



Fall 2019

BSW Community Based Learning Circles

Course Number:	SOWK 305	Classroom:	Online
Course Name:	Diversity and Oppression Portfolio Project	Instructor:	See Community Schedule/D2L
Day & Time:	See Community Schedule		

COURSE OUTLINE

Syllabus Statement

Individual preparation and presentation of major project assessing local policies and programs with respect to diversity issues and colonial assumptions.

This course provides an opportunity for preparation of a self-directed portfolio as an expression of the student's own understanding of diversity and oppression as they influence social problems and service. SOWK 305 is intended to honour the student's prior learning experiences by acknowledging and incorporating aspects of that learning (workplace learning, life experience, cultural learning, SOWK 304, other academic learning, workshops, research projects, training courses, personal development, etc.) in the development of the portfolio.

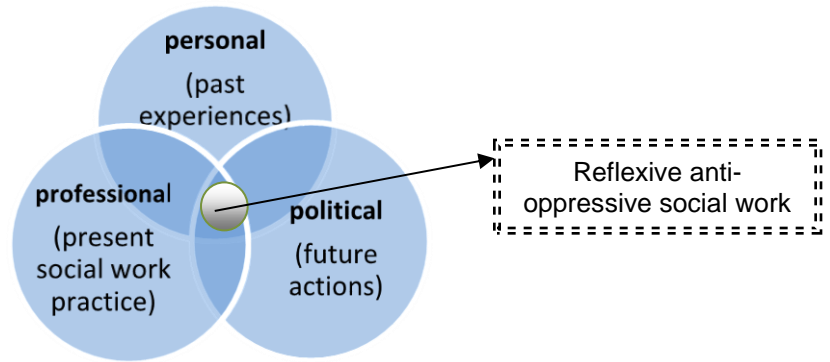
Course Description

A self-reflexive portfolio evolves out of an idea, shaped by experiences and understandings about some aspect of the social or physical world.

Many spokes unite to form the wheel but it is the center hole that makes it useful. When you shape clay into an urn, it is the space within that makes it useful. Cut doors and windows in a room; the opening makes them useful. From the material, comes profit. From the immaterial, usefulness. (Lao-Tzu, in Loeffler, 2006).

The theme course (Social Work 304) provides the student with the theoretical understanding necessary to pursue ethical and effective professional social work practice. The portfolio provides the student with the reflexive skills necessary to maintain ethical social work practice in their community. It is the opportunity to integrate the personal into the professional, propelling social work practice to action that brings the usefulness to the subject under study.

The diversity and oppression portfolio provides students with opportunity to engage in critical consciousness, to examine their own positionality in relationship to themselves and those around them, and to bring forward their own unique wisdom and curiosity in exploration of the theme of diversity and oppression



The importance of understanding diversity and oppression is expressed by the work of Brazilian Educator and philosopher Paulo Friere:

It is not possible to understand me only through the lens of class or race or gender; on the other hand, my position in terms of class, the color of my skin, and my gender, through which I have arrived into the world cannot be forgotten in an analysis of what I do, what I think, and what I say. (Friere, 1998)

Learning Outcomes

By the end of the course, students will:

1. Social work students develop ability to critically assess the social, historical, economic, Indigenous, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.
2. 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.
3. Social work students can apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.
4. Social work students have knowledge and skills to identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.
5. Social work students acquire knowledge of organizational and societal systems and acquire skills to identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions.
6. Social work students will explore through the construction of a portfolio project will be knowledgeable on the topics of colonization/decolonization and diversity/oppression within a social work practice framework.

Relationship to Other Courses

SOWK 305 must be completed concurrently with Social Work 304: Diversity and Oppression Theme Course.

Course Text(s)

There is no required text for SOWK 305. Required readings may be posted to the D2L site by the Instructor. Bishop, A. (2002) Becoming an Ally-Breaking the Cycle of Oppression-in People text will be used extensively as reference material.

