

SWK-S 423 Organizational Theory and Practice (3 cr.)

Course Information

Semester Year: XXXXX
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX XXXXXXXXXX
Office: XXXX
Email: XXXX
Phone: XXXX
Office Hours: XXXX

Course Description

This course provides the theoretical and conceptual foundation for understanding organizational functioning and behavior, and introduces the knowledge and skills necessary for generalist social work practice and leadership within an organizational context. The course assists the undergraduate social work student in building a knowledge base about organizations and organizational life from the perspective of consumers, practitioners, and leaders. It also aims at developing students' ability to work differentially with selected organizations and systems recognizing the unique characteristics, capabilities and needs of modern organizations and the clients they serve. The course focuses on the relationship between service ideology, organizational structure, processes, and culture and how these facets of an organization enhance or inhibit the well-being of consumers and practitioners. The course devotes discrete attention to practical skills in organizational survival for the social worker, theory and practice of leadership within human service organizations, managing staff and volunteers in human service organizations, particularly non-profit organizations, organizational change and innovation, fundraising and budgeting, developing and sustaining culturally-competent and client-centered organizations, and the relationship of organizations to communities, community stakeholders and the political process. It also addresses the impact of globalization and technology at the agency level.

This course builds on the knowledge and skills of generalist practice gained from S322, S331, and S332. The orientation of this class is informed by systems theory, the ecological and strengths perspectives, theories on innovation and organizational change, and the concepts of power, empowerment, and culturally competent practice.

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- 6: Engage with Organizations

Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including organizations (CSWE, 2015 EPAS, p.8).

- 7: Assess Organizations

Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including organizations (CSWE, 2015 EPAS, p. 9).

- 8: Intervene with Organizations

Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including organizations (CSWE, 2015 EPAS, p. 9).

- 9: Evaluate Practice with Organizations

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse organizations (CSWE, 2015 EPAS, p.9).

Course Objectives

- S423-01:** Demonstrate knowledge of classic and current theories about organizations and the practical challenges affecting organizational change and generalist practice.
- S423-02:** Apply knowledge of classic and contemporary theories of leadership and critically analyze the application of these models in different organizational contexts and practice arenas.
- S423-03:** Demonstrate knowledge relevant to the professional management of staff, volunteers, and organizational resources.
- S423-04:** Analyze the power, conflict, and decision-making processes at the organizational level and their ramifications for promotion of social and economic justice.
- S423-05:** Evaluate and analyze sustainable changes to the impact of organizational functioning on individuals, families, small groups, communities, and practitioners.
- S423-06:** Articulate social work values and ethical value dilemmas as they relate to use of self, work with clients, and work with colleagues and relevant others within the context of organization practice.
- S423-07:** Analyze the effects of institutional discrimination on oppression populations within organizations and engage in practice strategies to advance social and economic justice.
- S423-08:** Analyze and critically synthesize challenges faced by human service organizations in the societal and global systems.

Required Texts

Lewis, J.A., Packard, T.R., and Lewis, M.D. (2012). *Management of Human Service Programs* (5th edition). Belmont, CA: Cengage.

Weis, R.M. (2011). *Leading and managing nonprofit organizations*. Peosta, Iowa: Eddie Bowers Publishing.

Course Content

This course trains students to understand leading theories of Macro social work with organizations. Students will learn how to translate these theories to practice skills

The major evaluation of students' progress in accomplishing the learning objectives of this course is the signature assignment, Nonprofit Organization Team Startup, which allows you to present how you would use theory and skills to develop an organization.

While there will be structured opportunities at the beginning and at the conclusion of this class for your feedback to the instructor, your reactions and suggestions to improve the course will be appreciated at any time.

Course Outline

Module 1: Introduction

Date

Overview

- A. Introduction
- B. Review of syllabus
- C. Overview of assignments
- D. Components of organizational assessments
- E. Components of a grant proposal

Assignments

In-Class Group Assignment

1. Students will meet in their teams for the Grant Proposal project and discuss potential community organizations and foundations.

