



Course Number	SOWK 399 S01	Classroom	Online
Course Name	Practice and Evaluation with Organizations		
Day(s) & Time	Friday from 9AM to 11:50AM		
Instructor	Megan Mierau		
U of C E-mail	mmierau@ucalgary.ca	Phone	E-mail preferred

SYLLABUS STATEMENT

An introduction to theories and skills in the study of human service organizations. Examines organizational dynamics and how this impacts on professional practice, relationships with clients, and the potential for organizational change.

COURSE DESCRIPTION

Most professional social workers must learn how to practice within the structure of human service organizations. This course provides a conceptual framework for understanding social service organizations, which form the most common work environments for social workers on a day-to-day basis. The course will examine how organizations define the role and scope for the social workers employed and include discussions around the political, social, and economic contexts in which these organizations function. Beyond the basics of how human service organizations work, the course will emphasize how social workers can provide leadership in addressing complex social issues while contributing to the evolution of social work practice within an organizational context.

This course emphasizes a collaborative learning process, meaning that student attendance and active engagement strongly contributes to building a meaningful and valuable learning experience. It is based on the view that knowledge is co-created during peer interaction, discussion, and problem solving. The class may include the use of video, guest speakers, lecture and discussion formats, small group work, as well as occasional role-plays and practice exercises.

COURSE LEARNING OUTCOMES

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

1. Demonstrate through a combination of engagement, critical thinking, reflection and teamwork, an understanding of organizational theories, concepts and dynamics, as well as their implication for practice.
2. Be able to critically analyze the purpose, structure and functioning of human service organizations.
3. Build an understanding of how to ethically approach the work of effective professional social work practice in the human service organization.

4. Demonstrate the ability for self-directed, inquiry-based learning to gain a deeper understanding of an area of interest related to organizational practice and the literature in this area.
5. Understand the distinctions between the Western (or Euro-Canadian) and Indigenous worldviews and how these distinctions inform social work practice in differing organizational contexts.
6. Begin to engage in organizational and societal systems' change through acquiring skills to identify social inequalities, injustices, and barriers towards changing oppressive social conditions.

These objectives are intended to assist students in developing a professional social worker identity and adopting a value perspective congruent with the profession. Becoming a critical thinker and reflecting upon the professional practice expected of a social worker within a human service organization are significant learning objectives for this course.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Hughes, M. & Wearing, M. (2017). *Organisations and Management in Social Work: Everyday Action for Change* (3rd ed.). Boston: SAGE Publications Ltd.

Any additional journal articles specified for the following week will be found in the class schedule below.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This course is one of our core practice courses in the undergraduate BSW program. Students will gain further understanding about the obligations of being a registered social worker and working within multidisciplinary teams.

CLASS SCHEDULE

Date	Topic	Notes and Required Readings
September 11, 2020	-Welcome and introductions -Review course outline -Students identify best hopes regarding learning outcomes for the course	Chapter 1: Social Work in Organizations
September 18, 2020	- The nature of social work organizations -Dimensions of capacity in human service organizations	Chapter 2: Theorising Organizations

	<ul style="list-style-type: none"> -Key players in social work organizations -A reflexive approach to knowledge in social work organizations <p>Guest Speaker: TBA</p>	
September 25, 2020	<ul style="list-style-type: none"> -Theory within organizations -Anti-oppressive practice within organizations -Indigenous vs. Euro-centric vs. multicultural worldviews in social work organizations <p>Guest Speaker: TBA</p>	<p>Chapter 5: Decision Making and Risk</p> <p>Canadian Council on Social Development. (2003). <i>Chapter 2: Financial Capacity and Sources of Funding</i>. Retrieved from: https://www.ccsd.ca/images/research/FundingMatters/PDF/FM_Chapter2.pdf</p>
October 2, 2020	<ul style="list-style-type: none"> -Funding models and sources within social work organizations -Decision-making models and risk management within organizations <p>First D2L Posting Due</p>	<p>Chapter 9: Active and Ethical Practice</p> <p>Chapter 7: Accountability and Participation</p>
October 9, 2020	<ul style="list-style-type: none"> -Theorizing ethical practice within organization -Social innovation and participatory evaluation -Codes of Practice and quality standards 	Chapter 6: Leadership and Supervision
October 16, 2020	<ul style="list-style-type: none"> -Organizational culture and climate -Leadership and supervision within organizations -The contemporary context of social work supervision <p>Guest Speaker: TBA</p>	Chapter 8: Experiencing Organisations
October 23, 2020	<ul style="list-style-type: none"> -Understanding the service users experience -Mandated and non-mandated involvement with organizations -Anti-oppressive practice within organizations 	Chapter 3: Organisational Change

