Course & Session Number	**SOWK** 648 S01	**Classroom**	Online
Course Name	Innovation and Establishing Credibility		
Dates and Time	Start of Classes: January 8, 2024 End of Classes: February 16, 2024 Dates and Time: Two synchronous Zoom sessions per week on Mondays and Wednesdays from 5:30 – 8:30pm (MST) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Jeny Mathews-Thusoo, MSc	**Office Hours**	As requested
UCalgary E-mail	jeny.mathews@ucalgary.ca	**UCalgary Phone**	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.

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

---

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

SYLLABUS STATEMENT

The changing roles of leadership in complex systems and changing contexts will be examined, including the influences of policy and practice within human service organizations.

COURSE DESCRIPTION

Today, leaders find themselves dealing with an increasing amount of uncertainty. They are often ill-equipped at responding to disruptive change and find themselves blindsided by 'unexpected' shocks in their surroundings. To be resilient during these complex times, leaders need to upgrade their futures literacy capabilities to become more agile in adapting to change that drives organization-level, government-level, and societal-level change proactively.

This course introduces students to innovation using systems approaches, futures studies and design thinking methods that allow leaders to get ahead of the curve, proactively identify trends, define more effective practices, and drive positive futures. Students will learn how to prepare for plausible futures and imagine desired futures by meaningfully involving a wide set of partners and Equity-Deserving and Sovereignty-Deserving Communities (EDSDCs) and then leveraging the collective intelligence to advance social change. There will be a focus on advancing transformative change in governance models that center EDSDCs.

This course is delivered online via Desire2Learn (D2L) and Zoom. Twice a week on Monday AND Wednesday evenings, classes will be synchronous from 5:30 – 8:30pm Mountain Standard Time (MST), with an expectation to engage in additional learning and activities asynchronously. Teaching methods to promote learning include instructor presentations, readings, videos, group activities, discussions, and projects.

When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection).

Prerequisites: SOWK 647 and SOWK 649

COURSE LEARNING OUTCOMES

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

1. Apply critical thinking to identify and address structural sources of injustice and inequities in the context of a Canadian society.

2. Apply social work knowledge and other ways of knowing from other disciplines, to advance professional practice, policy development, research, and service provision.

3. Develop leadership skills in organizational and societal systems and to work towards changing oppressive social conditions by applying strategic foresight frameworks to build resilient organizations and communities.

4. Participate effectively in interprofessional practice, community collaboration, and teamwork.

5. Develop skills in innovation to design transformative models of governance that center Equity-Deserving and Sovereignty-Deserving Communities (EDSDCs).

6. Acquire knowledge in anticipatory governance, systems thinking and complexity and reflect on how it applies to social change.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Textbooks

There is no required textbook.

Optional textbook: Miller, R. (2018). *Transforming the future: Anticipation in the 21st century (Open access)*. Routledge. https://www.academia.edu/37295651/Transforming_the_Future_Anticipation_in_the_21st_Century

Readings

Kania, J., Kramer, M., & Senge, P. (2018). *The water of systems change*. FSG. https://www.fsg.org/publications/water_of_systems_change

Nissen, L. (2019). *A futures lens for social work*. Social Work Futures. https://socialworkfutures.com/2019/12/18/new-infographic-for-social-work-futures/

Nissen, L. (2019, May 9). *Why social work belongs in the future – and some ideas about how to get there!* Social Work Futures. https://socialworkfutures.com/2019/05/09/why-social-work-belongs-in-the-future-and-how-to-get-there/

Tõnurist, P. and A. Hanson (2020). *Anticipatory innovation governance: Shaping the future through proactive policy making*. OECD Working Papers on Public Governance, No. 44. OECD Publishing. Paris. https://doi.org/10.1787/cce14d80-en.

Coursera Online Course

EDHEC Business School, & UNESCO. (2023, October 3). *Building strategic foresight capabilities*. Coursera. https://www.coursera.org/learn/strategic-foresight (Students will be able to take this program at no charge)

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 648.01 is one of four courses that make up the specialization courses in the Leadership in Human Services specialization. The prerequisites are SOWK 647 and 649.

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

Date	Topic(s)	Required Readings / Videos / Activities
Jan 8 5:30-8:30pm (MST) Zoom Class	Introduction to course, assignments, and expectations Introduction to innovation Understanding systems change	Kania, J., Kramer, M., & Senge, P. (2018). *The water of systems change*. FSG. https://www.fsg.org/publications/water_of_systems_change Other recommended resources on D2L
Jan 10 5:30-8:30pm (MST) Zoom Class	Introduction to futures studies Introduction to strategic foresight Liberated futures (African, Indigenous, Feminist, Queer, Disabilities futurism) Understanding public governance	EDHEC Business School, & UNESCO. (2023, October 3). *Building strategic foresight capabilities*. Coursera. https://www.coursera.org/learn/strategic-foresight • Module 1: Introduction to foresight Tõnurist, P. and A. Hanson (2020). *Anticipatory innovation governance: Shaping the future through proactive policy making*. OECD Working Papers on Public Governance, No. 44. OECD Publishing. Paris. https://doi.org/10.1787/cce14d80-en. Other recommended resources on D2L
Jan 15 5:30-8:30pm (MST) Zoom Class	Futures evidence (signals, drivers, trends) Futures triangle method	EDHEC Business School, & UNESCO. (2023, October 3). *Building strategic foresight capabilities*. Coursera. https://www.coursera.org/learn/strategic-foresight • Module 1: Signals, drivers of change Other recommended resources on D2L

