



<b>Course &amp; Session Number</b>	<b>SOWK 600 S02</b>	<b>Classroom</b>	Online
<b>Course Name</b>	<b>Social Justice and Theory in Advanced Social Work Practice</b>		
<b>Dates and Time</b>	Start of Classes: May 4, 2022 End of Classes: May 25, 2022 Dates and Time: Zoom sessions and online module activities. See course schedule. <b>Zoom classes: May 4: 9:00-3:50, May 9: 9:00-11:50, May 18: 9:00-11:50, May 25: 9:00-3:50</b> <b>Online module activities: See course schedule for dates and times.</b>		
<b>Instructor</b>	Heidi HeavyShield, MSW, RSW	<b>Office Hours</b>	As requested
<b>UCalgary E-mail</b>	<a href="mailto:hheavysh@ucalgary.ca">hheavysh@ucalgary.ca</a>	<b>UCalgary Phone</b>	<b>By e-mail</b>

**OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION**

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that equity does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

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

- Examines concepts of culture, identity, oppression and differentness in relationship to theories of social justice, at all levels of professional practice.

### COURSE DESCRIPTION

- Social justice is the unifying value of diverse forms of social work practice and is situated in the historical and moral base of the profession. This course requires students to critically examine theoretical perspectives of social justice in order to evaluate and articulate its application in their current practice. Students will identify how their assumptions and social location affect their pursuit of social justice while simultaneously examining structural and system barriers to achieving a more just society.
- This course will be delivered fully online with both synchronous zoom classes and asynchronous online learning activity modules.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

There will be 4 synchronous Zoom sessions throughout the term (May 4: 9:00-3:50, May 9: 9:00-11:50, May 18: 9:00-11:50, May 25: 9:00-3:50), and each will be recorded.

### COURSE LEARNING OUTCOMES

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

1. Critique theories of justice, power, and inequity and their roles in shaping oppressive social structures and unbalanced power relations.
2. Critically examine issues of diversity and power relations that form common links among the experiences of oppression and marginalisation in Canada and internationally.
3. Demonstrate, identify and articulate a social work identity, with emphasis on social justice, social work values and knowledge.
4. Demonstrate a critical understanding of oppressive social structures and the role that anti-oppressive social work theories and practices can play in facilitating resistance that lead to social justice and transformation.

5. Apply an anti-oppressive perspective, grounded in theory, research and evidence-based knowledge to their own practice.
6. Advocate for social justice and the social well-being of all peoples, and in particular vulnerable or disadvantaged individuals, groups, and communities.
7. Identify strategies for apply course learning.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

No textbook is required for this course. As this is a graduate level seminar, students are expected to read through the material in preparation of participating in classroom and online discussions.

Readings and resources will also be available in the Desire to Learn (D2L) course site. A list of additional suggested readings will be shared on D2L and students are encouraged to access this list and utilize them in their class engagement and assignments. It is expected that students will use their existing resources and access to online resources and academic date bases to support their learning and coursework.

### Course Readings and Resources in D2L

1. Blackstock, C. (2009). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. *First Peoples Child & Family Review*, 4(1), 28-37. Retrieved from <http://journals.sfu.ca/fpcf/index.php/FPCFR/article/view/74/4>
2. Campbell, C., & Baikie, G. (2012). Beginning at the beginning: An exploration of critical social work. *Critical Social Work* 13 (1). Retrieved from <http://www1.uwindsor.ca/criticalsocialwork/beginning-at-the-beginning-an-exploration-of-critical-social-work#top>
3. Kwong Kam, P. (2014). Back to the "social" of social work: Reviving the social work profession's contribution to the promotion of social justice. *International Social Work* 57(6), 723-740. Retrieved from <http://isw.sagepub.com.ezproxy.lib.ucalgary.ca/content/57/6/723.full>
4. Larson, G. (2008). Anti-oppressive practice in mental health. *Journal of Progression Human Services* 19(1). Retrieved from <http://dc8qa4cy3n.search.serialssolutions.com.ezproxy.lib.ucalgary.ca/?genre=article&issn=10428232&title=Journal%20of%20Progressive%20Human%20Services&volume=19&issue=1&date=20080101&atitle=Anti-oppressive%20practice%20in%20mental%20health.&spage=39&pages=39-54&sid=EBSCO:Social%20Work%20Abstracts&au=Larson,%20G>
5. Mattson, T. (2014). Intersectionality as a Useful Tool: Anti-Oppressive Social Work and Critical Reflection. *Affilia: Journal of Women and Social Work* 29(1) 8-17. Retrieved from <http://aff.sagepub.com.ezproxy.lib.ucalgary.ca/content/29/1/8.full.pdf+html>

