor as soon as possible.*

Spring 2019 Course Overview (Mon)

DATE	WEEK	TOPIC	ASSIGNMENT
	1	Course Introduction; Overview of Management and Leadership in Social Work Practice	
	2	Perspectives on Organizational Theory	
	3	Systems Theory and Organizational Culture	
	4	Governance and Management (Boards of Directors)	
	5	Translating Management Theory into Practice	Agency Needs Assessment Due
	6	Developing Leadership Skills	
	7	Human Resources I: Job and Work Design	Interview Transcription Due
	8	Human Resources II: Recruitment and Retention	
	9	Human Resources III: Motivation & Reward Systems	Draft of Proposed Agency Due
	-	Spring Break Week and Cesar Chavez Day (3/31)	
	10	Strategic Planning and Quality Assurance	Managing Agency Challenges Due
	11	Financial Management and Agency Budgeting	
	12	Policies, Procedures, and Risk Management	Interview Analysis Paper Due
	13	No Class Session: MSW Program Evaluation & Assessment	
	14	Implications: Debriefing on projects, dilemmas, and real-life application.	
	15	Final Exam Week	Final Business Report Due

Detailed Course Schedule

Week 1 (DATE) COURSE INTRODUCTION

Course Objective #1

Activities: Review syllabus including readings and written assignments; discuss students' objectives; discuss major challenges facing social service agencies from an administrative perspective. Review concepts related to conducting needs assessments as it relates to non-profit goals.

SSW PE 6.2 INTRODUCED

SSW PE 7.3 INTRODUCED

SSW PE 8.2 INTRODUCED

Week 2 (DATE) PERSPECTIVES ON ORGANIZATIONAL THEORY ORGANIZATIONAL THEORY

Course Objective #1

Activities: Review various theoretical frameworks from historical and organizational systems perspectives.

- Kettner: Preface & Ch. 1, Developing a theory for the management of human service organizations;
- Center for Non –Profit Management- Video Clip – “What to Think About Before Starting a Non – Profit Organization” -
https://www.youtube.com/watch?v=hAy22V69smM&index=2&list=PL_wYvX9tgKefeoMDhmshesTjOOFj7UHLG
- Hasenfield, Y., Chen, M., Garrow, E., & Parent, B. (2013). Spread Thin: Human Service Organizations in Poor Neighborhoods. University of California Los Angeles, Luskin School of Public Affairs, Center for Civil Society. Retrieved from:
<http://civilsociety.ucla.edu/practitioners/publications/spread-thin-human-services-organizations-poor-neighborhoods>

Week 3 (DATE) SYSTEMS THEORY AND ORGANIZATIONAL CULTURE

Course Objectives: #1 and #2

Activities: Compare and contrast organizational theories including systems theory in organization management. Examine the concept of organizational culture and how it operates in non-profit agencies.

- Kettner: Ch 2, Understanding the organization from a systems perspective
- Racial Equity, Diversity, and Inclusion in Nonprofit Governance
<https://search.proquest.com/openview/d0046159acf17ae4613dbb671792d704/1?pq-origsite=gscholar&cbl=2037378>
- E-reserves: Hemmelgarn, A. L., Glisson, C., & James, L. R. (2006). Organizational Culture and Climate: Implications for services and interventions research. Clinical Psychology: Science and Practice, 13(1), 73-89.

Week 4 (DATE) GOVERNANCE AND MANAGEMENT

Course Objectives: #2 and #3

Activities: Facilitate understanding of knowledge and skills needed related to mission/vision statements, the administrator's role, board responsibilities and development.

- Kettner: Ch. 3, Using structure to facilitate and support achievement of the agency's mission
- E-Reserves: Buse, K., Bernstein, R. S., & Bilimoria, D. (2016). The influence of board diversity, board diversity policies and practices, and board inclusion behaviors on nonprofit governance practices. Journal of Business Ethics, 133(1), 179-191.

Week 5 (DATE) TRANSLATING MANAGEMENT THEORY INTO AGENCY PRACTICE

Course Objectives #3 and #4

Activities: Understand how to develop an ethical organization constitution, and learn how to develop goals and objectives for effective agency-based programming. Considerations for an ethical approach to addressing issues related to diversity for clients and staff will be discussed.

- E-reserves: Weisinger, J., Sowa, J. E., Word, J. (2017). Diversity and diversity management in nonprofit organizations. In Word, J. K. A., Sowa, J. E. (Eds.), The nonprofit human resource management handbook: From theory to practice (pp. 323–338). Routledge.
- E-reserves: Marmo, S., & Berkman, C. (2018). Social workers' perceptions of job satisfaction, interdisciplinary collaboration, and organizational leadership. Journal of Social Work in End-of-Life & Palliative Care, 14(1), 8-27.

Agency Needs Assessment Due

Week 6 (DATE) DEVELOPING LEADERSHIP SKILLS

Course Objectives #3 and #8

Activities: Differentiate different types of leaders and leadership traits; develop leadership skills and emerging issues in leadership development.

- E-reserves: Steel, W (2020). Trauma-informed Organizations, Leadership, Secondary Traumatic Stress, and Supervision. In Reducing Compassion Fatigue, Secondary Traumatic Stress and Burnout, (1st Edition., 85-108).
- Sargeant, A. & Day, H. (2018) A Study of Nonprofit Leadership in the US and Its Impending Crisis <https://boardable.com/wp-content/uploads/assets/wake-up-call-report-nonprofit-leadership-study-boardable.pdf>
- Walden, W. (2012). Defining Leadership and Management Competencies for Executives of Social Work Organizations: A Global View. Rutgers University, School of Social Work, The Huamin Research Center. Retrieved from: https://socialwork.rutgers.edu/sites/default/files/huamin_research_report_5.pdf

Week 7 (DATE) HUMAN RESOURCES I: JOB AND WORK DESIGN

Course Objectives #3 and #4

Activities: Explain the concepts of job and work design and redesign; be able to apply job design concepts to a specific organization and job. Ethical considerations regarding equal employment opportunity employment guidelines discussed. In class practice will include how to develop a clear job description linking job responsibilities to the agency mission and values.

- Kettner: Ch. 4, Job analysis and job design;
- Kettner: Ch. 5, Maximizing organizational performance through human resources planning.
- E-reserves: Lizano, E. L., & Mor Barak, M. E. (2012). Workplace demands and resources as antecedents of job burnout among public child welfare workers: A longitudinal study. Children and Youth Services Review, 34(9), 1769-1776.

