



Course & Session Number	SOWK 399 S01	Classroom	Online
Course Name	Practice and Evaluation with Organizations		
Day(s) & Time	Tuesdays 9:00am - 11:50am		
Instructor	Dr. Sarah Fotheringham	Office Hours	As requested
UCalgary E-mail	sffother@ucalgary.ca	UCalgary Phone	

EQUITY, DIVERSITY, INCLUSION, RECONCILIATION AND ANTI-RACISM

The Faculty of Social Work (FSW) is committed to anti-racist social work education and practice and to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge the historic and ongoing effects of racism, systemic inequities and compounded disadvantages due to the intersection of social locations, particularly for members of racialized, Indigenous, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour, and integrate diverse perspectives, experiences, and strengths into our work. See the faculty's [Statement 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

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 successful 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

There is no required textbook for this course.

Required 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

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>

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](http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=139419893&site=ehost-live)

Hill, & Curry-Stevens, A. (2017). Organizational change and racial Equity: Implications for capacity-building practice for organizations and networks. *Journal of Nonprofit Education and Leadership*, 7(1), 24–31. <https://doi.org/10.18666/JNEL-2017-V7-I1-8023>

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>

Olawoye-Mann, S. (2021). Surviving a pandemic: The adaptability and sustainability of non-profit organizations through COVID-19. *Canadian Journal of Nonprofit and Social Economy Research*, 12(S1), 82-85.

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

Shier, & Handy, F. (2015). From advocacy to social innovation: A typology of social change efforts by nonprofits. *Voluntas* (Manchester, England), 26(6), 2581–2603. <https://doi.org/10.1007/s11266-014-9535-1>

Voth Schrag, Wood, L. G., Wachter, K., & Kulkarni, S. (2022). Compassion fatigue among the intimate partner violence and sexual assault workforce: Enhancing organizational practice. *Violence Against Women*, 28(1), 277–297. <https://doi.org/10.1177/1077801220988351>

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

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 (s)	Readings/Assignment Due Dates
Jan 11	Course Introduction Group setup & contracting	
Jan 18	Setting the context	Austin, M., Anthony, E., Knee, R., & Mathias, J. (2016). Revisiting the relationship between micro and macro social work practice. <i>Families in Society: The</i>

		<p><i>Journal of Contemporary Social Services</i>, 97(4), 270-277.</p> <p>Olawoye-Mann, S. (2021). Surviving a pandemic: The adaptability and sustainability of nonprofit organizations through COVID-19. <i>Canadian Journal of Nonprofit and Social Economy Research</i>, 12(S1), 82-85.</p> <p>Group Presentation Contracts Due</p>
Jan 25	Organizational Structure, Governance & Leadership	<p>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.</p> <p>Group 1 Presentation</p>
Feb 1	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> <p>Group 2 Presentation</p>
Feb 8	Organizations & Racial Equity	<p>Hill, & Curry-Stevens, A. (2017). Organizational change and racial equity: Implications for capacity-building practice for organizations and networks. <i>Journal of Nonprofit Education and Leadership</i>, 7(1), 24-31. https://doi.org/10.18666/JNEL-2017-V7-I1-8023</p> <p>Group 3 Presentation</p>
Feb 15	Partnerships & Collaborations	<p>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.</p> <p>Group 4 Presentation Infographic Group Contracts Due</p>
No Class: Winter Break Feb 20-26		
Mar 1	Organizations & Social Change	<p>Shier, & Handy, F. (2015). From advocacy to social innovation: A typology of social change efforts by nonprofits. <i>Voluntas</i> (Manchester, England), 26(6), 2581-2603. https://doi.org/10.1007/s11266-014-9535-1</p>

		Group 5 Presentation
Mar 8	Site visits – NO CLASS	
Mar 15	Applying TRC to Organizations	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. Group 6 Presentation Reflection Paper Due
Mar 22	Ethical Practice in Organizations	Clegg, S., Kornberger, R. & Rhodes, L. (2007). Organizational ethics, decision-making, undecidability. <i>Sociological Review</i> , 55(2), 393-409. Group 7 Presentation
Mar 29	Compassion Fatigue, Burnout & Organizational Practice	Voth Schrag, Wood, L. G., Wachter, K., & Kulkarni, S. (2022). Compassion fatigue among the intimate partner violence and sexual assault workforce: Enhancing organizational practice. <i>Violence Against Women</i> , 28(1), 277–297. https://doi.org/10.1177/1077801220988351 Group 8 Presentation
Apr 5	Group presentations	Agency Infographic Presentations
Apr 12	Group presentations	Agency Infographic Presentations & wrap up

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. 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.

