Spring/Summer 2019

Course Number:	SOWK 600 A B Classroom: 3-282
Course Name:	Social Justice and Theory in Advanced Social Work Practice
Day & Time:	In-class schedule: May 9, 10, 11; July 4, 5, 6. On-line schedule below.

Instructor	Anne Marie McLaughlin	**Office Hours:** by appointment	
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COURSE OUTLINE

Syllabus Statement

Examination of theories and concepts related to culture, identity, oppression and differentness, as well as theories of social justice in relationship to all levels of professional practice.

Course Description

Social justice is the unifying value of diverse forms of social work practice and is situated in the historical and moral base of the profession. This course requires students to critically examine theoretical perspectives of social justice in order to evaluate and articulate its application in their current practice. Students will identify how their assumptions and social location affect their pursuit of social justice while simultaneously examining structural and system barriers to achieving a more just society.

Learning Objectives

Program-level learning outcomes

At the end of this course students will be able to:

1. Articulate a professional identity as a practitioner whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible,
2. Develop an awareness of personal biases and preference to advance social justice and social well-being of social work service users.
3. Demonstrate knowledge of relevant social work codes of ethics with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.
4. Promote human rights and social justice by understanding the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.

5. Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations.
6. Challenge the injustices of Canada's colonial history and continuing colonization efforts in Canada and support the self-determination of the Indigenous peoples.

Course Level Objectives

At the end of this course students will be able to:

1. Critique theories of justice, power, and inequity and their roles in shaping oppressive social structures and unbalanced power relations.
2. Critically examine issues of diversity and power relations that form common links among the experiences of oppression and marginalization in Canada and internationally.
3. Demonstrate, identify and articulate a social work identity, with emphasis on social justice, social work values and knowledge.
4. Demonstrate a critical understanding of oppressive social structures and the role that anti-oppressive social work theories and practices can play in facilitating resistance that lead to social justice and transformation.
5. Apply an anti-oppressive perspective, grounded in theory, research and evidence-based knowledge to their own practice.
6. Advocate for social justice and the social well-being of all peoples, and in particular vulnerable or disadvantaged individuals, groups, and communities.
7. Identify strategies for applying course learning.

Relationship to Other Courses

The Advanced Practice Core curriculum consists of 4 theme courses, SOWK 600, 602, 604, and 606, which will explore core elements of social work knowledge and practice within the specializations. This curriculum will examine social justice, research strategies, social work practice models, and public policy with the intent of further developing student's unique social work perspective and strengthening their social work identity and personal practice framework.

Within the Direct Entry pathway, these courses also provide the foundation for the specialization as well as for the field education component leading to the final capstone project.

Course text, core and supplemental readings.

Logan McCallum, M.J., Perry, A. (2018). *Structures of indifference: An Indigenous life and death in a Canadian city.* Winnipeg, Man.: University of Manitoba Press.*

CORE READINGS: All students are expected to read all the core readings, found on D2L or on-line.

Distributive Justice
1) *Rawls, J. (1971). Justice as fairness, Ch. 1, (pp.3-30, 47-59, 73-86). *A theory of justice.* Oxford: Oxford University Press.

Human Rights
2) *Wronks, J. (2014).Human rights as the bedrock of social justice: Implication for Advanced Generalist Practice. In K. R. Libal, S.M. Berthold, R.L. Thomas, & L.M. Healy (Eds), *Advancing Human Rights in Social Work Education* (pp.19-38). Alexandria, Virginia: CSWE Press.

Capabilities Approach
3) *Nussbaum, M. (2000). Women's capabilities and social justice. *Journal of Human Development, 1*(2), 219-247.

Politics of Recognition
4) *Taylor, C. (1994). The Politics of Recognition. In *Multiculturalism: Examining the Politics of Recognition,* ed. Amy Gutmann. Princeton: Princeton University Press.

Anti-oppression
5) *Strier, R. & Binyamin, S. (2014), Introducing anti-oppressive social work practices in public Services: Rhetoric to practice. *British Journal of Social Work, 44*, 2095-2112.

