

I. Course Information

Semester and Year: Fall 2021

Course Start and End Dates: 08/23/2021 - 12/12/2021

Course CRN and Section: 20056 - L01

Building and Room: Online Venue - CANVAS

II. Instructor Information

Professor: Maribel Del Rio-Roberts

Email: mdelrio@nova.edu

Phone: 954-262-8529

Office Hours: If you would like to ensure that you have a reserved meeting time, please schedule an appointment with me via email ahead of time to ensure that I am available. Office hours are held virtually.. My office in the Family Center Building B, Rm. 2229.

Office Hours:

Virtual Office Hours will be available on Wednesdays from 9am-11am weekly via:Topic: Maribel Del Rio-Roberts's Personal Meeting RoomJoin Zoom Meeting

<https://nova.zoom.us/j/8861660111?pwd=cHgreXIxMXhlRTZ6M3Jxa0VuS24ydz09>Meeting ID: 886 166 0111

Passcode: 5678

One tap mobile

+13126266799,,8861660111# US (Chicago)

+19292056099,,8861660111# US (New York)Dial by your location

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington DC)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

Meeting ID: 886 166 0111

Find your local number: <https://nova.zoom.us/j/8861660111>

8861660111@zoomcrc.comJoin by H.323

162.255.37.11 (US West)

162.255.36.11 (US East)

Meeting ID: 886 166 0111

Passcode: 5678Join by Skype for Business

<https://nova.zoom.us/skype/8861660111>

If the instructor cannot be reached, please contact the Department offering this course.

III. Class Schedule and Location

Day	Date	Time	Location	Building/Room
	08/23/2021 - 12/12/2021		Programs On-line	Online Venue-CANVAS

IV. Course Description

The application of management and leadership theory and research in non-profit and public agencies will be addressed. This course will focus on strategic planning, employee motivation, recruitment, retention, fiscal management, long-term planning, board development and succession planning. In addition, effective communication skills will be addressed and strengthened through interactive exercises with feedback.

V. Course Objectives / Learning Outcomes

- 1) Gain knowledge and skills regarding management principles and practices that can be applied to service agencies.
- 2) Analyze and apply in case studies a working knowledge of factors that influence organizational management in service agencies.
- 3) Develop an understanding of and practice in exercises and written case study analysis of preferred communication styles of effective leaders.

VI. Materials and Resources

Book Url: [NSU Book Store](#)

Course Required Texts and Materials:

Lewis, J., Packard, T., & Lewis, M. T. (2012). *Management of human service programs (5th ed.)*. Belmont, CA: Brooks/Cole.

American Psychological Association. (2019). *Publication Manual of the American Psychological Association (7th ed.)*. Washington, DC: Author. **ISBN:** 978-1-4338-3217-8

Course Supplemental Materials:

Scior, K., Kan, K., McLoughlin, A., & Sheridan, J. (2010). Public attitudes toward people with intellectual disabilities: A cross-cultural study. *American Journal on Intellectual and Developmental Disabilities*, 48, 278-289.

Odom, S.L., Horner, R.H., Snell, M.E., & Blacher, J. (2007). *Handbook of developmental disabilities*. New York: Guilford Press.

Watson, L. D., & Hoefer, R. A. (2013). *Developing nonprofit and human service leaders: Essential knowledge and skills*. Sage Publications.

Whitney, D.K., & Trosten-Bloom, A. (2010). *The power of appreciative inquiry: A practical guide to positive change (2nd ed.)*. Berrett-Koehler Publishers.

Wilcox, J., Kersh, B.C., & Jenkins, E. (2017). *Motivational interviewing for leadership: MI-LEAD*. Gray Beach Publishing.

Journals

- American Journal on Intellectual and Developmental Disabilities Analysis and Intervention in Developmental Disabilities Developmental Disabilities Bulletin
- Developmental Disabilities Research Reviews
- Education and Training in Autism and Developmental Disabilities Education and Training in Developmental Disabilities
- Education and Training in Mental Retardation and Developmental Disabilities Focus on Autism and Other Developmental Disabilities
- Journal of Developmental and Physical Disabilities Journal on Developmental Disabilities
- Journal of Health and Human Services Administration Research in Developmental Disabilities

Web Sites

- Centers for Disease Control and Prevention (CDC): <http://www.cdc.gov/ncbddd/dd/>
- The National Alliance for Direct Support Professionals Vision. (2020). *Frontline initiative*. <https://nadsp.org/frontline-initiative/>
- National Institute of Child Health and Human Development (NICHD): http://www.nichd.nih.gov/health/topics/developmental_disabilities.cfm

- The Arc: <http://www.thearc.org/> Autism Speaks: www.autismspeaks.org
- The Center for Autism and Related Disabilities: <http://www.centerforautism.com/> National Organization for Human Services: www.nationalhumanservices.org

VII. Course Schedule and Topic Outline

Class schedule subject to modification, but not without prior notification.

