USC | School of Social Work

Social Work 648

Management for Community and Social Services

3 Units

"Management is, above all, a practice where art, science, and craft meet."
- Henry Mintzberg

Fall 2013

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Office: USC - City Center – 1412
Office Hours: WED 1:00 – 3:00 PM

Course Day: Thursday
Course Time: 1:00 – 3:45 PM
Course Location: 11ᵗʰ Floor

I. COURSE PREREQUISITES

None

II. CATALOGUE DESCRIPTION

Methods and principles of management in urban settings with primary emphasis on strategic management, finance analysis, and innovative project development.

III. COURSE DESCRIPTION

Students are exposed to management theories, evidence based models, financial approaches, and research articles that focus on the different arenas of macro-practice. Students will be attending a two-day Immersion Workshop to receive instruction on evidence-based macro practice, best practices, and using research for planning macro practice intervention. Building on the content of the first year SOWK 534 (Policy Practice in Social Service Organization) course, this course links horizontally with the SOWK 639 (Social Policy & Politics of Reform) course, the SOWK 629 (Evaluation of Research) course, and the SOWK 611 (Leadership in the Social Work Profession and Organizations) course.

This course examines theories on the roles, functions, and responsibilities of social services managers, including supervisors, community organizers and project planners working in urban social work agencies. Particular attention is focused toward working with a culturally diverse workforce and community groups experiencing severe social problems, so that services can be provided justly, efficiently, and effectively. Topics to be covered include: evidence-based macro practices; management and organization practice; finance; leadership analysis; gender, cultural, and ethnic issues in resource development; and managing and designing services in complex settings.

IV. COURSE OBJECTIVES

The Management for Community and Social Services course (SOWK 648) will:

Objective #	Objectives
1	Teach the ethical standards and practices of professional social work. Provide an environment that encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their core values and ethics and how these variables may affect their ethical decision-making in practice.
2	Provide opportunities for students to increase awareness of advanced management practice theories and the ability to demonstrate the following skills: Organizational analysis, financial analysis, human resource, and conflict management.
3	Demonstrate critical analysis of socio-historical-political contexts from which management theories and perspectives originated and their relation to the social work profession in order to provide students with skills necessary to integrate and apply multiple management perspectives using varying learning formats through both oral and written assignments.
4	Provide instruments for organizational, management, and leadership analysis to assess the effectiveness of operations in domestic and international social work agencies within the context of current socioeconomic and political trends.
5	Provide the theoretical foundation needed for students to develop core knowledge of management theory. Demonstrate major concepts (conflicting values theory, strategic management, strengths based management, change management). Provide students with commonly applied theories utilized in the field of social work.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students' learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following ten social work core competencies:

	Social Work Core Competencies	SOWK 648	Course Objective
1	Professional Identity	*	5
2	Ethical Practice	*	1
3	Critical Thinking	*	2 & 3
4	Diversity in Practice	*	3
5	Human Rights & Justice		
6	Research Based Practice		
7	Human Behavior		
8	Policy Practice		
9	Practice Contexts	*	4 & 5
10	Engage, Assess, Intervene, Evaluate		

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Professional Identity—Identify as a professional social worker and conduct oneself accordingly. Social workers competent in Professional Identity: ▪ Serve as representatives of the profession, its mission, and its core values. ▪ Know the profession's history. ▪ Commit themselves to the profession's enhancement and to their own professional conduct and growth.	1. Advocate for client access to the services of social work. 2. Practice personal reflection and self-correction to ensure continual professional development. 3. Attend to professional roles and boundaries. 4. Demonstrate professional demeanor in behavior, appearance, and communication. 5. Engage in career-long learning. 6. Use supervision and consultation.	Assignment 1 Assignment 3 Class Participation
Ethical Practice—Apply social work ethical principles to guide professional practice. Social workers competent in Ethical Practice: ▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making. ▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law.	7. Recognize and manage personal values in a way that allows professional values to guide practice. 8. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics. 9. Tolerate ambiguity in resolving ethical conflicts. 10. Apply strategies of ethical reasoning to arrive at principled decisions.	Assignment 2 Assignment 3 Class Participation
Critical Thinking—Apply critical thinking to inform and communicate professional judgments. Social workers competent in Critical Thinking: ▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. ▪ Use critical thinking augmented by creativity and curiosity. ▪ Understand that critical thinking also requires the synthesis and communication of relevant information.	11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. 12. Analyze models of assessment, prevention, intervention, and evaluation. 13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	Assignment 1 Assignment 2 Assignment 3 Class Participation

