Fall 2023

Course & Session Number	SOWK 627 S01	Classroom	HNSC 330
Course Name	Practice with Organizations & Communities		
Dates and Time	Start of Classes: Thursday September 7, 2023 End of Classes: Thursday December 7, 2023 (13 classes) Dates and Time: In-person instruction Thursdays 9-11:50 Drop/Withdrawal Dates: Last day to drop is Thursday September 14. Last day to withdraw is Wednesday December 6.		
Instructor	Karen Orser, MSW, RSW	Office Hours	As Requested
UCalgary E-mail	Karen.orser1@ucalgary.ca	UCalgary Phone	By email

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

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

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 advanced understanding of social work practice theory with respect to work with organizations and communities.

COURSE DESCRIPTION

In this course, students will review Social Work Theory in the context of community practice and organizations. They will examine the link between micro/mezzo/macro social work practice within organizations and community, and explore the role organizations play in community practice. This course will draw on relevant literature, student's experience within communities and organizations, and practitioner/community presentations to help students develop strategies for working effectively within organizations and communities. Course readings, critical discussion, as well as practical, applied, and collaborative learning will be the primary teaching methods.

COURSE LEARNING OUTCOMES

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

1. Demonstrate an understanding of theoretical models related to practice with organizations and communities;

2. Explore different roles within community organizations and the understand the connections between role and focus on micro/mezzo/macro social work practice;

3. Identify how social work identity, values and ethics and can inform practice within organizations and communities;

4. Describe ways in which social and organizational policies, as well as current issues and trends, can shape practice with organizations and communities;

5. Integrate course learnings with social work practice and other social work experiences, and be able to articulate these connections;

6. Discuss the difference between research and evaluation and articulate how both are important and can inform and be informed by practice;

7. Engage in research, critical analysis, and discussion related to key practice topics including social innovation, collaboration, program design, community engagement, fund development, grant and proposal writing, government relations;

8. Develop a toolkit of practical skills and strategies as part of their emerging social work identity, which can be used to engage diverse stakeholders in addressing organizational and community issues; AND

9. Articulate how they contributed to their own and other students' developing professional social work identity through course participation and engagement with other students, guest speakers, and the instructor.

REQUIRED TEXTBOOKS AND/OR READINGS

Pyles, Loretta. *Progressive Community Organizing: Transformative Practice in a Globalizing World*. Taylor & Francis Group, 2021.

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 applies primarily a mezzo and macro lens to social work practice. The content will build on foundational social work knowledge and develop practical skills necessary for effective social work practice with organizations and community.

CLASS SCHEDULE

Important Dates for Fall 2023
- o Start of Term: Monday, August 28, 2023
- o End of Term: Friday, December 22, 2023
- o Fee Deadline: Friday, September 22, 2023
- o Labour Day, no classes: Monday, September 4, 2023
- o National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- o Thanksgiving Day, no classes: Monday, October 9, 2023
- o Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)

Date	Topics & Required Readings
Week 1 Sept 5	**Course Overview and Setting the Context.** Introductions, course content and format, assignment overview, group assignments, conceptualizing organizations and community practice, approaches to community practice, social work practice theory. Readings Pyles, L. (2020). Progressive Community Organizing: Transformative Practice in a Globalizing World (3rd ed.). Routledge. https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780429294075 (Chapters1, 3)

	Jack Rothman , Terry Mizrahi, Balancing Micro and Macro Practice: A Challenge for Social Work, *Social Work*, Volume 59, Issue 1, January 2014, Pages 91–93, https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/sw/swt067 Finn, Janet, and Jen Molloy. "Advanced Integrated Practice: Bridging the Micro-Macro Divide in Social Work Pedagogy and Practice." *Social Work Education*, vol. 40, no. 2, 2021, pp. 174–89, https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/02615479.2020.1858043
Week 2 Sept 14	**Program Design & Development.** Topics include: aligning programs with organizational mission/mandate and community need, stakeholder engagement (including clients and community), innovation, evaluation including logic models/theories of change. Guest Lecturer/Community Presentation Readings: Recommended readings/resources may be provided in D2L
Week 3 Sept 21	**Research & Evaluation.** Topics include: engaging clients and community, importance of research, difference between research and evaluation, the policy-research-practice connection. Guest Lecturer/Community Presentation Readings: Recommended readings/resources may be provided in D2L
Week 4 Sept 28	**Understanding Human Service Organizations.** Topics include: accountability and business planning, fund development, financial management, ethical decision making, collaboration, organizational structures and functions, policy & government relations, organizational culture, and other critical issues in organizational practice (diversity, restrictions on advocacy functions among charitable organizations, collaboration versus competition for resources, etc.) Readings Pyles, L. (2020). Progressive Community Organizing: Transformative Practice in a Globalizing World (3rd ed.). Routledge. https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780429294075 (Chapter 7) Rhode, D. L., & Packel, A. K. (2009). Ethics and Nonprofits. *Stanford Social Innovation Review*, *7*(3), 29–35. https://doi.org/10.48558/YWK9-CG82 Curley, C., Levine Daniel, J., Walk, M., & Harrison, N. (2021). Competition and Collaboration in the Nonprofit Sector: Identifying the Potential for Cognitive Dissonance. Administration & Society, 53(8), 1293–1311. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/00953997211005834

