

School of Social Work

Course Outline

SOWK 524A

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the [xʷməθkʷəy̓əm](#) (Musqueam) people.



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Arts

arts.ubc.ca

COVID-19 Precautions

You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID 19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs.

There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. [UBC Respectful Environment Statement](#).

Throughout this outline, there are mentions of special considerations for COVID-19. As the pandemic landscape changes, required precautions may change as may the format of class meetings. Stay alert to your email for updates from UBC about safety measures, and ensure you are receiving notifications of announcements in Canvas to be informed of any changes that might affect the format or structure of this class.

School Vision

Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

MSW Mission

The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

Course Info

Year/Term	Term 1, Winter 2021-22, September 7–December 7, 2021 Midterm break November 10–12, 2021
Course Title	SOWK 524A (001): Social Services Management & Leadership, Recognizing, Respecting, and Responding to Diversity
Credit Value	3 credits
Course Schedule	Wednesdays, 9am–12pm
Course Location	SOWK 223, Jack Bell Building, 2080 West Mall

Instructor	Office Location	Office Phone	Email Address	Office Hours
Carrie Smith	By Zoom, FaceTime or phone	778.840.4746 (call or text)	carrie.smith@ubc.ca	By appointment

Prerequisite and/or Corequisite

There are no prerequisite/corequisite courses for this class.

Course Description

Leadership and management skills, knowledge, values and practices shape organizations, programs, services, and outcomes for clients and communities. This course will provide students with knowledge and practical skills to assume leadership and management positions in public and non-profit organizations. Students will learn how to shape and lead effective, humane, ethical, and responsive teams and organizations that value diversity, build capacity of staff and clients, and contribute to social justice. Students will review and critically analyze theories and research regarding leadership, management, systems, organizations, administration and supervision, and will integrate this knowledge with their practice realities.

Course Structure and Learning Activities

The course will comprise a mix of lectures, presentations, small and large group discussion, simulations and peer-to-peer sharing and learning. Students will be expected to research the subject for the day, and to engage with colleagues and instructor through dialogue, discussion and debate during class.

It is expected that classes will occur in person, at the main UBC campus.

Special Considerations for COVID

If I (the instructor) am feeling ill or have been notified that I have been exposed to COVID, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible. If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an announcement in Canvas informing you how to join the class. Our classroom may still be available for you to sit in and attend an online session.

Learning Outcomes

By the end of the course, the students will be able to:

- Demonstrate their own style of skillful leadership and management
- Apply social work skills, values and ethical responsibilities to leadership, management and supervision practices.
- Describe and critique selected theories, research and practice approaches relevant to effective and socially just leadership and management in human service organizations.
- Create a plan for strategic change using concepts, processes and skills related to leadership, management, and organization development.

Required Textbook(s) and Learning Materials

There are no required textbooks for this course.

The instructor will discuss readings with the class on the first day.

A reading/reference list is attached to this outline and students are encouraged to research their own sources aligning with their interests.

Assessment of Learning

- Summaries of your selected readings and/or source materials: 40%
- Class presentation on assigned topic: 30%
- Learning challenge (team/individual work): 15%/15%

Course Schedule

Session 1:	September 8, 2021
Topic:	Introduction to Course
Session 2:	September 15, 2021
Topic:	Leadership Styles
Session 3:	September 22, 2021
Topic:	Leadership Competencies (LEADS)
Session 4:	September 29, 2021
Topic:	Feedback, Staff Development and Coaching
Session 5:	October 6, 2021
Topic:	Supervision and Leading Teams
Session 6:	October 13, 2021
Topic:	Inclusive and Equitable Human/Social Services Organizations
Session 7:	October 20, 2021

Topic:	Organizational Culture
Session 8:	October 27, 2021
Topic:	Systems Theory and Organization Development
Session 9:	November 3, 2021
Topic:	Planning and Managing Change
Session 10:	November 17, 2021
Topic:	Organizational Accountability (Governance, Boards and Community Relations/Engagement)
Session 11:	November 24, 2021
Topic:	Leadership Challenge
Session 12:	December 1, 2021
Topic:	Evaluation/Wrap up

Assignments

1. Weekly Learning Activities: Source Summaries

Weight: Total 40% of final grade (5% each submission)

Dates of Submission: Introduction page: Sept 11, Concluding Summary: Dec 4. All other summaries due Saturday at midnight following the class in which it was introduced.

For 10 weeks, you will be expected to research the subject of the day according to your own interests (Sept 15, 22, 29, Oct 6, 13, 20, 27, Nov. 3, 17, Dec. 1). You can use a range of sources, including scholarly and popular articles, books, newspapers, current events, movies, plays, workshops, conferences, TED Talks, podcasts, professional websites or blogs, experiences at work and practicum, readings/learning in other courses. Very occasionally, the instructor may direct your readings/sources.

