



Spring 2021

Course & Session Number	SOWK 555.12 S02	Classroom	Online
Course Name	Inner City Social Work		
Day(s) & Time	May 7, May 14, May 21, May 28, June 4 & June 11, 2021 9:00am -12:00pm		
Instructor	Arlene Eaton-Erickson Jane Slessor		
U of C E-mail	Arlene.eatonerickson@ucalgary.ca Jane.slessor1@ucalgary.ca	U of C Phone	N/A

SYLLABUS STATEMENT

The focus of this unique elective course is on the important and challenging links between anti-oppressive theory and practice within the Inner City of Edmonton – a unique and diverse community that provides rich opportunity for innovative social work practice. This on-line course will introduce students to the prevalent issues, practice considerations, and agency work associated with practicing Social Work in the Inner City. This course provides students with an anti-oppressive and structural social work perspective in addressing the individual, community and systemic needs.

COURSE DESCRIPTION

This elective course is delivered in both lecture and module format. Through formal lectures, readings, electronic resources, presentations, and group exercises, students will be introduced to concepts of social work practice with inner-city communities (and community members) and will provide students with a theoretical framework in which to develop their analytical skills. Students are expected to come to synchronous Zoom sessions prepared to discuss their reflections and interpretations. Also, through journaling, online discussion and a reflection paper, students will critically examine aspects of working with this population group. Regular attendance, being punctual, and active participation during synchronous sessions are strongly encouraged.

COURSE LEARNING OUTCOMES

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

1. An understanding of the inner-city, the specific issues facing community members, and the intervention strategies that would be used.
2. An understanding of the importance of one's own self-awareness and social location when working with this population group.
3. An understanding of the theoretical framework in which anti-oppressive, strength-based and harm

reduction work can be done.

4. An understanding of the issues affecting individuals and communities within the Inner City (of Edmonton), and the ability to critically analyze these issues at a micro, mezzo and macro level.
5. An understanding of the strategies used by social workers to engage community members and communities.
6. An understanding of the diversity that exists within the inner-city, as well as the strengths and resiliency that exist at an individual, community and agency level.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is one text for this course. It can be purchased at the University of Alberta bookstore or ordered online, either through the publisher or through retail outlets such as Chapters/Indigo or Amazon. There are also required journal articles that can be accessed through the U of C databases online.

Bishop, A. (2015). *Becoming an ally: Breaking the cycle of oppression in people* (3rd ed.). Halifax: Fernwood Publishing.

LEARNING TECHNOLOGIES AND REQUIREMENTS

Zoom will be used to deliver the synchronous component of the course. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for Zoom access.

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 is an elective course, one of three options available to University Transfer BSW students.

CLASS SCHEDULE

Date	Synchronous Session	Asynchronous D2L Modules	Assignments Due
Week 1: May 7 – 13, 2021	May 7, 2020 9:00am -12:00pm, MST <ul style="list-style-type: none"> • Welcome, Introductions, Course Review • Self-Awareness and Social Location 	The Inner-City Module	Week 1 Journal Due May 9, 2021 Week 1 Module Post Due May 13, 2021
Week 2: May 14 – 20, 2021	May 14, 2021 9:00am-12:00pm, MST	Social Justice Module	Week 2 Journal Due May 16, 2021

	<ul style="list-style-type: none"> • Anti-Oppressive Practice • Gentrification 		<p>Week 2 Module Post Due May 20, 2021</p> <p>Week 1 Module Response Due May 20, 2021</p>
<p>Week 3: May 21 – 27, 2010</p>	<p>May 21, 2020 9:00am – 12:00pm, MST</p> <ul style="list-style-type: none"> • Harm Reduction 	<p>Youth in the Inner-City Module</p>	<p>Week 3 Journal Due May 23, 2021</p> <p>Week 3 Module Post Due May 27, 2021</p> <p>Week 2 Module Response Due May 27, 2021</p>
<p>Week 4: May 28, June 3, 2021</p>	<p>May 28, 2020 9:00am – 12:00pm, MST</p> <ul style="list-style-type: none"> • Indigenous Experiences and the Inner City 	<p>Program “Visit” Module, Part 1</p>	<p>Week 4 Journal Due May 30, 2021</p> <p>Week 4 Module Post Due June 3, 2021</p> <p>Week 3 Module Response Due June 3, 2021</p>
<p>Week 5: June 4 – 10, 2021</p>	<p>June 4, 2020 9:00am – 12:00pm, MST</p> <ul style="list-style-type: none"> • Women in the Inner-City 	<p>Program “Visit” Module, Part 2</p>	<p>Week 5 Journal Due June 6, 2021</p> <p>Week 5 Module Post Due June 10, 2021</p> <p>Week 4 Module Response Due June 10, 2021</p>
<p>Week 6: June 11 - June 17, 2020</p>	<p>June 11, 2020 9:00am – 12:00pm, MST</p> <ul style="list-style-type: none"> • Panel Discussion with Inner City Community Workers 		<p>Paper Due June 20, 2021</p> <p>Week 5 Module Response Due June 17, 2021</p>

