



LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. In Alberta, we are on the traditional territories of the peoples of 45 First Nations in five treaty areas: 4, 6, 7, 8 and 10. We also acknowledge the Métis Nation of Alberta Districts.

On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bears paw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site traditionally known as Moh'kins'tsis to the Blackfoot, Wíchís pa Oyade to the Íyâxe Nakoda (Stoney Nakoda), Siksikaitsitapi to the Blackfoot Confederacy and Guts'ists'i to the Tsuut'ina.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot peoples of the Treaty 7 and 4 regions and the home of the Métis Nation of Alberta (District 1).

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](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

Course & Session Number	SOWK 676 S01	Classroom	Online via Zoom
Course Name	International Social Work in Canada		
Dates and Time	<p>This Online class occurs weekly on Tuesday evenings (5:30-8pm) beginning on January 14th with a full-day residency on Saturday January 25th (9-4pm). This course includes both Zoom class and asynchronous classes. Please see calendar for more information.</p> <p>First Class: Tuesday January 14. Last Class: Tuesday April 8.</p> <p>Dates and Times can be found in the course schedule</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p>		
Instructor	Liza Lorenzetti MSW, RSW, PhD	Office Hours	Flexible. Office hours will be offered during the term as needed
UCalgary E-mail	lakloren@ucalgary.ca	UCalgary Phone	My cell number will be shared in class

SYLLABUS STATEMENT

Application of theories and concepts of international social work and community development to practice, with a focus on promoting change and challenging structured inequalities. Development of skills, strategies, and tools for engaging in international social work and community development in international and North American settings.

COURSE DESCRIPTION

Situating Canada as a site for international social work, this course will focus on the ethics, knowledge, and skills required for practice in the Canadian context. We will examine the roles of individuals, communities, organizations and systems and their impacts on local/national/transnational politics, policies, and movements. Key concepts include de/colonization, nation-building, Indigenous knowledges and reconciliation; power, privilege, anti/racism, systemic disadvantage, and intersectionality; migration, forced migration, trafficking and (re)settlement. Popular education, experiential learning and critical pedagogy will be used to promote critical self and co-reflection and solidarity practices and mutual aid, racial caucusing and disruptions of dominance thinking. Students will develop and enhance skills that can be employed in the contexts of community, organizations and policy work.

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

This is an online course (Zoom classes and asynchronous activities). Please see course schedule and D2L for specifics. To best succeed in the course, students are expected to participate and contribute to creating and maintaining an ethical space where all participants (teacher, students, and guest organizers) can engage in a respectful and reciprocal learning process. When unable to participate due to unforeseen circumstances, inform the instructor via email, text or phone call in advance and be prepared to discuss an alternative assignment. As your teacher, I look forward to learning from your knowledge and experiences!

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will:

1. Be immersed in an ongoing process of critical self-reflection/analysis, group discussion and action towards defining their roles and readiness for international practice – weaving together the notions and connections of local and global.
2. Examine and apply their understanding of structural injustice, intersectional oppression (racism, classism, sexism, hetero/cis-sexism, ableism, faith-based discrimination etc.) to group-work, community organizing, and systems change.
3. Gain competence in applying a selection of tools utilized in community social work as an invitation to develop their own approaches to address structural inequalities and promote human rights and social-ecological justice locally and internationally.
4. Use identity-based caucusing to support critical reflexivity towards an antiracist and anticolonial personal framework, thinking and feeling with compassion and building congruence between self and social work values.
5. Understand both roles and relationships in reconciliation at home and abroad.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook for this course. All required readings and audio/visual resources are listed in the class schedule and posted on D2L. Following are reference documents for this course. Most readings are noted in your course schedule and all will be posted on D2L and/or are available online:

- Alberta College of Social Workers (2023). *Standards of Practice*. Edmonton, AB.
<https://www.acsw.ab.ca/site/practice-resources>
- Canadian Association of Social Workers (2005). *Code of Ethics*. Ottawa, ON.
https://www.casw-acts.ca/files/attachements/casw_code_of_ethics.pdf
- Canadian Association of Social Workers (2005). *Guidelines for Ethical Practice*. Ottawa, ON.
https://www.casw-acts.ca/files/attachements/casw_guidelines_for_ethical_practice.pdf
- Canadian Association of Social Workers (2020). *Scope of Practice Statement*. Ottawa, ON.
https://www.casw-acts.ca/files/attachements/Scope_of_Practice_Statement_2020_1.pdf
- International Federation of Social Workers (2023). *Global definition of social work*.
<https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/>

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 course is taken concurrently with SOWK 674 International Social Development – Theories and Interventions and is one of the core course courses offered in International Community Development specialization. This course is a pre-requisite for Advanced Practice in Sustainable Development and Social Work & International Development Project.

