

INDIANA UNIVERSITY SCHOOL OF SOCIAL WORK

Spring 1993
Section R074 (ES 2110)
Section R075 (ES 2107)

DR. BOB NEVIN, PhD, ACSW
Tuesday AM, 9:00 - 11:40 AM
Tuesday PM, 1:00 - 3:40 PM

SOCIAL WORK PRACTICE II:

PLANNING & MANAGEMENT (S542)

I. Course Rationale:

The purpose of this course is to identify and understand: (1) the basic management and planning activities (POSDCORBE) in human service organizations, as well as (2) the basic principles and theories of organizational behavior as well as change, stability, development, and interorganizational activity in the human services field.

The course is essentially an overview of current knowledge, values, and skills in these areas of social work practice. For students planning to follow the interpersonal sequence, the course provides background knowledge of formal organizations and administrative functions in social welfare for successful clinical work. For students planning to follow the planning and management sequence, the course provides an opportunity to gain background knowledge and understanding for choosing this specialization concentration.

The organizing RATIONALE(S) for this offering in the practice sequence of the MSW program can be outlined as follows:

1. All students should have sufficient knowledge concerning planning and management to participate professionally in relation to their positions in a human service organization in the planning and management of programs as well as the provision of direct client services.
2. Students planning to specialize in direct practice roles should develop sufficient knowledge and skills in this area of practice in order to: (a) understand the impact of organizational and administrative factors on service delivery, and (b) develop their elementary skills in the planning and management area if and when they move into supervisory/managerial positions.
3. Students planning to specialize in planning and management should acquire sufficient knowledge and skills in: organizational behavior and the administrative process to facilitate subsequent learning and movement into entry-level positions in the area of planning and management.

This curriculum rationale has been established because a major portion of professional social work practice and service delivery is exercised within and legitimated by an organizational/administrative context.

Course objectives and content are the same for all sections of the course. Teaching modes and emphasis on units will, most likely, vary from section to section the social work practice course in Planning and Management.

II. Course Objectives:

The major learning objectives are as follows:

1. To help the students become familiar with the **primary functions or activities of human service managers & supervisors** such as POSDCORBE (planning/organizing/supervising/developing human resources/planning/budgeting/evaluating/consulting).
2. To help the students understand the **primary management and organizational theories, their evaluation and application** & how these have a bearing on organizational efficiency, effectiveness & survival as well as individual service provider job satisfaction.
3. To help the student be able to identify **different types of organizational structure and analyze how these are related to:** the demands of the task environment & the kinds of service that a human service organization delivers.
4. To help the student become acquainted with the elementary aspects of **planning** within the organization.
5. To help the student become familiar with the role and process of **budgeting and funding** within the organization.
6. To help the student understand the rudiments of **human resource development** within the social service organization.
7. To help the student understand the **problems and prospects of women & minorities as managers, supervisors & staff members** within human service organizations.
8. To help the students understand the basic aspects of **organizational behavior (leadership, motivation, etc.)** that influence the supervisor-supervisee relationship.
9. To help the student understand the role and process of **evaluation** within the social welfare organization.
10. To help the students become acquainted with the **role & process of consultation** within human service settings.

III. Required Texts:

1. Judith A. Lewis, Michael D. Lewis & Federico Souflee, Jr., Management of Human Service Programs, Second Edition. Monterey, CA: Brooks/Cole, 1991.
2. Elwood N Chapman, Supervisor's Survival Kit, Fifth Edition. New York: Macmillan Publishing Company, 1990.
3. Elwood N. Chapman, A Self-Paced Exercise Guide to Accompany Supervisor's Survival Kit, 5th Edition. New York: Macmillan Publishing Company, 1990.

IV. Course Outline: Topics and Readings:

Each of these topical teaching modules relates directly to the ten objectives established for this course.

