



<b>Course &amp; Session Number</b>	SOWK 365 S03	<b>Classroom</b>	SA 109
<b>Course Name</b>	Critical Approaches to Social Work Practice		
<b>Dates and Time</b>	Start of Classes: Tuesday, September 6 <sup>th</sup> , 2022 End of Classes: Tuesday December 6 <sup>th</sup> , 2022 Dates and Time: In-person instruction every Tuesday from 1 pm – 3:50 pm. No class on Tuesday, November 8 <sup>th</sup> during term break. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Chantel Large, MSW, RSW	<b>Office Hours</b>	As requested
<b>UCalgary E-mail</b>	<a href="mailto:calarge@ucalgary.ca">calarge@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

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. examine the various contexts of social work practice;
2. gain critical skills for generalist social work practice;
3. examine concepts of power, privilege, and oppression;
4. 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. This course will be taught in person.

## COURSE LEARNING OUTCOMES

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

1. understand and identify the history and theories 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. and engage with critical, anti-racism, and decolonizing perspectives and theories and apply these perspectives to their emerging social work practice.

## LEARNING RESOURCES

### REQUIRED TEXTBOOK

Baines, D. (Ed.). (2016). *Doing anti-oppressive practice: Social justice social work* (3<sup>rd</sup> 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](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](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 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**

#### **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
- Term break – November 6 -12
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Remembrance Day, no classes: Friday, November 11, 2022

Date	Topic	Required Readings	Assignments
September 6	<ul style="list-style-type: none"><li>● Introductions</li><li>● Course and assignment overview</li><li>● Assign groups for group projects and dates for facilitated discussions</li></ul>	<ul style="list-style-type: none"><li>● No required readings for the first class</li></ul>	<ul style="list-style-type: none"><li>● Submit quotable moment of the day</li></ul>

September 13	<ul style="list-style-type: none"> <li>• History of social work</li> <li>• Neoliberalism, inequality and change</li> <li>• Overview of social work theories, models, worldviews and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 1 of required text. Anti-oppressive practice: Roots, theory, tensions.</li> <li>• Chapter 2 of required text. Anti-oppressive practice: Neoliberalism, inequality, and change.</li> </ul>	<ul style="list-style-type: none"> <li>• Submit quotable moment of the day</li> </ul>
September 20	<ul style="list-style-type: none"> <li>• Critical reflexivity</li> <li>• Reflection as resistance</li> <li>• Discuss assignment 1</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 16 of required text. Crossing boundaries: Radicalizing social work practice and education.</li> <li>• Chapter 18 of required text. Reflection as resistance: YouTube, digital stories, and critical reflexivity.</li> </ul>	<ul style="list-style-type: none"> <li>• Submit quotable moment of the day</li> </ul>
September 27	<ul style="list-style-type: none"> <li>• Indigenous approaches and ways of knowing</li> <li>• Guest speaker: TBD</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 6 of required text. Soup days and decolonization: Indigenous pathways in anti-oppressive practice.</li> <li>• Chapter 13 of required text. Pathologizing distress: The colonial master's tools and mental health services for "Newcomers/Immigrants"</li> </ul>	<ul style="list-style-type: none"> <li>• Submit quotable moment of the day</li> <li>• Small group facilitated discussion (6)</li> </ul>
October 4	<ul style="list-style-type: none"> <li>• Indigenous approaches and ways of knowing (continued)</li> <li>• Anti-oppressive practice in child protection</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 3 in required text. Emic and Alliance: Anti-oppressive social work in child protection.</li> <li>• Chapter 4 in required text. Who's protecting whom?: Child welfare and policing black families.</li> </ul>	<ul style="list-style-type: none"> <li>• Submit quotable moment of the day</li> <li>• Small group facilitated discussion (6)</li> </ul>
October 11	<ul style="list-style-type: none"> <li>• Anti-oppressive practice and anti racism</li> <li>• Guest speaker: TBD</li> <li>• Class time for group project</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 7 in required text. Let us work together: welfare rights and anti-oppressive practice.</li> <li>• Multimedia: TEDtalk by Professor Ibram X. Kendi</li> </ul>	<ul style="list-style-type: none"> <li>• Submit quotable moment of the day</li> <li>• Small group facilitated discussion (6)</li> </ul>

