



**School of Social Work**

**SWK 508: SOCIAL WORK SUPERVISION AND ADMINISTRATION**

**CHEC Campus**

**Room 218**

**Thursdays, 1:00 - 4:00pm**

*According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes*

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**Office Hours:** Mondays, 1:00 - 5:00pm at Commerce

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Office Phone: (903) 886.5517

**Note:** *Emails will be answered within 24 hours following your initial post during weekdays. Emails sent on Fridays will be answered by 5:00 p.m. the following Monday.*

# Overview of Course

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## **COURSE DESCRIPTION:**

This practice course provides students with theories and skills needed for direct supervision of line workers, middle and upper management skills in human service organizations. The course addresses relevant theories and models of supervision and administration as well as key skills needed to perform the functions of supervision and administration in complex organizations. Special attention is given to empowerment theories and the importance of resource development in underserved rural areas.

## **COURSE PURPOSE:**

In many cases, advanced generalist practice graduates become administrators at some point in their career. Some are already working in that capacity. In both rural and urban agencies often look for people who can fulfill multiple functions, including the ability to provide leadership. One of the job requirements in such agencies may involve supervising line level employees or serving as an administrator in a small, non-profit organization, while at the same time providing direct services to clients.

## **COURSE OBJECTIVES:**

1. Students will learn the knowledge and skills needed to provide leadership in social work organizations.
2. Students will learn how to write a grant/funding proposal for consideration by a governmental or private funding source that targets rural or urban settings.
3. Students will learn to understand the use of self in supervision including the nature and exercise of power and authority, management of time and stress, and the effects of cultural, racial, economic ability and gender diversity in the supervisory process.
4. Students will learn how to apply critical thinking skills to administrative practice.

## **RELATIONSHIP TO OTHER COURSES:**

This course supports the program relating to agency-based practice. Students are introduced to theories and methods of social work supervision of first line workers as well as more general program administration activities related to executive direction and policy practice. The course complements foundation content relating to organizational theory, and practice with organizations. The course addresses unique aspects of supervision and administration in rural and urbanizing regions. Program development and linking resources are stressed. The course draws from advanced theory about organizations and work groups derived from SWK 507.

## **PROGRAM GOALS:**

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.
2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change.
3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

## **CORE COMPETENCIES:**

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students achieve programmatic goals listed above through demonstration of the following competencies for Advanced Generalist Practice (AGP).

**Competency AGP 2.1.1** Exemplify professional social work behavior and standards

**Competency AGP 2.1.2** Apply social work ethical principles to resolve dilemmas and create positive change

**Competency AGP 2.1.3** Critically analyze practice solutions and Communicate judgments and reasoning through decision- making processes

**Competency AGP 2.1.4** Demonstrate the ability to build strengths based on mutual engagement with diverse populations

**Competency AGP 2.1.5** Demonstrate commitment to strategies that address discrimination, reduce disparities, and promote social and economic justice

**Competency AGP 2.1.6** Contribute to evidence-based best practice approaches to assess and improve effectiveness

**Competency AGP 2.1.7** Differentially apply theories and frameworks of HBSE

**Competency AGP 2.1.8** Promote social policies to improve service delivery systems

**Competency AGP 2.1.9** Use leadership skills to respond, influence, and shape changing contexts

**Competency AGP 2.1.10** Demonstrate autonomy in dynamic practice situations that involve:

**2.1.10.1** Relationship-building at all levels of systems

**2.1.10.2** Evidence-based assessment tools and intervention approaches

**2.1.10.3** Effective intervention with complex problems and prevention strategies

**2.1.10.4** Response to the feedback process from interventions

**Competency AGP 2.1.11** Develop leadership skills as advanced generalist practitioners to enhance organizations and communities

**Competency AGP 2.1.12** Demonstrate innovative problem-solving in social and organizational systems

### **Practice Behaviors:**

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise competency at the Advanced Generalist Practice (AGP) level. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, identified within each course is a set of specific practice behaviors representing observable components of one for more competencies. Course content and assessment reflect the bolded competencies and the following practice behaviors:

**AGP 2.1.1c** adheres to professional roles and boundaries

**AGP 2.1.2b** strategically uses supervision and consultation to address ethical dilemmas in practice

**AGP 2.1.3a** Applies professional judgment and reasoning

**AGP 2.1.8b** Identifies impact of policies from various systems on clients and advocates on behalf of client systems

# Course Structure

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## Texts and Associated Materials

### Required Text:

Kettner, P. M. (2013). Excellence in human service organization management. Boston, MA: Pearson.

