

SOWK 8570 Administration of Social Welfare Agencies
Social Work 8570
Administration of Social Welfare Agencies
(3 Credit Hours)

1.0 Course Description Information

- 1.1 Catalog Description:** This course is an advanced macro practice course in administration of social welfare agencies and programs which focuses on resource acquisition, leadership, and financial management.
- 1.2 Pre-requisites of the course:** SOWK 8510 or permission of the school.
- 1.3 Overview of content and purpose of the course:**
- 1.4 For whom the course is intended:** A macro practice elective for MSW students and required for MSW/MPA students.
- 1.5 Unusual circumstances of the course:** None

2.0 Course Justification Information

- 2.1 Anticipated audience/demand:** This course is required for MSW/MPA students and is an elective for other graduate social work students.
- 2.2 Indicate how often this course will be offered and the anticipated enrollment.** The course is offered every spring semester. Enrollment is predicted to be 20-25 students.
- 2.3 If it is a significant change to an existing course, please explain why it is needed:** This course syllabus includes gerontological content, an updated bibliography, and links MSW integrated practice objectives to course objectives and assignments.

3.0 Objective Information

3.1 List of performance objectives stated in learning outcomes

This course meets the following Integrated Social Work Practice Program Objectives:

Program Objective #1: Use critical thinking to apply theory and research to assess and intervene across a range of systems.

Program Objective #2: Identify the bio-psycho-social-spiritual-cultural factors influencing the development and function of client systems.

Program Objective #3: Identify vulnerable client systems and populations at risk for prevention and intervention.

Program Objective #4: Analyze and apply social work values, ethical principles, and legal mandates in integrated social work practice

Program Objective #5: Participate in multidisciplinary teams in integrated social work practice

Program Objective #6: Identify the appropriate use of formal diagnostic classification systems.

Program Objective #7: Identify, adapt, and apply effective administrative skills for program design and management

Program Objective #8: Identify and apply comprehensive assessment measures to client systems.

Program Objective #9: Design and implement culturally competent intervention services and programs.

Program Objective #10: Demonstrate effective oral and written communication in integrated social work practice.

Program Objective #11: Develop and implement policies, procedures, and administrative structures to promote socially just communities.

Program Objective #12: Function effectively within agency and community structures to deliver professional social work services.

Program Objective #13: Apply research methods to evaluate the effectiveness of interventions, services, policies and programs

By the end of this course, students will be able to:

Course Objectives:	Integrated Program Objectives	Assignments
Discuss the management and organizational theories that influence most models of social agency administration.	1	Class lecture Blackboard posting Reading and discussion
Explain the effects of power and authority on social agency administration	1, 3, 4	Class lecture Blackboard posting
Discuss theories of leadership and motivation	1	Class lecture Blackboard posting Reading and discussion
Explain the factors involved in achieving and maintaining organizational excellence	7, 9, 11	Class lecture Reading and discussion
Demonstrate ability to write proposals to acquire the financial and human resources needed by the agency	5, 7, 9, 10, 11	Project of writing a grant
Demonstrate ability to identify, analyze, and deal with diverse values, interests, and biases in selecting a program design for the grant proposal	4, 9	Needs/problem section of grant
Explain the causes, factors, and consequences of the social problem the grant proposal is designed to address	7, 8	Needs/problem section of grant
Identify sources of funds from government and foundations	7	Guest lecture Cover letter of grant
Demonstrate skill in selecting appropriate goals and outcomes for the grant proposal	1, 7, 11	Goals and objectives section of grant
Collaborate with classmates, coworkers, key informants and agency staff to complete a grant proposal for a community agency	5, 10	Project design Activities and methods section Agency capability section
Discuss the marketing theories that influence most recruitment models	1	Lecture Blackboard posting
Demonstrate the ability to construct a recruitment plan to obtain the human resources needed by the social agency	7, 10, 11	Activities/method section of grant
Demonstrate skill in selecting financial management techniques to use in building a budget and projecting future income and expenses.	7, 11	Budget exercise
Demonstrate skill in developing a line-item budget and a program budget for the grant.	7, 11	Budget section of grant
Compute costs per output and costs per outcome for grant	7, 11	Budget section of grant
Compute and allocate indirect costs and set fees	7, 11	Budget exercise
Demonstrate grant proposal	7, 10, 11, 12	PowerPoint presentation