6. McLaughlin, A.M. (2009). Clinical social workers: Advocates for social justice. *Advances in Social Work* 10(1), 51-68. Retrieved from <http://journals.iupui.edu/index.php/advancesinsocialwork/article/view/209>
7. Truth and Reconciliation Commission of Canada. (2015). Summary of the final report of the TRC: Honouring the truth and reconciling for the future. Retrieved from [http://www.myrobust.com/websites/trcinstitution/File/Reports/Executive\\_Summary\\_English\\_Web.pdf](http://www.myrobust.com/websites/trcinstitution/File/Reports/Executive_Summary_English_Web.pdf)
8. Truth and Reconciliation Commission of Canada. (2015). Calls to action. Retrieved from [http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls\\_to\\_Action\\_English2.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf)
9. United Nations. (2007). United Nations declaration on the rights of Indigenous peoples. Retrieved from [http://www.un.org/esa/socdev/unpfii/documents/DRIPS\\_en.pdf](http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf)
10. Van Soest, D. (2012). Confronting our Fears and finding hope in difficult times: Social work as a force for social justice. *Journal of Progressive Human Services* 23(2). Retrieved from <http://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10428232.2012.666723#abstract>
11. Wesley-Esquimaux, C. and Smolewski, M. (2004) *Historic trauma and Aboriginal healing. The Aboriginal Healing Foundation research series*. Retrieved from <http://www.ahf.ca/downloads/historic-trauma.pdf>

### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

- A D2L site is set up for this course, which contains required readings and other relevant class resources and materials.
- Zoom will be used for all synchronous classes. To actively participate in these sessions, you will need a laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.
- Asynchronous materials will be available for viewing/listening on D2L. Class time will be given for participation in the online learning modules. Instructor will be available for consultation.

### **RELATIONSHIP TO OTHER COURSES**

- The Advanced Social Work Practice Core curriculum consists of four theme courses, SOWK 600, 602, 604, and 606, which will explore core elements of social work knowledge and practice within the specializations. This curriculum will examine social justice, research strategies, social work practice models, and public policy with the intent of further developing students' unique social work perspective and strengthening their social work identity and personal practice framework. These courses also provide the foundation for the specialization as well as for the field education component leading to the final capstone project.

## 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

### Class Schedule

Please note that the class schedule consists of synchronous (Zoom sessions) AND asynchronous sessions (group work, readings, D2L online learning activities, etc.) Students will be expected to attend the Zoom sessions, and have the option to utilise remaining class time to meet in groups and/or complete online learning activities.

**Students must attend the morning and afternoon group presentations on May 25** so that they are able to support each other and engage in a collegial and collective learning process during the presentations. Further details will be discussed in class and posted to D2L.

Date	Topic/Theme	Readings/Assignments Due
May 4:	-Introductions and course overview -Introduction to course including course outline and expectations -Discussion of theoretical paradigms and critical theory in social work practice	<b>ZOOM CLASS @9:00-11:50 &amp; 1:00-3:50</b> <b>Readings: 2, 3</b>  <b>Module 1 Online learning Activity in D2L</b>  <b>Social Justice &amp; Advocacy TRC project group work introductions</b>
May 9:	-Indigenous worldviews and perspectives: Theory and practice frameworks -Contexts within the TRC: colonization, decolonization, developing restorative clinical responses -	<b>ZOOM CLASS @9:00-11:50</b> <b>Readings: 1, 7, 8, 9</b>  <b>@1:00-3:50: Online Activities</b>  <b>Module 2 Online learning activity in D2L</b>  <b>Social Justice &amp; Advocacy TRC project group work</b>
May 11	-Diversity, Oppression and Social Justice Resource Building -Critical and anti-oppressive practice	<b>NO ZOOM CLASS TODAY</b> <b>Readings: 4, 5</b>  <b>Module 3 Online learning activity in D2L @9:00-11:50</b>

		<b>Social Justice &amp; Advocacy TRC project group work @1:00-3:50</b>
May 16	-Trauma theory and trauma informed lens: current contexts in practice	<b>NO ZOOM CLASS TODAY</b> <b>Readings: 11</b>  <b>Module 4 Online learning activity in D2L @9:00-11:50</b>  <b>Social Justice &amp; Advocacy TRC group project work @1:00-3:50</b>
May 18	Social Justice, social policy, social action and advocacy -Inclusion and restorative social work practices	<b>ZOOM CLASS @9:00-11:50</b> <b>Readings: 6, 10</b>  <b>Module 5 Online learning activity in D2L @1:00-3:50</b>  <b>Social Justice &amp; Advocacy TRC project group work</b>
May 25	Final Group Project Presentations	<b>ZOOM CLASS @9:00-3:50</b>  <b>Group presentations</b>  <b>Closing themes and Talking Circle</b>

**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) for your best learning experiences. 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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

**MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING**

The instructor may use Zoom 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**

**Assignment 1: Individual Online Learning Activity Modules: 5 online modules to be completed in D2L (50%) 10% for each module. Due at the end of each scheduled class submitted to D2L Dropbox by 11:59**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