Director Interview Summary/Transcription Due

SSW PE 2.1 INTRODUCED

Week 8 (DATE) HUMAN RESOURCES II – RECRUITMENT & RETENTION

Course Objectives #3 and #4

Activities: Examine essential administrative processes related to personnel planning, recruitment, development, and staff retention to include how diversity, inclusion, and equal employment opportunity in agency employment practices is demonstrated and documented.

- Kettner: Ch. 7, Maximizing employee potential through staff training and development.
- E-reserves: Lee, Y. J. (2019). Scarce as hen's teeth: Women CEOs in large nonprofit organizations. *Nonprofit Management and Leadership*, 29(4), 601-610.

Week 9 (DATE) HUMAN RESOURCES III – MOTIVATION & REWARD SYSTEMS

Course Objectives: #3, #4, and #5

Activities: Review ways to tie employee performance to reward systems; identify types of employee terminations.

- Kettner: Ch. 8 Promoting excellence through well-designed motivation and reward system;
- Kettner: Ch. 9, Supervision, performance appraisal, rewards, and termination.
- E-reserves: Fisher, E. A. (2009). Motivation and Leadership in Social Work Management: A review of theories and related studies. *Administration in Social Work*, 33(4), 347-367.

Suggested Reading:

- Kettner: Ch. 8 Promoting excellence through well-designed motivation and reward system;
- Kettner: Ch. 9, Supervision, performance appraisal, rewards, and termination.
- E-reserves: Fisher, E. A. (2009). Motivation and Leadership in Social Work Management: A review of theories and related studies. *Administration in Social Work*, 33(4), 347-367.
- RAND Corporation (2014). Do Workplace Wellness Programs Save Employers Money?
Retrieved from:
http://www.rand.org/content/dam/rand/pubs/research_briefs/RB9700/RB9744/RAND_RB9744.pdf

DRAFT of Proposed Agency Due

DATE: No Class Session - Cesar Chavez Day and Spring Break

SSW PE 4.1 INTRODUCED

SSW PE 5.1 INTRODUCED

SSW PE 7.1 INTRODUCED

Week 10 (DATE) STRATEGIC PLANNING | STRATEGIC PLANNING

Course Objectives: #3, #6, #7, #8, and #9

Activities: Examine essential administrative responsibilities related to the development of an organizational strategic plan and continuous quality improvement. This discussion will extend to a community framework in building steps to meeting both community and organization needs in the strategic planning process.

- Chapter 10 – Selecting Appropriate Strategies and Tactics
- E-reserves: Netting, E., Kettner, P., McMurtry, S., & Thomas, L.M (2012). *Social Work Macro Practice* (4th Ed.). Boston: Pearson Education.
- The Community Tool Box, Work Group for Community Health and Development, University of Kansas, Chapter 8, Developing a Strategic Plan (Sections 1-8). Retrieved from:
<http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning>
- CSULB School of Social Work Strategic Plan -
<http://www.csulb.edu/colleges/chhs/departments/social-work/mission/>

Managing Agency Challenges Due

Week 11 (DATE) **EVALUATING PROGRAMS AND MEASURING AGENCY OUTCOMES**

Course Objectives: #6 and #7

Activities: Identify and discuss the managerial aspects of supervision related to program evaluation and progress toward program goals and outcomes.

** How will your agency success be measured? In-class project group exercises to identify measurement instrumentation for pre-post evaluation of client progress for your agency outcomes. Be prepared to discuss how and when these assessments will be administered to objectively measure client progress toward goals.

- Kettner: Ch. 12, Monitoring and evaluating organizational efforts and accomplishments
- E-reserves: Hatry, Harry (1996) - (United Way of America) Ch.1, Getting Ready; Ch.2, Choosing Outcomes; Ch.3, Specifying Indicators for Outcomes; Ch. 4, Preparing to Collect Data on Indicators
- E-reserves: Perez Jolles, M., Collins-Camargo, C., McBeath, B., Bunker, A. C., & Chuang, E. (2017). Managerial strategies to influence frontline worker understanding of performance measures in nonprofit child welfare agencies. Nonprofit and Voluntary Sector Quarterly, 46(6), 1166-1188.

SSW PE 4.2 INTRODUCED

SSW PE 9.1 INTRODUCED

Week 12

Week 12 (DATE) **FINANCIAL MANAGEMENT AND AGENCY BUDGETING**

Course Objectives: #5, #6, and #7

Activities: Discuss elements of ethical and effective supervision; examine administrative processes related to fiscal management including budgeting, and resource development.

- Kettner: Ch. 11, Managing resources to support excellence

Interview Analysis Due

SSW PE 5.2 INTRODUCED

SSW PE 8.5 INTRODUCED

Week 13 (DATE) **POLICIES, PROCEDURES, AND RISK MANAGEMENT RISK MANAGEMENT**

Course Objectives: #3, #6, #7, #8, and #9

Activities: Development of agency-based policies to ensure compliance with laws and regulations, guidance for decision-making, and consistency in internal processes. Understand risk management and the role of accreditation and oversight bodies in non-profit organizations.

- Stanford Social Innovation Review: A Call for Nonprofit Risk Management. (2016). Retrieved from: https://ssir.org/articles/entry/a_call_for_nonprofit_risk_management#
- NonProfit Hub: A Nonprofit's Guide to Risk Management. Retrieved from: <https://nonprofithub.org/resources/a-nonprofits-guide-to-risk-management/>
- Operation Head Start: The Most Common Financial, Management Risks Facing Nonprofits <https://eclkc.ohs.acf.hhs.gov/fiscal-management/article/most-common-financial-management-risks-facing-nonprofits>

No Class Session – MSW Program Assessment

**Week 15 (DATE) SOCIAL WORK IMPLICATIONS: DEBRIEFING ON FINAL PROJECTS & DILEMMAS;
APPLICATION TO SOCIAL WORK MACRO PRACTICE**

Course Objectives: #3 - #9

Activities: Presentation of agency models and dilemmas. Open discussion of application to social work.