Course Schedule

Dates	Assignments
Monday, September 9th	ZOOM SESSION – PORTFOLIO SEMINAR
September 16 th – 11:59pm	Portfolio Learning Contract
Students should begin making posts on ePortfolio to chronicle learning journey - regular posts throughout the term are required to fulfill this assignment expectation	
Monday, October 7th	ZOOM SESSION – PORTFOLIO SEMINAR
October 15 th – 11:59pm	Untold Story Main Post Due – 15%
October 22 nd – 11:59pm	Untold story responses due – 5%
October 29 th – 11:59pm	ePortfolio first grading – 10%
Monday, November 4th	ZOOM SESSION -PORTFOLIO SEMINAR
November 12 th	Creating hope – Main Post Due – 15hgdhdsd% %
November 19 th	Creating hope – Responses Due – 5%
November 22 th	ePortfolio final grading – 10%
December 2 nd	Final Portfolio Project Due – 35% (Monday Dec 2 & Tuesday Dec 3 portfolio meetings with instructor)

Assignments

The portfolio course assignments can be conceptualized as fluid movement between and among the various elements involved in development of self-reflexive practice within an anti-oppressive (AOP) framework. Course assignments for SOWK 305 use an anti-oppressive lens in organizing the subject matter, exploring the personal, professional, and political in relation to diversity and oppression.

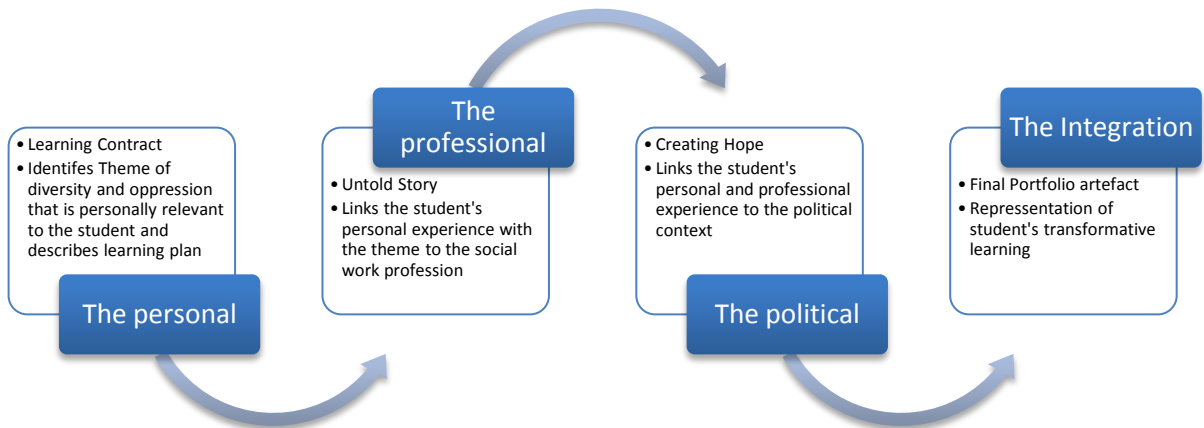
Image 1: Anne Bishop. Spiral Model of Learning Image.

Bishop, A. (2015) *Becoming an Ally-Breaking the Cycle of Oppression-in People-*. (3rd Ed.)



7

The goal of the course is to acquire a reflexive understanding of diversity, oppression, and social work’s responsibility in addressing these. Students will select a theme/themes relating to their personal story and develop this throughout the course of the term. An overview of the assignments and a detailed assignment schedule can be found below.



Detailed Assignment Descriptions

Assignment 1: Learning Contract - The learning contract is to be submitted via dropbox in the D2L course site. All submissions are confidential and reviewed only by your instructor.

You must receive approval of your learning contract by the instructor before continuing with other assignments. Learning contract submission does not mean approval. Based on instructor feedback, revisions may be required prior to approval. Assignments submitted without contract approval will be graded as a “0”. 5% is awarded upon contract approval.

Due Date: September 16, 2019

The learning contract is a detailed learning plan that creates the foundation for consultation with the

instructor throughout the term. It will create the outline for the process and product of the student's final portfolio submission. A detailed description of required elements of the learning contract and a template is located on the D2L site. The focus of your learning contract must be relevant to the diversity and oppression themes in SOWK 304, as well as be personally relevant to the student.