Diversity in Practice—Engage diversity and difference in practice. Social workers competent in Diversity in Practice: - Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. - Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. - Appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.	14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. 15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. 16. Recognize and communicate understanding of the importance of difference in shaping life experiences. 17. View themselves as learners and engage those with whom they work as informants.	Assignment 1 Assignment 2 Assignment 3 Class Participation

Practice Contexts—Respond to contexts that shape practice. Social workers competent in Practice Contexts: - Are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. - Recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.	18. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. 19. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	Assignment 1 Assignment 2 Assignment 3 Class Participation

The National Network of Social Work Managers Competencies:
https://socialworkmanager.org/standards-and-certification/competensies/

VII.   COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Project Part 1	Unit 6	15%
Project Part 2	Unit 8	15%
Project Part 3	Unit 10	10%
Final Process or Program Evaluation	Dec. 7, 2014	30%
Oral Presentation	See Assignment Details	20%
Class Participation	Ongoing	10%

The major project for SOWK 648 and SOWK 629 will be an applied evaluation research endeavor requiring that student teams consult for an evaluation exercise of an existing program, or a program that is under development at one of the consulting agencies/programs. Students will form groups of no more than 4. Each group is responsible for developing a practical evidence based evaluation research project (for example, pre-test and post-test evaluation or post-test customer satisfaction survey with focus groups, a process or outcome evaluation exercise that could be useful in a specific known real-world setting) for the respective agency/program that they choose. It is expected that students will integrate and apply organizational, management and program evaluation concepts covered in class and course readings (i.e., the United Way publication on measuring outcomes). It is also expected that student groups will share their project and agreed upon deliverables with their consulting agency/program staff in order to obtain feedback and to make the learning experience more practical and application oriented. In short, student groups will act as pro-bono evaluation consultant(s) for their chosen agency/program by applying their knowledge and skills learned from this course to their respective program(s).

The major program evaluation project is divided into a three part structure: 1) a logic model and research plan that describes the evaluation approach and key variables; 2) a work-in-progress paper of the student group's process or outcome evaluation efforts and 3) a presentation to the agency board on the process or outcome evaluation effort with suggestions and research implications for the agency/program together with a complete written report. Detailed outlines for the course assignments will be provided in class by the instructor as well as posted on the course's electronic blackboard. Student groups will be expected to revise their assignment papers (based on the instructor's feedback) as needed for purposes of their final evaluation project and to submit a completed evaluation product that will be of utility to the agency/program settings that they are consulting with.

Students will work in groups/teams (multiple student groups are likely to be placed in a consulting agency/program) around a theme that could be based on the population of interest (elderly, children, immigrants etc.) or field of practice (families and children, mental health, health, etc.). The instructor will discuss options for team approaches in detail. Group grades will reflect identical grade points for every member of the group.

It is expected that student groups when making an oral presentation to the agency board as part of their final project will also showcase their use of a pertinent technological tool for the evaluation project. The final program evaluation report that each student group submits will be a part of the student's portfolio reflecting a tangible demonstration of the student's program evaluation skill set.

The work of each team will address the course requirements for both SOWK 648 and 629 courses, with smaller, class specific exercises to enhance course work. Major assignments will be turned into both SWOK 648 and 629 instructors. Teams will be provided feedback from both instructors. The main assignment of the course is a Process or Program Evaluation, composed of several parts. This is an applied research exercise with a focus on process or outcome evaluation as determined by the need of the agency/program that the student group is consulting with. Each student group will evaluate an existing program in terms of their processes or outcomes as part of their consulting endeavor with the agency/program. Each of the major areas is described briefly below.

