



GRACE ABBOTT SCHOOL OF SOCIAL WORK

ADMINISTRATION OF SOCIAL WELFARE AGENCIES

SOWK 8570 | 3 credit hours

Class Meetings: TBD

Instructor: TBD

Office: TBD

Office Phone: TBD

Email: TBD

Office Hours: TBD

Department: Grace Abbott School of Social Work

Main Office: 206 CPACS

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COURSE INFORMATION

Description

This course focuses on the knowledge and skills needed by administrative leaders of social welfare agencies. Students will learn about resource issues, including grant writing, fundraising, budgeting, and financial management. Acknowledging political contexts and shaping organizational culture will also be covered. In addition, they will learn about personnel and managerial issues related to collaboration, human relations, governing/advisory boards, and strategic planning.

Rationale/Overview

Many social workers will become administrative leaders of public and private social welfare agencies. In this course, students will gain skills and knowledge to lead organizations effectively. Through the lens of writing a grant proposal as well as other assignments, students will demonstrate skills in showing the need for a program, proposing or expanding a program, writing an evaluation plan, and making administrative plans. Students will also learn about financial management, including understanding and preparing a budget. Students will learn about personnel and managerial issues related to collaboration, human relations, governing/advisory boards, and strategic planning in diverse racial and socioeconomic contexts. Also presented will be various management theories, including a discussion of approaches to how organizations can ethically approach various social issues, considering the context and the program's level of development.



Course Objectives/Student Learning Outcomes

1. Analyze management theories related to human relations and the role of organizational structures for nonprofit and public social service agencies, including their place within the broader “system of care.”
2. Integrate resource development opportunities and challenges in social welfare agencies.
3. Debate the legislative and political contexts, including the effects of power and authority, which influence social welfare agencies.
4. Consider how to shape organizational culture to maximize anti-racism, diversity, equity, and inclusion (ADEI) in practice within social work agencies.
5. Formulate strategic planning approaches and continuous quality improvement processes.

REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS

Required Text(s)

TBD

COURSE STRUCTURE/FORMAT

Lecture, discussion, experiential learning experiences, video and Internet resources, and guest presentations.

TENTATIVE COURSE SCHEDULE

Session/Date	Topic	Assignment
Session 1 [date]	Introduction to the course and review syllabus Lecture: Administration of organizations	
Session 2 [date]	Lecture: Public and private sectors, types of organizations, management and leadership theories, organizational culture, and ethics	Read: Ch. 1-3 (Worth) and Ch. 2 (Coley)
Session 3 [date]	Lecture: Finding, writing, and managing grants and contracts	Read: Ch. 15 (Worth, and Ch. 1 and 3-5 (Coley)
Session 4 [date]	Lecture: Writing the need statement, program development, strategic planning, goal setting, and capacity building	Read: Ch. 7 (Worth) and Ch. 6-8 (Coley)
Session 5 [date]	Lecture: Writing a timeline, collaborations and partnerships, and logic models	Read: Ch. 8 (Worth) and Ch. 9 (Coley) Management theory paper
Session 6 [date]	Lecture: Governance – CEOs, executive leadership, and boards	Read: Ch. 4-5 (Worth) Letter of intent
Session 7 [date]	Lecture: HR – hiring, supervising, terminations, legal, diversity, staff and volunteers, and ethics	Read: Ch. 4, 5, and 9 (Worth)



Session/Date	Topic	Assignment
Session 8 [date]	Lecture: Financial management – budgets, reports, and fundraising	Read: Ch. 12-14 (6) (Worth) and Ch. 10 (Coley) Grant proposal (part I)
Session 9 [date]	Lecture: Financial management – budgets, reports, and fundraising (cont.)	
Session 10 [date]	Lecture: Risk management – legal, technology, and safety	
Session 11 [date]	Lecture: Evaluation	Read: Ch. 6 (Worth) Quiz
Session 12 [date]	Lecture: Marketing, communications, branding, advocacy and lobbying, technology (websites, social media, and ethics)	Read: Ch. 10 and 11 (Worth)
Session 13 [date]	Lecture: Effective meetings, accountability, continuous quality improvement/evaluation, and entrepreneurship	Read: Ch. 7 and 16 (Worth) Grant proposal (part II) Budget and justification – HR, marketing/technology, and evaluation
Session 14 [date]	Administrator interview	

IMPORTANT DATES

Last day to drop a course (via MavLink) and receive a 100% refund	TBD
Last day to withdraw from a course (via MavLink) with a grade of “W”	TBD

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)

Management Theory Paper (1)	60 points (total)
One management theory paper worth 60 points.	
Grant Proposal (2)	200 points (total)
Two grant proposals (part I and part II) worth 100 points each.	
Grant Proposal (1)	20 points (total)
One grant proposal final draft worth 20 points.	
Quiz (1)	40 points (total)
One quiz worth 40 points.	
Administrator Interview (1)	60 points (total)
One administrator interview worth 60 points.	



