



Course & Session Number	SOWK 365 S02	Classroom	Online
Course Name	Critical Approaches to Social Work Practice		
Day(s) & Time	Zoom sessions on: Wednesdays 1:00-4:00pm		
Instructor	Sheliza Ladhani and Stephanie Tyler		
U of C E-mail	Stephanie.tyler1@ucalgary.ca Sheliza.ladhani@ucalgary.ca	U of C Phone	Virtual office hours by appt

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

This course focuses on multicentric knowledge, bringing together anti-racism and decolonizing theoretical understandings and practical applications related to reflective, critical social work practice. Learners have the opportunity to: (1) engage in (un)learning and decolonizing practices of the mind, heart, spirit, and body, (2) examine various contexts of social work practice in relation to the particularities of lived experience, (3) gain critical skills for social work practice, (4) examine concepts of power, privilege and oppression, and (5) explore applications for engaging in critical and decolonizing social work practice. Students are encouraged to reflect critically on the different perspectives, social work theories and practices presented throughout the course. Classes will include critical dialogue and affective exercises, group work, guest speakers, story and memory work, 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 various histories and theories of current social work practice.
2. Understand and apply critical reflexivity as it relates to their own social positioning, and the experiences of different individuals, communities, and institutions.
3. Analyze forms and dynamics of power at personal, individual, community, and structural levels.

4. Embody the processes of (un)learning and (re)learning through encounters with difficult knowledges to support the development of reflexive praxis.
5. Engage with critical, anti-racism, and decolonizing perspectives and theories and apply these perspectives to their emerging social work practice.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Required Textbook:

Baines, D. (Ed.). (2017). *Doing anti-oppressive practice: Social justice social work* (3rd ed.). Fernwood Publishing.

Required Readings:

Anzaldúa, G. (2015). Geographies of Selves—Reimagining identity: Nos/otras (us/other), las nepantleras, and the new tribalism. In G. Anzaldúa & A. Keating (Eds.), *Light in the dark/luz en lo oscuro: Rewriting identity, spirituality, reality* (pp.65-94). Duke University Press Books.

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

Dion, A., Tyler, S., Pace, C., & Delver, K. (2020). ayahpatisi: Practice as Ceremony. In Makokis, L., Bodor, R., Calhoun, A., & Tyler, S. (Eds.). *opihkinawâsowin: Growing a Child: Implementing Indigenous Ways of Knowing with Indigenous Families*. Fernwood Publishing.

Heron, B. (2005). Self-reflection in critical social work practice: Subjectivity and the possibilities of resistance. *Reflective Practice, 6*(3), 341-351.

Hulko, W. (2009). The time-and context-contingent nature of intersectionality and interlocking oppressions. *Affilia, 24*(1), 44-55.

Kimmerer, Robin. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants*. Milkweed Editions.

Lorde, A. (1984). *Sister outsider: Essays and speeches*. Crossing Press.

Lorde, A. (1987). *A Burst of Light: Essays*. Firebrand Books.

Makokis, L., Bodor, R., Tyler, S., McLellan, A., Veldhuisen, A., Kopp, K., McLeod, S. & Goulet, S. (2020). iyiniw tapwewin ekwa kiskeyihtamowin. In L. Makokis, R. Bodor, A. Calhoun, & S. Tyler. (Eds.). *opihkinawâsowin: Growing a child: Implementing Indigenous ways of knowing with Indigenous families*. Fernwood Publishing.

Makokis, L., Kopp, K., Bodor, R., Veldhuisen, A., & Torres, A. (2020). Cree relationship mapping: Nêhiyaw kesi wâhkotohk – how we are related. *First Peoples Child & Family Review, 15*(1), 44-61.

Simpson, L. B. (2017). *As we have always done*. University of Minnesota Press

Sitter, K. C. & Burke, A. (2015). Praxis with self-advocates: Exploring participatory video as radical incrementalism. *Catalyst, 6*(1).

Multimedia:

The Right to Love Group: <https://www.youtube.com/watch?v=WhrFdIFqSHU>

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

Date	Topic	Required Readings	Assignments
September 8	<ul style="list-style-type: none"> • Introductions • Orientation to this course: Pedagogies of discomfort, affect, and (un)learning/(re)learning. • Course and assignment overview • Introduction to social positioning 	<ul style="list-style-type: none"> • Heron, B. (2005). <i>Self-reflection in critical social work practice: Subjectivity and the possibilities of resistance.</i> • Hulko, W. (2009). <i>The time-and context-contingent nature of intersectionality and interlocking oppressions.</i> 	
September 15	<ul style="list-style-type: none"> • What is critical social work? • Neoliberalism, inequality, and change • Overview of social work theories, models, worldviews and perspectives 	<ul style="list-style-type: none"> • Campbell C., & Baikie, G. (2012). <i>Beginning at the beginning: An exploration of critical social work.</i> • CH. 1: Baines, D. (2017). <i>Anti-oppressive practice: Roots, theory, tensions.</i> <p>Suggested:</p> <ul style="list-style-type: none"> • CH. 2: Baines, D. (2017). <i>Anti-oppressive practice: Neoliberalism, inequality, and change.</i> 	

