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 2012

Instructor: Rick Newmyer
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Telephone: 619.370.1350
Office: 209

Course Day: Tuesday
Course Time: 8:00 to 10:50 a.m.
Course Location: Classroom C

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:

<table>
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<tr>
<th>Objective #</th>
<th>Objectives</th>
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<tr>
<td>1</td>
<td>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.</td>
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<td>2</td>
<td>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.</td>
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<td>3</td>
<td>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.</td>
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<td>4</td>
<td>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.</td>
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<td>5</td>
<td>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.</td>
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</table>

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:

<table>
<thead>
<tr>
<th>Social Work Core Competencies</th>
<th>SOWK 648</th>
<th>Course Objective</th>
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<tbody>
<tr>
<td>1 Professional Identity</td>
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<td>2 Ethical Practice</td>
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<td>1</td>
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<tr>
<td>3 Critical Thinking</td>
<td>*</td>
<td>2 &amp; 3</td>
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<tr>
<td>4 Diversity in Practice</td>
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<td>3</td>
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<td>5 Human Rights &amp; Justice</td>
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<td>6 Research Based Practice</td>
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<td>7 Human Behavior</td>
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<td>8 Policy Practice</td>
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<tr>
<td>9 Practice Contexts</td>
<td>*</td>
<td>4 &amp; 5</td>
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<tr>
<td>10 Engage, Assess, Intervene, Evaluate</td>
<td>*</td>
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</table>

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

<table>
<thead>
<tr>
<th>Competencies/ Knowledge, Values, Skills</th>
<th>Student Learning Outcomes</th>
<th>Method of Assessment</th>
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</table>
| **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.  
  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

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/competencies/

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Assignment 1: Community Organizing Paper</td>
<td>Unit 4</td>
<td>25%</td>
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<td>Assignment 2: Management Strategy and Skills Case</td>
<td>Unit 10</td>
<td>30%</td>
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<tr>
<td>Assignment 3: Final Paper</td>
<td>Unit 15</td>
<td>35%</td>
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<tr>
<td>Class Participation</td>
<td>Ongoing</td>
<td>10%</td>
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</table>
Each of the major assignments is described below.

**Assignment 1**

Students will be asked to complete a 7-10 page paper that includes the description of a pressing (or emerging) community issue, community asset map, and community interventions. This paper will be tied into Concentration Immersion. Further details will be provided in class.

**Due: Unit 4**

*This assignment relates to student learning outcomes 1-6 & 11-13.*

**Assignment 2**

Details for Assignment 2 will be provided in class.

**Due: Unit 10**

*This assignment relates to student learning outcome 7-13.*

**Assignment 3**

Assignment 3 will be a comprehensive agency evaluation, including in-depth financial analysis. Assignment details will be provided during Unit 13 of the course.

**Due: Unit 15**

*This assignment relates to student learning outcome 1-19.*

**Class Participation (10% of Course Grade)**

Your involvement in this class is considered essential to your growth as a practitioner. Also essential is your presence in class along with being prepared by having read and considered the assignments. Participation in discussion and activities is essential as well.

Class grades will be based on the following:

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<tr>
<th>Class Grades</th>
<th>Final Grade</th>
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<td>3.60 – 3.84</td>
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<td>3.25 – 3.59</td>
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<td>2.90 – 3.24</td>
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<td>2.60 – 2.87</td>
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<td>2.25 – 2.50</td>
<td>C+</td>
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<td>1.90 – 2.24</td>
<td>C</td>
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<td>1.70 – 1.99</td>
<td>C-</td>
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</table>

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

**Required Textbooks**


Course Readings: Available on ARES.

**Recommended Textbook**


**Recommended Guidebook for APA Style Formatting**


**Recommended Websites**

Center for Non-Profit Management

National Network for Social Work Managers
[https://socialworkmanager.org/](https://socialworkmanager.org/)

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

National Associate of Social Workers
[http://www.naswdc.org](http://www.naswdc.org)

The Elements of Style
(Instructor Note: A rule book for writing.)

