

# Changing Social Service Organizations: Implications for Workers and Service Users

* **January 12 to April 6, 2023, Thursdays, 4:30-7:20pm.**
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* **Office: KTH- 308**
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# Course Overview

## Course Description:

This course examines the changing structure of social service organizations and its implications for how social workers think, speak, act, and envision their engagement in the lives of service users. Central to the course focus is a critical analysis of the constraints and possibilities of fashioning social work practices in the interests of service users and communities, in keeping with the overarching philosophy of the School of Social Work.

## Course Objectives:

1. To explore the substantive tensions in contemporary social work practices and the implications for social workers, service users, and the social work profession.
2. To develop an understanding of the broader contextual forces in which local social work practices, practitioners’ work lives, and service users’ everyday experiences are embedded: ongoing economic globalization; welfare restructuring and the erosion of social programs; imperatives towards individual responsibility; the rise of managerialism and the importing of business models into public service delivery.
3. To explore an approach to the analysis of institutional work processes and practices through a critical equity lens (in the form of documentation, accountability mechanisms, and ideological practices) as the organizers of local social work practices.
4. To develop a capacity to identify possibilities and strategies to interrogate and interrupt oppressive institutional processes and practices, and to develop social work practices that better serve the interests of service users and marginalized communities and improve the practitioners’ work lives.

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy**:

*As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.*

## Course Format

* Classes will be conducted as seminars. Your participation is crucial to build a positive intellectual environment where everyone feels included and encouraged to pose questions, offer critiques, and engage in debates and open dialogues about issues important to us and the social work profession.
* Required reading is identified for each week and some additional suggested readings for those interested in exploring further on a particular topic are identified.
* **In-person Classes will meet in** KTH-308

## Required Texts:

All required readings are available through Avenue to Learn

## Additional Suggested Readings

Additional Suggested Readings are available through McMaster Library – electronic datable or book format. This includes:

1. Campbell, M. & Gregor, F. (2002). Mapping Social Relations: A Primer in Doing Institutional Ethnography. Aurora, ON: Garamond Press.

# Course Requirements/Assignments

## Overview and Deadlines

| **Assignment** | **Grade Value** | **Due Date** |
| --- | --- | --- |
| Exploration of a practice puzzle | 20% | January 29th, 2023 |
| Class presentation | 35% | Ongoing |
| Final assignment | 45% | April 13th, 2023 |

## Requirement/Assignment Details

1. **Exploration of a practice puzzle** (20%)
	* In this brief paper, you are expected to identify a practice puzzle of your choice from your practice or personal experience. It can be a moment of discomfort, puzzlement, confusion, or a problem that has arisen for you, or your client(s). You will describe in concrete detail what is actually happening that you find troubling. Where did it occur? Who was involved? What was involved? What led to it? Why did you find it troubling or unsettling? Why it is important?
	* “Knowing is anchored in particular places and particular uses” (Darville, cited in Campbell & Gregor, 2002, p. 12), and how an issue is known can produce possibilities or constraints. Consider: how you understand what was going on? What knowledge did you use to understand the situation? Where does this way of knowing originate? What forms of knowing are taken-for-granted? How do others involved understand what was going on? What knowledge did they draw on? At the end of the paper, write a reflection on what you noticed as you begin to explore your practice puzzle.
	* The paper should be **4 pages double-spaced**. It should be submitted on January 29, 2023, before midnight.
	* *Major evaluation criteria*: Structure and coherence; relevance; critical reflections of your own assumptions and knowledge; and quality of communication and presentation (e.g., grammar, clarity). **Does not require references unless others’ work is used.**
2. **Class presentation** (35%)
	* Each student (individual/pairs/ - To Be Determined) will be responsible for giving one presentation based on the readings of one selected week. The presenter(s) should also prepare a 1- or 2-page summary **(PowerPoint slides)** which includes questions to facilitate class discussion with the class. **This is to be submitted to the instructor via A2L assignment drop box the day before the class.**
	* The main objective of this presentation is to share your understandings of the readings. For example, the main themes and arguments made by the authors, your questions, critiques, tensions, and confusion (if applicable), and the readings contribute to your understanding of the course themes. Please use the readings to make connections to aspects of your practice and organizational experience and provide concrete examples. If applicable, make links to other readings.
	* You will be leading a class discussion based on your critical reading of the articles. Consider: what is the conceptual frame used by the author and how do they include or omit an anti-oppressive analysis? What is addressed? What is omitted? Any taken-for-granted ideas? How do they further your understanding of your practice puzzle? You may base the class discussion on questions, tensions, or contradictions that emerge from the readings. **Please include questions to facilitate class discussions.**
	* *Major evaluation criteria*: clarity, relevance, quality of discussion questions and analysis, respect for time, and capacity to initiate and facilitate discussion.
3. Final paper (45%)
	* Building on assignment 1, the literature from the course, and other relevant materials (literatures, institutional documents and forms, etc.), examine how your practice puzzle is “socially organized” (Campbell & Gregor). Start by providing a **short summary** of your practice puzzle.
	* Identify the subject position/standpoint of your inquiry, and “explicate the ruling relations” (Campbell & Gregor) embedded in and coordinating the organization of your practice puzzle.
	* Consider how “outside forces – people, events, diverse forms of organizing” (Campbell & Gregor, 2002, p.60) enter into and mediate your local practice, whose knowledge is taken up, whose knowledge is subjugated, whose interests are being served, whose interests are being subordinated.
	* In what ways are you, the social worker, located and implicated in the practice story (e.g. as an unwitting participant; a critic of the authorized view; an agent of ruling relations; an underground subversive; a combination; or in other ways?).
	* Based on your examination and discovery, consider ways in which you can possibly foster practices/policies that would better serve the interests of service users and their communities, as well as the work lives of practitioners.
	* This is an academic paper and **requires references throughout** to support your critical analysis. The paper should be **10-12 pages, double spaced**, references or graphics **are not** part of the page count. **It should be submitted by April 13th, 2023, before midnight**.
	* *Major evaluation criteria*: Structure and coherence; relevance; clarity of focus, integration of ideas and readings considered in the course, quality of analysis; ability to identify potential for change; and quality of communication and presentation (e.g. grammar, clarity, and reference style).