Thursday, September 16	Last day to drop a class without financial penalty.		
Friday, September 17	Last day to add or swap a course.		
September 22	<ul style="list-style-type: none"> • Critical Race Theory and TribalCrit • Black Feminist Perspectives and Intersectionality 	<ul style="list-style-type: none"> • Lorde, A. (1984). <i>Age, Race, Class, and Sex: Women Redefining Difference.</i> • CH. 12: Brown, C. (2017). <i>Creating counter-stories: Critical practice and feminist narrative therapy.</i> • Multimedia: TEDtalk by Kimberlé Crenshaw on intersectionality <p>Suggested:</p> <ul style="list-style-type: none"> • Lorde, A. (1984). <i>The Master's Tools Will Never Dismantle the Master's House.</i> • Lorde, A. (1987). <i>I Am Your Sister: Black Women Organizing across Sexualities.</i> 	Assignment 2 Approval
September 29	<ul style="list-style-type: none"> • Indigenous approaches and ways of knowing/being/doing. 	<ul style="list-style-type: none"> • Kimmerer, R. W. (2013). <i>The gift of strawberries.</i> • Simpson, L. B. (2017). <i>Nishnaabeg brilliance as radical resurgence theory.</i> • CH. 6: Freeman, B. (2017). <i>Soup days and decolonization: Indigenous pathways in anti-oppressive practice.</i> 	

October 6	<ul style="list-style-type: none"> • Indigenous approaches and ways of knowing/being/doing. • Guest speaker: Elder Dr. Leona Makokis and Dr. Ralph Bodor • Cree Kinship Mapping 	<ul style="list-style-type: none"> • Makokis, L., Kopp, K., Bodor, R., Veldhuisen, A., & Torres, A. (2020). <i>Cree relationship mapping: nêhiyaw kesi wâhkotohk – how we are related.</i> • Makokis, L. et al. (2020). <i>iyiniw tapwewin ekwa kiskeyihtamowin.</i> 	
October 13	<ul style="list-style-type: none"> • Multi-sensory storytelling and Critical disability theories • Guest: Dr. Kathleen Sitter 	<ul style="list-style-type: none"> • CH 8: Wehbi, S (2017). <i>Disability rights and justice activism: Lessons for anti-oppressive community building.</i> • Sitter, K. C. & Burke, A. (2015). <i>Praxis with self-advocates: Exploring participatory video as radical incrementalism.</i> • Multimedia: The Right to Love Group. 	Assignment 1 due
October 20	<ul style="list-style-type: none"> • Group Presentations 		Assignment 2
October 27	<ul style="list-style-type: none"> • Group Presentations 		Assignment 2
November 3	<ul style="list-style-type: none"> • Group Presentations 		Assignment 2
November 10	Fall Break – No Classes All Week		
November 17	<ul style="list-style-type: none"> • Anti-racism, Anti-colonialism, and Decolonization 	<ul style="list-style-type: none"> • Anzaldúa, G. (2015). <i>Geographies of Selves—Reimagining identity: Nos/otras (us/other), las nepantleras, and the new tribalism.</i> • CH. 15: Smith, K. (2017). <i>Occupied spaces: Unmapping standardized assessments.</i> <p>Suggested:</p> <ul style="list-style-type: none"> • CH. 13: Joseph, A. (2017). <i>Pathologizing distress: The</i> 	

		<i>colonial master's tools and mental health services for 'newcomers/immigrants.'</i>	
November 24	<ul style="list-style-type: none"> • Anti-racism, Anti-colonialism, and Decolonization Cont'd 	<ul style="list-style-type: none"> • CH 4: Pon, G., Phillips, D., Clarke, J., & Abdillahi, I. (2017). <i>Who's protecting whom? Child welfare and policing black families.</i> • Dion, A., Tyler, S., Pace, C., & Delver, K. (2020). <i>ayahpatisi: Practice as Ceremony.</i> • Multimedia: TEDtalk by Professor Ibram X. Kendi <p>Suggested:</p> <ul style="list-style-type: none"> • Maiter, S. (2009). <i>Using an anti-racist framework for assessment and intervention in clinical practice with families from diverse ethno-racial backgrounds.</i> 	
December 1	<ul style="list-style-type: none"> • Advocacy, activism, and social work 	<ul style="list-style-type: none"> • CH 5: Baines, D. (2017). <i>Bridging the practice-activism divide: Advocacy, organizing, and social movements.</i> 	Assignment 3 due
December 8	<ul style="list-style-type: none"> • Multi-sensory project sharing and dialogue. • Review and reflection 	<ul style="list-style-type: none"> • CH. 20: Benjamin, A. (2017). <i>Doing-anti-oppressive social work: The importance of resistance, history and strategy.</i> 	Self-participation evaluation due
December 8	Last day to withdraw from a course.		

