University of South Dakota School of Health Sciences
Department of Social Work

SOCW 742: Practice with Organizations, Administration, and Supervision (3.0 Credit Hours)
Spring 2019 – Online Course

Instructor: Kelly J Bass, MSW, DSW, CSW-PIP, ACS
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Office: 1400 W. 22nd Street, Sioux Falls, SD Room #369
Office Phone: (605) 357-1460

Inclusive Excellence

The University of South Dakota and the School of Health Sciences are committed to an environment of inclusiveness in classroom and practice settings that honors diverse perspectives, traditions, heritages, and experiences.

Diversity
USD is committed to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusiveness. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

Catalog Description

This course provides students with advanced, evidence-based theoretical knowledge, assessment tools and intervention strategies appropriate for larger systems. Strategies of change and sustainability of change along with conflict resolution and strategic planning are learned. Students learn how to apply skills and techniques with diverse client and collaborative systems. Students learn to develop and apply larger system theories strategies to enhance well-being, social functioning, and alleviate social injustices in the context of diverse cultures. Students learn theories and models of supervision that can be used across practice settings.

Rationale

Professional social workers often provide leadership and become program planers and administrators in human service organizations. Therefore, it is important to include content in an advanced generalist curriculum that helps social workers become leaders in the field and develop skills that will allow them to be successful in the management and administration of social service agencies. Social workers who work in formal agency, settings often provide supervision in organizations. This course is designed to help social workers understand the complexities they will encounter as they engage in this important area of social work practice. Social workers will be better prepared to analyze organizational structures and functions, provide supervision effectively, and become involved in strategic planning.

The theoretical framework adopted by the Department of Social Work influenced the development of this course. In this course students are encouraged to develop their expertise in social work practice and knowledge using the theoretical framework as a lens through which critical thoughts guides their
decisions. Students are taught to (a) ask important questions, (b) acquire and appraise evidence critically, (c) apply evidence with sensitivity to the situation, (d) analyze outcomes, and (e) adjust practice as needed.

Textbooks and Other Required Materials


Suggested Textbooks


Competencies

In accordance with the accreditation requirements of the Council on Social Work Education, students will demonstrate these competencies during this course.
<table>
<thead>
<tr>
<th>Course Competencies</th>
<th>Student will Demonstrate Competency by this Practice Behavior</th>
<th>Practice Behavior will be Assessed by this Assignment</th>
<th>Knowledge, Values, and Skills Student will Develop in this Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.4 Engage diversity and difference in practice</td>
<td>Modifies and adapts mainstream interventions to meet needs of diverse populations and that challenge oppression</td>
<td>Supervision Video Organizational Papers</td>
<td>Knowledge objectives include: Demonstrate understanding of social work management and the impact it has on organizational change (2.1.9) Demonstrate understanding of human service delivery systems within community context (2.1.4, 2.1.9) Demonstrate understanding of the social work skills needed to create organizational change (2.1.4, 2.1.9) Demonstrate understanding of key principles in social work supervision (2.1.4, 2.1.9) Demonstrate understanding of the principles and concepts of strategic planning (2.1.9) Demonstrate understanding of social work values and ethics as they relate to organizations and supervision (2.1.4, 2.1.8, 2.1.9)</td>
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<tr>
<td>Actively promotes opportunities for diverse perspectives and participation of diverse constituents</td>
<td></td>
<td>Organizational Papers Mini Cases</td>
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<tr>
<td>Applies strengths and empowerment perspectives as practice approaches with diverse groups</td>
<td></td>
<td>Supervision Video</td>
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<tr>
<td>Identifies and applies cultural strengths for change at all levels</td>
<td></td>
<td>Supervision Video Organizational Papers Mini Cases</td>
<td></td>
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<tr>
<td>Course Competencies</td>
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<td>Knowledge, Values, and Skills Student will Develop in this Course</td>
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<tr>
<td>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>Applies techniques of effective leadership with agencies, colleagues, and client systems for political action and policy changes to advance social well-being through effective service</td>
<td>Supervision Video Mini Cases</td>
<td>Values objectives include: Recognize culturally competent organizations (2.1.3, 2.1.8, 2.1.9)</td>
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<td></td>
<td>Evaluate the intended and unintended impact of social policies and develop mechanisms that identify resources for clients</td>
<td>Supervision Video Organizational Papers</td>
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<td></td>
<td>Articulate the impact of policies on service delivery and conducts assessments and evaluations of implementation of policy</td>
<td>Organizational Papers Mini Cases</td>
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<td></td>
<td>Identifies gaps in policies at varied levels, e.g. agency policies, public policies and regulation</td>
<td>Organizational Papers</td>
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<td></td>
<td>Provides leadership with colleagues, client systems, and agencies for effective policy action</td>
<td>Supervision Video Mini Cases</td>
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<tr>
<td>Course Competencies</td>
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<tr>
<td><strong>2.1.9 Respond to contexts that shape practice</strong></td>
<td>Identifies institutions impacted by context, and articulate challenges, strengths, and opportunities for social institutions</td>
<td>Organizational Papers</td>
<td>Skills objectives include:</td>
</tr>
<tr>
<td></td>
<td>Creates ways to shape contexts that inform and improve services for client systems</td>
<td>Mini Cases</td>
<td>Apply organizational structure concepts and theories (2.1.4, 2.1.9)</td>
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<td></td>
<td>Builds sustainable strategies for communities and social programs that inform and improve services for diverse community groups</td>
<td>Supervision Video</td>
<td>Recognize how social workers can be agents of change in organizational settings (2.1.8, 2.1.9)</td>
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<td>Initiates innovative, resourceful, and proactive action with regard to an emerging local, regional, and societal trend or need</td>
<td>Organizational Papers</td>
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</tbody>
</table>
Course Structure