# Assignment Submission and Grading

## Form and Style

* Written assignments must be typed and double-spaced and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page).
* Assignments should be submitted via Avenue To Learn (A2L) Drop Box.
* Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as papers not meeting these requirements will not be accepted for grading.
* Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments. **When submitting, please keep a spare copy of your assignments**.
* Assignments must be submitted on the due date by 11:59pm. Students who require accommodation should communicate with the instructor in advance. Assignments submitted after the due date without a medical or other reason as previously discussed with the instructor will **forfeit 5% for each overdue day**.

## Avenue to Learn (A2L)

In this course we will be using A2L. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss it with the course instructor.

## Submitting Assignments & Grading

* Assignments are to be uploaded to the appropriate A2L Drop Box before midnight on the date specified for submission.
* If you experience technical difficulties uploading, contact McMaster e-support for Avenue to Learn (by phone 905-525-9140 ext. 23757 or email (**support.avenue@cll.mcmaster.ca**). **If the issue cannot be resolved prior to the deadline, e-mail a copy of the completed assignment to the instructor before the deadline to avoid late penalties.**
* Please upload assignments in Microsoft Word format in a single file. Title your file in the following manner, “lastname-firstname-2022

## Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last five digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

## Course Modification Policy

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of students to check their McMaster email and course websites weekly during the term and to note any changes.

## Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Student Responsibilities

* Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
* In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class, students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.
* **Please check with the instructor before using any audio or video recording devices in the classroom.**

## Attendance

Students are expected to attend all classes. If you are going to miss a class, please email the instructor as a courtesy so that we do not wait for you before starting the lectures/presentations. If you anticipate difficulty with attendance, please speak with the instructor. Missing a substantial number of classes often results in essential course requirements not being met (these must be met to pass the course).

## Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf)

The following illustrates only three forms of academic dishonesty:

* Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations

## Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

## Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom, and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

## Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, they may not reply.

## Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

# Course Weekly Topics and Readings

*Note: This lecture schedule is based upon current university and public health guidelines and may be subject to changes during the term. Any changes to the schedule or course delivery will be communicated on the course announcements section on Avenue to Learn. Please check the announcements prior to attending class.*

## Week 1: January 12, 2023

### Topics:

1. Welcome & introductions
2. Overview of the course, including assignments
3. Introductory Exercise
4. Sign up for class presentations
5. Hope and expectations
6. Tensions in contemporary social work practice

### Readings:

* Aronson, J. & Sammon, S. (2000). Practice AmidSocial Service Cuts and Restructuring: Working with the Contradictions of ‘Small Victories’. Canadian Social Work Review, 17(2), 169-187.
* Peters, C. M. (2011). Social work and juvenile probation: historical tensions and contemporary convergences. *Social Work*, *56*(4), 355+. <https://link.gale.com/apps/doc/A274026001/AONE?u=ocul_mcmaster&sid=bookmark-AONE&xid=27469b89>
* Carey, M. (2016). Journey’s End? From residual service to newer forms of pathology, risk aversion and abandonment in social work with older people. Journal of Social Work, 16(3), 344-361.