You will report on one to two of the articles/books/activities you've chosen, at the beginning of every class, in small groups.

Then you will choose 6 of these sources to summarize throughout the term. Specifically, the content should include:

- a. Concisely and accurately summarize the main themes and arguments of your chosen entry. (200 – 500 words)
- b. Critically analyze the entry, your learning and the impact on your practice. (200 – 500 words)
- c. List the citation for the week at the top of each entry.

See course outline for a sample list of articles, as well as pertinent podcasts, books, movies, etc. Vary your entries (i.e., not all scholarly articles or books, websites, ted talks or podcasts) and choose seminal, classic, theoretical, practice oriented, as well as contemporary sources and grey literature. Note that at least 3 of the cited sources in the summaries should be an academic source such as peer-reviewed journal or chapter from (or entire) academic book. Failure to use 3 academic sources will result in a 10% reduction from your total course grade.

Please Note: Start the Source Summaries in the first week with an *introductory statement* of your intentions and your area of focus if you have one or more (e.g., child welfare, health care, community development, anti-racism, etc.) and your learning goals for the class (approx. 300-500 words). Complete the Source Summaries by concluding with a *final 500 word summary* at the end of the term, analyzing the key connections you have made among your sources, your overall learning, and how these will impact your practice.

You will be submitting all summaries via *Canvas* and instructor will review and grade as summaries are posted.

Criteria for grading:

- A clear and coherent introduction document outlining your intentions for the source summaries.
- A range of scholarly and popular sources.
- Description of learning source and critical analysis that is clear, succinct and well written.
- A clear and coherent final overall summary addressing integration and application to practice.
- No typing or syntax errors.
- Citations use APA, 7th edition.

2. Classroom Presentation

Weight: Total 30% of final grade

Due Date: schedule provided

Each student will introduce and analyze a process, theory or leadership approach in a 20-35 minute presentation to the class (other formats, such as presentation by pre-recorded video, podcast or blog series or other creative format may be negotiated with instructor). Students may choose from the following topics:

- LEADS competencies (Sept 22)
- Providing and receiving feedback (Sept 29)
- Coaching for performance (Sept 29)
- Trauma informed workplaces (Oct 20)
- Workplace psychological health and safety (Oct 20)
- Systems theory and systems thinking (Oct 27)
- Organization Development (Oct 27)
- Appreciative inquiry (Nov 3)
- Change management: ADKAR (Nov 3)
- Stakeholder/community engagement (Nov 17)
- Organizational governance and boards (Nov 17)
- Evaluation (Dec 1)

Each presentation should include:

- Summary of the main concept(s) or process(es)
- How it is applied in practice
- Relationship to Social Work theories, ethics or skills

- Strengths and potential challenges of the approach or technique
- An activity for the class (can include leading a focused discussion)

You will also produce a 1-page summary of your topic that would act as a short reference for your classmates to assist them in the future integration of the skill, theory or process.

3. Leadership Challenge

Weight: Total 30% of final grade; 15% group strategy pitch, 15% individual summary and analysis

Due Date: Team strategy proposal pitch: in class November 24;
Individual summary: Dec. 8.

You will work in teams on a leadership challenge provided by a leader in the social service field. Instructions on the challenge will be provided in class on Nov 17 and students will have one week to develop their ideas for a strategic response to the problem presented.

On Nov 24, students will be assigned groups and given 90 minutes to agree on a strategy and develop it with rationale. In the same session, each group will present their strategy to leaders of the organization that have proposed the challenge to be addressed. That “pitch” will comprise 15% of the course mark. Following the class, each student, having heard other pitches and strategy ideas and reflecting on their own work on the strategy, will write a 500-1000 word critical summary of their preferred strategies and approaches for addressing the challenge.

School/Course Policies

Attendance

Advising page of our website: <https://socialwork.ubc.ca/undergraduate/advising/>

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

Other school policies can be accessed through the School of Social Work student handbook.

Special Considerations for COVID

If you are sick, it is important that you stay home. Complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en>. In this class, the assignment structure is intended to provide flexibility so that you can prioritize your health and still succeed. Since all students are contributing in this class to the learning of their colleagues, we may need to make special arrangements in the event that a student is not able to provide a scheduled presentation. Providing as much notice about your absence as possible is appreciated.

If you are feeling ill and cannot attend class for an in-class assessment or assignment, please email, text, or leave a message for the instructor right away.

If you arrive for an in-class assignment and you are clearly ill, we will make alternate arrangements with you. It is better to email ahead of time and not attend.

We will try to make arrangements for students unable to attend class due to exposure or mild symptoms, to join the class virtually. Options for doing this will be discussed in the first class.