IMPORTANT DATES FOR FALL 2021

- Block Week: Monday – Friday, 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, INCLUSION AND RECONCILIATION

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

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) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

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

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Reflection Journal (30%) – Due October 13th by 11:59pm

Aligned Course Learning Outcomes: 2, 4, 5

Assignment Description:

As part of the (un)learning and (re)learning process, students will keep an ongoing reflection journal that captures their encounters with various knowledges, process, content, and materials from the course. These reflections should detail how (un) and (re)learning take place within and through the body, heart, spirit, and mind. This assignment should incite student reflections about themselves as emerging social workers in relation to their social identities, communities they serve, and the themes, theories and concepts learned throughout the course. It is expected that students will draw on experiential, reflexive, and scholarly knowledge.

Assessment Criteria

Length: minimum of 8 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.

Assignment 2: Group presentation (30%) – October 20th, 27th and November 3rd

Aligned Course Learning Outcomes: 1, 2, 3, 5

Assignment Description:

On the first day of class, students will form small groups (maximum 5 group members) on the basis of their common interest in a specific topic. This may be a program, initiative, social justice movement, organization, or a piece of legislation that addresses a type or types of oppression or issue that is/are relevant to social work practice. Group presentations must include a critical analysis of the focus, application of relevant theoretical concepts, reflexive use of practical approach(es), and personal growth. Creativity can be shown in the facilitation style and organization. The topic must be approved by the instructors on September 22nd.

Group members will work together to present and facilitate class discussions inclusive of resources that can help the audience understand the significance of the topic. To facilitate active learning, the

presentation should include questions for discussion and/or a brief activity. Students will have 40 minutes to present their topic, answer questions, and lead class discussion (a minimum of 10 minutes should be allocated for questions and discussions).

Assessment Criteria:

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 3: Multisensory Storytelling (30%) – Due December 1st by 11:59pm

Aligned Course Learning Outcomes: 2, 4, 5

Assignment Description:

Multisensory storytelling draws on our senses and calls for attending to the creation and engagement of our knowledge beyond written text. This reflexive exercise will give you an opportunity to continue exploring your social positioning and how this influences your values, beliefs, and biases in relation to critical social work practice. Reflect on your own approach to critical, anti-racism, and decolonizing approaches, and the theories, discussions, and experiences informing your professional development.

With this consideration, develop a multisensory representation (e.g., oral, visual, written, spatial, olfactory, or tactile) of your embodied reflections over the course of the semester. Examples will be discussed in class. Along with your multisensory representation, please include an accompanying 5-minute audio and/or video clip to describe and contextualize your work.

Assessment Criteria:

Grading Criteria/ Rubrics: The composite submission is based depth of theoretical depth, detail, and critical reflection. Any references and images used in the presentation should adhere to APA 7th Edition. Criteria for assessment and multisensory examples will be provided in class. Students will have time in class to explore innovative and creative ways to develop their assignment.

Assignment 4: Participation (10%) – Ongoing

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

Assignment Description:

Students are expected to demonstrate that they are taking responsibility for their own learning and are full participants in the class. The participation mark will be based upon preparation for class (demonstrated through reading and completing asynchronous requirements), and participation in online and in-class discussions, activities, and group work. Students further demonstrate participation through:

- Punctuality
- Attentiveness in class through active listening
- Responding to and valuing other students' contributions as well as guest speakers' views
- Volunteering opinions, ideas, and reactions appropriately

- Willingness to evaluate their own learning
- Demonstration of critical thinking

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox folder in D2L, unless otherwise indicated in the assignment descriptions. Written assignments should be submitted as a Word document and labeled as follows: “First and Last Name and Assignment Number” (e.g., Sheliza Ladhani Assignment 1). Assignments are due before midnight on their due date. It is the student’s responsibility to keep a copy of each submitted assignment and to ensure that the correct version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted at the discretion of the instructor. Alternative arrangements must be made with the instructors prior to the due date. Assignments submitted after the deadline may be penalized with a grade reduction.

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. Formative feedback from students will be sought midway through the course.

ADDITIONAL SUGGESTED READINGS

Lorde, A. (1984). *Sister outsider: Essays and speeches*. Crossing Press.
 Lorde, A. (1987). *A Burst of Light: Essays*. Firebrand Books.
 Maiter, S. (2009). Using an anti-racist framework for assessment and intervention in clinical practice with families from diverse ethno-racial backgrounds. *Clinical Social Work Journal*, 37(4), 267-276.

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 AND GENDER-BASED 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/university-policies-procedures/sexual-and-gender-based-violence-policy>

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