

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
MANAGEMENT PRACTICE AND THEORY COURSE OUTLINE FOR
MASTER SYLLABUS**

Semester: Fall 2021

Campus:

Course # 19:910:535

Classroom:

Day/Time:

Instructor:

Address:

Phone:

E-mail:

Office Hours:

I. Catalog Course Description

Core theories, dynamics, functions and ethics of human service management are analyzed with particular focus on the knowledge, skills and abilities necessary to successfully lead public and private human service agencies in the environment of today and the future. Emphasis is on internal management functions such as budget and finance, human resource administration, applications of information technology and governance relationships; and on external functions such as marketing and fundraising and legislative, media and community relationships. Crosscutting topics enhance skills in leadership, mediation and conflict resolution.

II. Course Overview

This is the first of two required courses for the second year specialization in Management and Policy. The course content builds on the skills, knowledge and values base acquired in the first year of generalist practice and foundation courses. Students develop the analytical and interpersonal skills necessary for managing human service programs from both an internal and external organizational perspective. Students have the opportunity to learn and apply theory to case situations, gain understanding of the dynamics and requirements of human service management, and acquire the competencies necessary to lead a public, nonprofit, for-profit, or hybrid organization.

III. Place of Course in the Curriculum

This is the first of two required advanced practice courses in the Management and Policy specialization. The prerequisite is satisfactory completion of the first year professional foundation courses. The co-requisite is a Management and Policy field placement appropriate to this specialization.

IV. Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Social work practitioners engaged in management and policy are fully familiar with the NASW code of ethics and understand how that code applies to their specific professional endeavors and behaviors. They understand the role of an organizational and policy leader as an articulator of organizational and community values. They are fully aware of practices that may constitute a conflict of interest and how to avoid them and are proficient in managing their affective reactions and setting and maintain boundaries in their relationships with clients, supervisees, supervisors, volunteers and contractors. They treat organizational employees and property with respect and are able to model ethical behavioral and mentor others in adhering to ethical principles. Social work practitioners focused on management and policy understand the ethical implications of current and emerging technologies within the larger organizational and policy context. They recognize how their personal values may enhance or hinder their ability to work effectively within the context of an organization and implement policies and procedures of that organization. Practitioners of Social Work in Management and Policy:

- Use critical thinking to apply the NASW code of ethics to analyze ethical issues related to management and policy;
- Identify personal values that enhance or hinder one's ability to work effectively within an organization and use supervision to examine these values; and

- Use electronic records and other emerging technologies ethically within a larger management and policy context; assure confidentiality of client data; and appropriately use informed consent in interventions.

Competency 2: Engage Diversity and Difference in Practice

Social work practitioners engaged in management and policy understand the importance of working to assure openness to and support of diversity and inclusiveness in all aspects of the organization or community they serve and in the policies they advocate and implement. Diversity referred to here includes, but is not limited to, race, ethnicity, gender, gender identity, age, religion, income or class status, culture, sexual orientation, and ideas and points of view. Practitioners of management and policy value the diversity that builds organizational and community strength and equal opportunity. They understand the structure of power and oppression and understand how organization and policy practices can help to ameliorate varying forms of inequality. They have insight into their own biases about certain groups and communities and can reflect on how these biases may affect their ability to carry out the organization’s mission and goals.

Practitioners of Social Work in Management and Policy:

- Uphold and can identify the concepts of cultural competence, affirmative action, equal opportunity employment, and an harassment and discrimination free workplace within the organizational or community setting in which they practice;
- Identify organizational practices that explicitly or implicitly reflect institutional racism, sexism, gender bias, disability, bias, religious and/or ideological bias and other forms of discrimination and suggest effective ways to eliminate such practices; and
- Exercise leadership that embraces the values of diversity and difference in the organizational culture.

Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities

Social work practitioners engaged in management and policy practice often work in leadership roles in organizations that deliver social welfare, healthcare, education and human services or promote policy innovations in these areas. They understand the nature, process and value of community engagement in order to tailor the services provided to meet the needs and aspirations of the various communities served, to make those services culturally competent and accessible for community members; to promote participatory processes as appropriate; and, to foster a sense of partnership between the organizations and the communities served. They can identify the structure, composition and general membership characteristics of the client, geographic, political and professional communities in which they operate and engage with these communities. Social workers engaged in management policy practice reflect on the reasons why they could and could not engage effectively with individuals, families, groups, organizations and

communities, and document the lessons learned, to ensure successful provisions of services in their future endeavors. Practitioners of Social Work in Management and Policy:

- Observe, support, and/or participate with organizational leadership in efforts to establish a dialogue with key members of the relevant communities and constituencies being served, with the ongoing intention of obtaining community and stakeholder input and facilitating community empowerment;
- Promote an organizational culture that values and rewards community engagement and service by its staff; and
- Identify and promote organizational practices that affirm the inclusion of community members across organizational levels including those of governance, management, staff and volunteers.

