# USC Suzanne Dworak-Peck
School of Social Work

# Social Work 648
# Fall 2021

## Management and Organizational Development for Social Workers
## 3 Units

| | | | |
|---|---|---|---|
| **Instructor:** | Dr. Rocio Terry, DSW, MSW, MBA | | |
| **Email:** | rociomar@usc.edu | **Course Day:** | Tuesdays |
| **Office:** | VAC | **Course Time:** | 4-5:15pm PST |
| **Office Hours:** | By appointment | **Course Location:** | VAC |

## COURSE PREREQUISITES
SOWK 506, SOWK 536, SOWK 544, and SOWK 546

## CATALOGUE DESCRIPTION
Methods and principles of management focusing on health and human service organizations, including strategic management, financial analysis, and innovative project development in social work.

## COURSE DESCRIPTION
Students are exposed to management theories, evidence based models, financial approaches, and research articles that focus on the different arenas of administrative macro practice. Building on the content of the first semester, this course links horizontally with the SOWK 629 (Evaluation & Research) 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 health and social services can be provided justly, efficiently, and effectively. Topics to be covered include: evidence-based social work practices, management and organizational practice, finance, diversity, managing change, and designing services in complex settings.

## COURSE OBJECTIVES

| # | Objectives |
|---|---|
| 1 | Increase knowledge of management theories and practices and their application to health and human service organizations. |
| 2 | Assess the internal and external environments of organizations including diversity, cultural responsiveness, and stakeholder engagement. |
| 3 | Demonstrate competency in financial management skills including budget development, financial analysis, and creating organizational sustainability. |
| 4 | Develop innovative strategies to solve problems and increase organizational effectiveness. |
| 5 | Gain practical skills to effectively lead organizational change. |

## 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. 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.

The learning environment will be supported by the University's Blackboard Learning Management System (for ground/online students) or the Virtual Academic Center Platform (for VAC students). It will facilitate student learning, communication and interaction, as well as access to instructor.

## 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:

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

\* Highlighted in this course

See **Appendix A** for an expanded table, which details the competencies and dimensions of competence highlighted in this course. The table also shows the course objective(s), behaviors/indicators of competence, and course content and assignments related to each competency highlighted in the course.

## COURSE ASSIGNMENTS, DUE DATES & GRADING

| Assignment | Due Date | % Of Final Grade |
|---|---|---|
| Assignment 1: Organizational Assessment | Unit 6 | 25% |
| Assignment 2: Financial Assessment | Unit 10 | 25% |
| Assignment 3: Team Presentation | Units 14 & 15 | 40% |
| Meaningful Class Participation | Ongoing | 10% |

*Assignments 1 and 3 are part of a semester-long group project. Students will work in groups (max of 4 students) and function as a consultant team. Students will be in the same teams for SOWK 629 and SOWK 648. Each team will be paired with a community-based agency ("partner*

*agency") to assess and evaluate throughout the semester. Assignment 3 is the same for SOWK 629 and SOWK 648 and will be graded by both instructors.*

**Assignment 1: Organizational Assessment (25% of Course Grade)**
This is a group assignment. Students will describe and analyse the team's partner agency including an assessment of cultural responsiveness and diversity, SWOT Analysis, and Lean Nonprofit Canvas. The full assignment prompt will be posted and reviewed in class. **Due: Unit 6**

**Assignment 2: Financial Assessment (25% of Course Grade)**
This is an individual assignment. Students will perform a financial assessment, make recommendations to strengthen an organization's financial position, and respond to a budget scenario. *NOTE: The organization for this assignment will be a case study and not the partner agency from the other course assignments.* The full assignment prompt will be posted and reviewed in class. **Due: Unit 10**