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and

celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Inner City Reflection Paper	Each student will complete a 1750-2000 word paper that will further examine and provide a reflection on a topic discussed in class in relation to social work practice <i>in the Inner City</i> (anti-oppressive practice, harm reduction, charity vs. development, working with Indigenous community members, working with youth, working with women, etc.). Each paper is to include links to theory (textbooks, supplementary reading and class lectures and modules), and demonstrate both critical thinking and reflection in regard to both self and one’s role as a social worker in the Inner City. Students will use a minimum of 5 additional resources. APA format is expected (7 th version). Student will submit the paper through D2L Dropbox.	June 20, 2021 Midnight	35%	1-6

D2L Module Reflections Post: Part 1	Each student will work through the modules at their own convenience during the week. Modules will consist of a variety of materials including videos, podcasts, readings and art. Students will post a reflection each week on the week's D2L module. <u>Part 1: Student's Module Reflection Post (5% each)</u> Module reflection posts will include: a) a critical reflection of the current module; b) a link to either one of the two key texts, or a link to a chosen article from the suggested reading list; c) a link to elements of social work practice in the inner city; d) personal learnings about the inner city and how those learnings are further informed by the readings; e) reflections as they relate to your you're your personal self and professional self and practice. Reflection posts should be about 250 - 500 words. APA format is expected (7 th Version).	May 13 May 20 May 27 June 3 June 10	5x6%=30%	1-6
D2L Module Reflections Response Part 2	<u>Part 2: Response to Other Students' Module Reflection (3% each)</u> Students will briefly respond to ONE of their classmates' D2L Module reflections. Responses should be respectful, thoughtful and serve to deepen the discussion. Responses should be no more than 250 words. APA format is expected (7 th version).	May 20 May 27 June 3 June 10 June 17	5x2%=10%	1-6
Weekly Journals	Each student will complete a daily journal for the five (5) mornings that they are in the synchronous class. Journal entries are to be self-reflective in nature and be focused on one's interaction with the synchronous course material, including personal/professional learnings, experiences/reactions, and resulting questions. Journals should be about 250 - 500 words. APA format is not expected. Journals will be submitted through D2L Dropbox.	May 9 May 16 May 23 May 30 June 6	5x5% = 25%	1-6

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Because of the participatory nature of this class, attendance and punctuality for synchronous Zoom sessions are mandatory. Please connect via email with the instructors well ahead of class if you are

unable to attend class, will be late, or required to leave early. Students are encouraged to see their participation as a way to practice and deepen their abilities to use their voice and honour the voices of others they will journey with as social workers. Students' active and thoughtful participation in small and large group discussions will be evaluated along with their class attendance in assessing the class participation final grade.

Confidentiality: In Zoom Meetings and Course Assignments

Students are expected to adhere to the guidelines for confidentiality of the Social Work Code of Ethics* established by the Alberta College of Social Workers (ACSW). No information that could potentially identify a client in any capacity will be used in class discussions and written assignments. Furthermore, the classroom is a confidential teaching milieu. No issues discussed by participants in the classroom should be discussed outside of the seminar setting.

*6.7.12: The social worker must take reasonable care to thoroughly disguise confidential information when using it for teaching, public education, accountability and research purposes. (ACSW Code of Ethics).

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 before midnight 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 accepted only in exceptional circumstances and at the discretion of the instructor and 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 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 course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional course readings can be found on the D2L site for the course.

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 Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k.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 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). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. 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. The full policy on Student Accommodations is available <https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

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 (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) 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 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/legal-services/sites/default/files/teams/1/Policies-Sexual-Violence-Policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> 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**