Course Number	SOWK 644.01AB S01	**Classroom**	Online
Course Name	Innovation and Establishing Credibility		
Day(s) & Time	Course dates: May 6 – Aug 12, 2020 Asynchronous activities: see course schedule Zoom Sessions: May 11 & 12 (9am-4pm) and May 19, June 2, 16, 30, July 7 & 21 (6:00-8:30pm)		
Instructor	Robbie Babins-Wagner	**Office Hours/Location**	By appointment
E-mail	rwagner@ucalgary.ca	**Phone**	(403) 691-5908

SYLLABUS STATEMENT

Examines issues of diversity, culture, power and oppression in organizational and community practice. The changing roles of leadership in complex systems and changing contexts will be examined. Explores the influences of policy on the human service organization and the practice of leadership in this setting.

COURSE DESCRIPTION

In this course we will focus on learning practical knowledge about budgeting, financial management and the developing sphere of social enterprise/finance. Practical research applications will be explored to advance organizational existence/sustainability and demonstrate success for both clients and the program/organization. We will concentrate on four main areas: social enterprise and social finance; funding mechanisms, fund development and proposal writing; appraising research and evidence informed practice; and program evaluation and utilizing outcomes.

COURSE LEARNING OUTCOMES

There are 13 learning outcomes related to the four Leadership courses. Upon completion of this course, students will have developed advanced understanding and knowledge to:

- Assess the role and impact of organizational and institutional structures, processes and policies on performance, collaboration, and change within and between individuals, organizations and communities. (L.5)
- Construct a holistic view of the roles, abilities, and skills of effective and responsible leaders in the human services. (L.6)
- Use evidence-based tools and strategies in assessment, evaluation, resourcing, funding, intervention, innovation, change, collaboration, and management in organizational and community practice. (L.8)
- Apply practice-based research to organizational and community leadership practice. (L.10)
- Situate themselves and articulate their position within critical perspectives, contemporary issues, and current research debates in leadership and supervision. (L.11)
- Develop a personal ethical framework to guide their practice in leadership roles. (L.13)

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND READINGS

Required texts
Heyman, D. R., & Brenner, L. (2019*). Non-profit management 101: A complete and practical guide for leaders*. (2nd ed.). John Wiley & Sons.
Morino, M. (2011). *Leap of reason. Managing to outcomes in an era of scarcity.* Venture Philanthropy Partners. https://leapofreason.org/get-the-books/leap-of-reason/
   Note: This text is in the public domain and can be downloaded at no cost. It is expected that students will it prior to the beginning of the first class.

Required articles
Arnusch, S., & Gilbert, A. (2019, February 11). *Dr. Robbie Babins-Wagner: A Measure of Success*. Avenue Magazine, Calgary.
Shaw, I. F. (2007). Is social work research distinctive? *Social Work Education, 26*(7), 659-669.
   Note: This article will be posted on D2L.

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 (or air pods) is required for Zoom access.

RELATIONSHIP TO OTHER COURSES

In the Leadership in Human Services specialization, students will learn the practical skills, leadership knowledge, and theoretical grounding they will need to be effective social work leaders in human service, government and other community based organizational contexts. Through these leadership courses, students will integrate practice skills, leadership knowledge, and theory and principles of transformational leadership using a social work lens. Students will be able to engage in critical thinking, reflection, and deliberate conversations required by social work leaders to navigate major issues and difficult organizational situations that managers face in a variety of human service, government and other community based organizational contexts. SOWK 644.01 is one of four courses that make up the specialization courses in the Leadership in Human Services specialization.

CLASS SCHEDULE (Subject to Change)

Date	Topic	Readings/Assignments Due
May 11, 2020 9:00am – 12:00pm Zoom Session	Introductions Course overview Becoming an evidence-based leader	Shaw (2007) Guest Speaker: To be confirmed
May 11, 2020 1:00pm – 4:00pm Zoom Session	Research as leadership practice. Innovation in Social Work Practice	Guest Speaker: To be confirmed
May 12, 2020 9:00am –12:00pm Zoom Session	The challenges and opportunities of implementing accountability systems in Social Service Agencies	Morino, Chapters 3 & 4 Guest speaker: To be confirmed

May 12, 2020 1:00pm –4:00pm Zoom Session	Credibility in Social Work Practice. In-Class Lab for Assignment #2 Program evaluation	
May 19, 2020 6:00 – 8:30 pm Zoom session	Follow-up on in class lab Student Consultations. Program evaluation	Heyman & Brenner (2019) Chapter 15
June 2, 2020 6:00 – 8:30 pm Zoom session	Strategic Clarity and Impact	Heyman & Brenner (2019) Chapter 5 Guest Speaker: To be confirmed
June 16, 2020 6:00 – 8:30 pm Zoom session	Social Enterprise & Social Finance Funding Mechanisms	Heyman & Brenner (2019) Chapter 23 Guest Speaker: To be confirmed
June 30, 2020 6:00 – 8:30 pm Zoom session	Fund Development	Heyman & Brenner (2019) Chapter 17, 18 Guest Speaker: To be confirmed
July 7, 2020 6:00 – 8:30 PM Zoom session	Marketing & Communications	Heyman & Brenner (2019) Chapter 24, 25 Guest Speaker: To be confirmed
July 21, 2020 6:00 – 8:30 PM Zoom session	Pulling it all together and Wrap up	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES
Students are expected to participate actively in all Zoom sessions. 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). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Media recording for assessment of student learning
The instructor may use 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.