CLASS SCHEDULE

Important Dates for Winter 2025

- Start of Term: Monday, January 6, 2025
- First Day of Class: Monday, January 13, 2025
- End of Term: Wednesday, April 30, 2025
- Last Day of Class: Friday, April 11, 2025
- Fee Deadline: Friday, January 30, 2025
- Alberta Family Day, no classes: Monday, February 17, 2025
- Good Friday, no classes: Friday, April 18, 2025
- Easter Monday, no classes: Monday, April 21, 2025
- Term Break, no classes: Sunday-Saturday, February 16-22, 2025

CLASS SCHEDULE		
*Additional schedule details, including guest speakers, will be determined during the semester.		
Date	Topic	Readings/Assignments Due
Week 1 January 14 5:30- 8:00PM	<p>Opening in a Good Way on Indigenous lands</p> <ul style="list-style-type: none"> • Course opening by the Kiiipitakyoyis Grandmother’s Lodge, Faculty of Social Work (being confirmed) • Welcoming and Belonging • Relational accountability in co-constructing our Ethical Space • Program and course philosophy and details <p>Prepare for class: Building on the any of the concepts shared in the videos</p>	<p>Required Prior to Class</p> <p>Read: Bastien, B. (2008). <i>Blackfoot ways of knowing: The Worldview of the Siksikaitsitapi</i>. University of Calgary Press. (Read pp. 35-54)</p> <p>View: Ermine, W. (2011) What is ethical space? Collective ethics as a path to resisting burnout. <i>Insights, Differently Knowings Speaker Series</i>. Retrieve from https://www.youtube.com/watch?v=85PPdUE8Mb0</p>

	<p>relate this to your own story and your passion for organizing and social change.</p> <p>Prepare to share a two-to-three-minute introduction/reflection with the class.</p>	<p>Lorenzetti, L. (2019). <i>Power and collective resistance</i> https://explore.ucalgary.ca/power-collective-resistance</p> <p>Learn more (not required)</p> <p>Moore, K. (2008). <i>It is in the spirit that we find love.</i> https://www.youtube.com/watch?v=mWaabLhDIFA</p>
<p>Week 2 January 21 5:30-8:00PM</p>	<p>Foundational concepts and approaches to understanding values, power and community development as social justice practice.</p> <p>Discussion questions</p> <ul style="list-style-type: none"> • What is international practice in Canada? • Who are international practitioners? • collective values <p>Prepare for class: <i>What are three core values that you are committed to and an example or story?</i></p>	<p>Required Prior to Class</p> <p>Parada, H., Barnoff, L., Moffatt, K., & Homan, M. S. (2011). <i>Promoting community change: Making it happen in the real world</i> (first Canadian Edition). Nelson Education Ltd. (Read pp.35-67).</p> <p>*Minimal readings for this class to encourage students to engage with the readings and resources to be prepared for the weekend residency.</p>
<p>January 25: Full-Day Residency</p>		
<p>January 25 MORNING 9:00AM – 12:00PM</p>	<p>Decolonial practice in an interconnected world</p> <ul style="list-style-type: none"> • Blackfoot Ways of Knowing, Being and Doing: Painting Rocks Activity with Elder Charlotte YellowHorn Mcleod <p>Prepare for class: Pick and wash a rock, either let it dry thoroughly for at least a couple of days or put it in the oven at low heat for a couple of hours, and remember to remove it with an oven mit-😊</p>	<p>Required Prior to Class</p> <p>Read</p> <p>Jones, K. & Okun, T. (2001). White supremacy culture. <i>Dismantling racism: A workbook for social Change Groups</i> (pp. 1-6). Retrieve from https://pfc.ca/wp-content/uploads/2022/01/dismantling-racism-workbook-en.pdf</p> <p>Listen</p> <p>Dewald, E. & Linsley, T. (2023). <i>Reconciliation with Charlotte YellowHorn Mcleod</i>. Unpacked Podcast. Retrieve from https://podcasts.apple.com/ca/podcast/reconciliation-with-charlotte-yellowhorn-mcleod/id1566650394?i=1000537002550</p> <p>View:</p> <p>Crowshoe, R & Crowshoe, R. (2022). Sanctified kindness. Retrieve from https://www.youtube.com/watch?v=ApXseEUZRxQ&t=70s</p>

