I. COURSE RATIONALE

A. Relationship to the School of Social Welfare’s Mission. The Social workers in administrative practice help to create a society in which basic human needs are met and the strengths of individuals, families, households, and communities can emerge and grow. Effective administrative social work practice demands knowledge, skills, and abilities in the areas of personnel management, team building, and workplace diversity. Social work agencies and programs must be administered by people with human resource expertise in order to meet the needs of clients and communities, and to build upon strengths and enhance well-being of individuals, families, households, and communities. Additionally, it is critical that the managers of our social programs not only be grounded in the ethics, values and knowledge of social work, but have specific skills needed to operate culturally appropriate programs.

B. Relationship to other courses in the curriculum. Throughout the course students are helped to connect their classroom work and their field work in administrative practice. More specifically, the class focuses on the fact that the most important and expensive resource in any human service setting is the increasingly diverse group of people who work to enhance the well-being of clients and communities. This class is most closely linked to the program design, financial management, and assessing outcomes courses within the social work administration concentration. It builds on the foundation level policy, human behavior, practice, and research courses to advance our administrative abilities to value diversity, advocate for populations at risk, end oppression and discrimination, and promote social and economic justice.

C. Preparation for advanced practice. Students in this course will focus on building knowledge, skills, and abilities that are consistent with an understanding of best practices based on empirical literature regarding maximizing client and community well-being through social work administrative practice. Thus, secondary research using the findings from research studies published in scholarly journals is one key to success in this class. Learning how to stay up-to-date with research on service effectiveness in one’s area of interest is central to successful administrative practice in social work.
The course will also contribute in several ways to students’ advocacy skills. First, it has long been recognized that well managed advocacy organizations are a very powerful tool to bring about change and reduce social injustice. The personnel management skills taught in this course are as equally applicable to advocacy organizations as they are to organizations providing direct services. Second, developing and managing teams, either from the inside or outside of the organization, is a common advocacy objective because teams and coalitions are most often the vehicle through which policy changes are enacted.

D. **What this course covers.** Consistent with the goals of this course, students who successfully complete the class will be able to: (1) supervise and manage social workers and other human service staff members (2) build teams and organizational cultures that maximize staff morale and job satisfaction and (3) create and maintain workplaces that reflect, contribute to, and celebrate diversity in the larger community. The class also includes a historical orientation to and a comparison of various theoretical perspectives on personnel management and related administrative work in human service agencies.

The rationale in individual instructors’ syllabi should be exactly the same as in the master syllabus.

**II. EDUCATIONAL OUTCOMES**

At the completion of the course, students will be able to:

A. Describe the history, theoretical bases, and major aspects of personnel management in the human services.

B. Apply the core concepts of the strengths perspective and client centered administrative practice in providing, receiving, and assessing the impact of supervision and consultation.

C. Create and maintain workplaces that enhance and maintain workforce diversity in human service settings and reflect, contribute to, and celebrate diversity in the larger community.

D. Manage the hiring, retention, and development of staff.

E. Use effective individual and group supervision approaches including administrative, educational and supportive supervision strategies.

F. Create an organizational climate that maximizes job satisfaction of staff members and volunteers through staff development, effective written and oral communication, the creation of a reward-based environment, and evaluation.

G. Effectively prevent and/or manage turnover and related disruption that results from resignations, terminations, and retirements.
H. Develop concrete strategies that promote and maintain social and economic justice and equity in all personnel management, team building, and workforce diversity decisions and endeavors.

I. Plan for engaging in lifelong learning to enhance knowledge and skills as a leader in work with organizations and communities.

J. Identify several examples of management/client separation.

K. Identify some constituency groups, their relationship to social programs and the need for a client advocacy stance with an emphasis on social and economic justice.

L. Identify the principles of client-centered performance management as well as the social work code of ethics and contrast with other models of social administration.

The educational outcomes in individual instructors’ syllabi should be exactly the same as in the master syllabus.