USC Guide to Avoiding Plagiarism

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

<table>
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<tr>
<th>Unit</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>Module 1: Community Organizing</strong></td>
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<td>1</td>
<td>Defining Communities</td>
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<td>▼ Introduction and Overview of Course</td>
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<td>▼ Defining Communities</td>
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<td>▼ Theoretical Perspectives on Communities</td>
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<td>▼ Community Empowerment Theories</td>
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<td>Assessing Communities</td>
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<td>▼ Role of Power in Communities</td>
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<td>▼ Social Networks</td>
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<td>▼ Community Asset Mapping</td>
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<td>▼ Social Planning</td>
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<td>2</td>
<td>Organizing for Community Empowerment</td>
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<td>▼ Review of Community Practice Models</td>
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<td>▼ Neighborhood Empowerment</td>
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<td>▼ Community Collaborations</td>
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<td>▼ Organizing models</td>
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<td><strong>Module 2: Management Strategy and Skills</strong></td>
<td>Assignment 1</td>
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<td>4</td>
<td>Introduction to Management and Organizations</td>
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<td>▼ Origins of Modern Management</td>
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<td>▼ Management Functions and Roles</td>
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<td>▼ Critical Management Skills</td>
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<td>Strategic Management and Planning</td>
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<td>▼ Environment Scanning</td>
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<td>▼ SWOT Analysis</td>
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<td>▼ Stakeholder Analysis</td>
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<td>▼ Open Systems Theory, Systems Thinking, and Logic Model</td>
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<td>▼ Mission and Vision</td>
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<td>▼ Basic Components of a Strategic Plan</td>
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<td>Strategic Management and Planning Continued</td>
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<td>▼ Developing and crafting mission and vision</td>
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<td>▼ How mission and vision drive strategy</td>
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<td>▼ Establishing Strategic Goals and Plans</td>
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<td>▼ Tactical and Operational Planning</td>
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<td>▼ Program Planning</td>
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<td>▼ Developing Implementation Plans</td>
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<td>Unit</td>
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<td>7</td>
<td>Organizational Structure and Basic Departmentalization</td>
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<td>Basic Components of Organizational Structure</td>
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<td>Structural Forms and Environmental Alignment</td>
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<td>Organizational Culture</td>
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<td>Local Organizational Structures and Cultures</td>
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<td>Basic Departmentalization</td>
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<td>Loose Coupling</td>
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<td>8</td>
<td>Human Resource Management</td>
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<td>Conflict and Change</td>
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<td>Module 3: Financial Management</td>
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<td>Fund Development</td>
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**STUDY DAYS / NO CLASSES**

**FINAL EXAMINATIONS**
# Course Schedule—Detailed Description

## Unit 1: Defining Communities  
**August 28, 2012**

### Topics
- Introduction and Overview of Course
- Defining “community”
- Theoretical Perspectives on Communities
- Community Empowerment models

This Unit relates to course objectives 1, 4, and 5.

### Required Readings


Rothman, J. (2008). Multi modes of community intervention at the Macro Level. *Journal of community practice*, vol. 15, n4, pp. 11-40. [Please note: this article will be referred to during Concentration Immersion].

### Recommended Readings


## Unit 2: Assessing Communities  
**September 4, 2012**

### Topics
- Role of Power in Communities
- Social Networks
- Community Asset Mapping
- Social Planning

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

### Required Readings


### Unit 3: Organizing for Community Empowerment  September 11, 2011

**Topics**
- Review of Community Empowerment Models
- Neighborhood Empowerment
- Community Collaborations
- Social Justice and the Global Community

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

**Required Readings**

Anasari, S., Munir, K. and Gregg, T. (2011). Impact at the 'bottom of the pyramid': The role of social capital in capability development and community empowerment. *Journal of Management Studies*, v49, n4, pp. 813-842


### Unit 4: Introduction to Management and Organizations  September 18, 2012

**Topics**
- Origins of Modern Management
  - Scientific School
  - Human Relations
  - Growth and Development
  - Complex
- Management Functions and Roles
- Critical Management Skills
- Competing Values Framework

