Scaffolding Writing Assignments to Engage Graduate Students
Judy Postmus, Social Welfare

Creating new assignments to better scaffold and meet the diverse backgrounds of graduate students.

BACKGROUND

I have taught this course for four years, a course that I chose to teach. The first time I taught it, I didn't have any experience teaching such a course, so I based the student work on a revamped syllabus from a teacher who had taught it before. The following two years I used assignments that were similar, with a few new assignments added in the third year. However, I felt during the third year that the course wasn't as exciting as it could be, and I decided to change its focus.

I attended a faculty seminar at the Center for Teaching Excellence, and through that experience, I shifted assignments. In essence, I made changes to make the course more appealing. I did this by narrowing the course focus and establishing enduring course goals that clarified what I wanted students to learn. I have leeway to make changes in the area of the course format, but there are set social work objectives to integrate into the course. Social work has universal standards, and these require that student meet certain set objectives as part of larger accrediting standards. The KU social welfare department also requires that its set of objectives be included in each course syllabus. Therefore, I made sure to include both the new enduring course goals and the social work objectives when I planned the course.

One element that has remained steady through the modifications has been the three basic assignments. The first time I taught the course, I had students look at a case study of their choice on three different issues. I kept that same assignment the second year. This year I discarded that assignment and replaced it with more prep work for the other three assignments to better scaffold learning.

<u>Enduring Course Goals</u>
- Students will have the ability to supervise and manage social workers and other human service staff members by building teams and organizational cultures that maximize staff morale and job satisfaction.
- Students will be able to create and maintain workplaces that reflect, contribute to, and celebrate diversity within human service settings with special attention to age, sex, race, ethnicity, language, religion, sexual orientation, disability, and cultural background.

Course Syllabus

THE UNIVERSITY OF KANSAS
SCHOOL OF SOCIAL WELFARE

Social Welfare 843:
Strengthening Staff Performance in a Diverse Workplace

Spring 2006   Judy L. Postmus, Ph.D.,
                                                     ACSW
Thursdays, 6:10-8:50pm   Office: 120 Twente
Room: Edwards RC 230   Phone: 864-2647
Line #60827   E-mail: postmus@ku.edu

Office Hours: Thursdays, 5-6pm and by appointment

Course Rationale

Social workers in administrative and advocacy 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 and advocacy 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, good advocacy practice requires solid communication and team building skills to effectively develop coalitions among individuals and communities.

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.

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.

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.

Educational Outcomes

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

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

(2)   Supervise and manage social workers and other human service staff members by applying the core concepts of the strengths perspective and client-centered administrative practice.

(3)   Build teams and organizational cultures that maximize staff morale and job satisfaction.

(4)   Create and maintain workplaces that reflect, contribute to, and celebrate diversity in the larger community.

(5)   Recruit, interview, and hire prospective staff members and volunteers; Write job descriptions and staff development plans; Evaluate staff performance.

(6)   Use effective individual and group supervision approaches including administrative, educational and supportive supervision strategies.

(7)   Demonstrate skills in using library, electronic, and writing resources in researching and analyzing best practices in administrative social work to enhance client and community well-being.

(8)   Maximize the job satisfaction of staff members and volunteer through staff development, communication, the creation of a reward-based environment, and evaluation.

(9)   Create and implement plans to enhance and maintain workforce diversity within human service settings with special attention to celebrating diversity based on age, sex, race, ethnicity, language, religion, sexual orientation, disability, and cultural background.

(10)   Effectively prevent and/or manage turnover and related disruption that results from resignations, terminations, and retirements.

(11)   Value justice and equity in tangible ways in all personnel management, team building, and workforce diversity decisions and endeavors.

(12)   Utilize your knowledge of personnel management when advocating for clients, for staff, and for social justice.

All of the educational outcomes for this course tie to Social Work Administrative and Advocacy Concentration Objective #4 (Students will be able to supervise and manage social workers and other human service staff; build teams and organizational cultures that maximize staff morale and job satisfaction; create and maintain workplaces that reflect, contribute to, and celebrate diversity in the larger community.). In addition, educational outcomes 1 and 7 above help students achieve Administrative and Advocacy Concentration Objective #3 (Students will be expected to be knowledgeable about and bring a critical perspective to policies and effective interventions in their fields of practice and to acquire the abilities needed to remain abreast of this information.) and educational outcome 2 above helps students achieve Administrative Concentration and Advocacy Objective #7 (Students will be thoroughly familiar with the concept of client-centered administrative practice and will possess numerous skills needed to implement this approach).

Curriculum Themes

Practice Centered Curriculum - The personnel management, team building and workplace diversity 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:

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.

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.

Social 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.

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.

The Liberal Arts Perspective and Links with Other Courses in the Administrative

Concentration

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, grant writing, and resource development classes.

Professional Purposes and Values

Given 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.

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.

Course Format

This course requires graduate level reading, writing, and analytical skills. Students are to come to each class prepared to actively participate in discussions about reading assignments and previous lecture materials. The papers will be graded both on substance and on the ability of the student to write succinctly and in terms understandable to a wide

audience. All students are encouraged to participate through discussions in class, via e-mail discussions, or with the instructor during office hours.

During this course, it may be difficult to disguise references to specific organizations and people, so such information must stay in the classroom. Confidentiality is vital.

Respect for others in the classroom. Social work courses are often messy and ambiguous, with room for multiple and diverse perspectives. We all must attempt to treat each other with respect when opinions are shared. Language should be used which recognizes diversity and is respectful of others. It is also imperative, as we struggle with complex political, personal and social issues, that we not silence others by assuming that there are "politically correct" lines of thought that cannot be challenged. Let us attempt to struggle for intellectual growth and mutual respect as we endeavor in this process!

Attendance. Students are expected to attend class (and be on time), which is essential for learning skills, learning from lecture and class discussion and for socialization to the profession of social work. Attendance and participation will affect 10% of the course grade. Students who miss more than a total of 3 classes will not receive a passing grade for the class.

