WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY

Administration/Leading for Social Change   **Fall 2020**
SWK 6252   **Shannon R. Lane**

COURSE DESCRIPTION

"The good social worker doesn't go on helping people out of a ditch.
Pretty soon, she begins to find out what ought to be done to get rid of the ditch."
Mary Richmond, Founder, Families in Society

While many students come to social work with the intention of being mental health practitioners, the reality is that the work of every single social worker relies on the proper administration of service delivery systems. Social workers are needed in administrative positions, particularly in leadership, in these service delivery systems, in order to ensure that clients and communities are ultimately served in a way that is supportive of social work values and ethics.

Administrators of organizations influence the quality, effectiveness and efficiency of social services. These social services are needed to help vulnerable individuals, families, groups, communities and organizations overcome inequality, unfairness or oppression that occurs because of race, ethnicity, gender, sexual preference, economic or social status, physical, mental or emotional capacity, religion, or other characteristics. This course prepares graduate level social work students to be informed, capable and compassionate administrators in various types of agencies charged with providing social and mental health services.

This course is required for students enrolled in the Community Social Work sequence and fills a requirement for Group Work students. The course is an elective for all other students. This course draws largely upon generalist practice knowledge and skills gained from Human Behavior in the Social Environment and Cultural Diversity, as well as material found in the Practice and Social Policy sequences.

II. <u>LEARNING OBJECTIVES</u>

1. Students will be able to identify the roles social workers take on in agency administration and organizational management.
2. Students will use organizational theory to understand how the ethical use of power and leadership are integral to success in agency administration and organizational management.
3. Students will understand how social workers bring unique skills and values to their work in agency administration and organizational management.
4. Students will learn how to use their role as change agents in agency administration and organizational management to develop a strong and diverse organizational culture
5. Students will be able to utilize their macro practice skills to be successful in agency administration and organizational management, particularly those involving community engagement, program development, financial management, advocacy and coalition building.
6. Students will be able to organize and delegate, when necessary, projects to task groups

III. <u>INSTRUCTIONAL METHODS</u>

Class sessions include lectures that follow the progression of the course outline. Discussions focus on lecture content, reading assignments, current events relevant to social policy and student experiences in the field. A variety of techniques, including classroom exercises, audio-visual presentations and guest speakers may be used.

Students are expected to complete all assigned readings on time, attend class and participate knowledgeably in class discussions. In addition to the assigned readings, students are expected to skim news sources such as major national newspapers (such as The New York Times, Washington Post, or Wall Street Journal), news radio (such as NPR), podcasts (such as Up First, The Daily, This Week with Sam Sanders, the Globalist, the Takeaway, or PRI's the World), television news (such as local news or BBC), and specialized or long form publications (Politico, the Hill, the Atlantic, or Vox) for relevant current news. In-depth sources such as professional journals may also be useful. These sources will be extremely helpful to all students in preparing class assignments and participating in class discussions.

IV COURSE EXPECTATIONS AND GRADING

Students are expected to present at all classes and maintain engagement throughout the class.

Course Assignments and Weight:

Title	Module	Weight
Career Development Assignment #1	Due in Module 2	10
Career Development Assignment #2	Due in Module 5	10
Program Plan	Due in Module 8 (material in modules 4-7)	35
Power, conflict, and values self-assessment	Due in Module 11 (material in modules 8-10)	20
Career Development Assignment #3	Due in Module 12	10
Class participation	Weekly, Module 1-12	15

TEXTS

Required Text:

Reisch, M. (2018). *Macro social work practice: Working for change in a multicultural society.* Cognella. ISBN: 1516507576 $83.95 through Cognella (https://titles.cognella.com/macro-social-work-practice-9781516507573)

COURSE REQUIREMENTS

Course Assignments

Career Development Assignment #1, Content from Module 1

Due in Module 2

Find two potential jobs: one that you think would be a good fit for you when you graduate, and one that you would be interested in when you are 5 years out from graduation.

Your submission should include a copy of each job listing (you can include a link, but it would be good to include a PDF or screenshot as well, since links may change or become deactivated). Then answer the following questions for each job:

1. What are the key skills required for success (in your words, not the job listing's words)?
2. What are the areas that are a good fit between your skills/experience and this job?
3. What are the areas in which you would need to grow to have success at that job?

