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

II. Course Overview
Regardless of your chosen level of intervention – direct practice, community or group, organizational or policy – 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 further develop 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 promotor of social justice: it is often through managing organizations and social systems that formerly marginalized individuals and groups experience (re)enfranchisement, 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 more refined insights about how to be an effective member of such an organization.

The class operates as an interactive seminar: you will learn about these skills by reading and writing about them, discussing them with the class, and engaging in in-class exercises.
## III. Course Competencies and Practice Behaviors and Assignments

<table>
<thead>
<tr>
<th>Competencies Addressed in Course</th>
<th>Practice Behaviors Addressed in Course</th>
<th>Assignment(s) Measuring Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1: Identify as a professional social worker and conduct oneself accordingly</td>
<td>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</td>
<td>1) Strategic planning paper; SWOT Analysis; Logic Model Assignment 2) Class Exercises &amp; Discussions</td>
</tr>
<tr>
<td>2.1.2: Apply SW ethical principles to guide professional practice</td>
<td>1) Evaluate ethical dilemmas related to problems and issues in advanced practice</td>
<td>1) Class Discussions, Readings, and Grant/Funding Application and Reflection Paper</td>
</tr>
<tr>
<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) SWOT Analysis; Logic Model Assignment 2) SWOT Analysis; Logic Model Assignment 3) Class Exercises &amp; Discussions</td>
</tr>
<tr>
<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 conceptualizations of social problems</td>
<td>1) SWOT Analysis; Class Exercises 2) SWOT Analysis</td>
</tr>
<tr>
<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) SWOT analysis; Class Exercises; Readings 2) Grant/Funding Application and Reflection Paper</td>
</tr>
<tr>
<td>2.1.6: Engage in research-</td>
<td>1) Critically evaluate and utilize</td>
<td>1) Logic Model Assignment;</td>
</tr>
<tr>
<td>informed practice and practice-informed research</td>
<td>theoretical and empirical research relevant to the problems and/or populations addressed in advanced practice</td>
<td>Grant/Funding Application and Reflection Paper</td>
</tr>
<tr>
<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) SWOT Analysis; Logic Model Assignment; Grant/Funding Application and Reflection Paper</td>
</tr>
<tr>
<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) Strategic Planning Paper</td>
</tr>
<tr>
<td>2.1.10d: Evaluation</td>
<td>1) Apply research skills to analyze, monitor, and evaluate interventions in advanced practice</td>
<td>1) Logic Model Assignment; Grant/Funding Application and Reflection Paper</td>
</tr>
</tbody>
</table>

**IV. Course Content**
Apart from the first week and the last week, the course has three sections - ‘Interventions’, ‘Strengths’ and ‘Processes’. There are ‘Required readings’ specified for each week. The ‘Recommended readings and resources’ document on Learn@UW lists additional reading and will be supplemented by further materials. Students are expected to access at least some of these resources in preparation for each seminar, and to explore further material related to their own particular field of interest.

**WEEK 1 (January 21)**

**Topic:** Introduction to the course; The organizational context of social work: a global perspective.

**Required reading:**

**Section 1: Interventions**

**WEEK 2 (January 28)**

**Topic:** Strategic planning, SWOT and program evaluation

**Required reading:**


**WEEK 3 (February 4) (Assignment due: Strategic Planning Paper)**

**Topic:** Program development & logic models

**Required reading:**


**WEEK 4 (February 11)**

**Topic:** Partnership working and promoting collective impact

**Required reading:**


**WEEK 5 (February 18)**

**Topic:** Systems advocacy

**Required reading:**


Section 2: Strengths

WEEK 6 (February 25)  (Assignment due: SWOT Analysis Paper)

Topic: Leading non-profit organizations

Required reading:


WEEK 7 (March 4)

Topic: Consumer and community involvement

Required reading:


WEEK 8 (March 25)

Topic: The role of a non-profit board

Required reading:


WEEK 9 (April 1)

Topic: Diversity as an asset

Required reading:


Section 3: Processes

WEEK 10 (April 8) (Assignment due: Logic Model Paper)

Topic: Teams

Readings:


WEEK 11 (April 15)

Topic: Managing human services staff

Required reading:


WEEK 12 (April 22)

*Topic:* Resource development

*Required reading:*


WEEK 13 (April 29) (Assignment Due: Grant / Funding Application Assignment)

*Topic:* Budgeting and financial management

*Required reading:*


WEEK 14 (May 6)

*Topic:* Organizational culture; wrap up; evaluation

*Required reading:*

V. Texts and Reading Materials for the Course

There is one main text for the course, which is Brody, R. & Nair, M. (2014). *Effectively Managing and Leading Human Service Organizations*, Thousand Oaks, CA: Sage Publications. This can be purchased or rented online. Additional required readings are linked within the syllabus or available on Learn@UW. The ‘Recommended readings and resources’ document on Learn@UW lists additional reading and will be supplemented by other material posted on Learn@UW, about which students will be notified by the instructor.

