



Course & Session Number	SOWK 627 S02	Classroom	Online
Course Name	Practice with Organizations & Communities		
Dates and Time	Start of Classes: August 26, 2024 End of Classes: August 30, 2024 Dates and Time: Zoom sessions daily from 9:00 a.m. to 4:00 p.m. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Patricia Samson, PhD	Office Hours	By appointment/as requested
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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.

Please refer to our full statement of our [Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

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

SYLLABUS STATEMENT

This course provides a basic understanding of social work practice theory with respect to work with organizations and communities.

COURSE DESCRIPTION

This is a foundation course on communities and organizations. It will provide a theoretical and practical basis for communities and organizations as well as an understanding of the relationship between communities and organizations as they respond to social issues. This course concerns itself with macro-oriented practice and will address issues at the community and organization levels. The course will inter-weave theory and practice from communities and organizations literature. Opportunity will be provided to practice with assessment tools to integrate practice theories and techniques with students' own local community. This course will also challenge students to become more involved in their community. This is an interactive course in which everyone in the class is expected to attend and contribute to the discussion. In this online course, learning will occur in both synchronous (i.e., real-time/Zoom) and asynchronous (i.e., students complete on their own time such as discussions, assignments, etc.) contexts.

This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity.

COURSE LEARNING OUTCOMES

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

1. Describe ways in which social and organizational policies, as well as current issues and trends, can shape practice with organizations and communities.
2. Articulate how social work identity and core social work values can inform practice within organizations and communities.
3. Demonstrate an understanding of theoretical models related to practice with organizations and communities and demonstrate the ability to be critically reflective and analytical about the effects of neo-liberalism and the over-arching political, social, and economic impacts of society on racialized and marginalized populations.
4. Use a range of research skills, critical analysis, and discussion related to key practice topics including social innovation, collaboration, program design, engagement, diversity, human rights, values and ethics, social justice, and change.
5. Develop a toolkit of practice skills and strategies as part of their emerging social work identity, which can be used to engage diverse stakeholders in organizations and communities.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Pyles, L. (2021). *Progressive Community Organizing: Transformative Practice in a Globalizing World*. (3rd Ed). Routledge, Taylor Francis. (Required Textbook) <https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9780429294075/progressive-community-organizing-loretta-pyles>

REQUIRED READINGS

Cabaj, M. & Weaver, L. (2016). Collective impact 3.0: An evolving framework for community change. Tamarack Institute. <https://www.tamarackcommunity.ca/library/collective-impact-3.0-an-evolving-framework-for-community-change>

Carroll, J. & Minkler, M. (2000). Freire's Message for Social Workers: Looking Back, Looking Ahead. *Journal of Community Practice*, 8(1), 21 – 36. https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1300/J125v08n01_02

Community Toolbox. <https://ctb.ku.edu/en>

Fairfax, C.N. (2017). Community practice and the Afrocentric paradigm. *Journal of Human Behavior in the Social Environment* 27(1-2), 73-80. 10.1080/10911359.2016.1263090 <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10911359.2016.1263090>

Gallagher, B. (2018 September - October). United Way's CEO on shifting a century old business model. *Harvard Business Review*, 96(5). 39-44. <https://hbr.org/2018/09/united-ways-ceo-on-shifting-a-century-old-business-model> * This is available in the library's digital collection; Please refer to [LibGuides](#)

Gibelman, M., & Furman, R. (2013). Getting to know the human service organization (Chapter 1 & Chapter 2). *Navigating human service organizations* (3rd ed.) Chicago, IL: Lyceum Books, Inc. 4th edition, published 2020: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6268776>

Kreitzer, L., Harvey, A. & Orjasaeter, J. (2020). Asset-based and place-based community development: Strengthening community through Abundant Care Edmonton. In S. Todd & J. Drolet (Eds). *Community practice and social development in social work*. Springer Nature. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/23156659530004336?auth=SAML

Lorenzetti, L. (2013). Research as a social justice tool: An activist's perspective. *Affilia*, 28(4), 451-457. 10.1177/0886109913505815 <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0886109913505815>

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 course builds upon material learned in research, history and foundations, generalist practice and social policy. It is a core course for foundation students.