### Additional Suggested Readings:

* Wilder Craig, R. (2007). A Day in the Life of a Hospital Social Worker. *Qualitative Social Work, 6*(4), 431-446.
* Rankine, M. (2019). The internal/external debate: The tensions within social work supervision. *Aotearoa New Zealand Social Work*, *31*(3), 32+. https://link.gale.com/apps/doc/A673188025/AONE?u=ocul\_mcmaster&sid=bookmark-AONE&xid=512ed0a5

## Week 2: January 19, 2023

### Topics:

1. Tensions in social work practice – work organizations
2. Regulation of practice: Institutional Ethnography - day to day practices and making social relations visible

### Readings:

* Kearney, G.P., Corman, M.K., Hart, N.D., Johnston J.L. & Gormley, G.J. (2019). Why institutional ethnography? Why now? Institutional ethnography in health professions education. *Perspect Med Educ*., 8:17–24.
* Ion, A. (2020). Keeping secrets, disclosing health information: an institutional ethnography of the social organisation of perinatal care for women living with HIV in Canada. *Culture, Health & Sexual*ity, 22, 4, 429-443.
* Campbell, M. & Gregor, F. (2002). Theory “in” everyday life. In M. Campbell & G. Gregor (Eds.), *Mapping Social Relations: A Primer in Doing Institutional Ethnography* (pp.27-44). Aurora, ON: Garamond Press.
* Joseph, A. J. (2021). Simulating the Other in Social Work Pedagogy: Pathologising the Oppressed through Neoliberal/Colonial Practice Teaching. *The British Journal of Social Work*, *51*(4), 1408–1424. https://doi.org/10.1093/bjsw/bcab048

### Additional Suggested Readings:

* Campbell, M. and Gregor, F. (2002). *Mapping Social Relations: A Primer in Doing Institutional Ethnography* **(pp. 45-50)**. Aurora, ON: Garamond Press.
* Gregory, M. & Margaret Holloway. (2005). Language and the shaping of Social Work. *British Journal of Social Work, 35*(1), 37-53
* Cowden, S. & Singh, G. (2007). The ‘User’: Friend, foe or fetish? A critical exploration of user involvement in health and social care. *Critical Social Policy, 27*(1): 5-23

## Week 3: January 26, 2023

### Topics:

* + - 1. At ground level: Service users’ and practitioner’s experiences

### Readings:

* Garrett, P.M. (2016). Questioning Tales of ‘Ordinary Magic’: ‘Resilience’ and Neo-Liberal Reasoning. *British Journal of Social Work*, 46, 1909–1925.
* Liebenberg, L., Ungar, M. and Ikeda, J. (2015). Neo-Liberalism and Responsibilisation in the Discourse of Social Service Workers. *British Journal of Social Work* (2015) 45, 1006–1021.
* Brown, C. (2021). Critical Clinical Social Work and the Neoliberal Constraints on Social Justice in Mental Health. *Research on Social Work Practice*, *31*(6), 644–652. <https://doi.org/10.1177/1049731520984531>
* McKenzie, C. (2020). LGBTQ + community organizations under neoliberalism in Ontario, Canada: Contradictions and disconnects. *Journal of Gay & Lesbian Social Services*, *32*(2), 240–260. <https://doi.org/10.1080/10538720.2020.1728459>

### Additional Suggested Readings:

* Pulkingham, J. Fuller, S. & Kershaw, P. (2010). Lone motherhood, welfare reform and active citizen subjectivity. *Critical Social Policy, 30*(2), 267–291.

