



<b>Course &amp; Session Number</b>	<b>SOWK 365 S05</b>	<b>Classroom</b>	<b>TBA</b>
<b>Course Name</b>	<b>Critical Approaches to Social Work Practice</b>		
<b>Dates and Time</b>	Start of Classes: Thursday, September 8 <sup>th</sup> , 2022 End of Classes: Thursday, December 1 <sup>st</sup> , 2022 Dates and Time: In-person instruction (Thursdays, 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>	<b>Chrystal Littlechild-Hill, MSW.RSW</b>	<b>Office Hours</b>	<b>As requested</b>
<b>UCalgary E-mail</b>	<a href="mailto:Chrystal.littlechild@ucalgary.ca">Chrystal.littlechild@ucalgary.ca</a>	<b>UCalgary Phone</b>	<b>By email</b>

**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**

In this in-person course, 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 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**

Upon completion of this course, students will demonstrate:

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. (2022). *Social work theories in context: Creating frameworks for practice* (3rd ed.). Bloomsbury Publishing.

**Additional required readings:**

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

#### **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

#### **Class Schedule**

Dates	Topics	Readings/ Due Dates
Sept. 8 <sup>th</sup>	Introductions: Review course outline/academic expectations Generalist Social Work Practice	Healy, K. (2022). Chapters 1 & 2.
Sept. 15 <sup>th</sup>	Dominant Discourses in Health and Welfare: Medicine, Law, Economics and New Public Management	Healy, K. (2022). Chapters 3. Brookfield, S. (2009). Casstevens, W. J. (2010).
Sept. 15 <sup>th</sup> Last day to drop class without financial penalty		
Sept. 16 <sup>th</sup> Last day to add/swap course		
Sept. 22 <sup>nd</sup>	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. (2022). Chapters 4 & 5. Beresford, P. (2000).
<b>DUE:</b> Area of Practice Topic Description – Sept. 23 <sup>rd</sup>		
National Day for Truth and Reconciliation - Sept. 30 <sup>th</sup> – No class		

Sept. 29 <sup>th</sup>	Critical Race Theory	Razack, N., & Jeffery, D. (2002). Wysor Nguema, S. R. (2020).
Oct. 6 <sup>th</sup>	Indigenous Practice Frameworks	Baskin, C. (2011). Baikie, G. (2009). Bastien, B. (2014). Dennis, M. K., & Minor, M. (2019).
<b>DUE: Annotated Bibliography – Oct. 7<sup>th</sup></b>		
Oct. 13 <sup>th</sup>	Trauma-Informed Social Work	Joseph, S., & Murphy, D. (2014). Knight, C. (2015). O’Neill et al. (2018).
Oct. 20 <sup>th</sup>	Systems Theory Problem-solving Approaches	Healy, K. (2022). Chapters 6 & 7.
Oct. 27 <sup>th</sup>	Strengths-Based and Solution-Focused Theories	Healy, K. (2022). Chapter 8. Taylor, E. (2006).
<b>DUE: Theoretical Approaches Chart – Oct. 28<sup>th</sup></b>		
Nov. 3 <sup>th</sup>	Modern Critical Social Work: From Radical to Anti-Oppressive Practice	Healy, K. (2022). Chapter 9. Barnoff, L., & Moffatt, K. (2007).
<b>Term Break - November 6<sup>th</sup> -12<sup>th</sup> - No Classes</b>		
Nov. 17 <sup>th</sup>	Postmodern Theories: Narrative Theory	Healy, K. (2022). Chapter 10. Combs, G., & Freeman, J. (2012). Roscoe, K. D., & Madoc-Jones, L. (2011).
Nov 24 <sup>th</sup>	Theory use in Practice, Eclecticism, and Evidence-Based Practice	Healy, K. (2022). Chapter 11. Huang, Y., & Fang, L. (2016). Satterfield, J. M. et al. (2009).
Dec 1 <sup>st</sup>	Writing Workshop and Wrap-Up	<b>Please bring in a draft of your final paper.</b>
Dec. 7 <sup>th</sup> Last day to withdraw from course		
<b>DUE: Final Integrative Paper – Dec. 9<sup>th</sup></b>		

<b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b>
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**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.

## ASSESSMENT COMPONENTS

### **Assignment 1: Area of Practice Topic Description**

**Weight: 20%**

**Due Date: Friday, 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 greater 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 identify and discuss the dominant discourse(s) 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 social work practice
- 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. Students completing the assignment in pairs will submit a brief peer evaluation form.

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

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

**Weight: 25%**

**Due Date: Friday, October 7<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 annotations, 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. Students completing the assignment in pairs will submit a brief peer evaluation form.

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: Friday, October 28<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	Strengths/benefits of this perspective relative to the topic	Limitations/deficits of this perspective relative to the topic	Bibliographical list of research articles to support (use APA 7 <sup>th</sup> ed.)
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. Students completing the assignment in pairs will submit a brief peer evaluation form.

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

**Assignment #4: Final Integrative Paper**

**Weight: 30%**

**Due Date: Friday, December 9<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 they have done throughout the course on their topic of choice.

Students will identify and explore the current dominant discourse(s) significant within their 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. Students completing the assignment in pairs will submit a brief peer evaluation form.

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

<b>ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION</b>
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**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 are due by 11:59pm on their respective 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. This grading system overrides the grading system in D2L.

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