Course Number	SOWK 365 S01	**Classroom**	Online
Course Name	Critical Approaches to Social Work Practice		
Day(s) & Time	Zoom sessions: Wednesdays 1 PM – 4 PM MST		
Instructor	Ilyan Ferrer, PhD		
U of C E-mail	ilyan.ferrer@ucalgary.ca	**Phone**	(403) 220-6037

SYLLABUS STATEMENT

This course provides theoretical frameworks including anti-oppressive social work concepts as a foundation for reflective professional generalist social work practice.

COURSE DESCRIPTION

This course focuses on theoretical understandings and practical applications related to reflective and professional social work practice. Students have the opportunity to:

1) appreciate human and community capacities;
2) examine the various contexts of social work practice;
3) gain critical skills for generalist social work practice;
4) examine concepts of social justice and oppression;
5) and explore and apply anti-oppressive social work practice.

Students are encouraged to reflect critically on the different perspectives, social work theories and practices presented throughout the course. Classes will involve critical dialogue, group work, guest speakers, resource materials, case studies, and experiential activities. This course has no prerequisites or co-requisites.

COURSE LEARNING OUTCOMES

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

1) Understand and identify the history and theory of current social work practice;
2) Understand and explain the scope of generalist social work practice;
3) Understand and apply critical reflexivity as it relates to their own social location, and the experiences of different individuals, communities, and institutions;
4) Analyze forms and dynamics of oppression at personal, community, and structural levels; and
5) Engage and apply critical theories, models, and perspectives in social work.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Required reading material is available through the University of Calgary library resources. For this course, students will be reading textbook chapters, articles and online resources on critical approaches to social work practices. Please see detailed class schedule listed below for specific articles and chapters.

Course text:
Baines, D. (2017). Doing Anti-Oppressive Practice Social Justice Social Work (3rd edition). Halifax, N.S.: Fernwood Publishing.

Additional readings related to weekly topics are indicated in class schedule.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class and asynchronous resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access. A headset or ear pods may be useful.

RELATIONSHIP TO OTHER COURSES

This course supports learners to gain foundational knowledge related to social work principles, theory and practice. It thus prepares them to understand and critically examine theoretical concepts and practical frameworks offered in other courses.

CLASS SCHEDULE

Note: Due to the COVID-19 pandemic, this year's course offering is being transitioned from face-to-face to an online learning space/platform. As a result, the course requires students to engage with asynchronous (education at the student's pace) and synchronous (education in real-time; i.e. live Zoom sessions) with the aim of promoting inquiry-based learning and dialogue between instructors and students. The inquiry-based learning approach honours students' diverse ways of knowing, as well as their abilities to reflect on their lived experience, to generate knowledge, and to research and critically reflect on relevant information. Rather than being passive receivers of information, students are encouraged to participate in critical dialogues on relevant topics and issues. They are encouraged to complete the readings before each class, and to use the suggested questions of focus to research, gather and critically reflect on relevant information.

Topic 1 – September 9th, 2020
Introduction to course/assignments/expectations Critical and anti-oppressive practice; Introduction to theory including AOP

Readings:
1) Fook, J. (2003). Critical social work: The current issues. *Qualitative Social Work, 2*(2), 123-130.
2) Campbell C., & Baikie, G. (2012). Beginning at the beginning: An exploration of critical social work. *Critical Social Work, 13*(1), 67-81.
3) CH 1: Baines, D. (2017). Anti-oppressive practice: Roots, theory tensions

Topic 2 - September 16th, 2020
Situating self within current challenges of neoliberalism, inequality and change

1) CH 2: Baines, D. (2017). Anti-oppressive practice: Neoliberalism, inequality, and change
2) CH 7: Fay, J. (2017). Let us work together: Welfare rights and anti-oppressive practice
3) Fook, J. (2007). Reflective practice and critical reflection. In J. Lishman (Ed.), *Handbook for practice learning in social work and social care* (pp. 263-375). Jessica Kingsley Publishers.

Topic 3 - September 23rd, 2020

Situating Self, Other and Othering
Indigenous and Anti-Colonial Ways of Knowing

Readings:
1) Bastien, B. (2004). Context. In B. Bastien, *Blackfoot ways of knowing: The worldview of the Siksikaitsitapi* (pp. 1-34). University of Calgary Press.
2) Tuck, E., & Yang, K.W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education and Society*, 1, 1-40.
3) Baskin, B., & Davey, C. (2017). Parallel pathways to decolonialization: Critical and Indigenous social work. In S. Wehbi & H. Parada (Eds.), *Reimagining anti-oppression social work practice* (pp. 3-15). Canadian Scholars.
4) CH. 6: Freeman, B. (2017). Soup days and decolonization: Indigenous pathways in anti-oppressive practice.

