



Social Work 673 Section

Macro Practice and Evaluation in Work-Related Environments

3 Units

Diversity is like a painter's palette: when people are forced to blend in and give up their unique characteristics, the result is a dull gray. Allowed to display their true colors, they shine brightly and together create an inspiring work of art".

Michàlle Mor Barak, Managing Diversity: Toward a Globally Inclusive Workplace, 2011, p. 323

Fall, 2015

I. COURSE PREREQUISITES

Foundation courses

II. CATALOGUE DESCRIPTION

Prepares students for macro level practice and evaluation in work-related environments to improve individual, family, organizational and community well-being.

Note: This is one of two Social Work & Business in a Global Society concentration selective courses that students must choose from to fulfill the concentration requirement.

III. COURSE DESCRIPTION

In rapidly changing local, national and global organizations, there is a growing need to address the tension between workers' responsibilities to families and to their jobs, the effects of discrimination, workplace inequities, or job-related stressors, and the often competing goals of business organizations and the surrounding communities or populations they impact. With an emphasis on incorporating social work values in work environments, this course prepares students to become macro practitioners in organizational settings. Students engage in learning about the processes of creating and evaluating change at the organizational level to promote well-being for individuals and families, workplaces, employees, employers, unions, and the communities.

The class encourages students to develop the skills that social workers need to become organizational change agents. Students learn to apply the social work process to organizational level change, assessing organizations and stakeholders' needs, applying organizational theories, and planning, implementing, sustaining and evaluating change efforts or programs. Examples of internal organizational interventions or programs discussed in this course include inclusion and diversity, employee engagement, employment changes and sustainability, and organizational well-being. Externally focused programs include community relations, corporate giving and corporate social responsibility or sustainability, operating at boundary between organizations and the communities they impact. The class is project-focused, including

an opportunity to research, and design an organizational-level change or program, as well as proposing the formal evaluation component that measures its effectiveness.

IV. COURSE OBJECTIVES

The Macro Practice in Work-Related Environments course (SOWK 673) will prepare students to:

Objective #	Objectives
1	Gain an understanding of the value dilemmas and ethical paradoxes inherent in macro practice in work-related organizations, with an emphasis on cultural diversity, vulnerable populations, and methods and skills for professionally addressing these conflicts.
2	Increase knowledge of human behavior in work organizations, organizational theories, types of programs, methods and skills used in organizational change and program development, and utilize that knowledge to critically analyze complex problems facing employees and organizations in today’s rapidly changing world.
3	Apply the knowledge gained in the class to a specific macro level concern and organizational setting currently affecting organizations, and applying assessment, planning, implementation and development knowledge and skills to propose a specific organizational change or program implementation.
4	Gain knowledge of and competency in program evaluation design, implementation, and reporting relevant to level macro practice in work-related settings, as evidenced by creating a proposal of a specific organizational change or program development evaluation.
5	Utilize the knowledge of macro level practice and evaluation in work-related settings in a critical analysis of environmental factors that may influence change or program quality, practice and organizational ethics, and positive outcomes for vulnerable populations.

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

* Highlighted in this course

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

<p>Ethical Practice—Apply social work ethical principles to guide professional practice.</p> <p>Social workers competent in Ethical Practice:</p> <ul style="list-style-type: none"> 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. 	1. Recognize and manage personal values in a way that allows professional values to guide practice.	Assignments 1 & 3
	2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.	
	3. Tolerate ambiguity in resolving ethical conflicts.	
	4. Apply strategies of ethical reasoning to arrive at principled decisions.	

<p>Critical Thinking—Apply critical thinking to inform and communicate professional judgments.</p> <p>Social workers competent in Critical Thinking:</p>	5. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Assignments 1, 2 & 3
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<ul style="list-style-type: none"> 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. 	6. Analyze models of assessment, prevention, intervention, and evaluation.	Assignments 1, 2 & 3
	7. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	

<p>Diversity in Practice—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> 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. 	8. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Assignment 1 & 3
	9. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	
	10. Recognize and communicate understanding of the importance of difference in shaping life experiences.	
	11. View themselves as learners and engage those with whom they work as informants.	