Blackboard. Blackboard is a course management program designed to aid in the communication and dissemination of course information and materials. These materials include the syllabus, assignments, and powerpoint handouts. Additionally, there are links to websites, an online gradebook, and opportunities to e-mail the instructor and your classmates (without knowing their e-mail address).

All correspondence, including submission of assignments and e-mail communications, will be conducted through Blackboard. Please ensure that the e-mail registered with the University is the e-mail you want to use for your correspondence. Should you have any questions or need to change your e-mail account, please contact the KU Computing Help Desk at 864-0200 or http://www.ku.edu/~helpdesk.

To find your course, go to http://courseware.ku.edu. The first time you log in to Blackboard, follow the instructions to et up an online ID (if necessary). For subsequent logins, go through these steps:
- Click on login
- Enter user name & password
- When at your Bb main page, click on the course title.

There is a new version of the Student Guide available for Version 6 of Bb. You can get it here: http://www.ku.edu/~ids/docs/Blackboard_Student_Essentials.doc

Course Readings
- ***Texts***: The following required texts are available at the University Book Store:
  Kettner, P.M. (2002). Achieving Excellence in the Management of Human Service Organizations. Boston: Allyn & Bacon.

Weinbach, R.W. (2003). The Social Worker as Manager: A Practical Guide to Success (4th ed.). Boston: Allyn & Bacon.

■ *Reader Packet*: A reader packet is required for this class. To access the readings, you may either retrieve them yourself or go to Blackboard. Articles & book chapters are organized by class session and in alphabetical order by author.

Assignments

There are five assignments for this course. More details are provided in the assignment folder on the Blackboard website. All assignments are to be electronically posted in the Digital Drop Box on Blackboard no later than 12:00pm on the due date. Please make sure that you "Send" your assignment; if you only "Add" the assignment, I will not be able to retrieve it. Once graded, I will post your assignment in the Digital Drop Box and then send an e-mail indicating that your graded paper is posted.

1) **Critical Reflections**. Students will complete 2 small papers (3-5 pages) that critically reflect your understanding of the readings and your ability to apply them to your organization. These papers are due Feb. 2 and 9.

2) **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.

3) **Organizational Analysis.** For this assignment, you will describe and analyze your organizational setting and context, setting the stage for the job analysis and performance appraisal process. The paper will be 7-8 pages long and is due February 16.

4) **Job Analysis, Description, & Recruitment and Interviewing Strategies.** For this assignment, you will critically evaluate a specific job within your organization and conduct a job analysis, create a job description, and develop recruitment, and interviewing strategies. You are encouraged to choose a job related to your field practicum. The paper will be 8-10 pages long and is due either March 2 or 9. A sign-up sheet will be distributed in class for you to decide your due date.

5) **Performance Evaluations.** For this assignment, you 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. You are encouraged to choose a job that had a job analysis completed earlier in the semester. The paper will be 8-10 pages long and is due either April 27 or May 4. A sign-up sheet will be distributed in class for you to decide your due date.

Grading

Activity:	Value:	Due Date:
Class Participation & Attendance	10%	All Classes
Critical Reflections	10%	Feb. 2 and 9
Presentation on Readings	20%	Mar. 15, 30, April 6, 20, & 27
Organizational Analysis	20%	February 16
Job Analyses, Descriptions, & Recruitment Strategies	20%	March 2 or 9
Performance Evaluations	20%	April 27 or May 4
TOTAL:	**100 %**	

Grading for this MSW course is as follows:

95-100 =	A	84-86 =	B	74-76 =	C
90-94 =	A-	80-83 =	B-	70-73 =	C-
87-89 =	B+	77-79 =	C+	Below 70 =	Failed (F)

The quality of the writing as well as the content is important, so students should check spelling and grammar as well as sentence and paragraph construction. It is a very good idea to write a draft of your papers and then make an outline of your draft before preparing final versions. This helps assure that your paper is flowing in a coherent manner and that you are effectively making and supporting your main points.

Written work should meet basic standards of writing proficiency, and should conform to accepted standards of citation. The format found in the Publication Manual of the American Psychological Association (APA) should be used for all papers. If you are unsure of how to cite sources, please see the instructor. *Remember that plagiarism is a serious offense and violates the standards for academic integrity*. Written assignments are graded based on the following criteria:

- thoroughness and completeness of content;
- clarity and logic of presentation;
- evidence of critical thought;
- quality of writing.

Late Assignments: All assignments are due at the beginning of class on the date assigned. Grades will be reduced by 10 points if the assignment is late. Assignments will not be accepted one week past the due date unless otherwise discussed with the instructor. (Exceptions will be made only in extreme circumstances and must be approved by the instructor **PRIOR** to the due date.)

Incomplete grades: Incompletes will only be granted at the discretion of the instructor under special circumstances. It is the student's responsibility to request an Incomplete from the instructor before the end of the semester. A request signed by the student and the faculty member must be on file when grades are submitted.

Special Considerations

The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do as soon as possible. Please also see me privately in regard to this course. Students who will miss class because the university calendar conflicts with religious observations should notify the instructor so that assignments and course content for that class can be discussed in advance.

Inclement Weather Policy

In the event of inclement weather, students should call the University (785-864-SNOW) to see if classes have been cancelled. If the University is operating, the instructor will attend class. Students should contact the instructor if weather or driving conditions make it impossible for them to get to class so that accommodations can be made as necessary.

Audio & Video Taping Policy

As suggested by the University of Kansas, Faculty Executive Committee, "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."

