



School of Social Work

FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

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.

School Mission Statement: Based on a commitment to fundamental social work values and a vision of social justice, UBC's School of Social Work prepares social work students for generalist and advanced professional practice. We promote the scholarly generation of critical transformative knowledge through research and study relevant to social work theories, practices, social development and social administration.

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 INFORMATION

Year/Term/Dates	Winter 2022-23, Term 1, September 7–December 7, 2022
Course Title	SOWK 524A: Social Services Management and Leadership
Course Value	3 credits
Course Schedule	Wednesdays, 10am-1pm
Course Location	Jack Bell Building, 2080 West Mall, Room 224 (in person)

Instructor	Office Location	Email Address
Tina Wilson	Jack Bell Building, Room 237	tina.wilson@ubc.ca
Office Hours	Before or after class, or by appointment	

Prerequisite and/or Corequisite

There are no prerequisites for this course.

Course Description

Management and leadership in social service organizations profoundly shapes both worker wellbeing and direct social work practice. In this course, students will deepen their understanding of organizations, organizational change processes, and contemporary issues in public and non-profit organizations. Students will also engage theories and discourses of management (for this course, defined as a job role) and leadership (for this course, defined as a sensibility or approach) towards developing personal leadership narratives grounded in social work values including social justice, decolonization, and an ethic of care. The course will provide students with knowledge and skills for leadership and management positions in public and non-profit organizations.

Course Structure and Learning Activities

The course is in-person, and will consist of lectures, discussions, and in-class activities. The instructor will map major ideas and debates related to social services management and leadership. Students will identify their specific learning interests and deepen their understanding in these areas through course assignments and class activities.

Attendance will not be taken, however missing more than 1-2 classes will make it harder to achieve a passing grade on the assignments. Please speak to the instructor if you anticipate recurrent problems with attendance.

The success of the course depends on each participant's thorough preparation before the session, willingness to engage in open and respectful dialogue during class, and meaningful engagement with your peers on activities and assignments.

Learning Outcomes

By the end of this course, you will be able to:

1. Describe and critique selected theories and practice approaches relevant to effective and socially just leadership and management in public and non-profit social service organizations.

2. Apply, analyze, and evaluate theories of organizations, leadership, and management in relation to an identified issue of interest (e.g., mentoring junior staff, decolonization, supervising disagreement, organizational change, environmental sustainability).
3. Integrate social work skills, values and ethical responsibilities into your own developing leadership and management practice.

Required Textbook(s) and Learning Materials

We will be using Canvas for many aspects of this course. All readings, videos and course material will be available on Canvas; please make sure you are familiar with how the platform works.

Course Schedule

*** note that small changes may be made to the weekly schedule as the semester unfolds (e.g., bringing in a guest speaker or shifting a topic/reading to a later date). Any changes will be communicated via Canvas***

Session 1:	September 7, 2022
Topic:	Course introduction; assignments; dates
Readings:	Course syllabus and Canvas website
Session 2:	September 14, 2022
Topic:	Organizations – Current Issues
Readings:	<p>Lévesque M and Negura L (2021) Organizational context and healthcare reforms: What effect on the professional distress of Canadian social workers and social service provision? <i>Front. Sociol.</i> 6:651240. doi: 10.3389/fsoc.2021.651240</p> <p>Turpel-Lafond, M. E. (2020). <i>In plain sight: Addressing Indigenous-specific racism and discrimination in BC health care</i>. British Columbia.</p> <ul style="list-style-type: none"> • Read Part 1: Background
Session 3:	September 21, 2022
Topic:	Organizations – Systems Theory
Readings:	<p>Wirth, J. V., & Kleve, H. (2022). Systems theory and social work. In D. Hölscher, R. Hugman, & D. McAuliffe (Eds.), <i>Social Work Theory and Ethics</i> (pp. 1-21). Springer Singapore. https://doi.org/10.1007/978-981-16-3059-0_3-1.</p> <p>Turpel-Lafond, M. E. (2020). <i>In plain sight: Addressing Indigenous-</i></p>

	<p><i>specific racism and discrimination in BC health care.</i> British Columbia.</p> <ul style="list-style-type: none"> • Read Part 2: The “Price is Right” Game Allegation
Session 4:	September 28, 2022
Topic:	Organizations – Culture Theory
Readings:	<p>Pete, S. (2022). Decolonizing equity praxis. In B. Allan & V. C. R. Hacket (Eds.) <i>Decolonizing Equity</i> (p. 40-59). Fernwood Publishing.</p> <p>Turpel-Lafond, M. E. (2020). <i>In plain sight: Addressing Indigenous-specific racism and discrimination in BC health care.</i> British Columbia.</p> <ul style="list-style-type: none"> • Read/skim Part 3: Experience of Indigenous Peoples in B.C. Health Care
Session 5:	October 5, 2022
Topic:	Organizations – Theories of Change
Readings	<p>Stouten, J., Rousseau, D. M., & De Cremer, D. (2018). Successful organizational change: Integrating the management practice and scholarly literatures. <i>Academy of Management Annals</i>, 12(2), 752–788. https://doi.org/10.5465/annals.2016.0095</p> <p>Turpel-Lafond, M. E. (2020). <i>In plain sight: Addressing Indigenous-specific racism and discrimination in BC health care.</i> British Columbia.</p> <ul style="list-style-type: none"> • Read/skim Part 4: Recommendations <p><i>Recommended:</i></p> <p>Stanley, C. A., Watson, K. L., Reyes, J. M., & Varela, K. S. (2019). Organizational change and the chief diversity officer: A case study of institutionalizing a diversity plan. <i>Journal of Diversity in Higher Education</i>, 12(3), 255–265. https://doi.org/10.1037/dhe0000099</p>
Session 6:	October 12, 2022
Topic:	Leadership – Discourses
Readings:	<p>Wilkenson, R., & Leary, K. (2020). Leading with intentionality: The 4P Framework for strategic leadership. <i>HKS Faculty Research Working Paper Series.</i></p> <p><i>Recommended:</i></p> <p>Ford, J. (2005). Examining leadership through critical feminist readings. <i>Journal of Health Organization and Management</i>, 19(3), 236-251.</p>

