SOCW 6305.001, Cohort #2

STEPHEN F. AUSTIN STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
DSW PROGRAM
COHORT #2
Class Meeting: Fridays, 2:45-5:15 pm, FTF, Rm. 204

<table>
<thead>
<tr>
<th>SOCW 6305.001 Social Work Leadership and Administration</th>
<th>Name of Instructor: Stephanie Washington, EdD</th>
</tr>
</thead>
<tbody>
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<td>Office: SW, Rm. 117</td>
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<tr>
<td>Office Phone: 936-468-2029 *Do not leave a message on this extension</td>
<td>Email address: email the instructor in Brightspace regarding the course</td>
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<tr>
<td>Instructor’s Office Hours</td>
<td>Monday: 9:00 am-2:00 pm</td>
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<td>Tuesday: 2:00 pm-5:00 pm</td>
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<td>Thursday: 11:00 am-1:00 pm</td>
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COURSE SYLLABUS

I. COURSE DESCRIPTION

SWK 6305 is a course that highlights the essential roles and responsibilities of leadership in a variety of different settings. Knowledge and skills related to managing and advancing administrative skills in the areas of resource management, marketing and technology, employee, and community relations, as well as strategies to build an effective organizational culture that elevates the vision and mission of the organization. Additionally, this course is designed to assist students in developing a personal philosophy and approach to leadership. Historical and current theories on leadership will be introduced and students reflect on the various contexts in which leadership skills are exercised and considered in leadership practices in multicultural environments.

II. COURSE OVERVIEW

The DSW program of SFASU includes an advanced curriculum focused on preparation for advanced practice and social work education.

III. COURSE CONTACT HOURS AND STUDY HOURS (3 hours)

This is a 3-credit hour course. Credit is determined by CSWE Educational Policy and Accreditation Standards (EPAS).

IV. TEXT AND MATERIALS:


V. CURRICULUM DESCRIPTION

The DSW program of SFASU includes an advanced curriculum focused on preparation for advanced practice and social work education.

VI. PROGRAM LEARNING OUTCOMES

Competencies and Behaviors for Doctor of Social Work
Competency 1. Identify as a Social Work Educator
Competency 2. Embody Ethical and Professional Behavior
Competency 3. Apply Critical Thinking
Competency 4. Engage Diversity and Difference
Competency 5. Advance Human Rights and Social and Economic Justice
Competency 6. Identify as a Scholar-Practitioner
Competency 7. Identify as a Social Work Leader
Competency 8. Demonstrate Collegiality and Stewardship

VII. OBJECTIVES/STUDENT LEARNING OUTCOMES: (CSWE BEHAVIORS)

Becoming a Scholarly Practitioner:
This course will help you establish your identities as scholarly practitioners and leaders. The Scholarly Practitioner is defined as one who blends practical wisdom with professional skills and knowledge to identify, assess, and solve problems of practice, uses practical research and applied theories as tools for change; addresses problems of practice by collaborating with key stakeholders, including the university, educational institutions, communities, individuals, families, and organizations.

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

Competency 1. Identify as a Social Work Educator
- Develop skills in using theory-based models of social work education
- Critically analyze multiple pedagogical approaches, methodologies, and practices in social work education
- Understand the critical role of social work educators in the academy
- Demonstrate an understanding of teaching, scholarship, service responsibilities, and career progression in the academy
- Understand the impact of professional and university-wide accreditation

Competency 2. Embody Ethical and Professional Behavior
- Recognize and manage personal values as they guide work with students and colleagues
- Use technology ethically and appropriately to facilitate teaching and learning outcomes
- Conscientiously manage and analyze general and discipline-specific ethical dilemmas and behavior
- Understand and apply the National Association of Social Workers Codes of Ethics

Competency 3. Apply Critical Thinking
- Distinguish, appraise, and integrate multiple sources and ways of knowing
- Engage in critical self-reflective practice
• Clearly articulate issues and questions central to social work education and actively engage in addressing them
• Create, understand, analyze, and synthesize original work