Competency 7: Assess Individuals, Families, Groups, Organizations and Communities

Social work practitioners engaged in management and policy practice have developed the capacity to organize, manage and support efforts relative to assessing the needs of diverse individuals, families, groups, organizations and communities. They have the skills to develop and implement organizational, program and policy evaluations; and to create program and strategic plans to meet the current and future needs of the populations served by the organizations, the organization itself and the communities that are impacted, given the rapid and ongoing growth and change in policy, finance, client demographics, use of technology and other factors. Practitioners of Social Work in Management and Policy:

- Observe and/or contribute to organizational efforts to assess its relationship to its environment, including the emerging internal and external forces affecting the organization (i.e. community needs assessments, resource inventories, environmental scans, et al.);
- Are able to engage in self-reflection to identify and counter one's own prejudices and stereotypes in the assessment process;
- Contribute and add value to the development and implementation of program, organization, or community-wide planning processes designed to position the organization for efficacy in realizing program and organizational missions and goals; and
- Incorporate ongoing organizational and program evaluation and assessment in the analysis and management of program and planning processes.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social worker practitioners engaged in management and policy practice design and manage the delivery of services and interventions targeted to individuals, families, groups, organizations and communities. This may involve recruiting and retaining an adequate workforce; securing and managing the necessary funds and

resources to support the intervention; partnering and collaborating with outside organizations; applying appropriate applications of information technology to support clients, staff and management; assuring services are culturally competent; and exercising the initiative and leadership to build an organizational culture that recognizes and rewards professionalism along with policies and programs that further social justice.

Practitioners of Social Work in Management and Policy:

- Observe, identify, lead, and/or support core management functions such as strategic management, human resource management, budget and finance, and information technology in an organizational context;
- Identify and /or apply the concepts, practices and styles of organizational and community leadership, and can assess their own strengths and limitations in these regards;
- Observe, communicate, and work – as appropriate - with organizational and/or community governance and advisory structures;
- Contribute positively as a member of a team conducting marketing and fundraising activities including grant-writing, creating a culture of philanthropy within an organization or community, and serving as stewards of donated resources; and
- Identify how leadership may be used to anchor the mission, vision and values within an organization; and motivate board members, volunteers, and employees to fulfill their roles in accordance with organizational missions and goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social worker practitioners engaged in management and policy practice must understand the value, importance and methods of evaluation of interventions with individuals, families, groups, organizations and communities. They apply critical thinking to design, craft and employ various methods and interpret results to enhance the quality and efficacy of the organization's programs and services. They are also knowledgeable as to the existence of evidence informed services and advocate for the use of these when appropriate. Social workers engaged in management policy practice have the skills to evaluate practice with individuals, families, groups, organizations, and communities or identify qualified third parties to do such evaluation. They can reflect on the processes used to collect and analyze evaluation data, including unexpected results, and can present these

findings in a non-judgmental manner to board members and other constituents.
Practitioners of Social Work in Management and Policy:

- Can identify, critically assess, and employ various methods of program evaluation;
- Apply critical thinking to the interpretation of evaluation data in a manner that contributes to and enhances the quality and efficacy of services; and
- Translate and present evaluation data to various stakeholders/audiences.

V. **Course Learning Goals**

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

Upon completion of this course, students will be able to:

- *Develop an understanding of the processes and techniques of human service management and leadership in social work and social welfare settings.
- *Acquire an overview of the historical and theoretical development of human service management within social work and social welfare.
- *Gain and apply knowledge of the concepts, skills and techniques of human service management and leadership required internally within the organization and externally with the larger community and public.
- *Cultivate knowledge about the effects of power, politics and leadership in human service management and how these might be applied to achieve the mission of the organization.
- *Learn management skills and demonstrate their use by applying theories and concepts to case situations or scenarios to determine how issues or problems may be satisfactorily resolved.
- *Expand knowledge to demonstrate and foster the influence of social work values and ethics in managing programs and services that are responsive to the needs of populations at-risk including women, people of color, persons with disabilities and people of various sexual orientations.

VI. **School of Social Work Mission Statement and School Wide Learning Goals**

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community

well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

V. **Course Readings**

Required Text

Golensky, M. & Hager, M. (2020). *Strategic leadership and management in nonprofit organizations*. Lyceum.

Required readings, other than those from the required texts, are available electronically in the Doc Sharing Module of the Canvas shell for this course and are marked with an asterisk (*). Readings listed, but not required, are noted for your information. They are not on reserve, but are available through Google Scholar and the electronic journal service of the Rutgers Library System.

Please note that many of the assigned readings are from a journal entitled *Administration in Social Work*. The journal was renamed in 2014 as *Human Service Organizations: Management, Leadership and Governance*. Both titles are used for readings in this syllabus. This is the flagship journal of the Network for Social Work Management, of which the Rutgers University School of Social Work is a participating University Partner: <https://socialworkmanager.org>

Recommended Texts

Austin, M., Brody, R., & Packard, T. (2009). *Managing the challenges in human service organizations: A casebook*. Sage Publications.

Lewis, J., Packard, T., & Lewis, M. (2012). *Management of human service programs*. Brooks/Cole.

Weinbach, R.W., & Taylor, L.M. (2015). *The Social worker as manager*. Pearson.

Other required readings (separate from textbook) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media). For further instructions [please click here for a video tutorial](#)

VI. Course Requirements

Students are expected to attend class, complete course readings weekly, and effectively participate in class discussions. More than three absences may result in the failure of the class. Students are expected to arrive to class on time and stay for the entire duration of class. More than 3 late arrivals or early departures will result in grade deductions. In addition, students are expected to take leadership roles in class discussions and exercises.

Assignments for this course include: A midterm paper; group presentations of two cases per group to the class; and a final paper. Additional information on these assignments, along with related requirements, will be provided in class.

VII. Diversity Statement

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

VIII. Grading

Grading will be weighted as follows: Class participation: 10%; midterm paper: 40%; class presentation: 20%; and a final paper: 30%. If a student is unable to attend a particular class session, they must email the instructor prior to the start of class. Unless there are extenuating circumstances, after two absences and/or late completion of assignments, and/or late arrival/early departure to class, a student will go down a course grade, and after three absences, they will go down another course grade and will be placed at risk of failing the course. After five absences, regardless of the reason, a student will not be permitted to pass the course. Normally, an A grade will be given only for exceptional work, on-time and complete attendance, and regular as well as thoughtful class participation. In extenuating circumstances for medical, religious, or other major qualifying reasons, the instructor will assign a makeup paper to satisfy academic requirements and for ensuring standards of teaching equity.