Week 16 (DATE) Final Exam Week

Final Business Report Due No Later Than: (DATE)

Notes:

EPAS Competencies and Advanced Practice Behaviors Assessed in this Course

EPAS Competencies and Advanced Practice Behaviors	Assig- 1 Agency Director Interview	Assig- 2 Building a Non-Profit Agency	Assig- 3 Managing Agency Challenges	Assig- 4 Class Participation
Competency 1–Demonstrate Ethical and Professional Behavior				
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	x			x
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	x			x
Use supervision and consultation to guide professional judgment and behavior.				
Competency 2 –Engage Diversity and Difference in Practice				
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	x			
Present themselves as learners and engage clients and constituencies as experts of their own experiences	x			
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.				
Competency 4 –Engage In Practice-informed Research and Research-informed Practice				
Use and translate research evidence to inform and improve practice, policy, and service delivery		x		
Competency 5 – Engage in Policy Practice				
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services		x		
Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities				
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies		x	x	
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies		x		
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies		x	x	
Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities				
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies			x	
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies			x	
Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities				
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes		x	x	
Critically analyze, monitor, and evaluate intervention and program processes and outcomes		x		

Bibliography

- Anderson, S. G. (2004). Developing contracted social service initiatives in small nonprofit agencies: Understanding management dilemmas in uncertain environments. *Families in Society*, 85(4), 454-462.
- Austin, D. M. (2002) Human services management: Organizational leadership in social work practice. New York: Columbia University Press.
- Bennis, Warren (2003). On Becoming A Leader (Expanded). New York: Basic Books.
- Brashears, F. (1995). Supervision as Social Work Practice: A Recapitulation. *Social Work*, 40 (5), 692-699.
- Buchanan, D., Fitzgerald, L., Ketley, D., Gollop, R., Jones, J. L., Lamont, S. S., Neathe, A., & Whitby, E. (2005). No Going Back: a review of the literature on sustaining organizational change. *International Journal of Management Reviews*, 7(3), 189-205.
- Busch, M. & Folaron, G. (2005). Accessibility and clarity of state child welfare agency mission statements. *Child Welfare*, 84(3), 415-430.
- Carrilio, T. (2005). Management information systems: Why are they underutilized in the social services? *Administration in Social Work*, 29(2), 43-61.
- Child Welfare League of America. (1996). Standards of Excellence for the Management and Governance of Child Welfare Organizations. Washington, DC: Child Welfare League of America.
- Cohen, B. J. (1999). Fostering innovation in a large human service bureaucracy. *Administration in Social Work*. 22(2), 47-59.
- Cohen, R. and Cohen, J. (2000). Chiseled in Sand: Perspectives on Change in Human Service Organizations. Belmont, CA: Wadsworth/Thomson Learning.
- Council on Accreditation of Services for Families and Children, Inc. (1998). Self-Study Manual. NY: Council on Accreditation of Services for Families and Children, Inc.
- Ehringer, A. G. (1995). Make Up Your Mind: Entrepreneurs Talk About Decision Making. Santa Monica, CA: Merritt Pub.
- Ellett, A. J., Ellis, J. I., Westbrook, T. M., & Dews, D. (2007). A qualitative study of 369 child welfare professionals' perspectives about factors contributing to employee retention and turnover. *Children and Youth Services Review*, 29(2), 264-281.
- Ezell, M. Chernesky, R. & Healy, L. (2004). The learning climate for Administration students. *Administration in Social Work*, 28(1), 57-76.
- Fauri, D., Wernet, S. and Netting, F.E. (2000). Cases in Macro Social Work Practice. Needham Heights, MA: Allyn & Bacon.
- Fisher, E. A. (2005). Facing the challenges of outcomes measurement: The role of transformational leadership. *Administration in Social Work*, 29(4), 35-49.
- Fisher, E. A. (2009). Motivation and Leadership in Social Work Management: A review of theories and related studies. *Administration in Social Work*, 33(4), 347-367.
- Freund, A. (2005). Work attitudes of social workers across three sectors of welfare organizations: Public, for-profit, and third sector. *Journal of Social Service Research*, 31(3), 69-92.
- Glisson, C. & Hemmelgarn, A. (1998). The effect of organizational climate and interorganizational coordination on the quality and outcomes of children's service systems. *Child Abuse and Neglect*, 22(5), 401-21.

- Glisson, C. (2000). Organizational climate and culture. In R.J. Patti (Ed.) *The handbook of social welfare management* (pp. 195-218). Thousand Oaks, CA: Sage Publications, Inc.
- Golembiewski, R. and Stevenson, J. (1998). *Cases and Applications in Nonprofit Management*. Itasca, IL: F.E. Peacock Publishers, Inc.
- Gray, K. A., Wolfer, T. A., & Maas, C. (2005). The decision case method: Teaching and training for grassroots community organizing. *Journal of Community Practice*, 13(1), 105-120.
- Gummer, B. (1997). Ethics and administrative practice: The politics of values and the value of politics. In Reisch, M. and Gambrill, E. (Eds.). *Social Work in the 21st Century*. (pp. 350-358) Thousand Oaks, CA: Pine Forge Press.
- Gummer, B. (1987). Are administrators social workers? The politics of intra-professional rivalry. *Administration in Social Work*, 11(2), 19-31.
- Gustavsson, N., & MacEachron, A. E. (2004). When a child welfare client dies: An agency-centered perspective. *Child Welfare*, 83(4), 317-340.
- Gutierrez, L., GlenMaye, L., and DeLois, K. (1996). The organizational context of empowerment practice: Implications for social work administration. *Social Work*, 40(2), 249-258.
- Hardina, D. (2004). Guidelines for ethical practice in community organization. *Social Work*, 49(4), 595-604.
- Hardina, D. (2005). Ten characteristics of empowerment-oriented social service organizations. *Administration in Social Work*, 29(3), 23-42.
- Hasenfield, Y., Chen, M., Garrow, E., & Parent, B. (2013). Spread Thin: Human Service Organizations in Poor Neighborhoods. University of California Los Angeles, Luskin School of Public Affairs, Center for Civil Society. Retrieved from: <http://civilsociety.ucla.edu/practitioners/publications/spread-thin-human-services-organizations-poor-neighborhoods>
- Haynes, K. (1989). *Women Managers in Human Services*. NY: Springer.
- Hemmelgarn, A. L., Glisson, C., & James, L. R. (2006). Organizational Culture and Climate: Implications for services and interventions research. *Clinical Psychology: Science and Practice*, 13(1), 73-89.
- Hyde, C. A., Hopkins, K.A. (2004). Diversity climates in human service agencies: An exploratory assessment. *Journal of Ethnic & Cultural Diversity in Social Work* 13(2), 25-43.
- Iecovich, E. (2005). Environmental and organizational features and their impact on structural and functional characteristics of boards in nonprofit organizations. *Administration in Social Work*, 29(3), 43-59.
- Jaskyte, K., & Dressler, W. W. (2005). Organizational culture and innovation in nonprofit human service organizations. *Administration in Social Work*, 29(2), 23-41.
- Jaskyte, K., & Kisieliene, A. (2006). Organizational innovation: A comparison of nonprofit human-service organizations in Lithuania and the United States. *International Social Work*, 49(2): 165–176.
- Kim, H. (2011). Job conditions, unmet expectations, and burnout in public child welfare workers: How different from other social workers? *Children and Youth Services Review*, 33(2), 358-367.
- Lehmann, J. (2005). Human services management in rural contexts. *The British Journal of Social Work*, 35(3), 355-371.

