



**Fall 2022**

<b>Course &amp; Session Number</b>	<b>SOWK 365 S02</b>	<b>Classroom</b>	<b>HNSC 336</b>
<b>Course Name</b>	Critical Approaches to Social Work Practice		
<b>Dates and Time</b>	Start of Classes: September 7, 2022 End of Classes: December 7, 2022 Dates and Time: In-person instruction (Wednesdays, 1 to 3:50 p.m.) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Rosalind Kang, MSW	<b>Office Hours</b>	Wednesdays, 4 to 5 p.m.
<b>UCalgary E-mail</b>	<a href="mailto:rosalind.kang1@ucalgary.ca">rosalind.kang1@ucalgary.ca</a>	<b>UCalgary Phone</b>	Please contact instructor via email

**OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION**

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

<sup>1</sup> In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

### **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 theoretical understandings and practical applications related to reflective, critical social work practice. Learners have the opportunity to: 1) apply self-reflection and build critical skills for generalist social work practice; 2) examine anti-racist, anti-oppressive, and decolonizing practice; 3) identify racism and oppression in various contexts and at internalized, interpersonal, institutional and systemic levels; 4) examine concepts of power, privilege, oppression and social justice; 5) synthesize learning materials by applying a critically reflective lens when engaging in critical and decolonizing social work action. 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 exercises, group work, guest speakers, case studies and experiential activities. This course has no prerequisites or co-requisites.

### **COURSE LEARNING OUTCOMES**

Upon completion of this course, learners will be able to:

1. Understand and identify the history and theory of current social work practice;
2. Understand and apply critical reflexivity as it relates to their own biases, social location and experiences of diverse individuals, communities, and institutions;
3. Analyze oppression and power dynamics in various contexts of individuals, communities, institutions, and structures;
4. Articulate the impact of colonization and oppression on service users;
5. Engage and apply critical, anti-racist, anti-oppressive, and decolonizing theories, models and 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:

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

Campbell, C. & Baikie, G. (2022). 7. The Practice of Critically Reflective Analysis. In R. Csiernik & S. Hillock (Ed.), *Teaching Social Work: Reflections on Pedagogy and Practice* (pp. 98-111). University of Toronto Press. <https://doi-org.ezproxy.lib.ucalgary.ca/10.3138/9781487518868-009>

Indigenous Corporate Training Inc. (n.d.). *21 Things you may not have known about the Indian Act*. <https://www.ictinc.ca/blog/21-things-you-may-not-have-known-about-the-indian-act>

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

*As we have always done*

---

*The racial healing handbook : Practical activities to help you challenge privilege, confront systemic racism, and engage in collective healing*

## Multimedia:

Adichie, C.N. (2009, October). *The danger of a single story* [Video]. TED. <https://www.youtube.com/watch?v=D9lhs241zeg>

Crenshaw, K. (2016, October). *The urgency of intersectionality* [Video]. TED. [https://www.ted.com/talks/kimberle\\_crenshaw\\_the\\_urgency\\_of\\_intersectionality?language=en](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\\_an\\_tiracist](https://www.ted.com/talks/ibram_x_kendi_the_difference_between_being_not_racist_and_an_tiracist)

Liu, E. (2017, September). *How to understand power* [Video]. TED. [https://www.ted.com/talks/eric\\_liu\\_how\\_to\\_understand\\_power](https://www.ted.com/talks/eric_liu_how_to_understand_power)

Myers, Vernā. (2014, December). *How to overcome our biases? Walk boldly towards them* [Video]. TED. [https://www.ted.com/talks/verna\\_myers\\_how\\_to\\_overcome\\_our\\_biases\\_walk\\_boldly\\_toward\\_the\\_m/transcript?language=en](https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_the_m/transcript?language=en)

## **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 concepts and practice. It thus prepares them to understand and to critically examine theoretical concepts and practice frameworks offered in other courses.

## CLASS SCHEDULE

### Important Dates for Fall 2022

- Start of Term: Monday, August 29, 2022
- End of Term: Friday, December 23, 2022
- Fee deadline: Friday, September 23, 2022
- Labour Day, no classes: Monday, September 5, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Remembrance Day, no classes: Friday, November 11, 2022