4.0 Content and Organization Information

4.1 List of topics to be covered in chronological sequence

- 4.1.1 Introduction of management and organizational theories and their influence on the organization and behavior in social agencies.
- 4.1.2 Review of pre-proposal planning in preparation for writing a grant proposal.
- 4.1.3 Exploration of various sources of funds for the particular project.
- 4.1.4 Definition of the content needed in various sections of the grant.
- 4.1.5 Review of theories of leadership and motivation applying them to complex organizations.
- 4.1.6 Function and methods of constructing budgets, setting fees, and monitoring income and expenditures.
- 4.1.7 Introduction of marketing theories and practices as they relate to recruitment of staff and volunteers
- 4.1.8 Adopting a financial management perspective, including creation of a program structure and responsibility centers.

5.0 Teaching Methodology Information

- 5.1 **Methods to be used:** Lectures, readings, and discussion, Blackboard discussions, guest speakers, and class assignments such as writing a grant and delivering a PowerPoint presentation of the grant.
- 5.2 **Student role in the course:** Students are expected to do all the readings and assignments, attend all classes, and participate actively in class discussions.
- 5.3 **Contact hours:** 45

6.0 Evaluation Information

6.1 Types of student projects that will be the basis for evaluating student performance

Project: Individually, in pairs, or in small groups (up to 4) students will develop and write a grant proposal to obtain resources for a community organization, public or private non-profit agency, or grassroots organization.

Exam: Students individually will complete a take-home exam described in a separate handout where they will develop a program budget from a line-item budget, allocate indirect costs using three different techniques, and establish reasonable fees for various services.

Readings: Students will discuss readings in class using the Great Books discussion technique

PowerPoint Presentation: Each project group will develop a PowerPoint presentation using public relations and communication techniques.

6.2 Basis for determining the final grade:

I will take ½ grade off for every two days anything being graded is late. I will edit drafts only if they comes in on time. All members of the group will receive the same grade for each group paper/presentation (no matter who did or did not do the work), so check each other's work.

Attendance and participation

14%

SOWK 8570 Administration of Social Welfare Agencies

Financial Management take-home	30%
FINAL form of grant:	
Cover letter	3%
Abstract	5%
Agency Capability	5%
Needs/Problem section	10%
Goals and Objectives section	5%
Activities section	10%
Evaluation section	5%
Future Funding section	3%
Personnel and Budget section	5%
PowerPoint Presentation	5%
TOTAL	100%

6.3 Grading Type

A+	97% and above
A	93% - 96%
A-	90% - 92%
B+	87% - 89%
B	83% - 86%
B-	80% - 82%
C+	77% - 79%
C	73% - 76%
C-	70% - 72%
D	60% - 69%
F	less than 60%

7.0 Resource Material

7.1 Textbooks or other required readings used in course

Coley, S. M., & Scheinberg, C. A. (2000). Proposal Writing (2nd Ed.). Thousands Oaks, CA: Sage

Martin, L. L. (2001). Financial Management for Human Service Administrators. Boston, MA: Allyn & Bacon.

Lewis, J.A., Packard, T.R., & Lewis, M.D. (2007). Management of Human Service Programs (4th ed.). Belmont, CA: Thomson Brooks/Cole.

7.2 Other suggested reading material

Articles from The Grantsmanship Center reprint series on management.

The Federal Register. U.S. Government Printing Office.

The Foundation Center (FDNCENTER.ORG)

7.2.1 Other sources for the gathering of information:

Staff in the agency for which the grant proposal is being written.

Web sites contained on Blackboard for this course.

