



<b>Course &amp; Session Number</b>	<b>SOWK 365 S06</b>	<b>Classroom</b>	<b>Online</b>
<b>Course Name</b>	<b>Critical Approaches to Social Work Practice</b>		
<b>Day(s) &amp; Time</b>	<b>Thursdays, 1:00- 3:50 pm</b>		
<b>Instructor</b>	<b>Deena Seaward, RCSW, MSW</b>		
<b>U of C E-mail</b>	<a href="mailto:dworkun@ucalgary.ca">dworkun@ucalgary.ca</a>	<b>U of C Phone</b>	<b>Please connect via email</b>

#### **SYLLABUS STATEMENT**

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

#### **COURSE DESCRIPTION**

Students will be offered opportunities to gain a critical understanding of generalist social work practice and to examine how dominant discourses and institutional contexts impact and define practice. This class will examine social work practice models and students will be able to critically reflect on the different perspectives to conceptualize social work practice. These approaches include, but are not limited to: problem-solving, systems, trauma-informed, strengths-based, anti-oppressive, postmodern, critical race theory and Indigenous practice frameworks. Emphasis is on the development of critical thinking skills that are needed to apply these approaches in generalist social work practice. Students are encouraged to take responsibility for their own learning, critically review, reflect on, and explore creative ways of using current theories and practice methods.

There are no pre-requisites or co-requisites for this course.

#### **COURSE LEARNING OUTCOMES**

At the completion of SOWK 365, students will be able to demonstrate the following:

1. An awareness of the historical, dominant, and critical discourses that define and influence the practice of social work.
2. A deeper understanding of the underlying theories in social work, as they pertain to generalist social work practice.

3. An awareness and understanding of the link between context and practice.
4. The ability to critically analyze strengths and weaknesses of various practice approaches, including constructs, concepts, and guiding principles within practice theories.
5. The ability to evaluate the professional and personal utility of different theories for practice.
6. An increased level of self-awareness to inform their own choice of practice framework(s).

## LEARNING RESOURCES

### **REQUIRED TEXTBOOKS AND/OR READINGS**

#### **Textbook:**

Healy, K. (2014). *Social work theories in context: Creating frameworks for practice* (2nd ed.). Basingstoke: Palgrave MacMillan.

#### **Required Readings on found on D2L:**

Baikie, G. (2009). Indigenous-centred social work: Theorizing a social work way of being. In R. Sinclair, M. A. Hart, & G. Bruyere (Eds.), *Wicihitowin* (pp. 42-61). Fernwood Publishing.

Barnoff, L., & Moffatt, K. (2007). Contradictory tensions in anti-oppression practice in feminist social services. *Journal of Women and Social Work*, 22(1), 56-70.

Baskin, C. (2011). *Strong helpers' teachings: The value of Indigenous knowledges in the helping professions*. Canadian Scholars' Press Inc. (\*\* only Chapter 3)

Bastien, B. (2014). Sacred science of circles: An inclusive approach to social work practice. In W. Pelech, K. Ring, & S. LaRocque (Eds.), *Unity in diversity: Embracing the spirit of group work* (pp. 20-42). Whiting & Birch Ltd.

Beresford, P. (2000). Service users' knowledge and social work theory: Conflict or collaboration? *British Journal of Social Work*, 30(4), 489-503.

Brookfield, J. (2009). The concept of critical reflection: Promises and contradictions. *European Journal of Social Work*, 12(3), 293-304.

Casstevens, W. J. (2010). Social work education on mental health: Postmodern discourse and the medical model. *Journal of Teaching in Social Work*, 30(4), 385-398.

Combs, G., & Freedman, J. (2012). Narrative, poststructuralism and social justice: Current practices in narrative therapy. *The Counselling Psychologist*, 40(7), 1033-1060.

Dennis, M. K., & Minor, M. (2019). Healing through storytelling: Indigenising social work with stories. *British Journal of Social Work*, 49, 1472-1490.

Healy, K. (2014). *Social work theories in context: Creating frameworks for practice* (2nd ed.). Palgrave MacMillan.

Huang, Y., & Fang, L. (2016). Understanding depression from different paradigms: Toward an eclectic social work approach. *British Journal of Social Work*, 46, 756-772.

Joseph, S., & Murphy, D. (2014). Trauma: A unifying concept for social work. *British Journal of Social Work*, 44(5), 1094-1109.

- Knight, C. (2015). Trauma-informed social work practice: Practice considerations and challenges. *Clinical Social Work Journal*, 43(1), 25 -37.
- O'Neill, L., Fraser, T., Kitchenham, A., & McDonald, V. (2018). Hidden burdens: A review of intergenerational, historical and complex trauma, implications for Indigenous families. *Journal of Child & Adolescent Trauma*, 11, 173-186.
- Razack, N., & Jeffery, D. (2002). Critical race discourse and tenets for social work. *Canadian Social Work Review*, 19(2), 257-271.
- Roscoe, K. D., & Madoc-Jones, L. (2011). Narrative social work: Conversations between theory and practice. *Journal of Social Work Practice*, 25(1), 47-61.
- Satterfield, J. M., Spring, B., Brownson, R. C., Mullen, E. J., Newhouse, R. P., Walker, B. B., & Whitlock, P. (2009). Toward a transdisciplinary model of evidence based practice. *The Milbank Quarterly*, 87(2), 368-390.
- Taylor, E. (2006). The weaknesses of the strengths model: Mental illness as a case in point. *Best Practices in Mental Health*, 2(1), 1-30.
- Wysor Nguema, S. R. (2020). Not if, but when whiteness shows up what do we do about it? *Social Work with Groups*, 43(102), 114-118.