- Lizano, E. L., & Mor Barak, M. E. (2012). Workplace demands and resources as antecedents of job burnout among public child welfare workers: A longitudinal study. *Children and Youth Services Review, 34*(9), 1769-1776.
- Lohmann, R. A. & Lohmann, N. (2002). Social Administration. NY: Columbia University Press.
- Lucas, G. I. (2005). The emerging sophistication in human service management: A welcome and essential evolution. *Journal of Community Practice, 13*(3), 107-114.
- Marshall, V. W., & Altpeter, M. (2005). Cultivating social work leadership in health promotion and aging: Strategies for active aging interventions. *Health & Social Work, 30*(2), 135-144.
- Mary, N. L. (2005). Transformational leadership in human service organizations. *Administration in Social Work, 29*(2), 105-118.
- Menefee, D. (1997). Strategic administration of nonprofit human service organizations. *Administration in Social Work, 21*(2) 1-19.
- Mizrahi, T., & Berger, C. S. (2005). A longitudinal look at social work leadership in hospitals: The impact of a changing health care system. *Health & Social Work, 30*(2), 155-165.
- Moore, S. (1995). Efficiency in social work practice administration. *Social Work, 40*(5), 602-609.
- Mor-Barak, M. & Bargal, D. (Eds.) (1999). Social Services in the Workplace: Repositioning Occupational Social Work in the New Millennium (Monograph Published Simultaneously as *Administration in Social Work, 23*, (3/4) 2000). New York: The Haworth Press.
- Nesoff, I. (2007). The importance of revitalizing management education for social workers. *Social Work, 52*(3), 283-285.
- Netting, F. E., & O'Connor, M. K. (2005). Teaching organization practice: A multi-paradigmatic approach. *Administration in Social Work, 29*(1), 25-43.
- Netting, E., Kettner, P., McMurtry, S., & Thomas, L.M (2012). Social Work Macro Practice (4th Ed.). Boston: Pearson Education.
- Pasztor, E., Abels, P., DeCrescenzo, T., & McFarland-Brown, V. (2007). Administrative issues in diversity. In Cohen, N., Tran, T., & Rhee, S. (Eds.) Multicultural Approaches in Caring for Children, Youth, and their Families (pp. 312-349) Boston: Pearson, Allyn & Bacon Publishers
- Patterson, M. G., West, M. A., Shackleton, V. J., Dawson, J. F., Lawthom, R., Maitlis, S., Robinson, & Wallace, A. M. (2005). Validating the Organizational Climate Measure: Links to managerial practices, productivity and innovation. *Journal of Organizational Behavior, 26*(4), 379-408.
- Patti, R. J. (1983). Social Welfare Administration: Managing social programs in a developmental context. Englewood Cliffs, NJ: Prentice Hall.
- Patti, R. J. (2000). The Handbook of Social Welfare Management. Thousand Oaks, CA: Sage.
- Pecora, P., Seelig, W., Zirps, F., & Davis, S. (Eds.). (1996). Quality improvement and Evaluation in Child and Family Services. Washington, DC: CWLA Press.
- Perlmutter, F. (1990). Changing Hats: From Social Work Practice to Administration. Washington, DC: NASW Press.
- Perlmutter, F., Bailey, D., and Netting, F. (2001). Managing Human Resources in the Human Services – Supervisory Challenges. New York: Oxford Press.
- Preston, M. S. (2005). Child welfare management training: Towards a pedagogically sound curriculum. *Administration in Social Work, 29*(4), 89-111.

- RAND Corporation (2014). Do Workplace Wellness Programs Save Employers Money?
Retrieved from:
http://www.rand.org/content/dam/rand/pubs/research_briefs/RB9700/RB9744/RAND_RB9744.pdf
- Rapp, C.A., & Poertner, J. (1992). Social Administration: A Client-Centered Approach. New York: Longman Publishing Group.
- Reese, D. J., & Raymer, M. (2004). Relationships between social work involvement and hospice outcomes: Results of the national hospice social work survey. *Social Work, 49*(3), 415-422.
- Riccucci, N. M., & Meyers, M. K. (2004). Linking passive and active representation: The case of frontline workers in welfare agencies. *Journal of Public Administration Research and Theory, 14*(4), 585-597.
- Rizzo, V. M., & Rowe, J. M. (2006). Studies of the cost-effectiveness of social work services in aging: A review of the literature. *Research on Social Work Practice, 16*(1), 67-73.
- Rosenheck, R., Morrissey, J., Lam, J., Calloway, M., Stolar, M., Johnsen, M, Randolp, F., Blasinsky, M. & Goldman, H. (2001). Service Delivery and Community: Social capital, service systems integration, and outcomes among homeless persons with severe mental illness. *Health Services Research, 36*(4), 691.
- Schein, E. H. (2004). Organizational Culture and Leadership (3rd Ed.). San Francisco: Jossey Bass.
- Shulman, L. (1993). Interactional Supervision. Washington, DC: NASW Press.
- Speer, P. W., & Zippay, A. (2005). Participatory decision-making among community coalitions: An analysis of task group meetings. *Administration in Social Work, 29*(3), 61-77.
- Thompson, J. and Marley, M. (1999). Women in human services management: Continued issues and concerns." *Administration in Social Work, 23* (2). pp 17-31
- Tierney, T. J. (2006). The leadership deficit. Stanford Social Innovation Review, 4(2), 26-37.
- Tropman, J. & Tropman, E. (1999). Nonprofit Boards – What to Do and How to Do It. Washington, DC: CWLA Press.
- Turner, L. M., & Shera, W. (2005). Empowerment of human service workers: Beyond intra-organizational strategies. *Administration in Social Work, 29*(3), 79-94.
- Walden, W. (2012). Defining Leadership and Management Competencies for Executives of Social Work Organizations: A Global View. Rutgers University, School of Social Work, The Huamin Research Center. Retrieved from:
http://socialwork.rutgers.edu/Libraries/Huamin/Huamin_research_report_5.sflb.ashx
- Weinbach, R. W. (2003). The Social Worker as Manager: A Practical Guide to Success (4th Edition). Boston: Allyn & Bacon.
- Weiner, M. E. (1994). Human services management: Analysis and applications. Storrs, CT: UCONN CO-OP University of Connecticut.
- Williams, S. E., Kirk, A., & Wilson, T. (2011). A recent look at the factors influencing workforce retention in public child welfare. *Children and Youth Services Review, 33*(1), 157-160.
- Yoo, J. & Brooks, D. (2005). The role of organizational variables in predicting service effectiveness: An analysis of a multilevel model. *Research on Social Work Practice, 15*(4), 267-277.

