

Course Number	SOWK 399 S03	Classroom	Online
Course Name	Practice & Evaluation with Organizations		
Day(s) & Time	Zoom sessions on Mondays from 9:00am-11:50am MST		
Instructor	Linda Fehr, PhD, MSW, RSW		
U of C E-mail	fehr@ucalgary.ca	Phone	403-329-2795

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

This course provides a conceptual framework for understanding social service organizations within which social workers practice and interact on a daily basis. This course will examine the ways in which social service organizations define the role and scope of social work practice and the services provided to the community. This includes discussions about political and professional contexts, the functioning of organizations, and the connections with Reconciliation, anti-racism, and social justice. This course emphasizes a collaborative learning approach, including inquiry-based and active learning, encouraging student engagement which strongly contributes to a meaningful and valuable experience.

COURSE LEARNING OUTCOMES

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

1. Demonstrate an understanding of organizational concepts and their applications in practice through creation of a social service organization to address unmet service needs in the community.
2. Critically analyze the structure and functioning of social service organizations including the connections with Reconciliation, anti-racism, and social justice.
3. 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.
4. Create an inquiry project to share with peers.
5. Create a respectful, open, and safe learning environment, which ensures that each student has a voice, and everyone is treated with respect and dignity.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook for this course. Links to assigned reading materials and resources will be made available on the course D2L site. It is also expected that students will use their existing resources and access to the University of Calgary Library online resources and databases to support their learnings and coursework.

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 399 is one of several required courses within the BSW program.

CLASS SCHEDULE

Tentative Schedule – Subject to Change

Date	Topics & Assignments	Readings
January 11 Zoom session 9:00-11:50am	Introduction to course including expectations and assignments Inquiry Project discussion	-----
January 18 Zoom session 9:00-11:50am	Organizational Structure: presentation and discussion on the structure and political context of human service organizations Development of Organizations	O'Connor, M. K., & Netting, F. E. (2009). Organization practice: a guide to understanding human services. Chapter 1.
January 25 Zoom session 9:00-11:50am	Organizational Structure discussion continued Organizations work	1. Hardina, D. (2005). Ten characteristics of empowerment-oriented social service organizations. 2. Kinjerski, V. (2012). Flourishing in child protection: Creating environments that help social workers thrive.
Sunday, January 31	Learning Plan DUE	-----
February 1 Zoom session 9:00-11:50am	Supervision Organizations work	1. Kadushin, A. & Harkness, D. (2014). <i>Supervision in social work</i> ebook Chapter 1. 2. Hair, H. (2014). Supervision conversations about social justice and social work practice. 3. Kinjerski, V. (2014). Supervision: The Cornerstone for Caseworkers to Flourish.

February 8 Zoom session 9:00-11:50am	Reconciliation in organizational practice Guest presenter Heidi HeavyShield, MSW, RSW Organizations work	1. Truth and Reconciliation Commission of Canada. (2015). Summary 2. Truth and Reconciliation Commission of Canada. (2015). Calls to action 3. University of Calgary. (2018). <i>ii' taa' poh'to'p</i> – Together in a good way: A journey of transformation and renewal.
February 15	**No class** Winter Break	-----
February 22 Zoom session 9:00-11:50am	Social justice Organizations work	1. Reisch, M. (2017). Why macro practice matters. 2. Reisch, M., & Garvin, C. D. (2016). ebook Chapter 7- Socially Just Organizational Practice 3. Walter, A. W., Ruiz, Y., Tourse, R. W. C., Kress, H., Morningstar, B., MacArthur, B., & Daniels, A. (2017). Leadership matters: How hidden biases perpetuate institutional racism in organizations.
Sunday, February 28	Inquiry Project DUE	-----
March 1 Zoom session 9:00-11:50am	Professional social work organizations Organizations work	1. www.acsw.ab.ca 2. www.casw-acts.ca/en 3. https://www.ifsw.org 4. Crockett, L. (2012). Resource kit: Workplace bullying experienced by social workers. 5. Brimhall, K. & Mor Barak, M. (2018). The critical role of workplace inclusion in fostering innovation, job satisfaction, and quality of care in a diverse human service organization.
March 8 Zoom session 9:00-11:50am	Resume development Organizations work	Have a digital or hard copy of your current resume available to work on during class.
Sunday, March 14	Reflection Assignment DUE	-----
March 15	**No class** Presentation Preparation	-----
March 22 Zoom session 9:00-11:50am	Organizations Presentations	-----

March 29 Zoom session 9:00-11:50am	Organizations Presentations	-----
April 5	**No class** Easter Monday	-----
April 12 Zoom session 9:00-11:50am	Closings	-----

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

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.

ASSIGNMENTS/ASSESSMENT COMPONENTS
--

Assignment 1: Learning Plan - Weight 20% - Due Sunday, January 31

Assigned Course Learning Outcome: 2,3,4,5

This individual assignment will ask students to identify an area of interest that is *relevant to social work organizational practice* and develop an inquiry project that examines this area of interest. The learning plan is a preliminary opportunity for students to explore the literature and other resources, in order to develop their inquiry project.