Course Schedule:

Week	Topic	Readings
1 8/23	Facing the challenges of management Best Practices in Abuse and Neglect Reporting and Investigating	Required: Lew M Sup le mental: I V. & Kimmich, I
2 8/30	The environments of human service organizations Trends in quality assurance and outcome monitoring	Required: Lew M.T. (2012) Ch: Sup le mental: I V. & Kimmich,
3 9/6	Planning and program design Accreditation in an era of self- determination	Required: Lew M.T. (2012) Ch: Sup le mental: I V. & Kimmich, I
4 9/13	Organizational theory for human service organizations Personal outcomes and organizational change	Required: Lew M.T. (2012) Ch: Sup le mental: I V. & Kimmich, I
5 9/20	Organizational design Building a Comprehensive Quality Management Program: Organizing Principles and Primary Operating Components	Required: Lew M.T. (2012) Ch: Sup le mental: I V. & Kimmich,
6 9/27	Developing and managing human resources	Required: Lew M.T. (2012) Ch:
7 10/4	Building supervisory relationships	Required: Lew M.T. (2012)
8 10/11	Managing Finances to Meet Program Goals	Required: Lew
9 10/18	Managing Finances to Meet Program Goals	Required: Lew Chapter 8

10 10/25	Designing and using information systems Selecting Application Software and Services Improve and Ensure Service Quality	Required: Lew M.T. (2012) Ch Supplemental: V. & Kimmich,
11 11/1	Evaluating human service programs The National Core Indicators Project: Monitoring	Required: Lew M.T. (2012) Ch Supplemental:
12 11/8	Leading and changing human service organizations	Required: Lew M.T. (2012) Ch
13 11/15	Achieving and maintaining organizational excellence	Required: Lew M.T. (2012) Ch
14 11/22	Enhancing your leadership and communication skills	Readings: Will
15 11/29	Review of course concepts	
16 12/6	FINAL EXAM	

VIII. Assignments

Case Study Summaries (25% of final grade)

Students will provide a one page summary of case studies that are located within the assigned chapters for the readings in the Lewis, Packard, and Lewis (2012) text. Each summary is worth 5 points each. The students will include a summary of the challenges faced by the individuals in each particular case as well as an analysis of the strengths and limitations of the approach and state whether they believe the situation was resolved effectively. In addition, students will

discuss if they would have proceeded differently. Your case summary should be written in APA Style with a title page and reference page.

Grading Rubric for Case Summaries:

	0-.55 points	.56-1.11 points	1.12-1.66 points	Comments
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Identify the problem(s)	Does not provide information from the case that demonstrates an understanding of the problem; does not identify possible strengths and limitations of the approach, and does not if there was an adequate resolution and their own approach to the situation.	Provides some evidence of understanding the problem; Superficial discussion of strengths or limitations, addresses only strengths or limitations, limited discussion of the outcome and its resolution and does not provide his/her own approach.	Provides considerable evidence to demonstrate understanding of the problem, thorough discussion of the strengths and limitations of the approach taken in the case provided, and detailed discussion of the outcomes, its efficacy and the students own approach to handling the problem.	
Analysis of the strengths and limitations	Does not provide information from the case that demonstrates an understanding of the problem; does not identify possible strengths and limitations of the approach, and does not if there was an adequate resolution and their own approach to the situation.	Provides some evidence of understanding the problem; Superficial discussion of strengths or limitations, addresses only strengths or limitations, limited discussion of the outcome and its resolution and does not provide his/her own approach.	Provides considerable evidence to demonstrate understanding of the problem, thorough discussion of the strengths and limitations of the approach taken in the case provided, and detailed discussion of the outcomes, its efficacy and the students own approach to handling the problem.	
Discussion of outcome	Does not provide information from the case that demonstrates an understanding of the problem; does not identify possible strengths and limitations of the approach, and does not if there was an adequate resolution and their own approach to the situation.	Provides some evidence of understanding the problem; Superficial discussion of strengths or limitations, addresses only strengths or limitations, limited discussion of the outcome and its resolution and does not provide his/her own approach.	Provides considerable evidence to demonstrate understanding of the problem, thorough discussion of the strengths and limitations of the approach taken in the case provided, and detailed discussion of the outcomes, its efficacy and the students own approach to handling the problem.	