<p>Research Based Practice—Engage in research-informed practice and practice-informed research.</p> <p>Social workers competent in Research Based Practice:</p> <ul style="list-style-type: none"> Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. 	12. Use practice experience to inform scientific inquiry.	Assignment 3
	13. Use research evidence to inform practice.	

<p>Human Behavior—Apply knowledge of human behavior and the social environment.</p> <p>Social workers competent in Human Behavior:</p> <ul style="list-style-type: none"> Are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. 	14. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	Assignment 1 & 2
	15. Critique and apply knowledge to understand person and environment.	

<p>Engage, Assess, Intervene, Evaluate—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</p> <p>Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.</p> <ul style="list-style-type: none"> Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals Using research and technological advances Evaluating program outcomes and practice effectiveness Developing, analyzing, advocating, and providing leadership for policies and services Promoting social and economic justice 	16. Engagement: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities. Use empathy and other interpersonal skills. Develop a mutually agreed-on focus of work and desired outcomes.	Assignment 1
	17. Assessment: Collect, organize, and interpret client data. Assess client strengths and limitations. Develop mutually agreed-on intervention goals and objectives. Select appropriate intervention strategies.	
	18. Intervention: Initiate actions to achieve organizational goals. Implement prevention interventions that enhance client capacities. Help clients resolve problems. Negotiate, mediate, and advocate for clients. Facilitate transitions and endings.	Assignment 2

19. Evaluation: Critically analyze, monitor, and evaluate interventions.	Assignment 3
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VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Organizational Change or Program Assessment & Planning Paper	Unit 6	25%
Assignment 2: Organizational Change or Program Design Paper	Unit 10	30%
Assignment 3A: Organizational Change or Program Evaluation Paper	Unit 14	30%
Assignment 3B: Team Presentations	Unit 14 & 15	5%
Class Participation	Ongoing	10%

Each of the major assignments is described below.

Assignments 1, 2 & 3: Program Design and Evaluation Proposal

The assignments for this course consist of three separate components of a Program Design and Evaluation proposal, with each assignment building on the last assignment, creating the complete proposal over the course of the term.

All three of the following assignments are designed to be team-based assignments, yet the decision as to whether the assignment will be implemented as a team-based assignment, or completed individually by students, will be made by the instructor in coordination with the course lead. This flexibility is necessary to allow for unique needs of the course and its class size, specifically when offered within the Virtual Academic Center. The instructor will provide clarification on the assignments after enrollment is concluded.

In each assignment below, if the instructor designates the assignment as team-based, 80% of each student’s grade for the assignment will be the grade given by the instructor for the team’s response to the assignment. All students must participate in team-based assignments, and each team is provided consultative support and guidance by the instructor. Any student failing to contribute regularly may have to undertake the assignment individually, based on the instructor’s decision. 20% of the student’s grade on each assignment will be based on the group’s confidential evaluation of the individual student’s activities to support the group project, compiled through the use of a survey instrument provided by the instructor.

For each of the assignments below, Content (meeting all content requirements as outlined in the assignment handout and syllabus) will receive a total of 60 evaluation points, Critical Analysis (use of critical thinking, drawing upon literature and knowledge, as outlined in the assignment handout and syllabus) will receive a total of 30 evaluation points, and Quality (correct, and effective use of writing skills and format) will be receive a total of 10 evaluation points.

Assignment 1: Organizational Change or Program Assessment & Planning Paper– 25% of Course Grade

Each team will select a specific type of organizational change or program development to address a particular internal or external need or problem as approved by the instructor. The team will select an actual organization, and gather as much accessible information as possible, using the organization as a case study. For Assignment 1, the team completes the following components below, in a written scholarly paper format. For each component, summarize and analyze the information collected following the format of the provided assignment handout. The length of each written section will be 3 to 5 pages (APA format, double-spaced). Cite no less than five (5) scholarly sources across the total assignment.