## Overview of Course Assignments

### 1. Personal Supervisory Style Profile (Objective 3)

Students are to interview a social work supervisor and complete a Leadership Style profile on the supervisor. The profile outline includes personal style, personal range, and personal adaptability. The student will then compare the supervisor's style that he or she interviewed with the student's own leadership style including style, range and adaptability. Be prepared to discuss the results of your profile in class.

Length of paper: **800 - 1000 wordcount**

### 2. Administrative Research Paper (Objectives 3 and 4)

You may select an administrative issue and submit a fully-referenced, **research paper (1500 -1800 word count)**. The topic must be discussed in advance with the instructor to assure it is relevant to the curriculum in this course. It must address some aspect of populations at risk, social justice, or diversity. Some examples of topics follow:

- Leadership: Nature or nurture? Can people be trained/educated in the abilities required to be an effective leader or are those qualities innate?
- Burnout, fact or fiction? How is it that some people (e.g., Gandhi, Martin Luther King, Mother Teresa) never complained of burnout when they experienced many of the conditions such as poor pay, stress and physical environments those are typically associated with burnout.

Throughout this course, other administrative issues will be raised. One of those might be appropriate for a scholarly research paper. If you have an idea for a paper, discuss it with the Instructor.

### 3. Grant Writing and Program Development- Group Project (Objective 2)

In **groups of two or three students**, write a formal grant proposal and submit that request to a public or private granting agency using the format/components in handouts given to you by the instructor. **Offer a 20-minute class presentation** using power point, written handouts, video clips or other education aids. This is an actual grant and the proposal is to address a real health or human service needs in Northeast Texas. It may include a request for personnel, equipment, supplies, purchased services or other resources. The beneficiary is to be an existing agency or organization, e.g., your field agency or some other social service organization you feel would benefit if additional resources were made available to them. If you don't know of an agency that would appreciate your help, check with your instructor. The length of most grant applications are 10 pages. However, you will complete the required information for the granting institutions in their standardized format for submission, which dictates the length of the grant proposal.

Students are to provide the instructor the grant application selected and the name of the organization or agency beneficiary. The Instructor will also set aside part of several classes to meet with each group, review their progress, and consult with students regarding progress being made.

Assignments	Due Date	Value (Points)
Personal Supervisory Style Profile Paper	9/29	25
Administrative Research Paper	11/3	100
Grant Proposal	11/17	100
Grant Proposal Presentation	11/30 & 12/7	50
Peer Assessment on Grant Proposal	11/30 & 12/7	15
Class Participation	-	10
Final Exam	12/14	100
<b>TOTAL</b>		<b>400</b>

*\*Assignments and discussion postings to be uploaded or completed on eCollege are due no later than 11:59pm of the due date.*

## **Grading Scale**

90-100% of points = A

80-89% of points = B

70-79% of points = C

60-69% of points = D

Below 60% = F

# Student Rights and Responsibilities

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"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

## **Student Rights**

*As set forth in Texas A&M University System Policy 13.02*

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

### *Students with Disabilities*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Gee Library - Room 132  
Phone (903)886-5150 or (903) 886-5853  
Fax 9903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)



## Students Responsibilities

### Class Attendance and Participation Policy

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<b><u>Weekly</u></b> <b><u>(class meets</u></b> <b><u>1X week)</u></b>	<u>Up to 2</u> <u>absences: No</u> <u>Penalty</u>	<u>3 absences: 1</u> <u>letter grade drop</u>	<u>4 absences: Class grade of "F"</u>	
<b><i>Bi-Weekly</i></b> <b><i>(class meets</i></b> <b><i>2X week)</i></b>	<i>Up to 3</i> <i>absences: No</i> <i>Penalty</i>	<i>4 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>5 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>6 absences:</i> <i>Class grade of</i> <i>"F"</i>
<b><i>Summer 10-week</i></b>	<i>Up to 1</i> <i>absence: No</i> <i>Penalty</i>	<i>2 Absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>3 absences: Class grade of "F"</i>	

Online, Blended and Web Enhanced Classes: Just as students are required to attend

face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

*Final Evaluation and Grade Depends on both Classroom attendance and Participation*

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

### **Student Conduct**

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics*.

**University Code of Conduct** located in the *Student Guide Book* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66) on the University Website under Campus Life Documents. To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

### **Department Code of Conduct**

*"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35).*

Social Work students conduct themselves in an ethical and professional manner. Closely

linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp> ) on the NASW website: <https://www.socialworkers.org>

### **Campus Concealed Carry**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **Plagiarism and Academic Dishonesty**

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty.*

The School of Social Work follows University Procedure 13.99.99.R0.03 Undergraduate

Academic Dishonesty:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students are expected to read and understand the University's Academic Dishonesty Policy.

