



Course Number	SOWK 642.01 S01	Classroom	Online
Course Name	Advanced Topics in Practice and Research in Leadership in the Human Services I		
Day(s) & Time	Zoom sessions from 6:00 – 8:00 pm MST on Mondays and Wednesdays, October 24 – December 7, except November 7 and 9		
Instructor	Peter Gabor, PhD RSW	Office Hours	At mutually convenient times; request by phone
UCalgary E-mail	gabor@ucalgary.ca	UCalgary Phone	403.329.2386

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion, and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving, and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Through a critical social work lens, students will integrate leadership theories, models, and approaches in organizational and community practice. Students apply evidence-based tools and strategies in assessment, evaluation, intervention, innovation, evaluation, change, and collaboration to develop a professional model of social work leadership.

COURSE DESCRIPTION

In this course we will study a variety of leadership theories and practice models and examine and explore how these concepts are operationalized in human service workplaces with both employees and clients. With specific attention to social work supervision as a subset of the leadership domain, we will examine leadership theories and practice, human resource practices, and ethics and ethical dilemmas. We will look at tools for analyzing and evaluating these practices with a view of creating data for evidence-informed improvement and change processes.

This course is centred around twice-weekly Zoom sessions, which will be complemented by learning activities completed by participants on their own time or in small groups.

COURSE LEARNING OUTCOMES

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

1. Explain and assess multiple theories, models and approaches of leadership and supervision.
2. Examine critical perspectives, contemporary issues, and research debates in leadership and supervision.
3. Situate themselves and articulate their position within critical perspectives, contemporary issues, and current research debates in leadership and supervision.
4. Evaluate their own personal professional leadership style, skills and abilities and develop their own leadership model grounded in theory, research, and best/promising practices.

LEARNING RESOURCES

REQUIRED TEXTBOOKS

Northouse, P. (2022). *Leadership: Theory and practice* (9th ed.) Sage.

OTHER REQUIRED READINGS

Kempster, S., Jackson, B., & Conroy, M. (2011). Leadership as purpose: Exploring the role of purpose in leadership practice. *Leadership*, 7(3), 317–334.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/1742715011407384>

Mor Barak, M. E., Travis, D. J., Pyun, H., & Xie, B. (2009). The impact of supervision on worker outcomes: A meta-analysis. *Social Service Review*, 83, 3-32.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1086/599028>

O'Donoghue, K., Wong Yuh Ju, P., & Tsui, M. (2018). Constructing an evidence-informed social work supervision model. *European Journal of Social Work*, 21 (3), 348-358.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/13691457.2017.1341387>

Peters, S.C. (2018). Defining social work leadership: a theoretical and conceptual review and analysis. *Journal of Social Work Practice*, 32(1), 31-44.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/02650533.2017.1300877>

LEARNING TECHNOLOGIES AND REQUIREMENTS

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

RELATIONSHIP TO OTHER COURSES

In the Leadership in Human Services specialization, students will learn the practical skills, leadership knowledge, and theoretical grounding they will need to be effective social work leaders in human service, government and other community based organizational contexts. Through these courses, students will integrate practice skills, leadership knowledge, and theory and principles of transformational leadership using a social work lens. Students will be able to engage in critical thinking, reflection, and deliberate conversations required by social work leaders to navigate major issues and difficult organizational situations that managers face in a variety of human service, government and other community based organizational contexts.

SOWK 642.01 is one of four courses that make up the specialization courses in the Leadership in Human Services specialization.

CLASS SCHEDULE

(Subject to change based on interests, needs, and progress of the class.)

Date	Main Topic	Readings/Assignments/Activities
Mon Oct 24	Introductions, course outline and requirements Understanding Leadership: definitions, descriptions and approaches	Read in advance: Northouse (2022) – Ch. 1 Prepare to discuss: your definition of leadership and your approach to it
Wed Oct 26	Possible topics in leadership and supervision <ul style="list-style-type: none">• Motivating people• Cross-generational issues• Gender issues• Racism and anti-racism• Indigenous concepts of leadership• Diversity issues, promoting inclusiveness• Boundaries• Maintaining a safe workplace• Promoting wellness• Stress• Conflict and resolution	In class: in groups, briefly discuss these topics and identify topics of interest. Form groups of two based on interest in topics and find a recent peer reviewed article related to one of these topics. One group to each topic, please.