Learning Resources

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (APA Citation Guide), writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>

University Policies

Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at:
<https://senate.ubc.ca/policies-resources-support-student-success>

Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this course.

Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Recording of classroom sessions is not permitted unless for reason of disability accommodation or with special agreement from instructor.

UBC Grading Criteria

Letter Grade	Percent Range	Mid-Point	
A+ A A-	90-100 85-89 80-84	95 87 82	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
B+ B B-	76-79 72-75 68-71	77.5 73.5 69.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
C+ C C-	64-67 60-63 55-59	65.5 62.5 57	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.

Potential Source References (students are also encouraged to identify other references based on their interests)

Articles

Adejumo, V. (2020) Beyond diversity, inclusion, and belonging, *Leadership*, 17(1) 62-73

Akesson, B. & Canavera, M. (2018) Expert understandings of supervision as a means to strengthen the social service workforce: Results from a global Delphi study, *European Journal of Social Work*, 21(3), 333-347.

Armstrong, M.I., McCrae, J.S., Graef, M.I., Richards, T., Lambert, D., Bright, C.L. & Sowell, C. (2014) Development and initial findings of an implementation process measure for child welfare system change. *Journal of Public Child Welfare*, 8(1), 94-177.

Bernstein, R. S., Morgan, B., Salipante, P., & Weisinger, J. Y. (2020). From diversity to inclusion to equity: A theory of generative interactions. *Journal of Business Ethics*, 167(3), 395-410

Berzin, S.C. (2012). Where is Social Work in the Social Entrepreneurship Movement? *Social Work*, 57(2), 185 – 188.

Bunger, A.C., Doogan, N., Rochelle F. Hanson, R.F. & Birken, S.A. (2018). Advice-seeking during implementation: a network study of clinicians participating in a learning collaborative. *Implementation Science*, 13(101), 1-13.

Burchiellaro, O. (2021) Queering Control and Inclusion in the Contemporary Organization: On 'LGBT friendly control' and the reproduction of (queer) value, *Organization Studies*, 42(5) 761-785.

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Cabassa, L.J. (2016). Implementation science: Why it matters for the future of social work. *Journal of Social Work Education*, 52(S1), S38-S50.

Carbajal, J. (2018) Women and work: Ascending to leadership positions. *Journal of Human Behavior in the Social Environment*, 28(1), 12-27.

Choy-Brown, M., Stanhope, V., Wackstein, N., & Cole, H. D. (2020). Do social workers lead differently? examining associations with leadership style and organizational factors, *Human Service Organizations: Management, Leadership & Governance*, 44:4, 332-342

- Cooksey-Campbell, K., Folaron, G. & Williamson Sullenberger, S. (2013) Supervision during child welfare system reform: Qualitative study of factors influencing case manager implementation of a new practice model. *Journal of Public Child Welfare*, 7(2), 123-141.
- Cree, V., Jain, S. & Hillen, D.P. (2019). Evaluating effectiveness in social work: Sharing dilemmas in practice. *European Journal of Social Work*, 22(4), 599-610.
- Davis, T.D. (2017) Practice evaluation strategies among social workers: Why an evidence-informed dual-process theory still matters. *Journal of Evidence-Informed Social Work*, 14(6), 389-408.
- Deveau, R. & McGill, P. (2016). Impact of practice leadership management style on staff experience in services for people with intellectual disability and challenging behaviour: A further examination and partial replication. *Research in Developmental Disabilities*, 56, 160-164.
- Dobusch, L. (2021), The inclusivity of inclusion approaches: A relational perspective on inclusion and exclusion in organizations. *Gender, Work and Organization*, 28: 379-396.
- Dugmore, P., Partridge, K., Sethi, I. & Krupa-Flasinska, M. (2018) Systemic supervision in statutory social work in the UK: Systemic rucksacks and bells that ring, *European Journal of Social Work*, 21(3), 400- 414.
- Egan, R., Maidment, J. & Connolly, M. (2018). Supporting quality supervision: Insights for organisational practice. *International Social Work*, 61(3) 353–367.
- Fantus, S., Greenberg, R.A., Muskat, B. & Katz, D. (2017). Exploring moral distress for hospital social workers. *British Journal of Social Work*, 47, 2273–2290.
- Giauque, D. (2016) Stress among public middle managers dealing with reforms. *Journal of Health Organization and Management*, 30(8), 1259-1283.
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- Guerrero, E.G., Padwa, H., Fenwick, K., Harris, L.M. & Aarons, G.A. (2016). Identifying and ranking implicit leadership strategies to promote evidence-based practice implementation in addiction health services. *Implementation Science* 11(69) 1-14.
- Hafford-Letchfield, T. & Engelbrecht, L. (2018). Contemporary practices in social work supervision: time for new paradigms? *European Journal of Social Work*, 21(3), 329-332.
- Hanna, M.D. & Potter, C.C. (2012) The effective child welfare unit supervisor. *Administration in Social Work*, 36(4), 409-425.