1. The Managerial/Supervisory Functions That Make Up the Administrative Job. What supervisors and managers do to facilitate the work of direct service personnel and the organization: planning, budgeting, organizing, developing human resources, supervising evaluating, consulting. The difference in the amount of the functions as related to the administrative hierarchical level within the organization.
2. Organization and Management Theories and Their Utility. The major types of theories: classical; human relations; contingency; open systems; "Theory Z." How these are manifest in Human Service organizations. The relationship of each of these theoretical approaches to organizational efficiency, effectiveness and survival and to provide job satisfaction.
3. Organizational Structures. From the perspective of "formal" and "informal" and the consequences for the organization and the individual. From the perspective of "tall," "flat," "matrix" and "colleagual" and the form as it relates to worker autonomy/control, communication accuracy, motivation, and the types of technology used in such fields as mental health, child welfare, health, income transfers, etc.
4. Planning. The planning process: needs assessment/problem identification; goals and objectives; program alternatives; implementation; evaluation; time frames. Variations on the planning process: strategic planning; management by objectives.
5. Budgeting and Funding. Types of budgets: line by line; program; functional; ZBB; PPB. Types of funding: grants; purchase of service contracts; fees for service; contributions. Incrementalism versus rationalism in the planning-budgeting decision making process. Building a budget. Financial reports. "Cutback management."
6. Human Resource Development. The pursuit of Equal Employment Opportunity. Hiring, release, and firing of employees. Performance appraisal. Training. Coping with stress and burnout. Volunteers.
7. Women/Minorities and Management/Supervision. Experiences. Achievements. Prospects. Problems. Barriers and strategies for surmounting them.
8. Selected Concepts from Organizational Behavior as Applied to Human Service Organizations (HSO's). What organization and management research has to say about these organizational behaviors: leadership; motivation and job satisfaction; power and authority; communication; political maneuvering; committees/task forces/task oriented groups; conflict.
9. Evaluating Programs in Human Service Organizations (HSO's). The aims of evaluation in HSO's. The types of evaluation and their implementation: process; outcome; and efficiency. Those who evaluate and those who receive the results. PERT/CPM approaches.
10. Engaging in Consultation. Various models of consultation/comparison of relationship for consultant & consultee/targets or strategies of intervention.

V. Class Procedures and Expectations:

Teaching learning techniques will include the following formats: (1) Lectures, (2) Case analysis, (3) Mini-games or simulations including role play, (4) Discussion of supervisory/management issues and dilemmas, (5) Video taping, presentations and analysis, (6) Readings, and (7) Written assignments

It is expected that each student will endeavor to maximize attendance and participation in this course since the teaching/learning techniques for improving knowledge and skills includes a high degree of involvement on the part of the student. If any problem arises for the student, the professor expects either prior or concurrent notice and communication about the difficulty in functioning in the course.

VI. Course Assignments and Evaluation of Student Performance:

Each student will be evaluated upon their performance on four dimensions of course activity, which is to be completed by the specified due dates. An overview and description of each of these activities is provided. A choice of four options is built into the first assignment. However, all students must take the Final Course Exam and Group Presentation on a topic selected in class.

<u>Overview of Assignments</u>	<u>% of Grade</u>	<u>Due Date</u>
1. Critical Incident Paper (A) OR Management Analysis Paper (B) OR MBO Program Plan (C) OR Organizational Study (D)	30	3/02/93
2. Final Course Exam (E)	40	4/06/93
3. Group Presentation (F)	20	Last 3 Class Sessions
4. Attendance/Participation (G)	10	15 Class Sessions

Each of these assignments is discussed more fully under sections A-G.

A. Critical Incident Paper (An option for the first assignment:

This paper should be typed (or clearly written) and be 3-5 pages in length. The topic you select should be either: (1) provide an example of the problems encountered in agencies, (2) discuss the personal responses or behavior to the situation, (3) outline process in management problem-solving & separating facts from assumptions, (4) provide a situation re: withholding judgment & resisting a final conclusion before facts are gathered or diverse views heard, (5) illustrates a strategy for problem conflict resolution in groups, (6) poses the ethical &/or personal dilemmas a professional encounters in practice, OR (7) suggesting diagnostic or interventive skills in management practice.

The following topical areas (USE HEADINGS IN YOUR PAPER) should be addressed in the incident paper: (1) What was the setting for the incident? (2) What factors made the issue problematic? (3) What insight into the incident can you provide? (i.e. policy, memo, standards, dialogue, expression of feelings, flow chart organizational chart, statistics, etc.) (4) What are the possible solutions to this dilemma (W or E or choices)? (5) What is the Best management action to take (and why) in this situation?

Please disguise the agency and names of persons involved so confidentiality may be maintained. The choice of issues you may select could include a topic like: administrative advocacy/dealing with authority/handling confrontations/disciplinary actions/gender related issues/interagency difficulties/political maneuvering/management styles/personal actions/resistance to change/sexual conduct/staff rotation/difference in values/status/work or family interface/any other issue relevant to you.