Grading Standards

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to student's proposed project and class assignments. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conform to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C+ = Acceptable work; demonstrates understanding of material; written materials have some problems with organization and mostly conform to accepted standards of grammar, spelling punctuation, etc.; some citation problems. Work is completed by the due date.

C = Acceptable work, similar to C+, but reveals greater problems in applying the concepts and techniques to own work; fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately. Work is completed within one extension of the due date.

F = Unacceptable work; student fails to demonstrate a basic understanding of the core concepts and techniques covered in class; work is disorganized and does not meet minimum standards of writing such as including correct grammar, accurate spelling; cites material incorrectly. Work is not completed within two or more extensions of the due date.

Grading Criteria

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

N.B. Scores to be rounded up at .5

IX. Course Evaluation

Rutgers University issues two surveys that evaluate both the course and the instructor. The first of these surveys is completed by students at the mid-semester mark, and the second survey is completed towards the end of the semester. All answers are confidential and anonymous.

X. COVID-19 Community Safety Practices

Please remember that the health and safety of everyone who comes to Rutgers is a shared responsibility. Following these community safety practices will help protect you and others.

Per University community safety regulations, "face coverings must be worn:

- indoors in shared spaces (e.g., meeting rooms, conference rooms, conference rooms, breakrooms, copy rooms, etc.)
- indoors in classrooms, seminar rooms, lecture halls, etc.
- indoors in private spaces with more than one occupant (shared offices)
- indoors in public spaces (e.g., hallways, restrooms, stairs, elevators, etc.)"

Please ensure that your face covering are appropriately protective and worn properly (i.e., over nose and mouth. See https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html?deliveryName=USCDC_2067-DM36401). Please refrain from eating or drinking in the classroom as it disrupts the proper use of face coverings.

For additional information about community COVID-19 safety practices, please see <https://coronavirus.rutgers.edu/health-and-safety/community-safety-practices/>

XI. Academic Integrity

As per Rutgers University Academic Integrity Policy, "Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities." All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its' entirety.

As per Rutgers University Academic Integrity Policy, "The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student's

interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one’s place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one’s own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW’s Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within

fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

XII. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

XII. Resources

Library Research Assistance

Meredith Parker is the social work librarian on the New Brunswick Campus meredith.parker@rutgers.edu p. 848-932-6124; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830 . They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

All MSW Students

All MSW SSW students: New Brunswick, Camden, Newark, Intensive Weekend, online and blended are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring is available.

<https://rlc.rutgers.edu/student-services/academic-coaching/schedule-appointment>

Newark Students Only

The Newark writing center is available for MSW students on the Newark campus by appointment. Online tutoring may be available.

<http://www.ncas.rutgers.edu/writingcenter>

Office on Violence Prevention and Victim Assistance

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, **848.932.1181**,

<http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs./day, 7 days a week.

Active Shooter Resources

Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-**<http://rupd.rutgers.edu/shooter.php>**.

XIV. Course Outline

- A. Methods
A variety of methods are utilized including class lectures, discussions, role-plays, class exercises, videos, assignments, readings, and presentations.

- B. Course Units, Weekly Topics, and Readings and Assignments

Unit I – Introduction to Human Service Management

Week 1 (September 1) – Purposes, Domains, History, Roles and Ecology

Core Readings:

Austin, M. J., Regan, K., Gothard, S., & Carnochan, S. (2013). Becoming a manager in n nonprofit human service organizations: Making the transition from specialist to generalist. *Administration in Social Work, 37*(4), 372–385.

Edwards, Richard, and John A Yankey. *Effectively managing nonprofit organizations*. Washington, DC, NASW Press, 2006, Chapter 1, pp. 3-28.

Golensky, M. & Hager, M. (2020). *Strategic leadership and management in nonprofit organizations*. (Chapters 1 and 3). Oxford Univ. Press Us.

Hurst, T. E., & Hurst, P. W. (2017). White bear syndrome: Recognizing potential roadblocks in transitioning from practitioner to leader. *Human Service Organizations: Management, Leadership & Governance, 41*(4), 438–447.

Supplemental Readings:

Golensky, M. (2020). *Strategic leadership and management in nonprofit organizations*. (Chapter 2). Oxford Univ. Press Us.

Smith, S. R. (2015). Managing human service organizations in the 21st century. *Human Service Organizations: Management, Leadership & Governance, 39*(5), 407–411.

Wuenschel, P. C. (2006). The diminishing role of social work administrators in social service agencies. *Administration in Social Work, 30*(4), 5–18.

Week 2 (September 7) – Ethics and Theories of Human Service Management

Core Readings:

Golensky, M. & Hager, M. (2020). *Strategic leadership and management in nonprofit organizations*. (Chapters 13 pp. 269-278). Oxford Univ. Press Us.

Lewis, J., Lewis, M., Packard, T. & Souflee, F. (2012). *Management of human service programs*. (Chapter 4). Cengage Learning.

National Association of Social Workers. (2017). *Code of Ethics: English*. Socialworkers.Org. <https://www.socialworkers.org/About/Ethics/Code-of->

[Ethics/Code-of-Ethics-English](#)

Waldman, W. "Management competencies." Unpublished paper 2014, Rutgers University.

Weinbach, R. W. (2015). *The social worker as manager*. (Chapter 3). Pearson.

Supplemental Readings:

Drucker, P. (2016). *Management Challenges for the 21st century*. (Chapter 3). Routledge.

