Spring 2022

Course & Session Number	SOWK 600 S03	Classroom	Online
Course Name	Social Justice and Theory in Advanced Social Work Practice		
Dates and Time	Class Dates: May 4 – June 16, 2022 Zoom Synchronous and Asynchronous: Mondays & Wednesdays 5-8pm		
Instructor	Ajwang' Warria, PhD	Office Hours	Online – After class
UCalgary E-mail	ajwang.warria@ucalgary.ca	UCalgary Phone	Email preferred

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, identities, oppression, and social differentiation in relationships 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 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.

Students will engage in interactive class discussions, presentations and critical reading, group work and online discussions. Zoom will be used for all synchronous classes and Zoom and/ or D2L will be used for asynchronous sessions.

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 marginalization 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 leads 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 people, and vulnerable or disadvantaged individuals, groups, and communities.
7. Identify strategies for applying course learning.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

No textbook is required. All required readings outlined in this course outline may be accessed through the University of Calgary Library system.

This is a graduate level seminar and students are expected to read through the material in preparation for participating in the lecture and online discussions. Students are requested to read **both (two)** recommended readings by topic which are highlighted in pages 3-4 of this course outline. The reading instructions are: (i) summarize the reading in two to three sentences, (ii) write about an experience from your daily life (personal/professional) that connects to the reading and (iii) what question/s do you have now about the topic after doing the reading?

Social Justice and Social Work
Olson, C.J., Reid, C., Threadgill-Goldson, N., Riffe, A.H. & Ryan, P.A. (2013). Voices from the field: Social workers define and apply social justice. *Journal of Progressive Human Services, 24*(1), 23-42. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10428232.2013.740407

Young, I.M. (2014). Five faces of oppression. In N. Asumah, & Mechthild, N. (Eds), *Diversity, social justice and inclusive excellence: Transdisciplinary and global perspectives* (pp. 3-33). New York, NY: State University of New York Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3408886&ppg=26

Social policies and the struggles for inclusion
Diem, S., Young, M.D., Welton, A.D., Mansfield, K.C., Lee, P.L. (2014). The intellectual landscape of critical policy analysis. *International Journal of Qualitative Studies in Education, 27*(9), 1068-1090. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/09518398.2014.916007

El-Lahib, Y. (2015). The inadmissible "Other": Discourses of ableism and colonialism in Canadian immigration. *Journal of Progressive Human Services, 26*(3), 209-228. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10428232.2015.1063355

Ethics and ethical dilemmas: Unpacking social work's roles and responsibilities
Palmer, M. (2016). Beyond madness: Ways to foster nonviolence in human systems. *Social Alternatives, 33*(3), 60-64. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=qth&AN=100606699&site=ehost-live

Juujärvi, S., Kallunki, E. & Luostari, H. (2020) Ethical decision-making of social welfare workers in the transition of services: The ethics of care and justice perspectives. *Ethics and Social Welfare, 14*(1), 65-83. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/17496535.2019.1710546

Theories and Approaches to Power (i): Understanding self, the Other and Othering process
Watch: Sue Borrego - Understanding my privilege https://www.youtube.com/watch?v=XlRxqC0Sze4

Solas, J. (2008). What kind of social justice does social work seek? *International Social Work, 51*(6), 813-822. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0020872808095252

Tew, J. (2006), Understanding power and powerlessness: Towards a framework for emancipatory practice in social work. *Journal of Social Work, 6*(1), 33-51. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/1468017306062222

Theories and Approaches to Power (ii): Unpacking power relations and operations for social work

Deutsch, M.A. (2006). Framework for thinking about oppression and its change. *Social Justice Research, 19,* 7–41. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s11211-006-9998-3

Tyler, K.M., Stevens-Watkins, D., Burris, J.L., Fisher, S.D. & Hargons, C.N. (2021). Black psychology and whiteness: Toward a conceptual model of black trauma through the prism of whiteness. *Journal of Black*

Psychology. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/00957984211034948

Theories and Approaches to Power (iii): Modes and operation of power and discourse
Blackstock, C. (2019). The occasional evil of the angels: Learning from the experiences of Aboriginal Peoples and social work. *First People Child and Family Review, 14*(1), 137-152. https://doi-org.ezproxy.lib.ucalgary.ca/10.7202/1069347ar

Li, P.S. (2001). The racial sub-text of Canada's immigration discourse. *Journal of International Migration and Integration, 2*(1), 77-97. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s12134-001-1020-1