B. Management Analysis Paper (A second option to the first assignment).

This paper should be typed (or clearly written) and be 3-5 pages in length. It should include the appropriate references used (articles, book chapters, or persons interviewed). You should use the American Psychological Association style in providing documentation in your text to the references cited. The topic you select can be related to either: (1) a theoretical dimension of management (i.e., specific theory or concept such as administrative justice, equity, due process, power, client grievances, etc.); (2) a specific management function (POSDCORBE), or (3) an aspect of organizational behavior or development (motivation, leadership, peer group influences, managing conflict, etc.).

Your paper should focus on how management functions, or should act in situations related to your topic. For resource data, you may observe an agency activities, interview people, or critique journal articles or book chapters in developing your topic. Your paper should have titles for various sections and include: (1) **Problem/Issue:** Specify the nature of your inquiry (purpose, objectives, questions you have). (2) **Methodology:** Sources of data and how gathered. (3) **Key Issues/Findings:** What did you find? (4) **Discussion:** Implications for manager's preparation, knowledge, values, attitudes, and interventive skills. (5) **Conclusions:** What are the ramifications for agency stability, client rights, clinical services, educational preparation, staff relationships or agency efficiency/productivity?

C. MBO Program Plan (A third option for the first assignment):

This paper will spell out a program plan in 5-8 pages, typewritten (or clearly written). You are to select an organization different from the one you are employed for and develop an MBO Program Plan including these components:

1. Agency mission and goals?
(charitable intent, legislative mandate, assumptions about societal need, etc.)
2. Agency program objectives?
(specify tasks and activities to be carried out and intended outcome)
3. An individual social worker's job objectives in this organization (discuss dimension of responsibility, who supervised, scope of work, degree of freedom to act, authority given)

In this paper, you may wish to consult a Management by Objectives book manual or journal articles/book chapters that clarify this process. Be sure to include who, what, when, and where considerations in objectives for the program and individual. Provide bibliographic references if used and as appropriate.

D. Organizational Study (A fourth option for the first assignment):

This paper should be typed (or clearly written) and be a minimum of 3-5 pages in length. You will select one of four topic areas to be explored through observation of practice interviews and through independent library work. Some alternative topic areas may include:

1. Nature and characteristics of Management Practice in a Specific Type of Human Service Organization.
2. Assessment of Managerial Effectiveness in Human Service Organization.
3. Problems and Prospects of Women and Minorities in Human Service Organizations.
4. Use of computers and Electronic Data Processing in Human Service Organizations.
5. Any other relevant topic you may propose for prior approval from the Professor.

You should implement data collection and prepare a document covering:

- a. Topic definition and data collection design/strategies
- b. Brief Literature Review
- c. Key Issues for Social Work Managers
- d. Conclusions and recommendations
- e. Bibliographic references.

E. FINAL COURSE EXAM

* This exam will cover all class lectures and assigned readings. Both objective and short answer questions will be used. *(See 6- Chapman Notebook due 4/6/93!)* *

F. Group Presentations:

You will select an issue of interest that you can share with either 4 or 5 other persons in our class. Your group will present (during one of the last three class sessions) the WEB options in dealing with this organizational, community relation, personnel, financial, or other problematic agency issue in a creative, innovative, and educational manner.

This group presentation will not be graded. However, the Professor will provide each student with constructive (strengths and suggestions) feedback regarding his/her presentation regarding (1) style of presentation, (2) clarity and organization of content, (3) effectiveness and logic of research and discussion on the issue and (4) other relevant comments (ie., responsiveness to audience).

* Finally, each student will prepare a 4-6 page paper related to (NOTE: varying point percentages on this answer): *

- ** these previous four areas (20%), PLUS
- ** (5) your personal assessment of how your group process evolved in terms of organizational considerations in working together and what individual responsibility you took within your group (20%); and
- ** (6) your personal assessment of how this class sessions & group process contributed to your understanding of the (ONLY USE THE ONE'S APPLICABLE AND WHY?) three (3) guiding RATIONALES and 10 course objectives (60%).
See course syllabus for these 13 items. This paper should be submitted in within one week of completing your group presentation.

G. Attendance/Participation (fourth assignment):

Your contributions to the class by regular attendance and verbal participation will be considered.