Career Development Assignment #2, Content from Module 1

<u>Due in Module 5</u>

Choose one job posting from assignment #1 (or an alternative with permission of your instructor) Develop a cover letter and resume. The cover letter should be no more than one page. The resume should be 1-2 pages. Note: These resumes and cover letters will be used for in-class group-work, so feel free to remove your home address or other information if you would prefer not to share with classmates.

Program Plan, Content from Module 4-7

<u>Due in Module 8</u>

Develop a program to be implemented in your internship, place of employment, or at WSSW. It will include a small needs assessment, logic model, budget, and a plan for evaluation.

Part 1: Description of Context (1 page) *Content from Module 4*

Describe the agency you are going to use for this assignment. Include the agency's name, location, clients served (population, numbers, etc.), whether it is public, private, or for-profit, and the agency's mission. Is the information about the agency's budget readily available to the public through a 990 form, their website, or some other method?

Part 2: Needs Assessment (1 page) *Content from Module 4*

Conduct a needs assessment through a discussion with someone who is affiliated with the organization, or by using the organization's website or news reports. What are 3 needs that are not currently being filled by the organization?

Part 3: Program Description/Logic Model (2-3 pages) *Content from Module 5*

You will describe your proposed program in 2 ways. You will describe it in a narrative of 1-2 pages and a 1-page logic model. This program should address one of the needs discussed in Part 2. In your description, make sure to include the program's goals, the population it will serve, and the specific services that will be offered. Make sure the goals are SMART goals so that they can be measured in your evaluation plan. The guidelines from the CDC in this Module's readings will be a good resource. Your instructor may provide a template for the logic model.

Part 4: Budget (1 page) *Content from Module 6*

Create a budget for your proposed program. It is expected that you will need to estimate expenses that you can't be sure about. Your budget should include both proposed expenses and income that might come into the program. Your instructor may provide a template for the budget.

Part 5: Evaluation (2 pages) *Content from Module 7*

Describe a plan to evaluate your program. Returning to the goals, services, and population described in part 3, how would you know you have met those goals and provided those services to the population described? You may want to use your logic model to help inform your evaluation.

Power, Conflict, and Values Self-assessment, Content from Modules 8-10

Due in Module 11

Complete self-assessment assignments about comfort with power and conflict and connection to ethics and values. This assignment has 3 parts. Total, it should be 6-10 pages. It should include an APA style title page and reference page. You may be able to answer all of the questions using course readings, but feel free to bring in other resources as needed. Because this is a reflection paper, responding to the questions in first person ("I") is absolutely fine.

Part #1: Power self-reflection

1. Make a list of 5–10 categories of social identity that you think are most relevant in your geographic community or another community to which you feel connected. You may wish to include some from the list in the NASW Code of Ethics: *race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability*.
2. For each of these categories of social identity, write down your own identity. For example, if you chose national origin, you might put born in the U.S., immigrant, member of sovereign tribe, etc.
3. Think of the majority of people who hold formal or informal power in your agency or community. Does their identity match yours in these areas? Put a + next to the categories where you have the same identity as those in power, and a − next to those where you do not.

When you have finished, reflect in 2-3 pages (double-spaced, APA style) on what this exercise reveals about the ways in which you might have access to power and the ways in which you might be blocked from access to power in your community. Your submission for this assignment should include only the reflection—you do not need to submit the answers to questions 1-3, but you do need to complete those steps prior to writing the reflection.

Part #2: Assessing Your Conflict Response
Think about the most recent time you experienced conflict in a professional setting and in 2-3 pages, reflect on the following questions:
1. What was the situation? Who were the parties involved? Describe the interaction as you might in a process recording or other reflection on a practice interaction.
2. Was this response typical of how you respond to conflict? Why or why not?
3. Based on this reflection, which of the five categories discussed above (competing, collaborating, compromising, accommodating, and avoiding) do you think accurately reflects your conflict response strategy?
4. How might your approach to conflict play into your practice as a social worker?

Part #3: Ethics and Macro Social work reflection
Using the articles by Ellen Fink-Samnick, find at least three examples of ethical dilemmas that might be faced by macro social workers. For each of the three, describe the dilemma briefly, the competing ethical principles that are involved, and one potential solution to the dilemma that you might use. This section should be 2-3 pages.

