

***Draft:* SOCW6371-001: Community and Administrative Practice**

Council on Social Work Education (CSWE), Educational Policy and Accreditation Standards (EPAS), Statement on Requirements of the Content Area

4.5 Social Work Practice: Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, challenges, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Catalogue Description

Surveys theory and builds skills in roles associated specifically with community practice (e.g. community/locality development, social planning, social action) and administrative practice (e.g. supervision, administration, management and management systems). Students complete an advanced assignment in community and/or organizational assessment and intervention and refine skills in making professional presentations.

Expanded Description of Course Content

Since most social work practice takes place within organizations and in communities, understanding and intervening at the organizational and community levels are essential for effective social work. SOCW 6371, Community and Administrative Practice, builds on the prerequisite SOCW 5306 (Generalist Macro Practice), by allowing students to design a program based on a community assessment. In addition, students will explore management from a self-assessment perspective. Community and Administrative Practice is required of all students taking the CAP (Community and Administrative Practice) specialization.

Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Apply relevant theories and models of community and administrative practice, such as ecological systems theory, total quality management theory, organizational culture theories, and service coordination and collaboration models.
2. Demonstrate the importance of using the strengths/capacities, empowerment, and evidence based practice perspectives to guide practice.
3. Critically analyze and develop one's generalist macro practice intervention skills involved in designing, leading, implementing, and evaluating programs to meet community challenges.

4. Demonstrate how program design impacts the values of social and economic justice, stakeholder participation, empowerment, and diversity.

Requirements

SOCW 6371 is required of all Community and Administrative Practice students. The prerequisite is SOCW 5306 or advanced standing.

Required Textbooks and Other Course Materials

Kettner, P. M., Moroney, R.M., & Martin, L.L. (2008). *Designing and Managing Programs: An Effectiveness-Based Approach (3rd ed)*. Newbury Park, CA: Sage.

Lewis, J. A., Packard, T. R., & Lewis, M.D. (2007). *Management of human service programs*. Belmont CA: Thomson Brooks/Cole.

Coley, S. M. & Scheinberg, C. A. (2008). *Proposal Writing (3rd ed)*., Newbury Park, CA: Sage. (Optional: recommended for those not taking the grant writing class).

Descriptions of major assignments and examinations

Assignments are followed by the number of the learning objective addressed.

1. **Program design based on a community assessment.** This assignment allows students to use a template to develop a human service program in an area of interest or expertise. The five-part assignment builds on the SOCW 5306 assessment of a community’s strengths and challenges concerning a social condition/problem. The first part is a short community assessment which the program will address. The second part is a detailed description of the program. The third part is an evaluation of the program and its impact. The fourth part is the program budget and budget justification. The final part includes various information such as dissemination, marketing, and organizational capacity. The web-based template to design the program is linked to the course home page menu bar. Feedback will be provided at key stages of the assignment using checklists that are in the online course pack. Students will be expected to share their progress on this assignment with the class and consider class suggestions for improvement. General feedback will be provided anytime within a week of the due date of an assignment. [1, 2, 3, 4]
2. **CAP personal plan.** Students will assess their community and administrative practice philosophy, concepts, and skills throughout the semester. At the end of the semester, students will submit a 5-8 page, double spaced paper containing a statement of their CAP philosophy, an assessment of their CAP capacities and challenges, and an action plan with options for building on their capacities and addressing their challenges along with specific recommendations that will help them become a more effective CAP practitioner. An outline is due by week 11. The paper should cover both community & administrative practice. [3, 4]

Grading Policy with due dates

Assignment (assignments are due by Friday midnight of the Week Due)	Wk due	Points
Community assessment: Condition, target, history, services, capacities, barriers, challenges	6	200
Program: Vision, mission, logic model, program description, goals, objectives, tasks	8	200
Evaluation: Outcome, process & impact evaluation; information management	10	100
Financial: Budget, revenues, expenditures, budget justification, future funding	12	100

Other: Qualifications, collaborations, dissemination, marketing, conclusions	13	100
CAP personal plan detailed outline	11	50
CAP personal plan	15	200
Participation (see attendance section of outline)		50

A=900-1000 points; B=800-899; C=700-799; D=600-699; F=less than 599 points

Expect a late assignment to be graded more strictly, if feedback has been provided to the class.