★ NOTE: The Chapman Workbook will be turned in at the time of the Final Exam
(including the Introduction, pre- and post-tests, and programmed
learning exercises on Chapters 1-20). (Due 4-6-93!) ★

VII. Evaluation and Feedback on this Course:

A. **Anonymous Feedback.** Each student will be asked to do an anonymous assessment of one class session composed of three items based on the following:

1. An assessment of the lecture content: what was new to you, what did you agree with or disagree with, was the information relevant, etc.?
2. Assessment of lecturers teaching style and presentation of the subject matter.
3. Comments about the course: its pace, reading/written assignments, laboratory experiences, etc.

You need to do this only once during the course. The instructor has learned that students can help the instructor improve the quality of "OUR CLASS" sessions through this participatory mechanism.

B. **Evaluation.** The students will have the opportunity of formally evaluating the total course during the final class session.

VIII. Bibliographic References:

Please refer to the listing of articles, books, journals and periodicals attached. Selected books on management will be made available from the professor as you discuss your research needs.

IX. Professor's Availability:

School: Robert S. Nevin, PhD, MPH, MSW, ACSW
IUSSW
902 West New York Street
P.O. Box 647
Indianapolis, Indiana 46202-5156

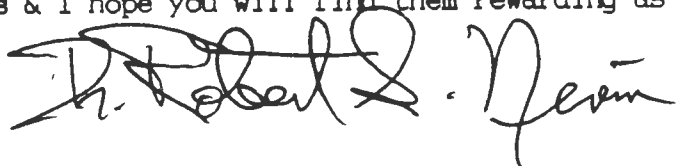
Office: ES 4118
(317) 274-6721

Home: 2869 Grey Fox Court (317) 349-1928
Martinsville, Indiana 46151 (317) 349-1855

If I'm not in, please leave a message with:

- ** the IUSSW secretary-receptionist (274-6705), OR
- ** at my home between the hours of 8:00 AM - 10:00 PM) OR
- ** on my telephone answering machine.

I look forward to our class sessions & I hope you will find them rewarding as well!!



X. Bibliography (S542) Planning and Management:

- Abels, P. and Murphy, M. Administration in the Human Services. Prentice Hall, 1981.
- Arquello, D.F. "Minorities in Management: A Review of Ethnicity's Influence in Management." Administration in Social Work. V.8, N.3, 1984, pp. 17-28.
- Austin, M. Management Simulations. Harper and Row, 1979.
- Austin, M. Supervisory Management for the Human Services. Prentice Hall, 1981.
- Chapman, E. Supervisor's Survival Kit. SRA, 1983 (3rd Edition).
- Drucker, Peter J. Managing in Turbulent Times. Harper and Row, 1980.
- DuBrin, A. Fundamentals of Organizational Behavior. Pergamon, 1978 (2nd Edition).
- Ehlers, W., et. al., Administration for the Human Services. Harper and Row, 1976.
- Emerner, William G., R.S. Luck and S.J. Smits. Rehabilitation Management and Supervision. University Park, 1982.
- Gruber, M. (Ed.) Management Systems in the Human Services: An Introduction to New Technologies. Temple, 1981.
- Hasenfeld, Y. Human Service Organizations. Prentice Hall, 1983.
- Ivancevich, M. et. al., Management for Performance. Business Publications, 1983 (Revised Edition).
- Jones, N. and Wafford, J. "1999 - The Year of the Black CEO" Business Horizon. May-June, 1983, pp. 51-57.
- Lewis, J. and Lewis, M. Management of Human Service Programs. Brooks Cole, 1983.
- Morrissey, G. Appraisal and Development Through Objectives and Results. Addison-Wesley, 1977.
- Munson, C. In Introduction to Clinical Social Work Supervision. Haworth, 1983.
- Ouchi, William. Theory Z. Avon, 1981.
- Perlmutter, F., and Slavin, S. Leadership in Social Administration. Temple, 1980.
- Rakich, J. et. al., Managing Health Care Organizations. Saunders, 1979.
- Reitz, H.J. Behavior in Organizations. Irwin, 1981 (Revised Edition).

Rincon, E. and Key, C. "The Lativa Social Service Administrator: Developmental Tasks and Management Careers." Administration in Social Work. V6, N.1, 1982, pp. 47-58.

Rubenstein, M. "Women in Organizations: A Review of the Research." Journal of Education for Social Work. Fall, 1981, pp. 20-27.

Terry, G. and Franklin, S. Principles of Management. Irwin, 1982.

Thompson, A. et. al., Readings in Strategic Management. Business Publications, 1984.