- Organizational Assessment (handout provided): Students gather available information on the organization to assess the nature and dynamics of the organization in which change or program development will occur. Hypothetical information may be added, if necessary
- Needs Assessment and Business Case for Addressing Needs (handout provided): Students describe a hypothetical needs assessment process, citing scholarly literature relevant to the need or problem area (note: there will be no actual data collection). Unique needs of the organization's population culture and diversity and an emphasis on vulnerable sub-population within the larger population will be included. Based on scholarly literature, a business case argument for addressing the specified problem or needs is included.
- Conclusion: Summarize the organization, its needs and a potential focus for intervention.

Due: Unit 6

This assignment relates to student learning outcomes 1-4, 5-7, 8-11, 14, 16-17

Assignment 2: Organizational Change or Program Design Proposal – 30% of Course Grade

Based on the results of Assignment 1, each team will work together to design the elements of a specific organizational change or program development plan. The elements of the plan should also be researched and supported by assigned class readings or scholarly literature, citing no less than eight (8) sources. The written proposal should address needs or concerns discussed in Assignment 1. Students will meet to assign portions of the proposal development for individual responsibilities. The proposal will be approximately 10–15 pages in length, APA format, double-spaced, including elements below) and will include a description of the program and its operation, with a brief rationale for the selection of each component, including:

- Introduction, including a brief program or change description that is the focus of this assignment
- Purpose (mission and goals)
- A logic model with program goals and outcomes
- A hypothetical or actual organizational chart (no rationale needed), demonstrating where the change or program is targeted
- Relevant stakeholders, intended participants, and identification of any unique needs, special populations or cultural concerns
- Identified departments, roles and staffing required for implementation
- Action steps, short and long-term (e.g., seminars, training) and/or services (e.g., conflict resolution program, EAP services)
- A description of necessary coordination and integration needed for implementation
- A description of potential internal or external (environmental) influences or barriers that may prevent or diminish full implementation
- A funding plan with a basic hypothetical line item budget (see Kettner et al, p. 278 for a basic format to use)
- Implementation setting (organizational context and physical facilities needed)
- An implementation plan with a graphic timeline
- A reference list for an sources cited

Due: Unit 10

This assignment relates to student learning outcomes 5-7, 14, 18

Assignment 3A – Organizational Change or Program Design Evaluation Plan – 30% of Course Grade

Based on the results of Assignment 1 and 2, the team will develop a written organizational change or program design evaluation plan. The elements of the evaluation plan should also be researched and supported by assigned class readings or scholarly literature, citing no less than five (5) sources. Students will meet to assign portions of the proposal development for individual responsibilities. The elements of the plan will follow an assignment handout. The proposal will be approximately 10–14 pages in length, APA format, double-spaced or single-spaced for tables or diagrams) and will include:

- A specific research design and a diagram of the design
- Hypotheses and variable definitions
- Data collection instruments or tools (including one existing instrument or scale)
- Data collection methods and timing
- Population and sampling methods
- Proposed types of results useful to the organization and stakeholders
- Proposed report elements, the report’s value, and a dissemination plan
- A conclusion summarizing strengths, limitations and ethical concerns, specifically regarding vulnerable populations

Assignment 3B - Team Presentation – 5% of Course Grade

A team presentation of the proposed organizational change or program design (Assignment 2) and the proposed evaluation plan (Assignment 3) will occur during Units 14 and 15. A brief and concise PowerPoint should be used. The presentation should be 15 to 20 minutes in length (or as determined by the instructor when class size requires it) and involve all team members.

Due: Evaluation Plan paper - Unit 14; Presentations - Units 14 and 15

This assignment (3A & 3B) relates to student learning outcomes 1-4, 5-7, 8-11, 12-13, 19

Class Participation (10% of Course Grade)

Class participation is defined as students’ active engagement in class related learning and timely involvement in class sessions. Students are expected to participate fully in the discussions, online materials and exercises (non-graded homework), and any small-group activities that will be conducted in class. Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning and participation in assigned reading through the quality and depth of class comments and discussions related to readings, online materials, lectures, and assignments.