Part 1 (15% of the Course Grade)
The first part of the project focuses on creating a SWOT analysis, logic model and a research plan for the proposed program evaluation research for the agency/program. The logic model will form the basis for the process/outcome evaluation exercise (i.e., the final project).
Due: October 2, 2014 electronic submission (Unit 6)

Part 2 (15% of the Course Grade)
The second portion of the project is a write up of the instrumentation the team will use for the evaluation. Preliminary maps will also be included to give context to the focus of the evaluation.
Due: October 16, 2014 in Class, (Unit 8)

Progress Check (10% of Course Grade)
Drafts of work in progress will be due. Feedback will be determined by timeline and research plan. Team consultations with instructors will be scheduled to go over drafts in person.
Due: November 6, 2014 (Unit 10)

Final Process or Program Evaluation Paper (30% of the Course Grade)
The final project paper will present a summary report of the process/outcome evaluation conducted by the student group for their respective agency/program. This comprehensive final paper will include the details of the problem identification, agency background, financial analysis, and the logic model guiding the process or outcome evaluation. Student(s) will also add a detailed description of process/outcome evaluation methodology and their analysis of the program performance (process/outcome) in terms of the process/outcome indicators. This final project report will also discuss the implications of the evaluation (process or outcome as the case may be) for the agency/program.

Details on project will be provided in class.
Due: December 7, 2014 at 6pm via Turnitin

Oral Presentation (20% of the Course Grade)
Further details will be provided in class.

The first presentation will consist on an oral description of the process/outcome evaluation project to the agency board members. Every member of the student group must present some portion of the project as part of the agency board presentation. "Dress Rehearsals" will be scheduled during Week 13 of the course. Teams will be asked to schedule BOD presentations. *Presentations should be made no later than November 27, 20114.*

Class Participation (10% of Course Grade)
It is expected that the student will attend class regularly, participate in class discussions, and submit work promptly. Failure to meet these expectations may result in reduction in student grades. Student participation in this course is considered essential to his/her growth as a macro practitioner. In the classroom, students will be asked to discuss the assigned reading material and make connections with his/her own evaluation consulting experiences. The student physical presence in class along with preparation by having read and attempted the assignments, and participation in class discussions, is very essential. For SOWK 648, students will also have a number of in class exercises during the financial portion, which will count towards class participation.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

VIII. **REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES**

Required Textbooks

Martin, L. L. (2001). *Financial management for human service administrators*. Boston, MA: Allyn & Bacon.

Course Readings: Available on ARES.

Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington: APA.

Szuchman, L. T., & Thomlison, B. (2007). *Writing with style: APA style for social work* (3rd ed.). New York, NY: Wadsworth.
(Instructor Note: This is an e-book that you can purchase for $19.49 at:
https://www.ichapters.com/tl1/en/US/storefront/ichapters?cmd=catProductDetail&showAddButton=true&ISBN=978-0-495-09883-6)

Recommended Websites

Center for Non-Profit Management
http://www.cnmsocal.org/

Network for Social Work Managers
https://socialworkmanager.org/

GuideStar Nonprofit Reports and Forms 990 for Donors, Grantmakers, and Businesses
http://www2.guidestar.org/

National Associate of Social Workers
http://www.naswdc.org

The Elements of Style
http://www.bartleby.com/141/
(Instructor Note: A rule book for writing.)

USC Guide to Avoiding Plagiarism
http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm.

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Course Overview

Unit	Topics	Assignments
1	■ Intensive: Strategic Management and Planning ▽ Basic components of strategic planning ▽ Environmental scanning (SWOT Analysis, Stakeholder Analysis) ▽ Mission and vision ▽ Conversion design ▽ Strategic planning session	
2	■ Management Theory and Service Delivery ▽ Origins of modern management ▽ Management theories ▽ Basic concepts of organizational structure ▽ Organizational forms ▽ Structural forms and environmental alignment	
3	■ Managing Change ▽ Leading change ▽ Internal sources of organizational change ▽ Coping with change ▽ Change and innovation	
4	■ Intensive: Mapping and Spatial Thinking ▽ Training, part 1: Spatial Sciences Institute	
5	■ Human Resource Management ▽ Legal environment ▽ Human resources administration ▽ Labor relations ▽ Performance evaluations ▽ Supervision ▽ Managing organizational conflict	
6	■ Team Meetings and Consultations ▽ Group dynamics ▽ Setting agendas ▽ Coordinating meetings ▽ Meeting facilitation	Part 1: SWOT analysis, Logic Model, and Research Plan Due
7	■ Basics of Accounting and Budgeting ▽ Accounting vocabulary and tasks ▽ Budgeting systems ▽ Budgeting guidelines, priorities, and goals	
8	■ Financial Management ▽ Importance of financial management ▽ Concepts, principles, and tools ▽ Program structures ▽ Responsibility centers ▽ Financial statements	Part 2: Instrumentation and Preliminary Mapping Due