Weil, M. "Preparing Women for Administration: A Self Directed Learning Model." Administration in Social Work. V.7, N.3-4, 1983, pp. 117-131.

Weiner, M. Human Services Management. Dorsey, 1982.

For additional and substantive specialized bibliography, see the end of each chapter in Lewis and Lewis and the other texts noted above as well as the footnotes and references in the articles by Arquello, Jones and Wafford, Rincon and Key, Rubenstein and Weil.

Selected Journals and Periodicals

Administration in Social Work, Social Work, Harvard Business Review, Public Administration Review, Academy of Management Journal, Journal of Education for Social Work, Health and Social Work (NASW), Social Work in Health Care (Haworth Press), California Management Review, Organizational Dynamics, Administrative Science Quarterly, Personnel Psychology, The Grantsmanship Center News, Black Scholar, The Conference Board Bulletin.

DR. ROBERT S. NEVIN'S R-E-S-U-M-E (Continued)

PUBLICATIONS

- 1 - Albanese, N.R., R.S. Nevin, et al. (1968). Community Perceptions of a Comprehensive Mental Health Center, unpublished master's Thesis, University of Denver, Colorado, 188 pages.
- 2 - Nevin, R.S. (1968). "The Socializers: A Self-Help Group for Ex-Patients of State Hospitals," unpublished paper, Northeastern Colorado Mental Health Center, Sterling, Colorado.
- 3 - Nevin, R.S. (1968). "Analysis of Services Provided to Unmarried Parents," unpublished paper, Ramsey County Welfare Department, St. Paul, Minnesota.
- 4 - Nevin, R.S. (1972). "Lincoln House: A Proposal for a First Home for Young Mothers and Their Infants," Document prepared for St. Paul purchase of service and licensing agencies, Children's Home Society of Minnesota, St. Paul, Minnesota.
- 5 - Nevin, R.S. (1972). "Financial, Housing and Insurance Issues of Unmarried Pregnancies" in Minnesota Problem Pregnancy Report to the Legislature edited by Marjory Mecklenburg. Minneapolis, MN: Minnesota Problem Pregnancy Research and Advisory Committee.
- 6 - Nevin, R.S. (1974). "A Proposal to Establish a Second Lincoln House Program in Minneapolis," document prepared for Minneapolis United Way and purchase of service agencies, Children's Home Society of Minnesota, St. Paul, Minnesota.
- *7 - Nevin, R.S. (1976). "Core Areas and Review Criteria," in the Proceedings of The Working Conference on Minimum Review Criteria for Professional Social Work Practice, edited by R. Stein, W. Hall, and C. Young, Pittsburgh: University of Pittsburgh, pp. 50-52.
- *8 - Nevin, R.S. (1976). "Core Areas and Review Criteria," in Graduate Social Work Education in the University Affiliated Facility: Instructional Manual and Guide, edited by F.C. McGrath, D. O'Hara, and D. Thomas. Miami: University of Miami, Mailman Center for Child Development, pp. 29-32.
- *9 - Nevin, R.S. (1977). "Crippled Children Services and Maternal and Child Health Collaboration in Statewide Genetics Services," in the Proceedings of Genetic Disorders: Social Services Interventions workshop, edited by W.T. Hall and C.L. Young. Pittsburgh: University of Pittsburgh.
- *10 - Peterson, A.C. and R.S. Nevin (1977). "Crippled Children Services: Present Practices and Trends for the Future," in the Proceedings of the Medical Social Consultants 1977 Annual Meeting on Health Care Delivery to Meet the Changing Needs of the American Family at Chicago, Illinois, edited by G. St. Denis and L. Does. Pittsburgh: University of Pittsburgh.