Milway, K., & Saxton, A. (2011). The challenge of organizational learning. *Stanford Social Innovation Review*, 9(3), 44–50.

Kovner, A. R. (2014). Evidence-based management: Implications for nonprofit organizations. *Nonprofit Management and Leadership*, 24(3), 417–424

Watson, L. D., & Hegar, R. L. (2013). The tri-sector environment of social work administration: Applying theoretical orientations. *Administration in Social Work*, 37(3), 215–226.

Unit II – Leadership

Week 3 (September 14) – Leadership – Concepts, Contexts and Frameworks

Core Readings:

Fisher, E. A. (2009). Motivation and leadership in social work management: A review of theories and related studies. *Administration in Social Work*, 33(4), 347–367.
<https://doi.org/10.1080/03643100902769160>

Golensky, M. & Hager, M. (2020). *Strategic leadership and management in nonprofit organizations*. (Chapters 4). Oxford Univ. Press Us.

Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: tools and tactics for changing your organization and the world*. (Chapters 2 and 7), Harvard Business Press.

Lewis, J., Lewis, M., Packard, T. & Souflee, F. (2012). *Management of human service programs*. (Chapter 11 pages 235-247), Cengage.

Sadri, G. (2012). Emotional intelligence and leadership development. *Public Personnel Management*, 41(3), 535–548.

Supplemental Readings:

Hopkins, K., Meyer, M., Shera, W., & Peters, S. C. (2014). Leadership challenges facing nonprofit human service organizations in a post-recession era. *Human Service Organizations Management, Leadership & Governance*, 38(5), 419–422.

Smith, W., Lewis, M., & Tushman, M. (2016). Both/And Leadership. *Harvard Business Review*, 94(5), 62–70.

Week 4 (September 21) – Leadership (Continued)

Core Readings:

Austin, M., Brody, R., & Packard, T. (2009). *Managing the challenges in human service organizations: A Casebook* (p. Chapters 1 and 2). Sage Publication.

Carrasco, M. (2010). Be That kind of boss: Leadership strategies for executive directors. *Nonprofit World*, 28(1), 16–17.

Walter, A. W., Ruiz, Y., Tourse, R. W. C., Kress, H., Morningstar, B., MacArthur, B., & Daniels, A. (2016). Leadership matters: How hidden biases perpetuate institutional racism in organizations. *Human Service Organizations: Management, Leadership & Governance*, 41(3), 213–221.

Weinbach, R. W. (2015). *The social worker as manager*. (Chapter 4). Pearson.

Supplemental Readings:

Gardella, L., & Haynes, K. (2003). *A Dream and A Plan: A Woman's Path to Leadership in the Human Services* (pp. 99–152). NASW Press.

Goleman, D. (2013). The focused leader. *Harvard Business Review*, 91(12), 50–60.

Gothard, S., & Austin, M. J. (2013). Leadership succession planning: implications for nonprofit human service organizations. *Administration in Social Work*, 37(3), 272–285.

Schmid, H. (2006). Leadership styles and leadership change in human and community service organizations. *Nonprofit Management and Leadership*, 17(2), 179–194.

Unit III – Management of Internal Administrative Functions – Dimension, Scope and Issues

Week 5 (September 28) – Human Resources

Core Readings:

- Golensky, M. & Hager, M. (2020). *Strategic leadership and management in nonprofit organizations*. (Chapters 14). Oxford Univ. Press Us.
- Hester, J. (2013). The high cost of employee turnover and how to avoid it. *Nonprofit World*, 31(3), 20–21.
- Mor Barak, M. E. (2015). Inclusion is the key to diversity management, but what is inclusion? *Human Service Organizations Management, Leadership & Governance*, 39(2), 83–88.
- Noe, R. A., Hollenbeck, J. R., Gerhart, B. A., & Wright, P. M. (2017). *Fundamentals of human resource management*. (Chapter 1). McGraw-Hill Education.
- Nonprofit World. How to overcome your top four HR challenges. (2017). *Nonprofit World*, 35(1), 22–23.
- Tulgan, B. (2017). The great generational shift: How will it transform your workplace. *Nonprofit World*, 35(1), 20–21.

Supplemental Readings:

- Brudney, J. L., & Meijs, L. C. P. M. (2014). Models of volunteer management: professional volunteer program management in social work. *Human Service Organizations Management, Leadership & Governance*, 38(3), 297–309.
- Findler, L., Wind, L. H., & Barak, M. E. M. (2007). The challenge of workforce management in a global society. *Administration in Social Work*, 31(3), 63–94.
- Lizano, E. L. (2015). Examining the impact of job burnout on the health and well-being of human service workers: A Systematic Review and Synthesis. *Human Service Organizations Management, Leadership & Governance*, 39(3), 167–181.
- Mastracci, S. H., & Herring, C. (2010). Nonprofit management practices and work processes to promote gender diversity. *Nonprofit Management and Leadership*, 21(2), 155–175.
- Meyerson, D. E., & Fletcher, J. K. (2000). A modern manifesto for shattering the glass ceiling. *Harvard Business Review*, 78(1), 126–136.
- Nguyen, B. Q. (2008). Tomorrow's workforce: The needs for immigrant workers and strategies to retain them. *Public Personnel Management*, 37(2), 175–184.
- Schweitzer, D., Chianello, T., & Kothari, B. (2013). Compensation in social work: Critical for satisfaction and a sustainable profession. *Administration in Social Work*, 37(2), 147–157.

Tolleson Knee, R., & Folsom, J. (2012). Bridging the crevasse between direct practice social work and management by increasing the transferability of core skills. *Administration in Social Work, 36*(4), 390–408.