Intersectionality and interlocking systems of oppression
Critical and anti-oppressive social work
Almeida, R.V., Rozas, L.M.W., Cross-Denny, B., Lee, K.K. & Yamada, A. (2019) Coloniality and Intersectionality in social work education and practice. *Journal of Progressive Human Services, 30*(2), 148-164. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10428232.2019.1574195

Mattson, T. (2020). Intersectionality as a useful tool: Anti-oppressive social work and critical reflection. *Affilia: Journal of Women and Social Work, 29(*1), 8-17. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0886109913510659

Troubling knowledge productions and reclaiming other ways of knowing, doing and being
Absolon, K. (2019). Indigenous wholistic theory: A knowledge set for practice. First *People Child & Family Review, 14*(1), 74-87. https://www-erudit-org.ezproxy.lib.ucalgary.ca/fr/revues/fpcfr/2010-v5-n2-fpcfr05254/1068933ar.pdf

Van Breda, A.D. (2019). Developing the notion of Ubuntu as African theory for social work practice. *Social Work*, *55*(4), 439-450. https://socialwork.journals.ac.za/pub/article/view/762

***Students are encouraged to access additional suggested readings that are provided in this course outline and on D2L and utilize them in their class engagements and assignments.

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. Zoom will be used for all synchronous and asynchronous classes.

RELATIONSHIP TO OTHER COURSES

The Advanced Social Work Practice curriculum consists of four themed courses namely: SOWK 600, 602, 604 and 606 that explore core aspects of social work knowledge and practice within the Clinical Social Work specialization. This curriculum examines social justice, research strategies, social work practice models and publica policy with the intent of further developing student's unique social work perspective and strengthening their social work identity and personal practice framework. These courses also provide the foundation for the Clinical Social Work specialization as well as for the field education component leading to the final capstone project.

- Kindly note that the class schedule consists of synchronous and asynchronous sessions for the six-week duration of the course.
- Students are expected to attend all the synchronous sessions and there is an option of meeting with group members in the asynchronous sessions (See class schedule). Kindly note that I will be available, online, for consultation during the asynchronous class.
- Attending the poster presentations is compulsory and students are expected to support each other and engage in a collegial and collective learning process during the poster presentation and the peer review processes.

Date	Theme
Wed. 4 May 5:00-8:00pm Synchronous	**Introduction, Overview of the course, Review of assignments** **Theoretical Frameworks**
Mon. 9 May 5:00-8:00pm Synchronous	**Social policies and the struggles for inclusion** **Ethics and ethical dilemmas: Unpacking social work's roles and responsibilities**
Wed. 11 May 5:00-8:00pm Asynchronous	**Group work and Asynchronous learning**
Mon. 16 May 5:00-8:00pm Synchronous	**Theories and Approaches to Power (i): Understanding self, the Other and Othering process**
Wed. 18 May 5:00-8:00pm Asynchronous	**Group work and asynchronous learning**
Mon. 23 May	**No Class - Victoria Day**
Wed. 25 May 5:00-8:00pm Synchronous	**Theories and Approaches to Power (ii): Unpacking power relations and operations for social work** **Theories and Approaches to Power (iii): Modes and operation of power and discourse**
Mon. 30 May 5:00-8:00pm Asynchronous	**Group work and Asynchronous learning**
Wed. 1 June 5:00-8:00pm	**Intersectionality and interlocking systems of oppression** **Critical and anti-oppressive social work**

Synchronous	
Mon. 6 June 5:00-8:00pm Asynchronous	**Group work and Asynchronous learning**
Wed. 8 June 5:00-8:00pm Synchronous	**Troubling knowledge productions and reclaiming other ways of knowing, doing and being**
Mon. 13 June 5:00-8:00pm Asynchronous	**Group work and Asynchronous learning** **Assignment 2 Part (ii): Submit poster presentation slides**
Wed. 16 June 5:00-8:00pm Synchronous	**Assignment 2 Part (iii): Poster presentations and** **Assignment 2 Part (iii): Peer review**
Mon. 20 June	**Assignment 3: Theoretical paper due**

Important Dates for Spring 2022
- o Start of Term: Monday, May 2, 2022
- o End of Term: Friday, June 24, 2022
- o Add/Drop/Swap and Withdraw deadlines: Check the Student Centre
- o Fee deadline: Wednesday, May 11, 2022
- o Victoria Day, no classes: Monday, May 23, 2022

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

- Students are expected to participate actively in all Zoom sessions. Due to the sensitive nature of most of the discussions that will be taking place in the class, the sessions will not be recorded. Students who miss the class for various reasons can plan with their classmates and/ or with the instructor to catch up on the missed material.
- 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 the instructor, video cameras should be turned on during class and students are expected to manage their microphones as required.
- This is a seminar class and students' active participation in class discussions is always expected as there is emphasis on nurturing the collaborative spaces of engaged learning. The instructor may or may not share their slides on D2L.
- All students are expected to behave in a professional manner during all Zoom sessions.