Topic 4 - September 30th, 2020

Theories of power and operations within social work
Contextualizing social work approaches within the Canadian nation-building project

Readings:
1) Kennedy-Kish (Bell), B., Sinclair, R., Carniol, B., & Baines, D. (2017). Diverging schools of altruism. In B. Kennedy-Kish (Bell), R. Sinclair, B. Carniol, & D. Baines (Eds.), *Case critical: Social services and social justice in Canada* (7th ed.)., pp. 76-94). Between the Lines.
2) Thobani, S. (2011). Introduction: Of exaltation. In S. Thobani, *Exalted subjects: Studies in the making of race and nation in Canada* (pp. 3-29). University of Toronto Press.
3) Lee, E., & Ferrer, I. (2014). Examining social work as a Canadian settler colonial project: Colonial continuities of circles of reform, civilization, and in/visibility, *Journal of Critical Anti-Oppressive Social Inquiry, 1*(1), 1-20.

Topic 5 - October 7th, 2020

Dismantling the Whiteness in Social Work Practice
Anti-Racism and critical race theories

Readings
1) CH 13: Joseph, A. (2017). Pathologizing distress: The colonial master's tools and mental health services for 'newcomers/immigrants'.
2) Yee, J. Y. (2015). Whiteness and White supremacy in social work. In Wright, J. (Ed.), *International encyclopedia of social and behavioral sciences*, social work (2nd ed., pp. 569-574). Elesvier.
3) Duhaney, P. (2010). Why is our educational system still guilty of Whiteness? *Canadian Social Work Review, 27*(1), 95-111.

4) Dei, G.S. (2017). Towards a (re)theorization of Blackness, anti-Blackness, and Black solidarities. In G.S. Dei, *Reframing Blackness and Black solidarities through anti-colonial and decolonial prisms* (pp. 31-63). Springer International Publishing.

Topic 6: October 14th, 2020

Unpacking power relations and heteropatriarchy in social work practice

Readings:
1) CH 12: Brown, C. (2017). Creating counterstories: Critical practice and feminist narrative therapy.
2) Lorde, A. (1984). Age, race, class and sex: Women redefining difference. In A. Lorde (Ed.), *Sister outsider: Essays and speeches* (p.114 – 123). The Crossing Press.
3) Altamirano-Jimenez, I. (2010). Indigenous women, nationalism, and feminism. In S. Razack, M. Smith, & S. Thobani (Eds.), *States of race: Critical race feminism for the 21st century* (pp. 111-125). Between the Lines.

Topic 7: October 21st, 2020

Intersectionalities and interlocking systems of oppression
Centering Counter-storytelling

Readings:
1) Mattsson, T. (2013). Intersectionality as a useful tool. *Affilia, 29*(1), 8-17.
2) Lee, E.O.J. (2018). Sexual and gender diversity: Resituating within the frame of anti-racism and anti-colonialism. In D. Este, L. Lorenzeti, & C. Sato (Eds). *Racism and anti-racism in Canada* (pp. 201-230). Fernwood Publishing.
3) Westbrook, L. & Schilt, K. (2014). Doing gender, determining gender: Transgender people, gender panics, and the maintenance of the sex/gender/sexuality system. *Gender & Society*, 28(1), 32-57.
4) Bilge, S. (2010). Beyond subordination vs. resistance: An intersectional approach to the agency of veiled Muslim women. *Journal of Intercultural Studies, 31*(1), 9-28.

Topic 8: October 28th, 2020

Social justice and critical clinical practices
Client centered theory and empowerment theory

Readings:
1) CH 3: Dumbril, G. (2017). Emic and alliance: Anti-oppressive social work in child protection.
2) CH 14: O'Neill, L. (2017). Cognitive behavioural therapy and anti-oppressive practice: Compatible or irreconcilable differences?
3) CH 15: Smith, K. (2017). Occupied spaces: Unmapping standardized assessments.

Topic 9: November 4th, 2020

Intergenerational and transnational considerations within social work practice

Readings:

1) CH 11: Hulko, W., Brotman, S., Ferrer, I. (2017). Counter-storytelling: Anti-oppressive social work with older adult.
2) Mohanty, C.T. (2003). Under western eyes: Feminist scholarship and colonial discourses. In C.T. Mohanty, *Feminism without borders: Decolonizing theory, practicing solidarity* (pp. 17-42). Duke University Press.
3) Mahrouse, G. (2012). Solidarity tourism and international development internships: Some critical reflections. In A. Choudry, J. Hanley, & E. Shragge (Eds.), *Organize! : Building from the local for global justice* (pp. 194-204). Between the Lines.