CLASS SCHEDULE

Important Dates for Winter 2024

- Start of Term: Monday, August 26, 2024
- First Day of Class: Tuesday, September 3, 2024
- End of Term: Tuesday, December 24, 2024
- Last Day of Class: Friday, December 6, 2024
- Fee Deadline: Friday, September 20, 2024
- Labour Day, no classes: Monday, September 2, 2024
- [National Day for Truth and Reconciliation](#), no classes: Monday, September 30, 2024
- Thanksgiving Day, no classes: Monday, October 14, 2024
- [Remembrance Day](#), no classes: Monday, November 11, 2024
- Term Break – No classes Sunday-Saturday , November 10-16, 2024

Class Schedule

Date	Topic	Readings/Materials
August 26, 2024	Introduction Course/syllabus overview Organizations and Communities: the role of social work	1. Pyles Chapters: Introduction, 1, 2, 8 2. Kreitzer, L., Harvey, A. & Orajasaeter, J. (2020). In-class video--Margaret Wheatley: Whatever the Problem, Community is the Answer https://www.youtube.com/watch?v=fPvEKP1cUZA
August 27, 2024	History of Community Practice Social Justice, Equity, Diversity, Inclusion, and Reconciliation	1. Pyles Chapters: 3, 4, 5 2. Lorenzetti, L. (2013). Research as a social justice tool.
August 28, 2024	Organizations: Transformative organizations, Not-for-profit sector Needs Assessments and Strategic Planning SWOT Analyses Collective Impact	1. Pyles Chapters: 7, 9, 10 2. Gibelman, M., & Furman, R. (2013) Chapters 1 & 2 (posted to D2L) 3. Community Tool Box: https://ctb.ku.edu/en/table-of-contents (Chap 3, 8) 4. Cabaj, M. & Weaver, L. (2016). Collective impact 3.0: An evolving framework for community change. Tamarack Institute. Tamarack Institute: Collective Impact: https://www.tamarackcommunity.ca/library/collectiv

		e-impact-3.0-an-evolving-framework-for-community-change
August 29, 2024	Organizations Key concepts, theoretical grounding, and social innovation to promote social change Intersectionality Engagement	1. Pyles Chapters: 11 & 12 2. Gallagher, B. (2018 September - October). United Way's CEO on shifting a century old business model 3. Brown & Wyatt (2010). Design Thinking: https://ssir.org/articles/entry/design_thinking_for_social_innovation
August 30, 2024	Group Presentations and Discussion Course wrap-up Student Evaluations	1. Pyles Chapters: 6 & 13 2. Carroll, J. & Minkler, M. (2000). Freire's message for social workers: Looking back, looking ahead.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignment #1- Discussion Board Post: Collective Impact Project

Weight: 30% Due Date: Part A is due August 31, 2023 by 11:59 p.m. in D2L Discussion Forum; Part B is due by Sep 2, 2023 as a reply to one other student's post in the D2L Discussion Forum

Aligned Course Learning Outcomes: 1, 2, 4, 5

PART A: (25%-due August 31st, 2023)

Students are asked to go online and find an example of a collective impact project. Write a succinct overview of the project, the issue it is designed to address, and the key components included in the project. Be mindful of the essential pieces utilized in designing Collective Impact projects from our course readings, and integrate this language into your overall identification, critical assessment, and analysis of the project. Integrate relevant literature, including course readings and your independent review of the literature in your description and assessment of the project, paying attention to the social issue or problem the project was designed to address. Highlight any connections to your role as a social worker, being reflective of the impact on the community, potential for use in your work as a social work practitioner, and any insights you might share from your personal or professional experiences.

Complete a one-page maximum (single-spaced is fine for this online posting; be sure to follow APA 7th ed. writing guidelines, including grammar, punctuation, etc.) project overview and post it as a **Thread** onto the Discussion Forum on D2L created for this assignment.

PART B: (5%-due Sep 2, 2023 by 11:59 p.m.)

Each student will read and respond to at least one (1) other student's post and provide feedback and share any experiences you may have in relation to the Collective Impact Project detailed. Your reply should not exceed half of a page and should highlight any relevant reflections, thoughts on usefulness for your own area of practice, or an ah ha moment the project might elicit. Post your Reply to one Thread in the D2L course site Discussion Forum.