MEDIA RECORDING OF ONLINE CLASSES

Due to the nature of the course and the sensitive nature of discussions that may take place, no recording of the online Zoom sessions will take place. Any unauthorized recording of the session via Zoom or on personal recording devices is not permitted and will result in non-academic misconduct and breach of confidentiality of class.

ASSESSMENT COMPONENTS

Assignment due dates

Assignment #	Title of Assignment	Individual/Group	Due Date
	Course Orientation: Memory	Individual	By May 3, 2022
Assignment 1	Part 1: Development and Rationale of the Selected Social Policy (25%)	Group	May 17, 2022
	Peer Review (5%)	Group	May 18, 2022
Assignment 1	Submit slides and reference list	Group	June 13, 2022
	Part 2: Presentation of the Poster (35%)	Group	June 17, 2022
	Peer Review (5%)	Group	June 17, 2022
Assignment 2	Social Justice Theories – Understanding and application (25%)	Individual	June 20, 2022
	Reflection: Self evaluation of participation (5%)	Individual	June 20, 2022

Course Orientation | Individual | Due: by 3 May 2022

Aligned Course Learning Outcomes: All

Course Orientation Description: Recall a memory related to social (in)justice. Write 1 paragraph about what you can remember. Thereafter, respond to these questions, briefly, in writing: (i) Why do you think this incident stood out to you? (ii) What can we learn about social (in)justice based on this memory? and (iii) What question/s do you have now about social justice and diversity after recalling this incident?

Reflection Criteria: The reflective paper should be 1 page long, double spacing, and Times New Roman font size 12. The content of this paper can be used later as foundation for Assignment 2. This paper will not be graded but assigned "Complete" or "Incomplete" status.

Assignment 1: Poster Development and Presentation: A Social Justice Analysis of Policy

Background Description of Assignment: This experiential learning and skill-based assignment consists of **three (3) parts** namely:

  (i)   Identifying a policy that addresses issues of marginalization for social groups.
  (ii)   Developing and presenting the group poster on the designated day; and
  (iii)   Offering peer reviews and feedback to fellow peers' group projects.

This assignment aims to help students critically engage with the tensions and opportunities associated with knowledge production and consumption as they relate to policy development and implementation. In this assignment, students are encouraged to become active participants of knowledge production,

evaluation and dissemination in ways that are consistent with social justice values and principles discussed in class.

Students are expected to work in groups consisting of six (6) members each and conduct a critical analysis of a policy from social justice perspectives. Students are expected to collaborate and engage with a process of interrogating a social policy of their choice by examining its impact on issues related to marginalization and oppression – and aligned to clinical social work practice. This assignment will help students actively engage and navigate the tensions between knowledge production and consumption and allow them to develop critical and necessary skills to examine policies and discuss their clinical applications beyond policy texts and requirements. The purpose of this assignment is to help students trace their own learnings, and how such learning can be disseminated theoretically in ways that legitimize their own interpretations and analysis of the issues and ideas they examine.

During the first class, the instructor may provide the list of policy areas from which to choose a topic and self-assign to a group. Once groups are formed, a dedicated group page will be created on D2L for each group. Please apply your teamwork skills to collaborate with others and support one another. Dedicated asynchronous times are set so that students will have opportunities to meet with group members and with the instructor for support in tackling the assignments.

Assignment 1: Development and Rationale of the Selected Social Policy (25%) | Group

Part (i) | Due: 17 May 2022

Assignment Description: Students will engage with how their learnings inform their critical analysis lens and clinical practice through a poster presentation. Presenters will be expected to integrate classroom material into their presentation. Specific attention to be given to groups' chosen policy and the grounding of the analysis within critical theoretical frameworks and within relevant bodies of scholarship. Each group will be asked to identify and agree on a local, national, or international social welfare policy to work on. Students must develop and share a list of 10 online resources (such as YouTube clips, podcasts, policy briefs etc.) that they will actively engage with to critically analyze and develop their posters. Each group is expected to share this list on or by **May 17** on D2L along with a 2-3 page rationale for why they have selected the policy and related sources and offer a brief discussion on why and how each source informs their theoretical and clinical practice understanding of the policy.