Career Development Assignment #3, Content from Modules 1-12

Due Module 12

Submit revised cover letter and resume from assignments 1 and 2. If you found a new job you are interested in during the semester, let your instructor know that has changed. You will also submit a 1-2 page career plan describing your goals for the next 5 years and the steps you will take to reach them. Consider using SMART goals for this process. Your instructor may provide a template for the career plan.

STUDENTS WITH DISABILITIES

The Office of Disability Services (ODS) collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities.
http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/
The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability.

Student Responsibilities

- Register with the Office of Disability Services (ODS).

- Provide current, written documentation from a qualified practitioner that describes the nature of the disability, functional limitations associated with the disability, severity of these limitations, and recommended reasonable accommodations.

- Review accommodation requests with ODS.

- Submit accommodation letters to faculty and discuss reasonable accommodations at the start of the semester.

- Communicate with faculty to arrange each exam accommodation at least ONE WEEK before the exam.

- File documentation with appropriate individuals to request accommodations for final exam period.

- Alert the Office of Disability Services if any difficulties are encountered regarding the implementation of accommodations.

Getting Started

Students in Yeshiva University who wish to receive accommodations must self disclose by registering with The Office of Disability Services (ODS). ODS has established the following process for registration:

- Complete an Intake form.

- Gather and submit current documentation of your disability.

- To register as a student with a learning disability or ADD/ADHD, you must submit a current psycho-educational or neuro-psychological evaluation. For all other disabilities you may submit documentation completed by a qualified health professional/clinician. Please refer to our Disability Documentation Guidelines and choose the one specific to your disability to use as a guide.

- After you have submitted the Intake form and disability documentation, ODS will be happy to meet with you to discuss reasonable accommodations and other supports available to you at Yeshiva University.

- Each semester, you will meet with ODS to discuss accommodations for your courses and any accessibility needs. You will be given accommodation letters to submit to your professors.

  Accommodation letters must be submitted to your professors as soon as they are received.

E-RESERVES
Access full text copies of most of the "on reserve" articles for a course from your home computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. The link for e-reserves is http://yulib002.mc.yu.edu:2262/er.php. Most of the articles mentioned in the curriculum are available on electronic reserve (E-reserves). You can access the full text articles from your home or from a university computer at no charge.

Accessing E-Reserves
From Canvas
1. Go to your class Canvas page.

2. Click the link "Library Resources & E-Reserves" (no password required)

From Campus

1. If you wish to access e-reserves from the library home page (library.yu.edu),
2. Use "**wurzweiler**" all lower case, as the password.
3. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

From Off-Campus

1. Go to the library's online resources page: http://www.yu.edu/libraries/online_resources.asp
2. Click on E-RES; you will be prompted for your Off Campus Access Service login and password.
3. Use "wurzweiler" all lower case, as the password for all courses in all social work programs.
4. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

Using E-Reserves

1. Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author.
2. Click on the link to your course.
3. When the article text or book record appears on the screen, you can print, email, or save it to disk. To view documents that are in PDF format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html

<u>PLAGIARISM</u>

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes *plagiarism* and is a violation of academic standards. The School will not condone *plagiarism* in any form and will apply sanction to acts of *plagiarism*. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. *Plagiarism* occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also *plagiarism* to use the ideas and/or work of another student and present them as your own. It is **<u>NOT</u>** *plagiarism* to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in a course will automatically **<u>FAIL</u>** the course and will be placed on Academic Probation and will be referred to the Associate Dean for disciplinary action which may include expulsion. A student may not submit the same paper or an

assignment from another class for credit. If students or faculty are concerned that written work is indeed plagiarized, they can use the following "plagiarism checker" websites, easily accessible, and generally free on Google:

www.grammarly.com/plagiarism_checker
www.dustball.com/cs/plagiarism.checker
www.plagtracker.com
www.plagium.com/
www.plagscan.com/seesources/
www.duplichecker.com/

As a Wurzweiler student, maintaining good standing in the program is dependent on developing and maintaining high standards of ethical and professional behavior. Students are required to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

HIPAA

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present in class or coursework will need to be de-identified. What this means is that any information that would allow another to identify the person must be changed or eliminated. This includes obvious identifiers such as names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity or gender. If diagnosis, race/ethnicity or gender is directly related to the case presentation, it can be included if it will not allow for identification.