		<p>Thomas, R. (2016). Etuaptmunk: Two-eyed seeing. TEDxNSCCWaterfront https://www.youtube.com/watch?v=bA9EwcFbVfg</p> <p>Learn More (not required) Sanchez, N. (2019, March). <i>Decolonization is for everyone</i>. TEDX SFU. Retrieve from https://www.youtube.com/watch?v=QP9x1NnCWNY</p>
<p>January 25 Afternoon 1:00– 4PM</p>	<p>Community Organizing: World Café</p> <ul style="list-style-type: none"> Learn with community organizers who are engaged in transformation change in local and transnational contexts. <ol style="list-style-type: none"> Migrante Alberta Muslim Youth Identity Project Alberta Men’s Network: Men’s Well-Being Groups 	<p>Required Prior to Class</p> <p>Read: Alcaraz, N., Ferrer, I., Aves, G., & Lorenzetti, L. (2021). Hiding for survival: Highlighting precarity and lived experiences of non-status Filipinos in Canada amidst labour abuse. <i>Journal of Human Rights and Social Work</i>, 6(4), 256–267. https://doi.org/10.1007/s41134-021-00169-x</p> <p>Jamal, A., Baldwin, C, Ali, W. & Dhingra, S. (2022). I am not who you think I am: Multiple, hybrid and racialized identities of Canadian Muslim youth in the negotiation of belonging and citizenship. <i>Journal of Muslim Minority Affairs</i>, 42(4), 393-408. https://doi.org/10.1080/13602004.2023.2191909</p> <p>Review these sites: Migrante Alberta. Retrieve from https://www.migrantealberta.ca/</p> <p>Introduction to the Alberta Men’s Network https://www.youtube.com/watch?v=RcMHVlzk1LQ&list=PLeKpEsqPjZbFugeWXtrJq7fOZXM2OTW2r</p> <p>ManBox Project – Jay Zapata https://www.youtube.com/watch?v=J1vnPyR8PVk&list=PLeKpEsqPjZbFbPk_6INoSCoSi3ne4ebxW&index=4</p> <p>Manbox Project Sebastian Benavides https://www.youtube.com/watch?v=efuwJ6UfwVo&list=PLeKpEsqPjZbFbPk_6INoSCoSi3ne4ebxW&index=5</p> <p>Learn about the World Café (not required):</p>

		The World Café (2023). https://theworldcafe.com/key-concepts-resources/world-cafe-method/
Week 3 Week of January 28	Asynchronous Learning and Sharing Reflections on Residency Post a brief reflection (audio, video, text) reflecting on your residency experience in SOWK 676. Respond to at least 2 other posts by peers (Instructions provided on D2L)	No readings for this week
January 31st at 11:59PM Assignment 1 Due (see details under assignments)		
Week 4 February 4 5:30: - 8:00PM	A Critical Lens to Community Practice Theories with a Focus on Internationalization at Home <ul style="list-style-type: none"> • A discussion of diverse approaches to community organizing and social change • Organizing in the context of the international community at home 	Required Prior to Class Read: Alcaraz, N., Lorenzetti, L., Thomas, S., & Dhungel, R. (2021). Breaking isolation: Social work in solidarity with migrant workers through and beyond COVID-19. <i>Social Work, 67</i> (1), 48-57. https://doi.org/10.1093/sw/swab049 <i>Anti-racist organizational change: Resources and tools for nonprofits.</i> CommunityWise Resource Center. Retrieve from http://communitywise.net/wp-content/uploads/2017/10/AROC-Resources-and-Tools_web.pdf Parada, H., Barnoff, L., Moffatt, K., & Homan, M. S. (2011). <i>Promoting community change: Making it happen in the real world</i> (first Canadian Edition). Nelson Education Ltd. (Read Chapter 7: Powerful Planning 142-165 and Chapter 15: Lobbying 362-378).
Week 5 Week of Feb 11	February is Black History Month Attend at minimum 1 activity (online or in-person) for BHM. Post and respond. Use the D2L discussion board to post a 200–300-word reflection on your activity. Link your reflections to a minimum of two of the readings or videos. Respond to a minimum of 1 post by your peers. (Instructions provided on D2L)	Read Busey, C. L., & Coleman-King, C. (2023). All around the world same song: Transnational Anti-Black racism and new (and old) directions for critical race theory in educational research. <i>Urban Education, 58</i> (6), 1327-1354. https://doi.org/10.1177/0042085920927770 Duhaney, P., Lorenzetti, L., Kusari, K., & Han, E. (2022). Advancing critical race pedagogical