Module 2: Environments of Human Service Organizations and the Nonprofit Sector, Values of Social Work

Date

Overview

- A. Core values and ethics of social work
- B. Facing challenges of management
- C. Environments of human service organizations
- D. Application to Organizational Assessment Assignment
- E. Application to Grant Proposal Team Project

Assignments

Readings

1. Lewis, Packard & Lewis, Chapters 1 & 2 from required text.
2. Weis & Long, Chapter 1 from required text.
3. NASW Code of Ethics.

In-Class Group Assignment

1. Students will meet in their teams and finalize their community organizations.

Module 3: Leading Human Service Organizations; Applying Organizational and Leadership Theories

Date

Overview

- A. Organizational theories
- B. Leadership theories and models

- C. Application to Grant Proposal Team Project
- D. Discuss foundations and funding opportunities for grant proposal projects

Assignments

Readings

- 1. Lewis, Packard & Lewis, Chapters 4 & 11 from required text.
- 2. Weis & Long, Chapter 2 from required text.

In-Class Group Assignment

- 1. Students will meet in their teams and finalize their foundations and funding opportunities.

Module 4: Group Work

Date

Overview

- A. No class session; students will meet in their groups to work on the Grant Proposal Project

Assignments

Group Assignment

- 1. Outline of Section 1 of the Team Grant Proposal Project due.

Module 5: Creating Organizational Designs

Date

Overview

- A. Organization design and organizational structures
- B. Organizational charts
- C. Application to Organizational Assessment Assignment
- D. Discuss foundations and funding opportunities for grant proposal projects

Assignments

Readings

- 1. Lewis, Packard & Lewis, Chapter 5 from required text.

Module 6: Planning and Program Design

Date

Overview

- A. Program development
- B. Strategic planning
- C. Objectives and goals
- D. Application to Organizational Assessment Assignment
- E. Application to Grant Proposal Team Project

Assignments

Readings

- 1. Lewis, Packard & Lewis, Chapter 3 from required text.
- 2. Weis and Long, Chapter 5 from required text.

Module 7: Developing and managing human resources; Leading Effectively

Date

Overview

- A. Developing and managing human resources
- B. Staff, board, and volunteers
- C. Building supervisory relationships
- D. Application to Organizational Assessment Assignment

Assignments

Readings

1. Lewis, Packard & Lewis, Chapter 6 & 7 from required text.
2. Weis & Long, Chapter 3 from required text.

Group Assignment

1. Section 1 of the Team Grant Proposal Project due.

Module 8: Human Development and Developmental Competencies

Date

Overview

- A. Human development
- B. Developmental theories
- C. Issues and application to organizations and programs
- D. Application to Organizational Assessment Assignment

Assignments

Readings

1. Weis & Long, Chapter 4 from required text.

Module 9: Financial Resource Development

Date

Overview

- A. Financial management and processes
- B. Financial development
- C. Grants and fundraising
- D. Application to Organizational Assessment Assignment

Assignments

Readings

1. Weis & Long, Chapter 6 from required text.

Module 10: Organizational Development: Building Capacity and Sustainability

Overview

- A. Building capacity
- B. Planning for effective application
- C. Challenges and opportunities

D. Building sustainability

Assignments

Readings

1. Weis & Long, Chapter 8 from required text.

Group Assignment

1. Section 2 of the Team Grant Proposal Project due.

Module 11: Designing and Using Information Systems; Program Evaluation

Date

Overview

- A. Information System Design and Purpose
- B. Purpose and types of evaluation
- C. Evaluation design and implementation

Assignments

Readings

1. Lewis, Packard & Lewis, Chapters 9 & 10 from required text.

Module 12: Risk Management and Insurance

Date

Overview

- A. Risk and risk management
- B. Developing risk management plans
- C. Reports, forms, waivers, releases

Assignments

Readings

1. Weis & Long, Chapter 7 from required text.

Module 13: Achieving and Maintaining Organizational Excellence

Date

Overview

- A. Achieving organizational excellence
- B. Sustainability and maintaining organizational excellence

