



Fall 2019

**BSW Community Based Learning Circles**

<b>Course Number</b>	<b>SOWK 304</b>	<b>Locations:</b> Grande Prairie, Red Deer, West Yellowhead
<b>Course Name</b>	<b>Diversity and Oppression Theme Course</b>	
<b>Day &amp; Time</b>	<b>See CBLC Schedule</b>	

**COURSE OUTLINE**

**Syllabus Statement**

Examines diversity, colonization, oppression, and intergroup relations associated with practicing social work in rural, remote, and Indigenous communities. Anti-oppressive frameworks will be introduced for understanding the processes associated with social justice.

**Course Description**

Through lectures, assigned readings, videos, group exercises, and discussion, students will be introduced to core concepts and experiences of oppression in Canadian society and diversity in generalist social work practice.

**Learning Outcomes**

1. Social work students understand their professional role in advancing human rights and responsibilities and social justice in the context of the local community, Canadian society, United Nations Indigenous peoples' rights, and internationally.
2. Social work students have knowledge of the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.
3. Social work students recognize diversity and difference as a crucial and valuable part of living in a society.
4. Social work students have knowledge of how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on individuals and groups and strive to end these and other forms of social injustice.
5. Social work students have knowledge of how social determinants of health affect the well-being of individuals, families, groups, and communities, including rural, northern, and Indigenous populations and work toward ending sources of inequity.
6. Social work students have knowledge of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.
7. Social work students understand social policy implications for northern, rural, and Indigenous communities.

### **Relationship to Other Courses**

SOWK 304 is one of the four foundation theme courses in the BSW Learning Circles Program. It must be completed concurrent with SOWK 305: Social Work Diversity and Oppression Portfolio Project.

### **Course Text(s) ) and Readings (Information for additional readings will be posted by instructors on the course D2L site.**

Bishop, Anne. (2015). *Becoming an Ally: Breaking the Cycle of Oppression in People*. (3<sup>rd</sup> ed). Halifax: Fernwood.

### **Course Schedule(See CBLC Location Schedule)**

This Theme Course will be delivered in a series of eight modules. Students will complete the following modules.

<b>Module: Topics</b>
Module 1: Diversity and AOP Generalist Practice
Module 2: Embracing Differences
Module 5: Colonization and Decolonization
Module 4: Social Determinants of Health
Module 7: Social Action
Module 6: Social Justice and Social Policy
Module 3: Human Development & Environments
Module 8: Summary and Integration

### **Module Descriptions and Course Assignments**

#### **Module 1: Diversity and AOP Generalist Practice**

Readings: Please check D2L site.

This module will encourage students to have a beginning understanding of diversity in relationship to anti-oppressive generalist practice for beginning practitioners. Students will be given opportunities to broaden their knowledge about the development of diversity and anti-oppressive movements in social work in a Canadian context. Further, students will apply these concepts to their lived experience, different group experiences historically, and discuss implications for social work practice.

Module Learning Outcomes:

Module learning outcomes:

1. Define terms used to explore diversity and oppression in society.
2. Critically apply concepts to different group experiences historically in Canadian society.
3. Understand the utility of an anti-oppressive perspective in generalist practice.
4. Recognize the importance of the context of oppression in rural, remote, and Indigenous communities.

## **Module 2: Embracing Differences**

Readings: Please check D2L site.

Students will build an understanding the role of power and privilege and social structures in Canadian society to be able to apply concepts of human rights, social justice, equity, equality, and multiculturalism to social work practice in various contexts.

Module Learning Outcomes:

1. Examine the complexity of intersectionality theory in understanding the role of power and privilege in Canadian society.
2. Critically apply concepts of human rights and multiculturalism to social work practice.
3. Explore concepts of social justice in application to promotion of equity and equality in society.
4. Understand the role of social structures in promotion of inclusion in rural and northern contexts.

## **Module 3: Human Development & Environments**

Readings: Please check D2L site.

The purpose of this Module is to introduce dominant and alternative paradigms associated with the study of human development. For this module dominant paradigms are identified as those associated with European and western notions of development. Alternative paradigms include Indigenous, feminist, and postcolonial paradigms. Dominant and alternative paradigms of development are examined in terms of oppressive and anti-oppressive practice and attention will be paid to developing alternative, contextual models of human development for social work practice.

Module Learning Outcomes:

1. Understand dominant, western paradigms of human development.
2. Examine oppressive function of dominant paradigms.
3. Understand alternative paradigms of human development.
4. Critically apply concepts from alternative paradigms to dominant paradigms of development.
5. Understand dominant and alternative paradigms within the context of postcolonial thought and anti-oppressive practice.
6. Articulate alternative, contextual theories of human development.