Teaching methods will include lecture, live lecture, multimedia presentations, and small group discussion. My perspective is that we all have much to learn and much to teach. Full participation is essential to your learning in this course, and will allow you to successfully apply the course material in a way that is personally and professionally meaningful.

You are expected to complete the readings before course participation begins. You are expected to participate in discussion forums by sharing information from your readings and/or field experiences. I ask that you contact me, in advance, if you will miss deadlines throughout the semester. Any student with significant difficulty with these requirements should speak with me at the beginning of the semester so that alternative forms of contribution can be identified.

Course Requirements

The course requirements include the following:

1. Read the syllabus and submit a signed/dated course syllabus attestation.
2. Read the Online Student Handbook, which is located on the upper, left-hand side of the D2L course home page in the USD Getting Started box.
3. Successful completion of weekly lessons, including assigned readings; viewing presentations; watching/listening to selected online videos and other forms of multimedia; full participation in course room group discussions and completion of any other assigned tasks associated with each unit of study.
4. Successful completion of:
   a. Organizational Paper – Structural Frame Perspective
   b. Organizational Paper – Human Resource Frame Perspective
   c. Organizational Paper – Political Frame Perspective
   d. Organizational Paper – Symbolic Frame Perspective
   e. Supervision Demonstration Video and Paper
   f. Mini Cases (5 cases)
5. Active and consistent (minimum twice per week) course room attendance and group participation (log-ins).

Contacting the Professor

If you need to reach me, I can be contacted via by telephone at (605) 357-1460 during regular office hours (i.e., Monday through Friday, 8 am to 5 pm). You can also meet with me via Collaborate Ultra, phone or face-to-face, but you must contact me first and set up an appointment.

Please note that the university email system is the official means of communicating with students. If you have not done so already, please set up your student email account, provide the address to the department secretary, and use your USD email address for all online correspondence. Because of privacy
concerns, I will not respond to any student at any email address other than the one assigned to that student by the university.

While I strive to be available to students, I also am a busy person. If you send me an email message, please allow me 1-2 work days to respond. This also applies to any emails sent on weekends or during holidays.