Jan 17 5:30-8:30pm (MST) Zoom Class	Scenario thinking to manage complex systems	EDHEC Business School, & UNESCO. (2023, October 3). *Building strategic foresight capabilities*. Coursera. https://www.coursera.org/learn/strategic-foresight • Module 2: Scenario thinking Other recommended resources on D2L
Jan 22 5:30-8:30pm (MST) Zoom Class	Scenario planning approaches	EDHEC Business School, & UNESCO. (2023, October 3). *Building strategic foresight capabilities*. Coursera. https://www.coursera.org/learn/strategic-foresight • Module 2: Scenario thinking Other recommended resources on D2L
Jan 24 5:30-8:30pm (MST) Zoom Class	Developing scenarios: Cognitive challenges **Assignment 1 due:** Futures triangle, parts one & two (January 26)	EDHEC Business School, & UNESCO. (2023, October 3). *Building strategic foresight capabilities*. Coursera. https://www.coursera.org/learn/strategic-foresight • Module 3: Developing scenarios Other recommended resources on D2L
Jan 29 5:30-8:30pm (MST) Zoom Class	Developing scenarios: Scenario narratives and visualization Artifacts of the future	EDHEC Business School, & UNESCO. (2023, October 3). *Building strategic foresight capabilities*. Coursera. https://www.coursera.org/learn/strategic-foresight • Module 3: Developing scenarios Other recommended resources on D2L
Jan 31 5:30-8:30pm (MST) Zoom Class	Developing future-oriented strategies	EDHEC Business School, & UNESCO. (2023, October 3). *Building strategic foresight capabilities*. Coursera. https://www.coursera.org/learn/strategic-foresight • Module 4: Developing future-oriented strategies Other recommended resources on D2L
Feb 5 5:30-8:30pm (MST) Zoom Class	Developing future-oriented strategies continued **Assignment 2 due:** Transformative governance artifact of the future (February 6)	EDHEC Business School, & UNESCO. (2023, October 3). *Building strategic foresight capabilities*. Coursera. https://www.coursera.org/learn/strategic-foresight • Module 4: Developing future-oriented strategies Other recommended resources on D2L

Feb 7 5:30-8:30pm (MST) Zoom Class	Building organizational foresight capabilities	EDHEC Business School, & UNESCO. (2023, October 3). *Building strategic foresight capabilities*. Coursera. https://www.coursera.org/learn/strategic-foresight • Module 5: Building organizational foresight capabilities Other recommended resources on D2L
Feb 12 5:30-8:30pm (MST) Zoom Class	Social work futures	Nissen, L. (2019, May 9). *Why social work belongs in the future – and some ideas about how to get there!* Social Work Futures. https://socialworkfutures.com/2019/05/09/why-social-work-belongs-in-the-future-and-how-to-get-there/ Nissen, L. (2019). *A futures lens for social work*. Social Work Futures. https://socialworkfutures.com/2019/12/18/new-infographic-for-social-work-futures/ Other recommended resources on D2L
Feb 14 5:30-8:30pm (MST) Zoom Class	**Assignment 3 due:** Group presentation: Transformative governance artifact of the future **Assignment 4 due:** Coursera course participation (Completed by February 16) **Assignment 5 due:** Peer evaluation for group work (February 16)	N/A

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

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

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. Students will be advised before the instructor initiates a recording of a Zoom session

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

1. **Individual / Group Assignment: The Futures Triangle (25%)**
   Due Date: January 26, 2024 at **11:59pm**

   Aligned Course Learning Outcomes: 1, 2, 4

   Individually or in groups of 2-4, students will complete parts one and two of the futures triangle, using the guide shown in class. The futures triangle will include:

   - Part one: The weight of the past of governance
   - Part two: The push of the present for public governance (using signals, drivers, etc.)

   The document, in either Word, PowerPoint, or PDF format, will be a maximum of 5 pages, single sided, and single spaced. A minimum of 10 references, in APA 7 format are needed (e.g., journal articles, government reports, census and trends data, futurist websites, community-based policy documents, subject matter expert conversations, etc.). References can be listed on a separate page.

   The use of plain language, infographics, and creative design and layout are encouraged for this assignment. The assessment rubric for this assignment will be posted on D2L. This assignment will be submitted to the course's Dropbox assignment folder.