October 18	<ul style="list-style-type: none"> <li>• Advocacy, activism and social work</li> <li>• Class time for group project</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 5 in required text. Bridging the practice-activism divide: Advocacy, organizing, and social movements.</li> <li>• Chapter 17 in required text. Social work activism within neoliberalism: A big tent approach?</li> </ul>	<ul style="list-style-type: none"> <li>• Submit quotable moment of the day</li> <li>• Small group facilitated discussion (6)</li> </ul>
October 25	<ul style="list-style-type: none"> <li>• Critical feminist perspectives</li> <li>• Intersectionality</li> <li>• Class time for group project</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 12 in required text. Creating counter-stories: Critical practice and feminist narrative therapy.</li> <li>• Multimedia: TEDtalk by Kimberlé Crenshaw on intersectionality.</li> </ul>	<ul style="list-style-type: none"> <li>• Submit quotable moment of the day</li> <li>• Small group facilitated discussion (6)</li> </ul>
November 1	<ul style="list-style-type: none"> <li>• Social justice and critical clinical practices</li> <li>• Disability rights and justice activism</li> <li>• Guest speaker: TBD</li> <li>• Class time for group project</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 14 in required text. Cognitive behavioural therapy and anti-oppressive practice: Compatible or irreconcilable differences?</li> <li>• Chapter 15 in required text. Occupied spaces: Unmapping standardized assessments.</li> <li>• Chapter 8 in required text. Disability rights and justice activism: Lessons for anti-oppressive community building.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection paper due</li> <li>• Submit quotable moment of the day</li> </ul>
<b>November 8</b>	<b>Fall Break – No Classes All Week</b>		
November 15	<ul style="list-style-type: none"> <li>• Group presentations (x3)</li> </ul>		<ul style="list-style-type: none"> <li>• Submit quotable moment of the day</li> </ul>
November 22	<ul style="list-style-type: none"> <li>• Group presentations (x3)</li> </ul>		<ul style="list-style-type: none"> <li>• Submit quotable</li> </ul>

			moment of the day
November 29	<ul style="list-style-type: none"> <li>• Group presentations (x3)</li> </ul>		<ul style="list-style-type: none"> <li>• Submit quotable moment of the day</li> </ul>
December 6	<ul style="list-style-type: none"> <li>• Group presentations (x1)</li> <li>• Concluding Learning Activity</li> </ul>		

### ASSESSMENT COMPONENTS

#### **Assignment 1: Reflection Paper (30%) – Due November 1<sup>st</sup>, 2022 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 7<sup>th</sup> edition. The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L. Students will submit this assignment via the designated D2L Dropbox.

#### **Assignment 2: Small group facilitated discussion (10%) – 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
- Completing a self-evaluation for this assignment

Assignment Criteria: Students will complete a self-evaluation for this assignment which will determine their grade. The grading criteria will be further discussed in class and the self-evaluation rubric will be posted on D2L. Students will submit their self-evaluation via the 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 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 September 20<sup>th</sup>.

The groups will work together to create a PowerPoint or Prezi 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 7<sup>th</sup> edition. The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L.

**Assignment 4: Quotable Moments (30%) – every Friday by 11:59 pm**

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. Every week, students will submit a reflection 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: Quotable moments will be between 100 - 150 words and submitted via the designated D2L Dropbox. Twelve quotable moments will be submitted in total and each quotable moment will be worth 2.5% of the final grade. Further 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 11:59 pm 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, and holidays. Late assignments will be accepted only in exceptional circumstances when requested before the due date and at the discretion of the instructor. There is a seven-day maximum limit by which to accept late assignments and 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. This grading system overrides the grading system in D2L.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage Range</b>
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