Competency 4. Engage Diversity and Difference
• Recognize the extent to which society and organizations including educational structures, culture, and values create or enhance privilege and power among student learners
• Critically engage with students in a shared learning process, acknowledging differences in experience, power, and privilege
• Work sensitively and effectively with diverse student populations, with an appreciation for student strengths across cultures
• Develop the capacity to differentially apply knowledge related to diverse groups and contexts in teaching practice
• Understand how global challenges impact social work practice and education

Competency 5. Advance Human Rights and Social, Economic and Environmental Justice
• Understand the forms and mechanisms of oppression and discrimination in higher education and other systems
• Advocate at multiple levels for policy change that improves the lives of students and colleagues as a reflection of institutional mission and professional values
• Assess how social work practice and education, and institutional and governmental policies impact access to education and its delivery
• Develop an understanding of environmental justice

Competency 6. Identify as a Scholar-Practitioner
• Use practice and teaching experiences to inform scholarly work
• Use research findings to inform social work practice and teaching
• Engage in critical analysis of research methods and findings across the research spectrum
• Use research methodology in the evaluation of student and program outcomes
• Assume active roles and responsibilities as a scholar-practitioner, including the generation of new knowledge and public dissemination of one’s work.
• Critique and demonstrate the connection between social work practice and scholarship

Competency 7. Identify as a Social Work Leader
• Recognize leadership approaches and their application to organizational contexts
• Facilitate organizational change toward innovative practice
• Understand the impact of national, international, political, social, and regulatory factors on social work education
• Engage in interprofessional practice, education, service, and research

Competency 8. Demonstrate Collegiality and Stewardship
• Demonstrate flexibility and initiative by taking leadership roles when needed
• Work effectively with others in the classroom, university, and the profession
• Embody the profession’s identity in social work practice in all practice settings including social work faculty roles and respectfully address issues within the university
• Develop a sense of responsibility for maintaining the integrity of the social work profession

VIII. INSTRUCTIONAL METHODS

This is a face-to-face class that will involve technology-supported learning. Content will be delivered face-to-face (F2F) and via D2L/Brightspace and remote teaching tools. Methods of instruction will be based on active learning theories that will involve lecture by instructor, guest lecture, student discussion and presentations, small group activities, and audio-visual presentations. Class discussions will add to and supplement the reading assignments and be based on the topics presented in the course materials. To be
successful in the class, it is important that students take responsibility for their academic performance, be active learners, read the assigned material, complete all assignments, bring their experiences to the classroom, and respond to feedback from the instructor, mentors, and peers. The course is organized into weekly learning sessions where students will be able to find the information to read and learn each week from assigned readings, class lectures, and group exercises. PDF files and links to articles will be provided on Brightspace when available. Some content will be enhanced with online material and some examinations may take place online.

IX. COMPUTER REQUIREMENTS

This course will utilize D2L/Brightspace to support the delivery of course content - go to Brightspace Support | Center for Teaching and Learning | SFA (sfasu.edu) for more information. D2L/Brightspace is the primary means of communication between the instructor and students in the course. Students are expected to sign in to modules/weekly content pages, complete discussions, upload assignments to drop boxes, complete quizzes, monitor their grades/progress/feedback, and use email when necessary to communicate with the instructor regarding course content. All graded assignments/assessments will be submitted to Brightspace/D2L.

X. COURSE CALENDAR  (Schedule may change as needed to accomplish course goals.)

Week 1: Introduction to Social Work Leadership  
Jan. 19 DSW Orientation  (Face-to-face)  
Module 1  
Specific Topics
A. Getting Started/DSW Orientation  
B. Introduction to the DSW Program
   1. The DSW Concentration & Group for the Advancement of Doctoral Education (GADE)
   2. Doctoral Education and Careers
   3. DSW Program Competencies
   4. Accreditations and Oversight
B. Social Work Leadership
   1. What is Social Work Leadership?
   2. Leadership and Management Theory in Social Work
   3. Historical Development of Leadership
   4. Types of Leadership