The learning plan should include:

- a clear discussion of the student's area of interest and why it is of interest;
- identify, describe, and reference at least six resources which will be used in the project (at least 12 resources are expected for the final project);
- a description of the project format which students will create to demonstrate their learning and share with their peers on the D2L course site. The project may be in any format that facilitates dissemination of the information and can be posted to the D2L course site. Examples: a PowerPoint presentation, a paper, a website, or other e-learning mediums. If you have any questions about the format, please ask the instructor.

The learning plan should be 4-5 pages in length and double spaced. The criteria for grading will include clarity and complexity of the project, organization of information, effectiveness of communication, use of relevant resource material and sources, and adherence to APA 7th edition style for citing and referencing materials.

Submit the assignment using the D2L Drop Box.

Assignment 2: Inquiry Project and Reflection - Weight: 45%

Assigned Course Learning Outcome: 2,3,4,5

a) Inquiry Project – Weight 35% - Due Sunday, February 28

Students will produce an individual inquiry project which will demonstrate their inquiry into an interest area *related to social work organizational practice* which can be posted to the D2L course site and shared with their peers. The inquiry project needs to include the following:

- an introduction discussing the student's interest in the topic area;
- clearly describe and exam the topic area by reporting the research findings using at least 12 resources;
- demonstrate critical thinking and some analysis of these findings;
- draw some reasoned conclusions about the inquiry process;
- identify emergent questions that have arisen during the inquiry process;
- discuss learnings from completing their inquiry project, and how these learning could be helpful in preparation for practicum within very broad range of agencies and organizations.

The inquiry project may be in any format that facilitates sharing of the information with peers and can be posted to the D2L course site. Examples: a PowerPoint presentation (35+slides), a paper (10+pages), a website, or other e-learning mediums. If you have any questions about the format, please ask the instructor.

All reference material must be clearly cited within the project and a reference list must be included with the project, all in APA 7th edition style. Criteria for grading will also include clarity and complexity of the questions, organization of content, effectiveness of communication (clarity, grammar, vocabulary, punctuation, and presentation), the use of relevant literature, and adherence to APA standards.

Inquiry Projects will be posted to the Inquiry Project Discussion Forum in D2L.

b) Reflection: Weight 10% - Due Sunday, March 14

Each student will go to at least five other posted peer Inquiry Project assignments, read them, and then reply to each project with a paragraph of approximately 150 words offering thoughtful, reflective, and supportive responses to the inquiry projects and what the student learned from each project.

Replies are to be posted to the Inquiry Project Discussion Forum in D2L.

Assignment 3: Organizations Presentation - Weight: 35% (Presentation 30% & Participation 5%).

Due: Presentations will be scheduled on March 22 and March 29

Assigned Course Learning Outcome: 1,2, 5

This small group assignment will involve the collaborative creation of a social service organization; developing an engaging class presentation on the organization created; and participation in the presentations of other organizations. The organizations that students will create, in small groups, will provide programs and services to address unmet needs in our community with the goal to increase the spectrum and diversity of community services. Development and presentation of organizations will include:

- a comprehensive description of the organization including type of organization, vision/mission statements, values/philosophical principles, and organizational chart;
- a description of the client population(s) to be served;
- a description of the work setting, staffing, and supervision process;
- a complete description of the proposed program(s) that the organization will provide;
- a description of each of the services to be offered by the program(s);
- an analysis of the task environment that will impact the implementation of these programs and services;
- a discussion on how the program(s) and services address unmet needs in the community;
- a clear discussion of how the organization will contribute to Reconciliation, anti-racism, and social justice.

All of the Organizations need to be prepared to present their organizational designs for a maximum of 20 minutes and will present their ideas in a creative and interesting manner in order to engage participants. **All presentation information, materials, and a reference list will be submitted to the instructor upon completion of the presentation. Criteria for grading will also include organization of content, effectiveness of communication (clarity, grammar, vocabulary, punctuation, and presentation), the use of relevant literature, and adherence to APA 7th edition standards.**

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend the instructional Zoom sessions and to be fully present and engaged in class activities and discussions. 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 and participate in all learning processes through thoughtful, respectful contributions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments are to be submitted electronically at or before the date and time as specified in the course outline. If no time is stipulated, 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.

Faculty members in the Southern Alberta Region expect and insist that assignments:

- Be typed (or in legible handwriting);
- Be free of grammatical, spelling and typing errors;
- Incorporate correct usage of referencing set forth by the current edition of the American Psychological Association (APA).

LATE ASSIGNMENTS

It is the student's responsibility to request an extension from the instructor should you require more time and offer an alternate due date and time for the instructor's consideration. Extensions are granted at the discretion of the instructor. Assignments submitted after the deadline, without an extension granted by the instructor, 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>

WRITING SUPPORT SERVICES

The University of Lethbridge Writing Centre is located in the Library and provides individual consultations with trained academic writing instructors and tutors to all students at the University of Lethbridge from all disciplines. There is no charge for this instruction, and the Writing Centre is happy to assist students at all stages of the writing process and levels of proficiency. For more information: <https://www.uleth.ca/artsci/academic-writing/writing-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 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.

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 <https://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 <https://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**

BUILDING EVACUATIONS

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs, and proceed to the Assembly Points posted on campus. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to get acquainted with the U of L Emergency website:

<https://www.uleth.ca/campus-safety/emergency-evacuation-plan>

UNIVERSITY OF LETHBRIDGE SAFEWALK (403) 380-1888 OR (403) 329-2345.

For more information – <https://www.uleth.ca/security/content/safe-walk>