Academic Calendar Entry
Social Work Administration focuses on the practice skills required for ethical and sound social work practice in management settings. The theories that support the practice skills are investigated, and students are exposed to the expected roles and responsibilities of administrators in social service settings. The course prepares students to assume administrative responsibilities and become aware of the current administrative challenges in the social services field.

Required Texts

Recommended Readings and Resources

Course Topics
Human Services Organizations. Introduction to Management, Management Theories, Types of Organizations, Funding, Roles, Staffing, Administration/supervision/leadership and Ethics, Changing Environment of Organizations and Social Justice Social Work, Organizational Analysis and Evaluation, Coping with Change and Holding Hope

Learning Outcomes
Students who successfully complete this course will be able to:

1. Identify, examine and analyze the different aspects of social service management
2. Provide a critical comparison of the different aspects of social service management
3. Develop competency skills in social work administration at the middle management level, such as budgeting, staffing and supervision
4. Write effective proposals to successfully seek and secure funding for programs and service delivery
5. Create an appropriate format for program evaluation
6. Provide a critical analysis of how social policy decisions are reflected in social service delivery outcomes, and the connection to social justice and social work practice

Learning Activities
Teaching in this course is comprised of lectures, guest speaker presentations, assigned readings and discussion. Students can expect to engage in small group work at times during the course to work on assigned projects.

Assessment

1. In-class Exam Oct. 10^{th} 20%

2. Group Project – Funding Proposal 40%
   a. Oral Presentations - Oct 24^{st} or Oct 31^{st} (Value 25%)
   b. Written Proposal to include feedback due 1 week later (Value 15%)

3. Developmental Reflection & Critical Analysis: Self as Leader Due: Nov. 21^{th} 15%

4. Organizational Analysis December 5th 25%

Details of Assessments

1. In class Exam October 10^{th} Value 20%

Students are required to complete the assigned readings for class. To ensure that students understand the material in the readings, class lectures and discussions, they shall complete an in-class exam on the due date.

2. Group Project - Funding Proposal Value: 40%
   a) Oral presentations – October 24^{th} or 31^{st} – Value 25%
   b) Written proposal (one week after oral) October 31^{st} or November 7^{th} – Value 15%

There are 2 parts to this project – an oral presentation to the class, as well as a written proposal. A group grade will be assigned to group members. Group time will be allocated in lab format for members to work together on their project.

   a) Oral presentations will be approximately 20 minutes, with an additional 10 minutes for discussion and questions from your peers and the instructor.

   b) Written project proposals are due one (1) week after the group presents. It is expected that students will use the feedback from the questions raised after their presentation to enhance or clarify the written proposal that they will submit.
Funding Proposal Assignment Expectations & Focus:
Students will work in groups of 4 to develop a social services or health program that they believe would be effective and meet a current delivery need. Please ensure that you do not duplicate a service that currently exists in the Central Alberta area.

What will be required is to research, present, and then hand in a funding proposal that will address and outline the following areas:

1. What the service/program will be (describe clearly what the service offers)
2. Why this service/program is needed – strong rationale needed
3. What similar services exist, and why this service is different
4. Who is the service/program targeting (who are the clients)
5. How long the service/program will be provided for clients
6. The entrance and exit criteria for the service program
7. The geographic delivery area and the population to receive the service, ie, Red Deer, youth, aged 12-16, etc....
8. Where the service program will be located, ie, location in the community
9. Whether there will be a cost for the program and what that would be, and the rationale to support charging for the service/program or not charging
10. How the program service will be delivered, ie, who will be the staff, what qualifications will they have, what will they do, etc....
11. How much the program/service will cost to operate, ie, an annual budget
12. Who the proposed partners to the program/service will be and what the nature of the partnership will be
13. Who the proposed funders to the program/service will be, and why these funders are the ones most likely to fund the program
14. How the program will be monitored and evaluated

The project is essentially a funding proposal for a program/service that will be developed in the hope of securing funding for a needed program/service. Each group is asked to meet with the Instructor prior to commencing their work on the proposal.

3. Developmental Reflection & Critical Analysis: Self as Leader. Due: Nov. 21st Value 15%
Using readings, lectures, and guest presentations, and drawing on one’s own experience as a leader, employee, supervisor, and what one aspires to as a leader, students will submit a brief (4-6 page, double spaced, APA formatted) reflective and critical analysis of themselves as leaders. Further details will be shared in class, and posted to BB. Non-narrative approaches may be acceptable, check with the Instructor before embarking.