UNIVERSITY (U) SCHOOL(S) AND INSTRUCTOR (I) POLICIES

NEW UNIVERSITY POLICY (As of August 2, 2018) REGARDING EMAIL ADDRESS FOR ALL OFFICIAL UNIVERSITY EMAIL CORRESPONDENCE TO STUDENTS (U)

In response to increasing phishing attacks and cyber scams, the university will implement a change on August 2, 2018 that all official CSULB announcements and notices will be sent to your campus-provided "BeachMail" (Outlook) email account. This change means that official University email communications will be sent to your @student.csulb.edu email account only. As part of this change, *you will no longer be able to assign a third-party email address (e.g., Gmail, Hotmail, Yahoo, etc.) as your "preferred" email account in MyCSULB.* However, if you wish to continue receiving official campus communication at your personal email accounts, you may [Use Rules to Automatically Forward Messages](#) from your BeachMail account to your preferred personal email account. You can access your [BeachMail](#) (Outlook) account within the campus [Single Sign-On](#) (SSO) service. If you have any questions about this service update, please contact DoIT-ServiceManagement@csulb.edu or the Technology Help Desk at (562) 985-4959.

Statement of Non-discrimination (U)

<http://catalog.csulb.edu/content.php?catoid=2&navoid=34#nondiscrimination-policy>

Protected Status: Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion or Religious Creed, and Veteran or Military Status.

The California State University does not discriminate on the basis of age, genetic information, marital status, medical condition, nationality, race or ethnicity (including color and ancestry), religion (or religious creed), and veteran or military status - as these terms are defined in CSU policy - in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Larisa E. Hamada, Director of campus Equity & Diversity has been designated to coordinate the efforts of California State University, Long Beach to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at larisa.hamada@csulb.edu, 6300 State University Dr. #120, Long Beach, CA 90815, (562) 985-8256. CSU Executive Order 1097 Revised October 5, 2016 (www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf) (or any successor executive order) is the system-wide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

Preferred Gender Pronoun (U)

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a legal name change. To submit a request, go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

Statement of Accessibility (U)

http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility/

All instructors shall be familiar with best practices in making their syllabus and course documents accessible to all students and upon request provide the format need for the student. Instructors can access best practices at the following link.

Accommodation (U)

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines).

Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs.

Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Disabled Student Services (DSS) office located at 270 Brotman Hall. The telephone number is (562)985.5401.

Accommodation is a process in which the student, DSS, and instructor each play an important role. Students contact DSS so that their eligibility and need for accommodation can be determined. DSS identifies how much time is required for each exam.

The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a DSS Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the DSS office.) The instructor welcomes the opportunity to implement the accommodations determined by DSS. Please ask the instructor if you have any questions.

Campus Behavior (U) General Policies

CSULB Statement on Civility and Acts of Violence

<http://catalog.csulb.edu/content.php?catoid=2&navoid=34#csulb-statement-on-civility-and-acts-of-violence>

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate.

The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies.

To fulfill this policy, the University strives: 1) to prevent violence from occurring; and 2) to enforce local, state, and federal laws, as well as University regulations, regarding such conduct. The University also has established procedures for resolving and/or adjudicating circumstances involving violence, as well as threats of violence. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or his/her belongings. All allegations of such incidents (i.e., acts and threats) will be aggressively investigated. Allegations that are sustained may result in disciplinary action up to and including dismissal from employment, expulsion from the University, and/or civil and criminal prosecution.

Members of the campus community are encouraged to promptly report any acts of violence, threats of violence, or other behavior which by intent, act, or outcome harm themselves or others. (Approved October 1997)

Classroom Expectations

All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

Unprofessional and Disruptive Behavior

It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

School of Social Work Policy Regarding Application of the NASW Code of Ethics in all Classes (S)

The [NASW Code of Ethics](#) outlines a set of core values that form the basis of social work's purpose and perspective. The core values are:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

The School of Social Work also applies the Code to classroom interactions and comportment. That is, students as emerging professionals are expected to maintain confidentiality, respect for difference and are expected to take personal responsibility for timely attendance and consistent commitment to the learning experience by being active and responsible members of each class or group.

The School of Social Work considers all students as citizens who are subject to all federal, state and local laws in addition to regulations that exist as part of their responsibility to the School/College/University governing student conduct and responsibility. A student may be suspended or disqualified from the BASW or MSW program for violating laws, rules or regulations.

Cheating and Plagiarism (U)

<http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cheating-and-plagiarism>

Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgment of an original author or source must be made through appropriate references, (i.e., quotation marks, footnotes, or commentary). Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of

another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult with the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by: (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

Definition of Cheating

Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Academic Action

One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

- a. Review – no action.
- b. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
- c. A requirement that the work be repeated;
- d. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
- e. Assignment of a failing final grade;
- f. Referral to the Office of Student Conduct and Ethical Development for possible probation, suspension, or expulsion.

Attendance Policy (U/S)

Attendance

<http://catalog.csulb.edu/content.php?catoid=2&navoid=30>

Students are expected to attend classes regularly. Classroom participation is a necessary and important means of learning and is essential to the educational objectives of all MSW courses.

Faculty members may drop students who fail to attend class during the first week of the semester. However, students should not presume that they will be dropped by the faculty member. Students who have registered for a class, but never attended, should verify whether or not they are officially enrolled. It is the student's responsibility to withdraw officially from the class.

Excused Absences

Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

- a. Illness or injury to the student
- b. Death, injury, or serious illness of an immediate family member or the like
- c. Religious reasons (California Education Code section 89320)
- d. Jury duty or government obligation
- e. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty are not obligated to consider other absences as excused and may require students to provide documentation for excused absences.

Attendance and Absences in Field Education Internship Placement

Please refer to the Field Education Manual for absences in field education internship placement and seminar requirements.

Extended or Multiple Absences

Attendance in all Social Work classes is crucial since student participation is essential. Absences impact a student's academic work and performance as well as the participation of other students. For Fall, Spring and Regular (12-week) Summer Session courses, students are allowed the same number of absences equal to the number of course meetings per week (e.g. two absences in courses meeting two times per week, one absence in courses meeting once a week, see Field Education Manual for specifics about absences in field education internships and seminars). For Summer Session I or III courses, which meet twice a week for only six weeks, students are allowed only one absence. The next absence after the maximum allowed may lower the final course grade by one full letter (or from Credit to No Credit in Field Education courses; each subsequent absence will continue to lower the final grade accordingly).

