Winter 2024

Course & Session Number	**SOWK** 399 S03	**Classroom**	Posted on D2L.
Course Name	Practice and Evaluation with Organizations		
Dates and Time	Start of Classes: January 8th End of Classes: April 8th Dates and Time: Mondays, 1-3:50pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Carly-Ann Haney PhD(c), RSW	**Office Hours**	As Requested.
UCalgary E-mail	camhaney@ucalgary.ca	**UCalgary Phone**	Contact 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.

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.

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

An introduction to theories and skills in the study of human service organizations. This course is divided into three parts that examine the foundations to understanding organizations, the current landscape of relevant social work organizations, and imaginative ways to speculate the future of social work organizations. This course also examines organizational dynamics and how these impacts professional practice, relationships with clients, and the potential for organizational change.

COURSE LEARNING OUTCOMES

Upon completing 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 injustices.

Class Schedule

Date	Topic	Readings
January 8	Course introduction	Course outline
January 15	Foundations of organizations *Social workers and organizations*	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).
January 22	Foundations of organizations	Furman, R., Gibelman, M., & Winnett, R. (2020). Getting to know the human service organization. In Navigating human service organizations: Essential

	Structures of organizations	information for thriving and surviving in agencies (pp. 1-24). Oxford University Press
January 29	Foundations of organizations *Funding and organizations*	Furman, R., Gibelman, M., & Winnett, R. (2020). How Organizations Are Financed. In Navigating human service organizations: Essential information for thriving and surviving in agencies (pp. 54-78). Oxford University Press
February 5	Foundations of organizations *Social work, regulations, and organizations*	Alberta College of Social Workers (2022). Annual Report. Retrieved from https://acsw.in1touch.org/document/5413/ACSW%20Annual%20Report%202022.pdf
February 12	The current landscape of social work and organizations *Children Services*	Blackstock, C. (2009). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. First Peoples Child & Family Review, 4(1), 28-37.
February 26	The current landscape of social work and organizations *Healthcare*	Bryson, S. A., & Bosma, H. (2018). Health social work in Canada: Five trends worth noting. *Social work in health care*, *57*(8), 1-26.
March 4	The current landscape of social work and organizations *Community-based organizations*	Bernier, A., & Winstanley, S. (2021). Speak with Girls, Not for Them: Supporting Girls' Action Against Rape Culture. Girlhood Studies, 14(1), 19–35. https://doi.org/10.3167/ghs.2021.140104
March 11	Reimagining organizations *Professionalism and social work organizations*	BlackDeer, A. A., & Ocampo, M. G. (2022). # SocialWorkSoWhite: A critical perspective on settler colonialism, White Supremacy, and social justice in social work. Advances in Social Work, 22(2), 720-740.
March 18	Reimagining organizations *Indigenous children services*	Walqwan Metallic et al. (2019). The Promise and Pitfalls of C-92: An Act respecting First Nations, Inuit, and Métis Children, Youth and Families. Retrieved from https://yellowheadinstitute.org/wp-

		content/uploads/2019/07/the-promise-and-pitfalls-of-c-92-report.pdf
March 25	Reimagining organizations *A Mad pedagogy in healthcare*	Gorman, R. & LeFrançois, B.A. (2018). Mad studies. In B.M.Z. Cohen (Ed.). *Routledge International Handbook of Critical Mental Health.* London: Routledge.
April 8	Reimagining organizations *Collective care*	Finch, A.K. (2022). Introduction: Black Feminism and the Practice of Care. *Palimpsest: A Journal on Women, Gender, and the Black International 11*(1), 1-41. https://doi.org/10.1353/pal.2022.0000.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

No textbook is required; this course will instead use a reading list as detailed in the class schedule.

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

- Alberta Family Day, no classes: Monday, February 19, 2024
- Good Friday, no classes: Friday, March 29, 2024
- Easter Monday, no classes: Monday, April 1, 2024

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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: Learning Plan - Weight 20% - Due February 5th.

This individual assignment will ask students to identify an area of interest that is relevant to social work organizational practice and develop an inquiry project that examines this area of interest. The learning plan is a preliminary opportunity for students to explore the literature and other resources, in order to develop their inquiry project.

The learning plan should include:
• a clear discussion of the student's area of interest and why it is of interest;
• identify, describe, and reference at least six resources which will be used in the project (at least 12 resources are expected for the final project);
• a description of the project format which students will create to demonstrate their learning and share with their peers on the D2L course site.

