



Winter 2019

Course Number:	SOWK 627 S01
Course Name:	Practice with Organizations and Communities
Day & Time:	Thursdays, January 10 – April 11, 2018, 13:00 – 15:50 pm
Classroom:	PFB 3208 (S01) and PFB 3257 (S02)

<p>Instructor (S01): Dr. Victoria Burns 403-220-4309</p> <p>Instructor (S02): Lesley Taylor, Post Masters Diploma, RSW</p> <p>Telephone: 403-880-1407</p>	<p>Office Hours: by appointment (PF 3220)</p> <p>Email: victoria.burns@ucalgary.ca</p> <p>Office Hours: by appointment</p> <p>Email: ljtaylor@ucalgary.ca</p>
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COURSE OUTLINE

Syllabus Statement

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

Course Description

In this course, students will engage in critical and theoretical reflection and discussion about mezzo and macro social work practice. They will also participate with other students in collaborative activities, engage in experiential learning opportunities, and learn from practitioner/stakeholder presentations to develop practical skills for working with organizations and communities. This course has no pre-requisites or co-requisites.

Learning Objectives

Program Level Outcomes

This course is explicitly designed to reflect and adhere to the following MSW Program Level Outcomes (PLO): 1) professional identify; 2) values and ethics in professional practice; 3) human rights and social justice; 4) diversity; 5) critical thinking in professional practice; 6) research; 7) policy analysis and development; 8) change; and 9) engagement with individuals, families, groups, and communities through professional practice.

Course Level Objectives

Alignment with PLOs and Assignments (A) is indicated in brackets below for each Course Level Objective (CLO). Class activities and readings will be designed to also align with PLOs and CLOs. By the end of the course students will be able to demonstrate evidence of achieving the following CLOs:

- ✓ Describe ways in which social and organizational policy as well as current issues and trends can shape practice with organizations and communities (PLO7; A1 & A2);
- ✓ Identify how social work identity and core social work values can inform practice within organizations and communities (PLO1,2,3,4 & 8; A1 & A2);
- ✓ Integrate course learnings with social work practicum and other social work experiences, and be able to articulate these connections (PLO5; A1 & A2);
- ✓ Demonstrate an understanding of theoretical models related to practice with organizations and community (PLO1 & 5; A1 & A2);
- ✓ Discuss ways in which research can inform and be informed by practice (PLO6; A1 & A2);
- ✓ Engage in research, critical analysis, and discussion related to key practice topics including collaboration, program design, engagement, diversity, human rights, values and ethics, social justice, and change (PLO2,3,4,5,6,8,9; A2);
- ✓ Develop a toolkit of practice skills and strategies as part of their emerging social work identity which can be used to engage diverse stakeholders in organizations and communities (PLO1,4,9; A3); and
- ✓ 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 (PLO1,8,9; A4).

Relationship to Other Courses

This course applies a mezzo and macro lens to social work practice. The content will complement other Foundation Year courses; provide a foundation for future Specialization Year courses; and develop critical analysis, reflection, and integration skills necessary for preparing the MSW Program exit requirement.

Course Text(s)

There is no required textbook. Required readings are listed below.

Note: This schedule is subject to change.

Part A: Context

Date	Topic	Required Readings
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Date	Topic	Required Readings
		PART A: INTRODUCTION & FOUNDATIONAL READINGS
Jan 10	What is Community?	<p>Arao, B., & Clemens, K. (2013). From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice. In L. M. Landreman (Ed.), <i>The art of effective facilitation: Reflections from social justice educators</i> (1st ed., pp. 135–150). Sterling, VA: Stylus Publishing. https://pdfs.semanticscholar.org/75c5/6a5dba81efd0954597ea39eb7d55acc7a202.pdf</p> <p>Reynolds, V. (2013). “Leaning in” as imperfect allies in community work. <i>Narrative and Conflict: Explorations in theory and practice</i>, 1(1), 53-75.</p> <p>Chen, S. (2018 September - October). Give yourself a break: The power of self compassion. <i>Harvard Business Review</i>, 96(5), 117-123.</p>
Jan 17	Community & collegiality	<p>Shragge (2013). Theoretical perspectives and models of community work. In <i>Activism and social change: lessons for community organizing</i> (Ch.1, p. 1-28). Toronto, Canada: University of Toronto Press.</p> <p>Lorenzetti, L. (2013). Research as a social justice tool: An activist’s perspective. <i>Affilia</i>, 28(4), 451-457.</p> <p>Gino, F. (2018 September - October). The business case for curiosity. <i>Harvard Business Review</i>, 96(5), 48-57.</p>
Jan 24	Theoretical and research approaches to practice with communities	<p>United Way (2016) Program Design: An Ethical Guide. Retrieved October 30, 2018 from https://www.calgaryunitedway.org/images/uwca/our-work/supporting-non-profits/capacity-building/Program_Design_-_Guidebook_Final_2016.pdf</p> <p>Gallagher, B. (2018 September - October). United Way's CEO on shifting a century old business model. <i>Harvard Business Review</i>, 96(5). 39-44.</p>
Jan 31	Program design and implementation	<p>United Way (2016) Program Design: An Ethical Guide. Retrieved October 30, 2018 from https://www.calgaryunitedway.org/images/uwca/our-work/supporting-non-profits/capacity-building/Program_Design_-_Guidebook_Final_2016.pdf</p>