## **Module 4: Social Determinants of Health**

Readings: Please check D2L site.

In this module students will study the relevance of social determinants of health and their potential impacts on various contexts and populations. Students will use their knowledge of the impacts of social determinants of health to consider social action and to promote change in social policy.

Module Learning Outcomes:

1. Acquire knowledge of the national and international social determinants of health in just societies.
2. Examine how social health determinants impact different groups in society in relation to oppression, power, and privilege.
3. Understand the differential impact of social determinants of health in rural, northern, and Indigenous contexts.
4. Apply concepts of social justice and social action relating to the social determinants of health in social work practice.

## **Module 5: Colonization and Decolonization**

Readings: Please check D2L site.

This module will provide students with an opportunity to become familiar with concepts of assimilation, colonization/de-colonization, marginalization, racism, ethnocentrism, and the process of colonization. We will also examine the connections between social work and colonization/de-colonization, structural and cultural colonization, and the behaviours and beliefs of dominant and oppressed groups. The module will conclude with an effort to explore the context of a de-colonized model of social work and agency practice.

Module Learning Outcomes:

1. Identify and define various worldviews and the influence of a hierarchical, capitalist worldview on social work.
2. Understand the process of colonization, power and oppression, control, racism, genocide, and assimilation.
3. Be aware of how colonization applies to Indigenous peoples in Canada and how it connects to social work.
4. Understand the divide and conquer process and how divisions are created among and between Indigenous peoples.
5. Support the process of De-colonization and the roles for social work in the decolonization process.

## **Module 6: Social Justice and Social Policy**

Readings: Please check D2L site.

The purpose of this module is to provide an introduction to social justice. Students will also explore the various roles that the direct service practitioner may play in the development and implementation of social policy.

Module Learning Outcomes:

1. Understand the nature and scope of Canadian social policy.
2. Have an awareness of the impact of oppression on the economic, political, and cultural rights of different populations across Canada.
3. Understand the different ideological perspectives inherent in social welfare policy.
4. Develop knowledge and skills to analyze social policy issues.
5. Understand the opportunities for rural and remote communities to participate in policy development and analysis.

## **Module 7: Social Action**

Readings: Please check D2L site.

This Module is designed to improve student knowledge of methods and approaches to social action, advocacy and citizen participation. It is intended to develop student self-awareness in relation to social action, and awareness of the role social action strategies can play in broader processes of social change.

Module Learning Outcomes

1. The role of social action in generalist practice.
2. Skills required for implementing social action in local communities.
3. Differing approaches to social action and their impacts.

## Module 8: Summary and Integration

The final module provides students an opportunity to consolidate their learning of the course materials. Themes from the various course modules will be identified and discussed. Students present their final group project during the Integration/Summary Module.

Module Learning Outcome:

After completing this module, students will be able to demonstrate the integration of course materials.

### Course Assignments

Assignment	Course Weight	Assignment Details
Embracing Differences	15%	Creative product & Reflective Paper Grader: Module 2 Instructor
Human Development	20%	Interview & paper Grader: Module 3 Instructor
Social Action	20%	Timeline & Essay Grader: Module 7 Instructor
Social Justice & Social Policy	25%	Political Compass & Media Grader: Module 6 Instructor
Group Project	20%	Group Presentation Grader: Instructor/Group/Class

#### 1. EMBRACING DIFFERENCES REFLECTION AND CREATIVE PRODUCT

**Details:** 15% Creative Product & Reflective Paper

**Grading:** Grading rubric is available on the D2L course site

**Format:** There are two basic components to this assignment:

Part 1 - in-class assignment- Students are to develop a creative project that briefly explores and describes anti-colonialist constructs as it relates to indigenous knowledge and practices cross-culturally. The project should also reflect its relation to social work practice. 5%

Part 2 - Submit an 8 page (excluding title page, references and appendices) reflective essay based on the readings and the in-class assignment. 10%

#### 2. HUMAN DEVELOPMENT AND ENVIRONMENTS INTERVIEW & PAPER

**Details:** 20% Interview & analysis paper

**Grading:** Grading rubric is available on the D2L course site.

**Format:** Audio file, Written paper APA Format 6th ed with Culturagram and Life Map as appendices

The purpose of this assignment is for students to critically examine the impacts of the dominant human development paradigms on the lifespan milestones of an individual within their lives.

Students will interview a person in their lives and construct a life map and culturagram based on the interview responses. Students will then analyze the interview responses in the context of human development theory and knowledge.

There are four components to this assignment:

Part A: Interview someone in your family, extended friendship network looking at their milestones over the lifespan. (provide signed consent as appendix to assignment)

Use the life map tools and culturagram tool as interview guides to ensure inclusion of the context of the interviewee's background- this could include geopolitical, religious, socioeconomic etc...