7.3 Current bibliography and other resources (some are classic texts)

- Alexander Hamilton Institute, Inc. (1997). *What every manager should know about the Americans with Disabilities Act*. Ramsey, NJ: Author.
- Alexander Hamilton Institute, Inc. (2002). *A manager's guide to conducting fair and legal discipline interviews*. Ramsey, NJ: Author.
- Andringa, R.C. & Engstrom, T.W. (2002). *Nonprofit board answer book*. Washington, DC: Boardsource.
- Brody, R. & Woll, T. (2001). *Towards developing an integrated service delivery system*. Cleveland, OH: Catholic Charities Services Corporation.
- Bryson, J.M., Gibbons, M.J., & Shay, G. (2001) Enterprise schemes for nonprofit survival, growth, and effectiveness. *Nonprofit Management and Leadership* 11(3), 271-288.
- Dees, J.G., Emerson, J., & Economy, P. (2001). *Enterprising nonprofits: A toolkit for social entrepreneurs*. New York: John Wiley & Sons.
- Eadie, D. (2001). *Extraordinary board leadership: The seven keys to high-impact governance*. Gaithersberg, MD: Aspen.
- Gable, C. (2001). Tech tips: How technology can support your organization. *Grassroots Fundraising Journal*, 20(1), 12-14.
- Hitchcock, S. (2002). Direct mail techniques that smaller organizations should avoid. *Grassroots Fundraising Journal*, 21(5), 10-11.
- Kaplan, R.S. (2001). Strategic performance measurement in nonprofit organizations. *Nonprofit Management and Leadership*, 11(3), 353-369.
- Kettner, P., Moroney, R., & Martin, L. (1999). *Designing and Managing Programs: An Effectiveness-Based Approach*. (Second Edition). Thousands Oaks, CA: Sage Publications.
- Lang, A.S. (2003). *Financial responsibilities of nonprofit boards*. Washington, DC: Boardsource.
- Leavitt, H. (2003, March). Why hierarchies thrive. *Harvard Business Review*, 81, 96-102.
- Morgan, O. (2003). Creating a budget for fundraising. *Grassroots Fundraising Journal*, 22(3), 4-6.
- Murphy, J.C. (2000). Foundation fundraising for new organizations. *New Direction for Philanthropic Fundraising*, 28, 5-17.
- Nicholson, N. (2003, January). How to motivate your problem people. *Harvard Business Review*, 81, 57-65

- Nonprofit organization management: Forms, checklists & guidelines (2nd ed.)*. (2002). New York: Aspen.
- Pointer, D.D., & Orlikoff, J.E. (2002). *The high performance board*. San Francisco: Jossey-Bass.
- Robinson, A. (2002). Business planning for enterprising nonprofits. *Grassroots Fundraising Journal*, 21(4), 11-15.
- Rosa, P. (2003). In-kind gifts: Legal, financial, and matching considerations. *Grassroots Fundraising Journal*, 19(1), 11-12.
- Roth, S. (2003). Making special events work for you. *Grassroots Fundraising Journal*, 21(6), 4-6.
- Stern, G.J. (2001). *Marketing workbook for nonprofit organizations Volume I: Development plan (2nd Ed.)*. Saint Paul, MN: Amherst H. Wilder Foundation.
- Tropman, J.E. & Tropman, E.J. (Eds.) (1999). *Nonprofit boards: What to do and how to do it*. Washington, DC: CWLA Press.
- Wells, S.J., & Johnson, M.A. (2001). Selecting outcome measures for child welfare settings: Lessons for use in performance management. *Children and Youth Services*, 23(2), 169-199.

8.0 Other Information

8.1 Plagiarism

The Executive Body of the School of Social Work has passed a policy alerting students to, and emphasizing the importance of, the issue of plagiarism. The UNO policy on plagiarism is as follows:

"The prevention of plagiarism and the imposition of sanctions upon those who resort to plagiarism is necessary in any university that espouses the ideals embodied in the concept of academic freedom. Plagiarism is the appropriation of the work (be it ideas or words) of another without crediting the source. Such a practice is particularly reprehensible in a community dedicated to the pursuit and advancement of knowledge."

The UNO policy on Academic Integrity reads as follows:

"The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found guilty of academic dishonesty shall be subject to both academic and disciplinary sanctions."

Academic dishonesty definitions, procedures and sanctions are available on the current University of Nebraska at Omaha web-site

8.2 Procedure Regarding Student Grades/Papers

The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that student grades not be published in a personally identifiable fashion. Therefore, unless prior arrangements have been made with the instructor, students must provide a self-addressed adequately stamped envelope for papers, projects, or exams that were not returned to them in class. Any remaining papers, projects or exams will be kept by the instructor for 3 months after the semester ends, at which time they will be shredded.

8.3 Statement Regarding Students with Disabilities

Accommodations are provided for students with certified disabilities. For more information contact Services for Students with Disabilities, EAB 117 or 554.2872, TTY 554.3799.

8.4 Additional Assistance

Students who have concerns about their competence in writing papers or who have extreme anxiety in taking tests or giving class presentations should address these concerns by seeking professional counseling through the University Division Counseling Services.