Anti-Colonial
6) *Hart, M.A. (2009). Anti-colonial Indigenous social work: Reflections on an Aboriginal approach. In R. Sinclair, M.A.Hart, G. Bruyere (Eds), *Wicihitowin: Aboriginal Social Work in Canada.* Black Point, NS: Fernwood Publishing.

Social Location
7) Mandell, D. (2008). Power, care and vulnerability: Considering use of self in child welfare work. *Journal of Social work Practice, 22*(2), 235-248, DOI: 10.1080/02650530802099916

Supplemental Readings: These readings are group specific: everyone is free to read them!

Distributive Justice
Banerjee, M. (2011). Social work scholars' representation of Rawls: A critique. Journal of Social Work Education, 47(2), 189-211.

Human Rights
Ife, J (2001). Local and global practice: Relocating social work as a human rights profession in the new global order. *European Journal of Social Work, 4*(1), 5-15.
Reisch, M. (2014). The boundaries of social justice: Addressing the conflict between human rights and multiculturalism in social work education. In K. R. Libal, S.M. Berthold, R.L. Thomas, & L.M. Healy (Eds), *Advancing Human Rights in Social Work Education* (pp. 193-212). Alexandria, Virginia: CSWE Press.

Capabilities Approach
McGrath Morris, P. (2002). The capabilities perspective: A framework for social justice. *Families in Society: The Journal of Contemporary Human Services, 83*(4), 365-373.

Politics of Recognition
Fraser, N. (1998). *Social justice in the age of identity politics: Redistribution, recognition, participation.* WZB Discussion Paper, No. FS I 98-108.
Young, I. M. (1990). Five faces of oppression, Ch. 2 (pp. 39-65) in *Justice and the Politics of Difference.* Princeton NJ: Princeton University Press.
Dotolo, D., Lindhorst, T.,Kemp, S.P., Engelberg, R. (2018). Expanding conceptualizations of social justice across all levels of social work practice: Recognition theory and its contributions. *Social Service Review, 92*(2), 142-170.

Anti-oppression

Larson, G. (2008). Anti-oppressive practice in mental health. *Progressive Human Services*, *19*(1), 39-54.

Millar, M. (2008). Anti-oppressiveness: Critical comments on a discourse and its context. *British Journal of Social Work*, *38*, 362-375.

Decolonization

Tamburro, A. (2013). Including Decolonization in social work education. *Journal of Indigenous Social Development, 2*(1), 1-16.

Class schedule

Schedule of Residencies and Online Activities for SOWK 600 and SOWK 602:
Additional details will be provided in class or on the D2L site for the course

Date	SOWK 600	SOWK 602
May 9: 9:00 am to 12:00 pm	• Orientation to Direct-entry Clinical MSW Program	
May 9: 1:00 pm to 4:00 pm	• Introductions and review of course syllabi and assignments • Clinical social work practice and social justice • Social work research	
May 10: 9:00 am to 12:00 pm May 10: 1:00 pm to 4:00 pm	• Introduction to social justice and social work practice • Social work values and ethics and advanced practice • Group work	
May 11: 9:00 am to 12:00 pm May 11: 1:00 pm to 4:00 pm		• Social work research and ways of knowing • Research standpoint • Research ethics • Research process • Research design
Assignment 1 (Combined SOWK 600 and 602): due May 24 (post to Dropbox)		
Online components from May 13 to June 28	• Theories of social justice • Online social justice club	 • Introduction to quantitative data analysis

Assignment 2 – Part A for SOWK 600: questions and resources posted May 18, May 25, June 1, June 8, June 15

Assignment 2 – Part B for SOWK 600: group presentations posted to D2L by June 28 (or Part B alternate individual papers posted to Dropbox by June 28)

July 4: 9:00 am to 12:00 pm July 4: 1:00 pm to 4:00 pm	• Social justice discussion • Guest speaker • Social justice roundtable discussions	
July 5: 9:00 am to 12:00 pm July 5: 1:00 pm to 4:00 pm		Quantitative Methods • Variables • Sampling • Reliability and validity • Univariate analysis • Bivariate analysis • Multivariate analysis
July 6: 9:00 am to 12:00 pm July 6: 1:00 pm to 4:00 pm		Qualitative Approaches • Introduction • Epistemology • Data collection • Ethical considerations • Data analysis • Interpretive approaches
<u>Online components</u> from July 8 To August 13	• Social justice and theory discussions	• Online research tutorials and data analysis