**Assignment 3: Team Presentation (40% of Course Grade)**
This is a group assignment. Each team will create a 20-minute PowerPoint presentation of the work done on behalf of the partner agency. The presentation will include an evaluation plan, program analysis, and key recommendations. Content will incorporate and build upon their previous assignments in SOWK 629 and SOWK 648. Each team will submit one PowerPoint presentation. The full assignment prompt will be posted and reviewed in class.
**Due: Powerpoints for all teams are due Unit 14.**
**In-Class presentations will take place during Units 14 and 15.**

**Class Participation (10% of Course Grade)**
Students are expected to come to class prepared, contribute to the development of a positive learning environment, and demonstrate their learning through written and oral assignments and through active, oral class participation. Contributions should consist of meaningful, thoughtful, and respectful participation based on having completed required and independent readings and assignments prior to class.

Class grades will be based on the following:

| Grade Points | | Letter Grades | |
|---|---|---|---|
| 3.85 – 4.00 | 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 – 2.89 | B- | 80 – 82 | B- |
| 2.25 – 2.59 | C+ | 77 – 79 | C+ |
| 1.90 – 2.24 | C | 73 – 76 | C |
| | | 70 – 72 | C- |

See **Appendix B** for additional details regarding the definitions of grades and standards established by faculty of the School.

**Attendance and Participation**

Students' active involvement in the class is considered essential to their growth as practitioners. Consistent attendance, preparation for and participation in class discussions and activities, timely completion of coursework and assignments, and personal conduct that fosters a respectful, collegial, and professional learning environment are expected. Having more than 2 unexcused absences in class may result in the lowering of the grade. For VAC and remote/hybrid Ground courses, substantive participation includes maintaining an active screen in live sessions and completing all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete 2 or more asynchronous units before the live class, without prior instructor permission, also may result in a lowered grade.

**Class participation will be assessed according to the following criteria:**

"A" grade range: Very Good to Outstanding Participation: Contributions in class reflect thorough preparation, and participation is substantial. Ideas offered are always substantive. Regularly provides one or more major insights and comments that provoke deeper thought. If this person were not a member of the class, the quality of discussion and class activities would be diminished markedly.

"B" grade range: Good Participation: Contributions in class reflect solid preparation. Ideas offered are usually substantive, and participation is regular. Provides generally useful insights and some comments that provoke thought. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

"C+" or "C": Adequate Participation: Contributions in class reflect some preparation. Ideas offered are somewhat substantive. Provides some insights, but seldom offers comments that provoke deeper thought. Participation is somewhat regular. If this person were not a member of the class, the quality of discussion would be diminished slightly. Please note: The minimum passing grade at the graduate level is "C".

"C-" or "D": Inadequate Participation: Says little in class and does not adequately participate in activities or present insights or ideas. Does not appear to be engaged. Submits late work. If this person were not a member of the class, the quality of discussion would not be affected.

"F": Nonparticipant/Unsatisfactory Participation: Misses class. When present, contributions in class, if any, reflect inadequate preparation. Ideas offered are seldom substantive, and behavior may be inappropriate and/or disrespectful. Unable to work effectively on in-class assignments/activities and detracts from the learning process. Regularly misses assignment deadlines, if work is submitted at all.

**REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES**
**Required Textbooks**
Lewis, J. A., Packard, T., & Lewis, M. D. (2011). *Management of human service programs* (5th ed.). USA: Thomson Brooks/Cole.

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

Course Readings: Available on ARES.