Course Outline/Topics and Readings.

29Aug09 Class 1: Introduction and course overview

Topics: Introductions and overview of course, obtain agreement on syllabus.

29Aug09 Class 2: Key theories, perspectives and values

Topics: Theories (systems, TQM/CQI, organizational culture, services integration, coordination, collaboration, coalition building), perspectives (win/win, empowerment, social capital, natural helping networks, mainstreaming, evidence informed practice), values (social and economic justice, least restrictive alternative, diversity).

Text: Kettner, Ch. 1: Contemporary issues in social service program planning & admin, pp. 1-24. Ch 2: The contribution of theory to program planning, 27-36.

Text: Lewis, Ch. 1. Facing the challenges of management, pp. 1-20. Ch. 4. Organizational theory for HSOs, pp. 68-93. Appendix A: Management audit, 300-306.

Text: Coley, Ch 1: Orientation, pp. 1-12. Ch 2: Using Technology, pp. 13-18. Ch 3: Agency, community, Funder, pp. 19-24.

Reading: Briggs, H. E., & McBeath, B. (2009). Evidence-based management: Origins, challenges, and implications for social service administration. *Administration in Social Work*, 33, pp. 242-261.

Course pack: Contingency theory, TQM, planned change, organizational culture, performance management, (review) systems theory, win/win, empowerment, social capital.

Web: Theory at a glance: A guide for health promotion practices.

<http://www.cancer.gov/PDF/481f5d53-63df-41bc-bfaf-5aa48ee1da4d/TAAG3.pdf>

Video: The Deming of America: Interview with TQM founder E. Deming [V1315].

Class 3: Problem definition, theories of need/challenges and capacities

Topics: Capacities and challenges assessment (review SOCW 5306); community well functioning, social conditions, social problem identification, politics of problem identification, multicultural perspectives on social problem definition, assessing organizational problems, the logic of assessment and intervention planning.

Text: Kettner, Ch. 3: Understanding social problems, pp. 37-50.

Text: Lewis, Ch 2: The environment of HSOs, pp. 21-40.

Text: Coley, Ch. 4: Problem/needs-based program development, pp. 25-38.

Optional Reading: Read for ideas from the case studies in White: A., (2008). Scale of Change: Creating and sustaining collaborative child welfare reform across cities and states. *Center for the Study of Social Policy*. <http://www.cssp.org/uploadFiles/ScaleOfChange.web.pdf>

Class 4: Capacities and needs/challenges assessment

Topics: Primary and secondary data sources, data collection methods, types of information (e.g., baseline data for planning and evaluation, barriers to services, service statistics, community capacities and resources, socio/political context, etc.), views of need (e.g., normative, perceived, expressed, relative), mapping assets of individuals, associations and institutions, data for organizational assessment & performance measurement.

Text: Kettner, Ch. 4: Need assessment: theoretical considerations, pp. 51-68. Ch 5: Needs assessment: approaches to measurement, pp. 69-93.

Text: Coley, Ch 5: Writing the need or problem statement, pp. 39-46.

Review--Web: Kretzmann, J, & McKnight, J. (1993). Introduction to "Building communities from the inside out, <http://www.northwestern.edu/ipr/publications/community/introd-building.html>

Course pack: Community capacity and needs maps

Web: Best practices in performance measurement <http://govinfo.library.unt.edu/npr/> (search for best practices)

Class 5: Evidence based interventions and logic models

Topics: Approach to developing and disseminating interventions that work, logic models, the process and politics of designing and implementing programs, organizational effectiveness, issues with an EBP focus.

Text: Kettner, Ch 6: Selecting the appropriate intervention strategy, pp. 97-112.

Text: Lewis, Ch 3: Planning and program design, pp. 40-67.

Reading: Savaya, R. & Waysman, M. (2005). The logic model: A tool for incorporating theory in development and evaluation of programs. *Administration in Social Work*, 29(2) 85-103.