Unit	Topics	Assignments
9	▪ Performance Measures and Risk Management ▽ Monitoring ▽ Cost analysis ▽ Analysis ratios ▽ Long term monitoring ▽ Risk management ▽ Auditing	
10	▪ Forecasting ▽ Forecasting procedures ▽ Trend analysis ▽ Comparative advantage	Progress Check of evaluation draft
11	▪ Fund Development ▽ Traditional funding sources ▽ Contracts/grants/public funding ▽ Fundraising ▽ Social enterprise ▽ Mixed methodologies	
12	▪ Team Meetings	
13	▪ Communication ▽ Correspondence and briefings ▽ Oral and written presentations ▽ Public speaking (representation and advocacy) ▽ Social media	
14	▪ Thanksgiving Holiday	Board of Directors Oral Presentation completed by the end of this week
15	▪ Course Review and Evaluation	

**Final Process or Program Evaluation due December 7, 2014
by 6pm via Turnitin**

Course Schedule—Detailed Description

Unit 1: (Wed & Thurs) Strategic Management and Planning	August 27 and 28, 2014

Topics

- Basic components of strategic planning
- Environmental scanning (SWOT Analysis, Stakeholder Analysis)
- Mission and vision
- Conversion design
- Strategy planning session

This Unit relates to course objectives 2, 3, and 4.

Required Readings

Readings will be handed out before this intensive

Unit 2: Management Theory and Service Delivery	September 4, 2014

Topics

- Origins of modern management
- Management theory
- Basic concepts of organizational structure
- Organizational forms
- Structural forms and environmental alignment

This Unit relates to course objectives 1, 2, 3, and 5.

Required Readings

Chen, B., & Graddy, E. A. (2010). The effectiveness of nonprofit lead-organization networks for social service delivery. *Nonprofit Management and Leadership*, *20*(4), 405-422.

Hasenfeld, Y. (2010). Theoretical approaches to human services organizations. In Hasenfeld, Y., *Human Services as Complex Organizations* (2nd ed., pp. 33-58). Thousand Oaks, CA: Sage Publications.

Lewis, J. A., Packard, T., & Lewis, M. D. (2011). Applying organizational theories. In *Management of human service programs* (pp. 78-98). USA: Thomson Brooks/Cole.

Lewis, J. A., Packard, T., & Lewis, M. D. (2011). Creating organizational designs. In *Management of human service programs*   pp. 101-116). USA: Thomson Brooks/Cole.

Nair, M. & Guerrero, E. (2014). Evidence based macro practice in social work (pp. 49-63). Illinois: Gregory Publishing.

Schmid, H. (2009). Agency-environment relations: Understanding external and natural environments. In Patti, R. *The handbook of human services management* (2nd ed. pp. 411-434). Thousand Oaks, CA: Sage Publications.

Recommended Readings

Dahan, N. M., Doh, J. P., Oetzel, J., & Yaziji, M. (2010). Corporate-NGO collaboration: co-creating new business models for developing markets. *Long Range Planning*, *43*(2), 326-342.

Guerrero, E. G., Henwood, B., & Wenzel, S. L. (2014). Service Integration to Reduce Homelessness in Los Angeles County: Multiple Stakeholder Perspectives. *Human Services Organizations Management, Leadership & Governance*, *38*(1), 44-54.