Assignments

Assignment 1: Organizational Paper – Structural Frame (Due February 17, 2019 by 11:59 p.m. CST/10:59 p.m. MST on the date the syllabus and D2L state it is due.)

This assignment addresses the following competencies:
- 2.1.4 Engage diversity and difference in practice
- 2.1.8 Engage in policy to advance social and economic well-being and to deliver effective social work services
- 2.1.9 Respond to contexts that shape practice

The structural frame looks beyond individuals to examine the social architecture of work. Though sometimes equated with red tape, mindless memos, and rigid bureaucrats, the approach is much broader and more subtle. If structure is overlooked, an organization often misdirects energy and resources. It may, for example, waste time and money on massive training programs in a vain effort to solve problems that have much more to do with social architecture than people’s skills or attitudes. It may fire managers and bring in new ones, who then fall victim to the same structural flaws that doomed their predecessors. At the heart of organizational design are the twin issues of differentiation and integration. Organizations divide work by creating a variety of specialized roles, functions, and units. They must then use both vertical and horizontal procedures to lash the many elements together. There is no one best way to organize. The right structure depends on prevailing circumstances and considers an organization’s goals, strategies, technology, people, and environment. Understanding the complexity and variety of design possibilities can help create formal prototypes that work for, rather than against, both people and collective purposes. You will utilize your practicum setting to write a paper on their structural frame and potential recommendations to improve such structure. A grading rubric and more detailed information will be provided through lecture discussions and on D2L at a later date.

Assignment 2: Supervision Demonstration Video (Due March 3, 2019 by 11:59 p.m. CST/10:59 p.m. MST on the date the syllabus and D2L state it is due.)

This assignment addresses the following competencies:
- 2.1.4 Engage diversity and difference in practice
- 2.1.8 Engage in policy to advance social and economic well-being and to deliver effective social work services
- 2.1.9 Respond to contexts that shape practice

Working with a partner or outside individual, each student will make a 10-20 minute supervision videotape. Students will role play the supervisor and their partner will be a social work employee. Students will be asked to critique their role as supervisor by writing a 2-4 page paper. Students will
identify the agency/organizational setting, the supervision situation, the specifics of the supervision including (a) the style, (b) the appropriateness of the style of supervision for the employee and the situation, (c) the effectiveness of this method, (d) strengths and areas for further growth, and (e) why the student feels this is an appropriate method of supervision.

Include in the paper a discussion of the development of goals for the social work employee around their “employment” or the issue being discussed in supervision. Students will also identify how their behavior as a “supervisor” was within the ethical boundaries of the NASW code of ethics. Briefly discuss how supervisory experiences contribute to the shaping of one’s life experiences – good and bad. Please integrate course readings and material into the paper.

- Is your supervisory style culturally sensitive?
- How might you further develop your supervisory skills?

Lastly, there are numerous formats to record your video such as Youtube, Zoom, Collaborate, etc. Please choose a format and attach the video link to D2L Dropbox.

Assignment 3: Organizational Paper – Human Resource Frame (Due March 17, 2019 by 11:59 p.m. CST/10:59 p.m. MST on the date the syllabus and D2L state it is due.)

This assignment addresses the following competencies:
- 2.1.4 Engage diversity and difference in practice
- 2.1.8 Engage in policy to advance social and economic well-being and to deliver effective social work services
- 2.1.9 Respond to contexts that shape practice

The human resource frame highlights the relationship between people and organizations. Organizations need people (for their energy, effort, and talent), and people need organizations (for the many intrinsic and extrinsic rewards they offer), but their respective needs are not always well aligned. When the fit between people and organizations is poor, one or both suffer: individuals may feel neglected or oppressed, and organizations sputter because individuals withdraw their efforts or even work against organizational purposes. Conversely, a good fit benefits both: individuals find meaningful and satisfying work, and organizations get the talent and energy they need to succeed. Global competition, turbulence, and rapid change have heightened an enduring organizational dilemma: Is it better to be lean and mean or to invest in people? A variety of strategies to reduce the workforce — downsizing, outsourcing, use of temporary and part-time workers — have been widely applied to reduce costs and increase flexibility. But they risk a loss of talent and loyalty that leads to organizations that are mediocre, even if flexible. Emerging evidence suggests that downsizing has often produced disappointing results. Many highly successful organizations have gone in another direction: investing in people on the premise that a highly motivated and skilled workforce is a powerful competitive advantage. You will utilize your practicum setting to write a paper on their human resource frame and develop potential recommendations to improve such human resources. A grading rubric and more detailed information will be provided through lecture discussions and on D2L at a later date.
Assignment 4: Organizational Paper – Political Frame (Due March 31, 2019 by 11:59 p.m. CST/10:59 p.m. MST on the date the syllabus and D2L state it is due.)