Assignment 3 (Combined SOWK 600 and 602): due August 15th (post to Dropbox)

Assignments

Introduction to Assignments 1 and 3

In keeping with the alignment of SOWK 600 and SOWK 602 there are two combined assignments that students will be asked to complete. These assignments will be the first and last assignments of the term and they will be separated by distinct assignments based on course readings and content from the two courses. Each of the two combined assignments will be organized around a common theme across the two courses and will include specific

components and requirements as determined by the instructors. Each instructor will grade the component related to their class and apply the mark towards the grade for the student in their class.

Assignment 1: Social Justice and Research Standpoint

Weight: 20%
Due date: May 24th

For the SOWK 600 component, each student will be asked to locate a scholarly peer reviewed article related to an area of interest and the intersection with social justice/social injustice to read and critique. The article could be a theoretical article or empirical. Students could choose from the reading list or locate one via the library databases that aligns with their interests. Students will submit to drop box a summary/annotation of the reading, highlighting the salient social justice issues and main concern for clinical social workers. Also note words or concepts that are unfamiliar and provide clarification for the class. Include a personal reflection on the relevancy or significance of the article to the student's professional social work journey.
Note: an annotation is not the same as the abstract and the summary should be stated in the student's own words. The submission should not exceed 500 words.
Click here for annotation information

Assignment 3: Social Justice, Social Location and Social Work Research

Weight 30%
Due Date: Aug 15th.

With reference to the Mandel article, (Core reading #7) students should critically reflect on their own social location(s), and the potential impact social location has on your practice, your social work identity your ability and desire to pursue social justice. Students are asked to apply these reflections to a critical incident or an injustice your client or group of clients experienced. It could be one related to issues identified in Assignment 1, or Assignment 2, it could be an issue you have encountered in your practice, or another issue that you are passionate about.

Questions to ponder:

- Describe a critical incident or injustice you have encountered and how this issue resonated with you. How do you connect with it?
- How has your personal and professional experiences and family history influenced your thinking about social injustice?
- How has your social location influenced your values, biases, and beliefs and the way you live your life?
- How have these positions influenced your personal and professional relationships?
- What might be the impact of these identities on your approach to social justice as a clinical social worker?
- What have been your experiences with power and privilege thus far? How do these experiences inform your social work identity?
- What has facilitated your progress and opened doors for you and what has prevented you from achieving goals/ambitions or impeded your progress?
- Is there tension for you between your social justice ideals and your professional self?
- What do you believe to be challenges and strengths that may impact your professional life?

- What do you still need to know?

Your social location/self -reflection paper should be no longer than 6-8 pages. Integration of literature on critical reflection in research or practice is required (2-5 references max).