Hefetz, A., & Warner, M. E. (2011). Contracting or public delivery? The importance of service, market and management characteristics. *Journal of Public Administration Research and Theory*

| Unit 3: | Managing Change | September 11, 2014 |

Topics
- Leading change
- Internal sources of organizational change
- Restructuring
- Succession planning
- Coping with change
- Change and innovation

This Unit relates to course objectives 2, 3, and 5.

Required Readings

Dawson, P. and Andriopoulos, C. (2014). Components of change: Choice, communication, and resistance. In *Managing change, creativity, & innovation* (pp. 90-121). Thousand Oaks, California: Sage Publications.

Furman, R. and Gibelman, M. (2013). Internal sources of organizational change. In *Navigating human services organizations* (pp. 191-205). Chicago, Illinois: Lyceum Books, Inc.

Furman, R. and Gibelman, M. (2013). Coping with change. In *Navigating human services organizations* (pp. 206-221). Chicago, Illinois: Lyceum Books, Inc.

Recommended Readings

Dawson, P. and Andriopoulos, C. (2014). Change continuity paradox: Strategic dilemmas and theoretical concerns. In *Managing change, creativity, & innovation* (pp. 122-153). Thousand Oaks, California: Sage Publications.

Drucker, P. F. (2013). *Managing in a time of great change*. Harvard Business Press.

Westover, J. H. (2010). Managing organizational change: Change agent strategies and techniques to successfully managing the dynamics of stability and change in organizations. *The International Journal of Management and Innovation*, *2*(1), 45-50.

| Unit 4: | Intensive: Mapping and Spacial Thinking | September 18, 2014 |

Note: This week will be a student intensive and GIS training. Information on the Intensive will be handed in class.

Required Readings

Napoleon, E., Burke, R., Groessl, C., & Bowden, L. (2010). *Getting to know ArcGIS desktop*. Redlands: Esri Press. ***Note: this book will be provided during your GIS Intensive***

Recommended Readings

Sui, D., & Goodchild, M. (2011). The convergence of GIS and social media: challenges for GIScience. *International Journal of Geographical Information Science*, *25*(11), 1737-1748.

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Unit 5:   Human Resource Management   September 25, 2014

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Topics
- Legal environment
- Human resource administration
- Labor relations
- Performance evaluations
- Supervision
- Managing staff conflicts

This Unit relates to course objectives 2, 3, and 4.

Required Readings

Love, L. F., & Singh, P. (2011). Workplace branding: Leveraging human resource management practices for competitive advantage through "best employer" surveys. *Group & Organization Management*, *36*(1). doi:10.1007/s10869-011-9226-5

Mor Barak, M. (2011). Diversity management: Paradigms, rationale, and key elements. In Mor Barak, M. (ed.) *Managing diversity* (2nd ed. pp. 234-251). Los Angeles, California: Sage Publications.

Pecora, P. (2009). Managing human resources: administrative issues. In Patti, R. *The handbook of human services management* (2nd ed. pp. 255-282). Thousand Oaks, CA: Sage Publications.

Weinbach, R. and Taylor, L. (2011). Managing staff problems. In R. Weinbach and L. Taylor *The social worker as manager* (pp. 255-269). Boston, MA: Allyn & Bacon.

Recommended Readings

Hopkins, K. (2009). Supervision, development, and training for staff and volunteers. In Patti, R. *The handbook of human services management* (2nd ed. pp. 283-294). Thousand Oaks, CA: Sage Publications.

Weinbach, R. and Taylor, L. (2011). Promoting professional growth. In R. Weinbach and L. Taylor *The social worker as manager* (pp. 223-254). Boston, MA: Allyn & Bacon.

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Unit 6:   Team Meetings and Consultations   October 2, 2014

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Topics
- Group dynamics
- Setting agendas
- Coordinating meetings
- Meeting facilitation

Note: Class will meet for only the first hour. Then, student groups will meet to discuss their work-in-progress; consult with the agency; and/or consult with instructors

Required Readings

Harvard Business Review. (2014). *Running meetings: 20-minute manager series.* Boston,
    Massachusetts: Harvard Business Review Press.
        Chapter 1: Preparing for your meeting (pp. 7-40)
        Chapter 2: Leading your meeting (pp. 41-60)

Whetten, D. and Cameron, K. (2011). Building effective teams and teamwork. In *Developing
    management skills* (pp. 489-532). New Jersey: Prentice Hall.