Topic 10: November 18th, 2020

Dismantling the pervasiveness of able-bodiness through a critical disability lens

Readings:
1) CH 8: Wehbi, S. (2017) Disability rights and justice activism: Lessons for anti-oppressive community building.
2) CH 9: Carter, Hanes & MacDonald (2017). Beyond the social model of disability: Engaging in anti-oppressive social work practice.
3) El-Lahib, Y. (2017). Theoretical dimensions for interrogating the intersection of disability, immigration and social work. *International Social Work, 60*(3), 640-653.

Topic 11: November 25th, 2020

Advocacy, activism, social justice and resistance

Readings:
1) Shragge, E. (2003). Social action and its legacy for social change. In E. Shragge, *Activism and social change: Lessons for community and local organizing* (pp. *75-105*). Broadview Press.
2) CH 5: Baines, D. (2017). Bridging the practice-activism divide: Advocacy, organizing, and social movements.
3) CH. 17: Ross, M. (2017). Social work activism within neoliberalism: A big tent approach?

December 2 – Podcast Presentations
December 9 – Podcast Presentations

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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.

ASSESSMENT COMPONENTS

Assignment 1: Reflection Paper (30%)
Due: October 4th, 2020

This individual written assignment will provide students the opportunity to write a reflection paper based on their worldviews, personal beliefs and assumptions, and social locations that guide their emerging social work identities. The objective of this paper is bridge personal experiences and identities with the critical theories and social work approaches learned in class. Students will be given guided questions to help them think about their practice.

Length: 7 to 8 pages (excluding title page and references)
Format: APA 7th Edition
Grading: Detailed grading criteria/requirements for this assignment will be discussed in class and posted into D2L.

Assignment 2: Group Podcast Assignment (Part 1: 20%; Part 2: 30%)
Due Date: Part 1: November 8th, 2020; November 29th, 2020

On the first day of class, students will form small groups (3 members per group) based on their common interests in specific social issues discussed in class. The Podcast Assignment is a group assignment that incorporates experiential learning through podcasts and podcasting. By actively creating their own podcasts, students will develop and apply understandings of structural and micro-oriented theories learned in the classroom to social work practices, such as interviewing and engaging with community stakeholders. Students will also develop technological skills on how to create a podcast script, use available software and hardware create their own podcasts. Grading criteria for this assignment will be discussed in class. Grading expectations will be discussed in class and posted on D2L. Throughout the term, group members will work together both inside and outside the classroom to deepen their understanding about critical social work issues. Assignment 2 will be broken down into parts to so that students demonstrate their ongoing professional development and personal growth.

For part 1, students will develop a podcast proposal and interview guide in preparation of Part 2 (Podcast). Podcast proposals should be about 5 to 6 pages (double spaced) outlining a rationale, a justification of issue, topic of discussion, and potential interviewees. A template will be provided in class. These proposals must address the following questions: (1) what social work perspectives, theories and other course concepts will you incorporate in your podcast? (2) how will the podcast analyse the ways in which oppression, privilege, and/or power are embedded in everyday experiences? (3) what social justice issues does the podcast address, and how would social workers and communities respond?, (4) what ethical considerations will arise in developing and creating your podcasts? Interview guides should 1 to 2 pages (double-spaced) outlining the types of questions used for the podcast.

Length: 5 to 6 pages for proposal; 1 to 2 pages for interview guide
Format: APA 7th Edition Referencing
Grading: Detailed grading criteria/requirements for this assignment will be discussed in class and posted into D2L.

For Part 2, students must submit a 20-30 minute podcast with the following components: Introduction and contextualization of a social justice issue; critical analysis of the social issue of focus; application of relevant theoretical concepts; reflexive use of practical approach(es) and methods in addressing social issue; and demonstration of personal growth.

Length: 20 to 30 minutes
Format: Digital format
Grading: Detailed grading criteria/requirements for this assignment will be discussed in class and posted into D2L.

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Assignment 3: Digital Dialogues (20%)
Due Date: Oral: December 2nd and 9th, 2020

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Students will have the opportunity to virtually present their podcasts and answer questions and receive feedback from their colleagues. Details and grading criteria will be discussed in class.

Length: 20 minutes
Format: Each group will have 20 minutes to present their podcasts, to answer questions and to lead class discussion about their content and process of creating a podcast.
Grading: Detailed grading criteria/requirements for this assignment will be discussed in class and posted into D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS
Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

GUIDELINES FOR SUBMITTING ASSIGNMENTS
Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due no later than 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 downgraded by one full mark (-1) of the assignment grade per day including weekends, holidays and study weekdays. There is a seven-day maximum limit by which to accept late assignments when students have not asked for extensions. No assignments will be accepted beyond this seven-day limit.

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

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.

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**