



Course & Session Number	SOWK 365 S03	Classroom	SA 124
Course Name	Critical Approaches to Social Work Practice		
Day(s) & Time	Tuesday afternoons 1 pm – 3:50 pm		
Instructor	Chantel Large, MSW, RSW		
U of C E-mail	calarge@ucalgary.ca	U of C 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 social work concepts 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;
5. Engage and apply critical theories, models, and perspectives in social work.

LEARNING RESOURCES

REQUIRED TEXTBOOK

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

MULTIMEDIA

Crenshaw, K. (2016, October). *The urgency of intersectionality* [Video]. TED.
https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en

Kendi, I. X. (2020, May). *The difference between being “not racist” and antiracist* [Video]. TED.
https://www.ted.com/talks/ibram_x_kendi_the_difference_between_being_not_racist_and_antiracist

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 is required for D2L.

RELATIONSHIP TO OTHER COURSES

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

CLASS SCHEDULE

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.

Date	Topic	Required Readings	Assignments
September 7	<ul style="list-style-type: none"> • Introductions • Course and assignment overview • Assign groups for group projects and dates for facilitated discussions 	<ul style="list-style-type: none"> • No required readings for the first class 	<ul style="list-style-type: none"> • Submit quotable moment of the day
September 14	<ul style="list-style-type: none"> • History of social work • Neoliberalism, inequality and change • Overview of social work theories, models, worldviews and perspectives 	<ul style="list-style-type: none"> • Chapter 1 of required text. Anti-oppressive practice: Roots, theory, tensions. • Chapter 2 of required text. Anti-oppressive practice: Neoliberalism, inequality, and change. 	<ul style="list-style-type: none"> • Submit quotable moment of the day
September 21	<ul style="list-style-type: none"> • Critical reflexivity • Reflection as resistance • Discuss assignment 1 	<ul style="list-style-type: none"> • Chapter 16 of required text. Crossing boundaries: Radicalizing social work practice and education. • Chapter 18 of required text. Reflection as resistance: YouTube, digital stories, and critical reflexivity. 	<ul style="list-style-type: none"> • Submit quotable moment of the day
September 28	<ul style="list-style-type: none"> • Indigenous approaches and ways of knowing • Guest speaker: TBD 	<ul style="list-style-type: none"> • Chapter 6 of required text. Soup days and decolonization: Indigenous pathways in anti-oppressive practice. • Chapter 13 of required text. Pathologizing distress: The colonial master’s tools and mental health services for “Newcomers/Immigrants” 	<ul style="list-style-type: none"> • Submit quotable moment of the day
October 5	<ul style="list-style-type: none"> • Anti-oppressive practice in child protection 	<ul style="list-style-type: none"> • Chapter 3 in required text. Emic and Alliance: Anti-oppressive social work in child protection. • Chapter 4 in required text. Who’s protecting whom?: 	<ul style="list-style-type: none"> • Submit quotable moment of the day

		Child welfare and policing black families.	<ul style="list-style-type: none"> • Small group facilitated discussion (6)
October 12	<ul style="list-style-type: none"> • Structural perspective • Anti-oppressive practice and anti racism • Class time for group project 	<ul style="list-style-type: none"> • Chapter 7 in required text. Let us work together: welfare rights and anti-oppressive practice. • Multimedia: TEDtalk by Professor Ibram X. Kendi 	<ul style="list-style-type: none"> • Submit quotable moment of the day • Small group facilitated discussion (6)
October 19	<ul style="list-style-type: none"> • Advocacy, activism and social work • Guest speaker: TBD • Class time for group project 	<ul style="list-style-type: none"> • Chapter 5 in required text. Bridging the practice-activism divide: Advocacy, organizing, and social movements. • Chapter 17 in required text. Social work activism within neoliberalism: A big tent approach? 	<ul style="list-style-type: none"> • Submit quotable moment of the day • Small group facilitated discussion (6)
October 26	<ul style="list-style-type: none"> • Critical feminist perspectives • Intersectionality • Class time for group project 	<ul style="list-style-type: none"> • Chapter 12 in required text. Creating counter-stories: Critical practice and feminist narrative therapy. • Multimedia: TEDtalk by Kimberlé Crenshaw on intersectionality. 	<ul style="list-style-type: none"> • Submit quotable moment of the day • Small group facilitated discussion (6)
November 2	<ul style="list-style-type: none"> • Social justice and critical clinical practices 	<ul style="list-style-type: none"> • Chapter 14 in required text. Cognitive behavioural therapy and anti-oppressive practice: Compatible or irreconcilable differences? • Chapter 15 in required text. Occupied spaces: Unmapping standardized assessments. 	<ul style="list-style-type: none"> • Reflection paper due • Submit quotable moment of the day • Small group facilitated discussion (6)

November 9	Fall Break – No Classes All Week		
November 16	<ul style="list-style-type: none"> • Group presentations (x3) 		<ul style="list-style-type: none"> • Submit quotable moment of the day
November 23	<ul style="list-style-type: none"> • Group presentations (x3) 		<ul style="list-style-type: none"> • Submit quotable moment of the day
November 30	<ul style="list-style-type: none"> • Group presentations (x3) 		<ul style="list-style-type: none"> • Submit quotable moment of the day
December 7	<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

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>

ASSESSMENT COMPONENTS

Assignment 1: Reflection Paper (35%) – Due November 2nd, 2021 by 11:59pm

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

Assignment Description: 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.

Assignment Criteria: This reflection paper will be 3-4 pages double-spaced (excluding title page and references). It will be written in APA 7th edition. 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: Small group facilitated discussion (20%) – Due on assigned facilitation date

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5 (dependent on assigned chapter)

Assignment Description: To encourage meaningful discussion of the text material, students will guide a small group discussion of 4-5 peers related to the assigned readings for the day. Every student will assume responsibility for facilitating one small group discussion which will involve:

- Pre-reading of the assigned chapters/multimedia resources
- Identifying 5 questions to guide the small group discussion about the issues, themes, and/or case studies presented in the chapter. Your questions should be thought-provoking and promote critical reflection and reflexivity.
- Guiding a small group discussion that encourages and validates the participation of each group member.
- Finding one supplementary resource (journal article, news story, YouTube video etc.) that will deepen understanding of the topics covered in the required readings to share with the group.
- Submitting the questions you created and the reference for the supplementary resource that you shared in the D2L dropbox designated for this assignment.

Assignment Criteria: Detailed above. 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 Presentation (35%) – Due on assigned presentation date

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5 (dependent on chosen topic)

Assignment Description: 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 Sept. 15th. The groups will work together to create a PowerPoint or 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 topic. To facilitate active learning, the presentation should include questions for discussion and/or brief discussion or activity.

Assignment Criteria: Presentations will be 40-50 minutes in length including time for questions. 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. The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L.

Assignment 4: Quotable Moments (10%) – Due at the end of every class

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

Assignment Description: 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 submit a piece of paper highlighting 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.

Assignment Criteria: Students will submit their quotable moment to the instructor on a piece of paper at the end of each class. There is no minimum or maximum word limit. Grading criteria will be discussed in class.

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 penalized with the loss of one full letter 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 <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