		<p>approaches in social work education. <i>Journal of Ethnic & Cultural Diversity in Social Work</i>.</p> <p>View: Crenshaw, K., (2016, October). <i>The urgency of intersectionality</i>. TED. Retrieve from https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en -The Women's Centre of Calgary (2021).</p> <p>Learn more (not required): <i>HERstories on anti-Racism and decolonial organizing</i>. Retrieve from https://www.youtube.com/watch?v=Qpy4ky8bWEw</p>
Week of February 17 -Term Break -No class		
<p>Week 6 February 25 5:30-8:00PM</p>	<p>Transnational Labour Migration</p> <ul style="list-style-type: none"> • Critical multiculturalism • Capitalism and migrant workers: Status, precarity and migrant Justice • Small and large group discussion <p>Prepare for class: <i>Come to class prepared to discuss your take-aways from your two selected films in relationship to your role as an international practitioner in Canada.</i></p> <p><i>*Please submit your topic for the group assignment by email to the instructor</i></p>	<p>Required Prior to Class</p> <p>Read Sato, C. & Este, D. (2018). From multiculturalism to critical multiculturalism (Chapter 13) in D. Este, L. Lorenzetti & C. Sato & Sato, C., (Eds.) <i>Racism and anti-racism in Canada</i>. Fernwood.</p> <p>View: Review a minimum of 2 of films below:</p> <ul style="list-style-type: none"> • Guy, M. & Boti, M. (2012). The end of immigration? https://multi-monde.ca/en/the-end-of-immigration/ • Sook Li, M. (2003). <i>El contrato</i>. Retrieve from https://www.nfb.ca/film/el_contrato/ • Select from Migrant Film Festival 2021. <i>Films can be accessed: http://mrff.ca</i> <p>Learn More (Not required) Zoledziowski, A. & Gutierrez, N. (2020). <i>Land defenders are killed in the Philippines for protesting Canadian mining</i>. Vice World News. Retrieve from https://www.vice.com/en/article/qj4743/land-defenders-are-killed-in-the-philippines-for-protesting-canadian-mining</p>
<p>Week 7 Week of March 4</p>	<p>Asynchronous Activity <i>Work on your inspirational conversationalist Assignment (see Assignment 2 and D2L for more information)</i></p>	<p>No Readings for this week</p>