III. CURRICULUM THEMES

This course is practice centered in keeping with our school’s curriculum theme. This course helps students develop secondary research and writing skills like those that they will use in practice as they analyze human resource management issues and challenges; staff member strengths and capacities; and effects of administrative practice on the social and economic well-being of clients and communities. Additional practice skills that students develop in this class enable them to: (1) supervise and manage social workers and other human service staff members (2) build teams and organizational cultures that maximize staff morale and job satisfaction and (3) create and maintain workplaces that reflect, contribute to, and celebrate diversity in the larger community. Our school’s commitment to practice-centeredness is enhanced by the following themes in this course:

A. Strengths: In the personnel management, team building, and workforce diversity class, students learn to analyze human resource management issues from a perspective that recognizes and seeks to build upon the strengths and resources of individuals, families, neighborhoods, organizations, and communities. Students learn to identify strengths, capacities, and resources in workers, clients, and communities; and to research and implement human resource management changes that have the potential to positively affect social and economic well-being. In this way, the strengths perspective parallels client-centered administrative practice in our curriculum. Students learn how to build upon a foundation of already existing strengths, capacities, and resources in their social work administrative practice. Finally, students learn to mobilize new strengths, capacities, and resources from the larger environment to enhance existing strengths and to increase social and economic well-being.

B. Critical Perspective: Students in this course learn to critically analyze human resource management by examining competing: (1) theoretical perspectives about the
relationships between various administrative practice strategies and social and economic well-being; (2) assumptions that underlie administrative practice methods and strategies in the areas of personnel management, team building, and workforce diversity. An especially important part of the development of a critical perspective in this course is the thorough examination of underlying ideologies, theories, and assumptions regarding the interplay between social work administrative practice and the well-being of individuals, families, neighborhoods, organizations, and communities.

C. Social Justice and Economic Justice: Social and economic justice is at the heart of the personnel management, team building, and workforce diversity course. Students in this course learn to analyze and respond to human resource issues and challenges with the goals of advocating for populations at risk, ending oppression and discrimination, and promoting social and economic justice. For example, the case studies that are assigned in this course focus on closing gaps in the social and economic resources available to different groups of workers, clients, and community members.

D. Diversity: Eradicating oppression and its particularly negative effects on our society’s ability to value diversity on the bases of race, ethnicity, gender, class, disability, culture, age, religion, spirituality, and sexual orientation is central to our work together in this class. A key part of human resource management involves identifying how various administrative practice strategies and approaches have historically created and maintained advantage, or privilege, for some groups and cumulative disadvantage and oppression for other groups. Valuing diversity requires that social workers end institutionalized oppression in the form of discriminatory administrative practice, and that we build alternate organizational policies and practices that celebrate, affirm, and enhance the strengths, contributions, and social and economic well-being of diverse groups of workers, clients, and community members.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

IV. THE LIBERAL ARTS PERSPECTIVE

Determining what people need from their jobs, and finding ways to assist them in serving clients and communities well, requires knowledge about human behavior that has particularly deep theoretical and empirical roots in sociology, psychology, and economics. We build on the liberal arts with the knowledge that a particularly important element of personnel management is creating human service organizations that help to assure positive outcomes for clients and communities. Learning to manage human resources in this way draws heavily on concepts presented in the organizational and community foundation practice course and the program design course within the administrative concentration. A second important element of personnel management is the use of information to improve performance. This course applies, reinforces, and expands several concepts from the information management course. Finally, staff members of any agency are its most valuable and expensive resources, so this course is connected conceptually to budgeting, fiscal management, grantwriting, and resource development classes.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.
V. PROFESSIONAL PURPOSES AND VALUES

Give the multiple constituencies of any human service agency, there are frequent opportunities for value conflicts between the needs of clients, workers, the organization, and the larger community. Effective human resource management is achieved by balancing divergent individual and group goals and by aligning incentives for change appropriately. The values of justice, equity, and enhanced well-being are central to social work and to social work administration. Moreover, social workers and social work administrators affirm and celebrate human diversity as a key professional value.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