The following journals may be useful sources of information:

*Nonprofit Management and Leadership*

*Journal Of Community Practice*

*Nonprofit and Voluntary Sector Quarterly*

*Critical and Radical Social Work*

*Human Service Organizations: Management, Leadership & Governance*

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

Your final grade will be translated into a letter grade as summarized below:

- **A** 94-100 outstanding; surpasses expectations in all areas
- **AB** 88-93 surpasses expectations in many areas
- **B** 82-87 meets expectations in all areas
- **BC** 76-81 meets expectations in some areas below in others
- **C** 70-75 below expectations in most areas, not acceptable graduate work
- **D** 64-69 below expectations in all areas
- **F** <64 fails to meet minimal expectations in all areas, not acceptable work

Your grade in the course will be composed of the following, described in further detail in Appendix A and Appendix B.

- **Class Participation (Attendance, Engagement and Exercise Completion)** 10 points
- **Strategic Planning Paper** 10 points
- **SWOT Analysis** 15 points
- **Logic Model Assignment** 25 points
- **Grant / Funding Application and Reflection Assignment** 40 points
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 and Unexcused Absences:
  o Two unexcused absences will result in a student’s grade being dropped one full grade.
  o Three unexcused absences will place the student at risk for failing the course.
  o On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence. You will not have the opportunity to complete make-up work to compensate for unexcused absences.
  o Additional graded make-up work appropriate for the content missed during an excused absence may be assigned. This make-up work may consist of an analysis of the required reading, as well as a summary of any power point lecture material and how one might integrate this material into one’s 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 the class to be considered for an excused absence.
- Inclement Weather Policy
  o 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.
  o If classes are not cancelled, but an individual student concludes that s/he cannot safely travel to reach her/his class site, the student must contact her/his instructor(s) regarding her/his plan to not travel. This absence will be considered excused and make up work may be assigned.

Support for students needing ADA accommodation

The instructor supports students’ needs to request academic accommodations due to disabilities. Please advise me by email if you have such a need early in the term so the class can work as well as possible for you. If you have a McBurney Visa, please provide it to me as additional guidance for arranging the accommodations you may need for this class.
**Student behavior policy**

It is expected that students conduct themselves ethically and professionally in all aspects of this seminar. This includes maintaining confidentiality, proper respect for all members of the class and their clients and agencies, and contributing constructively to the learning environment.

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 demonstrate appreciation for the opportunity we have to learn from one another. Please respect your fellow students’ opinions and viewpoints even if you disagree with them, and refrain from personal attacks or demeaning comments. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

**Code of Ethics, Professional Conduct & Plagiarism:**

Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct.

**Plagiarism**

The School, University 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. Students found to have plagiarized, intentionally or not, will be disciplined according to University and School policies.

**Technology in class**

A minimal level of external distraction is essential to a productive learning environment. Mobile devices are not to be used in class and must be turned off completely. Laptop and tablet computers may be used only for unobtrusive note-taking (and only if there are no complaints from other students). If you choose to use a computer in class for this purpose, you may not have a web browser open at any time.

**Late assignments**

All assignments are due on the date required by the instructor. Assignments turned in late will be docked 5 percentage points (on a 100-point scale) for each day past due. (For example, an assignment worth 40 points will be docked 2 points for each day past due; an assignment worth 5 points will be docked 0.25 points for each day past due.)

**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.
Appendix A: Assignments and Grading

Class Participation (10 points)

Your presence and active engagement in this seminar throughout the semester will allow us to collectively establish an intellectually and emotionally safe environment for learning. In addition to class attendance expectations (as outlined above), you are also expected to participate through class discussions, inquiry, and being actively and thoughtfully engaged in class exercises. Net of attendance, highest participation grades will go to students who achieve an effective balance of speaking/inquiring and actively listening to others.