FERPA

Wurzweiler's policies and procedures are in lie with FERPA regulations. In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended (Section 438 of the General Educational Provisions Act, 20 USC 1232g), also known as **FERPA**, the University has adopted policies to protect the privacy rights of its "Students" with respect to their "Education Records," in each case as defined below. FERPA affords Students certain rights of access to their Education Records and limits disclosure to third parties unless the Student provides written consent. In certain circumstances, disclosure is permitted without the Student's permission.

COURSE OUTLINE

Module 1: Introduction to Management, Administration, and Leadership; Macro Social Work Careers
Learning objectives:
- Identify course objectives and requirements
- Define management, administration, leadership, and relevant terms

- Define macro practice
- Identify a variety of roles for social workers in organizations

Required Readings:

Reisch, Chapter 1: Macro Practice in a Multicultural Society: An Overview

Reisch, Epilogue: The Personal Side of Macro Social Work Practice

Pritzker, S., & Applewhite, S. R. (2015). Going "macro": Exploring the careers of macro practitioners. *Social Work*, *60*(3), 191-199. Full-text: https://uh.edu/socialwork/_docs/Research/recent-publications/2015_Pritzker_GoingMacro.pdf

Recommended Readings:

Lane, S. R., & Pritzker, S. (2017). *Political social work: Using power to create social change*. Springer. Chapter 15: Political social work careers and leadership: From Jane Addams to you!

Module 2: Theories of Management, Administration, and Leadership

Learning objectives:

- Identify relevant theories of social change
- Apply human behavior theories to management, administration, and leadership
- Discuss role of empowerment in administration

Required Readings:

Reisch, Chapter 2: Theories Underlying Macro Practice in a Multicultural Society

Arnstein, S. R. (1969). A ladder of citizen participation. *Journal of the American Institute of planners*, *35*(4), 216-224.

Recommended readings:

Tritter, J. Q., & McCallum, A. (2006). The snakes and ladders of user involvement: moving beyond Arnstein. *Health policy*, *76*(2), 156-168.

NPR's The Perils of Power: http://www.npr.org/2016/09/06/492305430/the-perils-of-power

Module 3: Organizational Structure and Culture (2 weeks)

Learning objectives:

- Describe common organizational structures

- Define terms relevant to organizational culture
- Examine the relationship between organizational structure and theories
- Begin to discuss funding and resources

Required Readings, Week 1:

Reisch, Chapter 3: Human Service Organizations in a Multicultural Society

Ask A Manager website: https://www.askamanager.org/ (This website has great resources on organizational culture, general professional dilemmas, and job searching. As you work on the Career Development #2 assignment due in Week 5, I recommend navigating to https://www.askamanager.org/topics and searching the "cover letters" and "resumes" tags.)

Required Readings, Week 2

Reisch, Chapter 4: Creating a Diverse Organizational Culture

Vito, R. (2019). Self-directed teams as an organizational change strategy to empower staff: A teaching/learning case study. *Human Service Organizations: Management, Leadership & Governance*, *43*(2), 146-151.

Guidestar instructions about how to read a 990 form: https://learn.guidestar.org/help/highlights-of-irs-form-990 (Read or watch video tutorial)

Module 4: Program Planning, Part 1: Assessing Needs
Learning objectives:
- Compare varying definitions and functions of community
- Describe methods of community and needs assessment
- Describe an asset assessment

Required Readings:

Reisch, Chapter 9: Defining "Community" and Assessing its Needs and Assets

Community Tool Bok Section 7: Conducting Needs Assessment Surveys: https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conducting-needs-assessment-surveys/main

Module 5: Program Planning, Part 2: Planning and Implementing (2 weeks)
Learning objectives:
- Compare various methods of implementation of community and

organizational interventions

- Use a logic model to develop and describe a program plan

Required Readings:

Reisch, Chapter 11: Planning and Program Development in Diverse Communities and Organizations (pp. 369-382)

Reisch, Chapter 10: Engaging with and Intervening in Multicultural Communities

Centers for Disease Control and Prevention instructions on creating a logic model: https://www.cdc.gov/eval/steps/step2/index.htm

Module 6: Program Planning, Part 3: Budgeting (2 weeks)
Learning objectives:
- Describe types of funding and revenue
- Practice budgeting skills

Required Readings:

Reisch, Chapter 11: Planning and Program Development in Diverse Communities and Organizations (pp. 382-398)