Students are encouraged to save these absences for situations in which they may not be in control of circumstances.

One additional absence will be allowed without consequence to the final grade **ONLY** for illness, injury, or other University established excused absences (as specified above in A. Excused Absences) and **only** when documentation is provided.

1. Students who anticipate extended or multiple absences, beyond the maximum of two absences allowed as specified above, during a particular semester should consult with the Director of Field Education (if they will be in their field education internship or seminar) and Graduate Program Coordinator before enrolling in any classes to determine whether it will be possible to complete field education placement/seminar requirements and course requirements and develop alternatives to making up missed work as required.
2. Students who realize after enrollment that they will have extended or multiple absences, beyond the maximum of two absences allowed as specified above, should consult with the Director of Field Education (if they are in a field education in internship placement/seminar) and Graduate Program Coordinator to see whether it will be possible to complete field education placement/seminar and course requirements and develop alternatives to making up missed work as required.

Medical-Restriction and Disability-Related Absences

Attendance related matters involving a medical restriction or disability must be reviewed and approved as soon as possible by Disabled Student Services at (email: dss@csulb.edu, telephone: (562) 985-5401, location: Brotman Hall Room 270). DSS is the University office authorized to review medical documentation and authorize reasonable accommodations for academic-related matters based on a disability or medical restriction(s).

References: Class Attendance – Academic Information, Policies and Regulations, Course Catalog
http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html
Academic Senate – Attendance Policy, Policy Statement 01-01
http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/

Visitors to Classes (U)

Only students registered for the class either as regular students or as auditors and invited guests of the instructor may attend classes at CSULB. Persons wishing to become guests of the instructor should seek the instructor's permission prior to the beginning of the class session.

Withdrawal (U)

<http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cancellation-of-registration-or-withdrawal-from-csulb>

Cancellation of Registration or Withdrawal from CSULB

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on canceling registration and withdrawal procedures is available online at the [Enrollment Services website](#).

Students who receive financial aid funds must consult with the Financial Aid Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period.

Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

Withdrawal Policy (U)

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

Withdrawal during the first two weeks of instruction:

Students may withdraw during this period and the course will not appear on their permanent records.

Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction:

Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

Withdrawal during the final three weeks of instruction:

Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

Limits on Withdrawal:

No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:

Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,

Withdrawals in terms prior to fall 2009 at CSULB,

Withdrawals at institutions other than CSULB, and

Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

Catastrophic Withdrawal

CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

- a. The Petition to Withdraw from Classes in the Final Three Weeks of Instruction and the appropriate Catastrophic Withdrawal Request (Medical or Beyond Student's Control) is submitted to Enrollment Services by the published deadlines,
and
- b. The student presents evidence to demonstrate that a severe medical condition or other circumstances beyond the student's control prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

Incomplete Grades (U)

An "Incomplete" grade ("I") signifies that a portion of the required coursework (normally not more than one-third) has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified reasons, and that there is still a possibility of earning credit. In cases where more than one-third of the work is outstanding, but the instructor feels that an "I" is appropriate, a justification must be provided. It is the responsibility of the student to bring pertinent information to the instructor to reach agreement on the means by which the remaining course requirements will be satisfied. Agreement to the conditions for removal of the incomplete shall be in writing with the instructor.

Campus Behavior (U)

General Policies

CSULB Statement on Civility and Acts of Violence

http://web.csulb.edu/divisions/aa/catalog/current/general_policies/csulb_statement_civility_acts_violence.html

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate.

The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies.

To fulfill this policy, the University strives: 1) to prevent violence from occurring; and 2) to enforce local, state, and federal laws, as well as University regulations, regarding such conduct. The University also has established procedures for resolving and/or adjudicating circumstances involving violence, as well as threats of violence. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or his/her belongings. All allegations of such incidents (i.e., acts and threats) will be aggressively investigated. Allegations that are sustained may result in disciplinary action up to and including dismissal from employment, expulsion from the University, and/or civil and criminal prosecution.

Members of the campus community are encouraged to promptly report any acts of violence, threats of violence, or other behavior which by intent, act, or outcome harm themselves or others. (Approved October 1997)

The School of Social Work considers all students as citizens who are subject to all federal, state and local laws in addition to regulations that exist as part of their responsibility to the School/College/University governing student conduct and responsibility. A student may be suspended or disqualified from the BASW or MSW program for violating laws, rules or regulations.

Classroom Expectations

All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

Unprofessional and Disruptive Behavior

It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

School of Social Work Policy Regarding Application of the NASW Code of Ethics in all Classes (S)

The NASW Code of Ethics outlines a set of core values that form the basis of social work's purpose and perspective. The core values are:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

The School of Social Work also applies the Code to classroom interactions and comportment. That is, students as emerging professionals are expected to maintain confidentiality, respect for difference and are expected to take personal responsibility for timely attendance and consistent commitment to the learning experience by being active and responsible members of each class or group.

Laptops/Texting Devices/Cell phones (I)

Laptop computers may be used in the class to take notes ONLY. If computers are used for any other reason (i.e., checking emails, Facebook, online surfing or shopping, Googling etc.) then the student is not being "present" for class and will be marked absent which can affect the student's class participation grade.

Messaging Devices (I)

Due to the disruptive nature of messaging devices (e.g., cell phones, tablets, laptops, and smartphones) it is required that all such devices are turned off while in class. Use of these devices will imply the student is not being "present" for class and will be marked absent which can affect your class participation grade.

In the event of a crisis that requires the student to be accessible to employers or significant others, please inform the instructor at the beginning of class and select a silent means for being alerted. Adhering to this policy demonstrates respect for and commitment to the learning process and environment as well as colleagues.

Confidentiality and Respect (I)

Students should know that social workers are expected to honor confidentiality. This means that the nature of the discussions regarding individual student comments should remain in the classroom. Issues that social workers must discuss can be challenging and uncomfortable. Students should know that social workers are expected to be respectful of each other's concerns and always respect age, ethnicity, gender, sexual orientation, cultural diversity, and spirituality. Professional behavior is expected in the classroom.

Writing Skills and Late Assignments (I)

All assignments are due on the dates indicated in the course schedule. Late assignments will automatically receive a reduction in score as described in the syllabus unless an acceptable alternative has been negotiated with the instructor. Please try to plan your work accordingly; everyone has emergencies that arise. Those students who struggle to get their work in on time perceive negotiating individually with students as unfair. On all assignments, points are also assigned to writing style: use of complete sentences, correct grammar and spelling, and checking for editorial corrections. In other words, a student cannot receive an "A" on an assignment if it is poorly written. Please keep in mind that when a paper is poorly written, it usually detracts from the content. Please contact the Social Work Librarian for guidance on APA formatting if needed.

