



Course Number SOWK 399	SOWK S02	Classroom SA 124	
Course Name	Practice and Evaluation with Organizations		
Day(s)	Mondays	Time	1-3:50 pm
Instructor	Din Ladak, MSW	Office Hours/Location	By appointment
E-mail	badrudin.ladak@ucalgary.ca	Phone	403-991-9286

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.

LEARNING RESOURCES

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 13	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. <i>Families in Society: The Journal of Contemporary Social Services</i> , 97(4), 270-277.
Jan 20	Organizational Structure & Governance	Jaskyte, K., & Holland, T. (2015). Nonprofit boards: challenges and opportunities. <i>Human Service Organizations: Management, Leadership & Governance</i> , 39(3), 163–166 In-class reflection activity (5%)
Jan 27	Leadership in Organizations	Peters, S. C. (2017). Social work leadership: An analysis of historical and contemporary challenges. <i>Human Service Organizations: Management, Leadership & Governance</i> , 41(4), 336–345.
Feb 3	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. <i>Administration in Social Work</i> , 36(3), 234-257 In-class reflection activity (5%)
Feb 10	Partnerships & Collaborations	Almog-Bar, M., & Schmid, H. (2018). Cross-sector partnerships in human services: Insights and organizational dilemmas. <i>Nonprofit and Voluntary Sector Quarterly</i> , 47(4_suppl), 119S-138S.
Feb 17	NO CLASS – WINTER BREAK	
Feb 24	Diversity Issues & Opportunities	Weisinger, J. Y., Borges-Méndez, R., & Milofsky, C. (2016). Diversity in the nonprofit and voluntary

		<p>Sector. <i>Nonprofit and Voluntary Sector Quarterly</i>, 45(1_suppl), 3S-27S.</p> <p>In-class reflection activity (5%) Research Paper due – Feb 27</p>
Mar 2	Organizational Accountability	<p>Mosley, J. E., & Smith, S. R. (2018). Human service agencies and the question of impact: Lessons for theory, policy, and practice. <i>Human Service Organizations: Management, Leadership & Governance</i>, 42(2), 113–122.</p>
Mar 9	Site visits – NO CLASS	
Mar 16	Applying TRC to Organizations	<p>Havig, K. & Byers, L. (2019). Truth, reconciliation, and social work: A critical pathway to social justice and anti-oppressive practice. <i>Journal of Social Work Values and Ethics</i>, 16(2), 70-80.</p> <p>In-class reflection activity (5%)</p>
Mar 23	Trauma-Informed Organizations	<p>Conover, K., Sharp, C., & Salerno, A. (2015). Integrating trauma-informed care principles in behavioral health service organizations. <i>Psychiatric Services</i>, 66(9), 1004.</p>
Mar 30	Ethical Practice in Organizations	<p>Clegg, S., Kornberger, R. & Rhodes, L. (2007). Organizational ethics, decision-making, undecidability. <i>Sociological Review</i>, 55(2), 393-409.</p> <p>In-class reflection activity (5%)</p>
Apr 6	Group Presentations Celebration of Learning	

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 20, Feb 3, Feb 24, Mar 16, Mar 30	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 26	40%	1, 2, 4 & 5

	<p>Examples of topics include (but are not limited to):</p> <ul style="list-style-type: none"> • Leadership in organizations • Diversity in organizations • Ethics in organizational practice • Truth and reconciliation in organizations • Partnerships or collaboration in organizations <p>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, and include your word count in your submission</p> <p>A marking rubric will be made available on D2L.</p>			
<p>Group Presentation</p>	<p>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.</p> <p>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 9th 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:</p> <ul style="list-style-type: none"> • Mission and purpose of the organization • Impression of organizational 	<p>April 6</p>	<p>35%</p>	<p>1,2, 3, 4 & 5</p>

	<p>context/environment – what was the site visit like?</p> <ul style="list-style-type: none"> • 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 <p>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.</p>			

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.

Generally, if a student is absent from class, in-class reflection assignments cannot be made up. For documented or approved absences (typically due to illness, religious obligation, or unexpected crisis), weekly engagement marks may be made up at the discretion of the instructor. Make-up marks are usually gained by completing a series of exercises related to the topic of the week or to an ongoing research project, for example, by creating an annotated bibliography.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

In-class reflection assignments will be handed in at the end of class. The research paper and the PPT presentation will be electronically submitted via a dropbox in D2L. Assignments are due before midnight on their respective due date.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and only at the discretion and approval of the instructor.

Submission of any part of an assignment after 11:59pm on the due date will automatically incur a 2% penalty, for every day that it is late up to a maximum of 5 days, after which point the assignment will be deemed “unsubmitted”. Unsubmitted assignments will receive a grade of zero.

EXPECTATIONS FOR WRITING

All assignments will be assessed in large part on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Poor writing will result in a substantial loss of marks. More than five typos or sentence structure issues will lead to the assignment not being accepted. 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

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**