4. Individual Project – Organizational Analysis. Due: Dec. 5th Value 25%
Utilizing the readings, theory, concepts and discussions in class, you will prepare a comprehensive and critical Organizational Analysis. (Approx. 8-10pgs, double spaced, times new roman, APA format). The format and key areas to cover for the analysis are outlined below.

This analysis is on an organization of your choice. The following areas need to be sufficiently addressed in your discussion.

- Identify the type of organization, i.e. non profit, for profit, government department
- Identify the type of service provided, i.e. child welfare, service for seniors, etc.
- Identify the type of management style utilized by the Executive Director of the service, in relation to the management theories (i.e. scientific management, etc.) discussed in class.

Ensure you provide clear examples of behaviour that supports the management styles you
identify. If you do not have access to information on the Executive Director, you may choose to focus on a Supervisor whose management style you are familiar with.

- Briefly discuss the “task environment” that the organization is facing, ensuring you provide examples that support your contention.
- Identify the type of leadership that is provided by the Executive Director or the Supervisor of the service, in relation to the leadership styles discussed in class, (i.e. coercive, collaborative, etc.) Ensure you provide clear examples of behaviour that supports the leadership style you identify.

From your perspective, identify the
a) strengths of this organization and the service it provides
b) limitations of this organization and the service it provides

In relation to the following areas, ensuring you provide your rationale for each area:

- planning for services, current and future
- organizational dimensions – does the work flow smoothly, are there gaps in service, etc.
- is the organization flexible enough to change to meet different demands
- are staff in the organization motivated and encouraged in their work; are there opportunities for advancement
- management and leadership styles

From your perspective, based on your analysis, discuss any recommendations for change that would address the limitations noted earlier. Ensure you explain how these recommendations would improve the service.

Attendance Requirements

Class participation includes attendance, prior reading of proposed texts and engagement with the class. Learning about social work involves more than reading a textbook. Discussions and interactions with others are vital to your understanding of social work practice and yourself. To fully benefit from this course and work effectively with your colleagues, your attendance is required. Accordingly, at the discretion of the instructor more than three (3) unaccounted absences will result in a failing grade and/or reduced mark. It is essential and expected that readings be completed prior to coming to class.

Grading Scale

Grades will be assigned as per the point system outlined in the College Calendar & excerpted below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Percent Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>*</td>
<td>Exceptional</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>90 – 100</td>
<td>Excellent Performance</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>85 – 89</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>80 – 84</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>75 – 79</td>
<td>Good Performance</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>70 – 74</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>65 – 69</td>
<td></td>
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Fall 2017
<table>
<thead>
<tr>
<th>Grade</th>
<th>Average</th>
<th>Minimum – Average</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>2.0</td>
<td>60 – 64</td>
<td>Satisfactory Performance</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>56 – 59</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>53 – 55</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>50 – 52</td>
<td>Pass</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>00 – 49</td>
<td>Fail</td>
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*NOTE: A grade of A will generally be the top grade in a course, with A+ being reserved for recognition of exceptional achievement.

**The RDC Final Examination Policy**

In courses with Final Examinations, the RDC Final Examination Policy will apply. Please review this document to ensure that you understand the contents and implications of the policy.

**Academic Misconduct**

Academic misconduct in all its forms is a serious offence. Academic misconduct is the giving, taking, or presenting of information or material that unethically or dishonestly aids oneself or another on any work which, under normal circumstances, is to be considered in the determination of a grade or the compilation of academic requirements or the enhancement of that student’s record or academic career. The two key areas of academic misconduct are plagiarism and cheating. Please read the definitions that follow.

**Plagiarism:** The use or close imitation of language, paintings, films, prototypes and ideas of another author and representation of them as one's own original work. The most common forms of plagiarism are copying or paraphrasing another author’s work without proper acknowledgement, using the ideas or lines of reasoning of another author’s work without proper acknowledgement, submitting work to which someone else has made substantial improvements to the content, and submitting the same work for multiple courses without approval.

Plagiarism can be judged to have occurred if the instructor has both the submitted material and original source that was copied, or if the student is unable to explain the terminology or ideas of a submission.