<p>Week 8 March 11 5:30-8:00PM</p>	<p>Inspirational Conversations Presentations (first half of class) *First set of student presentations on Inspirational Conversations</p> <p>Organizing for Power (second half of class)</p> <ul style="list-style-type: none"> • Advocacy and Collective Organizing • Practice experiences and experiential learning 	<p>Required Prior to Class Read:</p> <p>Glassman, M. (2000). Mutual aid theory and human development: Sociability as primary. <i>Journal for the Theory of Social Behaviour</i>, 30(4), 391-412. https://doi.org/10.1111/1468-5914.00137</p> <p>Samuel, J. (2002). What is people-centered advocacy? <i>PLA Notes</i>, 43, 9-12. Retrieved from http://pubs.iied.org/pdfs/G01974.pdf</p>
<p>Week 9 March 18 5:30-8:30PM</p>	<p>Inspirational Conversations Presentations Part 2 full class * Second set of student presentations on Inspirational Conversations This class will run an extra half hour</p>	<p>No readings for this week</p>
<p>Week 10 March 25 5:30-8:00PM</p>	<p>Approaches to Peace-and-Justice Building in times of war, genocide and ongoing conflict</p> <p>Sharing experiences, dialoguing with respect and openness and supporting our communities towards greater compassion and commitment to justice are core skills of an international social workers in Canada. Come prepared to engage with your heart and critical lenses to understanding power and sociopolitical drivers and implications (To be updated on D2L)</p>	<p>Read:</p> <p>King, R. U. & Maiangwa, B. (2020). Perceptions on truth and reconciliation: Lessons from gacaca in post-genocide Rwanda, in A. Craft & P. Regan (Eds). <i>Pathways of reconciliation. Indigenous and settle approaches to implementing the TRC's calls to action</i> (pp. 35-65). The University of Manitoba Press.</p> <p>Lee., E.O.J. (2019). Responses to structural violence: The everyday ways in which queer and trans migrants with precarious status respond to and resist the Canadian immigration regime. <i>International Journal of Child, Youth and Family Studies</i>, 10(1): 70–94 doi: 10.18357/ijcyfs101201918807</p> <p>View:</p> <p>ABC (2024). In the Oasis of peace, jews and Palestinians live together. https://www.youtube.com/watch?v=HZ154ePWhO8</p> <p>Alatrash, G. (2017). <i>To Syria with love</i>. TedX Calgary. Retrieve from https://www.youtube.com/watch?v=s4BzIRjlvlo</p>

		<p>PBS (2024). Ethnic cleaning in Darfur. https://www.pbs.org/video/on-the-brink-1715375315/</p> <p>The Parents Circle (2024). https://www.theparentscircle.org/en/homepage-en/</p>
April 1	<p>The International Social Worker: Historical and Current Contexts of Identity and Power</p> <ul style="list-style-type: none"> This class will focus on deconstructing the identity/ies of the international social work practitioner Race-based caucusing and bridge-building activities will be learned and experienced 	<p>Hiranandan V. (2011). Canadian identity: Implications for international social work by Canadians. <i>Critical Social Work</i>, 12(1). Retrieve from https://ojs.uwindsor.ca/index.php/csw/article/download/5845/4814?inline=1</p> <p>Hudson, K.D. & Mountz, S.E. (2016). Teaching note—Third space caucusing: Borderland praxis in the social work classroom. <i>Journal of Social Work Education</i>, 52(3), 379-384.</p>
Assignment 3 Group Solidarity Action Due April 6th at 11:59 PM		
April 8 5:30- 8:00PM	<p>Community Practice Seminar & Harvesting our Knowledge</p> <ul style="list-style-type: none"> Enhancing community engagement and mobilization: What tools resonate the most with us and how do we use them? Question to ponder as we close our class: What alternatives exist to the current socio-ecological and economic climate that pervades our globe. What alternatives have you learned so far? What solutions do you propose? 	<p>Required Prior to Class Read:</p> <p>Choudhury, S. (2015). <i>Deep diversity: Overcoming us vs them</i>. Toronto, ON: Between the Lines. (Read pp. 21-45)</p> <p>Lorenzetti, L. & Dhungel, R. (2020). Community-led transformative research tools and applications: From Canada to Nepal. <i>Canadian Journal of Action Research</i>, 20(3), 36-54.</p> <p>Additional Resources to Browse (not required)</p> <p>-Institute of Development Studies. (n.d.). <i>Participatory methods</i>. (review all tabs). Retrieve from http://www.participatorymethods.org</p> <p>-Center for Community Health and Development. (2020). <i>Community toolbox</i>. Retrieved from https://ctb.ku.edu/en</p>
Assignment 4 Participation Reflection Due April 12th at 11:59PM		

INSTRUCTOR EMAIL POLICY

Course communication occurs primarily through @ucalgary email. However, for more immediate matters, students can connect by text or leave a message on my phone.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions as this time is required as part of the overall practicum hours requirement. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on.

The seminar is a professional setting where we will strive to practice our social work values in how we treat one another and in our approach to the class material. As professionals, students and the instructor are expected to:

- 1) Respect the guidelines of confidentiality outlined in the Social Work Code of Ethics;
- 2) Ensure that no information that could identify a client of any service system is used in class meetings or in assignments; and
- 3) Keep confidential issues introduced in the class – please ensure that issues are discussed only in general (rather than specific) ways outside the classroom.
- 4) Discuss and resolve differences and conflicts with compassion and respect. Embodying the concept of restoring relationships is a skill much needed in social work.