This assignment addresses the following competencies:
- 2.1.4 Engage diversity and difference in practice
- 2.1.8 Engage in policy to advance social and economic well-being and to deliver effective social work services
- 2.1.9 Respond to contexts that shape practice

The political view frames a different world: Organizations are coalitions composed of individuals and groups with enduring differences who live in a world of scarce resources. That puts power and conflict at the center of organizational decision making. Authorities have position power, but they must vie with many other contenders for other forms of leverage. Contenders bring their own beliefs, values, and interests. They seek access to various forms of power and compete for their share of scarce resources in a finite organizational pie. From a political perspective, goals, structure, and policies emerge from an ongoing process of bargaining and negotiation among major interest groups. Sometimes legitimate authorities are the dominant members of the coalition, as is often true in small, owner-managed organizations. But large corporations are often controlled by senior management rather than by stockholders or the board of directors. Government agencies may be controlled more by the permanent civil servants than by the political leaders at the top. The dominant group in a school district may be the teachers’ union instead of the school board or the superintendent. In such cases, rationalists see the wrong people setting the agenda. But the political view suggests that exercising power is a natural part of ongoing contests. Those who get and use power to their advantage will be winners. You will utilize your practicum setting to write a paper on their political frame and develop potential recommendations to improve the political frame. A grading rubric and more detailed information will be provided through lecture discussions and on D2L at a later date.

Assignment 5: Organizational Paper – Symbolic Frame (Due April 14, 2019 by 11:59 p.m. CST/10:59 p.m. MST on the date the syllabus and D2L state it is due.)

This assignment addresses the following competencies:
- 2.1.4 Engage diversity and difference in practice
- 2.1.8 Engage in policy to advance social and economic well-being and to deliver effective social work services
- 2.1.9 Respond to contexts that shape practice

In contrast to traditional views emphasizing rationality, the symbolic frame highlights the tribal aspect of contemporary organizations. It centers on complexity and ambiguity and emphasizes the idea that symbols mediate the meaning of work and anchor culture. An organization’s culture is built over time as members develop beliefs, values, practices, and artifacts that seem to work and are transmitted to new recruits. Defined as “the way we do things around here,” culture anchors an organization’s identity and sense of itself. Myths, values, and vision bring cohesiveness, clarity, and direction in the presence of confusion and mystery. Stories carry values and serve as powerful modes of communication and instruction. Symbolic forms and activities are the basic building blocks of culture, accumulated over time to shape an organization’s unique identity and character. You will utilize your practicum setting to write a paper on their symbolic frame and develop potential recommendations to improve such symbolism. A
grading rubric and more detailed information will be provided through lecture discussions and on D2L at a later date.

**Assignment 6: Collaborate Ultra Mini Case Discussions** (There are 5 mini case discussions throughout the semester. Please be aware that participation and submission of summaries will be due by 11:59 p.m. CST/10:59 p.m. MST on the date the syllabus and D2L state it is due: February 3th, February 24th, March 24th, April 7th, and April 28th)

This assignment addresses the following competencies:

- 2.1.4 Engage diversity and difference in practice
- 2.1.8 Engage in policy to advance social and economic well-being and to deliver effective social work services
- 2.1.9 Respond to contexts that shape practice

Each student will be assigned to a small group and engage in online collaborate-ultra group discussions regarding cases. Students will utilize readings, presentations, cases, and field experiences to guide group discussions. The mini cases require you to think critically and discuss the material with classmates. Please keep in mind that the mini cases are a tool to help engage with each other about the material; become exposed to different perspectives; and share your professional experiences. It is therefore important to attend and participate with classmates for each mini case.

