



<b>Course &amp; Session Number</b>	<b>SOWK 399 S01</b>	<b>Classroom</b>	<b>HNSC 330</b>
<b>Course Name</b>	<b>Practice and Evaluation with Organizations</b>		
<b>Dates and Time</b>	Start of Classes: Jan 10, 2023 End of Classes: April 11, 2023 Dates and Time: Tuesdays 1-3:50pm. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Sarah Fotheringham PhD RSW	<b>Office Hours</b>	By appointment
<b>UCalgary E-mail</b>	<a href="mailto:sffother@ucalgary.ca">sffother@ucalgary.ca</a>	<b>UCalgary Phone</b>	Please contact instructor by email

**OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION**

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion, and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving, and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

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

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), 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 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**

- Austin, A., Knee, R. T., & Mathias, J. (2016). Revisiting the relationship between micro and macro social work practice. *Families in Society, 97*(4), 270–277. <https://doi.org/10.1606/1044-3894.2016.97.33>
- Furman, R., Gibelman, M., & Winnett, R. (2020). Getting to know the human service organization. In *Navigating human service organizations: Essential information for thriving and surviving in agencies* (pp. 1-24). Oxford University Press USA - OSO.
- Germak. (2015). Impact, sustainability, and effectiveness/performance measurement. In *Essential business skills for social work managers: tools for optimizing programs and organizations* (pp. 121-138). Routledge. <https://doi.org/10.4324/9781315776033>
- 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>
- 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>
- Lucente, G., Kurzawa, J., & Danseco, E. (2022). Moving towards racial equity in the child and youth mental health sector in Ontario, Canada. *Administration and Policy in Mental Health and Mental Health Services Research, 49*(2), 153–156. <https://doi.org/10.1007/s10488-021-01153-3>
- Menzel. (2017). In pursuit of ethical competence. In *Ethics management for public and nonprofit managers: Leading and building organizations of integrity* (3rd edition., pp. 30-65). Routledge. <https://doi.org/10.4324/9781315641256>
- Norris-Tirrell, D. & Clay, J. A. (2010). The promise of strategic collaboration. In *Strategic collaboration in public and nonprofit administration* (1st ed., pp. 1–26). CRC Press. <https://doi.org/10.4324/9781315087658-1>
- Packard, T.R. (2021). Challenges and opportunities. In *Organizational change for the human services* (pp. 17-33). Oxford University Press. <https://doi.org/10.1093/oso/9780197549995.003.0002>
- Peters, S. C. (2017). Social work leadership: An analysis of historical and contemporary challenges. *Human Service Organizations: Management, Leadership & Governance, 41*(4), 336–345.

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**

### **Important Dates for Winter 2023**

- Start of Term: Tuesday, January 3, 2023
- End of Term: Friday, April 28, 2023
- Fee Deadline: Friday, January 27, 2023
- Alberta Family Day, no classes: Monday, February 20, 2023
- Good Friday, no classes: Friday, April 7, 2023
- Easter Monday, no classes: Monday, April 10, 2023
- Term Break: Sunday, February 19 – Saturday, February 25, 2023

<b>Date</b>	<b>Topic (s)</b>	<b>Readings/Assignment Due Dates</b>
Jan 10	Course Introduction Group setup & contracting	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, 97</i> (4), 270-277.
Jan 17	Setting the context: Organizational theories and structures	Furman, R., Gibelman, M., & Winnett, R. (2020). Getting to know the human service organization. In <i>Navigating human service organizations: Essential information for thriving and surviving in agencies</i> (pp. 1-24). Oxford University Press USA - OSO.  <b>Group Presentation Contracts Due</b>
Jan 24	Organizational Governance & Leadership	Peters, S. C. (2017). Social work leadership: An analysis of historical and contemporary challenges. <i>Human Service</i>