Communication Styles Paper (25% of final grade)

Students are expected to interview a professional in the field of developmental disabilities that holds an administrative role within a service agency. Students will address the following questions in a minimum of a 5-page paper discussing the specific points mentioned below.

Be sure to follow APA Publication Manual (6th edition) guidelines when writing your paper. For this assignment you will need to include 5 peer-reviewed sources.

Ask him or her to explain the communication skills needed for success and advancement in the field.
Which skills do you already have?

Which ones do you need to develop or improve?

Write out a personal action plan for how this course can enhance your interpersonal assessment skill and interpersonal effectiveness in your interpersonal communications.

Rubric for Assignment 1: Communication/Interpersonal Skills Paper

	0-4.99 points	5-8.32 points	8.33 points	Comments
Presents information that addresses the specific questions that the assignment asks.	Paper does not address any of the specific questions asked or appears to relate only to course content and not the specific article reviewed	Paper addresses some of the specific questions asked.	Paper addresses all of the specific questions asked.	
Relates own thoughts about the assignment to specific course content, particularly readings, and other empirically validated and supportive literature	Paper is written entirely without evidence of engagement with course readings and does not provide personal reflections related to course content.	Paper is written with some evidence of engagement with course readings, but does not provide personal reflections related to course content.	Paper is written with evidence of engagement with course readings and provides personal reflections related to course content.	
Adheres to APA format; well written.	Multiple errors in APA format. Writing poorly edited; awkward construction and/or poor flow of ideas.	Some APA errors. Writing shows evidence of self-editing with some construction and/or flow problems.	Accurate use of APA format with minimal errors. Coherent development of the ideas using well-formed sentences and flowing paragraphs.	

Class Discussion Postings 25% of your final grade

Discussion posts are to be posted weekly in the designated Discussion Board area of the course. Students should respond with a minimum of 100 words and include references in APA style, where appropriate, to support their statements and beliefs. In addition, students are to ***respond to at least one other student's post each week***. Students are to provide their original responses by **Thursday** of that week and responses to peers by **Sunday** of that week.

The following postings will be required as part of the course:

Introductions

During the first week of the course, you will introduce yourself to your classmates. Tell us, who you are, what you do, and what you hope to learn in this course. For

example, you should include information about family, location, career, and what you plan to do with a Master's degree in Developmental Disabilities. Please include a picture of yourself as part of this

assignment. As part of this assignment you need to comment on at least one other student's introduction post.

o This post does not count toward your discussion grade!

Posting 1- Managing a Human Service Organization

What do you perceive as the main differences between managing a human service organization and managing a business? Would the same skills, attitudes, and body of knowledge be appropriate for each? What skills would you need to develop in order to manage a human service program?

Posting 2— Knowing the Environment

Think of a human service organization with which you are familiar. What are the key forces in its environments (local, state, national, and international) to which its stakeholders should be paying attention? How does the agency identify needs and opportunities for new services? In what ways does the agency involve the community in the assessment process?

Posting 3— Planning and Program Design

Find the mission, vision, and values statements of an agency you know or find the statements of a local organization via its Web site. In what ways do these statements seem to meet the criteria that are outlined in this chapter? How would you improve the wording of these statements? Do you see any possible conflicts between the central mission and goals of an agency and the best practices that guide the work of an individual who identifies with a specific helping profession?

Posting 4— Applying Organizational Theories

Choose two different theoretical perspectives that you find intriguing. If you were employed by a human service agency, how would your working life be affected by the organizational theory guiding that agency? Compare the effects of the Theory A and Theory B you have selected. Now think about your clients and community. What differences would the selection of Theory A or Theory B make in their lives?