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

## Course Overview

| Unit | Topics | Assignments |
|------|--------|-------------|
| 1 | Becoming a Manager<br>• Social Work Management Competencies<br>• Organizational Development | |
| 2 | Organizational Theories<br>• Management Theories<br>• Organizational Design and Governance | |
| 3 | Organizational Culture<br>• Assessing and shaping organizational culture<br>• Competing Values Framework<br>• Diversity, equity, and inclusion | |
| 4 | Strategic Management<br>• Components of strategic planning<br>• Environmental scanning<br>• Mission and vision<br>• Developing strategies | |
| 5 | Personnel and Team Management<br>• Effective Supervision<br>• Stages of team development<br>• Dysfunctions of teams<br>• Building a diverse team | |
| 6 | Financial Management<br>• Importance of financial management<br>• Introduction to budgets<br>• Introduction to financial statements<br>• Financial analysis | Assignment 1 due |
| 7 | Financial Management<br>• Types of budgets<br>• Budget development<br>• Budget monitoring and adjustment<br>• Understanding financial statements<br>• Financial analysis | |
| 8 | Forecasting and Cost Analysis<br>• Forecasting<br>• Cost Analysis | |
| 9 | Fund Development<br>• Sources of funding<br>• Developing a fundraising plan<br>• Competitive advantage | |
| 10 | Managing Change<br>• Introduction to change management<br>• Internal and external drivers of organizational change<br>• Leading Change | Assignment 2 due |
| 11 | Implementing Change<br>• Resistance and change<br>• Role of Communication<br>• Motivation for Change<br>• Implementing Change | |

| 12 | Innovation<br>• Creativity vs. innovation<br>• Models of innovation<br>• Disruptive Innovation<br>• Enabling the creative process at work | |
|---|---|---|
| 13 | Innovation<br>• Social innovation<br>• Implementing innovation | |
| 14 | Communication and Presentations<br>• Business communication<br>• Oral and written communication<br>• The power of storytelling<br>• Assignment 3 presentations | Assignment 3 due |
| 15 | Presentations and Course Wrap-Up<br>• Assignment 3 presentations<br>• Course Wrap-Up | |

## Course Schedule—Detailed Description

## Unit 1:        Becoming a Manager

**Topics:**
• Becoming a manager
• Social Work Management Competencies
  • Executive Leadership
  • Resource Management
  • Strategic Management
  • Community Collaboration
• Organizational Development
  • Planned change
  • Participation of change agent
  • Emphasis of intervention

**Required Resources**
*Read:*
Lewis, J. A., Packard, T., & Lewis, M. D. (2011). Facing the challenges of management. In
        *Management of human service programs* (pp. 1-22). USA: Thomson Brooks/Cole.

Austin, M., Regan, K., Gothard, S. & Carnochan, S. (2013). "Becoming a Manager in Nonprofit
        Human Services Organizations: Making the Transition from Generalist to Specialist".
        *Administration in Social Work* 37 (4) p. 372-385*

Hurst, T. E., & Hurst, P. W. (2017). White Bear Syndrome: Recognizing Potential Roadblocks in
        Transitioning from Practitioner to Leader. *Human Service Organizations: Management,
        Leadership & Governance*, 41(4), 438–447.

Flamhotz, E.G. & Randle, Y. (March 2007) Successful organization development and growing pains. Management Online Review, pp. 1-7.

*Explore:*
http://www.odnetwork.org/
http://www.toolpack.com/a/organizational-development.html
https://socialworkmanager.org/competencies/

## Unit 2:      Organizational Theories

**Topics:**
- Classical Management Theories
- Behavioral Management Theories
- Modern Management Theories
- Organizational Design
- Organizational Governance

**Required Resources**
*Read:*
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.

Watson, L. & Hegar, H. (2013). "The Tri-Sector Environment of Social Work Administration: Applying Theoretical Orientations." *Administration in Social Work* 37 (3) p. 215-226.

Essentials Board (October 2012). Creating organizational learning and change using Bolman's and Deal's Four Frames of Organizations. AFE Essentials, pp 1-9.

*Explore:*
https://www.councilofnonprofits.org/tools-resources/board-roles-and-responsibilities

## Unit 3:      Organizational Culture

**Topics:**
- Assessing and shaping organizational culture
- Competing Values Framework
- Diversity, equity, and inclusion

**Required Resources**
*Read:*
Hartnell, C. A., Ou, A. Y., & Kinicki, A. (2011). Organizational culture and organizational effectiveness: a meta-analytic investigation of the competing values framework's theoretical suppositions. *Journal of Applied Psychology*, *96*(4), 677.