Week 5 Oct 5	**Assignment 2: Coffee, Critique, and Conversation #1** Topic: Collaborations & Partnerships OR Collective Impact Readings: TBD by student facilitators
Week 6 Oct 12	**Assignment 2: Coffee, Critique, and Conversation #2** Topic: Connecting Policy & Practice Readings: TBD by student facilitators **Due: Assignment #1 to be submitted by October 12 by 11:59 pm**
Week 7 Oct 19	**Assignment 2: Coffee, Critique, and Conversation #3** Topic: Voice, Representation & Community Engagement Readings: TBD by student facilitators
Week 8 Oct 26	**Assignment 2: Coffee, Critique, and Conversation #4** Topic: Reflexivity, SW Values & Ethics in Community Practice Readings: TBD by student facilitators
Week 9 Nov 2	**Assignment 2: Coffee, Critique, and Conversation #5** Topic: Facilitating Social & Organizational Change OR Social Innovation Readings: TBD by student facilitators
Week 10 Nov 9	Course Review and Wrap Up Group Working Time
Week 11 Nov 16	TERM BREAK – NO CLASS
Week 12 Nov 23	**Assignment 3: Group Presentations (Groups 1 & 2)**
Week 13 Nov 30	**Assignment 3: Group Presentations (Groups 3 & 4)**
Week 14 Dec 7	**Assignment 3: Group Presentations (Groups 5 & 6)**

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

Students are expected to complete all required readings and assignments and actively and meaningfully participate and contribute to all class discussions and activities. If you are unable to attend a class please contact instructor, review missed materials and class presentations on D2L, and look to colleagues for support on missed content. Class assignments will require students to reference and integrate all class topics and learnings.

ASSESSMENT COMPONENTS

Assignment 1: Preparing a Program Change: Small Group Reflective Essay & Connecting Course Learnings with Practice.
Weight: 25%
Due date: Thursday October 12 (11:59pm) in the assignment Dropbox in D2L

In small groups (3-4), prepare a 1200 to 1500-word essay integrating your learnings from the first four weeks of the course. Select a community development program in a local or international non-profit organization that is of interest to your group. Include the following:

1) **Organizational Context:** Describe the organization – include its funders, vision, mission and brief overview of strategic plan (if applicable);

2) **Theory:** What community or organizational theories or models of practice inform this program/organization?

3) **Program description:** Describe a specific program including: 1) the social problem the program is addressing; 2) theories guiding the program; 3) the target population and gaps (whose needs are being met by this program, whose are not?); 4) key stakeholders (funders, program staff, past/current clients in the program, board members, community organizations linked to the program's services);

4) **Research & Evaluation:** Are the social problem and its characteristics clearly identified and supported by research? How is the program evaluated? Does the program respond to the identified needs of the target population?

5) **Reflection:** Explain how you feel about the program (does it align with social work values in some ways? If so how? Be sure to include references);

6) **Program change:** Explain how the program could be changed to promote greater social justice (explain using at least one peer-reviewed reference). You must also discuss what would need to happen to effectively implement the recommended change.

Students must include a minimum of two peer-reviewed articles - include citations in reference list in correct APA format.

You are also expected to include an introduction (introduce your practice context) and conclusion. A cover page is not required. The goal of this assignment is to encourage you to continually integrate course learnings with your practice and be able to articulate these connections.