	<p>Guest Speaker: Cody Murrell (Casework Supervisor with Children’s Services and Youth Speak Out Facilitator)</p> <p>Individual Paper due</p>	
October 30, 2020	<p>-Organizational change – what does this look like in social work practice? -What is the importance of internal advocacy within organizations? -Emotions, experience and resistance to change within organizations</p> <p>Guest Speaker: TBA</p>	<p>Shier, M., & Graham, J. (2013). Organizations and Social Work Well-being: The Intra-Organizational Context of Practice and Its Impact on a Practitioner’s Subjective Well-Being. <i>Journal of Health and Human Services Administration</i>, 36(1), 61-105. Retrieved from www.jstor.org/stable/23621787</p>
November 6, 2020	<p>-Social workers and well-being within organizations -Workplace environments and the impact on the social worker</p> <p>Second D2L Posting due</p>	N/A
November 13, 2020	No Classes – Mid-Term Break	N/A
November 20, 2020	Group Presentations	N/A
November 27, 2020	Group Presentations	N/A
December 4, 2020	<p>Group Presentations</p> <p>Participation Grade Due</p> <p>Closing Reflections</p>	N/A

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Please note that fall grades are due Thursday, December 17, 2020. All assignments will need to be submitted a week prior to this date. A grading rubric will be posted on D2L and discussed during the course.

Assignment Breakdown

Assignment	Weight	Due Date
Course Participation	10%	December 4, 2020
D2L Discussion Reflections	15% for each reflection discussion, 30% of final grade	First reflections: October 2, 2020 Second reflections: November 6, 2020
Major Paper	30%	October 23, 2020
Group Grant Proposal Presentations	30%	November 20, November 27, and December 4, 2020

Course Participation (10% of final grade)

Apply the same standards of behavior, communication, courtesy about punctuality, and readiness for work that would apply to a professional social worker in working in a professional work setting. Grades for participation are based on asking questions, sharing experiences, actively participating in class discussions or small group exercises, interacting in the course, and giving respectful feedback to others during class. Above all, participation means demonstrating personal and professional engagement in the learning process.

D2L Discussion Reflections (15% for each reflection discussion, 30% of final grade)

Social workers who work within human service organizations are often challenged to apply their skills to many different settings and require the support of colleagues and peers to do so aptly. Two separate reflections are to be completed based on guest presenters or course content shared during class, based on the student's choosing. Five separate questions will be posted on D2L on September 25, 2020, and again on October 30, 2020. During the week following the questions being initially posted, students will then choose one question to complete a reflection on of approximately 500 words. It is requested that students post directly onto the discussion board rather than attaching a document.

Reflecting on and integrating the feedback of peers is an important part of the reflective process. Following initial posts, students are asked to then reflect on the posts of their peers and post two separate responses to either initial reflections or subsequent discussions in the thread. The expectation is that responses should be approximately 200 to 250 words. The initial reflection and subsequent responses will be assessed based on length and depth of response (ie. illustrative of critical reflection and integration). For the first set of discussion reflections, the due date is October 2, 2020, and for the second set of discussion reflections, the due date is November 6, 2020. Time will be allotted during the course to allow time for students to work on postings. Standards of writing will be a factor in grading assignments.

Individual Paper (30% of final grade)

Your individual paper requires you to apply an Indigenous lens to your role as a social worker in the field. The profession of social work does not often allow us to dictate who our service users will be. The overrepresentation of Indigenous people in almost all sectors of our industry in Canada will almost guarantee you will come into contact with Indigenous individuals as a social worker. Indigenous people within Canada face external hurdles within society due to colonialism, structural racism, intergenerational trauma, and so on. In this assignment, attention should be given to action. What are you going to do to overcome identified challenges with intersectionality as a social worker in the field?