Attendance and Participation

20 points (total)

400 points (total)

GRADING SCALE

Percent	Final Grade	Quality Points
98–100%	A+	4.00
94–97.9%	A	4.00
91–93.9%	A-	3.67
88–90.9%	B+	3.33
84–87.9%	B	3.00
81–83.9%	B-	2.67
78–80.9%	C+	2.33
77–77.9%	C	2.00
71–73.9%	C-	1.67
68–70.9%	D+	1.33
64–67.9%	D	1.00
61–63.9%	D-	0.67
Below 60.9%	F	0.00

WRITING GUIDELINES

Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

PLAGIARISM STATEMENT

In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with



questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.

ACADEMIC INTEGRITY POLICY

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the [policy on Academic Integrity](#) shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

CLASSROOM EXPECTATIONS

Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

CELL PHONES, MOBILE DEVICES, AND LAPTOPS

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class.

TECHNOLOGY REQUIREMENTS

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult [Information Technology Services](#) and the [Criss Library](#), for more information on equipment locations and availability.

TECHNICAL SUPPORT

Technical support for common university systems, including Canvas and email, is available from Information Technology Services [technical support](#) located in Eppley Administration Building (EAB) 104.

ACCESSIBILITY ACCOMMODATIONS

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu)



CRISS LIBRARY

UNO's Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the [Criss Library](#) website.

EMERGENCY PREPAREDNESS

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO's [emergency information page](#). If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.

INCLEMENT WEATHER

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

PREFERRED NAME AND PREFERRED GENDER PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student's request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

WRITING CENTER

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to unomaha.edu/writingcenter or visit their main location in Arts and Sciences Hall (ASH) 150.



SPEECH CENTER

The [UNO Speech Center](#) provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

STUDENT SAFETY

A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the [Division of Student Success](#).

OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)

Council on Social Work Education (CSWE) Competencies

The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE's 2022 Educational Policies and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice.
3. Engage anti-racism, diversity, equity, and inclusion (A DEI) in practice.
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.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. The CSWE 2022 EPAS core competencies are identified in the first column and mapped to the Student Learning Outcomes (SLOs), the field practicum learning contract assignments and the CSWE 2022 EPAS Dimensions.

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension*
3 = Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice	4. Consider how to shape organizational culture to maximize anti-racism, diversity, equity, and inclusion (A DEI) in practice within social work agencies.		
4 = Engage in Practice-Informed Research and	1. Analyze management theories related to human relations and the role of organizational structures for		



EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension*
Research-Informed Practice	nonprofit and public social service agencies, including their place within the broader “system of care.”		
5 = Engage in Policy Practice	3. Debate the legislative and political contexts, including the effects of power and authority, which influence social welfare agencies.		
8 = Intervene with Individuals, Families, Groups, Organizations, and Communities	2. Integrate resource development opportunities and challenges in social welfare agencies. 5. Formulate strategic planning approaches and continuous quality improvement processes.		
9 = Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	5. Formulate strategic planning approaches and continuous quality improvement processes.		

*Dimensions Key:

K = Knowledge

S = Skills

V = Value

CAP = Cognitive and Affective Processing

REFERENCES AND SUPPLEMENTAL MATERIALS

References

- Allen, J. A., Lehmann-Willenbrock, N., & Rogelberg, S. G. (2018). Let's get this meeting started: Meeting lateness and actual meeting outcomes. *Journal of Organizational Behavior, 39*, 1008-1021.
- Allen, J. A., Yoerger, M. A., Lehmann-Willenbrock, N., & Jones, J. (2015). Would you please stop that!?: The relationship between counterproductive meeting behaviors, employee voice, and trust. *Journal of Management Development, 34*(10), 1272-1287.
- Berzin, S., Pitt-Catsouphes, M., & Gaitan-Rossi, P. (2016). Innovation and sustainability: An exploratory study of intrapreneurship among human service organizations. *Human Service Organizations: Management, Leadership & Governance, 40*, 540-552.
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- Worth, M. J. (2017). *Nonprofit management: Principles and practice* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Young, J. A. (2017). Facebook, Twitter, and blogs: The adoption and utilization of social media in nonprofit human service organizations. *Human Service Organizations: Management, Leadership & Governance*, 41, 44-57.

Classic References

- American Psychological Association. (2020). *Publication Manual of the American Psychological Association*. (7th ed.). Washington, DC: American Psychological Association.
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- Hirsh, Sandra K., & Kummerow, J. M. (1998). *Introduction to type in organizations* (3rd ed.). Mountain View, CA: CPP, Inc.
- Lewis, J. A., Packard, T. R., & Lewis, M. D. (2012). *Management of human service programs* (5th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.
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Journals

- Administration in Social Work*
- Human Service Organizations: Management, Leadership & Governance*

Websites

- U.S. Bureau of Labor Statistics (2019). *Occupational outlook handbook: Social and community service managers*. <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm>
- Careers in Psychology. (n.d.). *Social work administration careers*. <https://careersinpsychology.org/social-work-administration-careers/>
- Social Work Guide. (2020). *Careers in social work*. <https://www.socialworkguide.org/careers/#macro>