Class grades will be based on the following:

Class Grades		Final Grade		
3.85 – 4.00	A	93 – 100	A	The student’s work demonstrates a very good mastery of content (to the highest degree) that also shows that the student has undertaken a complex task, has applied very strong critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment.
3.60 – 3.84	A-	90 – 92	A-	The student’s work demonstrates a very good mastery of content, shows that the student has undertaken a complex task, has applied strong critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment
3.25 – 3.59	B+	87 – 89	B+	The student’s work demonstrates a good mastery of content, has applied a moderate level of critical thinking, and a more-than-competent understanding of the material being tested or required in the assignment.
2.90 – 3.24	B	83 – 86	B	The student’s work meets the basic requirements of the assignment, has applied minimal critical thinking, evidences that the student has done adequate work on the assignment, and meets basic course expectations.

Class Grades		Final Grade		
2.60 – 2.89	B-	80 – 82	B-	The student’s work meets the basic requirements of the assignment, has applied little to no critical thinking, evidences that the student has done adequate work on the assignment and meets basic course expectations.
2.25 – 2.59	C+	77 – 79	C+	Grades of a C+ are applied to a student’s work that reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
1.90 – 2.24	C	73 – 76	C	Grades of a C- are applied to a student’s work that reflects a very limited grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
		70 – 72	C-	Grades of a C- to an F will be applied to a student’s work to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Kettner, P. M., Moroney, R. M., & Martin, L. L. (2013). *Designing and Managing Programs: An Effectiveness-Based Approach (4th Ed.)*. Thousand Oaks, CA: Sage

McNamara, C. (2005). *Field guide to consulting and organizational development: A collaborative and systems approach to performance, change and learning*. Minneapolis, MN: Authenticity Consulting, LLC.

Bauer, T. & Erdogan, B. (2011) *Organizational behavior, V. 1.0*. Flat World Knowledge, www.flatworldknowledge.com

ARES – Required journal articles or single book chapter articles are included in the ARES database under this course number and the lead instructor’s name, OR some literature sources are available online as shown by a live weblink appearing after the required reading.

Recommended Textbooks

Mor Barak, M.E. 2011. *Diversity Management: Toward a Globally Inclusive Workplace*. Thousand Oaks: CA: Sage (winner of the 2007 Academy of Management best book of the year award).

Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

Recommended Websites

National Associate of Social Workers

<http://www.naswdc.org>

The Elements of Style—A Rule Book for Writing

<http://www.bartleby.com/141/>

USC Guide to Avoiding Plagiarism

http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm

Purdue OWL: APA Style and Formatting Guide

<http://owl.english.purdue.edu/owl/resource/560/01/>






On Reserve

None currently

Course Overview

Unit	Topics	Assignments
1	<ul style="list-style-type: none"> ■ Introduction to Class and Professional Role ▼ Review of syllabus, objectives, evaluation ▼ Becoming an organizational change agent 	
2	<ul style="list-style-type: none"> ■ Applying the Social Work Change Process to Macro Practice in Work-Related Environments ▼ Defining social problems and needs ▼ Internal and external roles ▼ Ethical dilemmas ▼ Cultural considerations and vulnerable populations ▼ Developing programs through the social work process of assessment, planning, implementation and evaluation 	
3	<ul style="list-style-type: none"> ■ Human Behaviors in Organizations: Impact on Social Problems and Change Processes ▼ Emotions and stress ▼ Power and politics ▼ Communication and conflict ▼ Culture: Individual and organizational ▼ Structure and role definition 	
4	<ul style="list-style-type: none"> ■ Organizational Theory as a Lens for Assessment and Change ▼ Historical overview ▼ Task and performance theories ▼ Motivation theories ▼ Adjustment to the environment theories ▼ Management and leadership theories 	
5	<ul style="list-style-type: none"> ■ Organizational Assessment and Planning for Change or Program Development ▼ Assessment content and sources ▼ Needs assessment ▼ Proposal development ▼ Creating a logic model and evaluation planning 	
6	<ul style="list-style-type: none"> ■ Elements and Dynamics of Internal Organization Change and Program Types ▼ Inclusion and diversity ▼ Employee engagement ▼ Organizational and employment changes: Onboarding, outsourcing, relocation, mergers, closures, expansion 	<p>Assignment 1: Org.Change/Program Assessment & Planning</p>