2. **Individual / Group Assignment: Transformative Public Governance Artifact of the Future (25%)**
   Due Date: February 6, 2024 at **11:59pm**

   Aligned Course Learning Outcomes: 3, 4, 5, 6

   Individually or in groups of 2-4, students will create an "Artifact of the Future" as learned in class. This a continuation of assignment 1 (Part three: The pull of the future for transformative public governance).

   The artifact of the future should be a tangible and concrete experience of the future, 10 - 30 years from now, where a local government has adopted the students' transformative vision of governance that centers an EDSDC group. Examples include videos, posters, poetry, art, or other creative means that can be used to immerse current decision-makers to experience the students' preferred future. The purpose of the artifact is to challenge decision-makers' assumptions of "best practices" in

governance and take action towards new forms of governance. Class time will be given to work on this assignment.

The assessment rubric for this assignment will be posted on D2L. This assignment will be submitted to the course's Dropbox assignment folder.

3. **Group Presentation: Transformative Governance Artifact of the Future (20%)**
   Due Date: February 14 during class time

   Aligned Course Learning Outcomes: 3, 4, 6

   Student groups will present to their class on their transformative public governance artifact of the future from Assignment 2. Presentations will be done in class with each group allotted 15 minutes for their presentation and 5 minutes for questions and discussion. Each member of the group must equally participate in the in-class presentation. Creative and engaging presentations are encouraged for this assignment. Class time will be given to work on this assignment. The assessment rubric for this assignment will be posted on D2L.

4. **Individual Assignment: Participation in Coursera's Strategic Foresight Program Modules (20%)**
   Due Date: February 16, 2024 at **11:59pm**

   Aligned Course Learning Outcomes: 2, 3, 6

   Throughout the course, students will participate in a free online Coursera program on strategic foresight developed by the EDHEC Business School & UNESCO, in consultation with The City of Calgary. There are five modules in this program as listed in the class schedule. Students will need to complete the readings, videos, polls, discussion prompts and quizzes in each module. There will be dedicated time in each class to complete all the modules. The assessment rubric for this assignment will be posted on D2L.

5. **Individual Assignment: Peer Evaluation for Group Work (10%)**
   Due Date: February 16, 2024 at **11:59pm**

   Aligned Course Learning Outcomes: 4

   Students will be evaluated by their peers on their contributions to their group assignments. A form will be sent to students at the end of the course to rank their group members participation and returned to the instructor. Questions on the peer evaluation include:

   - Attended group meetings regularly and arrived on time.
   - Contributed meaningfully to group discussions.
   - Prepared quality work in a timely manner (i.e. submitted appropriate work within deadlines).
   - Demonstrated a cooperative and supportive attitude.
   - Contributed significantly to the success of the projects.

   The instructor will determine an average mark based on the peers feedback.

Summary of Assignments:

Assignments	Due Date	% Final Grade	Grouping for Assignment

Assignment 1: Futures triangle	January 26, 2024	25%	Individual/Group
Assignment 2: Transformative governance artifact of the future	February 6, 2024	25%	Individual/Group
Assignment 3: Transformative governance artifact of the future group presentation	February 14, 2024	20%	Individual/Group
Assignment 4: Participation in Coursera modules	February 16, 2024	20%	Individual
Assignment 5: Peer evaluation for group work	February 16, 2024	10%	Individual

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class, read assigned required readings, to be fully present and engaged in class activities and discussions, and adhere to class requirements and expectations and follow social work's ethical guidelines and professional codes of conduct in their class participation and engagement. 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.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments must be submitted to the D2L course drop box no later than 11:59pm on the due date. Instructions for each assignment format will be given on D2L. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Sonu Naidu Assignment 2). Please ensure that the proper version of your assignment is submitted and keep a copy of each submission.

LATE ASSIGNMENTS

If you cannot meet the deadline for an assignment, please communicate this to your instructor as early as possible. Adjustments to the deadline may be made for good reason and at the instructor's sole discretion. Unless arranged otherwise, assignments submitted after the deadline will be **downgraded by 2%** of the assignment grade per day, including weekends, holidays, and weekdays. If an assignment is submitted after the deadline, even with an approval for an extension, feedback will not be provided.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on the quality of writing. This includes grammar, punctuation, sentence structure, as well as general clarity and organization. APA 7th Edition referencing is required, and APA 7th Edition will be the basis of assessing style, grammar, and citations. You may consider the following source for guidance: https://owl.english.purdue.edu/owl/resource/560/01/.

To cite Indigenous knowledge, check out a resource from the University of Alberta: https://news.library.ualberta.ca/blog/2022/01/27/citing-indigenous-elders-and-knowledge-keepers/

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 Graduate Grading System and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L. Rounding up of marks will only be considered for the final grade and only if it impacts the final grade point.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. **Note**: The grade point value (3.0) associated with this grade is the minimum acceptable **average** that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass. **Note**: Students who accumulate two grades of **"B-"** or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50
CR		Completed Requirements. Carries no weight in	

		calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

COURSE EVALUATION

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

Students will receive an email from **UCalgary Course 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 suggested readings for the course will be provided to students 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