VI. PREPARATION FOR PRACTICE WITH DIVERSE POPULATIONS

As the course title suggests, workforce diversity is a central concern of the content of this class. More specifically, in this course students learn how to create and maintain workplaces that reflect, contribute to, and celebrate diversity in the larger community. Human diversity related to race, ethnicity, gender, sexual orientation, age, religious affiliation, and disability are increasingly important considerations in personnel management. Discussions and readings regarding diversity throughout this course will highlight the role of the social work administrator in creating human service organizational cultures in which diversity is affirmed, valued, and celebrated.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

VII. TOPICS

Required:
- Research-Based Administrative Practice in Human Resource Management
- Historical Foundations from Social Work And Beyond
- Introduction to Client-Centered Performance Management
- Transitioning to Supervisory/Management Roles
- Administrative, Educational, and Supportive Supervision
- Individual and Group Supervision
- Recruiting and Selecting Staff
- Orienting and Training Staff
- Planning and Delegating Work
- Analyzing Jobs and Tasks
- Coordinating Work
- Motivating Staff and Enhancing Morale
- Staff Development
- Facilitating Communication
- Workforce Diversity
- Monitoring, Reviewing, and Evaluating Staff Performance

Recommended
- Technology and Personnel Management
- Interdisciplinary Teams
- Reward-Based Work Environments
- Enhancing Organizational Culture
- Negotiating Group Work Contracts
- Human Resource Manager as Advocate and Buffer
- Community Liaison Role
- Change Agent Role
- Employee Exit Interviews
- Helping Staff Prepare for Retirement

Individual instructors’ syllabi should provide a topical outline for the course and provide adequate information to determine where and when the required topics are being covered.

VIII. REQUIRED AND RECOMMENDED READINGS

Texts:


Individual instructors must use one of these texts or obtain approval from the faculty mentor for an alternative text. For individual syllabus, remove the word “RECOMMENDED.” A set of recommended articles is available on the SSW’s S Drive for instructor use. In addition individual syllabi need to specify which readings are required and which are recommended.

IX. ASSIGNMENTS

A. Required Signature Assignments. This course includes required signature assignments that are used to measure student attainment of EPAS competencies and practice behaviors. Further, some additional recommendation assignments are included in part B of this section. The required “signature assignments” serve to measure student attainment of competencies and practice behaviors established in the Council of Social Work 2008 Education’s Educational Policy and Accreditation Standards. These assignments are included in Attachments 1-3, and must be used exactly as outlined. Instructors must evaluate each student on these assignments using the scoring guides that are included with the assignment. However, do not include the scoring guide in the syllabus. This evaluation is not shared with the student, as it is gathered only for the purposes of evaluating program data and is aggregated with other student’s data—no scores on the embedded measures will be shared with anyone other than those working on the outcome data. Instead, instructors provide the student with feedback as you would
on any other assignment. They must also provide this confidential data for each student enrolled in the class to the MSW Program Director by the end of the semester. A form to submit this information will be given to each instructor prior to the beginning of this class.

B. Additional Recommended Assignments:

**Critical Reflections:** Review of research studies on outcomes related to personnel management, team building, and/or workplace diversity. Students will: (1) locate three articles describing studies in refereed academic journals (2) write an abstract of each study using a format provided in class by the instructor and (3) briefly summarize (1-2 pages) the main findings, as well as the underlying theory (or model) of the relationship between well-being and human resource management that is central to each study. (Educational Outcomes 3, 7)

**Organizational Analysis.** For this assignment, students will describe and analyze their organizational setting and context, setting the stage for the job analysis and performance appraisal process. (Educational Outcomes 4, 6, 7)

**Job Analysis, Description, & Recruitment and Interviewing Strategies.** Students will critically evaluate a specific job within their organization and conduct a job analysis, create a job description, and develop recruitment, and interviewing strategies. (Educational Outcomes, 2, 4, 7, 8)

**Performance Evaluations.** Students will critically evaluate the performance appraisal process for a specific job within your organization and revise the process based on the job analysis and description. (Educational Outcomes 4, 6, 7, 8)

**Presentation on Readings.** Throughout the semester, students will pair up with other classmates and train the class on the appropriate topic on the chosen date. The presentation will include the assigned readings along with at least 3 additional readings (peer-reviewed) per student presenter. (Educational Outcomes 3, 4, 7, 8)

**Vision Statement:** Students will describe their personal vision of what is important to you in doing work in organizations. (Educational Outcome 1, 4, 6, 7, 8, 9).