Assignment 2: Social justice Book club: *Structures of Indifference*
Part a. Process: Social justice book club discussion.
Weight: 25%
Each group member will read *Structures of Indifference.* This book will serve as a case study to which students will apply your understanding of your assigned social justice theory/perspective. For example, how would distributive justice make a difference or what would an anti-oppressive perspective bring attention to or highlight? Group members have been randomly assigned to a social justice perspective or approach prevalent within the social work literature. In addition to the provided core reading, each group is expected to add supplemental readings and resources to augment and extend their understanding of social justice over 5 weeks (from May 13th to June 10th). Groups will take time to examine, discuss and then apply the assigned theory or perspective to an area of injustice(s) highlighted in the book, possibly at the individual (micro) level or group (mezzo level) or societal (macro level). Students are invited to respond from a personal perspective (What was your response to Structures of Indifference? What surprised you? What assumptions did it reveal?) and from a profession perspective (What questions did it raise? What injustices were perpetrated? What could have been done differently? What policies failed? If you were a social worker in this hospital what might you see or do differently). Group members should answer the question, "How does your assigned theory of social justice explain or expand our understanding of social justice?"
- Each group member will be responsible to host one week of discussion (time will be allotted to this during your first residency in order to meet and plan).
- Discussion leaders will provide one or more resources (articles, YouTube videos, websites, news articles etc.) to augment and advance discussion and clarify concepts related to your assigned theory and its application.
- Discussion leaders for the week will post to the discussion board a minimum of two questions pertaining to your assigned theory and/or injustices raised in the book, to inspire discussion and reflection among on your social justice club. Posts should be made by Saturday, midnight. Post Dates: May 18, May 25, June 1, June 8, June 15. For full marks, responses should be posted in a timely manner (prior to the next posting).
- Discussion leaders will facilitate the discussion for their week. Facilitation may include responding to group members posts, clarifying, encouraging. Following your week you will summarize the discussion highlights-not more than 2 double spaced pages.
- Club members will come to each discussion week prepared to fully engage in the discussion by having reviewed the required readings and resources. Attention should be made to clarifying concepts and terminology. Members should also link discussions to aspects of the issues raised in *Structures of Indifference*. All members will demonstrate academic integrity as well as respectful curiosity at all times.
- Note: Members could choose to meet via zoom/adobe connect and conduct book club via technology. Questions and resources would still need to be posted, and a summary of the discussion will still be required. Please discuss with the instructor if you choose this option.

NOTE: Groups should submit to drop box their book report consisting of the collection of each leaders 2 page summary within 7 days of the end of your clubs meetings.

NOTE: each group should invite the instructor to a zoom meeting. Time to be negotiated.

Part b. Product: Educating Social Workers for Social Justice.
Weight 30%.
Due Date: June 28.
Due Date: The purpose of this assignment is to educate others by sharing your knowledge of the social justice theory with the wider class. Your group will develop a presentation (PowerPoint- maximum 15 slides, Prezi, Webpage, Video, etc.,) explaining and applying your particular social justice perspective/theory to an analysis of injustice such as the ones identified in the book *Structures of Indifference.* The presentation should flow from the work you have done through your book club meetings and could integrate and incorporate the resources that members have brought to the group (as well as others). The focus will be on your ability to convey 1) the social justice perspective and 2) application of the theory or perspective to practice for social workers in relation to the pursuit of social justice. The issues highlighted in the book could serve as a case example. A reference list of 10-15 articles should accompany the presentation. Will be posted to D2L by June 28 to a class wide discussion board.

> **Alternative Part b:**
> **Individual Academic paper**
> **Weight 30%**
> **Due Date: June 28.**
> Students could choose to work individually in part **b**, and submit a scholarly academic essay that explores the literature related to a social justice theory, linking it to their reading of Structures of Indifference and to social work practice. Individual papers should also include a reflection of the book club group experience, should draw from and integrate the resources brought to book club, should be scholarly and critical and conform to APA formatting standards. The paper should be 12-15 pages and contain no less than 15 peer- reviewed articles. In addition, gray literature may also be cited. Please let the instructor know by email if you wish to use this option.

Reading List

Abrams, L. S. & Moi, J. A. (2009) Critical race theory and the cultural competence dilemma in social work education, *Journal of Social Work Education, 45*(2), 245–61.

Abramovitz, M. (1998). Social work and social reform: An arena of struggle. *Social Work, 43*(6), 512-526.

Andrews, J. & Reisch, M. (2002). The radical voices of social workers: Some lessons for the future. *Journal of Progressive Human Services, 13*(1), 5-30.

Bishop, A. (2015). *Becoming an ally: Breaking the cycle of oppression in people* (3rd edition). Halifax, Canada: Fernwood Publishing.

Butler, A., Ford, D. & Tregaskis, C. (2007). Who do we think we are? Self and reflexivity in social work practice. *Qualitative Social Work, 6* (3), 281-299.

Caputo, R. (2002). Social justice, the ethics of care, and the market economy. *Families in Society: The Journal of Contemporary Human Services, 83*(4), 355-364

Gil, D. G. (2013). *Confronting injustice and oppression.* New York: Columbia University Press.

Chatterjee, P., & D'Aprix, A. (2002). The two tails of justice. *Families in Society: The Contemporary Journal of Human Services, 83*(4), 374-386.

