Course & Session Number	SOWK 399 S02	Classroom	In-person Calgary
Course Name	Practice and Evaluation with Organizations		
Dates and Time	Start of Classes: January 8 End of Classes: April 9 Dates and Time: In-person on Wednesdays from 1:00 to 3:50 p.m. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Kelli Stevens, MSW, RSW	**Office Hours**	As requested
UCalgary E-mail	kelli.stevens@ucalgary.ca	**UCalgary Phone**	N/A

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.

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

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 organizations. This course therefore seeks to help you understand human service organizations, which are among the most common work environments in social work.

Together, we will examine how organizations define the role and scope of social workers while navigating the cultural, political, social, and economic contexts in which these organizations function. Beyond the basics of how organizations work – and how you might work inside them – we will explore how social workers can lead and influence within organizations.

This in-person course emphasizes a collaborative learning process, where student attendance and active engagement strongly contributes to the learning experience. Knowledge is co-created during peer interaction, discussion, inquiry, and problem solving. The course will be conducted using a variety of modalities including presentations, experiential activities, and reflection.

COURSE LEARNING OUTCOMES

Upon completion of this course, you will be able to:
1. Demonstrate an understanding of how social work theories apply to – and affect the structure and operations of – organizations.
2. Describe how to practice social work ethically and effectively.
3. Critically analyze the purpose, structure, and functioning of organizations.
4. Begin to understand how you might influence the culture and operations of an organization in ways that identify and address social inequalities, injustices, and oppression.
5. Apply critical thinking, reflection, and teamwork skills toward systems change.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

No textbook is required; this course will instead use a reading list.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site will be 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 this course.

	RELATIONSHIP TO OTHER COURSES

This required, BSW-level course builds on social work's fundamental values and principles of social justice and anti-oppression to highlight the profession's commitment to facilitating social change and transformation from a meso level of practice. This course is one of the core "practice with" courses (SOWK 393, 395, 397, 399) and complements other courses such as practicum I & II.

	CLASS SCHEDULE

Important Dates for Winter 2024
- o Start of Term: Tuesday, January 2, 2024
- o First Day of Class: Monday, January 8, 2024
- o End of Term: Tuesday, April 30, 2024
- o Last Day of Class: Tuesday, April 9, 2024
- o Term Break: Sunday to Saturday, February 18 - 24, 2024
- o Fee Deadline: Friday, January 26, 2024
- o Alberta Family Day, no classes: Monday, February 19, 2024
- o Good Friday, no classes: Friday, March 29, 2024
- o Easter Monday, no classes: Monday, April 1, 2024

Class Schedule

	Focus & Inquiry	*Readings*	*Assignments*
January 10	Course introduction *How will we spend our time together?*	Course outline	• Participation activity
January 17	Setting the context *What is an organization and how might we care for it?*	Barr, C. & Jensen, E. (2023, August 8). *What trends will impact charities and non-profits in the third quarter of 2023?* Imagine Canada. https://www.imaginecanada.ca/en/360/what-trends-will-impact-charities-and-nonprofits-third-quarter-2023 Ontario Non-profit Network. (2023). *2023 realities for Ontario's non-profit sector.* https://theonn.ca/topics/advocacy/nonprofit-sector-surveys/	• Participation activity
January 24	Organizational structures and governance	Brown, W. A., & Chao Guo. (2010). Exploring the key roles for non-profit boards. *Nonprofit and Voluntary Sector Quarterly*, *39*(3), 536–546. https://doi.org/10.1177/0899764009334588	• Participation activity

	How do organizations come to operate in the ways that they do, and what accountabilities have been prioritized to date?	Peters, S. C. (2017). Social work leadership: An analysis of historical and contemporary challenges. *Human Service Organizations, Management, Leadership & Governance*, *41*(4), 336–345. https://doi.org/10.1080/23303131.2017.1302375	
January 31	Moving toward justice within organizations *How have colonization and capitalism shaped our work environments, and how might we respond to such influences?*	Ahenakew, C. (2016). Grafting Indigenous ways of knowing onto Non-Indigenous ways of being: The (underestimated) challenges of a decolonial imagination. *International Review of Qualitative Research*, *9*(3), 323–340. https://doi.org/10.1525/irqr.2016.9.3.323 Lee, E. O. J., & Ferrer, I. (2014). Examining social work as a Canadian settler colonial project. *Journal of Critical Anti-Oppressive Social Inquiry*, *1*(1).	• Participation activity • Skills lab
February 7	Ethics and organizational practice *How do organizations help or hinder our adherence to ethical practice?*	Clegg, S., Kornberger, M., & Rhodes, C. (2007). Organizational ethics, decision making, undecidability. *The Sociological Review (Keele)*, *55*(2), 393–409. https://doi.org/10.1111/j.1467-954X.2007.00711.x Reisch, M., & Lowe, J. I. (2000). "Of Means and Ends" Revisited: Teaching ethical community organizing in an unethical society. *Journal of Community Practice*, *7*(1), 19–38. https://doi.org/10.1300/J125v07n01_03 Walz, T., & Ritchie, H. (2000). Gandhian principles in social work practice: Ethics revisited. *Social Work (New York)*, *45*(3), 213–222. https://doi.org/10.1093/sw/45.3.213	• Participation activity • Skills lab
February 14	Creating cultures of care *What does it mean to care for each other, and now might organizations*	Ontario Nonprofit Network. (n.d.). *Pathways to decent work.* https://theonn.ca/decent-work-pathways/ The Circle. (n.d.). *Seasonal stewardship.* *https://www.the-circle.ca/seasonal-stewardship.html*	• Participation activity • Skills lab