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

*A student who fails to meet the professional expectation of the field of Social Work may be suspended from further study by the School of Social Work.*

### **Technology Mediate Resources**

*NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT REASONS FOR LACK OF PARTICIPATION.* You have access to the university's computer labs (in the social work department and other campus facilities, including the library) as well as local libraries and other access to computers and ISPs.

If you believe, you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing. Many courses utilized the learning management system to deliver course content. Below is information and resources for eCollege.

### **Technology Requirements**

- To fully participate in online courses, you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection.

The minimum computer requirements are:

- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site: <http://www.java.com/en/download/manual.jsp>.
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check  
[http://help.college.com/LS\\_Tech\\_Req\\_WebHelp/en-us/#LS\\_Technical\\_Requirements.htm#Browset](http://help.college.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset).
- Running the browser check will ensure your internet browser is supported.
  - Pop-ups are allowed.
  - JavaScript is enabled.
  - Cookies are enabled.
- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader: <https://get.adobe.com/reader/>
  - Adobe Flash Player (version 17 or later):  
<https://get.adobe.com/flashplayer/>
  - Adobe Shockwave Player: <https://get.adobe.com/shockwave/>
  - Apple Quick Time: <http://www.apple.com/quicktime/download/>

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

For additional information about system requirements, please see: System Requirements for LearningStudio:

<https://secure.ecollege.com/tamuc/index.learn?action=technical>

### **Access and Navigation**

Access and Log in Information to Pearson LearningStudio in eCollege

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab in <http://www.tamuc.edu/myleo.aspx>.

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services. Pearson LearningStudio Student Technical Support.

Texas A&M University-Commerce provides students technical support for the use of

Pearson LearningStudio. Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site: <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

- Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
- Students must file their problem with the helpdesk and obtain a helpdesk ticket number.

- Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
- I will call the helpdesk to confirm your problem and follow up with you.

**PLEASE NOTE:** Your personal computer and internet access problems are not legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk. You strongly are encouraged to check for your internet browser compatibility BEFORE the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

### **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. <https://leo.tamuc.edu>.

### **Learner Support**

The One Stop Shop was created to serve you by providing as many resources as possible in one location: <http://www.tamuc.edu/admissions/onestopshop/>.


The Academic Success Center provides academic resources to help you achieve academic success:

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>.

### **FREE Mobile APPS**

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented. The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.



	<b>App Title:</b>	<b>iPhone – Pearson LearningStudio Courses for iPhone</b> <b>Android – LearningStudio Courses - Phone</b>
	<b>Operating System:</b>	<b>iPhone</b> - OS 6 and above <b>Android</b> – Jelly Bean, Kitkat, and Lollipop OS
	<b>iPhone App URL:</b>	<a href="https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8">https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8</a>
	<b>Android App URL:</b>	<a href="https://play.google.com/store/apps/details?id=com.pearson.lspHONE">https://play.google.com/store/apps/details?id=com.pearson.lspHONE</a>

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

### **LearningStudio Notifications**

Students can be alerted to course activities via text on their mobile phones or up to two email addresses. Based on their preferences, students can automatically receive a push

notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon. By default, the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all the other selections are completed be sure to click the Save and Finish button.

## Course Outline and Schedule

Weeks	Topics, Readings and Class Activities	Assignments and Examinations	Due Dates*
1 8/31	<p><b>Introduction and Course Overview:</b> discussion of syllabus; review of major assignments and grading policy; description of class structure and dynamic</p> <p><b>Required reading:</b></p> <ul style="list-style-type: none"> <li>• Syllabus</li> </ul> <p><b>Activities:</b></p>		