D'Cruz, H., Gillingham, P.a & Melendez, S. (2007) Reflexivity: A concept and its meanings for practitioners working with children and families. Critical Social Work, 8 (1).

Desai, S. (2003). From pathology to postmodernism: a debate on 'race' and mental health. *Journal of Social Work Practice, 17*(1), 95-102.

Deveaux, M. (2002). Political morality and culture: What difference do differences make? *Social Theory and Practice, 28*(3), 503-518.

Dewees, M. (2002). Contested landscape: The role of critical dialogue for social workers in mental health practice. *Journal of Progressive Human Services, 13*(1), 73-91.

Dietz, C. (2000a). Reshaping clinical practice for the new millennium. *Journal of Social Work Education, 36*(3), 503-520.

Dietz, C. (2000b). Responding to oppression and abuse: A feminist challenge to clinical social work. *Affilia, 15*(3), 369-389.

Ezell, M. (1994). Advocacy practice of social workers. *Families in Society: The Journal of Contemporary Human Services, 75*(1), 36-47.

Fee, M. & Russell, L. (2007). "Whiteness" and "Aboriginality" in Canada and Australia: Conversations and identities. *Feminist Theory, 8*(2), 187-208.

Fine, M. & Teram, E. (2009). Believers and skeptics: Where social workers situate themselves regarding the Code of Ethics. *Ethics & Behavior, 19*(1), 67-78.

Fitzsimons, S. & Fuller, R. (2002). Empowerment and its implications for clinical practice in mental health: A review. *Journal of Mental Health, 11*(5), 481-499.

Freire, P. (1970). *Pedagogy of the oppressed.* New York: Continuum.

Garrett, P.M. (2010). Recognizing the limits of the political theory of Recognition: Axel Honneth, Nancy Fraser and Social Work. *British Journal of Social Work, 40*, 1517–1533.

Goldstein, E. G. (1996). What is clinical social work? Looking back to move ahead. *Clinical Social Work Journal, 24*(1), 89-104.

Goldstein, E. G. (2002). Psychoanalysis and social work: Historical perspectives. *Psychoanalytic Social Work, 9*(2), 33-39.

Gould, K. (1995). The misconstruing of multiculturalism: The Stanford debate and social work. *Social Work, 40*, 198-205.

Gutierrez, L. M. (1995). Understanding the empowerment process: Does consciousness make a difference? *Social Work Research, 19* (4), 229-238.

Hawkins, L., Fook, J., & Ryan, M. (2001). Social Workers' use of the language of social justice. *British Journal of Social Work, 31,* 1-13.

Honneth, A. (2004). Recognition and justice: Outline of a plural theory of justice. *Acta Sociologica, 47*(4), 351-364.

Ife, J (2001). Local and global practice: Relocating social work as a human rights profession in the new global order. *European Journal of Social Work, 4*(1), 5-15.

Kymlicka, W. (2010). Testing the liberal multiculturalist hypothesis: Normative theories and social science evidence. *Canadian Journal of Political Science, 43*(2), 257-271 doi:10.10170S0008423910000041

Kondrat, M.E. (1999). Who is the "self" in self-aware? Professional self-awareness from a critical theory perspective. *Social Service Review, 73*(4), 451-477.

Lewin-Epstein, N., Kaplan, A., & Levanon, A. (2003). Distributive justice and attitudes towards the welfare state. *Social Justice Research 16*(1), 1-27.

Mandell, D. (2008). Power, care and vulnerability: Considering use of self in child welfare work. *Journal of Social Work Practice, 22*(2), 235-248.

Margolin, L. (1997). *Under the cover of kindness: The invention of social work.* Charlottesville: University Press of Virginia.

McGrath Morris, P. (2002). The capabilities perspective: A framework for social justice. *Families in Society: The Journal of Contemporary Human Services, 83*(4), 365-373. https://doi-org.ezproxy.lib.ucalgary.ca/10.1606/1044-3894.16

McLaughlin, A. M. (2002). Social work's legacy: Irreconcilable differences? *Clinical Social Work Journal, 30*(2), 187-198.