Part B: Create a visual representation of a culturagram(5%) and life map(5%), according to your interpretation, representing the interviewees lived experiences. Focus on denoting the explored milestones across the lifespan within the interviewees reported context(s).

Part C: Students will submit a written paper (10%) discussing how the interviewee's personal and cultural story of human development was influenced by the dominant societal paradigm. Consider specifically how the dominant paradigm contributed to events of both oppression and privilege in the interviewee's story. Describe what the student has learned from completing the assignment and how this will be applied in their social work practice.

Paper will be written in APA format, include a minimum of 2 references to content presented during the in-class module and 2 references to current academic journals. Paper will be 6 pages in length, excluding title page, references and appendices.

Part D: Submission of a 10 minute audiotaped portion of the interview.

### **3. SOCIAL ACTION**

**Details:** 20% (15% Academic Structured Paper & 5% in Class exercise)

**Grading:** Grading rubric is available on the D2L course site

Part 1: Social Action Activities, Timeline Exercise (5%)

Prior to this module, you are asked to explore examples of historical social action activities that occurred in the Canada across the decades from 1960 – 2019. Bring 3 examples to the module. Be prepared to post them on a timeline and contribute to a class discussion on these social action movements. The 5 % will be awarded by participation in this exercise and in-class peer evaluation.

Part 2: Social Action Essay (15%)

Format: Paper (6 pages, doubled spaced, APA 6<sup>th</sup> Edition Format, 3 references needed).

Students will:

1. Describe your understanding of a specific social justice issue in your community or in the province and provide a description of the impact of this issue on the community/province as a whole.
2. Describe the type of social action movement this was as defined in the William Little article.

3. Describe if you were involved in this issue, what was the nature of your involvement and the outcome of the social action movement with regard to the issue.
4. Describe if you were not involved with the issue, what would be your strategy from an anti oppressive practice approach to address the issue.
5. Indicate, if any, what challenges you might encounter. What strategies would you suggest to mitigate potential negative outcomes of a social action movement?
6. Ensure that your paper includes at least 5 references from the class articles and/or other academic sources to support your findings.

#### 4. SOCIAL JUSTICE AND SOCIAL POLICY

**Details: Part 1** - 5% Political Compass

**Part 2** - 20% Social Policy Memo

**Grading:** Grading rubric is available on the D2L course site

##### **Part 1: What is your political compass? (5%)**

Prior to this module, you are to explore your personal political beliefs about liberty, economics, and social justice. Each political party has its own interpretation of these concepts base on its interpretation of political ideology. For social workers, it is important to be aware of where you stand in relation to a political framework. It can be viewed in terms of a lens from which you view the world.

Complete the test on the Political Compass website [www.politicalcompass.org](http://www.politicalcompass.org) . In order to provide you with the most accurate reading of your political anchor, do not review any other links before completing the test. It should take you about 15 minutes.

When you have completed the test you will have a profile which explains where you fit in terms of the political left or right, and in relation to authoritarian and libertarian views. The economic and social orders of any society are critical components of political analysis.

Post your political standing in the discussion forum on the on the course D2L site. Add a thread identifying some social issues of that are of personal significance to you. *To receive full marks for this assignment, students need to complete the exercise and attend the module seminar to participate in classroom exercise on the relationship between the political compass and social work practice.*

##### **Part 2a: Social Policy Memo( 10%) and Part 2b: Analysis (10%)**

2a Assignment Format: Policy Memo (3-5 pages, doubled spaced)

For the purposes of this assignment, assume you are a policy analyst for CASW. You have been asked to write a policy memo on the policy (or policy proposal) that you have selected. The purpose is to inform the CASW members, which consists of social work practitioners and educators, of the official social work position on the policy (or proposal). This memo should be:

- Fact-based
- Informative and based on relevant information;
- Logically constructed
- Easily comprehended in one reading
- Clearly organized and structured (heading, executive summary, subheadings)
- Positions should be informed by social work values

Students will be evaluated on their ability to produce a coherent, clear, easily comprehended, and well-supported policy memo. Please note that this involves serious research and real intellectual work *before* you write this memo. Make sure you start early enough in the semester to accomplish this goal.

### **Elements of the Policy Memo**

#### ***Memo Heading***

**To:**

**From:**

**Date:**

**Re:** *(Title that summarizes your policy position clearly and succinctly)*

**Executive Summary:** *(about 150 words that summarizes entire content of your policy memo)*

**Arguments** *(The body of the memo. Identify each of your arguments using subheading followed by a logical, well-researched set of facts)*

**Endnotes:** *(Includes all sources cited)*

### **Part 2b: Analysis**

Format: Short Answer to 3 questions, analysis document found on D2L site

Students will provide brief answers to the 3 questions found in the analysis document and attach as an appendix to their policy memo assignment submission.

