Instructor: Severa Austin  
Class Time: Saturdays, Noon - 2:00pm  
Location: MSC Room 1010  
Office Hours: By appointment  
Phone: 298-7591 (Home)  
Email: slaustin@wisc.edu

I. Catalogue Description
Explores multiple approaches social workers use to influence groups, organizations, communities and systems. Concepts, theories and models of macro level practice and advanced practice skills for addressing complex practice and organizational situations are examined.

II. Course Overview
Regardless of your chosen level of intervention, your future work as a professional social worker will regularly involve experiences that span the micro-macro spectrum, and thus require your ability to draw upon skills across that spectrum. This advanced course is designed to develop further your competencies in macro social work in the area of working effectively within, advocating for, and helping to develop and change human service organizations.

Beyond being a core component of social work, organizational management practice can be a particularly powerful promoter of social justice. It is often through managing organizations and social systems that formerly marginalized individuals and groups’ experience (re)enfranchisement and inclusion, and where social problems are addressed on a large scale.

This course will teach you about leading within human service organizations from effectively interacting with and supporting people within the agency to managing current programs and developing and implementing new ones. More generally, it will provide you with refined insights about how to be an effective member of such an organization.

III. Course Competencies & Practice Behaviors & Assignments

<table>
<thead>
<tr>
<th>Competencies Addressed in Course</th>
<th>Practice Behaviors Addressed in Course</th>
<th>Assignment(S) Measuring Behavior</th>
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</table>
| 2.1.1: Identify as a professional social worker and conduct oneself accordingly | 1) Apply knowledge of social services, policies and programs relevant to advanced practice  
2) Collaborate with and articulate the mission of social work to others. | 1) Final Paper  
2) Group Presentation |
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<tr>
<th>2.1.2: Apply SW ethical principles to guide professional practice</th>
<th>1) Evaluate ethical dilemmas related to problems and issues in advanced practice.</th>
<th>1) Reaction Paper</th>
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<td>2.1.3: Apply critical thinking to inform and communicate professional judgments</td>
<td>1) Identify &amp; synthesize multiple sources of knowledge to understand policy/practice issues related to advanced practice; 2) Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to advanced practice; 3) Utilize effective communication skills with diverse [parties] related to advanced practice</td>
<td>1) Reaction Paper 2) Participation Assessment 3) Group Presentation</td>
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<td>2.1.4: Engage diversity and difference in practice</td>
<td>1) Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in advanced practice 2) Actively engage diverse clients, groups or organizations to promote solutions based on diverse conceptualization of social problems</td>
<td>1) Reaction Paper 2) Reaction Paper</td>
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<td>2.1.5: Advance human rights and social and economic justice</td>
<td>1) Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to advanced practice; 2) Apply strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to advanced practice</td>
<td>1) Final Paper 2) Group Presentation</td>
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<td>2.1.6: Engage in research-informed practice and practice-informed research</td>
<td>1) Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in advanced practice</td>
<td>1) Group Presentation</td>
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<td>2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>1) Evaluate, formulate and advocate for policies that advance outcomes relevant to advanced practice</td>
<td>1) Final Paper &amp; Group Presentation</td>
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<td>2.1.9: Respond to contexts that shape practice</td>
<td>1) Assess the impact of historical and contemporary contexts on practice and policy in advanced practice 2) Engage in leadership roles</td>
<td>1) Participation Assessment 2) Group Presentation</td>
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IV. Course Content

SECTION ONE: THE LEARNING ORGANIZATION

Week One (January 24)
ORIENTATION, SYLLABUS REVIEW, INTRODUCTION TO LEARNING ORGANIZATION

Week Two (January 31)
LEADING THE LEARNING ORGANIZATION

Required Readings:
Brody, Chapter 2: Leading the Organization


Week Three (February 7)
DECISION-MAKING

Required Readings:
Brody, Chapter 5: Problem Solving And Making Decision


Exercise: Assertiveness in Social Work

SECTION TWO: MANAGEMENT STRATEGIES AND PROCESSES IN HUMAN SERVICES ORGANIZATIONS

Week Four: (February 14)
DIVERSE ORGANIZATIONS
Required Readings:
Brody, Chapter 9


**Week 5 (February 21)**
ORGANIZATIONAL COMMUNICATION

Required Readings:

Exercises: Media, Messages and Markets
Reaction Paper One Due.

