

# Social Work 750 Leadership Seminar

* **September 16, 2020 to April 9, 2021; Wednesday 5-7pm, every other week.**
* **Instructor: Marlene Dei-Amoah**
* **Office hours: (by appointment only)**
* **Email: deiamoam@mcmaster.ca**

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# Course Overview

## Course Description:

The study and practice of leadership is complex, particularly in social justice/social change oriented work. This series of seminars will encourage students to build a practice of self-reflection and integrate the learning they are doing in their courses with their placement experience (SW 751).

## Course Objectives:

1. To deepen the student’s understanding and appreciation of the changing conditions in social services and communities while highlighting the complexities and possibilities of ethically leading in the contemporary context.
2. Articulate their critical reflections on power, authority, hope and change in relation to their emerging leadership practice.
3. Demonstrate their self-reflection practice in relation to the skills, knowledge and personal development they’ve encountered in their placement experiences.
4. To enhance students conceptual, theoretical and analytical skills in relation to social work practices an social policies and to apply these skills and modes of understanding to the practice of leadership

Students will be encouraged to identify other objectives they hope to meet through both this seminar and their placement.

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

This course involves two components – group seminars led by Marlene Dei-Amoah and the leadership placement component SW 751 led by Jennie Vengris. The group seminars will be discussion based. Student’s experiences, observations, and actions in their practicums will become topics for reflection and examination in this seminar. The discussion forums will include guest speaker presentations by leaders within the community.

The leadership placement component involves one-on-one meetings with Jennie Vengris. These meetings will be to facilitate securing a leadership placement, monitoring of placement experience and to trouble shoot issues. These meetings will be determined in consultation with Jennie.

There will be at least two opportunities through the duration of both SW 750 & SW 751, in which there will be crossover classes to ensure leadership development, placement experiences and theory and concepts from coursework are amplified within the students evolving leadership practice. Both Faculty members will be involved in the mid-term and final evaluation for each student as well as addressing any concerns/questions of both student and mentors.

For the fall term, all meetings will be held using Zoom. Zoom links will be emailed to you.

## Required Texts:

1. Online readings provided via Avenue to Learn.
2. Handouts and analysis of leadership development facilitated via Avenue to Learn

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. Draft of Learning Plan for Leadership Placement Due December 9, 2020
2. Final Learning Plan for Leadership Placement Due February 10, 2021
3. Reflection Paper Due March 10, 2021
4. Integration Paper Due June 30, 2021

## Requirement/Assignment Details

* Learning Plan 20%
	+ Synopsis: Your learning plan should include three components –
		1. Learning Plan – learning objective, rationale, learning activity, evaluation strategy
		2. Observation Plan – the mechanisms you will use to observe leadership in action and the reflection tools you will use to integrate this into your own leadership journey and how these relate to your Learning Plan,
		3. Project Proposal – a two page overview of the project you will undertake including your role, the deliverables and how this relates to you Learning Plan.
	+ Your instructor will provide feedback and clarification in order to ensure that the expectations developed in the learning plan are clear.
* Final Draft of Learning Plan (30%)
	+ Once leadership placement is confirmed, the project proposal will need to be more definitely drafted and approved by leadership mentor and sessional Faculty
* Reflection Paper (10%) 5pages maximum
	+ This reflection paper concentrates on two readings one from each term that stands out for you, increased your knowledge/skills/awareness, sense of self, added to your leadership style/philosophy and how this will be operationalized in the remainder of your leadership placement. This paper should be succinct and not more than 5 pages.
* Integration Paper (40%) Max 12 pages
	+ **This final assignment will give you the space to reflect on your full learning in the placement, seminar and outside of both of those spaces.**
	+ In this paper you are invited to consider:
		1. The most useful thing/s you learned in placement and how that relates (or does not) to your academic work
		2. The most useful thing/s your learned through your academic work and how that relates (or does not) to your placement experiences
		3. The parts of the learning (course or placement) that particularly surprised or stretched you. When reflecting on your learning feel free to consider the knowledge, skills and person growth you encountered through the program.
		4. What you have learned about yourself as a developing or emerging leader and how that will impact your work moving forward
	+ You do not need to use these as sections of your paper but you may if that works best for you. There are multiple ways of writing this paper – I’m happy to talk about different approaches that might work for you.
	+ **A successful paper will draw on learning from your time in the program in a variety of ways – I’ll be looking for you to integrate readings, practice experience and learning from class discussions/your peers.**
	+ The paper should be approached in a fairly traditionally academic way and will integrate your academic learning and your practice.
	+ **You’ll need a minimum of 8 sources to be effective.**
	+ A rubric will be discussed and made available on Avenue to Learn.

# Assignment Submission and Grading

## Form and Style

* Assignments will be submitted directly to Avenue to Learn no later than 11:59am on assignment deadline noted.
* 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).
* 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.

## Avenue to Learn or Courses with an On-line Element

In this course, we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names 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 with the course instructor.

