



Course & Session Number	SOWK 399 S01	Classroom	3-282
Course Name	Practice and Evaluations with Organizations		
Dates and Time	Start of Classes: Friday, September 8 th , 2023 End of Classes: Friday, December 1 st , 2023 Dates and Time: In-person instruction; Fridays, 9 am to 11:50am Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Deena Seaward, MSW RCSW RSW #13820, RCSW #20702	Office Hours	As requested
UCalgary E-mail	Deena.Seaward@ucalgary.ca	UCalgary Phone	Please contact instructor via 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.

¹ 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](#), 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](#).

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

Human service organizations form the most common work environments for social workers on a day-to-day basis. As such, most professional social workers must learn how to practice within the structure of human service organizations. This course provides a conceptual framework for understanding and intervening in human service organizations.

The course will examine how organizations define the role and scope of social workers and include discussions around the political, social, and economic contexts in which these organizations function. The course will also 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 will be offered in-person. The 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, and problem solving. The class will include the use of video, guest speakers, lecture and discussion formats, and small group work.

COURSE LEARNING OUTCOMES

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

1. Understand and apply organizational theories and key concepts that guide practice in human service organizations;
2. Understand the social and political context of social work practice with organizations;
3. Articulate the impact of organizational factors on social workers and service-users;
4. Demonstrate an understanding of the functioning and impact of oppression in human service organizations and apply skills for promoting social justice;
5. Demonstrate the ability to evaluate human service organizations and programming;
6. Demonstrate the ability to intervene in human service organizations in ways that promote core social work values; and

7. Demonstrate the ability to engage in ethical and reflexive practices that reflect the core values of the social work profession.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook for this course.

Required Readings: All readings are available for download on D2L and/or accessible via the University of Calgary library.

Abramovitz, M., & Zelnick, J. R. (2022). Structural racism, managerialism, and the future of the human services: Rewriting the rules. *Social Work, 67*(1), 8–16. <https://doi.org/10.1093/sw/swab051>

Birkenmaier, J. (2017). Social work practice with organizations: Engagement, assessment, and planning. In *The Practice of Generalist Social Work* (4th ed.). Routledge.

Furman, R., Gibelman, M., & Winnett, R. (2021). Getting to know the human service organization. In *Navigating Human Service Organizations : Essential Information for Thriving and Surviving in Agencies* (4th ed.). Oxford University Press.

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.

Hughes, M., & Wearing, M. (2017). Accountability and participation. In *Organisations & Management in Social Work* (3rd ed.). SAGE.

Jirek, S. L. (2020). Ineffective organizational responses to workers' secondary traumatic stress: A case study of the effects of an unhealthy organizational culture. *Human Service Organizations: Management, Leadership & Governance, 44*(3), 210-228.

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.

Ramsundarsingh, S., & Shier, M. L. (2017). Anti-oppressive organisational dynamics in the social services: A literature review. *British Journal of Social Work, 47*(8), 2308-2327. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcw174>

Reamer, F. G. (2022a). Ethical humility in social work. *International Journal of Social Work Values & Ethics, 19*(3), 153-178.

Reamer, F. G. (2022b). Moral injury in social work: Responses, prevention, and advocacy. *Families in Society: The Journal of Contemporary Social Services, 103*(3), 259-268.

Reisch, M. (2017). Why macro practice matters. *Human Service Organizations: Management, Leadership & Governance*, 41(1), 6-9. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/23303131.2016.1179537>

Shier, M. L., & Handy, F. (2015). From advocacy to social innovation: A typology of social change efforts by nonprofits. *Voluntas*, 26(6), 2581-2603.

Smye, V., Browne, A. J., Josewski, V., Keith, B., & Mussell, W. (2023). Social suffering: Indigenous Peoples' experiences of accessing mental health and substance use services. *International Journal of Environmental Research and Public Health*, 20(4), 3288-3303. <https://doi.org/10.3390/ijerph20043288>

Twis, M., Petrovich, J., Cronley, C., Nordberg, A., & Woody, D. (2023). Trauma and powerlessness among people experiencing homelessness: Implications for administrative practice. *Human Service Organizations: Management, Leadership & Governance*, 47(2), 137-147.

Vito, R., Hanbridge, A. S., & Brunskill, L. (2023). Leadership and organizational challenges, opportunities, resilience, and supports during the COVID-19 pandemic. *Human Services Organizations: Management Leadership & Governance*, 47(2), 83-98.

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. This “practice with” course will complement other practice courses taken in the undergraduate BSW program (i.e., practice with individuals, families, groups, and communities). Effective social work practice requires an understanding of micro, mezzo, and macro practice, ensuring that what takes place in organizations is reflective and responsive to the lived reality of diverse individuals, families, and communities.

