



Fall 2021

Course & Session Number	SOWK 305 S06	Classroom	Online
Course Name	Diversity and Oppression Portfolio Project		
Day(s) & Time	Mondays 6-8 pm MST		
Instructor	Alysia Wright, MSW RSW		
U of C E-mail	acwright@ucalgary.ca	Office Hours	By appointment

SYLLABUS STATEMENT

Individual preparation of a self-directed portfolio as an expression of the student’s own critical analysis of diversity, oppression, and social justice in relation to the local context. Honouring the student’s prior learning experiences by acknowledging and incorporating aspects of that learning in the development of the project.

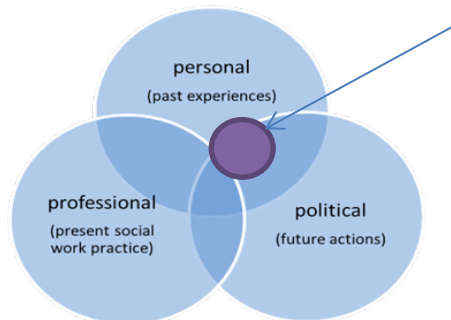
Course Hours: 3 units; H (1S-2T)

Prerequisite or co-requisite: Social Work 304

COURSE DESCRIPTION

Drawing from prior learning and life experiences, as well as the themes and content from SOWK 304, students in SOWK 305 are invited to explore and reflect on diversity and oppression as experienced in relationship to their environments/systems and the people around them. Students will explore the core spheres of social work practice: personal, professional, and political in relation to reflexive practice. Through the completion of three assignments utilizing diverse literacies and approaches, students will demonstrate reflexive understanding of diversity and oppression, colonization/decolonization, and reconciliation. Reflective writing and project design will be shaped by experiences and understandings about aspects of the social or physical world and social work practice.

Figure 1 – Reflexive Anti-Opressive Social Work Practice Portfolio Linkages



D. Badry (2014)

The theme course (Social Work 304) provides students with a foundation of theoretical knowledge related to diversity and oppression to inform ethical and effective professional social work practice. **In SOWK 305, students are encouraged to make connections with their learning in SOWK 304 and to further advance their learning about topics of interest related to diversity and oppression.** Students will be encouraged to engage in critical inquiry and value and explore diverse ways of knowing.

Throughout the course, students will engage in a variety of learning activities, including dialogue, critical reflection, reflexivity, knowledge creation, and social justice-oriented action. SOWK 305 will involve participating in module learning activities (module readings, recorded lectures, and participating in asynchronous and synchronous discussions) and completing two additional integrative assignments (outlined below).

Students will enrich their professional practice frameworks by integrating new understandings of diversity and oppression gleaned in SOWK 304 and SOWK 305. Students will apply critical thinking skills by formulating personally and professionally meaningful questions to guide their learning in the course.

COURSE LEARNING OUTCOMES

Course-specific Learning Objectives (CLO's):

Through successful completion of this course, students will:

1. Articulate knowledge of how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups and strive to end these and other forms of social injustice.
2. Examine and critically reflect on how their own identities, social locations, personal and professional contexts, biases, assumptions, and perspectives influence their approach to social work practice.
3. Critically assess the social, historical, economic, Indigenous, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.
4. Apply critical thinking, critical reflection, and reflexivity to identify and address structural sources of injustice and inequalities in the context of a Canadian society, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.
5. Apply knowledge of colonization/decolonization, reconciliation, and diversity/oppression within a social work practice framework.
6. Identify and evaluate limitations of own knowledge and understanding of the history of First Peoples in Canada and proceed to address these by formulating questions to guide self-directed learning.
7. Interpret SOWK 304 and SOWK 305 course teachings and explain how they have contributed to their understanding of diversity of diversity and oppression.

LEARNING RESOURCES

Text for SOWK 304 and SOWK 305

Ash, S. L. & Clayton, P. H. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*, 1, 25-48.

Gumbrill, G., & Yee, J. Y. (2018). *Anti-oppressive social work: Ways of knowing, talking and doing*. Oxford University Press.