Vinton, L. (2012). Professional administration of volunteer programs now more than ever: A case example. *Administration in Social Work, 36*(2), 133–148.

Wirtenberg, J. (2007). The five HRPS knowledge areas. *Human Resource Planning, 30*(1).

Week 6 (October 5) – Budget and Finance

Core Readings:

Golensky, M. & Hager, M. (2020). *Strategic leadership and management in nonprofit organizations*. (Chapters 11). Oxford Univ. Press Us.

Golensky, M., & Mulder, C. A. (2006). Coping in a constrained economy. *Administration in Social Work, 30*(3), 5–24.

Lewis, J., Lewis, M., Packard, T. & Souflee, F. (2012). *Management of Human Service Programs*. (Chapter 8), Cengage

Supplemental Readings:

Lin, W., & Wang, Q. (2015). What helped nonprofits weather the great recession? *Nonprofit Management and Leadership, 26*(3), 257–276.

Sanchez Mayers, R. (2004). *Financial management for nonprofit human service organizations* (p. Chapters 1 and 4). Charles C Thomas.

Stid, D., & Steldon, W. (2012). Five ways to navigate the fiscal crisis. *Stanford Social Innovation Review, 10*(1), 36–41.

Week 7 (October 12) – Information Technology

Presentations Due Relative to Analysis of Case Situation from Required Text.

Core Readings:

Golensky, M. & Hager, M. (2020). *Strategic leadership and management in nonprofit organizations*. (Chapters 11). Oxford Univ. Press Us.

Gillingham, P. (2015). Electronic information systems and human service organizations: The needs of managers. *Human Service Organizations: Management, Leadership*

& *Governance*, 40(1), 51–61.

Goldkind, L. (2015). Social media and social service: Are nonprofits plugged in to the digital age? *Human Service Organizations: Management, Leadership & Governance*, 39(4), 380–396.

Waldman, W. (2016). The applications of information technology to the human services: Challenges and opportunities. *Human Service Organizations: Management, Leadership & Governance*, 40(5), 441–443.

Supplemental Readings:

Carrilio, T. (2005). Management information systems. *Administration in Social Work*, 29(2), 43–61.

Cortés, M., & Rafter, K. (2007). *Nonprofits and technology: emerging research for usable knowledge* (p. Chapters 1 & 4, pp. 3–20, 51–67). Lyceum Books.

Gillingham, P. (2014). Repositioning electronic information systems in human service organizations. *Human Service Organizations Management, Leadership & Governance*, 38(2), 125–134.

Liddle, E. (2015). The cloud: Software transformation and evolution of the workforce. *Nonprofit World*, 33(1), 4–5.

National Association of Social Workers, CSWE, ASWB and CSWA. (2017). *Standards for Technology in Social Work Practice*. Available at:
https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf

Week 8 (October 19) – Line and Administrative Supervision and Performance Management

Midterm Due (Due 10/20/21)

Presentations Due Relative to Analysis of Case Situation from Required Text.

Core Readings:

Annie E. Casey Foundation. (2014). *Race equity and inclusion action guide: Seven steps to advance and embed race equity and inclusion in your organization*. Baltimore, MD: Author. Retrieved from http://www.aecf.org/m/resourcedoc/AECF_EmbracingEquity7Steps-2014.pdf

Houlihan, A. (2016). The new melting pot: Effectively leading different generations. *Supervision*, 77(6), 3–5.

Lavenant, M. (2010). The art of employee discipline: How to retain control and increase production. *Nonprofit World*, 28(4), 22–23.

Mathis, R. L., Jackson, J. H., Valentine, S. R., & Meglich, P. A. (2017). *Human resource management*. (Chapter 10). Cengage Learning.

Stanley, T. (2012). Delegating for success. *Supervision*, 73(4), 7–10.

Weinbach, R. W. (2015). *The social worker as manager*. (Chapter 10). Pearson.

Supplemental Readings:

Bainbridge, K. (2016). Managing performance management. *Supervision*, 77(6), 8–11.

Becker, K., Antuar, N., & Everett, C. (2011). Implementing an employee performance management system in a nonprofit organization. *Nonprofit Management and Leadership*, 21(3), 255–271

Kadushin, A., & Harkness, D. (2014). *Supervision in social work*. (Chapters 1 and 2). Columbia University Press.

Kim, H., & Stoner, M. (2008). Burnout and turnover intention among social workers: Effects of role stress, job autonomy and social support. *Administration in Social Work*, 32(3), 5–25.

National Association of Social Workers and the Association of Social Work Boards. (2013). *Best Practices in Social Work Supervision*. Washington, DC: NASW. [www.naswdc.org]

Pecora, P. J. (2010). *Strategic supervision: A brief guide for managing social service organizations*. (Chapter 8). Sage.

Summers, N. (2010). *Managing social service staff for excellence: Five keys to exceptional supervision* (p. Chapter 1, pp 1–14). Wiley.

Week 9 (October 26) – The Role and Function of Governance and Management/Governance Relationships

Presentations Due Relative to Analysis of Case Situation from Required Text.

Core Readings:

BoardSource. (2005). *The source: Twelve principles of governance that power exceptional boards*. Washington, DC: BoardSource.