Bernstein, R., Bulger, M., Salipante, P., & Weisinger, J. (2020). *From Diversity to Inclusion to Equity: A Theory of Generative Interactions*. Journal of Business Ethics, 167(3), 395–16.

*Explore:*
https://www.inc.com/mark-coatney/corporate-culture-after-covid-19.html

<h2 style="color:white;background:red">Unit 4:      Strategic Management</h2>

**Topics:**
- Components of strategic planning
- Environmental scanning (SWOT Analysis, Stakeholder Analysis)
- Mission and vision

**Required Resources**
*Read:*
Lewis, J. A., Packard, T., & Lewis, M. D. (2011). Knowing the environment. In *Management of human service programs* (pp. 23-44). USA: Thomson Brooks/Cole.

Lewis, J. A., Packard, T., & Lewis, M. D. (2011). Planning and program design. In *Management of human service programs* (pp. 45-77). USA: Thomson Brooks/Cole.

Arend, R. J., Zhao, Y. L., Song, M., & Im, S. (2015). Strategic planning as a complex and enabling managerial tool. *Strategic Management Journal*, 38(8), 1741–1752.

<h2 style="color:white;background:red">Unit 5:   Personnel and Team Management</h2>

**Topics:**
- Effective Supervision
- Stages of team development
- Dysfunctions of teams
- Building a diverse team

**Required Resources**
*Read:*
Lewis, J. A., Packard, T., & Lewis, M. D. (2011). Developing and managing human resources. In *Management of human service programs* (pp. 117-139). USA: Thomson Brooks/Cole.

Lewis, J. A., Packard, T., & Lewis, M. D. (2011). Building supervisory relationships. In *Management of human service programs* (pp. 140-162). USA: Thomson Brooks/Cole.

Barak, M. E. M. (2015). Inclusion is the Key to Diversity Management, but What is Inclusion? *Human Service Organizations Management, Leadership & Governance*, 39(2), 83–88.

Johnson, S. K., Hekman, D. R., & Chan, E. T. (2016, April 26). If there's only one woman in your candidate pool, there's statistically no chance she'll be hired. *Harvard Business*

*Review*. Retrieved from https://hbr.org/2016/04/if-theres-only-one-woman-in-your-candidate-pool-theresstatistically-no-chance-shell-be-hired

*Explore:*

http://www.tablegroup.com/books/dysfunctions

https://www.missionbox.com/article/144/employee-compensation-2020-best-practices-for-nonprofits

## Unit 6:     Financial Management

**Topics:**
- Importance of financial management
- Introduction to budgets
  - Types of revenue: unrestricted, temporarily restricted, and permanently restricted
  - Types of expenses: direct, indirect, and allocated
- Other types of revenue and expense: In-kind and capital
- Introduction to financial statements
  - Types of assets: current, fixed, and other
  - Types of liabilities: current, long-term, and contingent
- Cash vs. accrual accounting
- Financial analysis
  - The 7 ratios

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

**Required Resources**
*Read:*

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

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

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

Germak, A. J. (2015). Financial Management.  In *Essential Business Skills for Social Work Managers* (pp. 25-48). Taylor & Francis.

*Explore:*

https://www.councilofnonprofits.org/tools-resources/budgeting-nonprofits

https://trust.guidestar.org/why-is-overhead-a-punishable-offense-for-nonprofits

**Unit 7:        Financial Management**

**Topics:**
- Types of budgets
- Budget development
- Budget monitoring and adjustment
- Understanding financial statements
- Financial analysis

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

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

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

*Explore:*
https://www.councilofnonprofits.org/tools-resources-categories/financial-management

**Unit 8:        Forecasting and Cost Analysis**

**Topics:**
- Forecasting
- Cost Analysis

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

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

Cordes, J. J. (2017). Using cost-benefit analysis and social return on investment to evaluate the impact of social enterprise: Promises, implementation, and limitations. *Evaluation and Program Planning*, 64, 98–104.

