

Course Number	SOWK 365 S02	Classroom	Online
Course Name	Critical Approaches to Social Work Practice		
Day(s) & Time	Zoom sessions on Wednesday afternoons 1 pm – 3:50 pm		
Instructor	Chantel Large, MSW, RSW		
U of C E-mail	calarge@ucalgary.ca	Phone	Please contact instructor via email

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

By the end 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.
5. Engage and apply critical theories, models, and perspectives in social work.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Textbook:

Baines, D. (Ed.). (2016). *Doing anti-oppressive practice: social justice social work* (3rd ed.). Winnipeg, MB: Fernwood Publishing.

Articles:

Absolon, K. (2019). Indigenous wholistic theory: A knowledge set for practice. *First Peoples Child & Family Review*, 14(1), 22-42.

Campbell C., & Baikie, G. (2012). Beginning at the beginning: An exploration of critical social work. *Critical Social Work*, 13(1).

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.

Delgado, R., & Stefancic, J. (Eds.). (2017). *Critical race theory: An introduction* (3rd ed.) NYU Press. Retrieved from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca>

Fook, J. (2003). Critical social work: The current issues. *Qualitative Social Work*, 2(2), 123-130.

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). Oxford, U.K.: Elsevier.

Multimedia:

TED Talk by Kimberlé Crenshaw, The Urgency of Intersectionality:

<https://www.youtube.com/watch?v=akOe5-UsQ2o>

TEDtalk by Professor Ibram X. Kendi, The Difference Between Being “Not Racist” and Antiracist:

<https://www.youtube.com/watch?v=KCxbl5QgFZw>

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 required for D2L and Zoom access.

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 to critically examine theoretical concepts and practice 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.

Date	Topic	Required Readings	Assignments
September 9	<ul style="list-style-type: none"> • Introductions • Course and assignment overview • What is critical social work? 	<ul style="list-style-type: none"> • CH. 1: Baines, D. (2017). Anti-oppressive practice: Roots, theory, tensions. • Fook, J. (2003). Critical social work: The current issues. <i>Qualitative Social Work</i>, 2(2), 123-130. • Campbell C., & Baikie, G. (2012). Beginning at the beginning: An exploration of critical social work. <i>Critical Social Work</i>, 13(1). 	<ul style="list-style-type: none"> • Submit quotable moment of the day
September 16	<ul style="list-style-type: none"> • Neoliberalism, inequality and change • Overview of social work theories, models, worldviews and perspectives 	<ul style="list-style-type: none"> • CH. 2: Baines, D. (2017). Anti-oppressive practice: Neoliberalism, inequality, and change. 	<ul style="list-style-type: none"> • Submit quotable moment of the day
September 23	<ul style="list-style-type: none"> • Critical Race Theory • Critical Feminist Perspectives • Intersectionality 	<ul style="list-style-type: none"> • Delgado, R., & Stefancic, J. (Eds.). (2017). Critical race theory: An introduction 	<ul style="list-style-type: none"> • Submit quotable moment of the day

		<ul style="list-style-type: none"> • CH. 12: Brown, C. (2017). Creating counter-stories: Critical practice and feminist narrative therapy. • Multimedia: TEDtalk by Kimberlé Crenshaw on intersectionality 	
September 30	<ul style="list-style-type: none"> • Indigenous approaches and ways of knowing • Guest speaker: TBD 	<ul style="list-style-type: none"> • CH. 6: Freeman, B. (2017). Soup days and decolonization: Indigenous pathways in anti-oppressive practice. 	<ul style="list-style-type: none"> • Interview questions approved by instructor • Submit quotable moment of the day
October 7	<ul style="list-style-type: none"> • Indigenous approaches and ways of knowing • Guest speaker: TBD 	<ul style="list-style-type: none"> • Absolon, K. (2019). Indigenous wholistic theory: A knowledge set for practice. <i>First Peoples Child & Family Review</i>, 14(1), 22-42. 	<ul style="list-style-type: none"> • Submit quotable moment of the day
October 14	<ul style="list-style-type: none"> • Social justice and critical clinical practices 	<ul style="list-style-type: none"> • CH 14: O’Neill, L. (2017), Cognitive behavioural therapy and anti-oppressive practice: Compatible or irreconcilable differences? • CH. 15: Smith, K. (2017). Occupied spaces: Unmapping standardized assessments. 	<ul style="list-style-type: none"> • Assignment 1 due • Submit quotable moment of the day

<p>October 21</p>	<ul style="list-style-type: none"> • Advocacy, activism and social work • Guest speaker TBD 	<ul style="list-style-type: none"> • CH 5: Baines, D. (2017). Bridging the practice-activism divide: Advocacy, organizing, and social movements. • CH. 17: Ross, M. (2017). Social work activism within neoliberalism: A big tent approach? 	<ul style="list-style-type: none"> • Submit quotable moment of the day
<p>October 28</p>	<ul style="list-style-type: none"> • Anti-oppressive practice and anti-racism continued 	<ul style="list-style-type: none"> • CH. 13: Joseph, A. (2017). Pathologizing distress: The colonial master's tools and mental health services for 'newcomers/immigrants.' • CH 4: Pon, G., Phillips, D., Clarke, J., & Abdillahi, I. (2017). Who's protecting whom? Child welfare and policing black families. 	<ul style="list-style-type: none"> • Submit quotable moment of the day
<p>November 4</p>	<ul style="list-style-type: none"> • Anti-oppressive practice and anti-racism continued • Guest speaker TBD 	<ul style="list-style-type: none"> • Yee, J. Y. (2015). Whiteness and White supremacy in social work. In Wright, J. (Ed.), <i>International encyclopedia of social and behavioral sciences, social work</i> (2nd ed., pp. 569-574). Elsevier. • Dei, G.S. (2017). Towards a (re)theorization of Blackness, Anti-Blackness, and Black solidarities. In G.S. Dei, <i>Reframing Blackness and Black Solidarities through anti-colonial and decolonial prisms</i> (pp. 31-63). Springer International Publishing. 	<ul style="list-style-type: none"> • Assignment 2 due • Submit quotable moment of the day

