



Course Number	SOWK 365 S06	Classroom	Online
Course Name	Critical Approaches to Social Work		
Day(s) & Time	Synchronous Zoom Class on Thursday's 1:00 pm – 2:00 PM		
Instructor	Kealey Dube, MSW, RSW		
U of C E-mail	kdube@ucalgary.ca	Phone	Email preferred

SYLLABUS STATEMENT

Provides theoretical frameworks, including anti-oppressive social work concepts, as a foundation for reflective professional generalist social work.

COURSE DESCRIPTION

Students will develop a critical understanding of social work models, theories and perspectives that are foundational to professional generalist practice. Students will critically reflect on these foundational concepts as it relates to social work values and ethics. This class invites students to be critically reflective in their understanding and application of social work models, theories and perspectives. Each week students will focus on a specific discourse or theoretical approach relevant to professional generalist social work practice. This online course will use D2L to facilitate the delivery of course content in asynchronous and synchronous ways. It is expected that students will have engaged with course content prior to synchronous zoom sessions so that they are prepared and able to engage in discussions and experiential activities.

This course has no pre-requisites or co-requisites.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Demonstrate an awareness of the historical, dominant, and critical discourses that define and influence the social work practice.
2. Demonstrate an understanding of social work theories as they apply to professional generalist social work practice.
3. Integrate various social work theories to create a personalized and eclectic social work framework.
4. Critically assess the social work theories.
5. Develop and articulate an understanding of how oppression operates within personal, institutional and societal domains.
6. Participate in online collaborative learning activities and integrate technology skills in learning about critical social work theory.
7. Explore and develop a beginning professional practice model that reflects a systematic approach to working with people.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Healy, K. (2014). *Social work theories in context: Creating frameworks for practice* (2nd ed.). Palgrave MacMillan.

Required readings can be found in the University of Calgary library.

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 is recommended for D2L and Zoom access. Please see the instructor if this is a barrier for you.

RELATIONSHIP TO OTHER COURSES

This course focuses on content that addresses core theoretical perspectives in direct and indirect social work practice and is a foundational course for students in both University Transfer and Post Diploma routes to the BSW degree.

CLASS SCHEDULE

DATE	SYNCHRONOUS ZOOM CLASS	TOPIC & ASSIGNMENTS	READINGS
Week 1 September 10	1: 00 – 2: 00 PM	Introductions: Review course outline/academic expectations Generalist Social Work Practice	Healy, K. (2014). Chapters 1 & 2.
Week 2 September 17	1: 00 – 2: 00 PM	Dominant Discourses in Health and Welfare : Medicine, Law, Economics and New Public Management	Healy, K. (2014). Chapter 3.
Week 3 September 24	1: 00 – 2: 00 PM	Behavioural and Social Science Discourses : 'Psy' and Sociological Ideas in Social Work Alternative Discourses: Citizen Rights, Religion and Spirituality, and Environmental Social Work	Healy, K. (2014). Chapters 4 & 5.
Week 4 October 1	1: 00 – 2: 00 PM	Strengths Based Theory Systems Theory Assignment 1: Annotated Bibliography Due	Healy, K. (2014). Chapters 6 & 8. Additional readings available on D2L.

Week 5 October 8	1: 00 – 2: 00 PM	Problem Solving Approaches and Crisis Theory	Healy, K. (2014). Chapter 7. Additional readings available on D2L.
Week 6 October 15	1: 00 – 2: 00 PM	Trauma Informed Social Work	Readings on D2L.
Week 7 October 22	1: 00 – 2: 00 PM	Modern Critical Social Work: From Radical to Anti-Oppressive Practice	Healy, K. (2014). Chapter 9. Additional readings available on D2L.
Week 8 October 29	1: 00 – 2: 00 PM	Critical Race Theory	Readings available on D2L.
Week 9 November 5	1: 00 – 2: 00 PM	Indigenous Practice Frameworks	Readings available on D2L.
November 12	N/A	Reading week: No classes	
Week 10 November 19	1: 00 – 2: 00 PM	Solution Focused Theory	Healy, K. (2014). Chapter 8. Additional readings available on D2L.
Week 11 November 26	1: 00 – 2: 00 PM	Postmodern Theories: Narrative Theory	Healy, K. (2014). Chapter 10. Additional readings available on D2L.
Week 12 December 3	1: 00 – 2: 00 PM	Wrap-up and Review	Readings available on D2L.
December 11		Assignment 3: Final Integrative Paper Due	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

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.

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.

ZOOM RECORDINGS OF ONLINE CLASSES

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.

ASSESSMENT COMPONENTS

Assignment 1: Annotated Bibliography – Individual assignment (20%) – Due: October 1, 2020 by midnight to D2L dropbox.

Aligned Course Learning Objectives: 1,2,4

This 1,000 – 1,250 words assignment requires students to annotate five academic, peer-reviewed journal articles. Within each annotation, students will summarize and critique each article from a social work perspective. A rubric will be posted to D2L.

Assignment 2: D2L Posts and Participation (40%) – Due: Variable

Aligned Course Learning Objectives: 2,3,4,5,6

These D2L posts are asynchronous which enables students to log in and participate in the discussions at a time that works best for them. The concepts and themes within this course are meant to challenge our biases, expand our understanding of oppression and privilege and provide opportunities for critical reflectivity. Students will engage in and contribute to the discussions in a thoughtful and meaningful manner. It is expected that students are reading, processing, and critiquing information on a weekly basis. The D2L forums will include multimedia resources, lectures and readings.

Students will be asked to host and moderate two online discussion boards throughout the course. Within each of these discussions, the host student is required to provide an academic resource on the topic as well as two to three questions for reflection and dialogue. As the host it is expected that you will be furthering discussion by providing additional questions, prompts and or reflections to other students posts on your discussion board throughout the week. In order to provide time for others to respond, your posts will need to be up by Thursday at 5 pm for the week ahead. A sign-up sheet will be available on the first day of class so that students have ample time to prepare for their week. Students who are

not hosting the discussion that week are expected to actively participate within the forum. The participation mark will be based on timely posts that demonstrate engagement with the course material. A rubric will be posted to D2L.

Leading the posts 10% x 2 posts = 20%

Participation on the forums throughout the semester = 20%

Assignment 3: Final Integrative Paper – individual assignment (40%) – Due December 11, 2020 by midnight to D2L dropbox.

Aligned Course Learning Objectives 2,3,5,7

This 2,000 – 2,500 words academic paper will use a minimum of 10 academic, peer reviewed sources to create a professional practice framework. This framework will include a recognition of their social location, and reflections on their emerging social work identities. This paper will identify a social issue and discuss a theoretical framework that they will use to address this issue. Students will be expected to justify their theoretical approach, this includes a demonstration of the key tenants of the theory or theories used and how they align with social work values and perspectives. A rubric will be posted to D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- It is expected that students are active and independent learners. Students are expected to actively read and participate in the topics. Questions and comments are encouraged during scheduled zoom classes and during online postings. All members of the class benefit from high levels of participation.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically through their respective drop box in D2L. Assignments may be submitted in Word or PDF format. 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

- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- Assignments submitted after the deadline may be penalized with a grade reduction of 5% per week.

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.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

WITHDRAWAL

No refunds for withdrawal from **fall courses** after September 17, 2020. The last day to add or swap fall session courses is September 17, 2020. The last day to withdraw with permission from courses is 4:00 p.m on Wednesday December 9, 2020. The Undergraduate Academic Schedule for 2020-2021 can be viewed at <https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html> . The online version of the academic schedule supersedes the information on this course outline.

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

- Will be provided 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.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 (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.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**