## **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 focuses on content that addresses core theoretical perspectives in direct and indirect social work practice and is a foundational course for students in both University Transfer and Post Diploma routes to the BSW degree.

## **CLASS SCHEDULE**

Dates	Topics	Readings/ Due Dates
Sept. 9 <sup>th</sup>	<b>Full Lecture</b> Introductions: Review course outline/academic expectations Generalist Social Work Practice	Healy, K. (2014). Chapters 1 & 2.
Sept. 16 <sup>th</sup>	<b>Full Lecture</b> Dominant Discourses in Health and Welfare: Medicine, Law, Economics and New Public Management	Healy, K. (2014). Chapters 3. Brookfield, S. (2009). Casstevens, W. J. (2010).
Sept. 16 <sup>th</sup> Last day to drop class without financial penalty		
Sept. 17 <sup>th</sup> Last day to add/swap course		

Sept. 23 <sup>rd</sup>	<b>Full Lecture</b> Behavioural and Social Science Discourses: 'Psy' and Sociological Ideas in Social Work Alternative Discourses: Citizen Rights, Religion and Spirituality, and Environmental Social Work	Healy, K. (2014). Chapters 4 & 5. Beresford, P. (2000).  <b>DUE: Area of Practice Topic Description</b>
National Day for Truth and Reconciliation - Sept. 30 <sup>th</sup> – No class		
Oct. 7 <sup>th</sup>	<b>Abbreviated Lecture</b> Critical Race Theory	Razack, N., & Jeffery, D. (2002). Wysor Nguema, S. R. (2020).
Oct. 14 <sup>th</sup>	<b>Abbreviated Lecture</b> Indigenous Practice Frameworks	Baskin, C. (2011). Baikie, G. (2009). Bastien, B. (2014). Dennis, M. K., & Minor, M. (2019).  <b>DUE: Annotated Bibliography</b>
Oct. 21 <sup>st</sup>	<b>Abbreviated Lecture</b> Trauma-Informed Social Work	Joseph, S., & Murphy, D. (2014). Knight, C. (2015). O'Neill et al. (2018).
Oct. 28 <sup>th</sup>	<b>Abbreviated Lecture</b> Systems Theory Problem-solving Approaches	Healy, K. (2014). Chapters 6 & 7.
Nov. 4 <sup>th</sup>	<b>Abbreviated Lecture</b> Strengths-Based and Solution-Focused Theories	Healy, K. (2014). Chapter 8. Taylor, E. (2006).  <b>DUE: Theoretical Approaches Chart</b>
Fall Break November 7 <sup>th</sup> -13 <sup>th</sup> No classes		
Nov. 18 <sup>th</sup>	<b>Abbreviated Lecture</b> Modern Critical Social Work: From Radical to Anti-Oppressive Practice	Healy, K. (2014). Chapter 9. Barnoff, L., & Moffatt, K. (2007).
Nov. 25 <sup>th</sup>	<b>Abbreviated Lecture</b> Postmodern Theories: Narrative Theory	Healy, K. (2014). Chapter 10. Combs, G., & Freeman, J. (2012). Roscoe, K. D., & Madoc-Jones, L. (2011).
Dec 2 <sup>nd</sup>	<b>Full Lecture</b> Theory use in Practice, Eclecticism, and Evidence-Based Practice	Huang, Y., & Fang, L. (2016). Satterfield, J. M. et al. (2009).
Dec 9 <sup>th</sup>	<b>Full Lecture</b> Writing Workshop and Wrap-Up	<b>Please bring in a draft of your final paper.</b>
Dec. 9 <sup>th</sup> Last day to withdraw from course		
<b>Dec. 10<sup>th</sup> DUE: Final Integrative Paper</b>		

Please note important dates for Fall 2021

- Block Week: Monday, August 30 to Friday, 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 (no classes)

- Thanksgiving Day: Monday, October 11, 2021
- Remembrance Day: Thursday, November 11, 2021
- Term Break: No classes from Sunday, November 7 to Saturday, November 13, 2021
- Last Day of Classes: Thursday, December 9, 2021
- End of Term: Friday, December 24, 2021
- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

## **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.

### **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: Area of Practice Topic Description**

**Weight: 20%**

**Due Date: Thursday, September 23<sup>rd</sup> by 11:59pm**

Aligned Course Learning Outcomes: 1, 6.