## Week 4: February 2, 2023

### Topics:

Tensions in social work practice – positioning practitioners

### Readings:

* Smith, K. (2011). Occupied Spaces: Unmapping Standardized Assessments in Health and Social Service Organizations. In D. Baines (Ed.), *Doing Anti-oppressive Practice: Social Justice Social Work* (pp. 197-213). Halifax, Fernwood.
* Pentaraki, M. (2017). ‘I Am in a Constant State of Insecurity Trying to Make Ends Meet, like Our Service Users’: Shared Austerity Reality between Social Workers and Service Users—Towards a Preliminary Conceptualization. *British Journal of Social Work, 47*(4), 1245–1261.
* Baines, D., Charlesworth, S., Cunningham, I. & Dassinger, J. (2012). Self-monitoring, self-blaming, self-sacrificing workers: Gendered managerialism in the non-profit sector. *Women's Studies International Forum, 35*(5), 362–371
* Badwall, H. (2015). Colonial Encounters: Racialized Social Workers Negotiating Professional Scripts of Whiteness. *Intersectionalities: A Global Journal Of Social Work Analysis, Research, Polity, And Practice, 3*(1), 1–23. Retrieved from https://journals.library.mun.ca/ojs/index.php/IJ/article/view/996/1004

### Additional Suggested Readings:

* Miller, C. & Hoggett, P. (2006). The Obsession with Outputs: Over Regulation and the Impact on the Emotional Identities of Public Service Professionals. *International Journal on Work Organization and Emotion, 1*(4), 366-378

## Week 5: February 9, 2023

### Topics:

1. (Re)-Examining trauma in social service organizations through anti-oppression and anti-racism
2. Guest Speaker TBC: [Keishia Facey (she/her)](https://rfwcconsulting.com/keishia-facey)

### Readings:

* Hardy, K. V. (2013). Healing the Hidden Wounds of Racial Trauma. Reclaiming Children and Youth, 22(1), 24-28 Retrieved from https://static1.squarespace.com/static/545cdfcce4b0a64725b9f65a/t/54da3451e4b0ac9bd1d1cd30/1423586385564/Healing.pdf
* Holmes, S. C., Facemire, V. C., & DaFonseca, A. M. (2016). Expanding Criterion A for posttraumatic stress disorder: Considering the deleterious impact of oppression. *Traumatology, 22*(4), 314-321. <https://doi.org/10.1037/trm0000104>
* Ryan-Schmidt, O. C. (2020). The Trauma Within Our Knowledge Bundles: Indigenous Helpers Navigating Trauma in Social Work Education and Practice. *Arbutus Review*, *11*(1), 11–18. <https://doi.org/10.18357/tar111202019460>
* Baker, S. J., & Lucas, K. (2017). Is it safe to bring myself to work? Understanding LGBTQ experiences of workplace dignity. *Canadian Journal of Administrative Sciences*, *34*(2), 133–148. <https://doi.org/10.1002/cjas.1439>

### Additional Suggested Readings:

* Newman, P. A., Bogo, M., & Daley, A. (2009). BREAKING THE SILENCE: SEXUAL ORIENTATION IN SOCIAL WORK FIELD EDUCATION. *Journal of Social Work Education*, *45*(1), 7–28. <https://doi.org/10.5175/JSWE.2009.200600093>
* Lee, B., Kellett, P., Seghal, K., & Van den Berg, C. (2018). Breaking the silence of racism injuries: a community-driven study. *International Journal of Migration, Health and Social Care*, *14*(1), 1–14. https://doi.org/10.1108/IJMHSC-01-2016-0003

## Week 6: February 16, 2023

### Topics:

1. Changing public service organizations
2. Working towards equity in social service
3. Guest Speaker [TBC: Iona Sky (they/them/she/her)](https://www.ionasky.ca/)

### Readings:

* Fichtenberg, C., Delva, J., Minyard, K., & Gottlieb, L. M. (2020). Health And Human Services Integration: Generating Sustained Health And Equity Improvements: An overview of collaborations, partnerships, and other integration efforts between health care and social services organizations. *Health Affairs*, *39*(4), 567–573. https://doi.org/10.1377/hlthaff.2019.01594
* Trevithick, P. (2014). Humanizing Managerialism: Reclaiming Emotional Reasoning, Intuition, the Relationship, and Knowledge and Skills in Social Work. *Journal of Social Work Practice* 28(3): 287-311.
* Curry-Stevens, A. (2022). What Matters: Achieving Racial Equity in a Human Service Non-Profit Organization. *Advances in Social Sciences Research Journal*, *9*(1), 307–338. <https://doi.org/10.14738/assrj.91.1155>
* Reid, K. S., Odusanya, A. O., Lawrence, W. R., & Hastings, J. F. (2022). Commentary: An Equitable Approach to Serving Structurally Marginalized Communities. *Family & Community Health*, *45*(4), 215–217. <https://doi.org/10.1097/FCH.0000000000000345>
* Daley, A., Brotman, S., MacDonnell, J. A., & St Pierre, M. (2020). A Framework for Enhancing Access to Equitable Home Care for 2SLGBTQ+ Communities. *International Journal of Environmental Research and Public Health*, *17*(20), 7533–. https://doi.org/10.3390/ijerph17207533

### Additional Suggested Readings:

* James, C. E. (1996). *Perspectives on racism and the human services sector: a case for change* (C. E. James, Ed.). University of Toronto Press. <https://doi.org/10.3138/9781442678385>
* Miller, sj. (2016). *Teaching, Affirming, and Recognizing Trans and Gender Creative Youth A Queer Literacy Framework* ( sj. Miller, Ed.; 1st ed. 2016.). Palgrave Macmillan US. <https://doi.org/10.1057/978-1-137-56766-6>

## Week 7: February 23, 2023: Reading Week – *No class*

## Week 8: March 2, 2023

### Topics:

* + - 1. Ruling apparatus: Information technologies, efficiencies, and accountability

### Readings:

* Evans, A. (2019). 86 Falling between the gaps, again, and again: the lack of coordination between health care and the child welfare system. *Paediatrics & Child Health*, *24*(Supplement\_2), e33–e34. <https://doi.org/10.1093/pch/pxz066.085>
* Tregeagle, S., & Darcy, M. (2008). Child Welfare and Information and Communication Technology: Today’s Challenge. *The British Journal of Social Work*, *38*(8), 1481–1498. <https://doi.org/10.1093/bjsw/bcm048>
* Sarwar, A. & Harris, M. (2019). Children’s services in the age of information technology: What matters most to frontline professionals. *Journal of Social Work*, Vol. 19(6) 699–718.
* Rankin, J.M. (2014). The rhetoric of patient and family centred care: an institutional ethnography into what really happens. *The Journal of Advanced Nursing* (JAN) 71(3) 526-534.

### Additional Suggested Readings:

* Corman, M. and Melon, K. (2014) What counts? Managing Professionals on the Front Line of Emergency Services. In A. Griffith and D. Smith (Eds.), *Under New Public Management Institutional Ethnographies of Front-Line Work* (pp.148-176). Toronto. University of Toronto Press.
* O’Neill, L. (2015). Regulating Hospital Social Workers and Nurses: Propping up an “Efficient” Lean Health Care System. *Studies in Political Economy,* Spring: 115-136.

## Week 9: March 9, 2023

### Topics:

1. Ruling apparatus: Fiscal discipline

### Readings:

* Cunningham, I., Baines, D., Shields, J. & Lewchuk, W. (2016). Austerity policies, “precarity” and the nonprofit workforce: A comparative study of UK and Canada. *Journal of Industrial Relations,* 58(4) 455-472.
* Eakin, L. (2007). We Can’t Afford To Do Business This Way: A Study of Administrative Burden Resulting from Funder Accountability and Compliance Practices. Toronto: Wellesley Institute. (Executive summary, 5pp.).
* Yalnizyan, A. (2005). *Canada’s commitment to equality a gender analysis of the last ten federal budgets (1995-2004)*. Canadian Feminist Alliance for International Action
* McCoy, L. (2014). “If our statistics are bad we don’t get paid” Outcome Measures in the Settlement Sector. In A. Griffith and D. Smith (Eds.), *Under New Public Management Institutional Ethnographies of Front-Line Work* (pp.234-248). Toronto. University of Toronto Press.

### Additional Suggested Readings:

* Gibson, K., O’Donnell, S. & Rideout, V. (2007). The Project-Funding Regime: Complications for Community Organizations and Their Staff. *Canadian Public Administration, 50*(3), 411-435.
* Teram, E. (2010). Organizational Change within Morally Ambiguous Contexts: A Case Study of Conflicting Post-merger Discourses. *Journal of Applied Behavioural Science* 46 (1): 38-54.
* Adkins, L. (2019). Work in the shadow of finance: Rethinking Joan Acker's materialist feminist sociology *Gender Work Organ*., 26:1776–1785.