Unit	Topics	Assignments
7	<ul style="list-style-type: none"> ■ Elements and Dynamics of Internal Organization Change and Program Types <ul style="list-style-type: none"> ▼ Work-Life balance ▼ Organizational well-being ▼ Disaster Responses ▼ Organizational health/wellness ▼ Organizational effectiveness 	
8	<ul style="list-style-type: none"> ■ Elements and Dynamics of International and Externally-Focused Program Types <ul style="list-style-type: none"> ▼ Expatriate support ▼ Community/national/international relations ▼ Corporate giving ▼ Corporate social responsibility/sustainability 	
9	<ul style="list-style-type: none"> ■ Implementation of Change or Program Development <ul style="list-style-type: none"> ▼ Funding and budget development ▼ Building collaboration and investment among stakeholders and partners ▼ Coordination, integration of changes into existing structure 	
10	<ul style="list-style-type: none"> ■ Implementation of Change or Program Development <ul style="list-style-type: none"> ▼ Policy and procedures development ▼ Training or behavior changes ▼ Maintenance and sustainability of changes or implementation ▼ Feedback, evaluation and adaptation 	<p>Assignment 2: Org.Change/Prog. Develop. Proposal</p>
11	<ul style="list-style-type: none"> ■ Program Evaluation Designs and Data Collection <ul style="list-style-type: none"> ▼ Research designs relevant to work-related programs or change efforts ▼ Data sources and tools ▼ Data collection methods and concerns in work-related environments ▼ Ethical issues and vulnerable populations 	
12	<ul style="list-style-type: none"> ■ Program Evaluation Results and Reporting <ul style="list-style-type: none"> ▼ Common results sought in program evaluation ▼ Reporting needs and formats ▼ Dissemination and utilization of reports ➢ Effects on stakeholders, vulnerable populations and ethical concerns 	
13	<ul style="list-style-type: none"> ■ Critical Analysis of Specific Evaluation Processes, Settings, Vulnerable Population and Ethical Concerns <ul style="list-style-type: none"> ➢ In-class workshop session for student- instructor consultations to assess proposed evaluation designs relevant to their specific practice settings 	

Unit	Topics	Assignments
14	<p> Team Presentations</p> <p> Assignment 3 presentations</p>	<p>Assignment 3: Org.Change/Prog. Develop. Evaluation Plan</p>
15	<p> Team Presentations; Class Evaluation</p> <p> Assignment 3 Presentations</p> <p> Class Evaluation</p>	
STUDY DAYS / NO CLASSES		
FINAL EXAMINATIONS		

Course Schedule—Detailed Description

Unit 1: Introduction to Class and Professional Role

Topics

- Review of syllabus, objectives, evaluation
- Becoming an organizational change agent

This Unit relates to course objectives 1 & 2

Required Readings

- Cawsey, T.F., Deszca, G. & Ingols, C. (2012). *Organizational change: An action-oriented toolkit, 2nd Ed.* Thousand Oaks, CA: Sage Publications, Chapter 8.
- McNamara, C. (2005). *Field guide to consulting and organizational development: A collaborative and systems approach to performance, change and learning.* Minneapolis, MN: Authenticity Consulting, LLC. Part I. Understanding Yourself as an Instrument of Change (pp. 43-57)

Unit 2: Applying the Social Work Change Process to Macro Practice in Work-Related Environments

Topics

- Defining social problems and needs
- Internal and external roles
- Ethical dilemmas
- Cultural considerations and vulnerable populations
- Developing programs through the social work process of assessment, planning, implementation and evaluation

This Unit relates to course objective 1.

