



**Fall 2024**

<b>Course &amp; Session Number</b>	<b>SOWK 310 S03</b>	<b>Classroom</b>	Online
<b>Course Name</b>	Critical Analysis of Social Work Theories and Practice		
<b>Dates and Time</b>	Start of Classes: September 3, 2024 End of Classes: December 6, 2024 Dates and Times: Tuesdays, Zoom sessions between 5:30 pm – 8:30 pm, please see class schedule Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Amber Young, PhD(c), RSW	<b>Office Hours</b>	As requested
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**OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION**

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

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

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](#).

## SYLLABUS STATEMENT

Learners critically examine diverse theories and perspectives and integrate theory and practice.

## COURSE DESCRIPTION

In this course, together, we will explore and examine diverse social work paradigms and related theories. We will actively engage in a wide range of learning activities, you will gain analytical knowledge and skills of critical theories that address the underlying assumptions about the nature of humans and the nature of society, and locate paradigms, theories and perspectives grounded in diverse worldviews, ways of knowing, being and doing, and experiences. You will begin to articulate your theoretical and practical framework. The key learning activities include attending live Zoom/ in-person sessions, viewing recorded lectures, reflecting on the assigned readings, participating in critical dialogues on the discussion board, engaging in inquiry-based learning, and integrating and applying your ongoing learning through the use of case studies.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best support your learning, students are invited and encouraged 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 an alternative participation activity (e.g., submit a brief reflection of module content, and actively contribute to the follow-up online discussion).

**Course Hours:** 3 units; (3S-0)

**Prerequisite:** Admission to BSW Program

**Antirequisite:** Credit for Social Work 310 and 365 will not be allowed.

## COURSE LEARNING OUTCOMES

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

1. Critically examine contemporary social work paradigms and related theories, approaches, and models of practice.
2. Inquire into paradigms, theories, and approaches that center the perspectives and experiences of diverse and equity-deserving groups and communities.
3. Articulate your understanding of the linkages between social practice and paradigms, theories, approaches and models of practice.
4. Begin to construct a professional practice framework by locating your social work paradigm and critically reflect on the implications of your theoretical orientation and choices.
5. Use your articulated paradigm and theories to analyze social issues.

## LEARNING RESOURCES

### **REQUIRED TEXTBOOK AND READINGS**

#### **Required textbook:**

Harms, L., & Connolly, M. (2023). *Social work: From theory to practice* (4<sup>th</sup> ed.). Cambridge University Press.

#### **Required readings: Articles and Book Chapters:**

Ahmed, S. (2014). Queer feelings. *The cultural politics of emotion* (2nd ed., pp. 153-176). Edinburgh University Press.

Badwall, H. (2016). Critical reflexivity and moral regulation. *Journal of Progressive Human Services*, 27(1), 1-20. <https://doi.org/10.1080/10428232.2016.1108169>

BlackDeer, A.A. (2023). Unsettling feminism in social work: Toward an Indigenous decolonial feminism. *Affilia*, 38(4). 615 - 628. <https://doi.org/10.1177/08861099231193617>

Egizio, L.L., Smith, C.D., Wahab, S., & Bennett, K. (2019). Motivational interviewing's theory of practice for social work: Promises and pitfalls. In M. Payne, & E. Reith-Hall (Eds.) *The Routledge handbook of social work theory* (pp.236-245). Routledge. <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315211053>

Ekoh, P.C. & Sitter, K.C. (2024). Timelines, convoy circles and ecomaps: Positioning diagramming as a salient tool for qualitative data collection in research with forced migrants. *Qualitative Social Work*, 23(1),58-75.

Hill Collins. P. (2015). Intersectionality's definitional dilemmas. *Annual review of Sociology*, 41, 1-20. 10.1146/annurev-soc-073014-112142

Hui, A. (2023). Situating decolonial strategies within methodologies-in/as practices: A critical appraisal. *The Sociological Review*, 71(5), 1075-1094. <https://doi.org/10.1177/00380261231153752>

Massaquoi, N., Ashcroft, R., & Adamson, K. (2022). Health disparities, social determinants of health, and systemic anti-black racism during Covid-19: A call to action for social work. *Canadian Social Work Review/ Revue Canadienne de service social*, 39(2), 101–110. <https://doi.org/10.7202/1096803ar>

Nicholas, D.B., Mitchell, W., Dudley, C., Clarke, M., & Zulla, R. (2018). An ecosystem approach to employment and autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 48, 264–275 (2018). <https://doi.org/10.1007/s10803-017-3351-6>