Lecy, J. D., & Searing, E. A. M. (2014). Anatomy of the Nonprofit Starvation Cycle. *Nonprofit and Voluntary Sector Quarterly*, 44(3), 539–563.

*Explore:*
https://www.bridgespan.org/bridgespan/Images/articles/nonprofit-cost-analysis-toolkit/NonprofitCostsAnalysisToolkit.pdf

## Unit 9        Fund Development

**Topics:**
- Sources of funding
  - Grants
  - Charitable giving
  - Fees for service
  - Social ventures
  - Crowdfunding
- Developing a fundraising plan
- Competitive advantage

**Required Resources**

*Read:*

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

Ashley, S. R., & Van Slyke, D. M. (2012). The influence of administrative cost ratios on state government grant allocations to nonprofits. *Public Administration Review*, *72*(s1), S47-S56.

Cheng, Y. (D., & Yang, L. (K. (2018). Providing Public Services Without Relying Heavily on Government Funding: How Do Nonprofits Respond to Government Budget Cuts? *The American Review of Public Administration*, 49(6), 675–688.

*Explore:*

https://nonprofitquarterly.org/competitive-positioning-why-knowing-your-competition-is-essential-to-social-impact-success/

https://www.classy.org/blog/create-strategic-fundraising-plan-youll-actually-stick/

https://www.compasspoint.org/sites/default/files/documents/CreatingFRplan%20manualrev8.16.pdf

## Unit 10:     Managing Change

**Topics:**
- Introduction to change management
- Internal and external drivers of organizational change
- Leading Change

**Required Resources**

*Read:*

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.

Prosci Inc. (n.d.). An Introduction to Change Management - Free Guide. Retrieved December 12, 2019, from https://empower.prosci.com/introduction-to-change-management-guide.

Prosci. (n.d.). Five Levers of Change Management. Retrieved December 12, 2019, from https://www.prosci.com/resources/articles/five-levers-of-organizational-change-management.

https://hbr.org/2008/08/the-eight-stages-of-successful.html

*Watch:*
https://hbr.org/video/2227114775001/forces-that-shape-new-industries

https://hbr.org/video/2226595886001/the-importance-of-urgency

## Unit 11: Implementing Change

**Topics:**
- Resistance and change
- Role of Communication
- Motivation for Change
- Implementing Change

**Required Resources**
*Read:*
Grimolizzi-Jensen, C. J. (2017). Organizational Change: Effect of Motivational Interviewing on Readiness to Change. *Journal of Change Management*, 18(1), 54–69.

Herold, D.M., Fedor, D.B., & Caldwell, S.D. (2007). Beyond change management: A multilevel investigation of contextual and personal influences on employees' commitment to change. *Journal of Applied Psychology*. 92(4), 942–951.

Mcguinness, S., & Cronin, H. (2016). Examining the relationship between employee indicators of resistance to changes in job conditions and wider organisational change. *Evidence-Based HRM: a Global Forum for Empirical Scholarship*, 4(1), 30–48.

*Watch:*
https://www.youtube.com/watch?v=-XYxudAQk5w

*Explore:*
https://medium.com/org-hacking/advise-the-rider-steer-the-elephant-and-shape-the-path-heath-153b12003436

## Unit 12:     Innovation

**Topics**
- Creativity vs. innovation
- Models of innovation
- Disruptive Innovation

**Required Resources**
*Read:*
Razzouk, R., & Shute, V. (2012). What Is Design Thinking and Why Is It Important? *Review of Educational Research*, 82(3), 330–348.

Rhee, L., & Leonardi, P. M. (2017). Which Pathway to Good Ideas? An Attention-Based View of Innovation in Social Networks. *SSRN Electronic Journal*.

Brown, T. (2008). Design thinking. *Harvard Business Review,* 86(6): 84-92.

