Course Number SOWK 399	SOWK S01	Classroom SA 124A	
Course Name	**Practice and Evaluation with Organizations**		
Day(s)	**Tuesdays**	**Time**	**1-3:50 pm**
Instructor	**Dr. Sarah Fotheringham**	**Office Hours/Location**	**By appointment**
E-mail	**sffother@ucalgary.ca**	**Phone**	**403-650-4056**

SYLLABUS STATEMENT

An introduction to theories and skills in the study of human service organizations. Examines organizational dynamics and how these impacts 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 human service organizations, which are 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 social workers and include discussions about the cultural, 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, inquiry and problem solving. The course will be conducted using a variety of modalities including lectures, experiential activities, reflection and guest speakers.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:
1. Demonstrate their understanding of organizational theories, concepts and dynamics by applying critical thinking, reflection and teamwork skills.
2. Describe the implications of organizational theories and how these theories can be applied to practice.
3. Critically analyze the purpose, structure and functioning of human service organizations.
4. Describe how to ethically approach the work of effective professional social work practice in human service organizations.
5. Engage in organizational and societal systems change by acquiring skills to identify social inequalities, injustices, resistance and barriers towards changing oppressive social conditions.

REQUIRED TEXTBOOKS AND/OR READINGS

Almog-Bar, M., & Schmid, H. (2018). Cross-sector partnerships in human services: Insights and organizational dilemmas. *Nonprofit and Voluntary Sector Quarterly*, *47*(4_suppl), 119S-138S. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0899764018771218

Austin, M., Anthony, E., Knee, R., & Mathias, J. (2016). Revisiting the relationship between micro and macro social work practice. *Families in Society: The Journal of Contemporary Social Services*, *97*(4), 270-277.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1606/1044-3894.2016.97.33

Clegg, S., Kornberger, R. & Rhodes, L. (2007). Organizational ethics, decision-making, undecidability. *Sociological Review*, *55*(2), 393-409.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1111%2Fj.1467-954X.2007.00711.x

Conover, K., Sharp, C., & Salerno, A. (2015). Integrating trauma-informed care principles in behavioral health service organizations. *Psychiatric Services*, *66*(9), 1004.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1176/appi.ps.201400526

Havig, K. & Byers, L. (2019). Truth, reconciliation, and social work: A critical pathway to social justice and anti-oppressive practice. *Journal of Social Work Values and Ethics, 16*(2), 70-80.
http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=139419893&site=ehost-live

Jaskyte, K., & Holland, T. (2015). Nonprofit boards: Challenges and opportunities. *Human Service Organizations: Management, Leadership & Governance, 39*(3), 163-   166.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/23303131.2015.1035612

Kerman, B., Freundlich, M., Lee, J., & Brenner, E. (2012). Learning while doing in the human services: Becoming a learning organization through organizational change. *Administration in Social Work, 36*(3), 234-257.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/03643107.2011.573061

Mosley, J. E., & Smith, S. R. (2018). Human service agencies and the question of impact: Lessons for theory, policy, and practice. *Human Service Organizations: Management, Leadership & Governance, 42*(2), 113–122.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/23303131.2018.1425953

Nandan, M., London, M., & Bent-Goodley, T. (2015). Social workers as social change agents: Social innovation, social intrapreneurship, and social entrepreneurship. *Human Service Organizations: Management, Leadership & Governance, 39*(1), 38–56
https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/23303131.2014.955236

Peters, S. C. (2017). Social work leadership: An analysis of historical and contemporary challenges. *Human Service Organizations: Management, Leadership & Governance, 41*(4), 336–345.

https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/23303131.2017.1302375

Weisinger, J. Y., Borges-Méndez, R., & Milofsky, C. (2016). Diversity in the nonprofit and voluntary sector. *Nonprofit and Voluntary Sector Quarterly, 45*(1_suppl), 3S-27S. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0899764015613568

LEARNING TECHNOLOGIES AND REQUIREMENTS
A D2L site is set up for this course which contains required readings and other relevant class resources and materials.

RELATIONSHIP TO OTHER COURSES

This "practice with" course will complement other practice courses taken in the undergraduate BSW program. It is expected that students will integrate their learning from the practice courses during the term.

CLASS SCHEDULE

Date	Topic	Readings/Assignments Due
Jan 14	Setting the context with Organizational Theory	Austin, M., Anthony, E., Knee, R., & Mathias, J. (2016). Revisiting the relationship between micro and macro social work practice. *Families in Society: The Journal of Contemporary Social Services, 97*(4), 270-277.
Jan 21	Organizational Structure & Governance	Jaskyte, K., & Holland, T. (2015). Nonprofit boards: challenges and opportunities. *Human Service Organizations: Management, Leadership & Governance, 39*(3), 163–166 **In-class reflection activity (5%)**
Jan 28	Leadership in Organizations	Peters, S. C. (2017). Social work leadership: An analysis of historical and contemporary challenges. *Human Service Organizations: Management, Leadership & Governance, 41*(4), 336–345.
Feb 4	Organizational Change	Kerman, B., Freundlich, M., Lee, J., & Brenner, E. (2012). Learning while doing in the human services: Becoming a learning organization through organizational change. *Administration in Social Work, 36*(3), 234-257 **In-class reflection activity (5%)**
Feb 11	Partnerships & Collaborations	Almog-Bar, M., & Schmid, H. (2018). Cross-sector partnerships in human services: Insights and organizational dilemmas*. Nonprofit and Voluntary Sector Quarterly, 47*(4_suppl), 119S-138S.
Feb 18	**NO CLASS – WINTER BREAK**	
Feb 25	Diversity Issues & Opportunities	Weisinger, J. Y., Borges-Méndez, R., & Milofsky, C. (2016). Diversity in the nonprofit and voluntary

