



Course & Session Number	SOWK 555.12 S02	Classroom	Online
Course Name	Social Work in the Inner City		
Dates and Time	Start of Classes: May 3, 2022 End of Classes: June 7, 2022 Dates and Time: Synchronous Zoom Sessions Tuesdays, May 3, May 10, May 17, May 24, May 31, June 7, 2022, from 9:00 am - 12:00 pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Arlene Eaton-Erickson, MSW, RSW Jane Slessor, MSW, RSW	Office Hours	As Requested
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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-

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), [Statements on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Explores contexts, theories and practice models in working with specific populations.

COURSE DESCRIPTION

This online, elective course is delivered in both synchronous D2L Zoom lecture (18 hours) and asynchronous D2L module (21 hours) format. The focus 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 a rich opportunity for innovative social work practice. This course will introduce students to the prevalent issues, practice considerations, and agency work associated with practicing Social Work in the Inner City. Finally, this course provides students with an anti-oppressive and structural social work perspective in addressing the individual, community, and systemic needs.

Through formal lectures, readings, electronic resources, presentations, panels, 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 a reflective assignment, online discussion and an integration 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 an understanding of:

1. the inner-city, the specific issues facing community members, and the intervention strategies that would be used.
2. the importance of one's own self-awareness and social location when working with this population group.
3. the theoretical framework in which anti-oppressive, strength-based and harm reduction work can be done.
4. 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. the strategies used by social workers to engage community members and communities.
6. 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 no textbook for this course. Required readings can be accessed on the D2L site for the course.

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 is an elective course open to all students in the BSW program.

CLASS SCHEDULE

Important Dates for Spring 2022

- Start of Term: Monday, May 2, 2022
- End of Term: Friday, June 24, 2022
- Fee deadline: Wednesday, May 11, 2022
- Victoria Day, no classes: Monday, May 23, 2022

Date	Synchronous Session (3 hours/ week x 6 = 18 hours)	Asynchronous D2L Modules (21 hours total)	Assignments Due
Week 1: May 2 – 8, 2022	May 3, 2022, 9:00 am -12:00 pm Welcome, Introductions, Course Review Self-Awareness and Positionality	Module 1: Welcome to the Inner-City Community (4 hours)	Week 1 Module Post Due May 8, 2022
Week 2: May 9 – 15, 2022	May 10, 2022, 9:00 am-12:00 pm Gentrification - guest speaker	Module 2: Social Justice (4 hours)	Week 2 Module Post Due May 15, 2022 Week 1 Module Response Due May 15, 2022

Week 3: May 16 – 22, 2022	May 17, 2022, 9:00 am – 12:00 pm Intro to harm reduction Harm reduction panel	Module 3: Youth in the Inner-City (4 hours)	Week 3 Module Post Due May 22, 2022 Week 2 Module Response Due May 22, 2022
Week 4: May 23 - 29, 2022	May 24, 2022, 9:00 am – 12:00 pm Indigenous Experiences and the Inner City - guest speaker	Module 4: Women in the Inner-City (4 hours)	Week 4 Module Post Due May 29, 2022 Week 3 Module Response Due May 29, 2022
Week 5: May 30 - June 5, 2022	May 31, 2022, 9:00 am – 12:00 pm COVID and the Inner City - guest speakers	Module 5: Program “Visits” (5 hours)	Week 5 Module Post Due June 5, 2022 Week 4 Module Response Due June 5, 2022
Week 6: June 6 – 12, 2022	June 7, 2022, 9:00 am – 12:00 pm Panel Discussion with Inner City Community Workers		Week 5 Module Response Due June 12, 2022 Assignment #3: Reflection on Key Learnings Due June 12, 2022 Assignment #1: Inner City Integration Paper Due June 19, 2022

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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.

ZOOM RECORDINGS OF ONLINE CLASSES

In order to preserve confidentiality, this course will not be recorded. We ask that students also do not record the synchronous classes.

ASSESSMENT COMPONENTS

Assignment #1: Inner City Integration Paper (35%)

Due: June 19, 2022 @ 11:59 pm

Each student will complete a 1750-2000 word paper that will further examine and provide a critical reflection on a topic discussed in class in relation to social work practice *specific to the Inner City* (for example: harm reduction, the opioid crisis, gentrification, housing & houselessness, working with Indigenous community members, working with women, etc.). Each paper is to integrate links to theory (readings, module content, and class lectures, discussions, and presentations), and demonstrate both critical thinking and critical reflection regarding both self and one's role as a social worker in the Inner City.

Students will use a minimum of 5 additional peer-reviewed resources. APA 7 format is expected.

Students will submit the paper through D2L Dropbox.

A detailed rubric is available on D2L.

Aligned with CLO's: 1-6

Assignment #2: D2L Spotlight Article Module Post & Response (35%)

Due: Multiple due dates (see above & D2L)

Each student will work through the D2L modules at their own convenience during the week. Modules will consist of a variety of materials including a "spotlight article", videos, podcasts, other readings, poetry, and art and will take approximately 4-5 hours/week to review. After reviewing each module, students will post a reflection on an aspect of the week's module of their choosing. Reflections will be posted to the appropriate D2L Discussion Board.

Part 1: Student's Module Reflection Post (5% each x 5 = 25%)

Module reflection posts will include:

- A critical reflection of the current module (1%);
- A link to the module spotlight article and other module materials (1%);
- A link to elements of social work practice in the inner city (1%);
- Personal learnings about the inner city and how those learnings are further informed by the content (0.5%);
- Professional learnings as they relate to your professional self and practice in the inner city (0.5%);
- A question for classmates to reflect on and respond to (1%).

Reflection posts should be approximately 250 - 500 words.

APA format is expected (7th Version).

A rubric is available on D2L.

Part 2: Response to Other Students' Module Reflection (2% each x 5 = 10%)

Students will briefly respond to ONE of their classmates' D2L Module reflections. Responses should be respectful, thoughtful, additive, and serve to deepen the discussion.

Responses should be approximately 250 words.

APA format is expected (7th version).
A rubric is available on D2L.

Assignment #3: Contemplation on Key Learnings (15%)

Due: June 12, 2022 @ 11:59 pm

This contemplative assignment is an opportunity for students to critically reflect on the more impactful learnings for them in the course. Students can submit this assignment as a written assignment, or an alternative format, such as a video blog, blog, podcast, poetry, photography, or other visual art, etc. Regardless of medium, students will communicate how the course has impacted them and how they have evolved as humans and as social workers because of their learnings. Students will demonstrate critical thinking and critical self-reflection skills and will identify future areas for exploration.

More information about this assignment will be provided in class.

APA 7 not expected.

A rubric will be available on D2L.

Assignment #4: Participation & Engagement (15%)

Due: throughout semester

Students are expected to attend and participate in class synchronous sessions by critically analyzing and sharing experiences, asking meaningful questions, engaging in courteous listening skills, responding to questions and issues raised by their peers and guest speakers, offering feedback, sharing insights from the readings, and engaging in small and large group discussion. Students will contribute to their own learning as well as to the learning of others. Participation marks will be determined based on attendance and overall participation as follows:

Attendance: 2%/class x 6 = 12%

Overall participation and engagement: 3%

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 and a make-up assignment will be determined. Students are encouraged to see their participation as an opportunity 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.

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 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 instructors. Please let instructors know as early as possible if you are unable to meet any of the course deadlines. Assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All written 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>

* 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).

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. In limited situations where there has been exemplary participation and effort, grades within .50 points of the next letter grade may be rounded up at the instructors' discretion. 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.

ADDITIONAL SUGGESTED READINGS

Readings are available on D2L.

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