*Watch:*
https://hbr.org/video/3769919760001/managing-the-uncertainty-of-innovation

*Explore:*
https://hbr.org/2009/12/the-innovators-dna

https://hbr.org/2015/12/what-is-disruptive-innovation

## Unit 13:     Innovation

**Topics**
- Social innovation
- Implementing innovation

**Required Resources**
*Read:*
Shapira, H., Ketchie, A., & Nehe, M. (2017). The integration of Design Thinking and Strategic Sustainable Development. *Journal of Cleaner Production*, 140, 277–287.

Kummitha, R. K. R. (2018). Institutionalising design thinking in social entrepreneurship. *Social Enterprise Journal*, 14(1), 92–107.

Vechakul, J., Shrimali, B. P., & Sandhu, J. S. (2015). Human-Centered Design as an Approach for Place-Based Innovation in Public Health: A Case Study from Oakland, California. *Maternal and Child Health Journal*, 19(12), 2552–2559.

*Explore:*
http://www.fastcompany.com

https://www2.deloitte.com/us/en/pages/about-deloitte/topics/innovation-at-deloitte.html

## Unit 14:    Communication  and Presentations

**Topics**
- Business communication
- Oral and written communication
- The power of storytelling
- Assignment 3 presentations

**Required Resources**
*Read:*
Germak, A. J. (2015). Marketing, sales, and communication.  In *Essential Business Skills for Social Work Managers* (pp. 79-102). Taylor & Francis.

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

Kent, M. L. (2015). The power of storytelling in public relations: Introducing the 20 master plots. *Public Relations Review*, 41(4), 480–489.

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 15:    Presentations and Course Wrap-Up

**Topics**
- Assignment 3 presentations
- Course wrap-up

# List of Appendices

A.  Detailed Descriptions of Social Work Core Competencies Highlighted in this Course
B.  Definitions of Grades and Standards Established by Faculty of the School
C.  Recommended Instructional Materials and Resources
D.  Suzanne Dworak-Peck School of Social Work DEI Statement
E.  Statement on Academic Conduct and Support Systems

**Appendix A: Detailed Description of Social Work Core Competencies Highlighted in this Course**

| Competency | Objectives | Behaviors | Dimensions | Content |
|---|---|---|---|---|
| **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities** Social workers understand that engagement is an ongoing component of the dynamic and interactive process of practice with, and on behalf of, diverse communities, their constituencies, and the organizations that serve them. Social workers understand and utilize varied strategies to facilitate engagement with individuals, groups, organizations, institutions, and communities. Social workers understand that their personal experiences, affective reactions, and biases may have an impact on their ability to effectively engage with diverse individuals, groups and communities. Social workers understand the role of relationship-building and inter-professional collaboration in facilitating engagement with individuals, groups, organizations, institutions, communities and other professionals, as appropriate. | 2. Assess the internal and external environments of organizations including diversity, cultural responsiveness, and stakeholder engagement.  4. Develop innovative strategies to solve problems and increase organizational effectiveness. | 6a. Apply theories of human behavior and the social environment to facilitate effective engagement with organizations and communities. | Cognitive and Affective Processes | Unit 2: Organizational Theories  Unit 3: Organizational Culture  Unit 5: Personnel and Team Management  Assignment 1: Organizational Analysis  Assignment 3: Team Presentation |

| Competency | Objectives | Behaviors | Dimensions | Content |
|---|---|---|---|---|
| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. | 1. Increase knowledge of management theories and practices and their application to health and human service organizations.<br><br>3. Demonstrate competency in financial management skills including budget development, financial analysis, and creating organizational sustainability.<br><br>4. Develop innovative strategies to solve problems and increase organizational effectiveness.<br><br>5. Gain practical skills to effectively lead organizational change. | 8a. Use knowledge of evidence-informed interventions to initiate actions that enhance the capacity and sustainability of organizations. | Skills | Unit 2: Organizational Theories<br><br>Unit 3: Organizational Culture<br><br>Unit 4: Strategic Management<br><br>Unit 6: Financial Management<br><br>Unit 10: Managing Change<br><br>Assignment 1: Organizational Analysis<br><br>Assignment 2: Financial Analysis<br><br>Assignment 3: Team Presentation |

**The National Network of Social Work Managers Competencies:** https://socialworkmanager.org/competencies/

## Appendix B: Definitions of Grades and Standards Established by Faculty of the School

Within the USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

1. Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task,

has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.