McLaughlin, A.M. (2009). Clinical social workers: Advocates for social justice. *Advances in Social Work, 1*(1), 51-68.

McLaughlin, A.M. (2011): Exploring Social Justice for Clinical Social Work Practice, *Smith College Studies in Social Work, 81*(2-3), 234-251

McLaughlin, A.M., Gray, E. & Wilson, M. (2015). Mending the disconnect: Child welfare workers embracing social justice. *Children and Youth Services Review.59, 117-183.* http://dx.doi.org/10.1016/j.childyouth.2015.11.006

McLaughlin, A.M., Gray, E. & Wilson, M. (2017). From tenuous to tenacious: Social justice practice in child welfare. *Journal of Public Child Welfare.* DOI: 10.1080/15548732.2017.1279997

McLaughlin, K. (2014). Recognizing social work: The influence of the Politics of Recognition on social work practice. *Social Work in Action, 26*(5), 299-312. DOI:10.1080/09503153.2014.958452

Morley, C. (2003). Towards critical social work practice in mental health: A review. *Journal of Progressive Human Services, 14*(1), 61-84.

Morgan, H. (2012). The social model of disability as a threshold concept: Troublesome knowledge and liminal spaces in social work education. *Social Work Education, the International Journal, 31* (2), 215-226.

Mullaly, R. (1997). *Structural Social Work: Ideology theory and practice* (2nd ed.). Don Mills: Oxford University Press.

Mullaly, R. (2001). Confronting the politics of despair: Toward the reconstruction of progressive social work in a global economy and postmodern age. *Social Work Education, 20*(3), 303-320.

Nussbaum, M. (1999). *Sex and social justice*. New York: Oxford University Press.

Nussbaum, M. (2000). *Women and human development: The capabilities approach*. Cambridge: Cambridge University Press.

Nussbaum, M. (2001a). The enduring significance of John Rawls. *Chronicle of Higher Education*, *7*(20), 7-10.

Nussbaum, M. (2001b). Women's capabilities and social justice. *Journal of Human Development, 1*(2), 219-247.

Nussbaum, M. C. (2003). Capabilities as fundamental entitlements: Sen and social justice. *Feminist Economics*, *9* (2-3), 33-59.

Pelton, L. (2001). Social justice and social work. *Journal of Social Work Education*, *37*(3), 433-439.

Piketty, T. (2014). *Capital in the Twenty-First Century.* Cambridge: Harvard University Press.

Pinkerton, J. & Campbell, J. (2002). Social work and social justice in Northern Ireland: Towards a new occupational space. *British Journal of Social Work*, *32*, 723-737.

Poe, M.A. (2007). Fairness is not enough: Social Justice as a restoration of right relationships. *Social Work and Christianity, 34*(4), 449-470.

Polack, R. (2004). Social justice and the global economy: New challenges for social work in the 21st century. *Social Work, 49*(2), 281-290.

Prozatek, E. (1994). The problem of certainty: Clinical social work in the postmodern era. *Social Work, 39*(4), 396-403.

Pyrch, T. (2007). Participatory action research and the culture of fear: Resistance, community, hope and courage. *Action Research*, *5*(2), 199-216.

Reisch, M. (2008). From melting pot to Multiculturalism: The impact of racial and ethnic diversity on social work and social justice in the USA. *British Journal of Social Work, 38*, 788-804.

Reisch, M. (2002). Defining social justice in a socially unjust world. *Families in Society: The Journal of Contemporary Human Services, 83*(4), 343-354.

Reisch, M.& Jani, J.S. (2012). The new politics of social work practice: Understanding context to promote change. *British Journal of Social Work*, *42,*1132-1150, doi:10.1093/bjsw/bcs072

Saleebey, D. (1996). The strengths perspective in social work practice: Extensions and cautions. *Social Work, 41*(3), 296-306.

Saleebey, D. (1990). Philosophical disputes in social work: Social justice denied. *Journal of Sociology and Social Welfare, 17*(2), 29-40.

Sen, A. (2009). *The idea of justice.* Cambridge, Mass.: The Belknap Press of Harvard University Press.