## Week 10: March 16, 2023

### Topics:

* + - 1. Ruling apparatus: Risk and ethical challenges in a Covid-19 era

### Readings:

* Banks, S. et al. (2020). Practising ethically during COVID-19: Social work challenges and responses *International Social Work*, 63(5) 569–583.
* Cook, L.L. & Zschomler, D. (2020). Virtual Home Visits during the COVID-19 Pandemic: Social Workers’ Perspectives. 2020 *British Association of Social Workers*. Practice: Social Work in Action, 21, 5.
* Jean-Jacques, M., & Bauchner, H. (2021). Vaccine Distribution—Equity Left Behind? *JAMA : the Journal of the American Medical Association*, *325*(9), 829–830. https://doi.org/10.1001/jama.2021.1205
* Nissen, L. (2020). Social Work and the Future in a Post-Covid 19 World: A Foresight Lens and a Call to Action for the Profession. *Journal of Technology in Human Services*, *38*(4), 309–330. <https://doi.org/10.1080/15228835.2020.1796892>
* McKenzie, K. (2021). Socio-demographic data collection and equity in covid-19 in Toronto. *EClinicalMedicine*, *34*, 100812–100812. <https://doi.org/10.1016/j.eclinm.2021.100812>

### Additional Suggested Readings:

* Stanford, S. (2008). Taking a stand or playing it safe?: resisting the moral conservatism of risk in social work practice. *European Journal of Social Work, 11*(3), 209-220.
* Swift, K. and Callahan, M. (2009). The social relations of risk. In K. Swift & M. Callahan (Eds.), *At Risk: Social Justice in Child Welfare and Other Human Services* (pp. 16-40). Toronto: University of Toronto Press.
* Swift, K. and Callahan, M. (2009). The Entrenchment of Risk Assessment in Human Services. In K. Swift & M. Callahan (Eds.), *At Risk: Social Justice in Child Welfare and Other Human Services* (pp. 86-113). Toronto: University of Toronto Press.

## Week 11: March 23, 2023

### Topics:

1. Possibilities for reflection and resistance
2. Interrogating ‘resilience’ in social service organizations
3. Guest Speaker: TBC - Tammy Hill

### Readings:

* Carey, M. & Foster, V. (2011). Introducing ‘Deviant’ Social Work: Contextualizing the Limits of Radical Social Work whilst Understanding (Fragmented) Resistance within the Social Work Labour Process. *British Journal of Social Work, 41*(3), 576–593.
* Baines, D. (2016). Moral projects and compromise resistance: resisting uncaring in nonprofit care work. *Studies in Political Economy,* 97(2), 124-142.
* Davidson, J. L., Jacobson, C., Lyth, A., Dedekorkut-Howes, A., Baldwin, C. L., Ellison, J. C., Holbrook, N. J., Howes, M. J., Serrao-Neumann, S., Singh-Peterson, L., & Smith, T. F. (2016). Interrogating resilience: toward a typology to improve its operationalization. *Ecology and Society*, *21*(2), 27–. <https://doi.org/10.5751/ES-08450-210227>

### Additional Suggested Readings

* Baines, D & Daley, T. (2015). Resisting regulatory rigidities: Lessons from front-line care work. *Studies in Political Economy*, 95(1), 137-160.
* Fine, M. & Teram, E. (2013). Overt and Covert Ways of Responding to Moral Injustices in Social Work Practice: Heroes and Mild-Mannered Social Work Bipeds. *British Journal of Social Work,* *43*(7): 1312-1329.
* Thomas, R. and Davies, A. (2005) ‘Theorizing the micro-politics of resistance: New public management and managerial identities in the U.K. public services’, *Organization Studies, 26*(5), 683-706.

## Week 12: March 30, 2023

### Topics:

1. Critical Practice: Possibilities for change and hope

### Readings:

* Hailey, J., Burton, W., & Arscott, J. (2020). We Are Family: Chosen and Created Families as a Protective Factor Against Racialized Trauma and Anti-LGBTQ Oppression Among African American Sexual and Gender Minority Youth. *Journal of GLBT Family Studies*, *16*(2), 176–191. <https://doi.org/10.1080/1550428X.2020.1724133>
* Pollack, S. (2020). Transformative Praxis with Incarcerated Women: Collaboration, Leadership, and Voice. *Affilia: Journal of Women and Social Work*, 35 (3) 344-357.
* Southern Ontario’s Basic Income Experience. (2020). Mohammad Ferdosi (McMaster University), Tom McDowell (Ryerson University), Wayne Lewchuk (McMaster University) Stephanie Ross McMaster University).
* Boddy, J., O’Leary, P. & Panagiotaros (2021). Hope during and Post-Disasters: Social work’s Role in Creating and Nurturing Emancipatory Hope. *British Journal of Social Work,* 51, 1917-1934.

## Week 13: April 6, 2023

### Topics:

* + - 1. Review of Course & Final Assignment