Required Readings

- Kettner, P. M., Moroney, R. M., & Martin, L. L. (2013). *Designing and Managing Programs: An Effectiveness-Based Approach (4th Ed.)*. Thousand Oaks, CA: Sage, Chapter 1 & 2
- McNamara, C. (2005). *Field guide to consulting and organizational development: A collaborative and systems approach to performance, change and learning.* Minneapolis, MN: Authenticity Consulting, LLC, Part I. pp. 1 – 39, pp.161-186

Unit 3: Human Behaviors in Organizations: Impact on Social Problems and Change Processes

Topics

Unit 3: Human Behaviors in Organizations: Impact on Social Problems and Change Processes

- Emotions and stress
- Power and politics
- Communication and conflict
- Culture: Individual and organizational
- Structure and role definition

This Unit relates to course objectives 1 & 2.

Required Readings

Bauer, T. & Erdogan, B. (2011) *Organizational behavior, V. 1.0*. Flat World Knowledge, www.flatworldknowledge.com, Chapters 7, 8, 10, 13, 14 & 15.

Reading Note: Skim these chapters and look for content to refresh your knowledge that you are familiar with and to identify and review content you are not familiar with. Skip exercises and summaries. This content is within the 100 page limit for a single session.

Unit 4: Organizational Theory as a Lens for Assessment and Change

Topics

- Historical overview
- Task and performance theories
- Motivation theories
- Adjustment to the environment theories
- Management and leadership theories

This Unit relates to course objectives 1 & 2.

Required Readings

Laegard, J. & Bindslev, M. (2006). *Organizational theory*. Mille Bindslev & Ventus Publishing: <http://bookboon.com/en/organizational-theory-ebook>

Read the following sections (any additional content is recommended, not required):

- All of Section 1
- Section 2 introduction, 2.1 Scientific Management, 2.3 Bureaucracy Model, 2.6 Team Organization
- Section 3 introduction, 3.3.3 Management by Objectives, 3.4 Motivational Theory, 3.4.1 Maslow's needs model
- Section 4 introduction, 4.3 The Learning Organization, 4.4.1 Culture as an integral part of the organization
- Section 5 Management introduction, 5.4 Value-based leadership, 5.5 Leading change

Unit 5: Organizational Assessment and Planning for Change or Program Development

Topics

Unit 5: Organizational Assessment and Planning for Change or Program Development

- Assessment content and sources
- Needs assessment
- Proposal development
- Creating a logic model and evaluation planning

This Unit relates to course objectives 3, 4 & 5

Required Readings

- Kettner, P. M., Moroney, R. M., & Martin, L. L. (2013). *Designing and Managing Programs: An Effectiveness-Based Approach (4th Ed.)*. Thousand Oaks, CA: Sage. Chapter 5, 6, 7 & 8
- McNamara, C. (2005). *Field guide to consulting and organizational development: A collaborative and systems approach to performance, change and learning*. Minneapolis, MN: Authenticity Consulting, LLC, Part V. pp. (246-334).
- Utilize the above two sources to research and gain comprehension of the concepts of needs assessment, proposal development and logic models.*
- Trenerry, B., & Paradies, Y. (2012). Organizational assessment: An overlooked approach to managing diversity and addressing racism in the workplace. *Journal of Diversity Management (JDM)*, 7(1), 11-26.

Unit 6: Elements and Dynamics of Internal Organization Change and Program Types

Topics

- Inclusion and diversity
- Employee engagement
- Organizational and employment changes: Onboarding, outsourcing, relocation, mergers, closures, expansion

This Unit relates to course objectives 1, 2 & 5.

Assignment 1: Organizational Change or Program Assessment & Planning due

Required Readings

- Cartwright, S. & Holmes, N. (2006). The meaning of work: The challenge of regaining employee engagement and reducing cynicism. *Human Resource Management Review*, 16(2), 199-208. doi: 10.1016/j.hrmmr.2006.03.012
- Cameron, E., & Green, M. (2012). *Making sense of change management: A complete guide to the models, tools and techniques of organizational change*. (pdf)
Chapters 5 – Restructuring & Chapter 6 – Mergers & Acquisitions
- Mor Barak, M.E. 2014. *Diversity Management: Toward a Globally Inclusive Workplace, 3rd Ed.* Thousand Oaks: CA: Sage. Chapt.11 & 12

Unit 7: Elements and Dynamics of Internal Organization Change and Program Types

Topics

Unit 7: Elements and Dynamics of Internal Organization Change and Program Types

- Work-Life balance
- Organizational well-being
- Disaster Responses
- Organizational health/wellness
- Organizational effectiveness

This Unit relates to course objectives 1, 2 & 5.