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

**Required Readings**


**Unit 5: Strategic Management and Planning**

**September 25, 2012**

**Topics**
- Environmental Scanning
- SWOT Analysis
- Stakeholder Analysis
- Open Systems Theory, Systems Thinking, and the Logic Model
- Mission and Visions
- Basic Components of a Strategic Plan
  - Resource deployment
  - Scope and distinctive competence
  - Business model

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

**Required Readings**


**Unit 6: Strategic Management and Planning Cont’d**

**October 2, 2012**

**Topics**
- Developing and crafting Mission and Vision Statements
- How Mission and Vision drive strategy
- Establishing Strategic Goals and Plans
- Tactical and Operational Planning
- Program Planning
- Developing Implementation plans
  - Time lines
  - PERT and Responsibility Charting

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


Unit 7: Organizational Structure and Basic Departmenalization October 9, 2012

Topics

- Basic components of organizational structure
- Organizational forms
- Structural forms and Environmental alignment: Contingency theory
- Organizational culture
- Local organizational structures and cultures
- Basic Departmentalization
- Loose Coupling

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

Required Readings


Unit 8: Human Resource Management (HRM) October 16, 2012

- Legal environment and the HRM role
- HRM Practices: recruiting and selection, performance appraisals, grievances, progressive discipline, termination
- Sexual Harassment and Hostile Work Environments
- Absenteeism and Turnover
- Exempt vs. Non-exempt work
- Labor Relations
- Fair Pay
- ADA
- Job Satisfaction

Required Readings


Unit 9: Conflict and Change October 23, 2012

Topics

- Sources of conflict
- Conflict resolution
- Organizational Change
- Resistance to change
- Basic Approaches to Change
- Organizational Development (OD)

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

Required Readings


Unit 10: General Overview of Financial Management  
October 30, 2012

Topics
- Importance of Financial Management
- Concepts, Principles, and Tools
- Program Structures
- Responsibility Centers

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

Required Reading


Unit 11: Financial Analysis  
November 6, 2012

Topics
- Understanding Financial Statements
- Basics of Accounting
- Analysis Ratios
- Long Term Monitoring

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

Required Reading


Unit 12: Financial Measures  
November 13, 2012

Topics
- Performance Measures
- Budgeting and Budget Systems
- Cost Analysis

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

Required Readings


**Note:** Handouts will be provided by your instructor.

### Unit 13: Financial Planning  November 20, 2012

**Topics**
- Forecasting
- Differential Cost Analysis
- Setting Fees

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

**Required Readings**

### Unit 14: Fund Development  November 27, 2012

**Topics**
- Traditional Funding Sources
- Contracts and Grants
- Fundraising
- Social Enterprise
- Mixed Methodologies

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

**Required Readings**

### Unit 15: Risk Management  December 4, 2012

**Topics**
- Risk management and issue areas
- Auditing
- Course Overview
- Closing

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


STUDY DAYS / NO CLASSES  
TBD

FINAL EXAMINATIONS  
TBD
University Policies and Guidelines

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 (newmyer@usc.edu) 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.

<table>
<thead>
<tr>
<th>UNIVERSITY PARK CAMPUS</th>
<th>ACADEMIC CENTERS</th>
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<tbody>
<tr>
<td>City Center</td>
<td>Orange County</td>
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<tr>
<td>Front of Building</td>
<td>Faculty Parking Lot</td>
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<td>(12th &amp; Olive)</td>
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<tr>
<td>MRF</td>
<td>San Diego</td>
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<tr>
<td>Lot B</td>
<td>Building Parking Lot</td>
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<td>SWC</td>
<td>Skirball</td>
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<tr>
<td>Lot B</td>
<td>Front of Building</td>
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<td>VKC</td>
<td>McCarthy Quad</td>
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<td>WPH</td>
<td>McCarthy Quad</td>
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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, Kristin Ferguson at kmfergus@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.

**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.