Disruptive Behavior in the Classroom

As suggested by the University of Kansas, Faculty Executive Committee, "the scope and content of the material included in this course are defined by the instructor in consultation with the School of Social Welfare. While the orderly exchange of ideas, including questions and discussions prompted by lectures and discussion sessions, is viewed as a normal part of the educational environment, the instructor has the right to limit the scope and duration of these interactions. Students who engage in disruptive behavior, including persistent refusal to observe boundaries defined by the instructor regarding inappropriate talking, discussions, and questions in the classroom may be subject to discipline for non-academic misconduct for disruption of teaching or academic misconduct, as defined in

the Code of Student Rights and Responsibilities (CSRR), Article 22, Section C, and the University Senate Rules and Regulations, Section 2.4.6. Article 22 of CSRR also defines potential sanctions for these types of infractions."

Evaluation

You are encouraged to provide me with feedback on the course content and format during each class session, as well as during my office hours: Are the material and concepts presented in a clear manner? Is adequate time being given to individual Topic? Are different learning styles being accommodated? An anonymous student evaluation will be given before the mid-point of the class to allow for changes or adjustments to the course content and structure. Formal evaluations of this course will also occur at the end of the semester.

Course Content and Reading Assignments

Session One:	January 26, 2006

Topic: **Historical & Theoretical Foundations**
Readings: Weinbach, Chapters 1 & 3

Session Two:	February 2, 2006 – Critical Reflection Due

Topic: **Setting the Organizational Climate**
Readings: Kettner, Chapter 1
               Weinbach, Chapter 2

Taylor, M. S., & Giannantonio, C. M. (1993). Forming, adapting, and terminating the employment relationship: A review of the literature from individual, organizational, and interactionist perspectives. *Journal of Management, 19*(2), p. 461 (443).

Session Three:	February 9, 2006 – Critical Reflection Due

Topic: **Creating & Managing Staff Diversity**
Readings: Weinbach, Chapter 5

Milliken, F. J., & Martins, L. L. (1996). Searching for common threads: Understanding the multiple effects of diversity in organizational groups. *Academy of Management Review, 21*(2), 402-403.

Mor Barak, M. (2000). The inclusive workplace: An ecosystems approach to diversity management. *Social Work, 45*(4), 339 (313).

Richard, O. C., & Johnson, N. B. (2001). Understanding the impact of human resource diversity practices on firm performance. *Journal of Managerial Issues, 13*(2), p. 177-195.

Session Four:	February 16, 2006 – Organizational Analysis Due

Topic: **Developing & Modifying Jobs, Job Descriptions, Job & Task Analysis**
Readings: **Kettner, Chapter 10**

Session Five:	February 23, 2006

Topic: **Recruiting & Selecting Staff People**
Readings: Kettner, Chapters 9 & 11

Bricout, J. C., & Bentley, K. J. (2000). Disability status and perceptions of employability by employers. *Social Work Research, 24*(2), p. 87 (13).

Greengard, S. (1995). Avoid negligent hiring: Are you well armed to screen applicants? *Personnel Journal, 74*(12), 84-95.

McGarvey, R. (1996). Good questions. *Entrepreneur, 24*(1), 87-89.

Petersen, T., Saporta, I., & Seidel, M. L. (2000) Offering a job: Meritocracy and social networks. *The American Journal of Sociology, 106*(3), p.763 (44).

Session Six:	March 2, 2006 – Job Analysis Due (Group A)

Topic: **Training, Developing, and Delegating**
Readings: **Kettner, Chapter 12**

Weinbach, Chapters 4 & 8

Yukl, G. & Fu, P.P., (1999). Determinants of delegation and consultation by **managers.** *Journal of Organizational Behavior, 20*, **(2) p. 219 (13).**

Session Seven:	**March 9, 2006 - Job Analysis Due (Group B)**

Topic: **Facilitating Communication & Team Building**
Readings:

Allen, N.E., Foster-Fishman, P.G. & Salem, D.A., (2002). Interagency Teams: A vehicle for service delivery reform. *Journal of Community Psychology, 30* (5), p. 475 (22).

Glisson, C. & James, L.R., (2002). The cross-level effects of culture and climate in

human service teams. *Journal of Organizational Behavior, 24*, **(4) p. 357 (15).**

Larkey, L. K. (1996). Toward a theory of communicative interactions in culturally diverse workgroups. *Academy of Management Review, 21*(2), p. 463 (429).

Session Eight:	**March 16, 2006 – Presentation (Group 1)**

Topic: **Motivating Staff, Enhancing Morale, & Increasing Job Satisfaction**
Readings: Kettner, Chapter 6 and Weinbach, Chapter 6.

Newstrom, J. W. (2002). Making work fun: An important role for managers. *SAM Advanced Management Journal.*

Poelmans, S., & Sahibzada, K. (2004). A multi-level model for studying the context and impact of work-family policies and culture in organizations. *Human Resource Management Review, 14*, 409-431.

Quay, S. E., & Quaglia, R. J. (2005). Eight ways to motivate your staff. *Principal, 84*, 40-42.

Session Nine:	**March 30, 2006 - Presentation (Group 2)**

Topic: **Administrative, Educational, & Supportive Supervision**
Readings:

Brashears, F. (1995). Supervision as social work practice: A reconceptualization. *Social Work, 40*(5), p. 692-699.

Cohen, B.-Z. (1999). Intervention and supervision in strengths-based social work
     practice. *Families in Society, 80*(5), 460-471.

Yegdich, T. (1999). Lost in the crucible of supportive clinical supervision: Supervision is
     not therapy. *Journal of Advanced Nursing, 29*(5), 1265-1275.

Session Ten:	April 6, 2006 - Presentation (Group 3)

Topic:　　　　Individual & Group Supervision

Readings:

Bogo, M., Sussman, T., & Globerman, J. (2004). The field instructor as group worker: Managing trust and competition in group supervision. *Journal of Social Work Education, 40*(1), 13-26.

Brown, A. & Bourne, I. (1996). Group supervision, Chapter 9. *The social work supervisor*. Buckingham: Open University Press.

Milne, D. & Westerman, C. (2001). Evidence-based clinical supervision: Rationale and illustration. *Clinical Psychology & Psychotherapy 8*(6), p. 444 (13).