Posting 5— Creating Organizational Designs

Consider a large human service organization with which you are familiar. What would you see as the best way to departmentalize it--by function, program, process, geography, client, or use of matrix design? What factors would you take into account in making this decision?

Posting 6— Developing and Managing Human Resources

If you were setting up an assessment center to measure the competencies of current potential human service workers, what types of measurements might you use? What competencies would you seek?

Posting 7— Supervisory Relationships

How would you describe the approach that you, yourself, would take if you were in a supervisory position? What do you see as the most important characteristics of an effective supervisory relationship?

Posting 8—Managing Finances to Meet Program Goals

To what degree is it possible for an agency to maintain its commitment to a central mission when funding patterns change and new types of activities are supported? How would you deal with a situation in which you could get funding only if you changed the basic focus of your agency's programs?

Posting 9— Designing and Using Information Systems

Think about an organization that serves individuals with developmental disabilities, what kinds of information decision makers would need in order to plan, implement, monitor, and improve programs?

Posting 10-- Evaluating Human Service Programs

If you were a program director or administrator, please discuss what steps would you take to build evaluation into ongoing processes?

Posting 11- - Leading and Changing Organizations

Think of a leader of a human service organization whom you have seen in action. What did that leader do that was effective or ineffective? What might have made that leader more effective?

Posting 12- - Achieving and Maintaining Organizational Excellence

What do you think are the key challenges affecting human service organizations today? How well are our organizations and professions adapting to a dynamic environment?

Posting 13- - Course Synthesis

Based on all of the course components including the readings, discussions, and assignments, identify the three of the most important concepts that you have learned during this course. Indicate how these will likely affect your professional practice.

Rubric for Discussion Postings

Criteria	0-.25 points	.26-.50 points	.51-.64 points
Sufficient number of contributions	Student did not post or respond to a peer.	Student either posted response to discussion question or responded to a peer or student's posts were late.	One or more contributions. Student must answer the discussion question by Thursday and respond to a peer by Sunday to earn full credit.
Contributions related to readings/ discussions	Contributions unrelated to course content	Contributions related to others' comments about the course material, without adding new responses related to course material	Contributions clearly relate to course readings/ discussions and new ideas are expressed.
Engagement of contributions	Contributions only congratulatory, critical, and/or of the "thanks-that- was- great" variety	Contributions relate to and expand upon the contributions of others.	Contributions initiate new threads and/or introduce new ideas to discussion.

Final Exam (25% of final grade)

Students will complete a cumulative final exam consisting of short answer and application and synthesis questions based on the readings covered in the course. The final exam will be available one week prior to the due date. You will have an entire week to complete the exam. The exam is not timed. You will not be required to cite or include a reference list in your final exam. Each answer should be brief. A paragraph or two. The exam format can also be multiple choice. More information will be provided regarding the format closer to the exam date.

IX. Grading Criteria

Your final grade is determined by your performance on a number of different tasks:

Grade	Quality Points	Percentage Points
A	4.00	90 - 100
B	3.00	80 - 89
C	2.00	70 - 79
F	0.00	Below 70
NPR	0.00	-
P	0.00	-

Additional Grades: **I** (Incomplete), **W** (Withdrawn), **AU** (Audit), **NPR** (No Progress), and **TR** (Transfer). The grade of **PR** (Progress) may be used for programs with a thesis or dissertation in which the student continues to demonstrate progress towards requirement completion. Programs with clinical rotations, internships, or externships in which grades may not be available within the university's approved grading period may use the **IP** (In Progress) grade.

Final Course Grade:

Assignment	Points Possible	Points Earned
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Case Summaries	25	
Interview Paper	25	
Discussion Postings	25	
Final Exam	25	
Total	100	

X. University Policies

A. Academic Misconduct

The University, as a community of scholars, embraces the free expression of ideas in furthering the acquisition of knowledge, while upholding the principles of trust, responsibility, honor, integrity, and ethical behavior in meeting program and degree requirements. As such, students are expected to adhere to a standard of academic honesty in all work submitted. Violations of academic honesty standards constitute academic misconduct, and violate the NSU Code of Student Conduct and Academic Responsibility, available online <http://education.nova.edu/students/current-students/studentcataloghandbook.html>.