Readings/Preparation:
Rofuth and Piepenbring, Chapter 1, Leadership and Management Theory in Social Work

Hernandez & Douglas, 2022  
Holosko, (2009)  

Jan. 26  (Face-to-face)  
Specific Topics
A. Syllabus Review  
B. Leadership and Management Practices in Social Work
   1. Difference between Leadership and Management
   2. Grand Challenges for Social Work (and ethics)
3. Inter-professional social work and research and ethics
4. Manages ambiguous and complex organizational situations
5. Advocates for an organizational culture that recognizes and rewards professionalism
6. Engages in and promotes ethical conduct
7. Protects the integrity and reputation of the organization
8. Initiates and facilitates innovative change processes
9. Applying emotional intelligence including self-awareness, self-management, social awareness, and relationship management in leadership and management

Readings/Preparation:
Rofuth and Piepenbring, Chapters 1& 2 Leadership and Management Theory in Social Work; 5 Problem-solving and decision-making in social work
NASW Code of Ethics, Purpose of the NASW Code of Ethics, Sections 2 & 3

*Choose 2 of the articles (or articles of your own on leadership and management theory/framework) to discuss.

Bliss, Pecukonis, & Snyder-Vogel, (2014)
Colon, (2020)
Derr, (2012)
Fine & Teram, (2013)
Kotter, (2000)
Lee et al., (2023)
Mwesigwa et al., (2020)
Jones & Phillips (2016)
Lopez, (2014)

Week 3: Effective Communication and Marketing the Organization
Feb. 2 (Face-to-face)

Specific Topics

A. Character and Leadership
1. Diversity and Difference in Leadership
2. NASW Codes of Ethics, Purpose of the NASW Code of Ethics, Sections 2 & 3
3. IFSW Code of Ethics, Global Statement of Ethical Principles,
4. Problem Solving and Decision-making
5. Ethical Issues in Organizations

B. Demonstrates effective interpersonal communication
1. Interpersonal communication skills
2. Engaging in persuasive communication
3. Develop and manage both internal and external stakeholder relationships
   a. Marketing and public relations in a university setting
4. Demonstrates effective interpersonal communication skills
5. Manages diversity and cross-cultural understanding
6. Understands how to communicate in conflict and crises

Readings/Preparation:
Rofuth and Piepenbring, Chapters 1 & 3
Reamer, (2022)
*Choose 2 of the articles (or articles of your own on communication in leadership, diversity, or problem-solving and decision-making frameworks in leadership) to discuss.

Cano (2020)
Collis & Rukstad, (2008)
Grady et al., (2020)
Nsonwuh et al., (2019)
Swick, Dyson, & Webb, (2021)

NASW Code of Ethics, Purpose of the NASW Code of Ethics, Sections 2 & 3

**Week 4: Communication: Making Meetings Productive and Working with Groups for Social Workers**
Feb. 9 (Livestream/Virtual)

**Module 2**

**Specific Topics**
A. Working with Groups Productively
   1. Modeling and encouraging professional behavior
   2. Seeking input from and listening to all levels of staff
   3. Inviting diverse perspectives
   4. Showing evidence of stakeholder engagement & buy-in
   5. Working constructively with people and institutions
   6. Preparing and organizing
B. Problem-solving and decision-making in social work
   1. Understanding approaches to decision-making and the decision-making process

**Readings/Preparation:**
Rofuth and Piepenbring, Chapter 4 & 5

Wilson & Lau, (2011)
Rodgers & Lopez-Humphreys, (2020)

Feb. 16 (Face-to-face)

**Specific Topics**
1. Accountability in Social Work
2. Organizational transparency, internal controls
3. Performance Reviews/Peer Review
4. Understanding Employee Motivation
5. Staff Training and Motivation
6. Being sensitive to inequities
8. Managing faculty/staff performance reviews
9. Promoting and ensuring diversity