The project may be in any format that facilitates dissemination of the information and can be posted to the D2L course site. If you have any questions about the format, please ask the instructor.
The learning plan should be 3-4 pages in length (excluding title page and references) and double spaced or alternate mediums can be discussed with the instructor.

The criteria for grading will include:
Clarity and complexity of the project, organization of information, effectiveness of communication, use, of relevant resource material and sources, and adherence to APA 7th edition style for citing and referencing materials.

Assignment 2: Inquiry Project and Reflection - Weight: 45%

    a) **Inquiry Project – Weight 35% - Due March 1st**

Students will produce an individual inquiry project which will demonstrate their inquiry into an interest

area related to social work organizational practice which can be posted to the D2L course site and shared with their peers.

The inquiry project needs to include the following:

• an introduction discussing the student's interest in the topic area;
• clearly describe and examine the topic area by reporting the research findings using at least 12resources, <u>6 of which are peer-reviewed</u>
• demonstrate critical thinking and some analysis of these findings;
• draw some reasoned conclusions about the inquiry process;
• identify emergent questions that have arisen during the inquiry process;
• discuss learnings from completing their inquiry project, and how these learning could be helpful in preparation for practicum within very broad range of agencies and organizations.

The inquiry project may be in any format that facilitates sharing of the information with peers and can be posted to the D2L course site. Examples: a PowerPoint presentation (25+slides), a paper (10+pages), a website, or other arts-based mediums. If you have any questions about the format, please ask the instructor.

All reference material must be clearly cited within the project and a reference list must be included with the project, all in APA 7th edition style. Criteria for grading will also include clarity and complexity of the questions, organization of content, effectiveness of communication (clarity, grammar, vocabulary, punctuation, and presentation), the use of relevant literature, and adherence to APA standards. Inquiry Projects will be posted to the Inquiry Project Discussion Forum in D2L.

b) Reflection: Weight 10% - Due March 16th

Each student will go to at least three other posted peer Inquiry Project assignments, read them, and then reply to each project with a paragraph of approximately 150 words offering thoughtful, reflective, and supportive responses to the inquiry projects and what the student learned from each project. Replies are to be posted to the Inquiry Project Discussion Forum in D2L.

Assignment 3: Organizations Presentation - Weight: 35% (Presentation 25% & evaluation of participation 10%). Presentations will be scheduled on March 18 and March 25

This small group assignment will involve the collaborative creation of a social service organization; developing an engaging class presentation on the organization created; and participation in the presentations of other organizations. The organizations that students will create, in small groups, will provide programs and services to address unmet needs in our community with the goal to increase the spectrum and diversity of community services. Development and presentation of organizations will include:

• a comprehensive description of the organization including type of organization, vision/mission statements, values/philosophical principles, and organizational chart;
• a description of the client population(s) to be served;
• a description of the work setting, staffing, and supervision process;
• a complete description of the proposed program(s) that the organization will provide;
• a description of each of the services to be offered by the program(s);

• a discussion on how the program(s) and services address unmet needs in the community;
• a clear discussion of how the organization will contribute equity, justice, inclusion, and reconciliation.

All the Organizations need to be prepared to present their organizational designs for a maximum of 20 minutes and will present their ideas in a creative and interesting manner in order to engage participants. All presentation information, materials, and a reference list will be submitted to the instructor upon completion of the presentation. Criteria for grading will also include organization of content, effectiveness of communication (clarity, grammar, vocabulary, punctuation, and presentation), the use of relevant literature (minimum 10 references, 5 of which are peer-reviewed), and adherence to APA 7th edition standards.

Student Participation Self-grade: (10%)- distributed by group members (focusing on each member's overall contributions to the development and implementation of the research team proposal presentation. Each team member must complete a team grading form.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

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

GUIDELINES FOR SUBMITTING ASSIGNMENTS

● Please submit all assignments electronically through their 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 only be accepted if an extension is negotiated between the instructor and the students before the deadline. Late assignments without an extension submitted after the deadline will be penalized with a 5% deduction per day. Assignments submitted more than a week late without a negotiated extension will receive a zero.

EXPECTATIONS FOR WRITING

● All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: https://www.ucalgary.ca/student-services/student-success/writing-support

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: http://www.ucalgary.ca/pubs/calendar/current/k.html

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary Undergraduate Grading System and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding 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.

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