Required Readings

- Goetzel, R. Z., Henke, R. M., Tabrizi, M., Pelletier, K. R., Loeppke, R., Ballard, D. W., ... & Metz, R. D. (2014). Do workplace health promotion (wellness) programs work?. *Journal of Occupational and Environmental Medicine*, 56(9), 927-934. doi: 10.1097/JOM.0000000000000276
- Harrald, J. R. (2006). Agility and discipline: Critical success factors for disaster response. *The annals of the American Academy of political and Social Science*, 604(1), 256-272.
- Rand Corporation (2014). Do workplace wellness programs work? Retrieved 11/03/2014 from: http://www.rand.org/content/dam/rand/pubs/research_briefs/RB9700/RB9744/RAND_RB9744.pdf
- Sirgy, M.J., Reilly, M.P. & Wu, J. (2008). A Work-Life identity model of well-being: Towards a research agenda linking Quality-of-Work-Life (QWL) programs with Quality of Life. *Applied Research in Quality of Life*, 3(3), 181-232. doi: 10.1007/s11482-008-9054.

Unit 8: Elements and Dynamics of International and Externally-Focused Program Types

Topics

- Expatriate support
- Community/national/international relations
- Corporate giving
- Corporate social responsibility/sustainability

This Unit relates to course objective 1, 2 & 5.

Required Readings

- Hayhurst, L. M. (2011). Corporatising sport, gender and development: postcolonial IR feminisms, transnational private governance and global corporate social engagement. *Third World Quarterly*, 32(3), 531-549.
- Maon, F., Lindgreen, A., & Swaen, V. (2010). Organizational stages and cultural phases: a critical review and a consolidative model of corporate social responsibility development. *International Journal of Management Reviews*, 12(1), 20-38. doi: 10.1111/j.1468-2370.2009.00278.x
- Maon, F., Lindgreen, A., & Swaen, V. (2009). Designing and implementing corporate social responsibility: an integrative framework grounded in theory and practice. *Journal of Business Ethics*, 87(1), 71-89. doi: 10.1007/s10551-008-9804-2.
- Muthuri, J. N., Moon, J., & Idemudia, U. (2012). Corporate innovation and sustainable community development in developing countries. *Business & Society*, 51(3), 355-381.
- Pompe, J. C. (2011). The state of global EAP: A purchaser's perspective. *Journal of Workplace Behavioral Health*, 26(1), 10-24. doi: 10.1080/15555240.2011.540973

Unit 9: Implementation of Change or Program Development

Topics

Unit 9: Implementation of Change or Program Development

- Funding and budget development
- Building collaboration and investment among stakeholders and partners
- Coordination, integration of changes into existing structure

This Unit relates to course objectives 1, 2 & 5.

Required Readings

Inc.(2000). *Best Practices: Developing Budgets*. <http://www.inc.com/articles/2000/01/16379.html/1>

Kettner, P. M., Moroney, R. M., & Martin, L. L. (2013). *Designing and Managing Programs: An Effectiveness-Based Approach (4th Ed.)*. Thousand Oaks, CA: Sage. Chapters 12 & 13.
 McNamara, C. (2005). *Field guide to consulting and organizational development: A collaborative and systems approach to performance, change and learning*. Minneapolis, MN: Authenticity Consulting, LLC, Part I., 302-347.

Unit 10: Implementation of Change or Program Development

Topics

- Policy and procedures development
- Training or behavior changes
- Maintenance and sustainability of changes or implementation
- Feedback, evaluation and adaptation

This Unit relates to course objectives 3 & 4.