**Readings/Preparation:**
Rofuth & Piepenbring, Chapter 6 & 9
Student Readings/Research

Fisher, (2009)
Holt & Marques, (2012)

**Student readings: Research and present an article for discussion on ‘the role of leadership in developing and motivating staff in social work—agencies and academia’

Week 6: Community Leadership and Resource Management
Feb. 23 (Livestream/Virtual)

Specific Topics
- Supervision and Technology
  1. Supervising Staff in a Social Work Environment
  2. Managing Information Systems and Technology
  3. Ethical issues in supervision
  4. Case Development and Application

Readings/Preparation:
- Rofuth & Piepenbring, Chapter 11
- Devlieghere & Gillingham, (2021)
- Macheridis & Paulsson, (2021)

Week 7. Strategic Planning, Management and Administrative Skills
Mar. 1 (Face-to-face)

Specific Topics
1. Understanding, interpreting, and using best evidence-based practices
2. Creating a vision and mission statement
3. Writing clear, specific, and measurable goals and objectives
4. Translating an idealized design into goals and objectives
5. Developing a strategic plan
6. Identifying elements of a good design
7. Understanding how to implement a program
8. Evaluating the program, assessing whether a plan has been achieved
9. Academic Programs versus Agency-Based Programs

Readings/Preparation:
- Rofuth and Piepenbring, Chapter 14
- Martin, (2020)
- Tarka, (2021)
- Peterson et al., (2014)
- Singh, (2021)

Week 8: Mid-Term (Assignment I Due)
Mar. 8 (Livestream/Virtual)

Module 3

Specific Topics
1. Presentations
SPRING BREAK (March 9-March 17)

Week 9: Strategic Management and Leadership Skills
Mar. 22 (Face-to-face)

Specific Topics
1. Designing and assessing programs
2. Needs assessment
3. Logic Planning Model
4. Understanding how to implement a program
5. Evaluating the program
6. Designing and providing feedback mechanisms
7. Case Application

Readings/Preparation:
- Rofuth & Piepenbring, Chapter 15
- Mapp & Boutte-Queen, (2021)
- Placido & Cecil, (2014)
- Taylor, MacHado, & Peterson, (2008)
- Krase et al., (2021)

Week 10: Leadership and Rural Practice & Community Collaboration
Mar. 29 No Classes, Good Friday

Specific Topics
1. Recognizing how to create a diverse workforce to align with clients served by the organization
2. Creating a positive and supportive workplace culture and climate
3. Learning the essentials of creating a job description
4. Understanding the best recruitment practices
5. Leadership and Rural Practice
6. Rural Culture and Practice
7. Creating collaborative relationships
8. Evaluating opportunities for community partnerships and collaborations
9. Applications for the evaluation of social work programs

Readings/Preparation:
- Rofuth & Piepenbring, Chapter 10 & 17
- Budge, (2006)
- Ricketts, (2009)

Week 11: Supervision and Leadership
Apr. 5 (Face-to-face)
Module 4

Specific Topics
1. Designing and managing a positive, supportive, and fair workplace
2. Communicating well in crisis
3. Roles of the Supervisor
4. Elements of Good Supervision
5. Supervision in Field Education
6. Retention in Organizations
7. Job Performance, Expectations, and Evaluation
8. Performance Reviews
9. Handling Incompetent and Destructive Employees
10. Managing Staff Diversity
11. Supervision Conferences with Employees and Students

**Readings/Preparation:**
Rofuth and Piepenbring, Chapter 11
Loos & Kostecki, (2018)
Schmidt & Kariuki, (2019)

**Weeks 12: Management Information Systems**
**Apr. 12 (Livestream/Virtual)**

**Specific Topics**
1. Understanding Management Information Systems
2. Benefits and Use of Management Information Systems
3. Developing Integrated Information Systems
4. Management information systems for planning and decision-making
5. Technology to Maximize Resources
6. Assessing program effectiveness and using data information to achieve excellence
7. Using technology to improve organizational effectiveness