Strategic Planning Paper (10 points; due February 4; 1000 words)

*Task:* “Plans are worthless, but planning is indispensable.” Discuss in relation to the organizational contexts of social work.

This quote was famously used by Dwight Eisenhower, in reference to military strategy. However, it has also been used in many ‘planning’ contexts (see, for example, the 2013 article by O’Donovan and Flower in the Stanford Social Innovation Review). From your understanding of the processes, benefits and challenges of strategic planning in the organizational contexts of social work, discuss how far the quote is valid. Critically evaluate the concept and practice of strategic planning, basing your analysis on the required readings, class discussion, any further reading you have undertaken and your own experience.

Grading criteria (see further detail in appendix B):

<table>
<thead>
<tr>
<th>Points</th>
<th>Aspect of work</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Written expression and structure</td>
</tr>
<tr>
<td>1</td>
<td>Use of literature and referencing</td>
</tr>
<tr>
<td>2.5</td>
<td>Issue handling/argument construction</td>
</tr>
<tr>
<td>2</td>
<td>Quality of understanding and analysis of relevant professional/academic knowledge base; ability to apply current specific knowledge base</td>
</tr>
<tr>
<td>2.5</td>
<td>Reflection and evaluation of policy and practice, including, where relevant, critical application/analysis of professional value base.</td>
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</tbody>
</table>

SWOT Analysis Paper (15 points; due February 25; 2000 words)

*Task:*

Using your field placement agency (or another agency with instructor approval), select a program or an area of programming upon which to conduct a SWOT analysis. Your SWOT analysis should use data from at least three sources to provide a comprehensive analysis of the program area. Sources may include: agency staff members or volunteers working within the program, users or clients of the program, existing evaluation data from the program, referral sources to the program, as well as others.

Briefly describe the agency and the program or program area upon which you decided to
conduct your SWOT. Identify how you selected your sources, their contributions and limitations and how they see the issues in different ways. You may format your description of the results of the SWOT in whatever manner you wish, though it must be clear and easy to read and understand. Try to include at least four points in each category (‘quadrant’) of the SWOT.

Based on your analysis, suggest a major change or development for the program. (In assignment 3, you will formulate a logic model for this recommendation.)

Finally, critically evaluate the utility of the SWOT approach, based on your experience and on your reading.

Grading criteria (see further detail in appendix B):

<table>
<thead>
<tr>
<th>Points</th>
<th>Aspect of work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Written expression and structure</td>
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<tr>
<td>2</td>
<td>Use of literature and referencing</td>
</tr>
<tr>
<td>5</td>
<td>Issue handling/argument construction</td>
</tr>
<tr>
<td>5</td>
<td>Quality of understanding and analysis of relevant professional/academic knowledge base; ability to apply current specific knowledge base</td>
</tr>
<tr>
<td>2</td>
<td>Reflection and evaluation of policy and practice, including, where relevant, critical application/analysis of professional value base.</td>
</tr>
</tbody>
</table>

**Logic Model Assignment (25 points; due April 8; 2000 words)**

**Task:**
Describe a logic model based on the suggestion made in your SWOT analysis paper. Include a visual representation of the model.

Use one or two paragraphs to describe the proposed change or development. Provide the key assumptions that the program makes in order to have its impact and achieve success, and evaluate the basis for these assumptions in research, experience and expert literature.

Critically evaluate the strengths and limitations of developing a logic model, referring to your own experience and to relevant literature.

Grading criteria (see further detail in appendix B):

<table>
<thead>
<tr>
<th>Points</th>
<th>Aspect of work</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Written expression and structure</td>
</tr>
<tr>
<td>6</td>
<td>Use of literature and referencing</td>
</tr>
<tr>
<td>6</td>
<td>Issue handling/argument construction</td>
</tr>
<tr>
<td>6</td>
<td>Quality of understanding and analysis of relevant professional/academic knowledge base; ability to apply current specific knowledge base</td>
</tr>
<tr>
<td>5</td>
<td>Reflection and evaluation of policy and practice, including, where relevant, critical application/analysis of professional value base.</td>
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</tbody>
</table>
Grant / Funding Application and Reflection Assignment (40 points; due May 6; 4000 words)

Task:

Using the program change or development you suggested in your SWOT analysis paper and for which you created your logic model, identify how you might access resources for the suggestion. This might involve a grant from a foundation or government department, or fee for service billing, or a business enterprise, or using volunteer labor, or local targeted fund-raising, or some combination of resources. Write a proposal based on an actual request for proposals, or criteria for reimbursement, or business idea, or criteria for volunteer placement. (Attach any RfPs or other criteria as an appendix, not included in the 4000-word count.)