- 11 - Nevin, R.S. (1978). Parental Coping in Raising Children Who Have Spina Bifida Cystica, unpublished Doctoral Dissertation, University of Minnesota, Minneapolis, Minnesota, 172 pages.
- 12 - Nevin, R.S. (1979). "Parental Coping in Raising Children Who Have Spina Bifida Cystica," abstract in Dissertation Abstracts International, 39:12, (Order No. 7912057)
- 13 - Nevin, R.S. and R. Wermers (1979). South Dakota Improved Child Health Project State Plan (Cheyenne River and Rosebud Reservations), unpublished document South Dakota Department of Health, Pierre, South Dakota.
- 14 - Nevin, R.S. and J. Laber (1979). South Dakota Sudden Infant Death Syndrome State Plan, unpublished document, South Dakota Department of Health, Pierre, South Dakota.
- 15 - Nevin, R.S. (1979). "Social Work Perspectives on Prevention," for the Proceedings of Bi-Regional Institute on Newer Concepts of Prevention in MCH and CC edited by H.M. Wallace. Berkeley: University of California.
- *16 - Nevin, R.S. (1979). "Strategies for Changing Programs Administered by State and Local Health Departments," in Proceedings of Conference on Solving Cultural and Ethnic Barriers to Health Care, edited by E. Watkins and A.E. Johnson. Chapel Hill, North Carolina: University of North Carolina.
- 17 - Nevin, R.S. (1979). South Dakota Supplemental Security Income-Disabled Children's Program State Plan, unpublished document, South Dakota Department of Health, Pierre, South Dakota.
- *18 - Nevin, R.S., J.K.M. Easton, H.I. McCubbin, and R.C. Birkebak (1979). "Parental Coping in Raising Children with Spina Bifida Cystica," Zeitschrift fur Kinderchirurgie and Grenzgebiete, 28:4, December.
- *19 - Nevin, R.S. and H.I. McCubbin (1980). "Family Coping with Physical Handicaps: Social Policy Implications," Spina Bifida Therapy.
- *20 - Nevin, R.S., J.K.M. Easton, H.I. McCubbin, and R.C. Birkebak (1980). "Parental Differences in Coping in Raising Children Who Have Spina Bifida Cystica," abstract in Journal of Bone and Joint Surgery (Section on Orthopedic Transactions), Spring.
- *21 - Nevin, R.S. and H.I. McCubbin (1980). "Family Coping with Physical Handicaps: Social Policy Implications," Rehabilitation Literature (Abstract), June.
- 22 - Nevin, R.S. (1980). "The Role of State Agencies in Providing Services to Families," in the Proceedings of the South Dakota Conference on Families edited by A. McCumber-Nauman. Brookings: South Dakota State University.

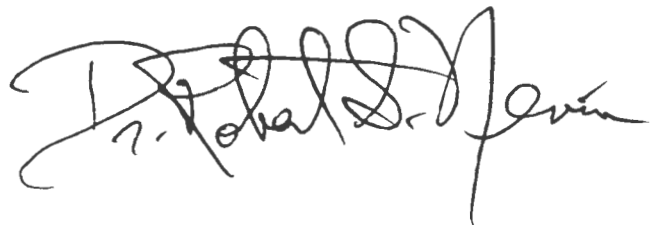
- *23 - Nevin, R.S. (1980). "Improvement of Pregnancy Outcomes (IPO) for Native-Americans," in Proceedings of Conference on Integrating Tertiary Care into Community Health Services, edited by W. Hall and C. Young. Pittsburgh: University of Pittsburgh.
- *24 - Nevin, R.S. and L. Thompson (eds.) (1980). Social Dimensions in the Delivery of Health Services. Vermillion, South Dakota: University of South Dakota.
- 25 - Nevin, R.S., H.I. McCubbin, J.K. Comeau, J. Patterson, A.E. Cauble, and L. Schoonmaker (1981). Families Coping with Myelomeningocele, St. Paul, MN: University of Minnesota.
- 26 - McCubbin, H.I., R.S. Nevin, A. Larsen, J. Comeau, J. Patterson, A. Cauble (1981). Families Coping with Cerebral Palsy. St. Paul, MN: University of Minnesota.
- *27 - Erchan, M.S., R. S. Nevin, and J.K.M. Easton (1981). "Disabled Children's Program Delivery: Application and Evaluation" in Social Dimensions in Health Care Delivery edited by R.S. Nevin and L.E. Thompson. Vermillion, SD: University of South Dakota.
- *28 - Nevin, R.S. (1981). "Enhancing Services for Children and Families Through Interagency Agreements," in Social Dimensions in Health Care Delivery, edited by R.S. Nevin and L.E. Thompson. Vermillion, SD: University of South Dakota.
- *29 - Nevin, R.S., M.N. Graven, and L.E. Thompson (1981). "Needs and Innovations: Respite Care Program for Disabled Children" in Social Dimensions in Health Care Delivery, edited by R.S. Nevin and L.E. Thompson. Vermillion, SD: University of South Dakota.
- *30 - Nevin, R.S. (1981). "Services for Families: The Role of State Agencies" in Social Dimensions in Health Care Delivery, edited by R.S. Nevin and L.E. Thompson. Vermillion, SD: University of South Dakota.
- *31 - Nevin, R.S. (1981). "Implications of Historical Development for Social Work Practice in Health Care Programs" in Social Dimensions in Health Care Delivery, edited by R.S. Nevin and L.E. Thompson. Vermillion, SD: University of South Dakota.
- *32 - Nevin, R.S. (1981). "Planning and Staffing Dimensions in a Statewide Genetics Program in Social Dimensions in Health Care Delivery, edited by R.S. Nevin and L.E. Thompson. Vermillion, SD: University of South Dakota.
- *33 - Nevin, R.S. (1981). "Improvement of Pregnancy Outcomes (IPO) for American Indians" in Social Dimensions in Health Care Delivery, edited by R.S. Nevin and L.E. Thompson. Vermillion, SD: University of South Dakota.