Supplementary and optional readings related to each module will be posted in D2L.

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

SOWK 305 is a required course for the VLC BSW program and is taken concurrently with SOWK 304.

CLASS SCHEDULE

Date	Zoom Sessions	D2L Module Topics/Course Readings/Assignments
September	<p>Zoom Session 1: Monday, September 13th 6:00 - 8:00 MST Course orientation</p> <p>Zoom Session 2: Monday, September 27th 6:00 - 8:00 MST Guest lecture: The intersection of anti-racism, decolonialism, and social work practice</p> <p>Group work: 30 minutes dedicated to group work</p>	<p>Module 1 - September 7th - October 3rd</p> <p>Asynchronous Student Tasks</p> <ul style="list-style-type: none">• Assignment 1: Connect with partner, review Hypothesis, discuss collaborative process and complete group-project template, submit first essay, provide feedback, engage in discussion (time dedicated in class).• Assignment 2: Connect with group to determine debate topic, post topic to shared list (available on D2L), complete group-project template, prepare for debate• Assignment 3: Asynchronous learning activities, formulation of individual social justice, diversity, and oppression topic of interest, independent research and planning, post first discussion post.

		<ul style="list-style-type: none"> Readings related to Module 1 will be posted in D2L.
October	<p>Zoom Session 3 Tuesday, October 18th 6:00 - 8:00 MST Social Justice Debate – small groups. (2 groups)</p>	<p>October Module 2 – October 4th - October 31st Asynchronous Student Tasks</p> <ul style="list-style-type: none"> Assignment 1: Connect with partner, review feedback and ideas, submit second essay, provide feedback, engage in discussion (time dedicated in class). Assignment 2: Prepare debate materials, complete critical appraisal rubric for selected resources. Assignment 3: Integrate course learning and peer-to-peer engagement with critical reflections on your social justice topic, submit second essay. Asynchronous learning activities and self-directed exploration of concepts, terms, topics, themes, and curated resources related to diversity and oppression. <p>Readings related to Module 2 will be posted in D2L.</p>
<i>Reading Break: November 8th - 14th</i>		
November/ December	<p>Zoom Session 4: Monday, November 1 6:00 - 8:00 MST Social Justice Debate – small groups. (2 groups)</p> <p>Zoom Session 5: November 22nd Monday, December 6:00 - 8:00 MST Social Justice Debate – small group presentations. (2 groups)</p> <p>Zoom Session 6: December 6th</p>	<p>Module 3 November 1st – December 6th This module will focus on completion and sharing of assignment 1 & 3.</p> <ul style="list-style-type: none"> Assignment 1: Prepare final essay Assignment 2: Debate groups Assignment 3: Prepare final post and interactive learning document for peers Asynchronous learning activities and self-directed exploration of concepts, terms, topics, themes, and curated resources related to diversity and oppression, colonization/decolonization, reconciliation and the history of Indigenous Peoples and communities in Canada. <p>Readings related to Module 3 will be posted in D2L.</p>

IMPORTANT DATES FOR FALL 2021

- Block Week: August 30 – September 3, 2021
- Labour Day, Monday, September 6, 2021
- Start of Classes: Tuesday, September 7, 2021
- National Day of Truth and Reconciliation: Thursday, September 30, 2021
- Thanksgiving Day: Monday, October 11, 2021
- Remembrance Day: Thursday, November 11, 2021
- Term Break, no classes: Sunday – Saturday, November 7-13, 2021
- End of Classes: Thursday, December 9, 2021
- End of Term: Friday, December 24, 2021
- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

** Please note that the University of Calgary recognizes Thursday, September 30, 2021, as the National Day of Truth and Reconciliation. This is a federal holiday. University operations are closed on this day.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