Lane & Pritzker, Chapter 11: Understanding and Raising Resources

Lane & Pritzker, Chapter 12: Budgeting and Allocating Resources

Financial social work eBook: https://financialsocialwork.com/resources

Module 7: Program Planning, Part 4: Evaluation and Continuous Improvement
Learning objectives:
- Compare the roles of outcome goals versus objectives
- Describe ways to use research skills to measure program progress
- Compare process and outcome evaluation

Required Readings:

Reisch, Chapter 11: Planning and Program Development in Diverse Communities and Organizations (pp. 398-405)

Module 8: Power, Leadership, and Working with Groups
Learning objectives:
- Examine various ideas of leadership and their connection to social work

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- Develop new ways of looking at power and empowerment
- Consider ways that administration and management can use groupwork to improve outcomes and working conditions

Required Readings:

Reisch, Chapter 6: Power and Leadership in Multicultural Organizations and Communities

Reisch, Chapter 7: Working with Diverse Groups in Macro Social Work Practice

Fink-Samnick, E. (2015). The new age of bullying and violence in health care, Part 1: The interprofessional impact. *Professional case management*, *20*(4), 165-174. Full text: https://alliedhealth.ceconnection.com/files/TheNewAgeofBullyingandViolenceinHealthCareTheInterprofessionalImpact-1434458441452.pdf

Module 9: Managing People and Conflict

Learning objectives:

- Consider the functions of conflict
- Describe your own ability to manage conflict productively
- Practice the use of dialogue to resolve conflict

Required Readings:

Reisch, Chapter 15: Promoting Change and Dealing with Conflict in Multicultural Organizations

Fink-Samnick, E. (2016). The new age of bullying and violence in health care, Part 2: Advancing professional education, practice culture, and advocacy. *Professional case management*, *21*(3), 114-126. https://nursing.ceconnection.com/ovidfiles/01269241-201605000-00002.pdf

Fink-Samnick, E. (2017). The new age of bullying and violence in health care, Part 3: Managing the bullying boss and leadership. *Professional Case Management, 22*(6), 260-274 doi: 10.1097/NCM.0000000000000249 Full text: https://alliedhealth.ceconnection.com/ovidfiles/01269241-201711000-00002.pdf

Information about conflict responses: https://coachfederation.org/blog/conflict-situations

Module 10: Ethics and Values

Learning objectives:

- Examine various ethical obligations of those in administration, including the NASW Code of Ethics, relevant regulations and laws
- Examine the role of personal values for social workers in administration

Required Readings:

Reisch, Chapter 8: Identifying and Resolving Ethical Dilemmas in Macro Social Work Practice

Fink-Samnick, E. (2018). The new age of bullying and violence in health care, Part 4: Managing organizational cultures and beyond. *Professional Case Management, 23*(6), 294-306 doi: 10.1097/NCM.0000000000000324 Full text: https://alliedhealth.ceconnection.com/ovidfiles/01269241-201811000-00002.pdf

Module 11: Collaborating with Others in the External Environment

Learning objectives:

- Describe benefits for collaboration and coalitions
- Consider challenges of collaborating with others who may be competing for scarce resources
- Effects of neoliberalism
- Consider the role of the media in social work administration

Required Readings:

Reisch, Chapter 5: The External Environment of Macro Social Work Practice

Reisch, Chapter 13: Using Media as a Tool of Community, Organizational, and Social Change

Recommended readings:

Stark, C. (2018). The neoliberal ideology, its contradictions, the consequences and challenges for social work. *Ljetopis Socijalnog Rada/Annual of Social Work, 25*(1). Full text link: https://pdfs.semanticscholar.org/bf88/1dbd1b7b4b005e757923aea52e06a89b8cc4.pdf

Module 12: Organizational Advocacy

Learning objectives:

- Describe various types of advocacy that social work administrators may employ
- Consider the ways that political action can help and harm agencies
- Consider future ways of engaging in advocacy to help our community organizations
- Course evaluation and wrap-up

Required Readings:

Reisch, Chapter 12: Advocating for Policy Change in the Legislative Arena

Reisch, Chapter 14: Advocacy in the Judicial, Executive, and Electoral Arenas

Recommended Readings:

Krings, A., Trubey-Hockman, C., Dentato, M. P., & Grossman, S. (2020). Recalibrating micro and macro social work: student perceptions of social action. *Social Work Education*, *39*(2), 160-174. (I have full text)