Use of Academic Technology (I)

This course makes use of academic technology, including the Internet websites, e-reserves, and BeachBoard. Students are required to make use of this technology to fulfill the requirements of this course. To participate in the academic technology elements of this course, students must have access to, and be able to use, a computer equipped with Adobe Acrobat Reader 6.0 (or later version) and word-processing software capable of reading Microsoft Word and PowerPoint files. Whatever Internet service provider is used, it must be capable of accessing BeachBoard, and Acrobat files.

Use of Turnitin Technology (I)

Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your paper in such a way that no identifying information about you is included. Another option is that you may request, in writing from your instructor, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

CSULB Technology Help Desk

The CSULB Technology Help Desk is available for all students. This office can help resolve a wide range of computer issues. Contact: 562-985-4959 or visit them on the web at http://www.csulb.edu/divisions/aa/academic_technology/thd/

SW670 – Social Work Leadership and Management

SSW PE 2.1 PRACTICED

Management Dilemma #2 – Org/Culture

As Director of a social service agency serving caregivers of older adults, you have learned of new technology software that could substantially improve the quality of service delivery, and ultimately the agency outcomes.

Currently, in-home assessments at your agency are done through hand-written notes by the worker with telephone follow-up later to activate services. However, your professional colleagues in neighboring agencies are now integrating laptops and iPads to help social workers provide better service effectiveness in the field. Not only will this increase the quality of assessments, but it can increase the number of assessments that workers can actually conduct. Given the wait-list your agency has for assessments, this new technology can significantly help your agency meet the community need.

You present the idea to the Board of Directors and they are enthusiastic about improving service outcomes and keeping the agency state-of-the art in service delivery. Therefore, they provide you with the money and resources to move forward on the idea of using the technology.

You introduce the technology idea at your next staff meeting and your employees are adamantly opposed to it. The social workers give you lots of reasons why they believe laptops and iPads will just not work here. Their main

argument against this change is, “...just because it’s new, doesn’t mean it’s better!” Your discussion about improving services and staying up to date with technology is simply not being heard. Their mind is made up and they hate the idea.

You finally convince a small group of workers to try the new technology method for one month. But their feedback is also negative and have many complaints. Some of them mention loudly that they’re thinking of quitting if they have to use this new technology. Most have kept the devices in their car trunk during home visits and conducted their assessments the traditional way. Two workers reluctantly use the iPads, but because of their negative attitude about using the device, it’s hard to tell if their productivity or their client outcomes have changed.

You meet some of your professional colleagues at a conference and you casually share your frustration with trying to introduce this new technology at your agency, but they can’t really relate to your situation. They were able to increase efficiency and outcomes with the new technology and things are progressing well at their agencies.

The Board would like feedback from you as to how the technology is working and would like to see a report of the progress with the new method relative to the previous method.

What will you do to keep your agency current for improved service delivery?

SSW PE 2.1 PRACTICED

Management Dilemma #3 – Race/Culture

You are the Director of a small nonprofit family service counseling agency that is staffed by eight clinicians who see clients and do home visits. There are also support staff who handle reception and clerical duties. Several interns from a local university also work at the agency throughout the week. The agency director (you) oversees the agency operation.

You spend much of your time both in and out of the office working with the community organizers and potential funders on behalf of the agency. However, recently in your office you receive a complaint from one of your workers (“Betty”) about the office environment. She tells you privately that she feels alienated by many of the other workers in the office who are all part of a particular ethnic group different from hers. Betty says that they all tend to talk and gossip with each other especially when you or any other supervisor isn’t around. She says that she has become more and more uncomfortable working at your agency because she believes her coworkers are talking and making jokes about her. For instance, when Betty goes in the lunchroom when they are there, they quickly stop talking as soon as she walks in. Then right after she leaves, she suddenly hears loud laughter coming from the group in the lunchroom. She also says when it was Carl’s birthday, she heard everyone singing “Happy Birthday” to him and having cake in the back office, but yet, no one invited her. She says actions like this have made the agency a very uncomfortable work place for her. Betty goes home in tears some days because she just hates the uncomfortable work environment and the alienation she feels at the agency.

You begin to notice around the office that there are groups of culturally similar employees who gather together at work and at lunch, so you can see how Betty may feel excluded from some work activities. At the next staff meeting, you talk about openness between all staff members and encourage everyone to please be inclusive of one another at work and avoid work cliques so no one feels excluded. No one seems to know what you are talking about.

One worker tells you later that what you are suggesting is completely untrue and thinks everyone in the office gets along very well - despite the fact that he has a couple of friends in the office who are culturally similar to him. He is actually offended by your suggestion and sees it as possibly even racist on your part.

How would you handle this office climate situation?

SSW PE 4.1 PRACTICED

SSW PE 5.1 PRACTICED

SSW PE 7.2 PRACTICED

SSW PE 9.2 PRACTICED

SWOT Exercise

SWOT Exercise

SWOT Exercise

SWOT Exercise - Strategic Planning

- **Build** on strengths
 - **Resolve** weaknesses
 - **Exploit** opportunities
 - **Avoid** threats
1. Internal strengths are resources or capabilities that help an organization accomplish its mandate or mission and create public value. Examples: Highly skilled staff, good morale, adequate resources, well-connected board, excellent information technology system, effective performance management system, effective communication system.
 2. Internal weaknesses are deficiencies in resources or capabilities that hinder an organization's ability to meet its mandate, fulfill its mission, and create public value. Examples: poor communications, unclear mission/vision, structural misalignments, non-competitive pay rates, low morale, inadequate resources.
 3. External opportunities are outside factors or situations that the organization can take advantage of to fulfill its mission, meet its mandates, or create public value. Examples: new funding sources, new potential service partners, chance to modify outdated systems, payoff debt.
 4. External threats (challenges) are outside factors or situations that can affect your organization in a negative way – making it harder for the organization to fulfill its mission, meet its mandates, or create public value. Examples: loose or tenuous funding from an outside source, new unfunded mandates, poor organizational image or reputation, poor employee relations, lack of public support for key programs.