		<ul style="list-style-type: none"> • Multimedia: TEDtalk by Professor Ibram X. Kendi 	
November 11	Remembrance Day and Fall Break – No Classes All Week		
November 18	<ul style="list-style-type: none"> • Group presentations (x3) 		<ul style="list-style-type: none"> • Submit quotable moment of the day
November 25	<ul style="list-style-type: none"> • Group presentations (x3) 		<ul style="list-style-type: none"> • Submit quotable moment of the day
December 2	<ul style="list-style-type: none"> • Group presentations (x3) 		<ul style="list-style-type: none"> • Submit quotable moment of the day
December 9	<ul style="list-style-type: none"> • Group presentations (x1) • Concluding Learning Activity 		<ul style="list-style-type: none"> • Submit quotable moment of the day

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.

ASSESSMENT COMPONENTS

There is no midterm or final exam in SOWK 365. Your course grade will be determined by four assignments during the term: 1) Interview and reflection (30%); 2) reflection papers (30%); 3) group presentation (30%); and 4) quotable moments (10%).

Assignment 1: Interview and Reflection (individual assignment)

Due: October 14th

Value: 30% of final course grade

Affiliated CLOs: 1, 2, 3, 5

Students must pick a topic they are passionate about and then interview an organization in Calgary related to that topic. For example, someone passionate about working with sexual abuse survivors might consider interviewing someone from Calgary Communities Against Sexual Abuse or someone passionate about Indigenous youth might consider interviewing someone from the Diamond Willow Youth Lodge. Drawing on the themes, theories and concepts discussed in class, students will develop 10 thought-provoking interview questions. These questions must be approved by the instructor no later than September 30th. Students will then document and type up the interview questions and answers and submit a 2-3 page reflection on the interview itself. Students are encouraged to explore their own social locations and biases in the reflection.

Length: Interview question and answers plus a 2-3 page double-spaced reflection (excluding title page and references)

Format: APA 7th edition.

Grading: The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L.

Submit via designated D2L dropbox.

Assignment 2: Reflection Paper (individual assignment)

Due Date: November 4th

Value: 30% of final course grade

Affiliated CLOs: 1, 2

Students will write a reflection paper based on three required readings and two additional sources. It is not necessary for the two additional sources to be peer reviewed – media, news stories etc. are acceptable. This paper incites reflections about themselves as emerging social workers, their social locations, the communities they serve, and the themes, theories and concepts learned throughout the course.

Length: 5-6 pages double-spaced (excluding title page and references)

Format: APA 7th edition.

Grading: The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L.

Submit via designated D2L dropbox.

Assignment 3: Group Case Presentation

Due: on designated presentation date

Value: 30% of final course grade

Affiliated CLOs: 1, 3, 4, 5

Groups of 3 people (randomly assigned) will choose a topic to summarize, prepare and present to the class. The topic may be a program, initiative, social justice movement, organization or piece of legislation that addresses a type or types of oppression or issue that is/are relevant to social work practice. The topic must be approved by the instructor no later than September 16th.

The groups will work together to create a Powerpoint or a Prezi (or another tool approved by the course instructor) presentation to present the topic to the class and to post as a resource in D2L. Presentations may include media clips (maximum 10 minutes) or other resources that will help your audience to understand the significance of the case. To facilitate active learning, the presentation should include questions for discussion and/or brief discussion or activity.

Questions that may be relevant to analyzing the case and preparing for the presentation include, but are not limited to:

1. How can the case be explained according to difference, oppression, or privilege?
2. What identity or intersecting identities does the case highlight? (gender, ethnicity, physical health, mental health, income etc.)
3. How could intersectionality theory be applied to understanding and analyzing the case?
4. How does the organization, program, or initiative involve the population of interest? For example, are individuals or groups involved as experts in their own experiences? Do individuals and groups participate directly in social justice oriented action and if so, how?
5. How does the organization, program, or initiative involve allies?
6. How does the organization, program, or initiative educate allies?
7. How can the case be understood according to micro, mezzo, and macro level levels of social work practice?
8. How can the case be analyzed according to federal human rights legislation?
9. What policy/policies has been developed or what legislation has been created/instituted in response to the issue?
10. To what extent has policy or legislation effectively addressed issues related to the case or its consequences or implications?
11. What is the significance of the political, cultural, or historical context of the case and how does the context influence the implications?
12. What questions arise for you in response to the case?
13. What can social workers learn examining and discussing the case?
14. What role do or could social workers play in the case?

15. What social change has the organization, program or initiative stimulated?

Length: 40 – 50 minutes including time for questions

Format: Group members will create a PowerPoint or Prezi to present to the class and to post as a resource in D2L. Any references and images used in the presentation should adhere to APA 7th Edition.

Grading: The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L.

Assignment 4: Quotable Moments (individual assignment)

Due: At the end of every class

Value: 10% of final course grade

Affiliated CLO: 3

Students are expected to: attend each class, read the required readings in advance of the class, and participate fully in the small and wider group facilitated discussions. At the end of each class, students will email the instructor with a quotable moment from anything discussed in class that day. This is just a quick way to capture a snapshot of your most significant learning that day.

Length: No minimum or maximum word limit.

Format: APA 7th edition.

Grading: The grading criteria for this assignment will be discussed in class.

Submit via designated D2L dropbox.

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**