- Jasper, C. & Field, P. (2016). 'An active conversation each week in supervision': Practice educator experiences of the professional capabilities framework and holistic assessment. *British Journal of Social Work*, 46, 1636–1653.
- Jones-Schenk, J. (2017). Fostering personal power during change. *The Journal of Continuing Education in Nursing*, 48(8), 343-344.
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- Kjellström, S., Avby, G., Areskoug-Josefsson, K., Andersson Gäre, B. & Andersson Bäck, M. (2017). Work motivation among healthcare professionals: A study of well-functioning primary healthcare centers in Sweden. *Journal of Health Organization and Management*, 31(4), 487-502.
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McDermott, F. & Bawden, G. (2017) New ways of seeing: Health social work leadership and research capacity building. *Social Work in Health Care*, 56(10), 897-913.

Middleton, J., Harvey, S., & Esaki, N. (2015). Transformational leadership and organizational change: How do leaders approach trauma-informed organizational change...Twice? *Families in Society*, 96(3), 155-163.

Mosson, R., von Thiele Schwarz¹, U., Richter, A. & Hasson, H. (2018). The impact of inner and outer context on line managers' implementation leadership. *British Journal of Social Work*, 48, 1447–1468.

O'Donoghue, K., Ju, P.W.Y. & Tsui, M. (2018) Constructing an evidence-informed social work supervision model. *European Journal of Social Work*, 21(3), 348-358.

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Packard, T. & Shih, A. (2014) Organizational change tactics: The evidence base in the literature. *Journal of Evidence-Based Social Work*, 11(5), 498-510.

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Ramsundarsingh,

S. & Shier, M.L. (2017). Anti-oppressive organisational dynamics in the social services: A literature review. *British Journal of Social Work*, 47, 2308–2327.

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Samuel, S. & Thompson, H. (2018). Critical reflection: a general practice support group experience. *Australian Journal of Primary Health*, 24, 204–207.

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Wilkins, D., Forrester, D. & Grant, L. (2017). What happens in child and family social work supervision? *Child and Family Social Work*, 22, 942–951.

Xenakis, N. (2018) Creating a professional development platform to transform social work clinical practice in health care. *Social Work in Health Care*, 57(6), 440-464.

Podcasts

Brown, B (host). *Daring Leadership*. Spotify

Grant, A (host). *Work Life*. TED.

Horstman, M (host). *Manager Tools Basics*. Manager Tools LLC.

Rockson, T (host). *As Told by Nomads*. UYD

Short, D (host). *Human Resource Development Masterclass*. Academy of Human Resource Development

Sturesson, T (host). *Leading Transformational Change*. Heart Management

Taylor, A (host). *Strategy and Leadership Podcast*. SME Strategy Podcast

Websites

Appreciative Inquiry – (<https://positivepsychology.com/appreciative-inquiry/>)

Board Building – Recruiting and Developing Effective Board Members for Not-for-Profit Organizations (<https://www.alberta.ca/assets/documents/board-development-program-recruiting-development.pdf>)

Change Management – Prosci (including ADKAR model) (<https://www.prosci.com/>)

Creating Positive Change (<https://www.muttart.org/wp-content/uploads/2013/12/Prepare-Your-Non-Profit-Organization-to-Help-Create-a-Wave-of-Positive-Change2013.pdf>)

Intergenerational Leadership (<https://thephilanthropist.ca/series/intergenerational-leadership/>)

Indigenous Youth Leadership (<https://thephilanthropist.ca/2018/02/centring-indigenous-youth-leadership-in-reconciliation-philanthropy-promising-practices-at-the-laidlaw-foundation/>)

Leadership and the Public Narrative (https://commonslibrary.org/public-narrative-curriculum/?qclid=CjwKCAjwo4mIBhBsEiwAKgXOA3V83vubwDem5y2EIQSzorlPPRkwNr1mhNMF8oy4oJewdFxTU9A9hoC7qcQAvD_BwE)

Policy Advocacy (<https://thephilanthropist.ca/2016/08/the-moral-imperative-for-policy-advocacy-part-3-reflections-on-the-consultations/>)

Project Management for non-profits

([https://www.projectmanagement.com/blog/blogPostingView.cfm?blogPostingID=22290&thisPageURL=/blog-post/22290/Is-Non-profit-Project-Management-Different-#_ =](https://www.projectmanagement.com/blog/blogPostingView.cfm?blogPostingID=22290&thisPageURL=/blog-post/22290/Is-Non-profit-Project-Management-Different-#_=)) *may need to copy and paste the address*

Trauma-informed organizations (<https://www.relias.com/blog/organization-trauma-informed-approach>)