		Gallagher, B. (2018 September - October). United Way's CEO on shifting a century old business model. <i>Harvard Business Review</i> , 96(5). 39-44.
		PART B: PRACTICE TOPICS
Feb 7	Creating a collaboration, coalition, alliance or partnership	Readings: TBD by student facilitators Assignment: Coffee, Critique, and Conversation #1
Feb 14	Implementing an organizational change: Developing a program/event/st strategy, and evaluation	Readings: TBD by student facilitators Assignment: Coffee, Critique, and Conversation #2
Feb 21	Reading Week: No class	
Feb 28	Engaging diverse populations	Readings: TBD by student facilitators Assignment: Coffee, Critique, and Conversation #3
Mar 7	Integrating social work values, ethics, human rights, and social justice	Readings: TBD by student facilitators Assignment: Coffee, Critique, and Conversation #4
Mar 14	Facilitating social and organizational change	Readings: TBD by student facilitators Assignment: Coffee, Critique, and Conversation #5
		PART C: STUDENT GROUP PRESENTATIONS
Mar 21	Group Presentations	Readings: TBD by student groups Assignment: Group presentation
Mar 28	Group Presentation	Readings: TBD by student groups Assignment: Group presentation
Apr 4	Group Presentations	Readings: TBD by student groups Assignment: Group presentation
Apr 11	Group Presentations Last class wrap-up	Readings: TBD by student groups Assignment: Group presentation Assignment: Participation self-assessment due April 13

ASSIGNMENTS

Assignment	Weight	Due Date
1. Reflective Essay – Connecting course learnings with practicum	20%	• February 7 midnight
2. Practice topic - Coffee, critique, and conversation	30%	• As per sign-up sheet (Feb 7, 14, 28; March 7, 14)
3. Group presentation	30%	• As per sign-up sheet (Mar 21, Mar 28; April 4, April 11)
4. Participation – Student & Instructor assessment	20%	• April 12 midnight
Total	100%	

1. Assignment 1: Preparing a Program Change: Reflective Essay & Connecting Course Learnings with Practicum
Weight: 20%
Due date: Wednesday Feb 7 (midnight) in the assignment Dropbox in D2L

Prepare a 1000-word essay integrating your learnings from Part A of this course and your practicum. Include the following:

- 1) **Organizational Context:** Describe your 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 your organization?
- 3) **Program description:** Describe a specific program including: 1) the social problem the program is addressing 2) theory 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:** Is the social problem and its characteristic clearly identified and supported by research? 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).

Students must include a minimum of two peer-reviewed articles - include citation 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. This will assist you with preparing your MSW exit requirement in the future.

2. Practice Topics - Coffee, Critique, and Conversation

Weight: 20%

Due date: Feb 7 to March 14, 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 criteria 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 sub-points.
 - 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 one of the main points/ideas is reflected (or not reflected) in your practicum context. 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 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. Proposing an Organizational/Community-Based Program Change - Group Presentation

Weight: 30% (20% for presentation; 10% for Group Member Assessment

Due date: Mar 21 to April 11, as per sign-up sheet, max. Maximum students per presentation

In small groups, students are expected to research a program or a service in Calgary (e.g. a program in their practicum, a day program; a coalition, an awareness campaign, a mental health service). In researching this program, students will pay particular attention to the goals and purpose of the program, eligibility, and other program details such as: what policies are guiding it? Who delivers the program? How is it funded? Informed by the course material, social work values, and outside literature, students will critically analyze aspects of the program and come up with **changes** in light of this analysis that promotes **greater social justice**. The program description, analysis, and proposed changes are to be presented to the class as if it were being presented to a group of stakeholders in a position to authorize the changes (e.g., advisory board, 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.

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. A contract must be developed and submitted a maximum of two weeks before the group presentation, outlining both process and content. Following the presentation, the group must provide feedback and debrief on the process and outcomes of their work together. Additional assignment details and a rubric with the allocation of marks for each criterion will be posted in D2L.

4. Participation (20%) due April 12 (midnight)

The participation grade awards you marks for your dedication to being 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 (10%) and the instructor's assessment (10%).

- **Self-assessment:** Submit a 500-word reflection describing your participation. Assessment criteria includes but is not limited to: attending to class ground rules about professionalism in the classroom; 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.

- This criteria will also be used by the instructor to determine the instructor assessment.

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.

All extensions for assignments must be negotiated and discussed in advance with the instructor; otherwise students will be given a mark of zero.

The University of Calgary Graduate Grading System will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	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 for students in Graduate Studies. 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 below “ B- ” are indicative of failure at the graduate level and cannot be counted towards 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

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.

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013):

http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf

Students are expected to ensure they are both familiar with, and comply with these standards.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) *before* beginning the assignment."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lgb1nucdh/>

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: <http://ucalgary.ca/ssc/graduatestudent>

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

Wellness Centre 24 hours/day Phone Support (403) 210-9355

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com).

Appeals: If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before

submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

Building Evacuations

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App: <http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

SAFEWALK (403) 220-5333

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

Supports for Mental Health

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, ucalgary.ca/wellnesscentre/counselling/personal/) and the Campus Mental Health Strategy website (ucalgary.ca/mentalhealth).

Sexual 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 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. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>