Mon Oct 31	Approaches to Leadership	<p>Read in advance: Northouse (2022) – Chs. 2-5</p> <p>In advance of this class, write and post a two-page self-introduction that describes who you are as a leader, formative experiences that have contributed to your development as a leader, and hopes for your leadership development.</p> <p>Prepare to discuss: Who am I as a leader?</p>
Wed Nov 2	Work on article presentation	Read in advance: Peters (2018)
Mon Nov 7	Term Break	No class
Wed Nov 9	Term Break	No class
Mon Nov 14	Leadership Theories	<p>Read in advance: Northouse (2022) – Chs. 6-12</p> <p>Prepare to discuss: Which leadership theory resonates most with your leadership style. Why does this appeal to you? What are limitations of the theory?</p>
Wed Nov 16	Article presentations	Read in advance: Kempster et al. (2011)
Mon Nov 21	Foundations of Supervision <ul style="list-style-type: none"> • Models • Functions • Tasks 	<p>Read in advance: O'Donoghue, et al. (2018); Mor Barak et al. (2009)</p> <p>Prepare to discuss: a memorable or meaningful moment in supervision</p>
Wed Nov 23	Article presentations	
Mon Nov 28	Ethics in Leadership and Supervision Inclusive leadership	<p>Read in advance: Northouse (2022) – Chs. 12 and 15</p> <p>Prepare to discuss: (a) ethical dilemmas you have seen or encountered in leadership and how they were resolved (b) how do we promote inclusiveness in our organizations and on our teams?</p>
Wed Nov 30	Article presentations Gender and leadership	<p>Read in advance: Northouse (2022) – Ch. 14</p> <p>Prepare to discuss: In what ways do men, women and people with non-binary gender identities lead differently? Why is it important to have gender diversity represented in leadership?</p>
Mon Dec 5	Team and participatory leadership	<p>Read in advance: Northouse (2022) – Ch. 16</p> <p>Prepare to discuss: To what extent is it possible to move beyond traditional hierarchical leadership? What are the advantages and limitations of doing so?</p>

Wed Dec 7	Wrap-up: Share learnings and insights about leadership and supervision	
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ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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) for your best learning experience. 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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

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				
	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
1: Participation and contribution to learning	<p>A rich exchange of ideas is a key element of the learning process in this class. It is expected that students will prepare in advance for each class, participate in and complete all learning activities, and engage in discussions through thoughtful and respectful contributions. It goes without saying that students must be in class to fully participate and receive full credit in this component of the grade.</p> <p>No later than December 5, 2022, course members will submit a one-page bulleted list highlighting their specific contributions in relation to each of the criteria below:</p>	Dec 5	20%	CLO 3, 4

	<ul style="list-style-type: none"> • attendance and making positive contributions to synchronous sessions, • Contributing to formal and informal groupwork, • Regular logging in to the course D2L site and making use of the posted resources, and • Preparing for sessions by completing readings and other preparatory assignments 			
2: Article presentation	<p>(a) Working with a colleague in the course, identify and post on D2L one peer-reviewed journal article related to one of the topics listed (see class of Oct 26 for topics.) Articles relating to other topics may also be acceptable, with the approval of the instructor.</p> <p>(b) No later than 48 hours prior to your assigned presentation date, prepare and post a 6-slide PowerPoint presentation (or equivalent), narrated preferred. The presentation should describe and critique the article and clearly identify implications for leadership and supervisory practice.</p> <p>(c) On the date assigned, be prepared to lead the class for 30 min we consider your article and its implications. You can be creative and include questions, discussions, activities, multi-media, etc.</p> <p>Further instructions will be posted on D2L.</p>	Nov 16, 23, and 30 during class time. Presentation schedule will be determined	35%	CLO 1, 2
3: Me as a Leader and Supervisor	<p>Create a poster that represents your learning from this course. In your poster: (1) identify theories and models that have influenced you; (2) situate yourself as a leader and supervisor, highlighting your main beliefs, behaviors and commitments; (3) Identify objectives for short and long-term development, with a plan to achieve these objectives.</p> <p>Further instructions and a rubric will be posted on D2L.</p>	Dec 8	45%	CLO 3, 4

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in all class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. If you have to miss a class or an activity, contact the instructor for information on possible make-up options.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through Dropbox in D2L. Assignments should be submitted in Word format; if not possible, PDF will be accepted. Assignments should have a file name as follows: "Lastname,Lastname,Lastname_Assignmentnumber" (e.g., AbebeSanchezEdwards_Assignment3). Assignments are due by 11:59pm on their due date. Please ensure that the proper version of the assignment file is submitted and keep a copy of each assignment just in case.

LATE ASSIGNMENTS

Late assignments will be accepted at the discretion of the instructor but may be penalized with a grade reduction. If you cannot submit an assignment on time, please contact the instructor as soon as you become aware of the circumstances that prevent you from making an on time submission.

EXPECTATIONS FOR WRITING

Assignments should represent your best effort and should be clearly written, well organized, and free of grammatical, spelling, and typing errors. Follow APA7 for format and style as well as for citations and references. A good resource for APA7 style is found [here](#). Writing and presentation will be a part of the assessment of each assignment. If you need writing support, please connect with the [Student Success Centre](#).

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, **written expressly by the student for this course**. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the [University Calendar](#).

GRADING

The final grade for the course is the sum of the separate graded components. It is not necessary to pass each component separately to pass the course. The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L. Grades may be rounded up at the discretion of the instructor—rounding is not automatic but is based on overall performance in the course. A+ grades are not automatic but will be awarded for **truly outstanding performance in the course**, as determined by the instructor.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94

B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

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. As well, around the middle of the course, we will take some time as a group to reflect on how the course is going. Course participants are also encouraged to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Specific suggestions for further readings will be provided as we progress in the course. In the meanwhile, listed below is a highly recommended resource related to supervision:

Tsui, Ming-sum. (2005). *Social Work Supervision: Contexts and Concepts*. Sage

One electronic copy of this book is available through the U of C library, up to 58 pages can be downloaded at one time. As well, an electronic version of the book can be purchased or rented through the publisher’s agent, VitalSource:

<https://www.vitalsource.com/products/social-work-supervision-contexts-and-concepts-ming-sum-tsui-v9781452238579>

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’s [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-Based 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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