Assignments

Readings

1. Lewis, Packard & Lewis, Chapter 12 from required text.

Module 14: Organizational Assessment Presentations

Date

Overview

- A. Students will give in-class presentations on their organizational assessment assignments

Assignments

Individual Assignment

1. Organizational Assessment Assignment Due

Module 15: Course Wrap-up and Review

Date

Overview

- A. Course wrap-up
- B. Review for Final Exam

Module 16: Final Exam

Date

Assignments and Grading

Assignments

1. Organizational Assessment Assignment
 - a. Written Report Final Grade Percentage:20%
 - b. In-Class Presentation Final Grade Percentage:10%
2. Grant Proposal Team Assignment
 - a. Section 1 Final Grade Percentage:15%
 - b. Section 2 Final Grade Percentage:15%
3. Final Exam
 - a. Final Grade Percentage:.....25%
4. Class Participation and Attendance
 - a. Final Grade Percentage:.....15%

Assignment Details

Organizational Assessment (Signature Assignment)

This signature assignment can be completed through the assessment of an existing program within a community organization or the development of a proposed program or service within the context of a selected community.

Assignment Requirements:

1. Organization Overview – Students will be able to describe an organization within the context of the social environment with attention to diverse population(s).
2. Mission and Values – Students will be able to identify and communicate the mission and values of an organization.
3. Rationale – Students will demonstrate through the use of evidence the need or rationale for an organization’s program(s) or service(s).



4. Program design and goals – Students will communicate knowledge of an organization’s program(s) or service(s), i.e., how the program or service is designed to meet the stated need, the way the program(s) or service(s) relates to the organization’s mission, and the way the program(s) or service(s) functions in relation to various stakeholder’s interests and policy requirements.
5. Organizational structure and application of theory – Students will show how a program or service fits or functions within an organization in terms of structure, communication, personnel/staffing, and management/supervision.
6. Promotion and outreach – Students will demonstrate an understanding of the way personnel relate to and reach stakeholders at various levels of social work practice in terms of the functioning of program(s) or service(s) with attention to diverse populations.
7. Budgetary considerations – Students will communicate an understanding of the cost and sources of revenue associated with a program or service.
8. Evaluation – Students will show an understanding for the way a program could be assessed or evaluated in terms of reaching intended goals.

Grant Proposal Team Project

Students will work in teams to write a grant proposal on behalf of an existing or proposed program within a community organization. The team will research and select an existing Foundation Grant and funding opportunity to which to apply. The grant proposal should address the key components of the funding opportunity, however, all teams will follow the provided outline for the proposal assignment.

Assignment Requirements:

The grant proposal should include the following components:

Section 1

1. Project Summary – Students will provide a summary of the community organization and program. It should include: description of the organization, proposed grant project, needs to be addressed, proposed services, populations to be served, and importance of the program to human services.
2. Foundation and Grant – Students will describe the foundation and grant to which they are applying. Teams should discuss why they selected the foundation as the potential funder and how the community organization aligns within the funding priorities of the foundation.
3. Objectives and Needs Statement – Students will identify objectives for the proposed program and need for assistance. A literature review should be used to support the objectives and needs described in this section.

Section 2

4. Expected Outcomes – Students will describe the outcomes to be derived from the proposed program.
5. Approach – Students will outline a plan of action that describes the scope and detail of how the proposed program will be accomplished.
6. Project Timeline and Milestones – Students will formulate quantitative monthly or quarterly projections of the accomplishments to be achieved for each program activity.

7. Program Performance Evaluation Plan – Students will describe the plan for the program performance evaluation that would monitor ongoing processes and the progress towards the goals and objectives of the program.
8. Geographic Location – Students should identify the location of the project and boundaries of the area to be served by the proposed program.
9. Project Budget and Budget Justification – Students will prepare a budget and budget justification for the proposed program. The budget justification consists of a budget narrative and a line-item budget detail that includes detailed calculations.
10. Logic Model – Students will construct a logic model that describes their team’s proposed program.

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few BSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most BSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of BSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a student and a future BSW-level professional. We anticipate that a small percentage of BSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the BSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)



B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

Course Policies

Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.