Sample Strategic Planning Worksheet

SWOT?	SWOT Area	Goals	Outcomes	How Measured?	Who's Responsible?	Time Frame
Strength						

SSW PE 2.1 ASSESSED

MANAGING AGENCY CHALLENGES

Directions: *You may use your text, readings, and/or any class notes. Please do not consult with others, as this assignment should reflect your own independent and thoughtful work*

1. You are the Executive Director of a foster care agency that trains and provides social services for foster parents and their foster youth. The families served are representative of the racial, ethnic, and cultural diversity within the community, but your staff, unfortunately, is not. Over the past six months, you have received numerous complaints from foster parents that they have not been able to connect with your agency's social workers and case managers citing cultural miscommunications and general insensitivity. Furthermore, a foster parent recently came to your agency office and reported the front office staff treated her very rudely. She gave you a long letter detailing the racially charged interactions. In the letter, she explained about the disrespectful treatment she received by the workers and called upon you to "fire that horrible receptionist" who, according to the parent, threatened to call security if she did not leave the premises. These issues come to you at a difficult time. You have been devoting your time to an agency expansion, which is due to begin in two months. The expansion includes a new office location nearby that will house 10 additional case managers. These new staff members (who have not been hired yet) will be coming to the agency under a new contract signed with Child Protective Services. Some board members view the recent community complaints as a troubling sign for the potential growth of the agency and would like to be assured that you have a plan to address these issues before you proceed with your expansion plans. This new contract and expansion plan may not be a good idea for the agency if you are having difficulty serving your clients now in one location.

Please prepare your plan to present to the Board addressing the following:

- 1) How you will address the current lack of cultural congruence between your existing staff and the foster families?
- 2) How you will recruit, hire, and train the new staff to achieve diversity needed to meet the needs of the agency's clients?
- 3) How would you address these issues with the foster parents, including the one who wrote you the letter?
- 4) How would you communicate the values and ethics of the agency to the community given the current threat to the reputation of your agency?

Please include within your plan how these changes will lead to functional diversity for your agency to address the immediate and long-term development plans for service provision and operations.

2. You believe the philosophy that leaders aren't born, they're made, and they're made just like anything else - through hard work. You have worked very hard for several years as a social worker at this mental health agency and have been recently promoted to manager of the social work division of your office. However, your recent promotion has also come with a price. Your former co-workers who have seen you rise within the department begrudge your quick promotions and all your recognition. In the office, they make veiled comments and accusations about unethical behaviors you engaged in to achieve your promotion. You know these comments are not true, but it hurts to hear about them anyway; these were your former friends and colleagues. You resolve to demonstrate your leadership integrity through your actions as a manager and you refuse to respond to these subversive and untrue comments. However, nearly three months into the job, you can no longer take the level of disrespect you feel every time you walk into a break room or interact with the social work staff. After careful thought, you have decided to call a staff meeting at 3:00pm tomorrow to address this growing issue. You know you may become upset during the meeting, so you want to plan your presentation thoughtfully. Think carefully about what you would say to the staff at this meeting and develop points to address during the meeting.

As you prepare your talk with the staff, please address each of these issues as well as other concerns, as you feel appropriate.

- 1) How will you address this threat to your leadership with your staff? What tone and style will you take at the meeting?

- 2) How should you address, if at all, the perception that many of your former co-workers are now resentful and/or jealous of your promotion to this new position? Please state your rationale for your choice on how to handle this issue.
 - 3) How will you clarify your change of professional role from “co-worker” to “manager”? Note specific tasks, activities, or steps you may take in your own conduct with the staff in this effort.
 - 4) How does the staff’s behavior, and your behavior, reflect or not reflect the values within the NASW Code of Ethics and potentially influence operations at the agency?
 - 5) How will you go about changing the overall office climate and culture in order to proceed effectively in the long-term as a respected manager and leader of this agency?
-

SSW PE 4.1 ASSESSED
SSW PE 4.3 ASSESSED
SSW PE 5.1 ASSESSED
SSW PE 7.1 ASSESSED

NON-PROFIT AGENCY NEEDS ASSESSMENT
NON-PROFIT AGENCY NEEDS ASSESSMENT
NON-PROFIT AGENCY NEEDS ASSESSMENT ASSIGNMENT

Students will work in their project groups in order to write a literature-based needs assessment paper regarding the social need that will be addressed via their proposed non-profit human services agency. Scholarly references will be required in this paper to document the unmet need for this type of service agency, particularly emphasizing **why** a community-based response is necessary (approximately 7-pages). Please provide a complete overview and discussion of this social need as this will be come the focus of the efforts of your agency.

The purpose of this assignment is two-fold: (1) to learn to identify an unmet need, consider a variety of solutions, and then arriving at an appropriate agency design, and (2) to provide a sound foundation to address this social need through the programming provided at your proposed new nonprofit agency.

Literature Review Analysis of the Problem and Social Need

- Scope of the problem, including the identification and definition of the problem
- Direct and indirect consequences of problem
- Population affected (incidence and prevalence of the social problem) including any cultural disparities in the effect of the problem
- Overview of how problem has been addressed from the past to the present (e.g., prior interventions, risk and protective factors)
- How your agency will provide different (and potentially better) services than provided through existing services.

Format and Writing Requirements:

- Use headings and sub-headings within body of your paper to identify the sections of the assignment being addressed.
 - Please use at least 10 scholarly references (books or peer-reviewed journals); however, more is better.
 - Text, citations, and references will be prepared APA-style (7th Ed.)
-

SSW PE 2.1 ASSESSED
SSW PE 4.2 ASSESSED
SSW PE 6.2 ASSESSED
SSW PE 7.3 ASSESSED
SSW PE 8.2 ASSESSED
SSW PE 8.4 ASSESSED
SSW PE 9.2 ASSESSED

Final Project: Building a New Non-Profit Agency Building a New Non-Profit Agency Building a New Non-Profit Agency Building a New Non-Profit Agency Building a New Non-Profit Agency Building a New Non-Profit Agency
(Business Plan)

Student groups will work as Executive Directors to create a business plan report regarding the formation of their new community based non-profit human services agency. Each group will be responsible for addressing the following functions in creating their formal report (projects will be approximately 20-25 pages):

1. Name and logo of your organization
2. Needs assessment substantiating the need for your agency
3. Mission, vision, goals, and values
4. Governance, including board membership and development
5. Two-year strategic work plan
6. Organizational chart
7. Job descriptions for all positions within your organization
 - a. Include a description of your employment recruitment processes and how equal employment opportunity will be demonstrated and assessed.
8. Programming (client service flow chart)
9. Annual budget including resource development and fundraising

A non-graded draft summary of your agency purpose and structure will be submitted at the time and date indicated on the syllabus. This will include your agency **name, mission, vision, goals, organizational chart, and the proposed budget for direct and indirect expenses** (personnel, service programming needs, and general business costs).

For the final project, please submit all items listed above (along with supporting documents, if any) assembled into a binder with each section clearly identified. Please indicate on the cover page which group member should receive the report binder following final review and grading.

FINAL PROJECTS DUE NO LATER THAN: