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

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.

Year/Term	Fall 2019, Term 1
Course Title	SOWK 524A (001) - Social Services Management and Leadership: Recognizing, Respecting, and Responding to Diversity
Credit Value	3
Course Schedule	Wednesdays, 9 am – 12 pm
Course Location	Jack Bell Building, Room 223

Instructor	Office Location	Office Phone	e-mail address
Dr. Grant Charles PhD, RSW	Jack Bell Building, Room 337	604-822-3804	grant.charles@ubc.ca
Office Hours	**By appointment**		

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 nonprofit 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.

LEARNING OUTCOMES:

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

- Demonstrate their own style of leadership and management;
- Analyze the continually changing context of human services and its implications for leadership and management;
- Describe and critique selected theories, research, and practice approaches relevant to social justice in leadership and management in human service organizations;
- Assess how managers and supervisors can promote responsiveness to differences through organizational change and individual practice;
- Specify how social work values and ethical responsibilities may guide practice in management, leadership, and supervision;
- See themselves as organizational change agents.

COURSE STRUCTURE:

The course consists of a number of modules related to areas of interest within the fields of leadership and management. 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 and through journals. There will be lectures and guest speakers to augment the class work.

NAMES AND GENDER PRONOUNS:

Class rosters are generally provided to the instructor/teaching assistants with students' legal names; however, we are happy to honour your request to address you by the name and/or gender pronoun(s) you use for yourself. Please advise us of this as soon as possible so we can ensure use of your correct name and pronouns in this space.

If you need general support around this issue, please also be aware that Trans and Gender Diversity at UBC can provide advocacy in ensuring that all of your instructors are using the name/pronouns you use. (https://students.ubc.ca/campus-life/diversity-campus/trans-gender-diversity).

A special word about **Electronic Devices in the Classroom:**

Laptop computers and tablets may be used to support learning activities in the classroom. These learning activities include: taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. This includes e-mailing, texting, social networking, and use of the Internet. If a student if found to be using their electronic device inappropriately, they forfeit the opportunity to use the device for the remainder of the term. The use of cell phones during class time is prohibited. Please turn off cell phones and refrain from taking calls unless you are "on call" and have cleared this with the instructor prior to class

REQUIRED COURSE TEXTS:

There are no required textbooks for this course. The instructor will discuss readings with the class on the first day.

RETAINING ASSIGNMENTS:

Students should retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

SUBMITTING ASSIGNMENTS:

Students are expected to post and/or complete their assignments as indicated by the class instructor.

RETURN OF MARKED STUDENT ASSIGNMENTS:

Instructors coordinate the return of marked assignments. The options are as follows: a) the instructor returns the paper to students in class; b) if the paper has been submitted electronically, the instructor marks it on-line (with track changes) and returns to the student on-line; c) the instructor returns the paper to the student by regular mail (the student provides a self-addressed, stamped envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor and shredded/deleted after 6 months if not claimed.

COURSE SCHEDULE:

SESSION 1:	September 4, 2019
TOPIC:	Introduction to course: Setting learning goals
SESSION 2:	September 11, 2019
TOPIC:	Understanding the basics of management
SESSION 3:	September 18, 2019
TOPIC:	Understanding the basics of supervision
SESSION 4:	September 25, 2019
TOPIC:	Leadership, supervision and teams
SESSION 5:	October 2, 2019
TOPIC:	Creating and managing change

SESSION 6:	October 9, 2019
TOPIC:	Systems thinking
SESSION 7:	October 16, 2019
TOPIC:	Social services and human services management
SESSION 8:	October 23, 2019
TOPIC:	Connecting with communities
SESSION 9:	October 30, 2019
TOPIC:	Governance, boards and strategic planning
SESSION 10:	November 6, 2019
TOPIC:	Case Study
SESSION 11:	November 13, 2019
TOPIC:	Case Study
SESSION 12:	November 20, 2019
TOPIC:	Accountability and evaluation
SESSION 13:	November 27, 2019
TOPIC:	Case Presentations

CLASS ASSIGNMENTS AND EXPECTATIONS:

The following methods will be used to determine progress in the class and the achievement of learning outcomes.

1. **Weekly Learning Activities: Leadership & Management Journal**

   Weight: Total 60% of final grade

   Due Dates:

   a) Start the Journal with an introduction (500 words) of your intentions and hopes for the course, and your area of focus if you have one (e.g., child welfare, health care, community work, etc.). Write this during the first week of class (5%).
   b) Complete weekly journals for September 11, 18, 25, October 2, 9, 16, 23, 30 and November 6, 13, by Friday midnight of those weeks (5% each).
   c) Provide a final integrative summary of 500 words due November 30, 2019 by midnight analyzing the key connections you have made among your overall learning, and how these will impact your practice (5%).

You will be expected to research the subject of the day according to your own interests. The material can be found in the list of articles, websites and Ted Talks. Very occasionally, the instructor will direct your activities for the subject of the day.

You will summarize each source weekly in your Leadership & Management Journal. You can bring in experiences from this classroom and/or other courses in your journal if there are connections you are making in your learning about leadership and management. Your instructor will respond weekly. You will complete your journal by concluding with a final 500 word summary analyzing the key connections you have made among your overall learning, and how these will impact your practice.

Specifically, you will:

a. List the citation/source for the week at the top of each entry.
b. Critically analyze the piece chosen and indicate its impact on your learning about Leadership/Management.
c. Each entry will be a maximum 500 words – (12 font Times New Roman, double spaced.)

See the course outline for a list of articles. Vary your entries. At least one but not more than two can be from Ted Talks. One must be from the listed websites.

Criteria for grading:

▪ A clear and coherent introduction to the document outlining your intentions in the source summaries.
▪ A range of scholarly and popular sources.
▪ Description of learning source and critical analysis clear, succinct and well written.
▪ A clear and coherent final integration and application to practice.
▪ A clear and coherent conclusion to the document summarizing your analysis
▪ No typing or syntax errors.
▪ Citations use APA, 6th edition
▪ The assignments should be submitted to the instructor electronically at **grant.charles@ubc.ca.**

2. **Presentation on Leadership and/or Management**

    Weight: 40% of final grade

    Students will be assigned to small groups during the second class. Each group will present on a topic negotiated with the instructor that deals with a management/leadership issue common to human services organizations that is found in the readings. The purpose of the 40 minute presentation will be to provide an integrated overview of a leadership or management practice and include the following:

    ▪ A statement of relevance of issue to social work and human services established.
    ▪ A critique of the leadership and management practice in light of theory, interview, personal and professional experience.
    ▪ A review and critique of the relevant literature.
    ▪ The presentation of a clear, convincing argument/thesis.
    ▪ A discussion of an appropriate and insightful application of theory.
    ▪ The facilitation of a large group discussion with the class on the topic being presented.

ARTICLES:

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.

Berger, R. & Quiros, L. (2016). Best practices for training trauma-informed practitioners: Supervisors' voice. *Traumatology, 22*(2), 145–154.

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.

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.

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.

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.

Groessl , J. (2017). Leadership in the field: Fostering moral courage. *The Journal of Social Work Values and Ethics, 14*(1), 72-79.

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.

Kim, J., Park, T., Pierce, B. & Hall, J.A. (2018). Child welfare workers' perceptions of supervisory support: A curvilinear interaction of work experience and educational background. *Human Service Organizations: Management, Leadership & Governance, 42*(3), 285-299.

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.

Krohn, J. (2015). Beyond outcome measures in child protection: Using feedback to direct and evaluate social work practice. *Practice, 27*(2), 79-95.

Lusk, M., Terrazas, S. & Salcido, R. (2017). Critical cultural competence in social work supervision. *Human Service Organizations: Management, Leadership & Governance, 41*(5), 464-476.

Lynch-Cerullo, K. & Cooney, K. (2011) Moving from outputs to outcomes: A review of the evolution of performance measurement in the human service non-profit sector. *Administration in Social Work, 35*(4), 364-388.

Mancini, M.A. & Miner, C.S. (2013) Learning and change in a community mental health setting. *Journal of Evidence-Based Social Work, 10*(5), 494-504.

Marmo, S. & Berkman, C. (2018) Social workers' perceptions of job satisfaction, interdisciplinary collaboration, and organizational leadership. *Journal of Social Work in End-of-Life & Palliative Care, 14,* 8-27.

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.

Moloney, M.E., Brown, R.L., Ciciurkaite, G. & Foley, S.M. (2019). "Going the extra mile": Disclosure, accommodation, and stigma management among working women with disabilities. *Deviant Behavior, 40*(8), 942-956,

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.

Packard, T. (2013) Organizational change: A conceptual framework to advance the evidence base. *Journal of Human Behavior in the Social Environment, 23*(1), 75-90.

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

Peters, S. C. (2017) Social work leadership: An analysis of historical and contemporary challenges. *Human Service Organizations: Management, Leadership & Governance, 41*(4), 336-345.

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.

Rankine, M., Beddoe, L., O'Brien, M. & Fouché, C. (2018) What's your agenda? Reflective supervision in community-based child welfare services. *European Journal of Social Work, 21*(3), 428-440.

Revell, L. & Burton, V. (2016). Supervision and the dynamics of collusion: A rule of optimism? *British Journal of Social Work, 46*, 1587–1601.

Saltiel, D. (2017). Supervision: A contested space for learning and decision making. *Qualitative Social Work, 16*(4) 533–549.

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

Shanks, E., Lundstro, T. & Wiklund, S. (2015). Middle managers in social work: Professional identity and management in a marketised welfare state. *British Journal of Social Work 45*, 1871–1887.

Shier. M.L. & Handy, F. (2016). Executive leadership and social innovation in direct-service non-profits: Shaping the organizational culture to create social change. *Journal of Progressive Human Services, 27*(2), 111-130.

Siobhan E Laird, S.E., Morris, K., Archard, P. & Clawson, R. (2018). Changing practice: The possibilities and limits for reshaping social work practice. *Qualitative Social Work, 17*(4) 577–593.

Smylie, J., Kirst, M., McShane, K., Firestone, M., Wolfe, S. & O'Campo, P. (2016). Understanding the role of Indigenous community participation in Indigenous prenatal and infant-toddler health promotion programs in Canada: A realist review. *Social Science & Medicine 150*, 128-143.

Spielfogel, J.E., Leather, S.J. & Christian, E. (2016) Agency culture and climate in child welfare: Do perceptions vary by exposure to the child welfare system? *Human Service Organizations: Management, Leadership & Governance, 40*(4), 382-396.

Stanley, T. & Lincoln, H. (2016) Improving organisational culture: The practice gains. Pr*actice, 28*(3), 199-212.

Tafvelin, S., Hyvönen, U. & Westerberg, K. (2014). Transformational leadership in the social work context: The importance of leader continuity and co-worker support. *British Journal of Social Work, 44,* 886–904.

Tafvelin, S., Isaksson, & Westerberg, K. (2018). The first year of service: A longitudinal study of organisational antecedents of transformational leadership in the social service organisations. *British Journal of Social Work, 48*, 430–448.

Tsui, M., O'Donoghue, K., Jennifer Boddy, J. & Chui-man Pak, C. (2017). From supervision to organizational learning: A typology to integrate supervision, mentorship, consultation and coaching. *British Journal of Social Work 47,* 2406–2420.

Turner-Daly, B. & Jack, G. (2017). Rhetoric vs. reality in social work supervision: The experiences of a group of child care social workers in England. *Child and Family Social Work, 22,* 36–46.

Turney, D. & Ruch, G. (2018) What makes it so hard to look and to listen? Exploring the use of the Cognitive and Affective Supervisory Approach with children's social work managers. *Journal of Social Work Practice, 32(*2). 125-138.

Urwin, J, (2018). Imposter phenomena and experience levels in social work: An initial investigation. *British Journal of Social Work, 48*, 1432–1446.

Varghese, R., Quiros, L. & Berger, R. (2018) Reflective practices for engaging in t5rauma-informed culturally competent supervision. *Smith College Studies in Social Work, 88(*2), 135-151.

Vito, R. (2017) The impact of service system transformation on human service agencies: Competing ministry directives and strategic innovative leadership adaptations. *Human Service Organizations: Management, Leadership & Governance, 41*(5), 477-491.

Walter, A.W., Ruiz, Y., Welch, R., Tourse, C., Kress, H., Morningstar, B., MacArthur, B. & Daniels, A. (2017). Leadership matters: How hidden biases perpetuate institutional racism in organizations. *Human Service Organizations: Management, Leadership & Governance, 41*(3), 213-221.

Waterman, H., Boaden, R., LBurey, L., Howell, B., Harvey, G., Humphreys, J., Rothwell, K. & Spence, M. (2015). Facilitating large-scale implementation of evidence based health care: insider accounts from a co-operative inquiry. *BMC Health Services Research, 15*(60), 1-14.

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.

Websites:

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)

Intergenerational Leadership (https://thephilanthropist.ca/2018/05/effective-intergenerational-leadership-transfer-requires-a-sector-wide-culture-check/pdf/)

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

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

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)

TED Talks:

What is takes to make a great leader. (https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader/discussion)

Why good leaders make you feel safe. (https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe)

Five ways to lead in an era of constant change. (https://www.ted.com/talks/jim_hemerling_5_ways_to_lead_in_an_era_of_constant_change)

How great leaders inspire change. (https://www.youtube.com/watch?v=qp0HIF3SfI4)

The power of believing you can improve. (https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve/discussion)

Got a wicked problem? First tell me how you make toast. (https://www.ted.com/talks/tom_wujec_got_a_wicked_problem_first_tell_me_how_you_make_toast)

Why the secret of success is setting the right goals. (https://www.ted.com/talks/john_doerr_why_the_secret_to_success_is_setting_the_right_goals)

In praise of conflict. (https://www.ted.com/talks/jonathan_marks_in_praise_of_conflict)

How to speak up for yourself
(https://www.ted.com/talks/adam_galinsky_how_to_speak_up_for_yourself)

SCHOOL/COURSE POLICIES:

Attendance

The attendance policy is in the student handbook on page 11: https://socialwork.ubc.ca/current-students/.

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 https://schoolofsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook_2019-20.pdf

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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.

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UBC GRADING CRITERIA:

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.