Course Statement

1. Course Description
Human service administrators increase practice effectiveness through structured human resource practice methods. The application further improves the quality and efficiency of agency staff performance. This course deals with ways to develop an equitable, healthy and viable workplace for employers and employees. This course provides relevant skills in staff recruitment, hiring, retention and termination, staff development, compensation and performance and benefit packages development. Students will also review relevant laws and legislation governing workplace relationships, such as the Americans with Disabilities Act (ADA).

2. Course Content
Course topics include work organization and job design, personnel recruitment and selection, performance monitoring and improvement, compensation management, training and development, occupational health, labor management and negotiation, job discrimination, managed care, gender equity, sexual harassment policies and affirmative action. Personnel management and staff development within human service organizations are seen as collective processes involving the shared responsibility and active participation of management and all other staff sectors. Issues of gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement are given special attention, particularly in the areas of recruitment, promotion, compensation, and benefits. Special attention is provided to the human resource and management issues of volunteers. Special attention is also provided to the labor management issues impacting union and non-union “at will” employees.
3. Course Objectives
As a result of completing this course, students will be able to use skills such as the following:
a. Conduct job analysis and assist agency administrators in correcting job design problems.
b. Plan and implement a developmentally oriented performance appraisal and personnel assessment program.
c. Design and participate in administration of a staff and volunteer recruitment and selection program.
d. Develop affirmative action programs and policies with investigative procedures and consequences.
e. Identify and critique an agency’s compensation plan and develop a corrective action plan as appropriate.
f. Participate in the design and implementation of a staff development and training program.
g. Using principles of continuous quality improvement, be able to function within a small task force creating a program, plan or service while facilitating the group process.
h. Develop and write sexual harassment policy with investigative procedures and consequences.

Note: Some typical HR topics not included here are Employee Safety and Health, Employee Discipline, Employment Law, Collective Bargaining and International issues.

4. Course Design
The course will include a variety of in-class small group activities, mini-lectures, discussions, case studies, and community projects.

5. Relationship of the Course to Four Curricular Themes, Social Work Values and Ethics
Multiculturalism and Diversity. Students will develop the capacity to identify ways in which variable such as gender, race, ethnicity, social class, age and other forms of social stratification influence and are impacted by human resource policies and procedures, particularly those related to recruiting, hiring, retention, promotion and termination.

Social Change and Social Justice: Students will be sensitized to the potential for and existence of social and economic exploitation in human service agencies. As students consider the personal and community impact of movements to decertify and reclassify workers, destabilize labor unions, and shift salaried/hourly employees with benefits to contract workers without benefits. Students will learn approaches that will allow them to work to prevent such exploitation and work proactively to realign agencies where this is present.

Promotion and Prevention: Human resource programs should be encouraged to place a high priority on the development of prevention, promotion, treatment and rehabilitation activities for employees. These activities are addressed through studies of successful and unsuccessful workplace health initiatives, periodic health appraisals and health screenings that emphasize physical health and emotional well-being for employees, as well as the use of internal and contract employee assistance programs (EAPs).

Social Science: Behavioral and social science research are addressed through the presentation and discussion of contemporary theories of human relations, as well as an examination of various theories of equity, compensation, human motivation, organizational development and work design.
The NASW Code of Ethics enjoins social workers to “remain proficient in professional practice.” This course encourages students to implement the ethical values of fidelity, beneficence, non-maleficent behavior (“do no harm”) and autonomy through the provision of opportunities for staff growth and advancement and through the promotion of emotional wellbeing and occupational health of the staff. Ethical values can also be implemented with organizational policies, procedures and consequences in the areas of discrimination, whistle-blowing, sexual harassment, and disabilities (e.g., ADA).

6. Teaching Approach
Adapted from Rosenshine, B. Research-based Strategies that All Teachers Should Know, American Educator (Spring 2012). I will begin each session with a review of what was covered the previous lecture. Students will be asked to provide the review of key concepts and “take-aways.” I will present material in small steps and provide class time for students to practice after each step. I will give clear instructions. I will provide models, templates and numerous examples of problem-solving, including rehearsal time. I will think aloud as I demonstrate. I will provide scaffolds for difficult tasks and notify students of possible errors. I will guide student practice through additional explanations, live review of drafts, and small group consultations. I will monitor students for understanding by asking specific questions and checking student responses. I will reteach material when necessary. I will teach material needed by students even when the students were expected to have mastered the material prior to the course. I will note student successes and give students ample opportunity to practice independently. I will provide feedback as students begin to practice independently.

Relevant Policies

Religious Holidays
Students who observe a religious holiday on the same day as class will have access to the class materials covered that day. Students are expected to notify the instructor if they plan to miss class. The official UM policy on religious holidays and a list of possible conflicts with classes can be found at: [http://www.provost.umich.edu/calendar/religious_holidays.html](http://www.provost.umich.edu/calendar/religious_holidays.html)

Learning Needs and Disabilities
Students with specialized learning needs are requested to make an appointment with the instructor to discuss the necessary arrangements. If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with the instructor as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

Safety & Emergency Preparedness
In the event of an emergency, dial 9-1-1 from any cell phone or campus phone. All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information.
Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADACompliance@umich.edu. Office of Student Services, School of Social Work | Room 1748, 734-936-0961


**Attendance**
The School of Social Work attendance policy can be found in the Student Guide. Attendance is not included in the grading rubric for this course with the exception of the required data collection sessions. Students are expected to participate in lectures, project group meetings, and community project consultation appointments with the instructor.