ETHICAL APPROACH TO THIS COURSE

This seminar prioritizes a trauma-informed, decolonization approach, where all participants (teachers and learners) share in relational accountability for creating and maintaining a climate of respectful dialogue and treatment of one another. As social workers and aspiring social workers, reflecting our professional ethics inside and outside of the classroom helps us to build congruence between our personal and professional selves. Students are encouraged to participate in critical reflection, personal growth, and skill-development while learning from the instructors, each other, and practitioners in the field. The intent of seminar is to provide opportunities to make connections between thinking, feeling, doing and being. Our social work roles in social and self-care practices in the context of the practice and the pursuit of social justice will be emphasized. Ethical space, a concept forwarded by Dr. Willie Ermine, will be explored and practiced in this class.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

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. Students will be advised before the instructor initiates a recording of a Zoom session

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignment 1: Aspirations Assignment: Zoom Video

Due January 31, 2025, at 11:59PM (post video in D2L discussion board) and February 3rd (respond to peers

Weight: 25%. (20% for video creation, 5% for responding and providing feedback to 3 of your peers)

Aligned Learning Outcomes: 1, 3, 4

Create a 5-minute video on your foundation for ethical international community development work locally and/or internationally. The intent of this assignment is to lay the groundwork for the student's journey through the ICD Specialization. You are asked to post your short video in the Discussion Board in D2L, where peers can provide feedback and build connections. The created videos must present an integration of your thoughts, experiences, and aspirations in ICD practice.

Use the following questions to self to guide the development of your video:

Who am I? (Include social location, connection to the land, and positionality)

What would I consider as my core values and where do they come from?

What experiences (1 or 2) have shaped my interests in joining the ICD program?

What are my aspirations and goals with regards to my ICD program?

How does my social location, experiences and context shape or impact these goals?

How do I plan to implement my goals (including my practicum)?

What questions do I have that I hope can be answered during my ICD program, and specifically this course?

A grading guide will be available in D2L.

Assignment 2: Inspirational Conversations

Presentation Date: March 11 and 18th, 2025 (in class -sign-up sheet provided on D2L)

Weight: 25%

Aligned Learning Outcome: 1, 2, 3, 5, 6

The purpose of this assignment is to introduce learners to community organizers who have demonstrated abilities in advancing progressive social change. Through an online interview, learners will identify skills, personal qualities and challenges faced by change-makers and formulate new understandings of social issues and social action.

Step One – Conversation

At the beginning of this course, each learner will be presented with the name, profile and contact information of a community organizer/activist. You will interview your contact using this interview guide and some of your own questions. Guiding questions include: "Who inspired or mentored you to get

involved in social justice work?” “What areas or issues are you working on?” “What is one of the most important skills/approaches that you’ve used in your work?” “What challenges do you face?” “What have been your most important accomplishments?” “What advice can you share with emerging community organizers?”

Step Two – Presentations. Learners will present the key content, learning and reflections from their conversations on March 12. Presentation formats are flexible. Presentation time is approximately 8 (max) minutes per presentation. Please submit your presentation (PP etc) to the Dropbox on day that you present Grading guide on D2L.

Assignment 3: Solidarity action and analysis Group Assignment

Due date: Confirmation of Focus Area: Feb 25, 2025. Assignment Due: April 6, 2025, at 11:59 PM

Weight: 30%

Aligned course learning outcomes: 1, 2, 3, 4,

1) Collaborate with your assigned group to choose issue of social inequity or injustice that you would like to see changed or addressed that has both local and global impacts within and beyond socially constructed political borders (i.e., Indigenous rights/colonialism, racism, climate justice, labor, im/migration, etc.)

2) Conduct background research to deepen your knowledge on the issue and document what actions (actions can be proposed interventions, policies, procedures, if any), and how you plan to engage with the identified issue.