	support such care?		
February 28	Collaboration *What forces push organizations toward competition, and how might we resist and move instead toward collaboration?*	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 Tamarack Institute. (2023). *10: A guide for building a sustainable and resilient collaboration.* https://www.tamarackcommunity.ca/library/10-a-guide-for-building-a-sustainable-and-resilient-collaboration	• Participation activity
March 6	Public awareness *How do organizations bring attention to their causes and how do clients know where to find them?*	Taylor, N. (2021, January 6). *7 ways to tell stories ethically: The journey from exploited program participant to empowered storyteller*. Community-centric fundraising. https://communitycentricfundraising.org/2021/01/06/7-ways-to-tell-stories-ethically-the-journey-from-exploited-program-participant-to-empowered-storyteller/ Whitley, R., Sitter, K. C., Adamson, G., & Carmichael, V. (2020). Can participatory video reduce mental illness stigma? Results from a Canadian action-research study of feasibility and impact. *BMC Psychiatry*, *20*(1), 16. https://doi.org/10.1186/s12888-020-2429-4	• Participation activity • Skills lab
March 13	Advocacy *What is an organization's obligation to influence relevant policy?*	*The case for advocacy.* Calgary Chamber of Voluntary Organizations. https://static1.squarespace.com/static/5aef5b46cef3728571e6c46c/t/5c8b0820b208fc3f674a755f/1552615462273/The+Case+for+Advocacy+For+Election+Toolkit+-+CCVO+Presentation.pdf Gibbins, R. (2016, February 1). The moral imperative for policy advocacy. *The Philanthropist Journal.* *https://thephilanthropist.ca/2016/02/the-moral-imperative-for-policy-advocacy/*	• Participation activity
March 20	Fund development	Boyce, T. (Host). (2023, April 25). How the lack of core funding is impacting 2SLGBTQIQ+	• Participation activity

		organizations (No. 7) [Audio podcast episode]. In *Let's Imagine*. Imagine Canada. https://www.imaginecanada.ca/en/360/lets-imagine-podcast-episode-7-how-lack-core-funding-impacting-2slgbtqi-orgs McBeath, B. (2016). Re-envisioning macro social work practice. *Families in Society*, *97*(1), 5-14.	• Skills lab
March 27	Evaluation *What is our duty to measure and learn from our organization's efforts?*	Chouinard, J. A. (2013). The case for participatory evaluation in an era of accountability. *The American Journal of Evaluation*, *34*(2), 237–253. https://doi.org/10.1177/1098214013478142 Pole, N. (2022, July 25). Measuring and accounting for 'success' in the charitable and non-profit sector. *The Philanthropist Journal.* https://thephilanthropist.ca/2022/07/measuring-and-accounting-for-success-in-the-charitable-and-non-profit-sector/	• Participation activity • Skills lab
April 3	Transitions *What happens to an organization's relationship with clients who move on?*	Gilchrist, Lauren, et al. (2022). Understanding health and social service accessibility for young people with problematic substance use exiting prison in Australia. *Health & Social Care in the Community*, *30*(6) 4735–4744. https://doi.org/10.1111/hsc.13880 Smyth, P. (2019, August 1). *The respectful goodbye.* A4YC. https://www.a4yc.ca/blog/2019/8/1/the-respectful-goodbye	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

RECORDINGS OF 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.

Assignment 1 – Participation activities (**40%** total; divided equally across all activities)

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

Description: Preparing to work within organizations requires taking responsibility for your own contributions while also working in relationship with others. Active involvement in class and engagement with your peers is an expectation of this course.

With that in mind, each class will end with a short activity that invites you to share or demonstrate how you engaged with that day's readings and activities. This assignment is designed to a) introduce you to various types of evaluation activities that can be used in organizations, b) provide the instructor with feedback or information about your needs, and c) offer an opportunity for you to be involved in determining your own grades (thus helping to mitigate power differentials).

Assessment Criteria: A template and details for how to complete each component will be provided in class and on D2L. At the end of the semester, you will be asked to grade yourself on the way you completed the assignment. The instructor reserves the right to adjust students' overall scores (upward or downward).

Due Date: You are encouraged to use in-class time to complete this assignment weekly, and weekly submissions are recommended. If you choose to wait, all components of this assignment are due by April 10 at 11:59 p.m. Submission will be via Dropbox on D2L.

Assignment 2 – Skills Labs (**60%** total; **10%** per activity)

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

Description: Class time will be given to work on the following activities:

- Assessing personal power/intersectionality and how it affects practice within an organization
- Reflection on an ethical dilemma
- Designing an organizational policy or practice
- Drafting a communications/engagement plan
- Drafting a grant application
- Drafting an evaluation and learning approach

Assessment Criteria: More detail will be provided about how to perform each of these activities, and the assessment criteria for each activity will be posted on D2L.

Due Date: You will have time to complete each activity during class, and you are encouraged to submit each activity during the week it is assigned. If you choose to wait, all components of this assignment are due by April 18 at 11:59 p.m. Submission will be via Dropbox on D2L, the Discussion Board section of D2L, or an online whiteboard. (The instructor will clarify in class which method will be used for each activity and will post this information on D2L.)

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Learners are expected to be fully present and engaged in each class activities and discussions. These are part of Assignment 1, as outlined in the assessment components section above. If you are unable to attend a class, please contact the instructor to arrange an alternative activity.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Submission will be via Dropbox on D2L, the Discussion Board section of D2L, or a Miro whiteboard. The instructor will clarify in class which method will be used for each activity and will also post this information on D2L.

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 the basics (grammar, punctuation, sentence structure, etc.), as well as general clarity and organization. Sources 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.

Note: half-points may be awarded for individual assignments. If the final grade includes a 0.5, it will be rounded up to the next percent.

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

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 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

Additional readings or resources may be suggested during class time, based on learners' interests and discussions.

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