	Crevani, L., Lindgren, M., & Packendorff, J. (2007). Shared leadership: A postheroic perspective on leadership as a collective construction. <i>International Journal of Leadership Studies</i> , 3(1), 40-67.
Session 7:	October 19, 2022
Topic:	Leadership – Professional Identity
Readings:	<p>Denis, J.-L., van Gestel, N., & Lepage, A. (2016). Professional agency, leadership and organizational change. In M. Dent, I. L. Bourgeault, J.-L. D. & E. Kuhlmann (Eds.) <i>The Routledge Companion to the Professions and Professionalism</i> (p. 215-227). Routledge.</p> <p><i>Recommended:</i></p> <p>Reed, M. I. (2016). Leadership and ‘leaderism’: The discourse of professional leadership and the practice of management control in public services. In M. Dent, I. L. Bourgeault, J.-L. D. & E. Kuhlmann (Eds.) <i>The Routledge Companion to the Professions and Professionalism</i> (p. 200-214). Routledge.</p> <p>Papadopoulos, A., & Egan, R. (2022). Professional capital and social work futures: Contemporary challenges for Australian social work. <i>British Journal of Social Work</i>, 00, 1-17. https://doi.org/10.1093/bjsw/bcac143</p> <p>Aronson, J., & Smith, K. (2011). Identity work and critical social service management: Balancing on a tightrope? <i>British Journal of Social Work</i>, 41, 432-448. doi:10.1093/bjsw/bcqlÖ2</p>
Session 8:	October 26, 2022
Topics:	Leadership – Alternatives pt 1
Readings:	<p>Wolfgramm, R. & Spiller, C. (2021). Light. In J. Hausdoerffer, B. P. Hecht, M. K. Nelson, & K. K. Cummings (Eds.) <i>What kind of ancestor do you want to be?</i> (p. 232-239). University of Chicago Press.</p> <p><i>Recommended:</i></p> <p>Hogarth, K. (2022). A theorizing of de-colonial equity and the nation state. In B. Allan & V. C. R. Hackett (Eds.) <i>Decolonizing Equity</i> (p. 60-80). Fernwood Publishing.</p>
Session 9:	November 2, 2022
Topics:	Leadership – Alternatives pt 2
Readings:	<p>Crump, S. (2021). Facilitation as experiments in culture creation (pp. 50-55). In a. m. brown (ed.) <i>Holding change: The way of emergent strategy facilitation and mediation</i> (pp. 50-55). AK Press.</p>

	<p>brown, a. m. (2021). What is and isn't facilitation [...] (read p. 95-134). In a. m. brown (ed.) <i>Holding change: The way of emergent strategy facilitation and mediation</i> (pp. 95-134). AK Press.</p> <p><i>Recommended:</i></p> <p>Roberson, Q., Quigley, N. R., Vickers, K., & Bruck, I. (2021). Reconceptualizing leadership from a neurodiverse perspective. <i>Group & Organization Management</i>, 46(2), 399-423.</p> <p>Shaikh, S. S., LeFrancois, B. A.-M., & Macias, T. (Eds.). (2022). <i>Critical Social Work Praxis</i>. Fernwood. (skim chapters based on your own interests)</p>
Session 10:	November 16, 2022
Topic:	Management – Discourses
Readings:	Witzel, M. (2022). Managing organizations. In <i>Management: The basics</i> (p. 62-97). 2 nd ed. Routledge.
Session 11:	November 23, 2022
Topic:	Management – Planning for and Managing Change
Readings:	Dickson, G. & Tholl, B. (2020). Putting LEADS to work as a change leadership model: Integrating change leadership and change management. In G. Dickson & B. Tholl (Eds.) <i>Bringing leadership to life in health: LEADS in a caring environment</i> (p. 197-216). Springer.
Session 12:	November 30, 2022
Topic:	Management – Supervising and Mentoring Staff
Readings:	<p>Newcomb, M. (2022). Supportive social work supervision as an act of care: A conceptual model. <i>British Journal of Social Work</i>, 52, 1070-1088. doi: 10.1093/bjsw/bcab074</p> <p><i>Recommended:</i></p> <p>Tsui, M., O'Donoghue, K., Boddy, J., & Pak, C. (2017). From supervision to organisational learning: A typology to integrate supervision, mentorship, consultation and coaching. <i>British Journal of Social Work</i>, 47, 2406-2420. doi: 10.1093/bjsw/bcx006</p> <p>Rankine, M., & Thompson, A. P. (2022). 'If we weren't reflecting, we would be like robots': The case for thinking aloud in social work supervision. <i>Qualitative Social Work</i>, 147332502211130. https://doi.org/10.1177/14733250221113020</p>