- Poole, J., & Galvan, C. (2021). Grief supremacy: On grievability, whiteness and not being #allinthistogether. In N. Brooks & S. Blanchette (Eds.), *Narrative art and the politics of health*, pp. 63-84. Anthem Press.
- Poulter, J. (2005). Integrating theory and practice: A new heuristic paradigm for social work practice, *Australia Social Work*, 58(2), 199-212.
- Rossiter, A. (2001). Innocence lost and suspicion found: Do we educate for or against social work?
- Sins Invalid. (2019). *Skin, tooth, and bone: The basis of movement is our people a Disability Justice primer* (2nd ed.). Berkeley, CA (**this book is available for purchase as a digital download from the Sins Invalid website, additional information on D2L**)
- Sitter, K. C., & Grittner, A. L. (2021). When participatory approaches are inaccessible: A movement toward research engagement through multi-sensory storytelling. In J.N. Lester & E.A. Nusbaum (Eds.), *Centering diverse bodyminds in critical qualitative inquiry* (pp. 37-48). Routledge.
- Thomas Bernard, W., Etowa, J., & Clow, B. (2020). Spirituality as a resource for well-being in African Canadian communities. In C. Brown & J.E. MacDonald (Eds.) *Critical clinical social work: Counterstorying for social justice*, pp. 308-327. Canadian Scholars.
- Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1(1), 1-40
- Yee, J. (2011). Introduction. Feminism for real: Deconstructing the academic industrial complex of feminism. Canadian Centre for Policy Alternatives.

#### **Multimedia:**

- Cohen, S. (Host). (2021, January 4). Critical race theory and social work. (No. 37) [Audio podcast episode]. In *Doin' the work: Frontline Stories of Social Change*.  
<https://dointhework.podbean.com/e/critical-race-theory-and-social-work-laura-s-abrams-msw-phd-and-nicole-vazquez-msw-mpp/>
- Haymarket Books. (2021, February 25). Abolitionist social work: Possibilities, paradox and praxis [Video]. YouTube. <https://www.youtube.com/watch?v=JZxUeSAmIXo&t=560s>
- McNally, C. (Director). (2023). *The gift of being different* [Film]. AIDE Canada.  
<https://aidecanada.ca/resources/learn/asd-id-core-knowledge/the-gift-of-being-different>
- UH Class OET. (2018, March 5). *Critical concept: Praxis* [Video]. YouTube.  
<https://www.youtube.com/watch?v=Bq7YjiBVmLs>
- University of Calgary. (2023, February 17). *Courageous conversations: Rehearsals for living* [Video]. YouTube. <https://www.youtube.com/watch?v=GoYQ8kq9ePU&t=3374s>

The D2L Leganto Reading List will include additional readings. Through inquiry-based learning, learners will contribute to the reading resources.

### **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.

### **CONNECTION TO PRACTICE**

This course will support you in developing and applying the theoretical knowledge to your social work practice, particularly in assessment, planning and intervention. The theoretical foundation will guide your reflexive practice with individuals, families, groups, and communities.

### **RELATIONSHIP TO OTHER COURSES**

This course supports you in gaining a theoretical foundation that enables you to critically examine theoretical concepts and practice frameworks offered in other courses.

### **CLASS SCHEDULE**

#### **Important Dates for Fall 2024**

- Start of Term: Monday, August 26, 2024
- First Day of Class: Tuesday, September 3, 2024
- Fall Break November 10 – 16, 2024
- End of Term: Tuesday, December 24, 2024
- Last Day of Class: Friday, December 6, 2024
- Fee Deadline: Friday, September 20, 2024
- Labour Day, no classes: Monday, September 2, 2024
- [National Day for Truth and Reconciliation](#), no classes: Monday, September 30, 2024
- Thanksgiving Day, no classes: Monday, October 14, 2024
- [Remembrance Day](#), no classes: Monday, November 11, 2024

Four learning modules are designed to help you work progressively towards the stated learning objectives. In each module, you will participate in a wide range of learning activities, including attending live Zoom/ in-person sessions, viewing recorded lectures, reflecting on the assigned readings, participating in critical dialogues on the discussion board, engaging in inquiry-based learning, and integrating and applying your ongoing learning through the use of case studies. The alignment between modules and weeks of the course is outlined below the module descriptions.

#### **Module 1: Setting the Stage for Critical Analysis of Social Work Theories and Practice**

Learning activities will help you gain foundational knowledge and skills that inform your critical analyses of social work theories and practice. You will differentiate the key constructs, namely paradigms,

theories, perspectives, frameworks, and models of practice. Additionally, you will inquire into debates and tensions in social work and develop your critical lenses and analytical skills.

### **Module 2: Critical Analyses of Social Work Theories**

Learning activities will support you in critically examining a wide range of theories that address the underlying assumptions about the nature of humans and the nature of society. You will scrutinize the selective clusters of theories that are associated with the existentialist, functionalist, humanist, and structuralist paradigms, explore implications for social work practice and consider the impact of your application in working with diverse populations.