Course pack: Evidence-based practice resources; Continuum of care approach

Web: Evidence based approach to decision making in protective services, <http://www2.uta.edu/ssw/trainasfa/ebpconcept.htm>
<http://www2.uta.edu/ssw/trainasfa/ebptdprs.htm>

Class 6: Program descriptions, community linkages

Topics: Types of nonprofits, organizational structures, task analysis, working with boards, board recruitment and training, representative advisory committees, vision, mission, values.

Reading: Patti, R. (1987) Managing for Service Effectiveness in Social Welfare Organizations, *Social Work*, 377-81.

Web. Review one or more program design/grant writing tutorials available on the Web.

Due: Community assessment section of program design due.

Class 7: Program goals and objectives

Topics: Specifying work in terms of goals and objectives to accomplish a mission, task analysis.

Text: Kettner, Ch. 7: Setting goals & objectives, pp. 113-140. Kettner, Ch. 8: Designing effective programs, pp. 141-176.

Text: Coley, Ch 6: Writing goals, objectives and implementation plan, pp. 47-64.

Text: Lewis, Ch 5: Organizational design, pp. 94-111.

Class 8: Information management, performance measurement, & program evaluation

Topics: Information management, continuous quality improvement, process, outcome, and impact evaluations, external technological contingency forces.

Text: Coley, Ch 7: Writing the evaluation plan, pp. 65-76.

Text: Lewis, Ch 10: Evaluating human service programs, pp. 215-244.

Text: Lewis, Ch 9: Designing and using information systems, pp. 193-214. Ch 10:
Evaluating human service programs, pp. 215-244.

Text: Kettner, Ch 8: Using management information, pp. 177-203; Kettner, Ch. 12:
Performance measurement, monitoring, and program evaluation, pp. 251-264. Ch. 13:
Program impact evaluation and hypotheses testing, pp. 265-275.

Due: Program description section of program design due.

Class 9: Budgets and budget justification, financial management and fund raising

Topics: Financial management; line item, functional, and program budgets, fund accounting, financial reporting, fund raising, and economic external contingency forces

Text: Kettner, Ch. 10: Budgeting for control, management, and planning, pp. 207-219.

Appendix Ch. 11. Line-item, functional and program budgeting systems, pp. 221-249.

Text: Coley, Ch 8: Creating the budget, pp. 77-94.

Text: Lewis, Ch 8. Managing finances to meet program goals, pp. 169-192.

Coursepack: Fundraising in the human services

Web: Be able to discuss the IRS FM 990 of your favorite charity or nonprofit.

Class 10: Leading, implementing, scheduling, service marketing, & public relations

Topics: Leadership, PERT and Gant charts, marketing of services, working with the media.

Text: Coley, Ch 9: Agency capabilities and finishing touches & appendices, pp. 95+.

Text: Lewis, Ch 11: Leading and changing HSOs, pp. 245-274.

Web: Principled leadership in mental health systems.

<http://www.bu.edu/cpr/resources/newsletter/leadership/rr-leadership.pdf>

Due: Evaluation section of program design due.

Class 11: Human resource development

Topics: Developing human resources through recruitment, selection, hiring, personnel development, motivating, burnout prevention, performance evaluation, and termination; EEOC, affirmative action, sociocultural external contingency forces.

Text: Lewis, Ch 6: Developing and managing human resources, pp. 112-139.

Due: Outline for CAP personal plan due.

21Nov09 Class 12: Supervision

Topics: Models of supervision; working with volunteers, supervision skills

Text: Lewis, Ch 7: Building supervisory relationships, pp. 140-168.

Due: Financial section of program design due.

21Nov09 Class 13: The politics of implementation

Topics: Working with boards, strategic thinking, leveraging resources, networking, boundary spanning, memorandum of agreements, conflict resolution/negotiation, consultation, political external contingency forces.

Text: Lewis, Ch 12: Achieving and maintaining organizational excellence, pp. 275-299.

Due: Final "Other" section of program design due.