**Cheating:** Any attempt to give or obtain unsanctioned assistance in a formal academic exercise (e.g., examination). Some examples of cheating are unauthorized cheat sheets in a test or exams, the unauthorized use of electronic devices during an exam, and copying from an adjacent student.

- Student Misconduct: Academic and Non-Academic Policy
- Appeal: Formal Policy
- Appeals: Informal Resolution Policy
<table>
<thead>
<tr>
<th>Important Red Deer College Dates</th>
<th>Fall 2017 Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September 5</strong></td>
<td>College open. <strong>No credit classes.</strong></td>
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<tr>
<td><strong>September 6</strong></td>
<td>First day of classes for Fall-term and Full-Year 2017-2018 courses.</td>
</tr>
<tr>
<td><strong>September 15</strong></td>
<td>Last day to register late or add/drop Fall-term and Full-Year 2017-2018 courses.</td>
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<tr>
<td><strong>September 15</strong></td>
<td>Last day to have tuition refunded for Fall-term courses.</td>
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<tr>
<td><strong>October 1</strong></td>
<td>First day to apply for Fall 2018.</td>
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<tr>
<td><strong>October 3</strong></td>
<td>Emergency Response Day.</td>
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<tr>
<td><strong>October 9</strong></td>
<td>Thanksgiving Day; College closed.</td>
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<tr>
<td><strong>October 27</strong></td>
<td><strong>Mid-term feedback date for Fall-term courses.</strong></td>
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<tr>
<td><strong>November 9</strong></td>
<td>Final exams schedule posted Fall-term.</td>
</tr>
<tr>
<td><strong>November 10</strong></td>
<td>College open. <strong>No credit classes.</strong></td>
</tr>
<tr>
<td><strong>November 13</strong></td>
<td><strong>Statutory holiday. College closed.</strong></td>
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<tr>
<td><strong>November 14</strong></td>
<td>Credit classes resume Fall-term.</td>
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<tr>
<td><strong>December 6</strong></td>
<td>Last day to withdraw from Fall-term and Full-year 2017-2018 courses and receive a WD.</td>
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<tr>
<td><strong>December 6</strong></td>
<td>Last day of classes for Fall-term.</td>
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<tr>
<td><strong>December 11-16</strong></td>
<td><strong>Final exams written.</strong></td>
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<td><strong>December 18</strong></td>
<td>Deferred exams for Fall-term courses written.</td>
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<tr>
<td><strong>December 20</strong></td>
<td>Last day for submission of final grades for Fall-term courses.</td>
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<tr>
<td><strong>December 21</strong></td>
<td><strong>Final grades available for Fall-term.</strong></td>
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<tr>
<td><strong>December 22</strong></td>
<td>College closed at noon.</td>
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<td><strong>December 25-31</strong></td>
<td>No classes for students.</td>
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<tr>
<td><strong>January 13</strong></td>
<td>Supplemental exams written for Fall-term written.</td>
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Prior Learning Assessment

This course may be eligible for Prior Learning Assessment and Recognition. Students should refer to the RDC Academic Calendar for a list of excluded courses.

Student Services on Campus

Students should be aware that Personal Counselling, Career, Learning and Disability Resources are provided by RDC. Students may inquire about locations at the Information Desk. It is the responsibility of students to discuss their specific learning needs with the appropriate service provider.

Learning Support (Library: 403-342-3264, help_learn@rdc.ab.ca)
- Writing Skills Centre (writingskills@rdc.ab.ca)
- Math Learning Centre (math concepts and advanced theoretical math)
- Learning Strategies (note-taking, studying, and exam-writing strategies)
- Peer-Assisted Study / Tutoring (one-on-one tutoring by students)

Disability Resources (Library: 403-357-3629, disabilityservices@rdc.ab.ca)
- Coordination of services (tutoring, alternate format text, note-taking, and so on)
- Academic accommodations, including exam accommodations

Counselling and Career Centre (Room 1402: 403-343-4064, counselling@rdc.ab.ca)

Changes to the Course Outline

It is the student’s responsibility to be familiar with the information contained in this course outline and to clarify any areas of concern with the instructor.

Students should refer to the Appeals: Formal Policy, Appeals: Informal Resolution Policy and Student Misconduct: Academic and Non-Academic Policy should questions or concerns about the Course Outline not be resolved directly with the Instructor.

No changes will be made to this course outline without the consent of the class and the approval of the Associate Dean of the School of Arts and Sciences.