CLASS SCHEDULE

Important Dates for Fall 2023

- Start of Term: Monday, August 28, 2023
- First Day of Class: Tuesday, September 5, 2023
- End of Term: Friday, December 22, 2023
- Term Break, no classes: Sunday-Saturday, November 12-18
- Last Day of Class: Wednesday, December 6, 2023
- Fee Deadline: Friday, September 22, 2023
- Labour Day, no classes: Monday, September 4, 2023
- National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- Thanksgiving Day, no classes: Monday, October 9, 2023
- Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)

Date	Topic	Readings/Assignments Due
September 8, 2023	Welcome, Introductions, and Course Overview <ul style="list-style-type: none"> Review class expectations and assignments 	Required Reading(s): <ul style="list-style-type: none"> None
September 15, 2023	Introduction to Social Work Practice with Organizations <ul style="list-style-type: none"> Why macro practice matters Introduction to organizational theory 	Required Reading(s): <ul style="list-style-type: none"> Reisch (2017)
September 22, 2023	Introduction to Human Services Organizations <ul style="list-style-type: none"> Examining the organizational base of social work Conceptualizations of the modern organization 	Required Reading(s): <ul style="list-style-type: none"> Furman, Gibelman, & Winnett (2021) <p>*Group Contract Due*</p>
September 29, 2023	Organizational Structure, Governance & Leadership <ul style="list-style-type: none"> Examining dimensions of organizations 	Required Reading(s): <ul style="list-style-type: none"> Birkenmaier (2017) – pp. 538-551 <p>*Assignment #1 Due*</p>
October 6, 2023	Assessing & Evaluating Organizations <ul style="list-style-type: none"> Introduction to organizational engagement, assessment and planning 	Required Reading(s): <ul style="list-style-type: none"> Berg-Weger & Birkenmaier (2017) – pp. 552-577
October 13, 2023	Organizational Accountability & Service-User Participation <ul style="list-style-type: none"> Exploring the context and ethics of professional accountability 	Required Reading(s): <ul style="list-style-type: none"> Hughes & Wearing (2017) Mosley & Smith (2018)
October 20, 2023	Organizations & Social Change <ul style="list-style-type: none"> Exploring organizational resilience to social change Exploring the role of organizations in creating social change 	Required Reading(s): <ul style="list-style-type: none"> Vito, Hanbridge & Brunskill (2023) Shier & Handy (2015) <p>*Group A – Assignment #2 Due*</p>
October 27, 2023	Anti-Oppressive Practice in Human Service Organizations <ul style="list-style-type: none"> Examining how service-users experience oppression in human service organizations Examining how organizational characteristics contribute to service-user oppression 	Required Reading(s): <ul style="list-style-type: none"> Ramsundarsingh & Shier (2017) Abramovitz & Zelnick (2022)

	<ul style="list-style-type: none"> Exploring anti-oppressional organizational management practices 	*Group B – Assignment #2 Due*
November 3, 2023	Applying TRC to Organizations <ul style="list-style-type: none"> Examining equity considerations in human service organizations Exploring how the <i>TRC Calls to Action</i> can be implemented in human service organizations 	Required Reading(s): <ul style="list-style-type: none"> Smye et al. (2023) Havig & Byers (2019) *Group C – Assignment #2 Due*
November 10, 2023	Ethical Practice in Organizations <ul style="list-style-type: none"> Ethical humility and the reflective practitioner Exploring moral injury 	Required Reading(s): <ul style="list-style-type: none"> Reamer (2022a) Reamer (2022b) *Group D – Assignment #2 Due*
November 17, 2023	Term Break	No Class
November 24, 2023	Trauma-Informed Organizations <ul style="list-style-type: none"> Examining key trauma-informed considerations in human services Exploring how to integrate trauma-informed practices in human services 	Required Reading(s): <ul style="list-style-type: none"> Jirek (2020) Twis, Petrovich, Cronley, Nordberg & Woody (2023)
December 1, 2023	Class Selected Topic	Required Reading(s): <ul style="list-style-type: none"> None *Assignment #3 Due*
December 15, 2023	N/A	*Assignment #4 Due*

***NOTE: Guest speakers may be added to the class schedule.**

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.

ASSESSMENT COMPONENTS

Assignment 1: Reflective Writing Assignment

Students will reflect on the statement below and complete a reflective written assignment.

“Personal value preferences reflect the general motivational goals of individuals and, as such, affect their cognition, emotions, and behavior, including those related to their work... [o]n the other hand, social work, as well as many other professions, has a clearly defined set of professional values, and professional ethics require social workers to follow the specific value priorities in their practice” (Tartakovsky, 2016, p. 658). Adding complexity to social work practice, human service organizations often have their own defined sets of values.

Identify a social issue of interest and a human service organization that seeks to address that issue. How does the organization’s mission, approach, and values relate to core social work values **and** your own personal values? How might areas of value congruence and incongruence impact your experience working for that organization? Reflecting upon an area of incongruence, identify **one** ethical dilemma you might anticipate as a social worker working within that context.

See rubric on D2L for additional details and grading criteria.