Ramos-Sanchez, L., Esnil, E., Goodwin, A., Riggs, S., Touster, L. O., Wright, L. K., et al. (2002). Negative surpervisory events: Effects on supervision satisfaction and supervisory alliance. *Professional Psychology: Research and Practice, 33*(2), 197-202.

Session Eleven:	April 13, 2006

Topic:	**Monitoring, Reviewing, & Evaluating Staff Performance**
Readings:	Kettner, Chapter 13
	Weinbach, Chapter 7.

Hartman, S. J., Fok, L. Y., Crow, S. M. & Payne, D. M. (1994). Males and females in a discipline situation: Exploratory research on competing hypotheses. *Journal of Managerial Issues, 6*(1), p. 54 (15).

Miller, J.S. & Cardy, R.L., (2000). Self-monitoring and performance appraisal: Rating outcomes in project teams. *Journal of Organizational Behavior, 21*, (6) p. 609 (17).

Session Twelve:	April 20, 2006 - Presentation (Group 4)

Topic:	**Managing the Difficult Employee & Termination**
Readings:	Weinbach, Chapter 7
	Kettner, Chapter 13.

Fitness, Julie. (2000). Anger in the workplace: An emotion script approach to anger episodes between workers and their superiors, co-workers and subordinates. *Journal of Organizational Behavior, 21*, p. 147 (15).

Session Thirteen: April 27, 2006 - Presentation (Group 5); Perf. Eval. Due (Group A)

Topic: Preventing Burnout & Helping Staff Members Prepare for Retirement
Readings: Weinbach, Chapter 11.

Julia, M., Kilty, K. M., & Richardson, V. (1995). Social worker preparedness for retirement: Gender and ethnic considerations. *SocialWork, 40*(5), 610-620.

Soderfeldt, M., Soderfeldt, B., & Warg, L.-E. (1995). Burnout in social work. *Social Work, 40*(5), 638-646.

Session Fourteen: May 4, 2006 - Perf. Eval. Due (Group B)

Topic: Leadership Styles & Becoming an Effective Manager
Readings: Weinbach, Chapters 10

DiPadova, L. N. & Faerman, S.R., (1998). Managing Time. In Edwards, R.L., et.al (Eds.), *Skills for effective management of nonprofit organizations* (pp. 469- 491). Washington, DC: National Association of Social Workers.

Herman, R. D., & Renz, D. O. (2004). Doing things right: Effectiveness in local nonprofit organizations, a panel study. *Public Administration Review, 64*(6), 694-704.

Lewis, A. W., & Fagenson-Eland, E. A. (1998). The influence of gender and organization level on perceptions of leadership behaviors: A self and supervisor comparison. *Sex Roles: A Journal of Research, 38*(5/6), 479-502.

Session Fifteen: May 11, 2006 – **Course Summary & Celebration**

ADDITIONAL READING RESOURCES

Bartunek, J. M., Foster-Fishman, P. G., & Keys, C. B. (1996). Using Collaborative Advocacy to Foster Intergroup Cooperation: A Joint Insider-Outsider Investigation. *Human Relations, 49*(6), 701-733.

Bernard, J. M. & Goodyear, R. K. (1998). *Fundamentals of clinical supervision, 2nd ed*. Boston: Allyn and Bacon.

Bowers, B., Esmond, S. & Canales, M. (1999). Approaches to case management supervision. *Administration in Social Work, 23* (1), 29-47.

Brashears, F. (1995). Supervision as social work practice: A reconceptualization. *Social Work, 40*(5), p. 692-699.

Bricout, J. C., & Bentley, K. J. (2000). Disability status and perceptions of employability by employers. *Social Work Research, 24*(2), p. 87 (13).

Browne, A., & Bourne, I. (1996). *The social work supervisor* (pp. 165-179). Buckingham: Open University Press.

Brown-Johnson, N., & Provan, K. G. (1995). The relationship between work/family benefits and earnings: a test of competing predictions. *The Journal of Socio-Economics., 24*(4), 571 (514).

Bulmer, M. & Solomos, J. (1999). *Racism.* New York: Oxford University Press.

Condrey, S. E. (1995). Reforming human resource management systems: Exploring the impact of organizational trust. *American Review of Public Administration, 25*, 341-355.

Dominick, P. G., Reilly, R. R., & McGourty, J. W. (1997). The effects of peer feedback on team member behavior. *Group & Organizational Management, 22*(4), 508 (513).

Ely, R., J. , & Thomas, D. A. (2001). Cultural Diversity at Work: The Effects of Diversity Perspective on Work Group Processes and Outcomes. *Administrative Science Quarterly, 46*(2).

Erez, A., Lepine, J. A., & Elms, H. (2002). Effects of rotated leadership and peer evaluation on the functioning and effectiveness of self-managed teams: a quasi-experiment. *Personnel Psychology, 55*(4), 929 (920).

Erlich, J. L., Rothman, J. & Teresa, J. G. (1999). *Taking action in organizations and communities, 2nd ed.* Dubuque, IA: Eddie Bowers Publishing.

Ezell, M., Menefee, D. & Patti, R. J. (1997). Factors influencing priorities in hospital social
      work departments: A director's perspective. Social Work in Health Care, 26 (1), 25-40.