X. **GRADING**

A. What Grades Mean (plus and minuses are assigned at instructors’ discretion)
   - A = Exceptional work: outstanding: this grade will be assigned to work that shows extensive use of the literature as well as wide use of concrete examples from practice.
   - B = Fully meets graduate standards: this grade will be assigned to work in which all aspects of assignments are completed satisfactorily, showing a combination of accurate use of theory and principles, and precise descriptions of practice.
   - C = Overall performance is unsatisfactory, below graduate standards, although all aspects of assignments were completed.
• F = Failure: overall quality of work is unsatisfactory, or some aspect of assignments not done.

Plus and minus grades are assigned at the instructor’s discretion. A grading point table, such as the example below, must be included in course syllabi.

The numbers below are the letter grade equivalents based upon percentages of total class points obtained by a student:

A= 95-100  B+ = 88-89  C+ = 78-79  F = Below 73
A- = 90-94  B = 83-87  C = 73-77
B- = 80-82

A grade of C- or below is considered a failing grade for MSW level courses.

The numbers below are the letter grade equivalents based upon percentages of total class points obtained by a student (without the use of plus and minus grades).

A = 90-100  B = 80-89
C = 70-79  F= 69 or below

B. Incomplete grades. A temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. It is the student’s responsibility to request an Incomplete from the instructor. A request signed by the student and the faculty member must be on file when grades are submitted. A student may not enroll in a course sequential to one in which he or she has an I or F letter grade. An incomplete not removed by the end of the next semester will be changed to an F.

C. Attendance Policy. Attendance will affect grades in this course. (Instructors: Be specific about how many points will be deducted from student grades for missing class, tardiness, leaving early, etc.) Any student missing more than two classes, or more than one blended class, will need to contact the instructor to discuss implications regardless of the circumstances that led to these absences. Students who miss more than three classes, or more than two blended classes, may be assigned a failing grade in this course.

Individual instructors’ syllabi should specify the following:

• The weighting of each assignment in the course and the dates by which they are done.
• For every assignment, explain the standards used for grading.
• If class participation is part of the grade indicate what this means. For example, if 10 points are awarded for class participation, one point will be deducted for every class missed.
• Indicate the policy on late assignments, e.g., they are not accepted and treated as an “F” grade or the grade is reduced by ___ for each day, week, etc.
• Indicate how final grades will be determined

D. Academic Misconduct and Plagiarism

The University Senate Rules and Regulations defines academic misconduct in Article II, Section 6, stating:

*Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another’s work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research.*

One form of academic misconduct is plagiarism, or taking credit for work produced by someone else. This is a serious ethical violation. As a participant in this class, you are required to review the section on Academic Misconduct in the Student Handbook in order to familiarize yourself with what constitutes plagiarism. You must also review this section in order to help you to understand the efforts you can make to avoid engaging in plagiarism. Remember that faithfully using the citation and reference guidelines outlined in the APA style guide will serve as an excellent way to avoid plagiarism.

Additionally, KU subscribes to a digital plagiarism detection program called “Safe Assign” which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format so that your paper can be checked against web pages and databases of existing papers.

If a student commits plagiarism, with or without intention, the instructor for this course can, after consultation with the academic program director, assign a failing grade for the academic activity in question. If the plagiarism is severe or repeated, the instructor can, after consultation with the academic program director, assign a failing grade for the course in which the behavior occurred. An instructor may also request that the program director convene an Academic Review Committee meeting, which could result in a recommendation to the Dean of the School of Social Welfare for formal admonition, censure, suspension, or expulsion of the student.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

XI. SPECIAL CONSIDERATIONS

a. Any student in this course who has a disability that may prevent him/her from satisfactorily completing course requirements should contact the KU’s Academic Achievement and Access Center (AAAC) as soon as possible in order to begin the process of determining reasonable and appropriate accommodations. This process must be initiated by the student. University regulations do not require that
accommodations be offered retroactively, so it is important that students begin this process as early as possible. Information on how to contact AAAC can be found at [http://www.disability.ku.edu/~disability/students/guidelines.shtml]

b. Please notify the instructor in advance if your religious observances conflict with class or due dates for class assignments so we can make appropriate arrangements, including alternative assignments to cover missed classroom content if necessary.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