ASSESSMENT COMPONENTS

Assignment 1: Innovation in Social Work
Due: May 29, 2020 by 11:59pm
Weight: 30%
Learning Outcomes: 5, 6, 13

Meet with a local social worker who is doing innovative work or is seen as an innovator. Learn about their background and practice history and what motivated them to do innovative social work practice. Reflect on the innovation and its potential impact, both positive and negative, on the client, the social work leader, the program and agency. Answer the following questions in a six to eight page (double spaced) reflection paper. Use APA 7th edition style format.

1. Identify the innovation. Describe the leader's innovation journey. Did they plan to be an innovator? What domain of practice was the focus of their innovation: clinical practice, research, social finance?

2. What conditions led them to attempt their innovation? What barriers did they face? How did they overcome these barriers? Was their innovation influenced by research?

3. How do they work with and collaborate with others who support and/or undermined the innovative practice. How have their overcome this adversity? What allows them to continue with their innovative ideas either with community support or without community support?

4. What role did the Board of their organization play in the development of the innovation? Was it a seamless process? What were the challenges along the way?

5. What learnings does their experience provide to you as a social work leader in the face of changing needs in our communities?

Assignment 2: Practical use of Evidence in Leadership Practice
Due: June 17, 2020 by 11:59 pm
Weight: 50%
Learning Outcomes: 8, 10, 11

In advance of the first class, the instructor will provide the students with the theoretical focus of this assignment. You will search for the assigned body of evidence/research articles. All are available online. You are advised not to read any of the articles prior to start of the course. As part of class discussion, we will collectively review the various methodologies used in the papers and discuss the strengths and weaknesses of the research findings.

Scenario: You are a social work manager in an agency/program. A staff member at the agency has just been to a conference where they hear a speaker present about a specific practice model (to be determined by the instructor). The staff member has returned to work and has been lobbying you (their manager) to develop a new program in that will use the practice model presented at the conference. As a social work manager, you have decided to look to the evidence to assist you in making your decision whether to support or reject the suggested practice model.

The proposal will include a description of the strengths and weaknesses of the practice model and will refer to the following elements found in the data analysis: study design, clinical population, data collection methods, assessment of rigor (credibility/validity/reliability), rationale and implications of approach, ethical and cultural issues, need for practice subject area within the agency/program, human resource issues, timing, costs, training, etc. Also discuss the relevance of the practice subject area and the evidence for clinical practice.

Each student will prepare and submit an 8-10-page proposal **making the case, using the evidence, to support or reject the use of the practice method in his or her associated agency/program.**

Assignment 3: Innovation in practice
Due: July 15, 2020 by 11:59 pm
Weight: 20%
Learning Outcomes: 6, 10, 11, 13

Write a 1000-word paper to share your reflection and viewpoints toward any one of the presentations by the guest speakers, group facilitations or knowledge content area covered in a particular class. Although you are encouraged to be reflective in writing the paper, the following format for the paper is required to be used:
1. an introduction: provide an interesting entry point for the readers, a clear and succinct overview of the reflective paper itself;
2. key messages of guest speakers/knowledge content area covered in class, clearly and accurately identified and explained;
3. your perspectives and viewpoints clearly identified and explained with details with legitimate (preferably evidence based) rationales and supporting evidence/arguments
4. your learning from the presentation and clearly discuss the implications of the learning to leadership.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GUIDELINES FOR SUBMITTING ASSIGNMENTS
Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted."

LATE ASSIGNMENTS
Any extension in the class written assignment must be discussed with the instructor prior to the due date. Assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING
All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at: https://www.ucalgary.ca/student-services/student-success/writing-support

ACADEMIC MISCONDUCT

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

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. A student must achieve an A for each assignment to receive an A in the course. The University of Calgary **Graduate Grading System** and Faculty of Social Work Percentage Conversion 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.

ADDITIONAL SUGGESTED READINGS

Additional readings will be posted on 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 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 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). Both can be found online at:
https://acsw.ab.ca/site/practice-resources?nav=sidebar

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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ . 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. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf

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 (http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb) before beginning the assignment.

ACADEMIC MISCONDUCT
For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) 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 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

OTHER IMPORTANT INFORMATION
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines 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**