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Postmus Poster Graphic
SW 843: Strengthening Staff Performance in a Diverse Workplace
Prof. Judy L. Postmus
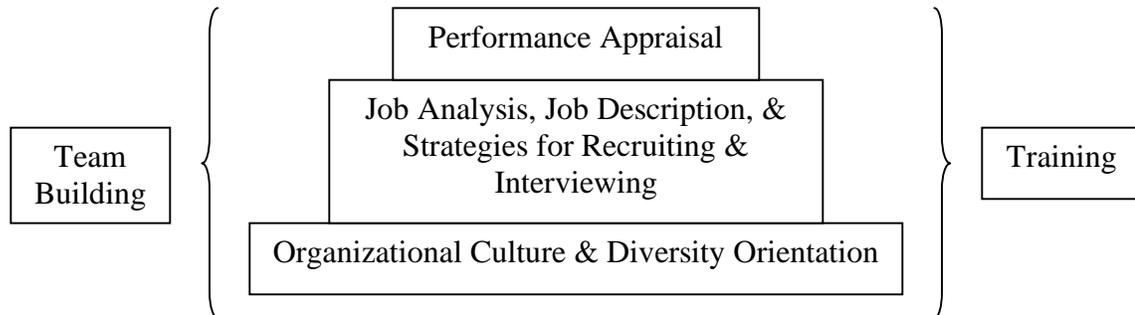
IMPLEMENTATION

I had two primary objectives for the students. The first objective was to encourage students to understand their organizational culture and to create and maintain a diversity orientation. To accomplish this objective, I laid the foundation by scaffolding assignments. This foundation included the ability of students to assess the culture of their organization. The second objective enhanced the skills learned by maintaining a positive work environment that builds teams and motivates staff. Its purpose was for students to develop staff training skills while working as a team.

First Objective
Since the base of the scaffold rests on students' understanding of their organization and the diversity orientation, the first assignment asked them to write a critical reflection paper on sessions two and three. After completing each reflection paper, they spent time in small groups, followed by a large group discussion on their thoughts regarding the readings and how they applied to their organizations. Students then wrote up an organizational analysis paper that reflected their ability to assess their organization and comment on how the organization embraced diversity.

The next layer in the scaffold was for students to conduct job analyses, create job descriptions, and develop recruitment and interviewing strategies. We began using lecture and discussion, and then each student applied the readings on the subject to their own organizations. We also spent time connecting these new skills to their organizational culture and strategies to enhance diversity. Students completed a specific job analysis along with a job description, recruitment, and interviewing strategies. I wanted this paper to reflect students' ability to apply these skills to their specific organizational culture; in addition, the paper needed to include strategies on practical ways to embrace and enhance diversity.

The final layer was for students to review, critique, and revise performance evaluations in their organizations. As before, we began using lecture and discussion followed by application of the readings to the students' own organizations. We spent time connecting the skills to their organizational culture and employing strategies to enhance diversity. These skills were linked to their job analysis and job descriptions. In addition, students completed a specific performance evaluation and compared it with evaluations from other organizations. This paper reflected their ability to apply these skills to their specific organizational culture, including strategies on practical ways to embrace and enhance diversity, and tied in with the job analysis, job description, and strategies for recruiting and interviewing candidates.

Second Objective
The students formed five teams, choosing a particular topic to study in depth. We spent two sessions lecturing and discussing training techniques and team building. Students then worked together to train the class on their particular subject, taking the entire class period. The presentations were done as a team. Each group had to reflect on what they wanted to accomplish through the presentation and how they would work as a team to achieve it. The class evaluated each training technique by providing feedback on the strengths and limitations of the training. Also, students wrote critical reflections of their training based on class evaluations and their own analyses, including how well the team worked together.

One way that I prepared them for their presentations was by talking about adult learning styles. For instance, I discussed that using only lecture was limiting, as some students learn better with experiential learning or others with discussion. My point was that they need to vary oral presentation styles in order to catch all types of learners. I think this discussion of learning styles was reflected in better presentations.

The group presentation did not introduce a new layer of scaffolding; instead, it incorporated the prior materials in a format that the students could use in their professional careers. They had to pick a topic that related to the ideas we had discussed throughout the semester, and the presentation had to include both cultural diversity and the topic. At the conclusion of their group presentation, each member had to write a detailed self reflection. It needed to include an account of their team process, an account of what that person learned by doing this project, a response to the peer feedback that they received and a plan for how that criticism would be incorporated in the revised final paper, and ideas for what they would do the next time they did a similar project.

Overall, I looked to see how they functioned as a team, how they presented their thoughts and ideas, and what type of presentation format they used. I intended for this process to provide the students with the means to critically think about their presentations, something I didn't think they had enough practice doing; they could think about ways to improve their own performance as well as comment on teamwork.

Critical Reflections

THE UNIVERSITY OF KANSAS
SCHOOL OF SOCIAL WELFARE

Critical Reflections

OBJECTIVE: To critically reflect your understanding of the readings and your ability to apply them to your organization.

ASSIGNMENT GUIDELINES (10%):
Students will critically analyze the readings for Sessions Two and Three (Feb. 2 and 9 respectively). This assignment is designed to help you review, critique, and apply the readings to your organization as well as become the foundation for all of your remaining assignments.

You will read the articles (not the book chapters) assigned for class on Feb. 2 and 9, and, using the outline provided, develop a 3-5-page paper reflecting your understanding and ability to apply the readings to your organization. Each paper must be typewritten with 12-point font and double-spaced with standard margins. Follow APA format when referring to the selected articles and include a reference page (not included in page limit).

EACH PAPER SHOULD INCLUDE THE FOLLOWING:

---

1. **Introduction** *(25%)* Provide a brief synopsis of the meaning (not a description) of each article, in your own words.

2. **Your Critique** *(50%)*
   - *What is your reaction to the content of the articles?*
   - *How do the articles relate to one another?*
   - *What did you learn about diversity orientation?*
   - *What did you learn about your organization?*
   - *Did these articles change your thoughts about your organization and about diversity? If so, how? If not, what remained the same?*

3. **Conclusion** *(15%)*
   - Briefly summarize your thoughts & conclusion to your critique of the articles.
   - How did these articles impact your thoughts on diversity and on your organization?

Evaluation will be based on how clearly you respond to the above, in particular:

a) The clarity with which you critique the articles;
b) The depth, scope, and organization of your paper; and,
c) Your conclusions, including a description of the impact of these articles on your organization.

ASSIGNMENT DUE DATE:

The assignment is to be electronically posted in the Digital Drop Box on Blackboard no later than noon on February 2 and February 9. Please make sure that you "Send" your assignment; if you only "Add" the assignment, I will not be able to retrieve it. Once graded, I will post your assignment in the Digital Drop Box and then send an e-mail indicating that your graded paper is posted.