		Sector. *Nonprofit and Voluntary Sector Quarterly, 45*(1_suppl), 3S-27S. **In-class reflection activity (5%)** **Research Paper due – Feb 27**
Mar 3	Organizational Accountability	Mosley, J. E., & Smith, S. R. (2018). Human service agencies and the question of impact: Lessons for theory, policy, and practice. *Human Service Organizations: Management, Leadership & Governance, 42*(2), 113–122.
Mar 10	Site visits – NO CLASS	
Mar 17	Applying TRC to Organizations	Havig, K. & Byers, L. (2019). Truth, reconciliation, and social work: A critical pathway to social justice and anti-oppressive practice. *Journal of Social Work Values and Ethics, 16*(2), 70-80. **In-class reflection activity (5%)**
Mar 24	Trauma-Informed Organizations	Conover, K., Sharp, C., & Salerno, A. (2015). Integrating trauma-informed care principles in behavioral health service organizations. *Psychiatric Services, 66*(9), 1004.
Mar 31	Ethical Practice in Organizations	Clegg, S., Kornberger, R. & Rhodes, L. (2007). Organizational ethics, decision-making, undecidability. *Sociological Review, 55*(2), 393-409. **In-class reflection activity (5%)**
Apr 7	Innovations in Organizational Practice	Nandan, M., London, M., & Bent-Goodley, T. (2015). Social workers as social change agents: Social innovation, social intrapreneurship, and social entrepreneurship. *Human Service Organizations: Management, Leadership & Governance, 39*(1), 38–56.
Apr 14	Group Presentations	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

As previously stated, this course emphasizes a collaborative learning process, meaning that student attendance and active engagement strongly contributes to building a meaningful and valuable learning experience.

Think about applying the same standards of behavior, respectful communication, and courtesy about punctuality, attendance, and readiness for this course that would apply to a professional social worker in a professional work setting. In addition to attendance and preparation, consider asking questions, sharing experiences, actively participating in class discussions or small group exercises, and giving respectful feedback to others during class. Above all, participation means demonstrating personal and professional engagement in the learning process.

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.

CLASS RECORDINGS
By permission of the instructor.

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.

ASSESSMENT COMPONENTS

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
In-class Reflective Practice Activities	The objective of these assignments is to foster collaborative learning, self-reflection and engagement. At the conclusion of five classes identified, students will receive an assessment tool or reflection activity and be provided with class time to complete the activity. These are to be handed in at the end of class.	**Jan 21, Feb 4, Feb 25, Mar 17, Mar 31**	25% (5% each)	1,2 & 3
Research Paper	Chose an organizational topic of interest and write a research paper on the topic. The purpose of this assignment is to foster research-informed practice and deepen your understanding of a particular concept within human service organization, while considering practice implications.	**Feb 27**	40%	1, 2, 4 & 5

	Examples of topics include (but are not limited to): • Leadership in organizations • Diversity in organizations • Ethics in organizational practice • Truth and reconciliation in organizations • Partnerships or collaboration in organizations This paper should be no longer than 4-5 pages (1000 – 1250 words) excluding references, double-spaced. Standards of writing will be a strong factor in grading assignments. Please complete your writing submissions in a style of formatting consistent with APA style/format. A marking rubric will be made available on D2L.			
Group Presentation	In all social work contexts, social workers work with teams. As such, part of the objective of this assignment is to increase teamwork skills by having students work in groups on this assignment. Groups of 4 students will choose an organization they would like to learn about (each group must choose a different organization). Groups are to contact the organization and request a site visit (tour and interview) with a staff person. Groups are expected to visit the agency together. The class on March 10th has been given for this visit. Or, students can meet outside of their course schedule to visit the organization. To prepare for their site visit, groups will develop a minimum of 5 -7 questions they would like to learn about the organization based on the content covered in class and individual research papers. Groups will then develop a 20 min PPT presentation about the organization that includes the following: • Mission and purpose of the organization • Impression of organizational context/environment – what was the	**April 14**	35%	1,2, 3, 4 & 5

	site visit like? • Present 5-7 questions developed, why did you choose these questions? • What did you learn from these questions? • Integrate learnings from your research papers with your site visit. • Implications for your practice A marking rubric will be made available on D2L. All group members will receive the same grade. Groups will responsible for managing group dynamics and ensuring the work is shared.			

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

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

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** |
| Additional readings may be provided via D2L over the course duration. |

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-2.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 (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.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**