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

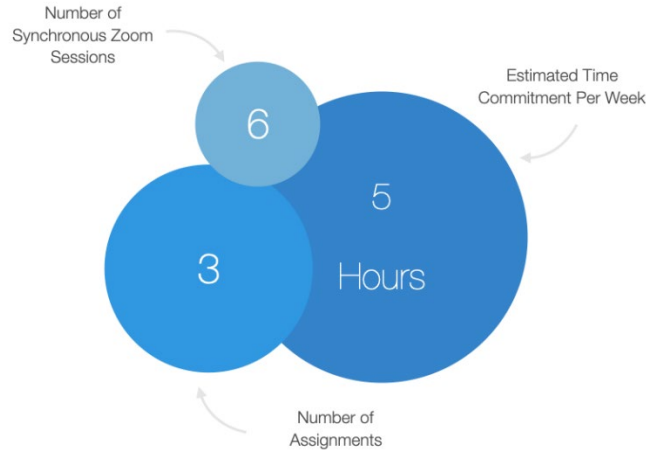
The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not 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



Please note:

- There is no final exam in this course.
- Standard of writing will be a factor in grading students' work.

Summary of SOWK 305 Assignments

<p>Assignment 1 Social Location and Anti-Racist Social Work Practice – Paired Critical Reflection</p>	<p>Due Dates: Essay 1: Peer Review: October 4 Final: October 11 Essay 2: Peer Review: November 1 Final: November 8 Essay 3: Peer Review: November 29 Final: December 6 Value: 30% Estimated Hours to Complete: 10 to 12 Course Learning Outcomes: 1, 2, 3 Purpose: Social workers have an ethical responsibility to be aware of their social location and the impact that this location has upon their work. It is important for social workers to engage in critical discussions about their social location, identity, markers of privilege and oppression, and opportunities for growth and advocacy with their colleagues and communities. This assignment provides students with a critical and moderated space to practice this critical reflection, engage in critical dialogue with colleagues, explore different perspectives, and prepare themselves for future courses in the VLC Program and social work roles in the field. Overview: Students will work in pairs to explore their social locations, including the structural and systemic privileges and detriments that they</p>
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	<p>experience. Over the course of the term, pairs will engage in a critically reflective process through which they:</p> <ul style="list-style-type: none"> - Describe the importance of social location, privilege, and intersectionality in social work practice - Examine their social location and relationship to anti-racism and decolonial social work practices - Articulate their personal and professional learning through on-going reflective peer-engagement - Identify strategies to become agents of change in their unique context <p>Submission: Students will explore their social locations and critical reflections in 3 short essays (400 to 500 words) over the course of the term. Students will prepare a peer-review copy and a final copy for assessment, see deadlines above. Students will have 1 week to review each other’s essays, provide and incorporate feedback, and submit their final essay for assessment.</p> <p>Format: Students will utilize Hypothesis, a peer-review software that allows for real-time collaboration, to complete three short essays (300 to 400 words), answering a specific prompt. Prompts will be determined by all students during the first week of class and posted to D2L within the first two weeks of class. Pairs will engage in a constructive peer-review process through which they review each other’s essays, provide insights and feedback, and support concept development through the DEAL critical reflective framework (Ash & Clayton, 2009). A template will be provided in class. Essays will adhere to APA 7th Edition formatting.</p> <p>Grading Criteria: Detailed instructions and assessment criteria will be provided on D2L.</p>
<p>Assignment 2 Equity, Diversity, and Inclusion in Social Work Practice – Small Group Debates</p>	<p>Due Date: Selected on the first day of class</p> <p>Value 30%</p> <p>Estimated Hours to Complete: 8 to 10</p> <p>Course Learning Outcomes: 4, 5</p> <p>Purpose: Equity, diversity, and inclusion is a priority concern for social workers in Canada and internationally. As social workers, we have an ethical duty to uphold the <i>Inherent Dignity and Worth of Persons</i>, maintain our <i>Integrity in Professional Practice</i>, and promote the <i>Pursuit of Social Justice</i> (CASW, 2005). An important component of upholding these values and principles is being aware of important issues and understanding their complexities by exploring various perspectives. In this assessment, students will have the opportunity to explore a social justice topic related to equity, diversity, and inclusion in social work practice from two different perspectives and debate their assigned perspective with a small group. Students will hone skills related to critical thinking, disrupting dominant assumptions and beliefs, and identifying constructive strategies for promoting equity, diversity, and inclusion in various contexts. The purpose of this assessment is to prepare students for future advocacy-related activities and social work practice.</p>