BoardSource (n.d.). *Empowering boards & inspiring leadership*. (n.d.). Washington,

- D.C. BoardSource. Retrieved July 23, 2020, from <http://www.boardsource.org>
- Edwards, L. (2013). Build a team – not just a board. *Nonprofit World*, 31(3), 8–9.
- Golensky, M. (2010). I've been thinking about....board recruitment. *Nonprofit World*, 28(5), 5.
- Golensky, M. & Hager, M. (2020). *Strategic leadership and management in nonprofit organizations*. (Chapters 15). Oxford Univ. Press Us.
- Ingraham, R. (2003). *Ten Basic Responsibilities of nonprofit boards*. Washington, DC: BoardSource.
- Jaskyte, K., & Holland, T. (2015). Nonprofit boards: Challenges and opportunities. *Human Service Organizations Management, Leadership & Governance*, 39(3), 163–166.
- Sannella, J. (2016). Board committees: Essential elements to success. *Nonprofit World*, 34(3), 8–10.
- Supplemental Readings:
- Austin, D. M. (2002). *Human services management: organizational leadership in social work practice*. (Chapter 10). Columbia University Press.
- Campbell, C. L. (2015). Innovations in governance: Application to social work. *Human Service Organizations: Management, Leadership & Governance*, 39(4), 339–347.
- Eadie, D. C. (2009). *Extraordinary board leadership: (The keys to high-impact governing)* (p. Chapter 1, pp 1–18). Sudbury, Mass. Jones And Bartlett C.
- HOME. (n.d.). Independent Sector. Retrieved July 23, 2020, from <http://independentsector.org>
- Marx, J., & Davis, C. (2012). Nonprofit governance: Improving performance in troubled economic times. *Administration in Social Work*, 36(1), 40–52.
- Panel on the Nonprofit Sector. (2007). *Principles for Good Governance and Ethical Practice: A Guide for Charities and Foundations*. Washington, DC: The Independent Sector. Available Electronically at:
[http://www.nonprofitpanel.org/Report/principles/Principles_Guide.pdf]
- Peter Jäger, U., & Rehli, F. (2012). Cooperative power relations between nonprofit board chairs and executive directors. *Nonprofit Management and Leadership*, 23(2), 219–236.

Unit IV – Conduct of External Functions

Week 10 (November 2) – Legislative Relations, Managing Media Relations and Advocacy

Presentations Due Relative to Analysis of Case Situation from Required Text.

Core Readings:

Edwards, R.L., & Yankey, J. A. (2006). *Effectively managing nonprofit organizations*. (Chapters. 5 and 6). Nasw Press

Supplemental Readings:

Congress.gov | *Library of Congress*. (2019). *Congress.Gov*. <http://www.congress.gov>

Haynes, K. S., & Mickelson, J. S. (2006). *Affecting change: social workers in the political arena* (p. Chapter 6, 82-95). Boston Allyn & Bacon.

New Jersey Legislature. (n.d.). *Njleg.State.Nj.Us*. Retrieved July 23, 2020, from <https://njleg.state.nj.us>

“*Congress.Gov* | *Library of Congress*.” *Congress.Gov*, 2019, www.congress.gov.

Week 11 (November 9) – Public Relations, Marketing, and Fundraising

Presentations Due Relative to Analysis of Case Situation from Required Text.

Core Readings:

Ball, A. (2017). Seven fundraising event strategies for challenging times. *Nonprofit World*, 35(4), 6–7.

Brown, E. (2007). Are you following the 4Cs of branding. *Nonprofit World*, 25(3), 11–13.

Golensky, M. & Hager, M. (2020). *Strategic leadership and management in nonprofit organizations*. (Chapters 10). Oxford Univ. Press Us.

Lu, J. (2016). The philanthropic consequence of government grants to nonprofit organizations. *Nonprofit Management and Leadership*, 26(4), 381–400.

Miller, D. (2017). Fundraising: The skills needed by nonprofit leaders. *Nonprofit World*, 35(2), 16–17.

Supplemental Readings:

- Hughes, P., Luksetich, W., & Rooney, P. (2014). Crowding-out and fundraising efforts. *Nonprofit Management and Leadership*, 24(4), 445–464.
- Kelly, K. S. (2000). Managing public relations for nonprofits. *Nonprofit Management and Leadership*, 11(1), 87–95.
- Kim, P. (2011). Finding your funding model. *Stanford Social Innovation Review*, 9(4), 36–41.
- Perry, G. (2016). Top 10 fundraising trends, predictions and tips for the new year. *Nonprofit World*, 34(1), 8–9.
- Stelter, N. (2014). How to make your case for planned giving. *Nonprofit World*, 32(1), 21.
- Wagner, W. (2016). The skill every fundraiser needs: Cultural wisdom. *Nonprofit World*, 34(3), 18–19.
- Warwick, M. (2013). Harnessing the internet to raise funds. *Nonprofit World*, 31(2), 6–7.

Unit V – Crosscutting Human Service Management Issues

Week 12 (November 16) – Contract Management: Issues in Cost Reimbursement Contracts vs. Performance Based Contracts

Presentations Due Relative to Analysis of Case Situation from Required Text.

Core Readings:

- Lynch-Cerullo, K., & Cooney, K. (2011). Moving from outputs to outcomes: A review of the evolution of performance measurement in the human service nonprofit sector. *Administration in Social Work*, 35(4), 364–388.
- Martin, L. L. (2005). Performance-based contracting for human services. *Administration in Social Work*, 29(1), 63–77.
- Mensing, J. F. (2017). The challenges of defining and measuring outcomes in nonprofit human service organizations. *Human Service Organizations: Management, Leadership & Governance*, 41(3), 207–212.
- Never, B., & de Leon, E. (2014). The effect of government contracting on nonprofit human service organizations: Impacts of an evolving relationship. *Human Service Organizations Management, Leadership & Governance*, 38(3), 258–270.
- Trentacosta, J. (2010). Restructuring contracts in stressful times: Strategies for successful

contract negotiation. *Nonprofit World*, 28 (3), 22.