Assignment 2: Organizational Change or Program Development Proposal due

Required Readings

Buchanan, D., Fitzgerald, L., Ketley, D., Gollop, R., Jones, J. L., Lamont, S. S. & Whitby, E. (2005). No going back: A review of the literature on sustaining organizational change. *International Journal of Management Reviews*, 7(3), 189-205.
 Clarke, N. (2006). Why HR policies fail to support workplace learning: the complexities of policy implementation in healthcare. *The International Journal of Human Resource Management*, 17(1), 190-206.
 Hansson, J., Backlund, F., & Lycke, L. (2003). Managing commitment: increasing the odds for successful implementation of TQM, TPM or RCM. *International Journal of Quality & Reliability Management*, 20(9), 993-1008.
 McNamara, C. (2005). *Field guide to consulting and organizational development: A collaborative and systems approach to performance, change and learning*. Minneapolis, MN: Authenticity Consulting, LLC, Part III, pp. 202-210, Part IV., pp. 347 - 354.

Unit 11: Program Evaluation Designs and Data Collection

Topics

Unit 11: Program Evaluation Designs and Data Collection

- Research designs relevant to work-related programs or change efforts
- Data sources and tools
- Data collection methods and concerns in work-related environments
- Ethical issues and vulnerable populations

This Unit relates to course objective 4.

Required Readings

- Kettner, P. M., Moroney, R. M., & Martin, L. L. (2013). *Designing and Managing Programs: An Effectiveness-Based Approach (4th Ed.)*. Thousand Oaks, CA: Sage. Chapters 9, 10 & 11.
- Hansson, A., Vingard, E., Arnetz, B.B. & Anderzen, I. (2008). Organizational change, health, and sick leave among health care employees: A longitudinal study measuring stress markers, individual, and work site factors. *Work & Stress*, 22(1), 69-80. doi: 20080417
- Devine, C. M., Maley, M., Farrell, T. J., Warren, B., Sadigov, S., & Carroll, J. (2012). Process evaluation of an environmental walking and healthy eating pilot in small rural worksites. *Evaluation and program planning*, 35(1), 88-96.

Unit 12: Program Evaluation Results and Reporting

Topics

- Common results sought in program evaluation
- Reporting needs and formats
- Dissemination and utilization of reports
- Effects on stakeholders, vulnerable populations and ethical concerns

This Unit relates to course objective 4.

Required Readings

- Bekefi, T., & Epstein, M. J. (2011). Integrating social and political risk into ROI calculations. *Environmental Quality Management*, 20(3), 11-23. doi: 10.1002/tqem.20286
- Brunk, K. H. (2010). Exploring origins of ethical company/brand perceptions—A consumer perspective of corporate ethics. *Journal of Business Research*, 63(3), 255-262.
- Coca-Cola (2012). 2011/2012 GRI Report. Retrieved 11/03/2104 from <http://www.coca-colacompany.com/sustainabilityreport/downloads/2012-sustainability-report.pdf>
- Salazar, J., & Husted, B. (2010, January). Measuring corporate social performance. In *Proceedings of the International Association for Business and Society* (Vol. 19, pp. 149-161).

Unit 13: Critical Analysis of Specific Evaluation Processes, Settings, Vulnerable Population and Ethical Concerns

Topics

- In-class workshop session for student- instructor consultations to assess proposed evaluation designs relevant to their specific practice settings.

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

Required Readings

- Whelan-Berry, K. S., Gordon, J. R., & Hinings, C. B. (2003). Strengthening Organizational Change Processes Recommendations and Implications from a Multilevel Analysis. *The Journal of Applied Behavioral Science*, 39(2), 186-207. doi:10.1177/0021886303256270

Unit 14: Team Presentations

Unit 14: Team Presentations

- Assignment 3 Presentations

This Unit relates to course objectives 1-5.

Assignment 3: Organizational Change or Program Development Evaluation Plan due
Assignment 3: Presentations

Unit 15: Team Presentations; Class Evaluation**Topics**

- Assignment 3 Presentations
- Class Evaluation

This Unit relates to course objectives 1-5.

Assignment 3: Presentations

STUDY DAYS / NO CLASSES**N/A****FINAL EXAMINATIONS****N/A**

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 (*******) 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 (12 th)	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 (OPTIONAL)

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, xxx or concentration, xxx. 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 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 (OPTIONAL)

- ✓ 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.