Due Date: Friday, September 29th at 11:59pm

Weight: 15%

Learning Outcomes: 1, 2, 3, 6, 7

Assignment 2: Group Presentations

Students will be assigned to small task groups of 4-5 members at the start of the course. During the second class on September 15th, groups will have the opportunity to select their week in an order determined by random draw. Options include:

- Friday, October 20th - Organizations & Social Change
- Friday, October 27th - Anti-Opressive Practice in Human Service Organizations
- Friday, November 3rd - Applying TRC to Organizations
- Friday, November 10th - Ethical Practice in Organizations

The **first part** of this assignment is to develop 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 complete the contract form and submit it to the instructor by Friday, September 22nd, 2023.

The **second part** of the assignment is to develop and facilitate an in-class presentation. The intent is for the class to have an opportunity to deepen its knowledge about the topic and enhance its

understanding of the application to social work practice. Using your assigned weekly topic and reading(s) for the week, your group's presentation should include:

- a) a visual presentation (PowerPoint, Prezi, Canva, etc.) on the weekly topic;
- b) a brief overview of key concepts associated with the topic and its application to social work practice;
- c) a critique of key concepts associated with the topic (i.e., strengths, limitations, ethical considerations, diversity considerations, empirical support, practicability, social and/or political context considerations, etc.);
- d) information about a local organization which offers an illustrative case study on the topic, including how the organization has responded to social change and/or seeks to promote social change;
- e) connection to core social work values; and
- f) critical reflections on the implications of the topic on social work practice with organizations as well as ideas for how to further promote core social work values in human service organizations.

Please note that the presentations must be submitted to D2L by the end of class on your presentation date and will be available to all students.

A note on grading:

- **Group Self-Grading Grade** (15% of assignment grade): Distributed by group members (focusing on each member's overall contributions to the planning, implementation and effectiveness of the presentation). A group grading form must be completed by each member.
- **Instructor Grade** (85% of assignment grade): A group grade will be assigned to the group as a whole based on grading criteria.

See rubric on D2L for additional details and grading criteria.

Due Date: Group contract due by Friday, September 22nd at 11:59pm. Group presentation dates are variable: October 20th, October 27th, November 3rd, and November 10th.

Weight: 40%

Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Assignment 3: In-Class Participation – Self Assessment

Human service organization management is often done with team capacities, where communication and engagement are important. Students will complete a self-assessment of their participation in this course. Students are expected to be fully present and engage in class activities and discussions. During classes, the learning will be set up to provide an opportunity for engagement, participation, and critical reflection on required readings and lived experiences.

Students are expected to participate in class through regular attendance, critically analyzing the required readings, asking meaningful questions, responding to issues raised by their peers, and engaging

in large group and small group discussions. Students will be respectful of others and contribute to a safe and inclusive learning experience.

If a student is unable to attend an in-person class for any unforeseen circumstance, they will have the option to post a 50-75 word reflection on D2L on the required readings for that week. Students will be responsible for contacting the instructor and arranging a reflection post as needed in the event of an unavoidable absence.

A self-assessment form will be available for download on D2L. See rubric on D2L for additional details and grading criteria.

Due Date: Friday, December 1st, 2023 at 11:59pm

Weight: 15%

Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Assignment 4: Final Integrative Video Reflection

Students need to address their own personal learning in the course and discuss at least three gains from this course that increase their confidence and competency in continuing learning and future practice with organizations.

Submissions will include attention to the student's most significant personal learnings, perceptions about their strengths and areas for future development, goals for future development, and their ideas about applying their learnings to their future social work practice.

This assignment must be submitted in audio and/or video format. Examples: Zoom recording, private YouTube video, PowerPoint presentation with embedded audio, etc. Video reflections can be a maximum of 10 minutes and must include the specified number of references.

***If you do not utilize a visual presentation (i.e., PowerPoint, Canva, etc.) in your audio/video response, you must submit a separate, written reference list alongside your submission. If you utilize a visual presentation in your audio/video response, please ensure that a written reference list is included in your visual presentation.*

See rubric on D2L for additional details and grading criteria.

Due Date: Friday, December 15th, 2023 at 11:59pm

Weight: 30%

Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly, complete required readings, and be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

Please email the instructor prior to class if you will be absent.

Students are expected to read the assigned readings for each class even if they are absent from class.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

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

LATE ASSIGNMENTS

Late assignments will only be accepted in exceptional circumstances and at the discretion of the instructor. Contact the instructor **prior** to the assignment due date if you require an extension due to extenuating circumstances.

If you do not contact the instructor to request an extension **prior** to the assignment due date, the assignment will be considered late, and you may be penalized with a grade reduction. If you do not have an approved extension in advance of the due date, your grade will be reduced by one letter grade for every 2 days the assignment is overdue.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Please see the rubrics provided for each assignment for details. 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 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	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
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

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional suggested readings may be posted on D2L.

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