**Readings/Preparation:**
Rofuth and Piepenbring, Chapter 12
Burbules, Fan, & Repp, (2020)
Koivisto & Hamari, (2019)
Martins et al., (2019)
Reigeluth et al., (2008)

**Guest speaker:**

**Week 13: Technology and Organizational Processes**
**Apr. 19 (Face-to-face)**

**Assignment 2: Case Analysis Due**

**Specific Topics**
1. Using technology to improve organizational effectiveness
3. Competencies and Practice Behaviors
3. Case Application

**Readings/Preparation:**
Rofuth and Piepenbring, Chapter 12

*Choose 2 of the articles (or articles of your own on technology in academic and/or organizational settings and leadership responsibilities/strategies) to discuss.*

Burbules, Fan, & Repp, (2020)
Koivisto & Hamari, (2019)
Martins et al., (2019)
Week 14: Financial Management in Social Work
**Apr. 26 (Livestream/Virtual)**
**Assignment 2: Oral Presentations**

**Specific Topics**
1. Understanding Budget
2. Budget and Management
3. Budget Crisis and Leadership
4. Surviving Cutbacks

**Readings/Preparation:**
Rofuth and Piepenbring, Chapter 13

Your organizational budget

The University of Texas at Austin, Budget Office, About the Budget, [https://budget.utexas.edu/about/budget](https://budget.utexas.edu/about/budget)


Kellam & Hansen, (2023)
Huiskes, (2023)
McClure & Taylor, (2023)
Gardner, (2023)

Week 15: Designing and Assessing Programs for Social Work
**May 3 (Face-to-face)**
**Assignment 2: Oral Presentations**

**Specific Topics**
1. Understanding, interpreting, and using best evidence-based practices to improve organizational effectiveness (academic and organizational settings)
2. Identifying elements of good design
3. Evaluating the program

**Readings/Preparation:**
Rofuth and Piepenbring, Chapter 15

Drake et al., (2007)
Martin, (2021)
Peterson et al., (2014)
Tarker, (2019)
Singh, (2021)

Week 16: Final Exam
**May 8 (Livestream/Virtual)**
XI. COURSE REQUIREMENTS

A. Class Attendance and Participation: For the class to discuss the readings and complete the in-class application of learning, you need to read the assigned material before coming to class, attend class regularly, and actively participate in class discussions and small group activities both F2F and online. You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class. Attendance is required. Excused absences (i.e. illness, death, or accident) will be considered case by case and granted by the instructor based on the merit and verifiability of the extenuating circumstance. Absences will be noted. Two or more unexcused absences will result in a reduction of the final grade.

B. Cell Phones/Pagers/Electronic Devices: Because such devices are disruptive to the classroom environment, I ask that you refrain from using them during class unless they are made a part of the classroom exercise. I also ask that you either place such devices on silent mode or turn them off during class. It is particularly offensive to an instructor to have a student text or conduct non-class related business while class is in session. Repeated interruptions will result in a deduction of points from the final average. You might also be asked to leave the class.

C. Readings: The course outline provides a list of required readings for each week. (you will receive a detailed schedule during the first full week of class that will outline the readings to be covered in each class). Since lectures, class discussions, and activities are designed to answer questions about the material, expand upon the basic concepts, and use critical thinking skills to apply concepts, you are expected to come to class prepared to discuss the assigned readings before class. Furthermore, you are expected to complete the assigned readings before class. You should also be prepared to apply, evaluate, and synthesize the material read.

D. Exams: There will be a final exam that is administered online. Students are required to take the exams at the scheduled time and submit them on time. Makeup exams will be scheduled according to university policy with a university-approved excuse.

E. Quizzes/Exercises: There will be unannounced class exercises/activities and quizzes to evaluate pre-reading/preparation. Students are required to actively participate in all exercises/complete all quizzes at the scheduled time. Makeup exercises will be scheduled according to university policy with a university-approved excuse.