- *34 - Nevin, R.S. and H.I. McCubbin (1981). "Parental Coping with Physical Handicaps: Social Policy Implications" in Social Dimensions in Health Care Delivery edited by R.S. Nevin and L.E. Thompson. Vermillion, SD: University of South Dakota.
- *35 - Nevin, R.S. (1981). "Cultural Barriers in Disabled Children's Programs with Sioux Indians" in Social Dimensions in Health Care Delivery, edited by R.S. Nevin and L.E. Thompson. Vermillion, SD: University of South Dakota.
- *36 - McCubbin, H.I., M.A. McCubbin, R.S. Nevin, and E. Cauble (1981). "Assessing Family Coping with a Chronically Ill Member: Coping Health Inventory for Parents (CHIP)" in Systematic Assessment of Family Stress, Resources, and Coping: Tools for Research, Education, and Clinical Intervention by H.I. McCubbin and J.M. Patterson. St. Paul, MN. University of Minnesota.
- 37 - Nevin, R., Shidnia, H. and Pumphrey, E. (1981). "Patient Coping During Radiation Therapy", unpublished research report, Indiana University School of Social Work, Indianapolis, IN.
- 38 - Roger, B., Hart, J., Nevin, R., and Deacon, B. (1982). "Testicular Cancer Patient and Family Coping", unpublished research report, Indiana University School of Social Work, Indianapolis, IN.
- 39 - McCubbin, H.I., R.S. Nevin, A.E. Cauble, A. Larsen, J.K. Comeau, and J.M. Patterson (1982). "Families Coping with Chronic Illness: The Case of Cerebral Palsy" in H.I. McCubbin, Family Stress, Coping and Social Support. Springfield, IL: Charles C. Thomas.
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- *41 - Nevin, R.S., H.I. McCubbin, and R.C. Birkebak (1984). Stress and Coping with Spina Bifida: A Family Perspective. Oak Brook, IL: Eterna Press.
- 42 - Nevin, R.S. (1985). [Review of Elder Abuse and Neglect: Detection and Interventions by M. Quinn & S. Tomita]. Social Work Series Manuscript Review: Springer Book Publishing Company.
- 43 - Nevin, R.S. (1985). [Review of Social Welfare Policy and Social Justice by D. Beverly & E. McSweeney]. Social Work Series Manuscript Review: Springer Book Publishing Company.
- *44 - Nevin, R.S. and Sampson, V. (October Supplement 1986). "Dental Family Stress and Coping Patterns," Chapter 12 in Dental Clinics of North America, (Special Issue on Stress Identification and Management). A.G. Christen and J.L McDonald, eds., Philadelphia: W.B. Saunders Company.

DR. ROBERT S. NEVIN'S PUBLICATIONS (Continued)...Page 5

- *45 - Christen, A.G. and Nevin, R.S. (October Supplement 1986). "Active Coping Strategies: From Self-Help to Psychological Counseling," Chapter in Dental Clinics of North America (Special Issue on Stress Identification and Management). A.G. Christen and J.L. McDonald, eds., Philadelphia: W.B. Saunders Company.
- 46 - Nevin, R.S. (1986). [Review of Support Groups: Mutual Aid in Social Work by H. Wasserman]. Social Work Series Manuscript Review: Springer Book Publishing Company.
- 47 - Nevin, R.S. (1986). [Review of Well-Being: Promotional Care and Positive Interventions by R.M. Butler]. Social Work Series Manuscript Review: Springer Book Publishing Company.
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A handwritten signature in black ink, appearing to read 'R. S. Nevin', is written in a cursive style.