Assignment 2: Detailing learning activities in ePortfolio

Value: 20% of Final Grade (Graded twice during the term – 10% each time)

Due: October 29 and November 22, 2019

Students will add items to their e-portfolio found on D2L throughout the course. Students should begin posting items as soon as their learning contract is approved and continue to add items until the ePortfolio due date. Posted items may take any form. Some examples are photos, news items, bulletins, items found on social media, journal entries, notes, audio-recordings, charts, diagrams, prezis, etc.. The items posted will be linked to the learning goals and activities identified in the student's unique learning contract. Adding items that reflect a diversity of mediums is expected. The items in the student's ePortfolio should tell the story of the student's key learning moments in the process, completion of identified learning activities, and the ongoing reflective process.

Assignment 3 – Untold Story Discussion Board Post and Moderated Discussion

Value: 20% Discussion Board Post and Responses (15% for main post, 5% for responses)

Due: Main Posts due October 15, 2019 Responses due October 22, 2019

The "untold Story" will be posted in a thread to the discussion forum on the D2L site and moderated by the student.

- **Locate and post** an "untold story" relating to the theme(s) chosen for the student's portfolio. The idea of an "untold story" is a story of diversity and oppression that is relevant to the student's chosen theme and is other than the dominant discourse. This "story" can be a video clip, audioclip of a narrated story, a poem, an academic article, a newspaper clipping (scanned and uploaded) that teaches social work something about diversity & oppression.
 - **Create** a discussion thread
 - Explain how this story differs from the dominant discourse/story
 - Describe how this story connects to the student's own emerging anti-oppressive practice framework
 - Include what this story has to teach the social work profession
 - Pose at least two questions that challenge the rest of the class to critically reflect on the story and its teachings/implications
- Moderate** this discussion by answering those who post to your thread
- **Respond** to a minimum of two other's student's main posts

Assignment 4: Creating Hope

Value: 20% (15% for main post, 5% for responses)

Due: Main post due November 12, 2019 Responses due November 19, 2019

ePortfolio Post shared to Discussion Board forum

Students will continue to explore the significant theme identified in the learning contract. The purpose of this assignment is to teach others about hopeful socio-political contexts of diversity and oppression as it relates to the student's theme.

- Choose one posting from the student's eportfolio that creates a sense of hope for change and progress relating to the theme the student has addressed throughout the term. Copy the chosen ePortfolio post to the discussion board forum.
- Add a discussion thread that explains why this post was chosen and provide context describing how this posting contributes to hope for change

- Describe the student's vision and a response that would contribute to an achievable anti-oppressive practice in your community.
- Post to at least four other student's eportfolio artefact threads, offering strategies and ideas for social policy change and social action to address the theme (these can be ones that already exist).

Assignment 5: Final Portfolio Project

Value: 35%

Due: Dec 2, 2019

Creation of a final portfolio artefact expressing the student's theme relevant to diversity and oppression.

Students are encouraged to use mediums other than (or alongside) the written word in expression of this theme. Mediums such as: directed journaling, poetry, painting, sculpting, drawing, carpentry, crafts, photography, audio or visual recordings are some suggestions. Whatever medium(s) is (are) chosen, a level of depth in analysis that is, beyond the surface reporting of a story is a requirement. Students are highly encouraged to expand notions of learning and ways of coming to know as well as ways of being in the contextualized world. The portfolio may be sent to the Instructor or a photo or video of the product may be sent in lieu.

The portfolio will be accompanied by a **two-page written summary** that references the relationship between the final portfolio artefact and the learning goals outlined in the students learning contract. **In lieu** of a written summary, students may request to meet with the Instructor to discuss the final portfolio and the learning goals. Meetings must be scheduled prior to portfolio due date.

Recommended Readings

Additional readings may be posted to the course D2L site.

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.

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.

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).

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. 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/) and the Campus Mental Health Strategy website (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. 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.