## 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.

## 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. Many students find regular attendance in class positively effects their learning and engagement in the course and therefore leads to higher grade achievement. If you anticipate difficulty with this, please speak you’re your instructor.

## 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. 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. Instructorswill advise students what they will record, when they will record and what they will do with the recording
* Students who which to record must contact the Instructor directly. This is so the instructor can inform the class when permission is granted (the identity of the student will be kept confidential by the instructor)
* Recordings by students are used for personal study only and not shared with anyone else and deleted when no longer necessary for personal study
* There will be times when students or guests share personal or sensitive information. In this circumstance we expect everyone to stop recording. The instructor (or student or guest sharing) may also ask for recording to stop and we expect everyone to respect such a request.
* In some situations, where course discussion revolves around highly sensitive information (for example in seminars where field placements are discussed in detail) recording will not be permitted.

 Please speak with the instructor if this is a concern for you.

# Course Weekly Topics and Readings

All Term 1 Zoom links will be posted on Avenue to Learn.

## Week 1: September 16, 2020

### Topics:

* Welcome and Introductions; Review of course syllabus
* Learning to Lead

### Readings:

* NONE

## Week 2: September 30, 2020

### Topics:

* Learning to Lead (cont’d)

### Readings:

* Arao, B., & Clemens, K. (2013), Chapter 8: From Safe to Brave Spaces: A new way to frame dialogue around diversity and social justice. In, The Art of Effective Facilitation: Reflections from Social Justice Educators.
* HCCI Anti-Racism Conference Address by Dr. Ameil Joseph

## Week 3: October 21, 2020 (CROSS OVER CLASS)

### Topics:

* Learning Plan Development
* Student Placement Discussion

### Readings:

* Bliss, D., Pecukonis, E., & Synder-Vogel, M. (2014). Principled Leadership Development Model for Aspiring Social Work Managers and Administrators: Development and Application. *Human Service Organizations: Management, Leadership and Goverance, 38, 5-15.*

## Week 4: November 4, 2020

### Topics:

* History of Social Work Leadership

### Readings:

* Peters, S.C. (2017). Social Work Leadership: An Analysis of Historical and Contemporary Challenges. *Human Service Organizations: Management, Leadership and Governance, 41(4), 336-345.*
* Chenoweth, L.& McDonald, C. (2009). Leadership: A Crucial Ingredient in Unstable Times. *Social Work & Society, 7(1), 102-112.*

## Week 5: November 18, 2020

### Topics:

* Critical Leadership
* Critical Reflection and Reflexivity

### Readings:

* D’Cruz, H., Gillingham, P., Melendez, S. (2007). Reflexivity, its Meanings and Relevance for Social Work: A Critical Review of the Literature. *British Journal of Social Work, 37, 73-90.*
* Lay, K. & McGuire, L. (2010). Building a Lens for Critical Reflection ad Reflexivity in Social Work Education. *Social Work Education, 29(5), 539-550.*

## Week 6: December 2, 2020

### Topics:

* Leadership Challenges

### Readings:

* Lawler, J. (2007). Leadership in Social Work: A Case of Caveat Emptor. *British Journal of Social Work, 37, 123-141.*
* Aronson, J., & Smith, K. (2011). Identity Work and Critical Social Service Management: Balancing on a Tightrope? *British Journal of Social Work, 41, 432-448.*

## Week 7: December 9, 2020

### Topics:

* Leadership Challenges (cont’d)
* **DRAFT LEARNING PLAN DUE (20%)**

### Readings:

* Mattsson, T. (2014). Intersectionality as a Useful Tool: Anti-Oppressive Social Work and Critical Reflection. *Journal of Women and Social Work, 29(1), 8-17.*

## Week 8: **Term 2 (Winter) January 13, 2021**

### Topics:

* Guest Presenter

### Readings:

* Reading TBD

## Week 9: January 27th, 2021

### Topics:

* Guest Presenter

### Readings:

* Reading TBD

## Week 10: February 10, 2021

### Topics:

* Authentic Leadership
* **FINAL LEARNING PLAN DUE (30%)**

### Readings:

* Ford, J. & Harding, N. (2011). The Impossibility of the “true self” of authentic leadership. *Leadership, 7(1) 463-479.*

## Week 11: Feb 24, 2021

### Topics:

* Resiliency and Emotional Labour

### Readings:

* Van Breda, A. (2016). Building Resilient Human Service Organizations. *Human Service Organizations: Management, Leadership & Governance, 40, 62-73.*
* Reynolds, V. (2011). Resisting Burnout with Justice Doing. *The International Journal of Narrative Therapy and Community Work, 4, 27-45.*

## Week 12: March 10 & 24 2021

### Topics:

* Students Choice/Guest Presenter
* **Reflection Paper Due March 10, 2021**

### Readings:

* Reading TBD

## Week 13: APRIL 7TH

**CROSSOVER CLASS & Mid-Term Placement Evaluation and Check In**