		<p><i>Organizations: Management, Leadership &amp; Governance</i>, 41(4), 336– 345.</p> <p><b>Group 1 Presentation</b></p>
Jan 31	Organizational Accountability	<p>Germak. (2015). Impact, sustainability, and effectiveness/performance measurement. In <i>Essential business skills for social work managers: tools for optimizing programs and organizations</i> (pp. 121-138). Routledge. <a href="https://doi.org/10.4324/9781315776033">https://doi.org/10.4324/9781315776033</a></p> <p><b>Group 2 Presentation</b></p>
Feb 7	Organizational Change	<p>Packard, T.R. (2021). Challenges and opportunities. In <i>Organizational change for the human services</i> (pp. 17-33). Oxford University Press.</p> <p><b>Group 3 Presentation</b></p>
Feb 14	Partnerships & Collaborations	<p>Norris-Tirrell, D. &amp; Clay, J. A. (2010). The promise of strategic collaboration. In <i>Strategic collaboration in public and nonprofit administration</i> (1st ed., pp. 1–26). CRC Press.</p> <p><b>Group 4 Presentation</b> <b>Infographic Group Contracts Due</b></p>
<b>No Class:</b> Sunday, February 19 – Saturday, February 25, 2023		
Feb 28	Organizations & Racial Equity	<p>Hill, &amp; 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. <a href="https://doi.org/10.18666/JNEL-2017-V7-I1-8023">https://doi.org/10.18666/JNEL-2017-V7-I1-8023</a></p> <p>Lucente, G., Kurzawa, J., &amp; Danseco, E. (2022). Moving towards racial equity in the child and youth mental health sector in Ontario, Canada. <i>Administration and Policy in Mental Health and Mental Health Services Research</i>, 49(2), 153–156. <a href="https://doi.org/10.1007/s10488-021-01153-3">https://doi.org/10.1007/s10488-021-01153-3</a></p> <p><b>Group 5 Presentation</b></p>
Mar 7	<b>Site visits – NO CLASS</b>	
Mar 14	Applying TRC to Organizations	<p>Havig, K. &amp; 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><b>Group 6 Presentation</b> <b>Reflection Paper Due</b></p>

Mar 21	Ethical Practice in Organizations	Menzel. (2017). In pursuit of ethical competence. In <i>Ethics management for public and nonprofit managers: Leading and building organizations of integrity</i> (Third edition., pp. 30-65). Routledge. <a href="https://doi.org/10.4324/9781315641256">https://doi.org/10.4324/9781315641256</a>  <b>Group 7 Presentation</b>
Mar 28	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, 28</i> (1), 277–297. <a href="https://doi.org/10.1177/1077801220988351">https://doi.org/10.1177/1077801220988351</a>  <b>Group 8 Presentation</b>
Apr 4	Group presentations	Agency Infographic Presentations
Apr 11	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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

#### 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%)**

**Group contract due: Jan 17, 2022 by 11:59pm**

**Group presentations are due according to topic and class schedule**

Aligned Course Learning Outcomes: 1, 2, 3, 4

### Assignment Description:

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.

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

### Assessment Criteria:

- Key concepts drawn from reading and integrated with other readings/resources and organizational practice
- Strengths/Critique of article related to ethics, power, oppression, racism
- Presentation quality and communication skills
- Creativity and originality – engaging class in meaningful learning activities

**Assignment 2: Reflection & Integration Paper (30%) - Due March 14, 2023 by 11:59pm.**

Aligned Course Learning Outcomes: 1,2,3,4

### Assignment Description:

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

Assessment Criteria:

- Summary and key learnings from podcast/webinar
- Integration of these key learnings with 2 course topics
- Integration with one's own social work practice
- Writing ability and inclusion of 3-4 academic references with correct APA referencing

**Assignment 3: Infographic (35%)**

**Group contract due Feb 14 by 11:59pm**

**Infographics due and presented on April 4 & 11, 2023**

Aligned Course Learning Outcomes: 1,2,3,4

Assignment Description:

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 14. Following this, groups are to contact the organization and request a virtual or on-site visit with an agency staff member. Groups are expected to attend the agency meeting together. The class on March 7<sup>th</sup> has been given for this visit, or students can meet outside of their course schedule to visit the organization. To prepare for this visit, groups will develop 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 4 & 11, 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.



### Assessment criteria:

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

## **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**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. 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 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 7<sup>th</sup> 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 performance	95 - 100
A	4.0	Excellent performance	95 - 100
A-	3.7	Approaching excellent performance	90 - 94
B+	3.3	Exceeding good performance	85 - 89
B	3.0	Good performance	80 - 84
B-	2.7	Approaching good performance	75 - 79
C+	2.3	Exceeding satisfactory performance	70 - 74
C	2.0	Satisfactory performance	65 - 69
C-	1.7	Approaching satisfactory performance	60 - 64
D+	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject	55 - 59
D	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	50 - 54
F	0.0	Failure. Did not meet course requirements	Below 50
CG		Credit Granted	
CR		Completed Requirements	

## 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's [Code of Conduct](#).

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

### **Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

### **Research Ethics**

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics Website](#) before beginning the assignment.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

### **Instructor Intellectual Property**

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **Sexual and Gender-Based Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's [Sexual and Gender-based Violence Policy](#) guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

### **Other Important Information**

Please visit the [Registrar's website](#) for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information