3) Select a method/approach you are using to take action on the researched issue. The action centers on your role as a global citizen and not on ‘client service delivery’. This can include any of the following:(a) Write a letter or start a petition to an elected official; (b) Write and submit a media article; (c) Participate or organize a social action event); (d) Participate or organize a community meeting; (e) Organize or support a learning a forum or workshop; (f) Start a social media campaign (other ideas are welcome)

4) Write a critically reflexive account of your participation and submit artifact (poster, copy of the submitted document, link, or received feedback etc.) from the action taken. Use the following questions to guide your critical reflexive account:

- a) What issue did you choose to engage with and why is it important? (Minimum of 3 references from background research)
- b) What are one or two theories that help frame this issue? (e.g., Intersectionality; feminism; post-colonialism, critical race theory – minimum 3 references)
- c) How is this issue both local and international? What strategies and actions are currently being employed to address this issue?
- d) What actions(s) did you take? How was this impactful? (please provide details)
- e) What are your reflections and self-evaluation on how you engaged with this experience (please include the positionality of each group member as a lens for this reflection)?
- f) What social work practice approaches could be used to further address this issue and what are the challenges (minimum 3 references).

The critical reflection must be between 10-12 pages – Times New Roman 12 font/double spaced not including references and title page (minimum 12 references, APA 7 formatting). Grading grid on D2L. *you will also be asked to submit a paragraph on how the workload was shared in your group.*

Assignment 4: Co-Construction of our Ethical Space

Due April 12, 2025, at 11:59PM

Weight: 20%

This course relies on relational and participatory approaches and as such, a portion of your grade is based on ongoing and consistent participation. Students are required to arrive on time and be actively present during discussions and knowledge exchange, including cameras on. This assignment awards grades for active engagement with the class, including regular synchronous sessions, asynchronous activities (e.g., post and feedback and attending a Black history month event), reflective activities (including presenting oneself in class 1) as well as during caucus spaces.

Students will submit a 500-word reflection highlighting their participation in this course. Elements that students may include in the reflection are:

Participation and interactions:

- How many sessions did you participate in?
- How did you participate and how were you present? Was your camera on?
- How were you mindful of your presence?
- How would you evaluate your interactions with your peers and the content shared?
- How many asynchronous activities did you complete?

Most significant learning and commitments:

-How were you reflective and how did you apply your learnings?

- What stands out to you from this course as your most significant learning? and (B) how did you feel on this topic?
What do you think you need to do in response to what you have been feeling and learning?
What commitments do you need to put in place?

Include a minimum of 5 references from course materials. Submissions are required to be submitted to the D2L Dropbox

Aligned with the following Course Level Outcomes: 1, 2, 3

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Class attendance is mandatory and seminar hours count as practicum hours. Students are expected to be fully present and engaged in class activities and discussions. If you are unable to attend a session, please contact your instructor to arrange an alternative activity. Please refer to the UCalgary calendar for more information on attendance and supporting documentation and the use of a statutory declaration.

For students with caregiving roles, if alternative arrangements for care of children cannot be made for a class, children will be welcomed into our seminar to decrease participation barriers for students with caregiving roles. Please contact your instructor.

Teacher's Statement: Co-Creating Ethical Space for Teaching and Learning

This course prioritizes an anti-oppressive, trauma-informed and decolonial approach, where all participants (teachers and learners) share in relational accountability for creating and maintaining a climate of respectful dialogue and treatment of one another. As social workers and aspiring social workers, reflecting our professional ethics inside and outside of the classroom helps us to build congruence between our personal and professional selves. Learners are encouraged to participate in critical reflection, personal growth, and skill-development while learning with the instructors, and from each other and practitioners in the field. The intent of class is to provide opportunities to make connections between thinking, feeling, doing and being. Our social work roles in social and self-care practices in the pursuit of social justice will be emphasized. Ethical space, a concept forwarded by Dr. Willie Ermine, will be explored and practiced in this class.

