



Course & Session Number	SOWK 644.01 S01	Classroom	Online and Residency PF 2216
Course Name	Innovation and Establishing Credibility		
Dates and Time	Start of Classes: May 10, 2022 End of Classes: June 16, 2022 Dates and Time: Zoom sessions (Tuesdays, May 10, 17, 24, 31 & June 7, 6-8 p.m.) and In-person instruction (Tuesday June 14 & Wednesday June 15, 2022, 9-12 and 1-4 p.m.). Asynchronous activity will be posted in D2L (approx. 10 hours). Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Robbie Babins-Wagner, PhD, RCSW.	Office Hours	As requested.
UCalgary E-mail	rwagner@ucalgary.ca	UCalgary Phone	Click or tap here to enter text.

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

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

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](#), [Statements on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Examines issues of diversity, culture, power and oppression in organizational and community practice. The changing roles of leadership in complex systems and changing contexts will be examined. Explores the influences of policy on the human service organization and the practice of leadership in this setting.

COURSE DESCRIPTION

In this course we will focus on learning practical knowledge about budgeting, financial management and the developing sphere of social enterprise/finance. Practical research applications will be explored to advance organizational existence/sustainability and demonstrate success for both clients and the program/organization. We will concentrate on four main areas: social enterprise and social finance; funding mechanisms, fund development and proposal writing; appraising research and evidence informed practice; and program evaluation and utilizing outcomes. This course will be blended and will end with a 2-day in person Residency. Students will engage in interactive class discussions, presentations and critical reading, group work and brainstorming sessions. Course pre-requisites for this course are SOWK 640 and 642.

To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. The two full day in person classes will take place as indicated in the course schedule. Asynchronous activity will be posted in D2L (approx. 10 hours and may include working in small groups with other classmates.

COURSE LEARNING OUTCOMES

There are 13 learning outcomes related to the four Leadership courses. Upon completion of this course, students will have developed advanced understanding and knowledge to:

- Assess the role and impact of organizational and institutional structures, processes and policies on performance, collaboration, and change within and between individuals, organizations and communities. (L.5)
- Construct a holistic view of the roles, abilities, and skills of effective and responsible leaders in the human services. (L.6)
- Use evidence-based tools and strategies in assessment, evaluation, resourcing, funding, intervention, innovation, change, collaboration, and management in organizational and community practice. (L.8)
- Apply practice-based research to organizational and community leadership practice. (L.10)

- Situate themselves and articulate their position within critical perspectives, contemporary issues, and current research debates in leadership and supervision. (L.11)
- Develop a personal ethical framework to guide their practice in leadership roles. (L.13)

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Required Texts

Heyman, D. R., & Brenner, L. (2019). *Non-profit management 101: A complete and practical guide for leaders*. (2nd ed.). John Wiley & Sons.

Morino, M. (2011). *Leap of reason. Managing to outcomes in an era of scarcity*. Venture Philanthropy Partners. <https://leapofreason.org/get-the-books/leap-of-reason/>.

Note: This text is in the public domain and can be downloaded at no cost. It is expected that students will read it prior to the beginning of the first class.

Required Articles

Arnusch, S., & Gilbert, A. (2019, February 11). Dr. Robbie Babins-Wagner: A Measure of Success. *Avenue Magazine, Calgary*.

Shaw, I. F. (2007). Is social work research distinctive? *Social Work Education, 26(7)*, 659-669.

Note: This article will be posted on D2L.

Videos

Branding Shifts to Help Your Organization Stand Out, Calgary Chamber of Voluntary Organizations, April 29, 2021

Five Things Nonprofits Can Learn from Startup Culture. Calgary Chamber of Voluntary Organizations. January 28, 2021

Resistance is Real: Leading people through Strategic and Transformational Change, Calgary Chamber of Voluntary Organizations. January 30, 2022.

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

SOWK 644.01 is one of four courses that make up the specialization courses in the Leadership in Human Services specialization.

CLASS SCHEDULE

CLASS SCHEDULE (Subject to Change)		
Date	Topic	Readings/Assignments Due
May 10, 2022 6:00pm – 8:00 pm Zoom Session	Introductions Course overview Becoming an evidence-based leader	Shaw (2007)
May 17, 2022 6:00pm – 8:00 pm Zoom Session	Budgeting & financial management.	Heyman & Brenner (2019) Chapter 12
May 24, 2022 6:00pm – 8:00 pm Zoom Session	Social Enterprise & Social Finance Funding Mechanisms	Heyman & Brenner (2019) Chapter 23 Resistance is Real: Leading people through strategic transformation and change
May 31, 2022 6:00pm – 8:00 pm Zoom Session	Branding/Marketing Pulling it all together	Heyman & Brenner (2019) Chapter 24, 25 Branding Shifts to Help Your Organization Stand Out. CCVO Calgary.
June 7, 2022 6:00 – 8:00 pm Zoom session	Fund Development Introduction to the In-Class Lab.	Heyman & Brenner (2019) Chapter 17, 18 Guest Speaker: To be confirmed
June 14, 2022 9:00 – 12:00 am In person Class	The challenges and opportunities of implementing accountability systems in Social Service Agencies Strategic Clarity and Impact	Morino, Chapters 3 & 4 Heyman & Brenner (2019) Chapter 5, 8, 9. Five Things Non profits Can Learn from Startup Culture
June 14, 2022 1:00 – 4:00 pm In person Class	Research as leadership practice. Use of Evidence in Leadership: In Class Lab.	Morino, pages 127-132.
June 15, 2022 9:00 – 12:00 am In person Class	In Class Lab	This is an in class experiential class integrating evidence in practice. There are no preparatory readings for this class.
June 15, 2022 1:00 – 4:00 pm In person Class	Pulling it all together	