Sen, A. (1999). *Development as freedom.* New York: Anchor Books

Sheppared, M. (2002). Mental health and social justice: Gender, race and psychological consequences of unfairness. *British Journal of Social Work, 32*(6), 779-797.

Vodde, R. & Gallant, J. P. (2002). Bridging the gap between micro and macro practice: Large scale change and a unified model of narrative-deconstructive practice. *Journal of Social Work Education, 38* (3), 439-458.

Preston-Shoot, M. (1995). Assessing anti-oppressive practice. *Social Work Education*, 14(2), 11-29.

Rossiter, A. (2001). Innocence lost and suspicion found: Do we educate for or against social work? *Critical Social Work. 2* (1).

Stanford, S. (2010). 'Speaking back' to fear: Responding to the moral dilemmas of risk in social work practice. *British Journal of Social Work, 40,* 1065-1080.

Swenson, C. (1998). Clinical social works contribution to a social justice perspective. *Social Work, 43*(6), 527-537.

Wakefield, J. (1988). Psychotherapy, distributive justice, and the pursuit of justice. *Social Service Review 62*(2), 187-210.

Webb, S. (2010). (Re)Assembling the left: the politics of redistribution and recognition in social work. British Journal of Social Work, 40, 2364-2379.

Whitmore, E., Wilson, M. G. & Calhoun, A. (Eds.). *Activism that works* (2011). Halifax & Winnipeg: Fernwood Publishing.

Young, I. M., (1990). *Justice and the Politics of Difference*. Princeton: Princeton University Press.

University of Calgary Faculty of Social Work, Central and Northern Alberta Region MSW Grading System 2018-2019			
Grade	**Grade Point**	**Description**	**Percentage**
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. **Note**: The grade point value (3.0) associated with this grade is the minimum acceptable **average** that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. **Note**: Students who accumulate two grades of **"B-"** or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below "B-" are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

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.

Withdrawal
No refunds for withdrawal from **summer session half-courses** after July 8, 2019. The last day to add or swap summer session half-courses is July 8, 2019. The last day to withdraw with permission from summer session half-courses is August 13, 2019.

The deadline to withdraw with permission from spring session block courses is 4:00 p.m. on the last business day prior to the end of the block course. The Graduate Academic Schedule for 2018-2019 can be viewed at http://www.ucalgary.ca/pubs/calendar/grad/current/index.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.

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar http://www.ucalgary.ca/pubs/calendar/current/k-2.html Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment.

Consistent with the aims of the Social Work Program, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): https://casw-acts.ca/en/Code-of-Ethics and the Alberta College of Social Work Standards of Practice (2013): http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf Students are expected to ensure they are both familiar with, and comply with these standards.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she 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."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar http://www.ucalgary.ca/pubs/calendar/current/k-2.html

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: http://www.ucalgary.ca/wellnesscentre/resources

Wellness Centre Phone Support (403) 210-9355 24 hours/day
If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.
Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

The Social Work representative to the Students Union is to be determined (swsa@ucalgary.ca).

Appeals: If there is a concern with the course, academic matter, or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must

follow the process in the Calendar. http://www.ucalgary.ca/pubs/calendar/current/i.html

The Student Ombudsman's Office can be reached at http://www.ucalgary.ca/ombuds/ for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

ACADEMIC ACCOMMODATION
It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.
If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services http://www.ucalgary.ca/access/ (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

SUPPORTS FOR MENTAL HEALTH
The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available and the Campus Mental Health strategy website (ucalgary.ca/mentalhealth).

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. Of 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

SAFEWALK
Safewalk provides a safe and reliable alternative to walking alone at night around and on the U of A campus. Located at 0-22 SUB, phone (780) 492-5563 or 4-WALK-ME. In addition to the UofA's Safewalk program, security personnel at Enterprise Square will provide an escort from the main lobby between 6:00 p.m. and 11:00 p.m., any day that the building is open. Arrangements to be accompanied can be made at the security desk opposite the elevators on the main floor at the time the escort is required – reservations ahead of time are not possible. Security will escort you within a two-block radius of Enterprise Square.