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
Successful completion of this course implies that students have progressed towards achieving some of the core social work competencies by demonstrating the following practice behaviors:

<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</td>
<td>1) Apply knowledge of social services, policies and programs relevant to advanced practice</td>
<td>1) Reaction paper on strengths</td>
</tr>
<tr>
<td>2.1.2: Apply SW ethical principles to guide professional practice</td>
<td>2.1.3: Apply critical thinking to inform and communicate professional judgments</td>
<td>2.1.4: Engage diversity and difference in practice</td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>1) Collaborate with and articulate the mission of social work to others.</td>
<td>1) Evaluate ethical dilemmas related to problems and issues in advanced 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.</td>
</tr>
<tr>
<td>1) Reaction paper on strengths</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) 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>
</tr>
<tr>
<td></td>
<td></td>
<td>1) Final Paper</td>
</tr>
</tbody>
</table>
IV. Course Content

Week 1: January 21

INTRODUCTION AND CLASS CONTRACTS
Syllabus and Assignments Review
Description of class assignment/ presentation of supervision theory, approach, practice, model by students
Development of Class Contract

Week 2: January 28

STRENGTHS BASED SUPERVISION

Required Text Readings:

Required Reading:
Posted at: Learn at UW.

Week 3: February 4

PROMOTING A LEARNING CULTURE

Required Text Readings:

Required Reading:
Posted at: Learn at UW.
**Exercise:** Self-Assessment of Assertiveness Capacity

**Assignment Due:** Reaction Paper to themes of talents measured by the Buckingham and Clifton “Strengths Finder”.

**WEEK 4: FEBRUARY 11**

**PROMOTING A LEARNING CULTURE (cont.)**

Required Reading:

Posted at: Learn at UW.

**Week 5: February 18**

**MANAGERIAL SUPERVISION**

Required Text Readings:


**Week 6: February 25**

**EMOTIONAL INTELLEGENCE –**

Required Readings

Posted at: Learn at UW.


Posted at: Learn at UW.

**Week 7: March 4**

**CULTURALLY COMPETENT SUPERVISION**

Required Text Readings:

Required Reading:

Posted at: Learn at UW.

**Week 8: March 11**

**POWER AND AUTHORITY**

Required Reading:

Posted at: Learn at UW.

Text Readings:


**Week 9: March 18**

**NO CLASS: SPRING BREAK!**

**Week 10: March 25**

**NO CLASS: SPRING BREAK!**

**Week 11: April 1**

**POWER AND AUTHORITY (cont.)**

Assignment Due: Peer Presentations

**Week 12: April 8**

**GENERATIONAL MANAGEMENT**
Assignment Due: Peer Presentations (cont.)

Week 13: April 15

COMMON CHALLENGES IN HUMAN SERVICE MANAGEMENT

Required Text Readings:


Required Reading:

Week 14: April 23

CHANGE MANAGEMENT
ETHICS IN SUPERVISION
A MANAGEMENT MODEL TO EXAMINE

Required Readings:

Assignment Due: Review of a public board meeting

Week 15: April 29

SERVING AS A PUBLIC SERVANT IN AN ENVIRONMENT OF CHANGE AND OPPORTUNITY - COLLABORATION ACROSS THE SYSTEM presentation by the Hon. Greg Moore – Eau Claire County Board of Supervisors - Chairperson

Peer Presentations

Assignment Due: Final Paper

Week 16: May 6
Final Peer Presentations
Staying Healthy and avoiding compassion fatigue
V. Required Texts and Reading Materials for the Course

Textbooks:


Additional Required Readings

Are Found on Learn at UW.
VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

Grading Scale & Standards:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, excellent work in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Outstanding, excellent work in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in most areas; below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas; not acceptable graduate work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Course failure</td>
</tr>
</tbody>
</table>

Assignments are graded according to the following criteria; please review these before writing and submitting your paper.

1. **Completeness and Thoroughness:** How fully have the issues been addressed? Has the student sufficiently researched the issue using library resources, interviews and other means in order to gain differing perspectives? Does the paper leave the reader with the impression that major questions have been 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? Are there appropriate transitions between paragraphs and sections? Are the sentence structure, syntax and grammar of appropriate quality for a graduate student? Has the student addressed issues in a way that can be understood by someone unfamiliar with the issue as well as someone knowledgeable about it?

3. **Referencing:** Are there a sufficient number of references? Has the theoretical and empirical literature on the subject been incorporated into the paper? Are the references integrated into the text of the paper? Has referencing been done appropriately according to the style of the American Psychological Association?

4. **Originality and Creativity:** Has the student used his/her analytical skills in a way that suggests more than a restatement of what others have said about the issue? Has the student compared, contrasted and integrated the different viewpoints and material on the subject? Has the student suggested points that have not been addressed by others?