**Week 6 February 28**
FUNDAMENTALS OF SUPERVISION

Required Readings:
Brody, Chapter 10, Supervising Staff

Handout: “First Break all the Rules”

Questions to Ask Yourself and Typical Experiences of a First-time Supervisor: Packet Exercise: Defining “good” and “bad” supervision.

**Week 7( March 7)**
ADVANCED SUPERVISION
Required Readings:
Brody, Chapter 8, Managing Employment Challenges

SECTION THREE: RESOURCE MANAGEMENT

**Week 8 (March 14)**
ORGANIZATIONAL PLANNING
**Required Readings:**
Brody, Chapter 2, Strategic Planning

Why Strategic Planning is More Important than Ever, in Strategic Planning for Public and Non-Profit Agencies.


**Reaction Paper Two Due**

**Week 9 (March 21)**
**FINANCIAL PLANNING**

**Required Readings:**
Brody, Chapter 12, Managing Agency Finances


Chapter 4, Budgeting. (In packet)


**SECTON FOUR: ELEMENTS OF ORGANIZATIONAL CHANGE**

**Week 10 (March 28)**
**NO CLASS: SPRING BREAK!**

**Week 11 (April 4)**
**FUNDAMENTALS OF ORGANIZATIONAL CHANGE**

**Required Readings:**


Week 12 (April 11)
INCREASING ORGANIZATIONAL PRODUCTIVITY

Required Readings:
Brody, Chapter 9, Humanizing the Organization, and Chapter 17, Making Meetings Productive.

Week 13 (April 19)
AGENCY SURVIVABILITY

Required Readings
Brody, Chapter 15, Preparing Effective Proposals, and Chapter 16, Seeking Funding

Week 14 (April 25)
Student Presentations

Week 15 (May 2)
Student Presentations

Week 16 (May 9)
Wrap-Up and Evaluation

V. Texts and Reading Materials for the Course


READING PACKET: Available on Learn @ UW.


VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

All assignments (oral and written) are graded according to the following criteria. Please review this section before writing and/or submitting a paper or making a presentation.
1. **Completeness and thoroughness:** How fully has the issue been addressed? Has the student sufficiently researched the issue by using library resources and other means in order to gain differing perspectives and full knowledge of the issue? Does the paper leave the reader with the impression that major questions have been answered or considered, or are important issues not addressed. **HAS THE PAPER BEEN CAREFULLY PROOFREAD?**

2. **Organization and clarity:** Is the paper well written and organized in a logical manner, according to any directions given for the specific assignment? Are there appropriate transitions between paragraphs and sections? Are the sentence structure, syntax and grammar of appropriate quality for graduate student work? Have subtitles been used to improve organization? Has the student addressed issues in a way that can be understood by someone unfamiliar with the issue as well as someone who is more knowledgeable?

3. **REFERENCING:** Are there a sufficient number of references? Has the theoretical and empirical literature on the subject been incorporated into the paper? Has the referencing been done according to the APA style?

4. **Originality and creativity:** Has the student used his or her analytical skills in a way that suggests more than a restatement of what others have said about the issue?

Points for each assignment will be equally divided between the 4 areas.

Grades will be earned on the following grade point system:

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>Outstanding; surpasses expectations in most areas</td>
</tr>
<tr>
<td>AB</td>
<td>88-93</td>
<td>Surpasses expectations in many areas</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>Meets minimum expectations in all areas</td>
</tr>
<tr>
<td>BC</td>
<td>76-81</td>
<td>Meets expectations in some areas; falls below in others</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
<td>Falls below expectations in most areas, not acceptable graduate work</td>
</tr>
<tr>
<td>D</td>
<td>64-69</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>F</td>
<td>&lt;64</td>
<td>Fails to meet minimal expectations in all areas, not acceptable work</td>
</tr>
</tbody>
</table>

**Assignments**

1. **WRITTEN ASSIGNMENT: Creation of a Learning Organization**

You have just become a Supervisor in your human service organization. You are a believer in the strengths of what is called “the Learning Organization” but you find that the new unit you supervise has few if any of the characteristics of this organizational model. You decide that you will do what is necessary to start to build a learning organization, and you start to plan the steps necessary to do this.

Write a paper of 5-7 pages that answers the following questions. Be as specific as possible and give examples of what would be done. Use references to our readings and other relevant literature to demonstrate your understanding of the learning model and the issues involved in attempting to do this in any organization. Your paper should be single-spaced and should use headings to identify which question is being answered.
Be creative, have some fun with this and use your imagination. It is very likely that you will, in the not too distant future, actually want to do this!!