Session 13:	December 7, 2022
Topic:	Wrap-up; Last Readings; Summary; Course Evaluation
Readings:	Hong, R. (2022). From happiness to passion. In <i>Passionate work: Endurance after the good life</i> (p. 23-52). Duke University Press.

Assignments

1. Weekly Source Summaries, Applied to an Issue of Interest – 50% of final grade	Due: Intro statement due Sept 14, summaries due throughout semester, final concluding summary due November 30.
2. Presentation – 30% of final grade	Due: various dates (in class sign up the second week)
3. Leadership Narrative – 20% of final grade	Due: December 7 (last class)

1. Weekly Source Summaries, Applied to an Issue of Interest (50%)

This assignment is made up of several smaller submissions:

1. Introductory statement including your general area of focus and learning goals for the class (1 page max) – Due September 14
2. 8 source summaries submitted over the semester (2-3 pages each) – Due various dates
 - Each week you are expected to read the assigned reading, as well as conduct your own research in relation to your learning goals.
 - 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, and relevant readings from other classes.
 - You will report on one or two of the sources in small groups at the beginning of each class.
 - You will choose eight (8) of these sources to summarize and submit via Canvas throughout the term.
3. 4 page concluding summary analyzing connections among ideas, and summarizing your learning – Due November 30

Assignment outline and grading are on Canvas.

2. Class Presentation (30%)

Each student will introduce, analyze and evaluate a process, theory or approach (related to social service management and leadership) in a 10-15 minute presentation, and then facilitate an activity or discussion for another 10 minutes. If you like, you can present via pre-recorded video or other creative format negotiated with the instructor (and come talk to me if public speaking makes you extremely anxious).

Each presentation should include:

1. A summary of main concepts or processes
2. How it is applied in practice
3. Relationship to social work theories, values, ethics and/or skills
4. Strengths and potential challenges of the approach or theory
5. An activity for the class (this can be a presenter-guided discussion)
6. A 1-2 page (max) summary of your topic (including 4-5 references) to share with the class so everyone has good notes for future work with the approach or theory.

Possible presentation topics include (check with the instructor if you have a different topic in mind):

- Appreciative inquiry
- Coaching
- Equity and diversity in organizations
- Giving and receiving feedback
- Interprofessional teams
- LEADS framework (see Dickson & Tholl eds. 2020, e.g., chapter 1 or 14)
- Learning organizations/ continuous quality improvement
- Organizational governance and boards
- Postheroic leadership (or feminist leadership, or...)
- Program/service evaluation
- Strategic planning
- Succession planning
- Supervising unionized staff
- Wicked problems
- Working with stakeholders (community, service users, funders, interprofessional teams...)

Assignment outline and grading are on Canvas.

3. Leadership Narrative (20%)

The final reflective assignment asks you to articulate your own developing leadership narrative in relation to the ideas introduced in class, and to social work skills, values and ethical responsibilities. In 3-4 pages (excluding references) include:

1. A description of leadership that aligns with social work values and ethics, and that you can believe in (e.g., your ideal boss, supervisor, or mentor). Explain why this is your leadership ideal.
2. A description of the type of leadership you yourself are working towards (can be similar to the above (1) or different). Explain why, and why this is the same or different than above (1).
3. Identify one or more specific management/leadership topics that you are particularly invested in (e.g., advancing equity or staff wellbeing). Explain your interest, and discuss possible challenges and resources related to your (current or anticipated) work in this area.

Assignment outline and grading are on Canvas.

Assignment Submission Process

Assignments are to be submitted through Canvas. Extensions of 3-5 days are typically granted without penalty, but always check with the instructor in case there is a conflict (e.g., another assignment, or grades are due to the university).

SCHOOL/COURSE POLICIES

COVID-19

The School follows UBC health and safety guidelines. Please see <https://covid19.ubc.ca/> for current information and guidance.

Attendance

The attendance policy is in the student handbook on page 8. You can find the student handbook on the 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.

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.

Students may not record class or group discussions without prior permission of all individuals in attendance.

Support

During the term, I will do my best to offer support if I am concerned about your academic performance or wellbeing. I also encourage you to contact me or your academic advisor if you need assistance. In addition, I may identify concerns using the UBC Early Alert system which provides students with the earliest possible connection to resources like academic advising, financial advising, counseling, or other support services to help you get back on track. Any information transmitted through early alert is treated as confidential (see earlyalert.ubc.ca).

GRADING CRITERIA

Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	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.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	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.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	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.
C	60-63	62.5	
C-	55-59	57	
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.