#### Assignment Description:

Students will write a summary of an area of professional interest that they wish to explore throughout this class. This could be an area of previous work experience or a new area of practice that the student wishes to explore in some depth. Students will describe this topic area, discuss its connection to social justice and demonstrate the topic's relevance to social work practice. Students will discuss the dominant discourses that surround the current understanding of the topic. Students will connect the topic to the *Social Work Code of Ethics* and *Standards of Practice*. Students will also situate themselves in this area of practice. What is their connection to the topic? What draws them to this topic and how exploring this topic will help them moving forward in their career?

Some potential topics could include:

- Indigenous approaches to social work practice
- Feminist approaches to social work practice
- Mental health and connection to social justice issues
- Addictions and connection to trauma
- Trauma
- Adverse Childhood Experiences (ACES)
- Spirituality
- Hope and healing
- Homelessness
- Clinical practice in social work
- Systemic racism in areas of practice
- Other topics of student interest

Length: 4-6 pages excluding title page and reference page(s), Times New Roman, 12-point font, 1" margins, double-spaced, APA format (7th ed.).

Special Note: Students have the option of completing this assignment individually or in pairs. If completed in pairs, a shared grade will be assigned, and students are expected to equally contribute to the development and writing of the project.

Assessment Criteria: A more detailed description/rubric will be provided on D2L.

## **Assignment #2: Annotated Bibliography of Chosen Topic Area**

**Weight: 25%**

**Due Date: Thursday, October 14<sup>th</sup> by 11:59pm**

Aligned Course Learning Outcomes: 1, 2, 4.

### **Assignment Description:**

Each student will submit an annotated bibliography listing 10 academic, peer-reviewed sources. In the annotation, students will summarize, critique, and evaluate each article from a social work perspective. These articles can be the same as used in Assignment 1, and will be used again in Assignment 3 and Assignment 4.

Length: 10 -12 pages excluding title page and reference page(s), Times New Roman, 12-point font, 1" margins, double-spaced, APA format (7th ed.).

Special Note: Students have the option of completing this assignment individually or in pairs. If completed in pairs, a shared grade will be assigned and students are expected to equally contribute to the development and writing of the project.

Assessment Criteria: A more detailed description/rubric will be provided on D2L.

## **Assignment #3: Theoretical Approaches Related to the Chosen Topic**

**Weight: 25%**

**Due Date: Thursday, November 4<sup>th</sup> by 11:59pm**

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

### **Assignment Description:**

Students will explore social work or other relevant theories from the text, course readings or discussed in class as they relate to the student's chosen topic area using the provided chart template. Point form is preferred. A more detailed description will be provided on D2L.

	Brief description of the theoretical perspective and how it relates to topic	Benefits of how this perspective relates to the topic	Critiques of this perspective as it relates to the topic	List of research articles to support (use APA)
Theory 1				
Theory 2				
Theory 3				

Special Note: Students have the option of completing this assignment individually or in pairs. If completed in pairs, a shared grade will be assigned and students are expected to equally contribute to the development and writing of the project.

Assessment Criteria: A more detailed description/rubric will be provided on D2L.

#### **Assignment #4: Final Integrative Paper**

**Weight: 30%**

**Due Date: Friday, December 10<sup>th</sup> by 11:59pm**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6.

#### **Assignment Description:**

This assignment is an accumulation and synthesis of all the course assignments into a final integrated academic paper. Students will use the research that they have done throughout the course on their topic of choice.

Students will identify and explore the current dominant discourse(s) significant within this area of practice discussed in Assignment 1. In addition, students will provide a critical analysis of how the discourse(s) they identify intersect with social justice principles as well as a social work perspective. Students will also situate themselves in this area of practice and how this relates to themselves as a social worker.

Students will apply and evaluate 3 theoretical approaches to their identified social issue. Student can use the theories identified in Assignment 3 or chose other ones if they feel they are more appropriate. Students will demonstrate their ability to synthesize and evaluate the merits and limitations of these theoretical approaches. Students will utilize critical thinking skills to propose a model of practice that is theoretically congruent and appropriate to their identified social issue.

Students will discuss their preferred theoretical approach to the topic chosen and justify their identified approach to their chosen area of practice using the research identified in Assignment 2. Students will demonstrate an understanding of key social work principles, including a social justice orientation and the CASW (2005) *Code of Ethics* within their proposed theoretical framework.

Students will use a minimum of 10 academic, peer-reviewed sources to support their learnings in their topic.

Length: 10-12 pages excluding title page and reference page(s), Times New Roman, 12-point font, 1" margins, double-spaced, APA format (7th ed.).

Special Note: Students have the option of completing this assignment individually or in pairs. If completed in pairs, a shared grade will be assigned and students are expected to equally contribute to the development and writing of the project.

Assessment Criteria: A more detailed description/rubric will be provided on D2L.

#### **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

#### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in all class activities and discussions. If a student must miss a class, it is the student's responsibility to catch up on discussions, notes and other



information through other classmates and/or D2L. All class PowerPoints, videos, reading and other material will be posted on D2L. Zoom sessions may be recorded and available when appropriate.

### **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 - Assignment #" (e.g., Deena Seaward – Assignment 2). 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**

Assignments submitted after the deadline may be penalized with a grade reduction.

### **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 7<sup>th</sup> 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. 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/](http://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