Unit 7:	Basics of Accounting and Budgeting	October 9, 2014

Topics
- Accounting vocabulary and tasks
- Budgeting systems
- Budgeting guidelines, priorities, and goals

This Unit relates to course objectives 1, 2, 3, and 4.

Required Readings

Besel, K., Williams, C. L., & Klak, J. (2011). Nonprofit sustainability during times of uncertainty. *Nonprofit
    Management and Leadership*, *22*(1), 53-65.

Calabrese, T. (2013). Running on empty: The operating reserves of US nonprofit organizations. *Nonprofit
    Management and Leadership*, *23*(3), 281-302.

Martin, L. L. (2001). Basics of Accounting. In *Financial management for human service administrator* (pp.
    37-54). Boston, MA: Allyn & Bacon.

Martin, L. L. (2001). Budgeting and budgeting systems. In *Financial management for human service administrator*
    (pp.76-91). Boston, MA: Allyn & Bacon.

Instructors will hand out additional material in class

Unit 8:	Financial Management	October 16, 2014

Topics
- Importance of financial management
- Concepts, principles, and tools
- Program structures
- Responsibility centers
- Financial statements

This Unit relates to course objectives 2, 3, 4, and 5.

Required Readings

Martin, L. L. (2001). The importance of financial management. In *Financial management for human
    service administrator* (pp. 1-9). Boston, MA: Allyn & Bacon.

Martin, L. and Kettner, P. (2010). Programs, program structures, program managers, and responsibility
    centers. In *Measuring the performance of human service programs* (2nd ed., pp. 10-18).
    Thousand Oaks, CA: Sage Publications.

Martin, L. L. (2001). Understanding financial statements. In *Financial management for human service administrator* (pp. 19-36). Boston, MA: Allyn & Bacon.

Martin, L. L. (2001). Financial Analysis. In *Financial management for human service administrator* (pp. 55-61). Boston, MA: Allyn & Bacon.

Martin, L. L. (2001). Government contract and grants. In *Financial management for human service administrator* (pp. 161-173). Boston, MA: Allyn & Bacon.

Unit 9:	Performance Measures and Risk Management	October 23, 2014

Topics
- Monitoring
- Cost analysis
- Analysis ratios
- Long term monitoring
- Risk management
- Auditing

This Unit relates to course objectives 2, 3, and 4.

Required Readings

Martin, L. L. (2001). Performance measures. In *Financial management for human service administrator* (pp. 65-75). Boston, MA: Allyn & Bacon.

Martin, L. L. (2001). Cost analysis. In *Financial management for human service administrator* (pp. 92-117). Boston, MA: Allyn & Bacon.

Martin, L. L. (2001). Differential cost analysis. In *Financial management for human service administrator* (pp. 132-148). Boston, MA: Allyn & Bacon.

Martin, L. L. (2001). Risk management. In *Financial management for human service administrator* (pp.187-197). Boston, MA: Allyn & Bacon.

Martin, L. L. (2001). Auditing. In *Financial management for human service administrator* (pp. 198-208). Boston, MA: Allyn & Bacon.

Unit 10:	Forecasting	October 30, 2014

Topics
- Forecasting rules of thumb
- Trend analysis
- Comparative advantage

This Unit relates to course objectives 2, 3, and 4.

Required Readings

Hutton, A. P., Lee, L. F., & Shu, S. Z. (2012). Do managers always know better? The relative accuracy of management and analyst forecasts. *Journal of Accounting Research*, *50*(5), 1217-1244.

Kerlin, J. A., & Pollak, T. H. (2011). Nonprofit Commercial Revenue A Replacement for Declining

Government Grants and Private Contributions? *The American Review of Public Administration*, *41*(6), 686-704.

Martin, L. L. (2001). Forecasting. In *Financial management for human service administrator* (pp. 118-131). Boston, MA: Allyn & Bacon.