**XII. RECORDING AND SHARING RECORDINGS OF LECTURES**

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

**XIII. CONFIDENTIALITY AND PRIVACY CONSIDERATIONS**

The NASW Code of Ethics requires that social workers protect client confidentiality and privacy. Various state and federal regulations, including the HIPPA Privacy Rule, may also protect the confidentiality of client information in settings where social work students are engaged in practicum placements. In order to safeguard these client rights:

- Always disguise the name and other personal identifying information when you speak or write about a client.
- If writing in great detail about a client, ask permission from that client.
- Share nothing discussed in class about specific clients, agencies, or other students outside of this classroom.
- Any information shared with the instructor will be confidential, within the limits defined by the NASW Code of Ethics and relevant legal guidelines.
- Information regarding your performance or behavior as a student is protected by the Federal Education Rights and Privacy Act. However, student information can be shared between KU faculty, staff, administration, or field instructors when there is a compelling educational or safety reason to do so.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

**XIV. INSTRUCTOR AVAILABILITY**

Provide students with information on how to see and/or reach you.
XV. INCLEMENT WEATHER POLICY

In the event of inclement weather, to determine if classes have been cancelled students should call (785) 864-SNOW for the Lawrence Campus, or (913) 897-8499 for the Edwards Campus. If hearing impaired and have TTY/TDD equipment, call (800) 766-3777. Class will be held if classes have not been cancelled, and students should contact the instructor if weather or driving conditions make it impossible for them to get to class.

XVI. EPAS COMPETENCIES TABLE

A table must be included in the class syllabus which links EPAS Competencies, practice behaviors, and course educational outcomes with their coverage in specific sessions and in specific assignments. The table is included as the final Appendix of this document. Instructors must customize the columns which focus on the location of content and relevant assignments to their own syllabi. However the content of the first three columns and the signature assignments must be included in the table as stated in this document.
Attachment 1:

EPAS Competency 2.1.1
Identify as a professional social worker and conduct oneself accordingly

**Purpose:** The purpose of this written assignment is to assist students in developing a lifelong approach to learning that will assist them in working with organizations and communities.

**Instructions:** For this assignment students are to critically examine their personal and professional strengths. Students will then write a vision statement that encompasses their strengths and demonstrates how they plan to utilize those strengths in their work with organizations and communities. The vision statement should include a plan for engaging in life-long learning and incorporating new learning into updated vision statements. Students will develop a timeline for routine updates of their vision statement. The vision statement will be succinct, containing no more than 250 words. Writing should be crisp, demonstrating student ability to communicate his/her vision clearly.

**Instructor Scoring Guide for Embedded Assignment**

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Plan for engaging in lifelong learning to enhance knowledge and skills for work with organizations and communities.</td>
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Attachment 2: EPAS Competency 2.1.1 & 2.1.2

**Purpose:** The purpose of this exercise is to provide you with an opportunity to demonstrate the ability to receive, provide, and assess the impact of supervision while using strategies and models to resolve ethical conflicts.

**Instructions:** Instructor will provide two complicated interpersonal supervisory situations involving ethical conflict for students to role play and critically analyze. Preferably, the conflict in both scenarios will involve significant components of the NASW Code of Ethics. Students will work in pairs. For the first situation, one student will serve as the supervisor and the other as the supervisee, then for the next situation they will switch. Prior to the role play for each scenario, students who are playing the supervisor should discuss the following from the supervisor’s point of view as a group:
- What is the ethical conflict, from the supervisor’s point of view?
- What are some potential supervisory and consultative approaches that might be utilized to facilitate resolution in this scenario?
- What are some potential advanced level conflict management tools discussed in the reading assignments that could potentially be applied?

Students playing the supervisee in the scenario should discuss the following from the supervisee’s point of view:
- What is the ethical conflict, from the supervisee’s point of view?
- What are some potential advanced level conflict management tools that could potentially be applied in this scenario?
- What emotions/thoughts might the supervisee be feeling going into a meeting with their supervisor regarding this issue?