2. A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.
3. A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.
4. A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.
5. A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
6. Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

## Appendix C: Recommended Instructional Materials and Resources

**Recommended Guidebook for APA Style Formatting**
*Publication manual of the American Psychological Association : the official guide to APA style.* (Seventh edition.). (n.d.). American Psychological Association.

**Recommended Websites**
Center for Non-Profit Management
https://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
https://www.socialworkers.org/

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

USC Guide to Avoiding Plagiarism
https://libraries.usc.edu/tutorial/avoiding-plagiarism
https://libguides.usc.edu/writingguide/plagiarism

## Appendix D: Suzanne Dworak-Peck School of Social Work
## Diversity, Equity, and Inclusion Statement

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond.  We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the NASW Code of Ethics, abide by the CSWE Educational Policy and Accreditation Standards, and address the American Academy of Social Work and Social Welfare, Grand Challenges for Social Work.

## Appendix E: University Policies and Guidelines

### 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 (rociomar@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 Policies and Procedures for additional information on attendance policies.

### Statement on Academic Conduct
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Recording a university class without the express permission of the instructor and an announcement to the class, as well as distributing or using recordings of university lectures or classes without the express permission of the instructor, for purposes other than individual or group study, also constitute violations of the USC Student Conduct Code.

Please familiarize yourself with the discussion of plagiarism, unauthorized recording of university classes, and other forms of academic dishonesty and misconduct in SCampus, Part B, Section 11, "Behavior Violating University Standards," as well as information in SCampus and in the university policies on scientific misconduct.

## 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."

## 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.

## 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.

## Code of Ethics of the National Association of Social Workers (Optional)
*Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly* https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

### Preamble
The primary mission of the social work profession is to enhance human well-being 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 well-being in a social context and the well-being 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.

## Academic Dishonesty Sanction Guidelines

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

## Complaints

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the Chair of your program.

## 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.

## Appendix F: Support Systems and Additional Resources

**Counseling and Mental Health**
https://studenthealth.usc.edu/counseling/
Phone number (213) 740-9355
On call 24/7
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

**National Suicide Prevention Lifeline**
https://suicidepreventionlifeline.org/
Phone number 1 (800) 273-8255
On call 24/7
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

**Relationship and Sexual Violence Prevention Services (RSVP)**
https://studenthealth.usc.edu/sexual-assault/
Phone Number (213) 740-9355(WELL), press "0" after hours
On call 24/7
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

**USC Office of Equity, Equal Opportunity, and Title IX**
https://eeotix.usc.edu/
Phone number (213) 740-5086
Title IX Office (213) 821-8298
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

**Reporting Incidents of Bias or Harassment**
https://usc-advocate.symplicity.com/care_report/index.php/pid422659?
Phone number (213) 740-5086 or (213) 821-8298
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

**The Office of Disability Services and Programs**
https://dsp.usc.edu/
Phone number (213) 740-0776
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

**USC Campus Support and Intervention**
https://campussupport.usc.edu/
Phone number (213) 821-4710
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

**Diversity at USC**
https://diversity.usc.edu/
Phone number (213) 740-2101
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

**USC Emergency**
https://dps.usc.edu/
UPC phone number (213) 740-4321

HSC phone number (323) 442-1000
On call 24/7
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

**USC Department of Public Safety**
https://dps.usc.edu/
UPC phone number (213) 740-6000
HSC phone number (323) 442-120
On call 24/7
Non-emergency assistance or information.

## Additional Resources
Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7.  To access Perspectives,