Class 14: Societal/political practice; Integration synthesis, issues, ethics

Topics: Societal and political perspectives, issues and ethics of practice, developing an individual framework, informal presentations of program & personal philosophy for class feedback, course review and evaluation.

Reading: Schoech, D., (2008). Developing information technology applications for performance oriented management in a global environment, in Patti, R. Handbook of Human Services Management (2nd ed.). Thousand Oaks, CA: Sage. (or similar reading)

Class 15: Review, debriefing, course evaluations, feedback on mixed format.

Due: CAP personal plan due.

Attendance Policy: Attendance is required at the first and final face-to-face session. Twenty five (25) points will be given for each Saturday attended for a total of 50 points for attendance for the course.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

Sustainability efforts: Please help our fragile environment by recycling all paper, plastic bottles, cans, etc., in the many recycling stations available in the Social Work Complex. Nancy L. Mary, in her book, *Social Work in a Sustainable World* (Chicago: Lyceum Books, 2008) makes a strong case for social work to occupy a leadership role in respect to advancing sustainability and protecting the fragile environment that we all share. Sustainability is important because problems like air pollution damage everyone's health, especially the lung and cardiovascular health of children and the elderly. Sustainability problems particularly hurt social work clients who cannot afford things like pesticide free food, pollution free neighborhoods, or health insurance/care.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. According to the UT System Regents' Rule 50101, §2.2, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

Student Support Services Available: The University of Texas at Arlington has established a variety of programs to help students meet the challenges of college life. Support to students includes advising, counseling, mentoring, tutoring, supplemental instruction, and writing assistance. For a

complete list of academic support services, visit the Academic Assistance resource page of the Office of Student Success Programs, www.uta.edu/uac/studentsuccess/academic-assistance. To help students address personal, academic and career concerns, individual counseling is also available. For more information, students are encouraged to contact Counseling Services www.counseling.uta.edu at (817) 272-3671 or visit a counselor in 216 Davis Hall.

Electronic Communication Policy: The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

Additional Information

- A listserv will be used for course communications. It is the student’s responsibility to insure messages from the list are sent to a valid email address.
- One or more classes may be offered using either text or audio chat. This is to allow students to experience online meeting and collaboration tool.
- Since files will be shared during this class, students must keep their virus scanning software current. Free versions of Symantec AntiVirus and Spybot are available from UTA, see link from the course web site. Scanning your computer weekly is recommended.
- Help prevent environmental racism. Recycle your paper, soda cans/bottles in the hall bins.

Bibliography: (see also the reading list at http://www2.uta.edu/cussn/courses/3306/coursepack/reading_list.pdf)

- Boettcher, R. E. & Nagy, J. N. (2003). *A workbook for practice in human service organizations*. Mason, Ohio: Thomson Learning Custom Publishing.
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- Brown, Michael J. (2006) *Building powerful community organizations: A personal guide to creating groups that can solve problems and change the world*, Boston: Long Haul Press
- Brueggemann, W. G. (2006). *The practice of macro social work, (3rd ed.)*. Belmont, CA: Brooks/Cole Thomson Learning.
- Churchman, A. & Sadan, E. (Eds.). (2003). *Participation: Your way to make a difference*. Tel Aviv: Hakibutz Hameuhad Publishing house. (In Hebrew). Tel Aviv: Hakibutz Hameuhad.
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- Kirst-Ashman, K. K., & Hull, G. H., Jr. (2006). *Macro skills workbook (3rd ed.)*. Monterey, CA: Brooks/Cole.
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- Murphy, P. W., & Cunningham, J. V. (2003). *Organizing for community controlled development: Renewing civil society*. Thousand Oaks, CA: Sage Publications.
- Netting, E. F. and O’Connor, M. K. (2003). *Organization practice: A social worker’s guide to understanding human services*. Boston: Pearson Education, Inc.
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- Rubin, Herbert J., & Rubin, Irene (2007). *Community organizing and development (4th ed.)*. Columbus, OH: Merrill
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- Weil, M. (Ed.). (2005). *Handbook of community practice*. Thousand Oaks, CA: Sage.