F. Assignments/Presentations/Class Preparation: See Assignments [below] for a listing of all major assignments for this course. Weekly class assignments as well as discussions/quizzes/mini assessments will be given in class or Brightspace D2L. All assignments are due (according to Brightspace drop box instructions) unless the assignment is a class presentation which will be due in class. *While the instructor realizes that problems will arise, timely assignment submission is all students' professional responsibility. Students will be awarded and may elect to use three “floating submission day passes” at the start of the semester. Each pass may be exchanged for one day late submission until the three passes have been exhausted after which time, one letter grade will be deducted, with an additional letter grade deduction for each day for which the assignment is late. The student must communicate with the instructor that they are using their floating submission pass. Students who are absent when in-class assignments/mini-assessments are given cannot make up the grade without a university-approved excused absence that is accepted by the instructor.
XII. ASSIGNMENTS and GRADING CRITERION:

Attendance, class preparation, active participation, discussions/quizzes/mini-assessments 100
Assignment #1: Leadership Style 100
Assignment #2: Case Analysis & Oral Presentation 100
Final Exam 100
Total 400

XIII. GRADING SCALE:

The earned points will be tallied, and a letter grade assigned as follows:

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<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>360 – 400</td>
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<tr>
<td>B</td>
<td>320 – 359</td>
</tr>
<tr>
<td>C</td>
<td>280 – 319</td>
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<tr>
<td>D</td>
<td>240 – 279</td>
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<tr>
<td>F</td>
<td>Below 240</td>
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*Not applicable for credit toward a graduate degree.

XIV. ATTENDANCE POLICY

Per Class Attendance Policy SFA 6.7 students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained. Absences At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request an absence notification be sent to the instructor(s). The notification is not an excuse and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA. Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor. [https://www.sfasu.edu/docs/policies/6.7.pdf](https://www.sfasu.edu/docs/policies/6.7.pdf)

Institutional Absences *(HOP 04-110)*

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for the successful completion of standards of the class and unable to be missed. These events
must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty members to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

* Each day in attendance Weeks 1-14 is awarded 2.5 points for a total of 35 points (full attendance). If you are absent, attendance points are not awarded.

XV. ACADEMIC INTEGRITY (SFA Policy 4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes but is not limited to (1) Copying from the test paper (or other assignments) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Social work students are required to uphold the School of Social Work Academic and Professional Integrity Code they agreed to when they first enrolled in the program. The BSW/MSW/DSW Student Handbook and Academic and Professional Integrity Code outline acceptable student behavior. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability
SOCW 6305.001, Cohort #2

of other students to learn from the instructional program. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

The use of Artificial Intelligence (AI) and other electronic/online resources should be discussed with the instructor.

Acceptable Student Behavior
The DSW Student Handbook and DSW Academic and Professional Integrity Code outline acceptable student behavior. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct of Conduct (SFA Policy 10.4)). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Please see the following link for the complete policy: http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf

XVI. WITHHELD GRADES, SEMESTER GRADES POLICY (SFA POLICY 5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

XVII. STUDENTS WITH DISABILITIES
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodation. For additional information, go to http://www.sfasu.edu/disabilityservices/.

XVIII. STUDENT WELLNESS AND WELL-BEING
SFA values students’ overall well-being, mental health, and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, or seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
The Dean of Students Office (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body, and spirit.

**Services include:**
• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education
[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• Crisis Text Line: Text HELLO to 741-741
SOCW 6305.001, Cohort #2

Assignment I: Leadership Style and Practice
Due Date: Week 8 (March 8, 2023 @ 2:45 pm)