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: Group Presentations (35%)

Due date: **Group contract due: Jan 18, 2022; Group presentations are due according to topic and class schedule**

Learning Outcomes: 1, 2, 3, 4

Length: Maximum 45-minute facilitation & 15 minutes for Q & A (class involvement and class discussion)

Framework for the Group Project:

This project is a class presentation. This assignment is designed to actively engage your class colleagues in the learning process. The first part of this assignment is a group contract. Group members will meet and discuss how best to work as a team, methods of communication, expectations and accountability. Groups are to fill out the contract form and hand it in to the instructor by Jan 17.

Using the assigned reading as a guide, the presentation component should include a) a presentation (PowerPoint or Prezi), b) a brief overview of key factors associated with the topic, c) learning activities (e.g., case studies, role plays, experiential/interactive exercises) that provide opportunities for class discussion and for the class to apply significant concepts in the selected topic area. The intent is for the class to be exposed to each topic and assigned reading, and to further learning about each topic and its application. **Please note that the presentations must be provided to the instructor at the end of the class and the instructor make them available to all students on D2L.**

An introduction could briefly describe a) the key concepts in the assigned reading and its application to social work practice; 2) a brief critique (the strengths of the concept, its limitations, ethical and cultural implications, and empirical support for the theory). Explore how these concepts addresses such influences as power, oppression, social justice, social change and community within the context of such factors as class, race, gender, sexual orientation, age and ability.

A group grade will be assigned after completion of the facilitation. The same grade will be assigned to each individual in the group; however, if you have not contributed to the group to the same extent as the other group members - a demonstration of professionalism and fair practice is required on your part – the instructor expects you, as an individual, to professionally state to the instructor the reasons for your reduced participation and then recommend to the instructor a lower grade for yourself individually than for your group peers.

Grading criteria for class presentation:

- quality, clarity and creativity of facilitation;
- understanding of the generalist practice approaches;
- summarizing the most significant concepts;
- appropriate use of the theory; and
- engaging the class in meaningful activities to facilitate learning

Assignment 2: Reflection & Integration Paper (30%)

Due date: March 15, 2022.

Learning Outcomes: 1,2,3,4

Choosing either a podcast or webinar from a list posted to D2L, students are to write a 4-6 page reflection and integration paper. This paper should include integration of 2 course topics along with reflecting on key learnings from the podcast or webinar. The paper should include the following components:

- Summary and key learnings from podcast/webinar
- Integration of these key learnings with 2 course topics
- Integration with one's own social work practice
- Include 3-4 academic references

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.

Assignment 3: Learning about Organizations – Infographic (35%)

Due date: Group contract due Feb 15; Infographics due and presented on April 5 & 12, 2022

Learning Outcomes: 1,2,3, 4

Working in groups, students will choose an organization they would like to learn about (each group must choose a different organization). Groups will fill out the group contract and hand this in on Feb 23. Following this, groups are to contact the organization and request a virtual/online meeting and interview with an agency staff member. Groups are expected to attend the agency meeting together. The class on March 9th has been given for this visit, or students can meet outside of their course schedule to virtually visit the organization. To prepare for this virtual 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 readings. Groups will then create an infographic about their learnings. Students can use any free software such as Piktochart or Canva. Further examples and tips on how to create infographics will be posted on D2L.

The infographic should include:

- Mission and purpose of the organization
- Impression of organizational context/environment
- What impact COVID-19 has had on the organization
- Present 5-7 questions developed, why did you choose these questions?
- What did you learn from these questions?
- Integrate learnings from course material with your site visit.
- Implications for your practice

On April 5 & 12, groups will present their infographic to the class. These presentations should be 20 mins in length, with 10 mins for questions.

The same grade will be assigned to each individual in the group; however, if you have not contributed to the group to the same extent as the other group members - a demonstration of professionalism and fair practice is required on your part – the instructor expects you, as an individual, to professionally state to the instructor the reasons for your reduced participation and then recommend to the instructor a lower grade for yourself individually than for your group peers.

Grading Criteria for Agency Infographics:

- Visual representation
- Grammar, spelling and APA referencing where appropriate
- Presentation and communication skills
- Questions chosen relevant to organizational context and reflect course material
- Course work integration/practice implications

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activity and discussions. If a student must miss a class, it is the student's responsibility to catch up on discussions, notes and other information through other classmates and/or D2L.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF 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

Assignments submitted after the deadline 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

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. This grading system overrides the grading system in D2L.

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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

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 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

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