	<ul style="list-style-type: none"> <li>• Course overview presentation</li> <li>• Course Expectations</li> <li>• Complete Self ID Form</li> </ul>		
<b>MANAGEMENT THEORIES &amp; ADOPTING A MANAGEMENT PHILOSOPHY</b>			
2 9/7	<p><b>Topics:</b> Differences between Administration, Management, Supervision and Clinical Supervision &amp; Management Theories</p> <p><b>Required readings:</b></p> <ul style="list-style-type: none"> <li>• Kettner, Chapter 1</li> <li>• Dolgoff, Chapter 6: Perspectives on Excellence in Management Theories and Developing a Theory for the Management of Human Service Organizations</li> </ul> <p><b>In-class Activities:</b></p> <ul style="list-style-type: none"> <li>• Short Lecture and class Discussion</li> <li>• Personal Leadership Style Tests</li> <li>• Informe interviewee selected for Supervisory Style Paper</li> </ul>		
<b>ORGANIZATION STRUCTURE</b>			
3 9/14	<p><b>Topics:</b> Understanding the Organization from a Systems Perspective &amp; Using Structure to facilitate and Support Achievement of the Agency's Mission</p> <p><b>Required readings:</b></p> <ul style="list-style-type: none"> <li>• Kettner, Chapters 2 and 3</li> </ul> <p><b>In-class Activities:</b></p> <ul style="list-style-type: none"> <li>• Short Lecture and Discussion</li> <li>• Assign work groups for Grant Proposal</li> </ul>		
4 9/21	<p><b>Topics:</b> Grant-writing and sources of funding</p> <p><b>Required readings:</b></p> <ul style="list-style-type: none"> <li>• Handouts</li> </ul> <p><b>In-class Activities:</b></p> <ul style="list-style-type: none"> <li>• Short Lecture and Discussion</li> <li>• Work on Grant Proposal</li> </ul>		
5 9/28	<p><b>Topics:</b> Job Analysis and Job Design</p> <p><b>Required reading:</b></p> <ul style="list-style-type: none"> <li>• Kettner, Chapter 4</li> </ul> <p><b>In-class Activities:</b></p> <ul style="list-style-type: none"> <li>• Short Lecture and Discussion</li> <li>• Work on Grant Proposal</li> <li>• Select Research Paper Theme</li> </ul>	<b>Supervisory Style Paper</b>	<b>September 29</b>
<b>MANAGING HUMAN RESOURCES</b>			
6 10/5	<p><b>Topics:</b> Human Resources Planning, Recruitment, Selection, Hiring, and Retaining</p> <p><b>Required readings:</b></p> <ul style="list-style-type: none"> <li>• Kettner, Chapters 5 and 6</li> </ul> <p><b>In-class Activities:</b></p> <ul style="list-style-type: none"> <li>• Short Lecture and Discussion</li> </ul>		

	<ul style="list-style-type: none"> <li>Work on Grant Proposal</li> </ul> <b>NASW Conference 2017- Galveston (10/5-7)</b>		
7 10/12	<b>Topics:</b> Maximizing Employee Potential and Excellence through Training and Development & Motivation and Rewards Systems <b>Required readings:</b> <ul style="list-style-type: none"> <li>Kettner, Chapter 7 and 8</li> </ul> <b>In-class Activities:</b> <ul style="list-style-type: none"> <li>Short Lecture and Discussion</li> <li>Work on Grant Proposal</li> </ul>		
8 10/19	<b>Topics:</b> Supervision, Performance Appraisal and Termination <b>Required reading:</b> <ul style="list-style-type: none"> <li>Kettner, Chapter 9</li> </ul> <b>In-class Activities:</b> <ul style="list-style-type: none"> <li>Short Lecture and Discussion</li> <li>Work on Grant Proposal</li> </ul> <b>CSWE Conference 2017- Dallas (10/19-22)</b>		
<b>ORGANIZATIONAL RESOURCE MANAGEMENT</b>			
9 10/26	<b>Topics:</b> Budget, Revenues and Resource Allocation <b>Required reading:</b> <ul style="list-style-type: none"> <li>Kettner, Chapter 11</li> </ul> <b>In-class Activities:</b> <ul style="list-style-type: none"> <li>Short Lecture and Discussion</li> <li>Work on Grant Proposal</li> </ul>		
10 11/2	<b>Topics:</b> Data and Information <b>Required reading:</b> <ul style="list-style-type: none"> <li>Kettner, Chapter 10</li> </ul> <b>In-class Activities:</b> <ul style="list-style-type: none"> <li>Short Lecture and Discussion</li> <li>Work on Grant Proposal</li> </ul>	<b>Research Paper</b>	November 3
<b>MONITORING &amp; EVALUATION</b>			
11 11/9	<b>Topics:</b> Monitoring and Evaluating Organizational Effectiveness <b>Required reading:</b> <ul style="list-style-type: none"> <li>Kettner, Chapter 12</li> </ul> <b>In-class Activities:</b> <ul style="list-style-type: none"> <li>Short Lecture and Discussion</li> <li>Work on Grant Proposal</li> </ul>		
12 11/16	<b>In-class Activities:</b> <ul style="list-style-type: none"> <li>Work on Grant Proposal</li> <li>Review for Final Examination</li> </ul>	<b>Grant Proposal</b>	November 17
13 11/23	<b>No class meeting</b>		

	<b>Thanksgiving Recess (11/22-24)</b>		
<b>14</b> 11/30	<b>In-class Activities:</b> <ul style="list-style-type: none"> <li>• Grant Proposal Presentations</li> <li>• Complete Peer Evaluations</li> </ul>		
<b>15</b> 12/7	<b>In-class Activities:</b> <ul style="list-style-type: none"> <li>• Grant Proposal Presentations</li> <li>• Complete Peer Evaluations</li> </ul>		
<b>16</b> 12/14	<b>Final Exam</b>		

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