Assessment criteria: The assignments will be assessed on how classroom learnings have been utilized to engage in critical policy analysis and examination as they apply to social justice issues and lens'. Groups will be expected to carry forward their discussions and build on their ideas to advance a critical examination of their chosen policies. Critical will be the integration of key concepts, themes and ideas that have been discussed in the course and clinical practice alignment. Use APA 7th edition formatting and referencing.

Assignment 1: Presentation of the Poster (35%) – Group | Part (ii) | Due: 16 June 2022

Assignment Description: The poster is assumed to be a scholarly presentation and students are expected to demonstrate academic rigour in the ways to develop their poster and engage with the learnings as

they unfold. Students are also encouraged to critically examine ethics and ethical tensions as they shape social work practice approaches when working with diverse and marginalized individuals and groups in their chosen area of clinical practice. Students are expected to apply and critically engage and reflexively apply their own learning from the course to inform their practice approaches. The content should trace their own learnings from the course and about own and systemic assumptions and interrogate the tensions and contradictions that emerge from the unpacking of the theoretical, epistemological and practice assumptions. Students are encouraged to legitimize their own interpretations and analysis of the policy from a social justice lens and through a consolidated poster. Key questions to consider include: (i) what perspectives drive policy development and clinical implementation and (ii) who would such policy respond to i.e., needs-based? (iii) what kinds of resources are required for the successful implementation?

Assessment Criteria: Specific attention will be paid to presenters' chosen policy and how they ground their analysis within critical theoretical frameworks discussed in class – including its relevance, ability to challenge aspects of diversity whilst advancing transformation and its applicability to clinical social work. Ability to enhance curiosity through group creativity and motivate engagement in critical discussions is expected. Attention will also be paid to teamwork, flow of ideas and active engagement of fellow peers. Students are expected to submit their presentation slides and a complete list of references consulted, per group, on **13 June 2022** in preparation for the **16 June 2022** presentation.

Assignment 1: Peer Reviews (10%) – Group | Part (iii) | Due: 18 May & 17 June 2022

Assignment Description: Students are invited to critically engage with the poster development and presentation process through a theoretically and epistemological sound peer-review. Groups will review one poster development and submit the review on **18 May 2022**, and poster (and presentation) on **17 June 2022**. The purpose of this assignment is to assist students actively engage with peer-review process to develop their own posters and offer some concrete directions to peers to help improve their posters. The review forms will be distributed at the start of the review process.

Assessment Criteria: The review should be one page long and it should incorporate critical analysis of the content presented and offer concrete examination of the knowledge presented, arguments advanced, and findings discussed. The reviews should also provide some feedback on the presentation style and aesthetics of the posters to connect the ideas and arguments in these posters.

Assignment 2: Social Justice Theories – Understanding, application and overall reflection (30%) |

Individual | Due: 20 June 2022

Assignment Description: Students write a theoretical paper where they build on the theories and knowledge learnt throughout the term to develop their own theoretical and practice frameworks. Specifically, using concepts from the course readings and class discussions related to theories of power, issues of diversity and oppression, ways of resistance, students are expected to apply their own understanding of these concepts to practice examples, related to issues of oppression and marginalization they have witnessed or engaged with.

Students are expected to draw from past examples from past field placements, present/past social work practice, from a political engagement or an example of social activism they were/are involved with to present a critical incident/event where they witnessed or faced injustice as they relate to marginalized social groups. The focus should be on the analysis of power dynamics of the issue examined and discussion on how they shape interactions within and between diverse social groups. Also important is to highlight methods and strategies of resistance and how they can shape social work practice especially when addressing issues related to social justice and transformation as they relate to marginalized and oppressed social groups. Students should also describe practical and innovative steps taken or to be taken to respond to the identified injustice and to reflect on their role as an engaged clinician.