Supplemental Readings:

Collins-Camargo, C., McBeath, B., & Ensign, K. (2011). Privatization and performance-based contracting in child welfare: Recent trends and implications for social service administrators. *Administration in Social Work*, 35(5), 494–516.

Mordock, J. B. (2002). *Managing for outcomes: a basic guide to the evaluation of best practices in the human services* (p. Chapter 1, pp. 1–34). Cwla Press.

Poertner, J., Moore, T., & McDonald, T. P. (2008). Managing for outcomes: The selection of sets of outcome measures. *Administration in Social Work*, 32(4), 5–22.

The Urban Institute (2010). “The 2010 national survey of nonprofit government contracting and grants” available electronically at:
<http://www.urban.org/nonprofitcontracting.cfm>

Watson, L. D. (2012, September). Factors influencing the relationship between contract providers and a state funding agency. *Administration in Social Work*, 36(4), 343–358. <https://doi.org/10.1080/03643107.2011.575919>

Week 13 (November 30) – Managing Organizational Change

Presentations Due Relative to Analysis of Case Situation from Required Text

Core Readings:

Cochran, G. (2010). The promise and pitfalls of organizational change. *Nonprofit World*, 28(4), 7–11.

Lewis, J., Lewis, M., Packard, T. & Souflee, F. (2012). *Management of Human Service Programs*. (Chapter 11 pages 247-262), Cengage.

Golensky, M. & Hager, M. (2020). *Strategic leadership and management in nonprofit organizations*. (Chapters 7). Oxford Univ. Press Us.

Roy, W., Jacko, V., & Eadie, E. (2008). Leading and managing governance change. *Nonprofit World*, 26(3), 28–29.

Southard, M. (2016). Implementing challenging policy and systems change: Identifying leadership competencies. *Human Service Organizations: Management, Leadership & Governance*, 40(1), 1–5.

Vaccaro, C. (2015). Four steps to a merger: Is a merger right for your organization. *Nonprofit World*, 33(2), 9–10.

Supplemental Readings:

Benton, A. D., & Austin, M. J. (2010). Managing nonprofit mergers: The challenges facing human service organizations. *Administration in Social Work*, 34(5), 458–479.

Eadie, D. (2012). A powerful new tool for change. *Nonprofit World*, 30(4), 24–25.

Ferrazzi, K. (2014). Managing change, one day at a time. *Harvard Business Review*, 92(7/8), 23–25.

Gillingham, P. (2015). Electronic information systems and human service organizations: The unanticipated consequences of organizational change. *Human Service Organizations Management, Leadership & Governance*, 39(2), 89–100.

Johnson, M., & Austin, M. J. (2006). Evidence-based practice in the social services. *Administration in Social Work*, 30(3), 75–104.

Ostroff, F. (2006). Change management in government. *Harvard Business Review*, 84(5), 141–147.

Week 14 (December 7) – Conflict Management, Litigation, and Minimizing Liability

Presentations Due Relative to Analysis of Case Situation from Required Text
Final Paper Due 12/8/21

Core Readings:

Golensky, M. & Hager, M. (2020). *Strategic leadership and management in nonprofit organizations*. (Chapters 13 pp. 278-286). Oxford Univ. Press Us.

Greene, A. D., & Latting, J. K. (2004). Whistle-blowing as a form of advocacy: Guidelines for the practitioner and organization. *Social Work*, 49(2), 219–230.

Katz Jameson, J. (1999). Toward a comprehensive model for the assessment and management of intraorganizational conflict: Developing the framework. *international journal of conflict management*, 10(3), 268–294

Ringstad, R. (2005). Conflict in the workplace: Social workers as victims and perpetrators. *Social Work*, 50(4), 305–313.

Supplemental Readings:

Aldgate, J. (2007). *Enhancing social work management: theory and best practice from the UK and USA*. (Chapter 7). Jessica Kingsley.

Blome, W. W., & Steib, S. D. (2006). Strategies for empowering the child welfare administrator facing class action litigation. *Journal of Public Child Welfare, 1*(2), 5–27.

Brockner, J. (2006). Why it's so hard to be fair. *Harvard Business Review, 84*(3), 122–129.

Denhardt, R. B. (2013). *Managing human behavior in public and nonprofit organizations*. (Chapter 11). Cq Press.

Martinez, J. M. (2003). Liability and volunteer organizations: A survey of the law. *Nonprofit Management and Leadership, 14*(2), 151–169.

Unit VI – Summary

Class 15 (December 14) – Planning and Strategy

Course Summary

Core Readings:

Golensky, M. & Hager, M. (2020). *Strategic leadership and management in nonprofit organizations*. (Chapters 11). Oxford Univ. Press Us.

Garry, J. (Host). Mission control and strategic planning [audio podcast]. In *Nonprofits are messy podcast*. <https://blog.joangarry.com/ep-18-mission-control-strategic-planning-liana-downey/>.

Kluger, M. (2006). The program evaluation grid. *Administration in Social Work, 30*(1), 33-44.

Weinbach, R. W. (2015). *The social worker as manager*. (Chapter 5). Pearson.

XI. Academic Integrity Policy

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help

is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else."

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.***

XII. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

XIII. Academic Resources

Library Research Assistance

Dr. Karen Hartmann is the social work the social work librarian on the New Brunswick Campus karen.hartman@rutgers.edu p. 848-932-6104 ; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus

All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

<https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching>

Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment. <http://www.ncas.rutgers.edu/writingcenter>

Camden Campus

The Camden learning center provides writing assistance for MSW students on the Camden campus. <http://learn.camden.rutgers.edu/writing-assistance>

Additional Online Resources

APA Style

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7th edition (2020). It can be purchased at [APA Manual 9th Edition](#). The Purdue OWL website also provide assistance with APA style <https://owl.english.purdue.edu/owl/resource/560/01/>

Email Etiquette for Students: <https://owl.english.purdue.edu/owl/resource/694/01/>

XIV. Other Resources

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

Active Shooter Resources

Over the years, there has been an increase in the number of active shootings on campuses. It is important that you know what to do in case there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus - <http://eap.oit-nbcs.rutgers.edu/eap.html>. Click on the “Police Emergency” button and then the “Active Shooter” button to view a list of recommended defensive procedures.