After group discussions (your group will determine when to schedule meetings), you will be required to write a summary of your discussion based on the questions that are presented for discussion with each case. Your summary will be between 1-2 pages. Your ability to critically think, to apply reading materials, and field experiences will promote an overall better grade in this area.

- **To earn full participation work (3 point)** by the end of each mini case group discussion, you must participate in the group discussion and submit one summary post. These posts are substantially written well and demonstrate concepts learned with applications and examples. Incorporation of material is cited according to APA.
- **To earn better than average work (2.5 points)** by the end of each mini case group discussion, you must participate in the group discussion and submit one summary post. Posts are well written and demonstrate concepts learned with applications and examples. APA is appropriately applied.
- **To earn average work (2 points)** by the end of each mini case group discussion, you participate in the group discussion and submit one summary post. Posts are adequately written and demonstrates minimal understanding of the materials. APA is appropriately applied.
- **A score of less than average work (1 points)** by the end of each mini case group discussion means that you are able to participate in the group discussion and submit a summary post. However, the post is partially relevant, lacked substance, poorly written, and/or not proofed adequately.
- **A score of 0** by the end of each mini case group discussion means there was failure to participate and/or make a summary post during the week or the post was not relevant or easily understood.
Grading
Assignment, their relative weights, and the corresponding due dates are listed below. In addition, all required papers are due at 11:59 p.m. CST/10:59 p.m. MST on the date indicated:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Paper – Structural Frame</td>
<td>15 (10%)</td>
<td>February 17, 2019</td>
</tr>
<tr>
<td>Supervision Demonstration Video and Paper</td>
<td>25 (25%)</td>
<td>March 3, 2019</td>
</tr>
<tr>
<td>Organizational Paper – Human Resource Frame</td>
<td>15 (10%)</td>
<td>March 17, 2019</td>
</tr>
<tr>
<td>Organizational Paper – Political Frame</td>
<td>15 (10%)</td>
<td>March 31, 2019</td>
</tr>
<tr>
<td>Organizational Paper – Symbolic Frame</td>
<td>15 (10%)</td>
<td>April 14, 2019</td>
</tr>
<tr>
<td>Mini Case Discussions (5 @ 3 point each)</td>
<td>15 (15%)</td>
<td>February 3, February 24, March 24, April 7, April 28</td>
</tr>
</tbody>
</table>

**Total Points 100 (%)**

Final grades will be assigned based on the percentages shown below and total points earned by each student at the end of the semester:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentages</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>90-100 points</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>80-89 points</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>70-79 points</td>
</tr>
<tr>
<td>F</td>
<td>≤ 69%</td>
<td>69 ≤ points</td>
</tr>
</tbody>
</table>

Coursework is graded according to:

1. Specific guidelines for each assignment.
2. The overall quality of work (i.e., typed and double-spaced, clarity, organization, use of and integration of class materials, readings, and correct punctuation, grammar and spelling).
3. Use of the latest standard style of APA writing and referencing. This includes but is not limited to appropriate references (minimal to no websites unless peer reviewed sites) and no plagiarism.
4. Confidentiality. Change names and limit information when necessary to protect anonymity and confidentiality.
5. Ability to integrate theoretical concepts into practice.

The instructor will provide each student with a grade and written feedback on each writing assignment within 10-14 days of the due date/time for that particular assignment. The time frame for turnaround feedback on discussion boards is one week. If, for some unforeseen reason, there is a grading delay – with written assignment and/or discussions, the instructor will promptly notify students and set a date.
for when students can expect to receive a grade/feedback from the instructor. The instructor will provide individual feedback and grades in the Assessments/Grades section of the course.