Include a final section (<1000 words) reflecting on your learning and professional development as you have created the SWOT analysis, logic model and proposal, addressing any ethical dilemmas that you think might arise in using these processes.

Grading criteria (see further detail in appendix B):

<table>
<thead>
<tr>
<th>Weight %</th>
<th>Aspect of work</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Written expression and structure</td>
</tr>
<tr>
<td>10</td>
<td>Use of literature and referencing</td>
</tr>
<tr>
<td>10</td>
<td>Issue handling/argument construction</td>
</tr>
<tr>
<td>8</td>
<td>Quality of understanding and analysis of relevant professional/academic knowledge base; ability to apply current specific knowledge base</td>
</tr>
<tr>
<td>8</td>
<td>Reflection and evaluation of policy and practice, including, where relevant, critical application/analysis of professional value base</td>
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</tbody>
</table>
## Appendix B: Grading guidance

<table>
<thead>
<tr>
<th>Aspect of work</th>
<th>Below expectations</th>
<th>Meets expectations</th>
<th>Surpasses expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written expression and structure</td>
<td>Written expression makes some of the arguments difficult to access, not enhancing the work. The structure is somewhat fragmented and material is not presented efficiently. Evidence of lack of care in planning.</td>
<td>Written expression is clear and arguments can be followed without undue difficulty. The structure of the work is satisfactory but planning could have been more thorough in parts.</td>
<td>Written expression is clear and concise. Arguments are put forward succinctly and the structure of the piece is well-planned, well-thought out and logical, enhancing its readability.</td>
</tr>
<tr>
<td>Use of literature and referencing</td>
<td>Limited range of literature cited, with considerable reliance on secondary sources. Little analysis of literature. Referencing errors detract from the quality of the work.</td>
<td>A good range of literature is accessed, including important primary sources. Analysis occurs, but critique is at times a little shallow.</td>
<td>A broad range of primary sources is accessed. Critical appraisal and analysis are competent and sometimes insightful and/or imaginative.</td>
</tr>
<tr>
<td>Issue handling/argument construction</td>
<td>Selection of issues for discussion is poor and analysis limited. The arguments presented are poorly constructed and inadequately substantiated.</td>
<td>A satisfactory range of issues is selected for discussion and analysis. Arguments are fairly competently constructed and sound, with an acceptable level of supporting evidence.</td>
<td>The issues chosen for discussion are central to the relevant field. They are analysed competently and sometimes imaginatively or insightfully. Arguments made are sound and well supported.</td>
</tr>
<tr>
<td>Quality of understanding and analysis of relevant professional/academic knowledge base; ability to apply current specific knowledge base</td>
<td>Understanding and analysis of the knowledge base are in some areas limited and superficial. Connections made with policy and practice are inadequate, facilitating neither the resolution of relevant dilemmas nor the critical appraisal of the knowledge base.</td>
<td>Acceptable level of understanding of the relevant knowledge base, which is subjected to critical appraisal, though the depth is sometimes limited. Links are made to practice and policy which illuminate the practice/policy issues involved and/or the appraisal of the knowledge base.</td>
<td>A comprehensive understanding of the knowledge base and evidence of well-developed skills in analysis and synthesis together with examples of evaluation. Policy and practice are evaluated in the light of insights gained from study of the knowledge base and/or vice versa.</td>
</tr>
<tr>
<td>Reflection and evaluation of policy and practice, including, where relevant, critical application/analysis of professional value base.</td>
<td>Limited evidence of relevant reflection on and analysis or evaluation of policy and practice. Critical appraisal is of low quality.</td>
<td>Satisfactory evidence of relevant reflection on, and analysis and evaluation of, policy and practice. Evaluation and analysis is sometimes rather superficial.</td>
<td>Demonstrates well-developed skills in relevant reflection, analysis and evaluation of policy and practice. Makes clear evaluative links that are capable of contributing to the promotion of good practice/effective performance.</td>
</tr>
</tbody>
</table>