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 experiences. 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.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom 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

Assignment 1: Innovation in Social Work (30%) – Due May 20, 2022, by 11:59pm

Aligned Course Learning Outcomes: 5, 6, 13

Assignment Description:

Students will meet with a local social worker who is doing innovative work or is seen as an innovator. Learn about their background and practice history and what motivated them to do innovative social work practice. Reflect on the innovation and its potential impact, both positive and negative, on the client, the social work leader, the program and agency.

1. Identify the innovation. Describe the leader’s innovation journey. Did they plan to be an innovator? What domain of practice was the focus of their innovation: clinical practice, research, social finance?
2. What conditions led them to attempt their innovation? What barriers did they face? How did they overcome these barriers? Was their innovation influenced by research?
3. How do they work with and collaborate with others who support and/or undermined the innovative practice? How have they overcome this adversity? What allows them to continue with their innovative ideas either with community support or without community support?
4. What role did the Board of their organization play in the development of the innovation? Was it a seamless process? What were the challenges along the way?

5. What learnings does their experience provide to you as a social work leader in the face of changing needs in our communities?

Assessment Criteria: Students are asked to respond to the questions above in a six-to-eight-page (12-point font, double spaced) reflection paper. Use APA 7th edition style format. Submit papers through the D2L dropbox for this assignment.

Assignment 2: Innovation in Practice (20%) – Due June 10, 2022, by 11:59pm

Aligned Course Learning Outcomes: 6, 10, 11, 13

Assignment Description:

Students will write a 1000-word reflection paper to share their personal reflections and viewpoints toward any one of the presentations by the guest speakers or knowledge content area covered in this course. Students are encouraged to be reflective in writing the paper and use the following format for this reflection paper:

1. An introduction: provide an interesting entry point for the readers, a clear and succinct overview of the reflective paper itself.
2. Identify key messages of guest speakers/knowledge content area covered in class, clearly and accurately identified and explained.
3. Be clear to identify your perspectives and viewpoints and provide details and provide evidence based/informed rationales and supporting evidence/arguments.
4. Identify your learning from the presentation and clearly discuss the implications of the learning to transformational leadership.

Assessment Criteria: Students are asked to complete a reflection paper sharing their personal reflections on a content area covered in class or on a guest speaker's presentation readings. The reflection paper should be 4 pages (12-point font, double spaced) document. Use APA 7th edition style format. Submit papers through the D2L dropbox for this assignment.

Assignment 3: Practical use of Evidence in Leadership Practice (50%) – Due June 14, 2022, by 11:59pm

Aligned Course Learning Outcomes: 8,10, 11

Assignment Description:

On June 14 & 15, 2022 the class will participate in a data lab where we will collectively review the assigned data file data and discuss the strengths and weaknesses of some pre-selected research findings. Students will use the data tables to respond to the scenario outlined for this assignment.

Scenario: You are a social work manager in an agency/program. A staff member at the agency has just been to a conference where they hear a speaker present about a specific practice model (to be determined by the instructor). The staff member has returned to work and has been lobbying you (their manager/director) to develop a new program for their agency that reflects the practice model presented at the conference. As a social work manager/director, you have decided to look to the evidence to assist you in making your decision whether to support or reject the suggested practice model.

Each student will prepare and submit an 8-10-page proposal making the case, using the evidence, to support or reject the use of the practice method in his or her associated agency/program.

Proposal Elements: The proposal will include a description of the strengths and weaknesses of the practice model and will refer to the following elements found in the data analysis: study design, clinical population, data collection methods, assessment of rigor (credibility/validity/reliability), rationale and implications of approach, ethical and cultural issues, need for practice subject area within the agency/program, human resource issues, timing, costs, training, etc. Also discuss the relevance of the practice subject area and the evidence for clinical practice.

Assessment Criteria: Students are asked to complete a proposal based on the elements identified above in a six-to-eight-page (12-point font, double spaced) document. Use APA 7th edition style format. Submit papers through the D2L dropbox for this assignment.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments should be submitted in Word format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm 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

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor and may be penalized with a grade reduction.

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 7th edition 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

The University of Calgary [Graduate 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	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. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Any additional readings will be posted to D2L.

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