Students should role play their given scenario for 10-20 minutes each, using the information from the group discussion.
1. After each role play is conducted, students should discuss the following:
   A. What ethical conflict did you each identify?
   B. What were the emotions/thoughts generated as you received supervision? What about as you provided supervision?

Upon the conclusion of this activity, students should complete a reaction paper that addresses the following:
1. As the supervisor, what ethical conflict did you identify? What conflict management approach did you use to address it?
2. What supervisory approach did you take with the supervisee?
3. Upon reflection as the supervisor, what might you have done differently in this situation?
4. As the supervisee, what emotions/thoughts were generated?
5. Upon reflection as the supervisee, what might you have done differently in this situation?
6. How might you utilize the insights you have gained from this activity to assist you when you are a supervisor?

**Instructor Scoring Guide for Embedded Assignment:**
5=Excellent understanding of practice behavior
4=Adequate understanding of practice behavior
3=Partial understanding of practice behavior
2=Very limited understanding of practice behavior
1=No clear understanding of practice behavior

<table>
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<tr>
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<tbody>
<tr>
<td>Demonstrate the ability to receive and assess the impact of supervision and consultation</td>
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<tr>
<td>Demonstrate the ability to provide and assess the impact of supervision and consultation</td>
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<tr>
<td>Use strategies and models to resolve ethical conflicts in work with organizations and communities.</td>
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</table>
Attachment 3: EPAS Competency 2.1.3, 2.1.9 & 2.1.10

Purpose: The purpose of this exercise is to help students plan for improved client services from a leader’s point of view by identifying a service need in their practicum agency and creating a plan to incorporate the service into the agency culture.

Instructions:

A. Students should provide an explanation of the service need, including:
   - Is this a new service, or an existing service that needs to be changed/expanded?
   - From the point of view of a leader/supervisor in the agency, what evidence helped the student identify the service need?
   - What are the outcomes of the anticipated service?
   - How will the student ensure that diverse populations are reached in their community with this service?

B. From the point of view of a leader/supervisor in the agency who wants to move forward with this service, the student should address the following:

   - As you improve services, what are the components of effective leadership that can help fuel this innovation? Why are these components chosen? How do they influence the crafting of this innovation?
   - Staffing needs- Are current staffing levels appropriate, or are additional staff needed? Do current staffing patterns reflect the same diverse populations targeted by this service? If not, how will this be addressed?
   - Communication- Provide a plan that addresses how the new/expanded service will be communicated to staff to encourage maximum cooperation and morale. Who will receive the information and when? Will the information be communicated in writing, electronically, orally, etc; and why?

Instructor Scoring Guide for Embedded Assignment:
5=Excellent understanding of practice behavior
4=Adequate understanding of practice behavior
3=Partial understanding of practice behavior
2=Very limited understanding of practice behavior
1=No clear understanding of practice behavior

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<tr>
<td>Use logic, critical thinking, and creativity in written and oral communication with organizations and communities.</td>
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<tr>
<td>Provide leadership in organizations and communities for effective, ethical interventions that improve the well-being of individuals, families, organizations and communities.</td>
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<tr>
<td>Use leadership skills to engage staff members and to promote organizational diversity.</td>
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<tr>
<td>Use leadership skills to engage staff members in order to develop high levels of morale within organizations.</td>
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</table>
### Attachment 4:
EPAS Competency Table for use in Class Syllabus. Note that you must include as provided here but insert session numbers and assignments specific to your class. If the Master Syllabus includes a signature assignment for this course, that assignment must appear in column 5 exactly as stated in the Master Syllabus.