I will also abide by all policies set forth in the syllabus and those by the Online Student Handbook, the University of South Dakota, and the South Dakota Board of Regents. Please see the graduate catalog and the MSW program student handbook for information regarding the University’s grading policy.

Please see the graduate catalog and the MSW program student handbook for information regarding the University’s grading policy.

**Freedom in Learning**

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

**Academic Fraud, Plagiarism, Dishonesty, and Cheating**

The School of Health Sciences and the Department of Social Work considers academic fraud, plagiarism, dishonesty, and cheating to be serious acts of academic misconduct. Violation of the University Academic Honesty Policy could result in disciplinary action. Academic dishonesty includes cheating on exams or course assignments, plagiarism (using the ideas or words of another as one’s own without crediting the source), lying to get extensions on projects or exams, and any other form of dishonesty. See the student handbook for definitions and consequences which may include expulsion from the University.

The Department of Social Work regards any form of academic dishonesty to be a sign that the student’s values and ethics are incompatible with the values and ethics of the social work profession. An incident of academic dishonesty may result in a grade reduction for the assignment, an F for the course, and/or dismissal from the Social Work Program.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.
Make-Up Policy

Unless explicit arrangements have been worked out by the student with the instructor well in advance, no points will be granted for late or missed assignments.

Attendance and Class Participation Policy

Social work is an interactive field of practice. Much of the learning that occurs in the graduate courses takes place in the course classroom and D2L. When a student does not log in or participate in course discussions, the student misses the interactive learning that occurs during the discussion and other members of the class miss the contribution the student might have made. Therefore, we ask that a student miss course discussions only when absolutely necessary for purposes of illness. If a student misses more than two weekly discussions, the professor may reduce the final grade. Students are required to be prepared for every course discussion. If there are significant personal or health matters which prevent the student from attending a weekly discussion forum, or if you are involved in a University sanctioned event, you should contact your professor. Please inform the professor of any necessary absences. Three successive weekly course room discussion absences will result in a professor initiated withdrawal from this course. Professor initiated withdrawal from a course may also result in a faculty review of the student’s continuation in the program. For information regarding USD grading policies, please see [http://catalog.usd.edu/index.php](http://catalog.usd.edu/index.php).

For information about the university's technical, academic, and student support services, as well as how to take advantages of these services, please refer to the [Online Student Handbook](http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx).

Email Policy

The university email system is the formal email used to communicate with students. Please set up a student account and provide the address to the professor.
Special Needs/Accommodations

