

# USC Suzanne Dworak-Peck

School of Social Work

**Social Work 611**

## **Leadership and Management in the Social Work Profession and Organizations: Theory and Application**

**3 Units**

*"The good we secure for ourselves is precarious and uncertain until  
it is secured for all of us and incorporated into our common life"*

Jane Addams

**Fall 2017**

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**Course Day:** Saturdays

**Course Time:** 8:00 am / 9:45 am

**Office:** VAC

**Office Hours:**

**Saturdays – 9:15 9:45/11:00-11:30**

**By appointment**

**Course Location:**

### **I. COURSE PREREQUISITES**

None

### **II. CATALOGUE DESCRIPTION**

Methods and principles of leadership and management applied to social work practice, understood as policy, management and clinical practice in the non-profit sector, health and human service organizations, and non-traditional social work settings.

### **III. COURSE DESCRIPTION**

Students are exposed to leadership and management theories and evidence based models to enhance social work practice in health and human service organizations and non-traditional social work settings. This introductory course has three main goals: (1) to self-discover and improve leadership and management skills focusing on positive and effective social change; (2) to examine how leadership is enacted at different levels in organizations and communities by exposing social work students to theories and applications to real-world practice settings; and (3) to analyze the roles, functions, and responsibilities of human service leaders, including elected officials, social justice and community

organizers working in diverse social work fields. This course prepares graduate students to understand their own sources of leadership, as well as evidence-based management practices to effectively respond to organizations' current challenges and opportunities. Topics to be covered include: self-leadership analysis, the role of empathy in leadership, evidence-based mezzo and macro practices, management and organization practice, gender, cultural, and ethnic issues in resource development, and managing and working in complex settings. Increase in self-awareness of leadership and management competencies through self-rating questionnaires, exercises, assignments, instruments and case studies are integral aspects of learning. This course is built on the integration of leadership, management, and understanding of the context, in which excellence in practice takes place as essential components of social work.

#### **IV. COURSE OBJECTIVES**

The Leadership and Management in the Social Work Profession and Organizations Course (SOWK 611) will:

<b>Objective #</b>	<b>Objectives</b>
1	Provide a multidisciplinary framework for the application of personal, interpersonal, team and organizational leadership skills applied to social work practice.
2	Demonstrate critical analysis of means to assess students' strength-based leadership skills and empathetic attributes as key references to develop a plan to augment their leadership skills.
3	Increase awareness of organizational behavior, including management, effective communication, collaboration, conflict resolutions, human resource and strategic management skills.
4	Provide instruments for organizational, management, and leadership analysis to assess the effectiveness of operations in health and human service agencies and non-traditional social work organizations within the context of current socio-economic, organizational and political trends. Emphasis will be given to diversity and cultural proficiency in the work place.
5	Enhance development of research-driven focus to the evidence based foundation needed for students to develop core knowledge of leadership and management concepts, applications and open their options for innovative roles during placement and after graduation.

#### **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**

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

<b>Social Work Core Competencies</b>	
1	<b>Demonstrate Ethical and Professional Behavior *</b>
2	<b>Engage in Diversity and Difference in Practice *</b>
3	<b>Advance Human Rights and Social, Economic, and Environmental Justice *</b>
4	<b>Engage in Practice-informed Research and Research-informed Practice</b>
5	<b>Engage in Policy Practice *</b>
6	<b>Engage with Individuals, Families, Groups, Organizations, and Communities *</b>
7	<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>
8	<b>Intervene with Individuals, Families, Groups, Organizations, and Communities *</b>
9	<b>Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b>

\* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.