	<p>Overview: The class will be separated into groups of approximately 8 students. Students will then work in groups of 4 to select a topic related to equity, diversity, and inclusion in social work practice. Each group of four will work in pairs to participate in a facilitated synchronous debate about the group’s topic, one pair advocating “for” the topic and the other pair advocating “against” the topic. Each pair is responsible to reference four (4) unique sources and complete a critical appraisal rubric (provided in class) for one source from each group (totalling 2 rubrics per foursome).</p> <p>Submission: Oral debate, submit critical appraisal rubric to Dropbox 24 hours before the debate.</p> <p>Grading Criteria: Detailed instructions and assessment criteria will be provided on D2L on the first day of class.</p>
<p>Assignment 3 Social Justice Diversity and Oppression Portfolio – Individual Project</p>	<p>Due Dates: Essay 1: 11:59PM MST September 24 Essay 2: 11:59PM MST October 29 Essay 3: 11:59PM MST November 26 Interactive Portfolio: 11:59PM MST December 3</p> <p>Value 40%</p> <p>Estimated Hours to Complete: 15 to 20 hours</p> <p>Course Learning Outcomes: 6 & 7</p> <p>Purpose: Social workers often find themselves working on projects and issues that are personally and professionally important to them. This assessment is an opportunity for students to identify an emerging area of interest related to social justice and oppression. Over the course of the term, students will present their area of interest to their peers via 3 discussion posts, respond to others’ posts, and conclude by delivering an interactive portfolio about their area of interest to their classmates. The purpose of this assignment is to prepare students to advocate for causes and issues that are important to them, articulate social justice issues and explore various perspectives, and provide additional resources for further learning. This assignment resembles a common workplace task of preparing a case study or project proposal to a team and builds upon the skills development of the other assessments in the course.</p> <p>Overview: Students will select one topic related to social justice and oppression to explore throughout the term. The topic may be the same or related to the other course assessments. Students will explore the topic in three discussion posts answering the following prompts:</p> <ul style="list-style-type: none"> - What is the issue, who is primarily impacted/affected by it, how are you related to it via your social location, and how is this issue relevant to social work practice?

	<ul style="list-style-type: none"> - Explore two common perspectives about the issue or topic, particularly related to social justice, diversity, and oppression. Include supporting evidence and critical reflections about these perspectives and conclude with your own informed stance. - How did exploring the different perspectives of this topic inform the way that you approach the issue? What was one new take-away that was important to you? What are you interested to learn more about and how will you do that? How can you leverage your newfound knowledge to become an agent of change? <p>Upon completion of the three discussion posts, students will prepare an interactive portfolio of their learning using a design of their choice. Examples of interactive portfolios include:</p> <ul style="list-style-type: none"> - Creating a mind map to visualize the reflective process, including resources and links to helpful sites - Designing an artistic rendering that represents the student’s learning - Producing a website or short presentation with an overview of your posts - Developing an infographic with important information that helped the student develop their ideas and reflections <p>The interactive portfolio must be designed for a virtual space, so please ensure that you take the necessary steps to make your portfolio accessible to your peers. Resources for and examples of accessible digital portfolios will be provided in class.</p> <p>Submission: D2L Discussion Posts</p> <p>Format: 300 to 400 words, adhering to APA 7th Edition formatting guidelines.</p> <p>Grading Criteria: Detailed instructions and assessment criteria will be provided on D2L on the first day of class.</p>
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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.

Students who have to miss Zoom sessions due to exceptional circumstances should contact the instructor in advance of a session or as soon as possible.

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 are due by 11:59pm 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.

EXPECTATIONS FOR WRITING

Specify if writing quality is a component of any written assignments or other expectations you have for writing, such as the use of APA 7th edition formatting for referencing. For example, “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 7th edition 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.

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 during and 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

Supplemental readings will be shared in D2L throughout the course.

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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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://ucalgary.ca/legal-services/sites/default/files/teams/1/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/legal-services/sites/default/files/teams/1/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**