Job Analysis

THE UNIVERSITY OF KANSAS
SCHOOL OF SOCIAL WELFARE

Job Analyses, Descriptions, & Recruitment & Interviewing Strategies
(Finding the Right Person for the Job)

OBJECTIVE: To critically conduct a job analysis, develop a job description, and create recruitment and interviewing strategies.

ASSIGNMENT GUIDELINES (10%):

1) You are expected to critically evaluate a specific job within your organization and conduct a job analysis, create a job description, and develop recruitment and interviewing strategies. You are encouraged to choose a job related to your field practicum.

2) Some definitions (found on p. 251 of Kettner).
   a. A job analysis is a thorough study of a job in which tasks, duties, and other job characteristics are examined for their consistency and fit with each other and used to establish job expectations.
   b. A job description is a summary of job tasks, duties, reporting relationships, and other job-related functions used to explain job expectations.
   c. Job specifications include the knowledge, skills, and abilities that prospective applicants should possess to perform the job adequately.

3) Develop an 8-10-page paper not including references, charts, or a cover page. It must be typewritten and follow APA format (12-point font, double-spaced, standard margins) and include proper references when appropriate.

4) Organize the various parts of your paper with the section headings provided (headings are identified in bold). Be sure you answer all subsections of each heading. Use chapters 9-11 from the Kettner book.

YOUR PAPER SHOULD INCLUDE THE FOLLOWING:

4. **Job Analysis** *(30%)*
   - *Develop a job analysis in which the eight (8) parts are briefly discussed. (See Kettner, chapter 10 for a description of these parts). Focus on the process of doing this analysis, leaving the outcomes for the next section.*
   - *How does this job relate to the organizational climate?*
   - *How does this job position relate to the team? The organization? Other staff?*
   - *How do culture, ethnicity, and gender play a part of your analysis?*

- *How did you collect the information for your job analysis?*
- *What were the strengths, limitations, and challenges faced from doing this analysis? What barriers, if any, did you encounter?*

5. **Job Description & Expectations** *(20%)*
   - Summarize the job tasks, duties, reporting relationships, and other job-related functions used to explain job expectations. This section would be the outcomes decided from the job analysis.
   - Describe the knowledge, skills, and abilities that prospective applicants should possess to perform the job adequately.
   - If necessary, include an actual job description as an attachment.

6. **Recruitment Strategies** **(15%)**
   - Describe your recruitment strategies using measurable objectives and outcomes.
   - Include how you will specifically recruit diverse staff.

7. **Interviewing Strategies** **(15%)**
   - Describe the strategies that will be used for interviewing job candidates.
   - What questions will you ask?
   - Who will be involved in the interviews?
   - Where will they take place? What will the format include?
   - How will you decide which candidate to hire?

8. **Conclusion** *(10%)*
   - Briefly summarize your thoughts & conclusion to this assignment.
   - How did this analysis impact your overall learning?
   - How did this assignment help you in relation to the course readings and materials?

Evaluation will be based on how clearly you respond to the above, in particular:

d) The clarity with which you introduce and describe the job analysis and other key components of this assignment; and
e) Your conclusions, including a description of your overall learning and its relation to the course readings and material.

ASSIGNMENT DUE DATE:

The assignment is to be electronically posted in the Digital Drop Box on Blackboard no later than noon on either March 2 or March 9; a sign-up sheet will be distributed in class for you to decide your due date. Please make sure that you "Send" your assignment; if you only "Add" the assignment, I will not be able to retrieve it. Once graded, I will post your assignment in the Digital Drop Box and then send an e-mail indicating that your graded paper is posted.

Organizational Analysis

<div style="text-align:center">

THE UNIVERSITY OF KANSAS
SCHOOL OF SOCIAL WELFARE

Organizational Analysis

</div>

OBJECTIVE: To describe and analyze your organizational setting and context, setting the stage for the job analysis and performance appraisal process.

ASSIGNMENT GUIDELINES (10%):

5)   You are expected to describe your agency or organization, ideally your field practicum. This description will serve as the beginning of your other assignments (job analysis and performance appraisals).

6)   Develop a 7-8-page paper not including references, charts, or a cover page. It must be typewritten and follow APA format (12-point font, double-spaced, standard margins) and include proper references when appropriate.

7)   Organize the various parts of your paper with the section headings provided (headings are identified in bold). Be sure you answer all subsections of each heading.

YOUR PAPER SHOULD INCLUDE THE FOLLOWING:

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9. **Organizational Setting (10%)**
    - Describe the organization.
    - What are the demographics of the staff & clients?
    - What services are provided?

10. **Management Practices (20%)**
    - Which management theory does your organization subscribe to? Use Chapter 3 from Weinbach as a guide for this section.
    - Critique the use of the adopted theory. Describe the strengths, limitations, and challenges of the implemented theory.
    - If you could, would you keep the existing management theory? Why or why not? If not, which theory would you suggest and why?

11. **Organizational Climate (25%)**
    - What is the climate of the organization? The guiding philosophy? The stated and unstated values?
    - According to Taylor & Giannantonio, which type of organization is your organization? What are the human resource needs?
    - How are decisions made in your organization?

- ▪ How do individuals form relationships, adapt to the environment, and terminate?

12. <u>Diversity Orientation (25%)</u>
- ▪ What is the diversity orientation at your organization? Critique your organization's emphasis on diversity based on the readings from Session Three.
- ▪ What strategies does your organization implement to create a diverse orientation?

13. <u>Conclusion</u> *(10%)*
- ▪ Briefly summarize your thoughts & conclusion to this assignment.
- ▪ How did this analysis impact your overall learning?
- ▪ How did this assignment help you in relation to the course readings and materials?