**Deadline Expectations**
Assignments due dates are listed in the syllabus. All project assignments must be submitted to the appropriate canvas folder. Assignments submitted more than one week late will be graded down one full grade (points are calculated by assignment). Due date exceptions will need prior permission of the instructor.

**Grading System**
A 100-point system is used. At the end of the semester, the points earned will be translated into letter grades according to the following formula:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>91-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>81-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-80</td>
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<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>&lt;69 (no credit)</td>
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</tbody>
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**Incompletes**
Incompletes are not granted unless it can be demonstrated that it would be unfair to hold the student to the normal expectations of the course. The student must formally request an incomplete with the instructor prior to the final weeks of class. Please review the Student Guide section on Ethical Conduct in the University Environment. This section addresses plagiarism, harassment and discrimination policies.

**Assignments**
Students will work on assignments in class in small groups. Students will have an opportunity to gather feedback on their deliverables in class from their group members and/or the instructor. Individual student work products/assignments will be uploaded to canvas for grading.

**Key Informant Interview (30 points). Due Friday May 26 5pm**
Students will develop a key informant interview protocol. Each student will interview a manager of a human or social service program to document current human resource related challenges and best practices. The student will report the results in two-page memo to the class.
National Scan (30 points). Due Friday June 16 5pm
Students will work in small groups to conduct a brief national scan of human resource programs. The students will use multiple sources to collect information to better understand the human resource practice program. At least three different models will be reviewed. Results will be reported using a matrix format comparing key characteristics of the model along with a brief narrative and references. Topics can include but are not limited to the following:

- Performance appraisal and personnel assessment program
- Volunteer recruitment and selection program
- Affirmative action programs
- Sexual harassment training and investigative programs

Human Resource Training Workshop (40 points). Due Friday July 28 5pm
Students will work in small groups to design and present a human resource training workshop to the class, including an evaluation of participant satisfaction and outcome attainment. Topics could include but are not limited to the following:

- Client confidentiality
- Grievance policies
- Diversity and inclusion
- ADA
- Social media policies
- Supervision models
- Workplace climate

Recommended Texts

Class Schedule and Topics
All readings and video links available in canvas File folder by lecture.

Lecture 1 May 9
Overview of student expectations and career plan, Human management positions within the field of social work, career ladder, HR practice standards, accreditation standards, NASW Code, Professional associations, introduction to community-based class project options

Lecture 2: May 16
Course scaffolding, human services management competency domain (resource management), job description review for human resource management skills, wicked HR management problems facing human service and social service agencies, force field analysis (tool) of one plan to remedy one problem, begin key informant question bank.

Readings
- 9 Essential Skills of Human Resource Management – How many do you have? Schleifer, J. and Bruce, S. http://hrdailyadvisor.blr.com/category/hr-management

Lecture 3: May 23
Non-profit organizational life cycle application, 2017 global human capital trends, new organizational design, key informant interview protocol and script development, mock interviews.

Readings

Lecture 4: May 30
HR Competency 12.1. Designs and manages the workplace to ensure a positive and supportive culture and climate for staff and clients. Key Informant reports, climate surveys, employee safety and health, EAP, continuous quality improvement

Readings

Lecture 5: June 6
HR Competency 12.2 Designs and manages employee relations policies and practices that are fair, adhere to law, and are implemented in a consistent manner. Federal and state employment law, non-profit policies and practice standards/manuals, accreditation human resource standards, performance management. Generate ideas for national scan protocol development.

Readings
- Cancer Support Center Policies
- Ozone Housing Operating Policies, Personnel Policies
Lecture 6: June 13
HR Competency 12.3 Recruitment, hiring, training, performance assessment, and promotion/termination based on established criteria. Job analysis for job design, job descriptions, interviewing. National scan project workshop.
Readings

Lecture 7: June 20
HR Competency 12.4 Creates, maintains, and fosters a discrimination- and harassment-free work environment for employees, clients and the general public. Supervision models, Sexual harassment policies and investigative procedures, conflict resolution strategies (restorative circles), grievances, compensation and benefit packages, social and economic exploitation and discrimination, salary suppression.
Readings:

Lecture 8: June 27
HR Competency 12.5 Successfully recruits and retains a diversity of employees to reflect the communities and constituencies served by the organization. Affirmative action, Staff development and training programs, volunteer training programs, supervision models, and team building strategies.
Readings:
July 4. No class. Holiday

Lecture 9: July 11
HR Competency 12.6 In settings with Civil Service and Unions, works within existing systems to ensure that the most qualified employees are selected to carry out agency responsibility. Union contracts, at-will employees, collective bargaining, government pay grades and policies

Readings:
- Thinking Beyond the Silos: Emerging Priorities in Workforce Development for State and Local Government Public Health Agencies Nancy J. Kaufman, RN, MS; Brian C. Castrucci, MA; Jim Pearsol, MEd; Jonathon P. Leider, PhD; Katie Sellers, DrPH; Ira R. Kaufman, MS; Lacy M. Fehrenbach, MPH, CPH; Rivka Liss-Levinson, PhD; Melissa Lewis, MPH; Paul E. Jarris, MD; James B. Sprague, MD. J Public Health Management Practice, 2014, 20(6), 557–565

Lecture 10: July 18
Career paths in social work, project team work session to prepare presentation slides

Readings:

Lecture 11: July 25
Student presentation of workshop project, Review licensing exam questions, Integrate community projects into resumes and career plans, Ongoing educational opportunities in human resource management.