1. Provide an outline of the plan you would develop that covers the primary issues that need attention.
2. List the outcomes that you have for improving the function of the unit; outcomes should correspond to the issues you identified in #1. (example: develop a strategic plan; outcome: a plan that has support of the staff and can be realistically implemented in the time described.)
3. Describe how you will go about developing your first budget; what are the steps and what information do you need to create this budget?
4. Describe the process by which you would assess the QUALITY of the work done by your staff (direct client contact). To whom would you talk?
5. What communication issues do you believe need to be addressed, and what steps would you take to accomplish your goals in this area?
6. What steps will you take to assure that YOU, as the leader, continue to learn and grow?
7. What are the major problems you foresee in developing the learning culture, and how would you deal with them?

This paper is worth 30 points, and **IS DUE APRIL 11.**

2. **GROUP PROJECT: Handling an organizational crisis**
The class will be divided into 5 or 6 groups of 5 members each. Each group should identify an issue that could occur in your agency where a crisis situation needs to be “handled” by the Supervisor…you!!! The crisis should be one that would generate considerable public and media attention and possible criticism. Develop a paper that describes (1) the nature of your organization, (2) the details of the crisis, (3) and the answers to the following questions:

1. From the minute you are informed of the event, what steps would you take to deal with public concern, staff worries, and your Boss.
2. With whom would you consult to determine what steps you should take?
3. What steps would you take to involve local and or other media (all types)?
4. How would you deal with community concerns?
5. In your presentation, your group should **demonstrate** some action that you decide to take both internally and externally. The presentation should accurately portray specifically what you would say and do under these circumstances. This can be in a role-play, PowerPoint, or other form of presentation that demonstrates what you would do and how you would do it.

You are encouraged to interview supervisors and/or managers in organizations, which have experienced responding to crisis situations, and to representatives of the media, in order to determine what they would be looking for. All members of your group should have some role in
the presentation. The paper and the presentation will be evaluated and graded separately. Each will be worth 25 points.

GROUP PRESENTATIONS WILL BE MADE APRIL 25 AND MAY 2.

3. REACTION PAPERS
Students will submit two reaction papers related to assessment of organizational diversity and responses to ethical dilemmas in practice.

Reaction Paper One; Due FEBRUARY 21
Attached to this syllabus is a Macropractice Case entitled Hate Crimes Legislation. Read the case and answer questions 1,2 and 3 under Defining and Analyzing the Problem, at the end of the chapter.

Reaction Paper Two; Due MARCH 14.
Attached is a case from Ethical Decisions in Social Work Practice, (2009); Dolgoff et al. The case is Chapter 8, entitled Equality, Inequality, Limited Resources and Advocacy. Read the case and answer questions 1 and 2 at the end of the Chapter.

Both papers should be single-spaced and no more than 3 pages in length. Each is worth 5% of your grade.

VII. Course Policies

Attendance Policy
Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

Promptness
Prompt arrival to all courses is required.
- Instructors may take actions they deem appropriate if a student is consistently tardy
- Instructors may also consider a significantly late arrival or early departure as an absence

Absence
To ensure a quality educational experience, students must attend and participate in classes.
- Attendance will be taken at each class and students’ level of participation noted
- Excused & Unexcused Absences:
  ~ Two unexcused absences will result in a student’s grade being dropped one full grade
  ~ Three unexcused absences will place the student at risk for failing the course
  ~ On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence, as well as to determine appropriate follow up plans
- Additional graded make-up work appropriate for the content missed may be assigned for excused and unexcused absences. This make-up work may consist of an analysis of the required reading, as well as a summary of the PowerPoint lecture material and how you would integrate this material into your practice.
Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival or early departure.

Students who must be absent due to inclement weather or other emergencies must contact the instructor prior to the start of class to be considered for an **excused** absence.

**Inclement Weather Policy**

- If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
- If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work may be assigned.
- If classes at one or both sites are cancelled by the Program Director and Co-Director, then no makeup assignment will be required for those respective students; however, the class time will be rescheduled. Please monitor your email for information regarding the rescheduled date and time of your class.

**Support for students needing ADA accommodation**
The instructor supports students’ needs to request academic accommodations due to disabilities. Please advise me if you have such a need early in the term so the class can work as well as possible for you. If you have written documentation of your disability, please provide it to me as additional guidance for arranging the accommodations you need.