2. Practice Topics – Virtual Coffee, Critique, and Conversation
Weight: 25%
Due date: as per sign-up sheet, max. 6 students per topic

Complete the following steps and include the required details when completing this assignment. A rubric with the allocation of marks for each criterion will be posted in D2L. This is an individual assignment.

1) Select 1 practice topic of interest to you (and a 2nd choice as a backup).

2) Sign-up on the 1st day of class for the date assigned to the practice topic. This will be your facilitation date.

3) Find 1 peer-reviewed article (published in the last 5 years) related to your practice topic.

4) Prepare a 500-word critical analysis of your article that includes:
   a. Overview of the article/chapter: Provide one or two sentences that describe the purpose of the article/chapter. This should be formulated after reading the whole article/chapter and should capture the "essence" of what the article is about.
   b. Summary of main points: Provide three points which speak to the main arguments/ideas put forward by the authors. Try not to get lost in details and subpoints.
   c. Counter-arguments/personal reactions (critical thinking): How did you feel after reading the article/chapter? What stood out to you? What did the author overlook?
   d. Application to practice: Comment on how does one main point align or contradict with social work values/standards of practice? What 3 questions would you like to discuss with the class?
   e. Discussion: On your facilitation day, you will be responsible for leading a small group discussion in breakout rooms about your selected article and your 3 discussion questions.

5) Post your 500-word analysis and 3 discussion questions in the Discussion Board in D2L 1 week prior to your facilitation date.

6) On your assigned date, facilitate a 30-minute small group discussion based on your critical analysis of the article and discussion questions. Following the discussion, share 1 group learning with the class. The goal of this assignment is to develop research, critical analysis, and group facilitation skills, as well as enhanced knowledge of a particular practice topic area.

3. Organizational Assessment - Group Presentation
Weight: 30%
Due date: as per sign-up sheet, max. 6 students per presentation (Nov 23, 30, Dec 7)

In small groups, students 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 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 in light of 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.

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? 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? 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 agency funding sources? 9) What tax benefits the organization receives? 10) What in-kind resources (food, clothing, physical facilities etc.) does the organization receive? 11) What are the ethical and legal constraints in the delivery of service? 12) What is your understanding and evaluation of organizational culture? 13) What are some of the key strengths and areas of improvement for the organization? 14) What is the leadership style? Is it congruent with the organization mission and goals? 15) What is the role of board of directors in policy and operation of the agency? 16) How is organization strategically adapting to changing environment? Any examples? 17) 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? 18) What provincial and federal regulatory bodies oversee programs provided by this organization? 19) Other issues and directions that you have pursued in understanding this organization and believe merit discussion and analysis. 20) You may also conduct a SWOT analysis of the organization. 21) Do you suggest any organizational or program changes? Any recommendations? 22) What are the key implementation considerations?

The presentations should be well practiced and professional, simulating a presentation you might give to an important stakeholder group. Post a reading list of 2-3 peer-reviewed journal articles in the Discussion Board in D2L 1 week prior to your presentation date that you would like the class to read related to your topic. Submit a copy of your presentation in the Dropbox in D2L the day before your presentation to assist the instructor with marking the assignment. Each member of the team must participate equally in developing and facilitating the presentation. I may ask for peer evaluation of the team presentation.

4. Participation
Weight: (20%)
Due date: Thursday Dec 7 (11:59pm) in the assignment Dropbox in D2L

The participation grade awards you marks for your dedication to be an active and engaged learner in the course. All students are expected to participate in every class. Should a student be unable to attend class, please contact the instructor by email and make arrangements with the instructor or another student to discuss the materials and activities covered that day. The participation mark will be a combination of your self-assessment and the instructor's assessment.

- Self-assessment: Submit a 500-word reflection describing your participation. Assessment criteria include but are not limited to: attending to class ground rules about professionalism and

respectful engagement in the class; quality and quantity of in-class participation for individual, partner, and group work; engagement with guest speakers; completing assigned readings and other preparatory work prior to class; ability to pose questions and provide constructive feedback to peers.

- A key piece of reflecting on your own values and positions on issues is understanding and possibly confronting the values and positions of others, so participation in class discussions is very important in this course. It is important to share your viewpoint and contribute in a thoughtful and respectful way to the viewpoints of others.

- These criteria will also be used by the instructor to determine the instructor's assessment.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

Additional assignment details and a rubric with the allocation of marks for each criterion will be posted in D2L.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

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

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments should 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 or the instructor. Please submit all assignments on time.

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

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

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 readings and resources may be provided in 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