Style of Leadership and Practice
Using readings from the class and research journals/scholarly material, evaluate your style of leadership in social work supervision and/or academia. This paper should address the question, “How do I mentor and lead in an academic or organizational setting?” The paper should follow APA 7 format and cover the following areas:

a. Leadership style(s)
   • Identify your predominant leadership style and discuss how you imbue a variety of leadership styles in various situations. Define those situations and how you know how to and when you are adjusting your style, and for what purpose(s).
   • Evaluate and critique the strengths and limitations of your leadership style.
   • Identify leadership issues that may not be adequately addressed with your leadership style.
   • Assess the appropriateness of your leadership approach for certain supervisees, agency settings, or situations.
   • Identify how you address issues of diversity as a leader.
   • Identify and analyze any relevant ethical issues associated with your leadership style.
   • The integration of empirical and theoretical literature (at least 7 references) must be used to support your perspective and application.
   • Identify the emotional intelligence (EI) that you use to inform your leadership.
   • Evaluate and critique the strengths and limitations of your EI.
   • Identify EI issues that may not be adequately addressed with your supervisory style.
   • Provide a case vignette from a leadership meeting or supervision session (following rules of confidentiality and privacy) to illustrate how you would assess your leadership style and application of EI; include the challenges and opportunities you experienced in this role and this situation.

The paper must include all assignment elements. Students must be prepared to discuss the assignment in class within the context of a small group and also to present a brief outline of the paper. *Presentations will be in class on 3.8.24.

Assignment II: Leadership Application and Presentation
* This assignment is in the planning stage and may change.
Due Date: Written Assignment Due Week 13 (April 21, 2023 @ 2:45 pm)
In-class Oral Presentations Due Weeks 14-15 (Sign-up for time slots will be in Brightspace)

Culturally Competent Leadership/Management Paper (100 pts)
This paper focuses on describing how the background (culture, age, race, gender, etc.) of the person you choose to interview influences his/her/their leadership style and approach. This paper has three parts.

PART A: Interview and Interview Discussion (50 POINTS)
   a. Interview a person who is currently in a leadership or high-level management position in social work (academic or organizational setting). This person must be different from you in at least two ways (e.g., gender, age, race, religion, sexual orientation, gender identification, etc.). Write a brief demographic bio of the person. Deidentify them as much as possible, but it must be a real interview subject.
   b. The following questions should be explored (but you are not limited to these):
      i. How would you describe your leadership style?
ii. How would you describe your top values that guide your philosophy about leadership, and how does that manifest in your style of leadership?

iii. How do you feel that your background and experiences have influenced how you (1) came to develop your leadership style? (2) ways that you mentor or coach others? (3) ways that you contribute to the organizational culture and workplace climate.

iv. How would you describe your organizational culture? How does that differ or align with your own cultural experiences and background?

v. How do you approach motivating staff members? How might your background and culture influence that?

vi. How diverse is the workforce that you lead? What are your thoughts on that?

vii. How does your organization, and you as a leader, strive to promote inclusion within the organization?

viii. Have you experienced times when it was difficult talking about the differences that existed between you and those you lead? Can you talk about that experience?

ix. What is your greatest leadership challenge?

c. Based on the interviewees’ responses, what inferences can be drawn from your interview related to culturally competent leadership? Discuss the importance of why self-reflection and EI (emotional intelligence) need to be infused with culturally competent leadership and management. Discuss the importance of diversity in mentoring and leading others. Why is it so essential for organizations and teams, and how can it be promoted?

PART B: (25 POINTS)
In addition to conducting an interview, students will write a brief literature review (at least 7 articles) about the topic, as it connects with culturally competent leadership or management.

This part of the paper should address the following:

- Define a specific problem/topic of interest (within this main topic).
- Identify relevance to the field of social work organizations, educational institutions, or community engagement.
- Evaluate and critically appraise the previous research and/or contemporary paradigms in the field of social work leadership and management.
- Identify any gaps or contradictions in the literature.
- Recommend next steps for research, training, and/or policy in organizations and/or academic settings.

PART C: (25 POINTS)
Students will make an oral and visual presentation to the class. The presentation should include a brief recap of the interview and a synopsis of the research including how this research can fit into your current research agenda, doctoral studies, or practice in leadership/administration. *Detailed instructions are provided in the Brightspace assignment drop box.*
BIBLIOGRAPHY


International Association of Schools of Social Work. (n.d.). Global standards for the education and training for the social work profession.