### **Module 3: Extending Social Work Theories and Practices**

Using inquiry-based learning, you will locate paradigms, theories, and perspectives grounded in diverse, equity-deserving community members' worldviews, ways of knowing, being, and doing, and experiences. Grounded in social work values and ethics, you will present arguments to extend the existing social work theories and practices.

### **Module 4: Application and Integration**

Drawing upon your learning throughout modules 1 to 3, you will begin articulating your theoretical and practical framework. You will locate your paradigm, theories and perspectives and use them to inform your analyses of community issues. You will consider the implications of your theoretical and practical orientations in working with diverse, equity-serving group members.

**CLASS SCHEDULE**

	Topics	Readings, Learning Activities, and Assignments
<p><b>Module 1: Setting the Stage for Critical Analysis</b></p>	<p><b>Week 1, September 3-7</b></p> <ul style="list-style-type: none"> <li>• Welcome and introductions</li> <li>• Course and assignment overview</li> <li>• The role of theory in social work practice: understanding and exploring praxis</li> <li>• Differentiating paradigm, theory, models of practice</li> <li>• Ontology, epistemology, axiology</li> </ul> <p><b>Zoom session #1: September 3, 2024 5:30 – 8:30 pm</b></p>	<p><u>Readings:</u> Harms &amp; Connolly (2019)- Chapters 1 and 2</p> <p>Rossiter, A. (2001). Innocence lost and suspicion found: Do we educate for or against social work?</p> <p><u>Multimedia:</u> UH Class OET. (2018, March 5). <i>Critical concept: Praxis</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=Bq7YjiBVmLs">https://www.youtube.com/watch?v=Bq7YjiBVmLs</a></p> <p><u>Review:</u> University of Calgary. (2023, February 17). <i>Courageous conversations: Rehearsals for living</i> [Video].</p> <p><u>Key Learning Activities</u></p> <ul style="list-style-type: none"> <li>• Review and discuss course outline and expectations</li> <li>• Read, reflect on, and discuss the assigned readings</li> <li>• Complete asynchronous learning activities</li> <li>• Participate in Zoom session #1: <i>We will create a class playlist during this session, further details available on D2L.</i></li> </ul>

**Module 1: Setting the Stage for Critical Analysis**

**Week 2, September 8-14**

- Critical reflection and reflexivity as tools for evaluating and applying theory
- An overview of dominant paradigms and related theories
- Debates and tensions in social work theory and practice
- Awareness of critical lens

**Zoom session #2: September 10, 2024 5:30 – 8:30 pm**

Readings:

Badwall, H. (2016). Critical reflexivity and moral regulation. *Journal of Progressive Human Services*, 27(1), 1-20.  
<https://doi.org/10.1080/10428232.2016.1108169>

Harms & Connolly (2019) Chapter 9

Poulter, J. (2005). Integrating theory and practice: A new heuristic paradigm for social work practice, *Australia Social Work*, 58(2), 199-212.

Key Learning Activities

- Complete asynchronous learning activities
- Inquire into debates and tensions in social work theory and practice
- Begin to articulate your critical lens and how it has influenced your understanding of the identified issue
- Participate in Zoom session #2
- **Complete Assignment #1 (My Critical Lens) and submit to DropBox by September 13<sup>th</sup> 11:59 pm**
- You will need to indicate your choice of paper (individual) or infographic/poster (group) for assignment #3 by September 14, 2024
- You will need to indicate your choice for capstone presentation or paper for assignment #4 by September 14, 2024