- As social workers, we are all teachers and learners. We bring our lived experiences, values, critical questions and challenges, and our need to grow to this co-created learning space;
- The inequities and injustices that exist in our environments also exist in the classroom. Our acknowledgment of power and privilege is a starting point for transformative change.
- Difficult conversations, questions and times of discomfort are integral aspects of personal growth and our quest to align our values, thoughts, and actions with the foundational ethics of our profession. This work prepares us to be in solidarity with the individuals and communities who rely on our support as social workers.
- Together, we will strive to demonstrate the utmost respect for one another. We will strive to confront our own privileges and understand our experiences of oppression as a lens through which we experience the world.
- Together, we will work towards anti-racism, decolonization, and equity across genders, sexualities, faiths/secularities, abilities and health/mental health (among others) through our values, thoughts, and actions within the classroom and beyond.
- Together, we will work towards personal and social well-being and healing. We understand that many of us carry adverse experiences and trauma, and that classroom conversations may touch upon those experience. We will practice compassion our words and actions.
- As social workers, a key learning and practice is interrelational reflexivity, which includes acknowledging our mistakes, seeking to apologize and restoring relationships in a good way.
- Together, our ability to practice social work ethics and values in the classroom reflects the world that we aspire to create.
- Together, we will strive to support one's another's dreams, aspirations and hopes, with the intent of building a community of committed social justice advocates.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments through Dropbox in D2L as specified by the teacher. Assignments should have a file name as follows: "First name, last name, assignment number" in **Word format** (please no PDF). Assignments are due by 11:59pm on their due date. Please note that it is the learner's

responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted on time.

MISSED OR LATE ASSIGNMENTS

To be fair to all learners, extensions will only be considered for urgent circumstances – please contact your teacher prior to the due date. Extensions **will not be given** on the day when the assignment is due or thereafter. There will be a 5% late mark for each day that an assignment is late. Assignments that are handed in more than 7 days after the due date will not be accepted.

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 assignments 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:

<https://calendar.ucalgary.ca/pages/eb50d7931bba4da5942de21f51d1f514>

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Many students and instructors look for guidance regarding the use of generative AI tools, such as ChatGPT. The following sample syllabus statements have been adapted from McMaster University (<https://mi.mcmaster.ca/generative-artificial-intelligence-in-teaching-and-learning/#tab-content-provisional-guidelines>), as examples for various use permissions in academic courses. We encourage course instructors to adapt these statements further, based on their context. Additional guidance can be found on the Ucalgary Teaching and Learning resource website: <https://teaching-learning.ucalgary.ca/resources-educators/generative-ai-teaching-and-learning>

Unrestricted Use

Students may use generative AI tools throughout this course to enhance their learning in any course learning activities, assignments, and assessments. Students are responsible for citing and referencing all work generated by AI tools as outlined by the course instructor.

Example statements:

- Students may use AI tools for understanding course materials and producing assignments but must be accountable for their submissions.
- AI-generated content must be submitted as an appendix with the prompt used.
- Reflections on AI tool usage should be included in assignments.
- AI-generated content must be cited appropriately.

Some Use Permitted

Students may use generative AI tools in this course in accordance with the instructions and guidelines outlined for each course assignment or assessment. The use of generative AI tools must be referenced and cited following citation instructions outlined by the course instructor. Use of generative AI outside assessment or assignment guidelines or without citation will constitute academic misconduct. It is the student's responsibility to be clear on the limitations on the use of generative AI tools for each assessment or assignment, on the expectations for citation and referencing, and on fact checking statements created by generative AI tools. If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

Example statements:

- AI tools can be used for creating assignment outlines or critiquing drafts, but the final work must be original.
- AI tools may be prohibited for tests, major assignments, or research papers but allowed for information gathering.

Restricted use

The use of generative AI, including the use of work created by generative AI tools and applications in course assignments and assessments may be considered in accordance with the university's academic misconduct policy. <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf>

If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

Example statements:

- AI tools can be used for learning course material but not for completing assignments.
- The use of AI tools for assignments may be considered an academic offense.
- Students must not copy or paraphrase from AI applications for assignments

Example of statements focusing on accountable, reflexive and ethical use of AI tools

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

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. 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. Rounding up will occur to the next whole number if there is a decimal point above .5 so that a 19.6 would be rounded up to 20, for example, but a 19.5 would not.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	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. 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 of “C+” or lower are indicative of failure at the graduate level and cannot be counted toward 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
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.	

COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university’s curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys>

Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

- It is advised that additional suggested readings for the course be provided to students in D2L to manage the length of this course outline. However, if you wish to include suggested readings in this outline that are not required for the course, please do so in this section. Copyright approval is required.

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](#) (2024) and the [Alberta College of Social Work Standards of Practice](#) (2023).

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
- Emergency Evacuation/ Assembly Points
- Safewalk