Date	Topic	Required Readings	Assignments
September 7	<p>Introductions</p> <p>Course and assignment overview</p> <p>Toolbox for critically reflective analysis</p> <p>Assign groups for group projects and dates for facilitated discussion</p>	<p>Campbell, C. &amp; Baikie, G. (2012). <i>Beginning at the beginning: An exploration of critical social work.</i></p> <p>Campbell, C. &amp; Baikie, G. (2022). 7. <i>The Practice of Critically Reflective Analysis.</i></p> <p>Multimedia: TED talk by Adichie on “The danger of a single story”</p>	
September 14	<p>Neoliberalism, inequality, and change</p> <p>Overview of social work theories, models, worldviews and perspectives</p> <p>Power &amp; privilege</p>	<p>Ch.1: Baines, D. (2017). <i>Anti-oppressive practice: Roots, theory, tensions.</i></p> <p>Ch. 15 of required text. <i>Occupied spaces: Unmapping standardized assessments.</i></p> <p>Multimedia: TED talk by Liu on “You’re more powerful than you think”</p>	

September 15	Last day to drop a class without financial penalty		
September 21	Critical reflexivity and implicit bias	Ch. 16 of required text. <i>Crossing boundaries: Radicalizing social work practice and education.</i>  (pp. 33-48)  Multimedia: TED talk by Myers on “How to overcome our biases? Walk boldly toward them”	
September 28	Storytelling and disability rights	Ch.18 of required text. <i>Reflection as resistance: YouTube, digital stories, and critical reflexivity.</i>  Ch. 8 of required text. <i>Disability rights and justice activism: Lessons for anti-oppressive community building.</i>	
October 5	Indigenous Approaches and Ways of Knowing  Guest speaker: TBD	Ch. 6 of required text. <i>Soup days and decolonization: Indigenous pathways in anti-oppressive practice.</i>  Kimmerer, R.W. (2013). <i>The gift of strawberries.</i>	Assignment 2 - Small group facilitated discussion

October 12	Structural racism	Indigenous Corporate Training Inc. (n.d.). <i>21 Things you may not have known about the Indian Act.</i>	Assignment 2 - Small group facilitated discussion
October 19	Anti-racism and anti-oppressive practices	Ch. 4 of required text. <i>Who's protecting whom? Child welfare and policing black families</i>  Ch. 13 of required text. <i>Pathologizing distress: The colonial master's tools and mental health services for Newcomers/Immigrants."</i>  Multimedia: TEDtalk by Professor Ibram X. Kendi	Assignment 2 - Small group facilitated discussion
October 26	Critical feminist perspectives and intersectionality	Ch.12 of required text. <i>Creating counter-stories: Critical practice and feminist narrative therapy.</i>  <i>Indigenous Queer Normativity (pp.119-144).</i>  Multimedia: TEDtalk by Kimberlé Crenshaw on intersectionality.	<b>Assignment 1 Due</b>  Assignment 2 - Small group facilitated discussion
November 2	Allyship, Solidarity, Advocacy and Activism  Guest Speaker: TBD	Ch. 5 of required text. <i>Bridging the practice-activism divide: Advocacy, organizing, and social movements.</i>	Assignment 2 - Small group facilitated discussion

		Ch. 17 of required text. <i>Social work activism within neoliberalism: A big tent approach?</i>	
November 9	Reading Week – No Classes		
November 16	Group Presentation (x3)		Assignment 3
November 23	Group Presentations (x3)		Assignment 3
November 30	Group Presentations (x3)		Assignment 3
December 7	Group Presentations (x1) Assignment 1 Project Sharing/ Concluding Learning Activity	Afterword of required text. <i>Doing anti-oppressive social work: The importance of resistance, history and strategy.</i>	Assignment 3

### ASSESSMENT COMPONENTS

**Assignment 1: Choose ONE of the following options:**

**Option A: Multisensory Storytelling (30%) – Due October 19, 2022 by 11:59pm**

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

Assignment Description: -

Multisensory storytelling draws on our senses and calls for attending to the creation and engagement of our knowledge that may include and/or go 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.

Students will use multisensory storytelling to reflect on their (un)learning and (re)learning process and to capture 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 one's body, heart, spirit, and mind.

With this consideration, develop a multisensory representation (e.g., oral, visual, written, spatial, olfactory, or tactile) of your embodied reflections. 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.

**OR**

**Option B: Reflection Journal (30%) - Due October 19, 2022 by 11:59 pm**

Aligned Course Learning Outcomes: 1, 2, 3, 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: Small group facilitated discussion (30%) – Due on assigned facilitation date**

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

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 (30%) – 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: 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 including using the toolbox of critically reflective analysis

## ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in each class activities and discussions.

### **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 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**

Students will automatically be given a bank of five (5) days for late assignments during the entire course. Late assignments beyond five days will be penalized with the loss of one full letter grade per day including weekends, holidays and study weekdays.

### **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's [Code of Conduct](#).

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).

### 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. 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. Please refer to the full policy on [Student Accommodations](#).

### 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](#) before beginning the assignment.

### Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

### 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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-based 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.

### **Other Important Information**

Please visit the [Registrar's website](#) 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