XV. Course Bibliography

Management Practice and Theory – Fall 2021

A.GENERAL ADMINISTRATION AND MANAGEMENT:

Ahmed, A. (2013). *Effective nonprofit management: Context, concepts and competencies*. Taylor and Francis.

Aldgate, J. (2007). *Enhancing social work management : theory and best practice from the UK and USA*. Jessica Kingsley.

Austin, D. M. (2002). *Human services management: organizational leadership in social work practice*. (Chapter 10). Columbia University Press.

Austin, M. J., Regan, K., Gothard, S., & Carnochan, S. (2013). Becoming a manager in nonprofit human service organizations: Making the transition from specialist to generalist. *Administration in Social Work*, 37(4), 372–385.

Denhardt, R. B. (2013). *Managing human behavior in public and nonprofit organizations*. (Chapter 11). Cq Press.

Drucker, P. (2016). *Management challenges for the 21st century*. (p. Chapter 3). Routledge.

Edwards, R. L., & Yankey, J. A. (2006). *Effectively managing nonprofit organizations*. NASW Press.

Gibelman, M. (2008), *Navigating human services organizations*. Lyceum Books.

Golensky, M. & Hager, M. (2020). *Strategic leadership and management in nonprofit organizations*. Lyceum.

Hardina,D., Middleton,J. Montana, S. & Simpson, R. *An empowering approach to managing social service organizations*. Springer Publishing Company, 2007.

Hasenfeld, Y. (2015). What exactly is human services management? *Administration in Social Work*, 39(1), 1-5.

Holland, T. & Ritvo, R. (2008) *Nonprofit organizations: Principles and practices*. Columbia University Press.

Hurst, T. E., & Hurst, P. W. (2017). White bear syndrome: Recognizing potential roadblocks in transitioning from practitioner to leader. *Human Service Organizations: Management, Leadership & Governance*, 41(4), 438–447.

- Kast, F.E. & Rosenzweig, J.E. (1979). *Organization and management: A systems and contingency approach*. McGraw Hill.
- Kettner, P., Moroney, R. & Lawrence, M. (2017). *Designing and managing programs: An effectiveness based approach*. Sage Publications.
- Kovner, A. R. (2014). Evidence-based management: Implications for nonprofit organizations. *Nonprofit Management and Leadership*, 24(3), 417–424.
- Lewis, J. A. (2012). *Management of human service programs*. Brooks/Cole, Cengage Learning.
- Lohmann, R. & Lohmann, N. (2002). *Social Administration*. Columbia University Press.
- Martin, L. L. (2005). Performance-based contracting for human services. *Administration in Social Work*, 29(1), 63–77.
- Martin, V. & Henderson, E. (2001). *Managing in health and social care*. Routledge
- Meezan, W. & McBeath, B. (2011). Moving toward performance - based , managed care contracting in child welfare: Perspectives on staffing, financial management and information technology. *Administration in Social Work*, 35 (2), 180-206.
- Menefee, D. (1997). Strategic administration of nonprofit human service organizations: A model for executive success in turbulent times. *Administration in Social Work*, 21(2), 1-19.
- Milway, K., & Saxton, A. (2011). The challenge of organizational learning. *Stanford Social Innovation Review*, 9(3), 44–50.
- National Association of Social Workers. (2017). *Code of ethics: English*. Socialworkers.Org. <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- Parnell, J. (2014). *Strategic management: Theory and practice*. Sage Publications.
- Patti, R.J. (2009). *The handbook of social welfare management*. Sage Publications.
- Pecora, Peter J. (2010). *Strategic supervision : A brief guide for managing social service organizations*. (Chapter 8, pp. 170 – 190). Sage.
- Shafritz, J. & Hyde, A. (1992). *Classics of public administration*. Brooks/Cole Publishing Co.
- Skidmore, R.A. (1990). *Social work administration: Dynamic management and human relationships*. Prentice Hall.

Smith, S. R. (2015). Managing human service organizations in the 21st century. *Human Service Organizations: Management, Leadership & Governance*, 39(5), 407–411.

Summers, N. (2010). *Managing social service staff for excellence: five keys to exceptional supervision* (p. Chapter 1, pp 1–14). Wiley.

The Urban Institute (2010). “The 2010 National Survey of Nonprofit Government Contracting and Grants” available electronically at:
<http://www.urban.org/nonprofitcontracting.cfm>

Trentacosta, J. (2010). Restructuring contracts in stressful times: Strategies for successful contract negotiation. *Nonprofit World*, 28(3), 22.

Vaughan, S. & Arsneault, S. (2014). *Managing Nonprofit Organizations in a Policy World*. Sage.

Waldman, W. (2014). Management competencies. Unpublished paper.

Watson, Larry Dan. (2012, September). Factors influencing the relationship between contract providers and a state funding agency. *Administration in Social Work*, 36(4), 343–358.

Watson, L. D., & Hegar, R. L. (2013). The tri-sector environment of social work administration: Applying theoretical orientations. *Administration in Social Work*, 37(3), 215–226.

Weinbach, Robert W. (2015) *The social worker as manager*. Pearson.

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