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points/Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength-Based Profile Reaction Paper</td>
<td>15 points</td>
</tr>
<tr>
<td>Board Meeting Reaction Paper</td>
<td>20 points</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>15 points</td>
</tr>
<tr>
<td>Summary Document</td>
<td>15 points</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30 points</td>
</tr>
<tr>
<td>Class Participation</td>
<td>5 points</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>100 points</td>
</tr>
</tbody>
</table>
Assignments

1. **Reaction Paper to strength based profile (possible 15 points)**
   You are required to write a reaction paper based on the reading of Strengths Finder 2.0 and completing the Strengthfinder assessment tool. What talents and strengths were identified for you? Do those identified strengths seem accurate? How would you use your strengths to forward the ethics and values of social work practice? What important points arise from the reading?

   This paper is to be 3-4 pages in length. Hard copy papers are due at the beginning of the third class period (February 6).

2. **Reaction Paper – Board Meeting (Possible 20 points)**
   You are required to write a 4-5 page reaction paper based on a Human Service Meeting you attend. Students should pay particular attention to how this committee fits into the provision of social work services from a macro, mezzo and micro perspective. Students also need to evaluate the meeting process using the required reading from Week 4 (February 13) Attending and Chairing Meetings. This paper can be turned in at any time after attending a meeting, but no later than April 23.

   Content of the paper should also include:
   1. Identify what meeting you attended, what is the purpose of the meeting
   2. What did the chairperson do to contribute to the effectiveness and ineffectiveness of the meeting?
   3. What did the participants do to contribute to the effectiveness and ineffectiveness of the meeting?
   4. If you were facilitating a meeting what tools and processes would you use to run a more effective and efficient meeting?
   5. Discuss issues presented and how they relate to social work practice from the macro, micro and mezzo perspective.

3. **Class Presentation on Social Work Management/Leadership (possible 15 points)**
   Students (teams of three) will be asked to present a particular social work management or leadership theory or practice model that s/he believe s/he might incorporate into his/her practice. The presentation should be approximately 30 minutes in length. Examples might be Situational Leadership, Servant leadership, etc. (Hint – If one Googles social work leadership you obtain approximately 12,500,000 hits – one of those should peak your interest).

4. **Summary Document on the Class Presentation on Social Work Management/Leadership (possible 15 points)**
   This is a 5 to 6 page (one from each team) document, which summarizes the student’s class presentation. Please identify the main theory or concepts of the model and how you could envision incorporating this into your practice. What about this theory or practice model appeals to you? Are there any challenges and/or benefits to this management method with relationship to diverse work environments? Can it be used without bias to gender? What would be the challenges related to this model or theory? This paper is due at the time of your presentation.
5. **Individual Final Paper (possible 30 points)**

You have just been hired as a new supervisor in a human service agency; there have been massive retirements from the supervisory ranks and you have been hired with very limited experience or background in supervision. You have one month to prepare for your new position.

In your paper, answer the following questions:

1. In general incorporate the primary concepts and themes into this document. How would you use what you have learned as you prepare for this lead position in the agency.
2. Describe how you will approach providing a generalist-practice perspective to your staff. What micro-mezzo-macro skills will you include in your approach to staff training and development?
3. Strengths and weaknesses: How will you use your identified strengths to “winover” staff and begin to lead the department, unit or agency? What might be some of the areas you need to compensate for?
4. Meeting your supervisees: What will you do the first day, the first month? What do you anticipate it will be like? What are your priorities for these time periods?
5. What problems do you anticipate you will face in your first six months? Why? How can you begin to prepare for these?
6. What will you need from your supervisor? How will you assure that you get what you need?
7. How will you evaluate if your staff is providing effective services to diverse populations?
8. What type of management philosophy/approach presented in class will you consider as you approach this new position? Why? Will your management approaches change overtime?
9. Finally, what is your VISION for the agency and/or your unit? How will you communicate this to your staff?

The paper should be 6-8 pages long, with appropriate references from your reading in social work or other literature. Spelling, grammar and proofreading will be evaluated in determining a grade. The paper is due April 29.

6. **Class Participation (possible 5 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 & 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 will be assigned for excused and unexcused absences.
- 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 will 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. The Program Coordinator will notify students by email within 72 hours of the cancellation regarding the planned class day/time additions.

Participation

Participation is measured by the student’s demonstrated knowledge and understanding of the assigned readings and lecture material, and participation in the discussion and other classroom activities.

Assignment Policy

Written work is to be typed, double-spaced and carefully proofread before submission. NO late assignments will be accepted. (In emergency situations, the instructor may request documentation to accept late work. Any such arrangement must be made in advance.)

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.