Martin, L. L. (2001). Setting fees. In *Financial management for human service administrator* (pp.149-160). Boston, MA: Allyn & Bacon.

Recommended Readings

Jamali, D., Yianni, M., & Abdallah, H. (2011). Strategic partnerships, social capital and innovation: Accounting for social alliance innovation. *Business Ethics: A European Review*, *20*(4), 375-391.

Unit 11: Fund development	November 6, 2014

Topics

- Traditional funding sources
- Contracts / grants / public funding
- Fundraising
- Social enterprise
- Mixed methodologies

This Unit relates to course objectives 2, 3, and 4.

Required Readings

Martin, L. L. (2001). Fund development. In *Financial management for human service administrator* (pp.174-186). Boston, MA: Allyn & Bacon.

Waters, R. D. (2010). Increasing fundraising efficiency through evaluation: Applying communication theory to the nonprofit organization–donor relationship..*Nonprofit and Voluntary Sector Quarterly*.

Worth, M. (2014). Philanthropic fund-raising. In *Nonprofit management: Principles and practices (3rd ed.)* (pp. 265-300). Thousand Oaks, California: Sage Publications.

Worth, M. (2014). Government support. In *Nonprofit management: Principles and practices (3rd ed.)* (pp. 323-336). Thousand Oaks, California: Sage Publications.

Recommended Readings

Andreoni, J., & Payne, A. A. (2011). Is crowding out due entirely to fundraising? Evidence from a panel of charities. *Journal of Public Economics*,*95*(5), 334-343.

Saxton, G. D., & Guo, C. (2011). Accountability online: Understanding the web-based accountability practices of nonprofit organizations. *Nonprofit and Voluntary Sector Quarterly*, *40*(2), 270-295.

Unit 12: Team Meetings	November 13, 2014

Note: Student groups will meet to discuss their work-in-progress; consult with the agency; and/or consult with instructors. Please note: there is no formal in-class meeting for this session.

Unit 13:	Communication	November 20, 2014

Note: Coaching/Rehearsals for student groups for board presentations. Instructor will review agency board presentation drafts by student groups.

Topics
- Correspondence and briefings
- Oral and written presentations
- Public speaking (representation and advocacy)
- Social media

This Unit relates to course objectives 2, 3, and 4.

Required Readings

Briones, R. L., Kuch, B., Liu, B. F., & Jin, Y. (2011). Keeping up with the digital age: How the American Red Cross uses social media to build relationships.*Public Relations Review*, *37*(1), 37-43.

Lens, V. (2005). Advocacy and argumentation in the public arena: A guide for social workers. *Social Work*, *50*(3), 231-238.

Whetten, D. and Cameron, K. (2011). Specific communication skills. In *Developing management skills* (pp. 591-618 and 651-672). New Jersey: Prentice Hall.

Recommended Readings

Warner, T., Abel, A., & Hachtmann, F. (2014). Empowered and engaged: Exploring social media best practices for nonprofits. *Journal of Digital & Social Media Marketing*, *1*(4), 391-403.

Unit 14:	Board of Director Presentations	Week of November 27, 2014

Note: Final project (process or outcome evaluation) presentations by student groups to agency board will be coordinated (depending on the availability of the board members at the various agencies) during this week.

Unit 15:	Course Evaluation and Review	Week of December 1, 2014

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus,* the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

XI. STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible*. DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or ability@usc.edu.

XII. EMERGENCY RESPONSE INFORMATION

Note: The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: http://emergency.usc.edu

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a USC Trojans Alert account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at https://trojansalert.usc.edu.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
City Center	Front of Building (12th & Olive)	Orange County	Faculty Parking Lot
MRF	Lot B	San Diego	Building Parking Lot
SWC	Lot B	Skirball	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

Do not re-enter the building until given the "all clear" by emergency personnel.

XIII.   STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

XIV.   POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XV.   POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XVI.   CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to

social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the chair of the sequence, Dr. Annalisa Enrile (enrile@usc.edu) . If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at rmaiden@usc.edu. Or, if you are a student of the VAC, contact Dr. June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance

XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments before coming to class.
- ✓ Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.