Assignment #2-Organizational Assessment- Group Presentation

Weight: 35% Due date: September 1, 2023 (Synchronous in-class via Zoom)

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

In small groups of 3-4 students, you are expected to research a human services organization that is of interest to your group and to investigate the characteristics of the organization on several dimensions. In researching this organization, students will pay particular attention to the goals and purpose of the organization, eligibility, and other details such as: what policies are guiding it? Who is leading the organization and who delivers the programs? How is the organization and various programs are funded? **Informed by the course material, social work values, and outside literature, students will critically analyze aspects of the organization and come up with changes considering this analysis that promotes greater anti-racism and social justice values.** As a group, you will also propose any organizational changes. The organizational analysis, and proposed changes, are to be presented to the class as if they were being presented to a group of stakeholders in a position to authorize the changes (e.g., board of directors, management team). The goal of this assignment is to develop collaboration and group facilitation skills, and to provide students with a variety of relevant and useful skills for practice with organizations and communities.

NOTE: Each group will have 20 minutes to present your organizational assessment, followed by 5 minutes of questions and/or facilitated discussions with your peers.

Some guiding questions and key areas to explore include:

- 1) History of the organization and the context in which it began. What is its mission? Vision?
- 2) What is the nature of the community as defined or understood by this organization?
- 3) What is the organization domain (e.g., what criteria does it use to determine which clients it will

serve?

- 4) What programs and services are offered? What policies are guiding these programs? Who delivers the programs? How are these funded? What are the agency funding sources? What in-kind resources (food, clothing, physical facilities etc.) does the organization receive?
- 5) What other agencies provide the same services to the same clientele as this organization? With whom does the organization compete?
- 6) What is the rationale of existing organizational structure and decision-making processes?
- 7) Does this organization use volunteers? If yes, how many and for what purposes? Any challenges?
- 8) What are the ethical and legal constraints in the delivery of service?
- 9) What is your understanding and evaluation of organizational culture?
- 10) What are some of the key strengths and areas of improvement for the organization—Consider the factors involved in a SWOT analysis and provide a brief SWOT analysis of your chosen organization.
- 11) What is the leadership style? Is it congruent with the organization mission and goals? What is the role of board of directors in policy and operation of the agency?
- 12) How is organization strategically adapting to changing environment? Any examples? What are the current issues that the organization is working on, the strategies that they are using to effect change and the kind of change they are seeking to effect?
- 13) What provincial and federal regulatory bodies oversee programs provided by this organization?
- 14) Other issues and directions that you have pursued in understanding this organization and believe merit discussion and analysis?
- 15) Do you suggest any organizational or program changes? Any recommendations?

The presentations should be professional, simulating a presentation you might give to an important stakeholder group. Class time will be provided to work on this group assignment throughout the week.

Assignment #3- Individual Community Assessment Paper

Weight: 35% Due Date: September 17th, 2023 by 11:59 p.m. in D2L

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

This assignment entails a geographical community assessment, preferably your own, in which you will go out to that community and through informal conversations, observation, document readings, and historical information, you will complete an assessment of your community. From that assessment you will have picked up an issue in the community. Be sure to identify the issue or social problem and provide a brief overview of the issue based on current literature (incidence, prevalence, if any services or interventions are available locally or is there a gap?). Your paper will include an intervention that would be useful to the community to address this issue.

You are encouraged to use mapping tools to help you keep track of and identify key issues, stakeholders, community resources that are accessible, gaps in services, etc., using some of the tools that we examined during our class time together. The Community Toolbox resource has helpful materials to support your work in this area: <https://ctb.ku.edu/en/assessing-community-needs-and-resources> and you may consider utilizing this as part of your mapping process. Submit at least one tool you used in guiding your community assessment process as an appendix to this paper.

This paper is to be 8-10 pages (excluding title page, references, and appendices), double-spaced and following APA 7th edition guidelines for writing style, citations, and referencing. The paper should be submitted in Word format to the course D2L Dropbox for this assignment.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class and all related activities and discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through the respective Dropbox in D2L. Assignments may be submitted in Word 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. A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date.
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, will be penalized with a grade reduction (of 5% per day- including weekends and holidays).
- There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.

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

Final, overall grades only will be rounded up to the nearest whole number (not individual assignments). For example, a final course numeric grade of 84.5% will be rounded up to 85%. 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 [Graduate 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	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of “C+” or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.	

COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university’s curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

- It is advised that additional suggested readings for the course be provided to students in D2L in order to manage the length of this course outline. However, if you wish to include suggested readings in this outline that are not required for the course, please do so in this section. Copyright approval is required.

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
- Emergency Evacuation/ Assembly Points
- Safewalk