Assessment Criteria: Grading will be based on integration of course readings and classroom content/discussions, critical analysis, ability to integrate theory into practice and correct use of APA for referencing. Grading will also be based on students' ability to ground their discussions and analysis of relevant bodies of scholarship as well as their ability to critically apply concepts and theories in a deep, sound, and scholarly ways beyond descriptive discussions of these concepts. The criteria also extend to include clarity and originality of ideas discussed, and reflective approaches to the ideas. The paper should be 6 pages long (including the 1-page reflection on and self evaluation of participation weighted at 5%), double-spaced, font size 12, Times New Roman font.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to engage with the assigned readings, to be fully present and involved in the class activities and discussions.
- Students are also expected to adhere to social work ethical guidelines and professional conduct during class participation.
- Students are expected to work together on their group projects and assignments should be submitted on time.
- Kindly notify the instructor ahead of time if you are unable to attend the class, will be late or plan to leave early. In these circumstances, make-up options may be made provided.
- **Communication** among peers and to the instructor should always reflect professionalism and respect. As per UoC policy, all communication with the instructor should be via the official UoC email address and the instructor maintains the right not to respond to communication through personal email addresses. Kindly allow for up to 48 hours response time to the email communication.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically through their respective Dropbox in D2L.
- Assignments should be submitted in Word format.
- Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Theoretical Assignment).
- Assignments are due by 11:59pm MT 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 or the instructor.
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day – including weekends and holidays). Students may request for additional time, prior to the due date, to complete the assignment.
- Make up assignments are subject to the discretion of the instructor, and it is students' responsibility to make any necessary arrangements with the instructor for any missed assignments.
- There is a 7-day maximum limit by which to accept late assignments for students who have not requested for an extension. No assignments will be accepted after the 7-day limit.

EXPECTATIONS FOR WRITING

- The instructor will create opportunities to discuss the assignments in depth during the term.
- Assessment rubrics will be posted on D2L, where applicable.
- 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 in-text and on the reference list and referenced in APA 7th edition format. Failure to do so will result in grade deduction.
- Sources used in research papers must be properly documented and referenced in APA 7th 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 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 to pass the course.
- Assignments will be graded and returned to students within three weeks from the day they are submitted.
- The University of Calgary Graduate 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	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. **Note**: The grade point value (3.0) associated with this grade is the minimum acceptable **average** 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. **Note**: 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

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

Refer to D2L
Theoretical Frameworks
Nassar-McMillan, S.C. (2014). A framework for cultural competence, advocacy, and social justice: Applications for global multiculturalism and diversity, *International Journal for Educational and Vocational Guidance, 14*(1), 103-118. 10.1007/s10775-014-9265-3. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10775-014-9265-3

Clarke, J.L. (2003). Reconceptualising empathy for anti-oppressive, culturally competent practice. In W. Shera (Ed.) *Emerging perspectives on anti-oppressive practice* (pp. 247-264). Canadian Scholars Press Inc. https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/412294

https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4642140&ppg=272

Social policies and the struggles for inclusion
Blackstock, C. (2012). Jordan's Principle: Canada's broken promise to First Nation Children? *Pediatrics & Child Health, 17*(7), 368-370.
https://academic.oup.com/pch/article/17/7/368/2647016
https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=79991008&site=ehost-live

Lacroix, M. (2006). Social work with asylum seekers in Canada: The case for social justice. *International Social Work, 49*(1), 19-28.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1177%2F0020872806059399

Silva, D.S., Smith, M.J. & Upshur, R.E.G. (2013). Disadvantaging the disadvantaged: When public health policies and practices negatively affect marginalized populations. *Canadian Journal of Public Health, 104*(5), 410-412.
https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.17269/cjph.104.3895
https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/canajpublheal.104.5.e410

Ethics and ethical dilemmas: Unpacking social work's roles and responsibilities
Godden, N.J. 2017. The love ethic: A radical theory for social work practice. *Australia Social Work, 70*(4), 405-416. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/0312407X.2017.1301506

McLaughlin, A.M. (2011) Exploring social justice for clinical social work practice, *Smith College Studies in Social Work, (81),*2-3, 234-251. https://doi.org/10.1080/00377317.2011.588551

Weinberg, M. (2010). The social construction of social work ethics: Politicizing and broadening the lens. *Journal of Progressive Human Services, 21*(1), 32-44. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10428231003781774

Theories and Approaches to Power (i): Understanding self, the Other and Othering process
Black, L. & Stone, D. (2005). Expanding the definition of privilege: The concept of social privilege.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1002/j.2161-1912.2005.tb00020.x

Heron, B. (2007). *Self-reflection in critical social work practice: Subjectivity and the possibilities of resistance*. York University Toronto, p. 341-351.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/14623940500220095

Theories and Approaches to Power (ii): Unpacking power relations and operations for social work

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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