<table>
<thead>
<tr>
<th>Competency</th>
<th>SWAAP Practice Behaviors</th>
<th>Related Educational Outcomes</th>
<th>Session Number of Content Coverage</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1.1 Identify as a professional social worker and conduct oneself accordingly</strong></td>
<td>Plan for engaging in lifelong learning to enhance knowledge and skills for work with organizations and communities.</td>
<td><strong>Outcome I</strong>: Plan for engaging in lifelong learning to enhance knowledge and skills as a leader in work with organizations and communities.</td>
<td></td>
<td>Vision statement assignment</td>
</tr>
<tr>
<td></td>
<td>Demonstrate the ability to receive and assess the impact of supervision and consultation.</td>
<td><strong>Outcome B</strong>: Apply the core concepts of the strengths perspective and client centered administrative practice in providing, receiving, and assessing the impact of supervision and consultation.</td>
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<td>Supervisory analysis assignment</td>
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<tr>
<td></td>
<td>Demonstrate the ability to provide and assess the impact of supervision and consultation.</td>
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<td>Supervisory analysis assignment</td>
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### Competency SWAAP Practice Behaviors Related Educational Outcomes Session Number of Content Coverage Assignments

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</tr>
</thead>
<tbody>
<tr>
<td>2.1.2 Apply social work ethical principles to guide professional practice.</td>
<td>Use strategies and models to resolve ethical conflicts in work with organizations and communities.</td>
<td><strong>Outcome L</strong>: Identify the principles of client-centered performance management as well as the social work code of ethics and contrast with other models of social administration.</td>
<td></td>
<td>Supervisory analysis assignment</td>
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<td>2.1.3 Apply critical thinking to inform and communicate professional judgments</td>
<td>Use logic, critical thinking, and creativity in written and oral communication with organizations and communities.</td>
<td><strong>Outcome F</strong>: Create an organizational climate that maximizes the job satisfaction of staff members and volunteers through staff development, effective written and oral communication, the creation of a reward-based environment, and evaluation. <strong>Outcome J</strong>: Identify several examples of management/client separation.</td>
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<td>Improving client services plan</td>
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<tr>
<td>Competency</td>
<td>SWAAP Practice Behaviors</td>
<td>Related Educational Outcomes</td>
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<td>2.1.7 Apply knowledge of human behavior and the social environment</td>
<td>Incorporate a broad understanding of theories of change in planning and developing interventions within organizations.</td>
<td><strong>Outcome A</strong>: Describe the history, theoretical bases, and major aspects of personnel management in the human services.</td>
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<td>2.1.9 Respond to contexts that shape practice</td>
<td>Provide leadership in organizations and communities for effective, ethical interventions that improve the well-being of individuals, families, organizations and communities.</td>
<td><strong>Outcome K</strong>: Identify some constituency groups, their relationship to social programs and the need for a client advocacy stance with an emphasis on social and economic justice.</td>
<td>Improving client services plan</td>
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<tr>
<td>2.1.10 ENGAGE <em>Engage</em>, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>Use leadership skills to engage staff members and to promote organizational diversity.</td>
<td><strong>Outcome C</strong>: Create and maintain workplaces that enhance and maintain workforce diversity in human service settings and reflect, contribute to, and celebrate diversity in the larger community. <strong>Outcome D</strong>: Manage the hiring, retention, and development of staff.</td>
<td>Improving client services plan</td>
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<td><strong>Outcome H</strong>: Develop concrete strategies that promote and maintain social and economic justice and equity in tangible ways in all personnel management, team building, and workforce diversity decisions and endeavors.</td>
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<td>Use leadership skills to engage staff members in order to develop high levels of morale within organizations.</td>
<td><strong>Outcome D</strong>: Manage the hiring, retention, and development of staff. <strong>Outcome F</strong>: Create an organizational climate that maximizes the job satisfaction of staff members and volunteers through staff development, effective written and oral communication, the creation of a reward-based environment, and evaluation.</td>
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<td>Improving client services plan</td>
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<tr>
<td>2.1.10 INTERVENTION</td>
<td>Intervene with communities and</td>
<td><strong>Outcome E</strong>: Use effective individual and</td>
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<td>Engage, assess, <strong>intervene</strong>, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>organizations through a variety of models, methods, strategies and tactics identified as appropriate to the context and need for change.</td>
<td>group supervision approaches including administrative, educational and supportive supervision strategies. <strong>Outcome G:</strong> Effectively prevent and/or manage turnover and related disruption that results from resignations, terminations, and retirements.</td>
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