Using an Indigenous agency (or an agency/organization that serves primarily Indigenous individuals), identify one challenge in detail that your agency might encounter and any barriers you perceive to overcoming this challenge. Examples could be poverty, neglect, abuse, mental health, addictions, multi-generational trauma, or domestic violence for instance. When describing the challenge, the student should incorporate micro, mezzo, and macro perspectives. The latter part of your paper should be focused on describing what you would do to overcome this challenge, both structurally within your agency and personally in your role as a social worker. From a perspective of your own social values, share your personal thoughts, feelings and biases and consider your own position of power and privilege in working in such an organization.

This paper should be no longer than 2000 words in length excluding references, double spaced. Please complete your writing submissions in a style of formatting consistent with APA 7th edition style/format. Students should include at least five references from scholarly texts (e.g., journals, texts, community-based policy documents) to support your discussion. Standards of writing will be a factor in grading assignments.

APA 7th edition style resources can be accessed via the U of C Library website at <https://library.ucalgary.ca/guides/education-apa>.

Group Grant Proposal Presentation (30% of final grade)

Students will develop a PowerPoint (or other type of visual presentation, such as Prezi or a private YouTube video) of a written program proposal that addresses an emerging need/trend in a social service organization. You are applying for a grant in the amount of \$850,000.00 to carry out your solution to a need/trend identified by your organization. Students are to work in pairs for this assignment and will be assigned the same grade for the final product.

It is recommended that the grant proposal be broken down as follows:

- 1) Background information from your representing organization (either fictional or non-fictional)
 - This will include information such as a brief history of your agency, the agency vision and/or mission, and values – this should be very brief and use one minute as your guideline
- 2) Statement of need
 - The statement of need directly identifies the merit of the project and why it requires funding by demonstrating evidence of an emerging issue
 - It is recommended that at least 2 examples from outside of Edmonton regarding similar projects that are considered best practices and 2 professional journal articles are included to demonstrate evidence of research
- 3) Objectives
 - The grant should identify clear cut objectives regarding the results of the program if funded
 - Objectives should be specific, measurable, and include a proposed timeframe
 - Methods and activities to meet the stated objectives should be described within the program proposal
- 4) Evaluation
 - Present a plan for how the program will be evaluated
 - Identify the process of data analysis chosen for program evaluation and what evaluation reports will be produced
- 5) Budget
 - Outline a sample budget that includes the time frame of expenditures
 - Budgets do not need to be overly detailed, but should note some thought in terms of additional funding streams and identify categories of expenditure

In terms of presentation timing, a maximum of 6 presentations scheduled for each class. To accommodate all students, presentations are to be limited to 15 minutes in length maximum and 10 minutes for questions and answers. Peer evaluation and feedback will be considered in assigned marks. Final grades are completed by instructor. At the time of presentation, please provide your instructor with an e-mailed copy of your presentation.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These expectations are part of the participation grade, as outlined in the assessment components section above. If there are challenges with respect to participation in the course, please reach out to the instructor privately and we can discuss how to mitigate and support any issues. If you are unable to make a class, please send the instructor an e-mail in advance so that this can be factored with respect to the participation grade.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Assignments submitted after the deadline will be penalized with a grade reduction. Late assignments will be deducted 10% per day of being late. Missed or incomplete quizzes, presentations, or proposals will receive no grade. Students are responsible for catching up on material from missed or late classes

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

WITHDRAWAL DATES

No refunds for withdrawal from fall session half-courses after September 17, 2020. The last day to add or swap fall session half-courses is September 18, 2020. The last day to withdraw with permission from fall session half-courses is December 9, 2020. The Undergraduate Academic Schedule for 2020-2021 can be viewed at <http://www.ucalgary.ca/pubs/calendar/current/index.html> . The online version of the academic schedule supersedes the information on this course outline.

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor. The instructor strongly encourages open and reflective feedback as the learning process is viewed as symbiotic in nature.

ADDITIONAL SUGGESTED READINGS

Additional suggested readings will be posted on D2L for student review.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**