### **5. GROUP PROJECT PRESENTATION**

**Details:** Small group work, 20%

**Due Date:** Final module

**Submission:** In class presentation

**Grading Rubric:** Posted on D2L

The group project blends conceptual elements from the generalist practice theme course and the diversity and oppression theme course for integrative learning of the third year and fourth year CBLC BSW students for the fall 2019 academic term. Each group will be composed of both third and fourth year students.

Presentations are to be 45 minutes in length (with an additional 15 minutes for questions) for a total of 60 minutes. Groups are encouraged to be creative and engage the class in experiential/ applied learning. Presenting through lecture format (ie: referring to powerpoints/ written material) must be kept to a maximum of 20 minutes of the overall presentation.

Groups are required to:

1. Select a topic of social injustice impacting your community/region.
2. Using concepts from at least four modules of social work 304 present:
  - The background and rationale for why it is a social injustice, and its impacts.
  - The potential solution(s) to addressing the injustice, reframing it as a move toward social justice.
  - Demonstrate the key roles/functions social work practice and the profession has in working towards the action plan.
  - Articulate how the community/region will benefit from implementing the solution/action plan. The presentation is to end with an achievable, specific action plan distributed as a handout/brochure to the class. The group presentation in class will last 45 minutes followed by 10 minutes for discussion.



## Grading

**University of Calgary**  
Faculty of Social Work, Central and Northern Alberta Region  
BSW Grading System  
2019-2020

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

Note: To obtain a designated letter grade, one must reach the full percentage value for the lower limit of that grade.

A cumulative GPA of 2.30 or above is required on all courses taken towards the BSW degree. Students are allowed a maximum of two “D” or two “D+” grades in the equivalent of two half courses throughout their program.

### Withdrawal

See <http://www.ucalgary.ca/pubs/calendar/current/index.html>

## 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. An opportunity will be provided after each module for student feedback on that module. Students are welcome to discuss the process and content of the course at any time with the instructor.

### WRITING EXPECTATIONS

#### Timeliness

Students are expected to submit all assignments by the due date indicated in the community schedule. All assignments submitted after the due date are considered late and a 25% penalty will be applied. Late assignments will be accepted for 7 days past the due date after which the assignment shall receive a grade of 0. In extraordinary circumstances extensions may be granted beyond 7 days with PRIOR

approval from the director however the 25% penalty shall still be applied. Students must submit their request, in writing, to the CBLC director for consideration.

### **Reappraisal of Graded Work**

Students may approach an instructor for a reappraisal of graded work within 10 business days of receiving the mark. The student is responsible to provide written evidence from the piece of graded work detailing precisely where there was unfairness in grading.

As per the university calendar, <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

*A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected... The result of that reappraisal will be given to the student in writing along with information about appealing the reappraisal. **The reappraisal of graded term work may cause the grade to be raised, lowered or to remain the same.** There is no limit to the number of pieces of graded work that a student may request be reappraised, however a single piece of work may only be reappraised once.*

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this course. APA style guide in writing shall be followed. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lgb1nucdh/>

Several programs and services, including online writing tutors, are available through the Student Success Centre (SSC) to assist students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking, or event registration are available at <http://www.ucalgary.ca/ssc/>

### **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-2.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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above-mentioned expectation occurs in class, the incident should be reported immediately

to the Director or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.h

Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2019) <https://acsw.in1touch.org/document/2487/FINAL%20ACSW%20Standards%20of%20Practice%2003282019.pdf>

### **IMPORTANT INFORMATION**

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

#### **Wellness Centre Phone Support (403) 210-9355 24 hours/day**

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to [copyright@ucalgary.ca](mailto:copyright@ucalgary.ca).

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

The Social Work representative to the Students Union is to be determined ([swsa@ucalgary.ca](mailto:swsa@ucalgary.ca)).

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

#### **Students with disabilities**

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: [access@ucalgary.ca](mailto:access@ucalgary.ca). Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

#### **Supports for Mental Health**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, [ucalgary.ca/wellnesscentre/counselling/personal/](http://ucalgary.ca/wellnesscentre/counselling/personal/) ) and the Campus Mental Health Strategy website ([ucalgary.ca/mentalhealth](http://ucalgary.ca/mentalhealth)).

### **Sexual 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/policies/files/policies/sexual-violence-policy.pdf>

### **ACADEMIC ACCOMODATIONS**

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at (403) 220-8237, address: MacEwan Student Centre room 452, or email: [access@ucalgary.ca](mailto:access@ucalgary.ca). Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.