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents system institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605)677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu
<table>
<thead>
<tr>
<th>#</th>
<th>Day</th>
<th>Date</th>
<th>Topic/Activity</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon</td>
<td>01/7</td>
<td>Welcome to SOCW 742 – Practice with Organizations, Administration, and Supervision: Basics of Organizations, Administration and Supervision Lecture, handouts, class discussion, PowerPoint Live Lecture Tuesday January 8th from 6:00pm – 7:00pm CST/6:00-8:00pm MST</td>
<td>Tsui, Ch. 1; Borders article Bolman &amp; Deal, Ch. 1</td>
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<td></td>
<td>Sun</td>
<td>01/13</td>
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<tr>
<td>2</td>
<td>Mon</td>
<td>01/14</td>
<td>Models of Social Work Supervision Complex Organizations Lecture, handouts, PowerPoint Live Lecture Tuesday January 15th from 6:00pm – 7:00pm CST/6:00-8:00pm MST</td>
<td>Tsui, Ch. 2, 3 &amp; 4 Bolman &amp; Deal, Ch. 2</td>
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<td></td>
<td>Sun</td>
<td>01/20</td>
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<tr>
<td>3</td>
<td>Mon</td>
<td>01/21</td>
<td>Social Work Supervision Functions Lecture, handouts, PowerPoint</td>
<td>Tsui, Ch. 5 &amp; 6</td>
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<td></td>
<td>Sun</td>
<td>01/27</td>
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<td>4</td>
<td>Mon</td>
<td>01/28</td>
<td>Mini Case #1 – Due February 3 Power &amp; Authority Lecture, handouts, PowerPoint</td>
<td>Tsui, Ch. 7 Bolman &amp; Deal, Ch. 3 &amp; 4</td>
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<tr>
<td></td>
<td>Sun</td>
<td>02/3</td>
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<tr>
<td>5</td>
<td>Mon</td>
<td>02/4</td>
<td>Stages &amp; Skills of Supervision Lecture, handouts, PowerPoint</td>
<td>Tsui, Ch. 8 Bolman &amp; Deal, Ch. 5</td>
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<td>6</td>
<td>Mon</td>
<td>02/11</td>
<td>Organizational Paper – Structural Frame Due February 17 Supervision Planning and Preparation Lecture, handouts, PowerPoint Live Lecture Tuesday February 12th from 6:00pm – 7:00pm CST/6:00-8:00pm MST</td>
<td>Tsui, Ch. 9 Bolman &amp; Deal, Ch. 6</td>
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<td>7</td>
<td>Mon</td>
<td>02/18</td>
<td>No F2F Class this Week! SW at the Capital Week! Mini Case #2 – Due February 24th Research on Social Work Supervision and Practice Lecture, handouts, PowerPoint</td>
<td>Tsui, Ch. 10</td>
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<td>8</td>
<td>Mon</td>
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<td>Supervision Demonstration Video and Paper Due March 3 Differences between Supervision and Management Lecture, handouts, PowerPoint</td>
<td>Bolman &amp; Deal, Ch. 7</td>
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<td>9</td>
<td>Mon</td>
<td>03/4</td>
<td>SPRING BREAK!!</td>
<td>Spring Break – No Readings or Class</td>
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<td>Organizational Paper – Human Resource Frame Due March 17 Developing Knowledge Workers Growth in the Workplace Lecture, handouts, PowerPoint</td>
<td>Bolman &amp; Deal, Ch. 8</td>
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<td>11</td>
<td>Mon</td>
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<td>Mini Case #3 – Due March 24th Power versus Vision Lecture, handouts, PowerPoint Live Lecture Tuesday March 19th from 6:00pm – 7:00pm CST/6:00-8:00pm MST</td>
<td>Bolman &amp; Deal, Ch. 9;</td>
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<td>Mon</td>
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<td>Organizational Paper – Political Frame Due March 31 Lecture, handouts, PowerPoint, video presentation, Discussion Board #11</td>
<td>Bolman &amp; Deal, Ch. 10 &amp; 11</td>
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<td>13</td>
<td>Mon</td>
<td>04/1</td>
<td>Mini Case #4 – Due April 7th Building an Organization of Trust Lecture, handouts, PowerPoint Live Lecture Tuesday April 2nd from 6:00pm – 7:00pm CST/6:00-8:00pm MST</td>
<td>Bolman &amp; Deal, Ch. 12, 13 &amp; 14</td>
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<td>14</td>
<td>Mon</td>
<td>04/8</td>
<td>Organizational Paper – Symbolic Frame Due April 14 Open Discussion on Management, Licensure and Regulations Lecture, handouts, PowerPoint</td>
<td>Bolman &amp; Deal, Ch. 15, 16, 17, 18</td>
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<td>15</td>
<td>Mon</td>
<td>04/15</td>
<td>When Leaders are the best; Clarify Values; Set an Example Lecture, handouts, PowerPoint, video presentation Live Lecture Tuesday April 16th from 6:00pm – 7:00pm CST/6:00-8:00pm MST</td>
<td>Bolman &amp; Deal, Ch. 19 &amp; 20</td>
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<td>16</td>
<td>Mon</td>
<td>04/22</td>
<td>Mini Case #5 – Due April 28th Reflecting on SOCW742: Organization, Administration &amp; Supervision Lecture, handouts, class discussion, PowerPoint</td>
<td>No Readings</td>
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<td>04/28</td>
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Useful Resources


Growing up: The stages a charity can expect to go through as it ages.(2006). *Chronicle of Philanthropy, 18*(12), 44-44.