**Plagiarism**
The University, the School and I take plagiarism very seriously. At any time when you use the words of another person verbatim or even paraphrase them, you must give that person credit through proper APA citation format. Students who have been found to have plagiarized, intentionally or not, will be disciplined according to University and School policies.

**Late Assignments**
All assignments are due on the date required by the Instructor. Late assignments will be reduced to the grade deemed appropriate by the Instructor.

**Incompletes**
An incomplete may be given only when the student has been in full attendance and has done satisfactory work to within 2 weeks of the end of the semester. Evidence must be furnished that the work cannot be completed because of illness or other circumstances beyond the student’s control.

**Class Discussion Guidelines**
Successful class discussion depends upon people being “good citizens” by taking joint responsibility for making sure that discussion moves forward. That means both following guidelines and helping to enforce them.

1. **Do the reading and come to class prepared to talk.**
2. **Listen as well as talk.**
3. **Raise questions.** Asking questions, asking for clarification from faculty or other members of the class. Asking each other questions is as important, or maybe more valuable, than making points.

4. **Build on each other’s points.** Refer to each other, and let people know how what you are saying is related to the discussion.

5. **If you want to change the direction of the discussion, be explicit about it.** By doing so, you allow the class to decide whether or not they want to change direction. You allow the class to close one discussion before beginning another one. This also allows the class to know where you are coming from. You may know what you are talking about, but the class may think you totally off base because you changed the topic.

6. **Make your point and support your position, then allow the discussion to move on.** Do not persist in defending points. There is nothing more frustrating to a discussion than someone who keeps bringing the conversation back to the same point, restated, over and over again.

7. **Bring in your background.** Let others know where you are coming from. If you are using information or are informing your comments from personal experience or from knowledge gained outside of class, you should tell the class that. Otherwise, half of the class will not be listening to you but will be whispering to each other “was that in the reading?”

8. **Respect diversity of opinion as well as perspective.**
   a. **Do not stereotype** and never dismiss. Just because someone takes a “feminist” stand one day does not mean that every time that person opens her mouth everyone should roll their eyes and think, “okay, here’s the feminist position!”
   b. **Do not assume.** We come from a variety of backgrounds and have a diversity of lives that you may or may not find out during your time at the School. Do not assume that people are X. There will be gay people in the room; there will be white people who have known hunger and people of color who have gone to prep schools. There will be people who were teen parents and those who were consumers of services. Never assume that “we” are talking about “them”.

9. **Make the classroom a safe place.** What is said in the classroom should not be repeated outside the classroom. Discussion and learning happen when people feel they can experiment, openly discuss ideas, and be challenged and grow without being judged.

**Participation**
In this course, participation constitutes 10% of your grade. This represents the fact that your activity is integral to the quality of the classroom experience, and that the classroom experience is, in turn, integral to the quality of your education as professional social workers. We believe that what we ask you to do in the classroom, as well as assignments outside the classroom, contribute to your professional development.

By participating in class, you are contributing to a learning environment for yourself and your colleagues. You are also practicing critical thinking, communication skills, and leadership skills that will enhance your capacity to function as a proficient social worker.

Quality participation involves comments that are thoughtful, persuasive, logical and provide direction for the class. It also involves active listening and responding to your colleagues’
contributions. When you contribute to an environment that encourages your colleagues to speak up, you are also participating.

Guidelines for Evaluating Participation

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. The student responds to colleagues’ ideas, and assists in further development and clarification of these ideas. If this person were not a member of the class, the quality of discussion would be diminished markedly.

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. Responses to colleagues’ ideas are often useful. If this person were not a member of the class, the quality of discussion would be diminished.

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated and are sometimes persuasive. Occasionally responds to colleagues’ comments in ways that are useful. If this person were not a member of the class the quality of the discussion would be diminished somewhat.

Non-Participant: This person says little or nothing in class, nor does s/he clearly encourage others through active listening. Hence, there is not an adequate basis for evaluation.

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comments do not acknowledge colleagues’ contributions, or worse, are disrespectful of them. If this person were not a member of the class, valuable airtime would be saved.

Note: Original attribution of these guidelines unknown.

Professional Behavior Policy
It is expected that students conduct themselves ethically and professionally in all aspects of this seminar. This includes confidentiality, proper respect for all members of the class and their clients and agencies, and support and contributions to the learning environment. Academic dishonesty, plagiarism or unprofessional conduct will result in failure of the course.

Student Behavior Policy
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.