Evaluation will be based on how clearly you respond to the above, in particular:

f) The clarity with which you introduce and describe your organization and other key components of this assignment; and
g) Your conclusions, including a description of your overall learning and its relation to the course readings and material.

<u>ASSIGNMENT DUE DATE</u>:

The assignment is to be electronically posted in the Digital Drop Box on Blackboard no later than noon on February 16. Please make sure that you "Send" your assignment; if you only "Add" the assignment, I will not be able to retrieve it. Once graded, I will post your assignment in the Digital Drop Box and then send an e-mail indicating that your graded paper is posted.

Student Evaluation
THE UNIVERSITY OF KANSAS, SCHOOL OF SOCIAL WELFARE
Student Evaluation on Presentations

Rate each item below by circling the appropriate category *and* commenting on each.

1. The instructor showed command of the subject matter, and used class time in such a way (lecture, discussion, individual or group presentation, etc.) that the material was successfully presented.

Unsatisfactory	Below Average	Average	Above Average	Excellent
1	2	3	4	5

   a)   How did the instructor facilitate your learning of the subject matter?

   b)   What are some suggestions on ways the instructor can better facilitate your learning of the subject matter?

2. The instructor showed concern and respect for you as a student using appropriate communication skills.

Unsatisfactory	Below Average	Average	Above Average	Excellent
1	2	3	4	5

   a)   How did the instructor communicate respect to you and your fellow classmates?

   b)   How can the instructor improve his/her communication skills to demonstrate respect to you?

3. Material on race, ethnicity, social class, age, and gender was integrated into the presentation in accordance with a commitment to the advancement of social justice.

Unsatisfactory	Below Average	Average	Above Average	Excellent
1	2	3	4	5

   b)   How did the instructor integrate material on diversity in the presentation?

   b)   How can the instructor improve his/her materials and discussion on diversity?

4.   Overall, how effective was the instructor?

Unsatisfactory	Below Average	Average	Above Average	Excellent
1	2	3	4	5

    a)   What are the instructor's strong points?

    b)   What suggestions do you have on ways the instructor could improve the presentation?

Performance Evaluations
<div align="center">

THE UNIVERSITY OF KANSAS
SCHOOL OF SOCIAL WELFARE

Performance Evaluations
</div>

OBJECTIVE: Using chapter 13 from the Kettner text, to critically evaluate and revise your organization's current performance appraisals.

ASSIGNMENT GUIDELINES (10%):

8)   You are expected to critically evaluate the performance appraisal process for a specific job within your organization and revise the process based on the job analysis and description. You are encouraged to choose a job that had a job analysis completed earlier in the semester.

9)   Develop an 8-10-page paper not including references, charts, or a cover page. It must be typewritten and follow APA format (12-point font, double-spaced, standard margins) and include proper references when appropriate.

10)   Organize the various parts of your paper with the section headings provided (headings are identified in bold). Be sure you answer all subsections of each heading. Use chapters 13 from the Kettner book.

YOUR PAPER SHOULD INCLUDE THE FOLLOWING:

14. **Critique of Current Appraisal Process** *(25%)*
    - *Review the performance appraisal process for a current position.*
    - *What are the strengths & limitations to the process?*
    - *What are some suggestions for improvements given by other staff (both line and supervisory staff)?*
    - *How does the process compare to other agencies? Specifically compare to at least 2 other settings that provide similar services.*
    - *How does the process relate to the organizational climate?*
    - *How does this process take diversity into consideration?*

15. **Create a Performance Appraisal** *(35%)*
    - Revise or re-create the performance appraisal process. Justify your decisions based on your critique and on the literature.
    - Include a performance appraisal policy that makes clear the expectations for completing an appraisal including:
        o What is the process for completing an appraisal? How often does the process occur? Who initiates the process? What type of instrument did you choose? Who completes the forms? What is the appeal process? How did you attach the process to rewards?
    - Include a sample form as an attachment.

16. **Critique of the Revised Process** *(20%)*
   - *Review the revised performance appraisal process.*
   - *What are the strengths & limitations to the new process?*
   - *What are some thoughts and suggestions for improvements given by other staff (both line and supervisory staff)?*
   - *How does the new process relate to the organizational climate?*
   - *How does this new process take diversity into consideration?*

17. **Conclusion** *(10%)*
   - Briefly summarize your thoughts & conclusion to this assignment.
   - How did this analysis impact your overall learning?
   - How did this assignment help you in relation to the course readings and materials?

Evaluation will be based on how clearly you respond to the above, in particular:

h) The clarity with which you introduce and describe the job analysis and other key components of this assignment; and
i) Your conclusions, including a description of your overall learning and its relation to the course readings and material.

ASSIGNMENT DUE DATE:

The assignment is to be electronically posted in the Digital Drop Box on Blackboard no later than noon on either April 27 or May 4; a sign-up sheet will be distributed in class for you to decide your due date. Please make sure that you "Send" your assignment; if you only "Add" the assignment, I will not be able to retrieve it. Once graded, I will post your assignment in the Digital Drop Box and then send an e-mail indicating that your graded paper is posted.

Student Presentations
THE UNIVERSITY OF KANSAS
SCHOOL OF SOCIAL WELFARE

Student Presentations
SW 843: Personnel Management, Team Building, & Workplace Diversity

OBJECTIVE: To critically evaluate the assigned course readings on a particular week, identify additional supportive readings, work as a team with other classmates, and train the class on the topic chosen for that date.

On the first day of class, students will sign up with 1-2 other classmates for a particular class day to train the class on the appropriate topic using the assigned readings and 3 additional readings from the literature. Students will be responsible for presenting and critically evaluating the readings by reflecting on the purpose and nature of the articles, how they tied in with other course readings, and how they intend to apply these readings to their work. Each team of students will also prepare and distribute a bibliography that includes the work cited in their presentation; there should be at least 3 different peer-reviewed references per student on the bibliography.