The following acts violate the academic honesty standards and will result in a finding of academic misconduct:

1. **Cheating in any form:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.
2. **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. **Facilitating academic dishonesty:** intentionally or knowingly helping or attempting to help another to violate any provision of this code.
4. **Plagiarism:** the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment (see Academic Honesty Standards).
5. **Conspiracy to commit academic dishonesty:** assisting others to commit acts of academic misconduct
6. **Misrepresentation:** intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.
7. **Bribery:** offering of goods, services, property, or money in an attempt to gain an academic advantage.
8. **Forging or altering documents or credentials:** examples include, but are not limited to signatures, dates, and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.
9. **Knowingly furnishing false information to the institution.**

Penalties for academic misconduct can range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. Academic misconduct may also result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Students may not withdraw from a course in progress to avoid a failing grade upon receiving notice that academic misconduct may have occurred.

Note: If a charge of academic misconduct is determined in a course, any student-initiated withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course.

B. Plagiarism

Work that is submitted for credit must be the original work of the student. Any assignment that is not the original work of the student is considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility. Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source

such as an author or another student without properly acknowledging the actual writer/author) or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit (i.e., work that has previously been submitted for academic credit). Cutting and pasting from online sources on the Internet without proper acknowledgment and citation of primary and secondary sources (e.g., writers/authors/organizations) also constitutes plagiarism.

Penalties for plagiarism may range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. A subsequent determination of plagiarism in a future course (i.e., a second violation) may result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Course assignments submitted in partial fulfillment of degree requirements may be checked for plagiarism. *Students may not withdraw from a course in progress to avoid a failing grade or other consequence upon receiving notice that plagiarism may have occurred.* If a charge of plagiarism is determined in a course, any student-initiated course withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course [see Academic Misconduct]. Student access to online courses, and attendance at site-based courses, will be discontinued following a determination of plagiarism that results in an "F" for the course. **All students are entitled to due process pursuant to Fischler College of Education policies and procedures.**

C. Americans with Disabilities Act (ADA)

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any activity, service, or program of the university solely by reason of his or her disability. Each qualified individual with a disability who meets the academic and technical standards required to enroll in and participate in Nova Southeastern University's programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person's needs through reasonable accommodation.

At the postsecondary level, it is the student's responsibility to initiate the process for disability services. The process for obtaining a reasonable accommodation is an interactive one that begins with the student's disclosure of disability and a request for a reasonable accommodation. The student has the responsibility to provide Nova Southeastern University with proper documentation of a disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodations.

The necessary forms and procedures for requesting disability-related accommodations can be obtained from the NSU Office of Student Disability Services through its website at <http://www.nova.edu/disabilityservices/index.html>, via e-mail at disabilityservices@nova.edu, or by calling 954-262-7185 (toll-free at 800-986-3223, ext. 27185).

To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation should be submitted to the NSU Office of Student Disability Services a minimum of four (4) weeks prior to the commencement of classes for any given semester.

D. Course/Instructor Evaluation

- It is expected that all students will participate in the online Course/Instructor Evaluation at or near the end of the course.
- Notices of Course/Instructor Evaluation access are sent to registered students by NSU email.

E. The current edition of the **FCE&SCJ Catalog and Student Handbook** is available <http://education.nova.edu/students/current-students/studentcataloghandbook.html>. This document provides extensive information on University and FCE policies, regulations, and procedures.

Please consult the FCE catalog for information on college and department policies and the NSU Student Handbook for information on NSU policies: <https://education.nova.edu/students/current-students/studentcataloghandbook.html>

NSU Class Recording Policy:

Class content throughout this course may be recorded in accordance with the NSU Class Recording Policy. If class content is recorded, these recordings will be made available to students registered for this course as a supplement to the classroom experience. Recordings will be made available to all students who

were registered to attend the live offering of the class, regardless of a student's section or discipline, or whether the student is participating in the course online. If recordings are intended to be accessible to students or third parties who were not registered for the live offering of the class, students' personally identifiable information will be removed or redacted from the recording, unless (1) their written consent to such disclosure was previously provided, or (2) the disclosure is permissible in accordance with the Family Educational Rights and Privacy Act ("FERPA").

Students are prohibited from recording audio or video, or taking photographs in classrooms (including online classes) without prior permission from the instructor or pursuant to an approved disability accommodation, and from reproducing, sharing, or disseminating classroom recordings to individuals outside of this course.

Students found engaging in such conduct will be in breach of the Student Code of Conduct and subject to disciplinary action.