An orientation to the online learning activities and modules will be covered in the course introduction Zoom class. Instructions and guidelines will also be posted in D2L. During scheduled class time, students will complete individual online learning activities in D2L. Each module will include instructions and a guideline on how to complete the activity, including the link to the resource, if applicable. A module will be completed within each class, (see course schedule for module number and dates) and students are to submit it to its respective Dropbox in D2L. These ‘mini assignments’ are not intended to be exhaustive, rather they are activities to encourage engagement, active participation, critical thought and integration of course themes, content and theories. Class time will be given to complete the modules, however it is the students responsibility to manage their time to ensure that the assignment is submitted by 11:59 on the day of the module. Students must complete and post each Module to the Dropbox before the next module is started, as the activity is related to the class theme for that particular day. It is in the student’s best interest to use the class time designated for these learning activities.

Further details, instructions and grading criteria will be discussed in class and are posted along with each online learning activity module in D2L.

**Assignment 2: Group Inquiry Project: TRC Calls to Action & Indigenous Restorative Responses – (40%) Due In Class May 25**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

In *pre-assigned* small groups of 4-5 members, students will produce a group project, which will demonstrate their inquiry into the ***Truth & Reconciliation (TRC) Calls to Action***. Using culturally restorative, anti-oppressive and decolonizing social work responses, identify one (out of the 94) **Calls to Action** and integrate an Indigenous lens to critically analyze, discuss and indicate:

- the background and impact of a current social work problem as it relates to your chosen Call to Action
- the implications to clinical social work practice *within your current practice setting* or clinical practice interest (s)
- the link between on-going colonization and structural oppression as it relates to your Call to

#### Action

- how a trauma-informed approach can inform your response and the implications to clinical social work practice
- Include restorative and or/Indigenous healing responses where appropriate

The inquiry project may be in any format that facilitates dissemination of the information and can be presented and shared in class during the group presentations on the last day of class. The inquiry project needs to include the following:

- An introduction which discusses the students' interest(s) in their chosen '**Call to Action**' of the **TRC**.
- Clearly identify how the **Call to Action** is related to your own practice setting or area of clinical practice interest
- demonstrate critical thinking of both historical and current contexts of colonization and oppression;
- draw some links between systemic, institutional or structural oppression where visible
- Identify Indigenous and/or restorative responses and/or approaches to your chosen Call to Action within the context of clinical social work practice
- Creativity is welcomed for this project and can be in any format that can be shared and presented to the larger class: powerpoint, oral presentation, digital story telling, etc.
- Class time will be provided for groups to work on this project
- The presentation will be no more than 30 minutes, with 15 minutes to debrief and provide a discussion with the larger class. More details will be discussed in class.
- Students will be expected to submit a copy of the presentation to be submitted to **D2L Dropbox on the day of the presentation, May 25, by 11:59**.

All reference material must be clearly cited within the project and a reference list must be included with the project, all in APA style. Criteria for grading will also include clarity and complexity of the questions, organization of content, effectiveness of communication (clarity, grammar, vocabulary, punctuation, and presentation), the use of relevant literature, and adherence to APA standards.

**DUE: Students will present in class May 25. All students are expected to attend class.**

#### **Assignment 3: Individual Self Evaluation for Zoom and D2L Participation (10%) – Due May 27 to dropbox by 11:59**

Aligned Course Learning Outcomes: 2, 3, 4, 5

The purpose of this assignment is to assess engagement of students in active participation during zoom classes and asynchronous sessions, and to develop their facilitation, active listening and reflections of critical conversations. Grades will be based on the student's ongoing and active participation in the synchronous and asynchronous activities. In particular, students will be expected to contribute new insights, content and critique, as well as connections to their field of practice. Active engagement is measured by how students engage in creating and facilitating a collective space of learning and not by the quantity of their contributions to class discussions. This includes recognizing how ideas are shared to foster a collective space of engagement and critical interactions as well as the mindfulness of dominating a space and sharing opinions. Such reflexive process of creating knowledge exchange



spaces would foster a co-learning environment that account for all ideas available in class in clear and concrete ways. Students will submit a two/2 page brief (250-500 words max) summary and self evaluation of their participation and activity in zoom class and online activities. Students will assess and assign themselves a grade (letter or percentage). The final grade rests with the instructor.

### **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

Further details and instructions for online learning activities and group project assignments will be discussed in class and posted to D2L.

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

- Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.”
- If a student is absent from class, they miss a class or a participation component when this component is graded.

### **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 by 11:59pm 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. Late assignments submitted after the deadline may be penalized with a grade reduction. Please discuss with the instructor if you are requesting an extension prior to the due date.

### **EXPECTATIONS FOR WRITING**

- All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7<sup>th</sup> edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

### **ACADEMIC MISCONDUCT**

- It is expected that all work submitted in assignments is the student’s own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

## GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary Graduate 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	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. <b>Note:</b> Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		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

### 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