The grade for this assignment includes how well the students present the information, work together as a team, engage their classmates in a discussion, and critically evaluate the readings. Students will have one hour for their presentation and will be evaluated by the classmates at the end of their presentation. Additionally, students will write a 1-2 page reflection paper that includes their own and their team's critique of the strengths, limitations, and revisions to be made on the presentation as well as a critique of the evaluations from their classmates. The reflection paper must be typewritten and follow APA format (12-point font, double-spaced, standard margins).

ASSIGNMENT DUE DATE:

A sign-up sheet will be available the first day of class. The presentations will be done on the following weeks:

March 15 & 30
April 6, 20, & 27

The assignment is to be electronically posted in the Digital Drop Box on Blackboard no later than noon the week following the presentation. Please make sure that you "Send" your assignment; if you only "Add" the assignment, I will not be able to retrieve it. Once graded, I will post your assignment in the Digital Drop Box and then send an e-mail indicating that your graded paper is posted.

Grading for Presentations

THE UNIVERSITY OF KANSAS
SCHOOL OF SOCIAL WELFARE

Student Presentation
Grading Sheet

Name: _____   **Date:** _____

Category	Possible Points	Actual Points
In-Class Presentation:	**75**	
Length 1 hour	5	
Distributed bibliography w/ 3 additional readings / student	5	
Presentation style	15	
Engagement of classmates	15	
Inclusion of diversity content	15	
Critically evaluated readings & communicated mastery of knowledge to class	20	
Written Reflection Paper:	**25**	
Length of reflection paper between 1-2 pages	5	
Strengths listed	5	
Limitations noted	5	
Revisions they would make on the presentation	5	
Critique of classmates' evaluations	5	
TOTAL POINTS:	**100**	

STUDENT PERFORMANCE

One project that I think was crucial was the critical reflection paper (see Critical Reflections #1 and #2 including Professor's Comments), the first project the students did in the semester. In fact, they did it the second and third days of class. They had to report on an article (not a book chapter) and address the issues of organizational climate and diversity. This means they had to read, synthesize, and write. In previous semesters, we relied only on discussion as a way to understand the readings.

By doing this writing early in the semester, the students had to attack the course ideas. I wasn't looking for a right or wrong answer, but I wanted to give students a chance to grapple with ideas by asking what they got out of it and how it applied to our subject matter. I saw growth in their discussions and later projects that I attribute to this early work. While I liked the learning bump that came from work on these papers, the actual reflections were not well-written papers.

A later assignment was a reflection paper (see Reflection Paper). I think they did better in their writing than students in previous semesters, although I don't think the instructions were clear enough regarding what needed to be included. In spite of that weakness, they did okay.

When I look at student papers, I consider content and grammar, as do most teachers. In the assignment guidelines that I give students, I tell them what I will be looking for regarding grammar and the percentage for that element. I am not comfortable using a more detailed rubric, because I want flexibility when I examine the ideas that the students write about. What I gave the students were guidelines for written assignments and in-class presentations. These assignment guidelines incorporated all the ideas they used as they analyzed various components of working in an organization. I have done assignment guidelines in previous classes, and I continue to update them to fit each course.

After I did the grading, I used Blackboard to inform students about their work. I used this format with the various papers for this class. On the earliest papers, I lowered the percentage in order to point out what writing issues each student needed to address. This offered students an important chance to make improvements before they had to turn in papers worth a greater percentage of their total grade.

The student group presentations addressed the second objective—the concept that provides for the development of teamwork. I liked how this project supported the framework that I created for the class. The students seemed to understand how they needed to make it work together. In intent, I was going to have the students use an entire class period for one presentation, but I made a mistake in creating the schedule and each group only had one hour instead of two. While this wasn't a significant error, next time I plan to give each group the full class period. The students included more diversity materials than they had in the past, and I was pleased to see that.

Out of the five student group presentations, the final was the best by far. The students chose the topic of "burned out," and they used a fire theme to link their material. What made this presentation so successful was the varied and successful methodology that they employed. For instance, they lectured, had a discussion on experiences, moved the audience to a different room in order to have experiential exercises, did self-disclosure on their own burn-out, and asked for input on application. They touched on every form of adult learning styles that we discussed in preparation for the presentations. Both the presenters and the audience were fully engaged, and this was quite an accomplishment: not only was it the end of the semester, but it was also an evening class after a full day of classes. This was the only group that received a score of 100 %. They covered all that they had to do with an exemplary demonstration of learning methodology. Overall, all the class performances were better than in previous semesters: they were more engaging and used fewer lectures.

REFLECTIONS

Next time I teach this course, I may shift the critical reflection paper to an analysis paper. In a different course that I taught previously, I required an analysis paper. The students who took that class did a better job of writing and looking deeply at the article than did those students who had not done the analysis paper. For the reflection paper, the writer emphasizes what he or she thinks about the article, but in analysis, the writer must take the ideas a step further; the author answers the "so what" of the issue by creating a thesis statement and addressing what readers should get out of the text. Basically, the writer has to create a main thesis and argue, through the use of the article, to support that point.

When I reflect on the group presentations, I think it will be advantageous to change them in three ways:
1. Tighten up the guidelines for the oral presentations.
2. Give the students more time to present their materials to the class.
3. Be more specific regarding their training on the topic.

Although I know that there are controversies surrounding the efficacy of student evaluations, I was surprised when I got mine back for this class, and I attribute the results to the course upgrades. I received perfect scores in every category, something that has never happened to me before. These increased evaluation scores weren't tied to student grades, for if anything, the grades I gave for this course were a bit lower than usual; that is, the average of the class didn't change significantly. I was pleased to see how all the components of the course had fit together this semester, and my interest and enthusiasm for the course may have heightened student interest in it, too. I also believe that the students became more passionate because they could see the value of the assignments. They said they liked the work, and they appreciated the skills and ideas they were taking with them at the conclusion of the course. They also mentioned that they appreciated the attention to diversity, an important cornerstone of our discipline. Although I cannot discern with certainty why the student evaluations were perfect, it was great to get that positive feedback.