<b>Module 2: Critical Analyses of Social Work Theories</b>	<p><b>Week 3, September 15-21</b>          Functionalist paradigm and related theories</p> <ul style="list-style-type: none"> <li>• Systems and ecological theories</li> <li>• Psychodynamic and behavioural theories</li> <li>• Development across lifespan (early childhood, childhood, adulthood, adolescence, older adulthood/aging)</li> </ul> <p><b>Zoom session #3: September 17, 2024 5:30 – 8:30 pm</b></p>	<p><u>Readings:</u>          Harms &amp; Connolly (2019) Chapters 4 (on systems theories), 5 (on psychodynamic theories) and 6 (on cognitive behaviour theories)</p> <p>Nicholas, D.B., Mitchell, W., Dudley, C., Clarke, M., &amp; Zulla, R. (2018). An ecosystem approach to employment and autism spectrum disorder. <i>Journal of Autism and Developmental Disorders</i>, 48, 264–275 (2018). <a href="https://doi.org/10.1007/s10803-017-3351-6">https://doi.org/10.1007/s10803-017-3351-6</a></p> <p><u>Key Learning Activities</u></p> <ul style="list-style-type: none"> <li>• Complete asynchronous learning activities</li> <li>• Apply and critically assess the use of the selected theories in social work practice, particularly in understanding and addressing the identified issue</li> <li>• Participate in Zoom session #3</li> <li>• Work on Assignment #2</li> </ul>
	<p><b>Week 4, September 22-28</b>          Existentialist paradigm and related theories</p> <ul style="list-style-type: none"> <li>• Person-centred theories</li> <li>• Mindfulness approaches</li> <li>• Spiritual, religious, and cultural approaches</li> <li>• Motivational interviewing</li> <li>• Grief and loss and care</li> </ul> <p><b>Zoom session #4: September 24, 2024 5:30 – 8:30 pm</b></p>	<p><u>Readings:</u>          Harms &amp; Connolly (2019) Chapters 5 (on person-centred theories) and 6 (on mindfulness, spiritual and cultural approaches)</p> <p>Egizio, L.L., Smith, C.D., Wahab, S., &amp; Bennett, K. (2019). Motivational interviewing’s theory of practice for social work: Promises and pitfalls.</p> <p>Poole, J., &amp; Galvan, C. (2021). Grief supremacy: On grievability, whiteness and not being #allinthistogether. In N. Brooks &amp; S. Blanchette (Eds.), <i>Narrative art and the politics of health</i>, pp. 63-84. Anthem Press.</p> <p>Thomas Bernard, W., Etowa, J., &amp; Clow, B. (2020). Spirituality as a resource for well-being in African Canadian communities. In C. Brown &amp; J.E. MacDonald (Eds.) <i>Critical clinical social work: Counterstorying for social justice</i>, pp. 308-327. Canadian Scholars.</p> <p><u>Key Learning Activities</u></p> <ul style="list-style-type: none"> <li>• Complete asynchronous learning activities</li> <li>• Apply and critically assess the use of the selected theories in social work practice, particularly in understanding and addressing the identified issue</li> <li>• Participate in Zoom session #4</li> </ul>

		<ul style="list-style-type: none"> <li>• Work on Assignment #2: <b>Exchange first set of letters by September 27<sup>th</sup> at 11:59 pm</b></li> </ul>
<b>Module 2: Critical Analyses of Social Work Theories</b>	<p><b>Week 5, September 29-October 5</b> Humanist paradigm and related theories</p> <ul style="list-style-type: none"> <li>• Social constructivism</li> <li>• Story-telling theories</li> <li>• Indigenous ways of knowing/being/doing</li> <li>• Trauma-informed practice</li> <li>• Strengths-based approach</li> <li>• Solution-focused approach</li> </ul> <p><b>Zoom session #5: October 1, 2024</b> <b>5:30 – 8:30 pm</b></p>	<p><u>Readings:</u> Harms &amp; Connolly (2019) Chapter 3 (Reimagining social work from an Aboriginal theoretical perspective) &amp; Chapter 7 (Story telling theories)</p> <p><u>Multimedia:</u> McNally, C. (Director). (2023). <i>The gift of being different</i> [Film]. AIDE Canada. <a href="https://aidecanada.ca/resources/learn/asd-id-core-knowledge/the-gift-of-being-different">https://aidecanada.ca/resources/learn/asd-id-core-knowledge/the-gift-of-being-different</a></p> <p><u>Key Learning Activities</u></p> <ul style="list-style-type: none"> <li>• Complete asynchronous learning activities</li> <li>• Participate in Zoom session #5</li> <li>• Work on Assignment #2: <b>Exchange second set of letters by October 4<sup>th</sup> at 11:59 pm</b></li> </ul>
	<p><b>Week 6, October 6-12</b> Structuralist paradigm and related theories</p> <ul style="list-style-type: none"> <li>• Mountain-moving theories</li> <li>• Anti-racist frameworks</li> <li>• Critical Race Theory</li> <li>• Intersectionality theory</li> <li>• Decolonization</li> </ul> <p><b>Zoom session #6: October 8, 2024</b> <b>5:30 – 8:30 pm</b></p>	<p><u>Readings:</u> Harms &amp; Connolly (2019) Chapter 8</p> <p>Hill Collins. P. (2015). Intersectionality’s definitional dilemmas. <i>Annual review of Sociology</i>, 41, 1-20. <a href="https://doi.org/10.1146/annurev-soc-073014-112142">10.1146/annurev-soc-073014-112142</a></p> <p>Massaquoi, N., Ashcroft, R., &amp; Adamson, K. (2022). Health disparities, social determinants of health, and systemic anti-black racism during Covid-19: A call to action for social work. <i>Canadian Social Work Review/Revue Canadienne de service social</i>, 39(2), 101–110. <a href="https://doi.org/10.7202/1096803ar">https://doi.org/10.7202/1096803ar</a></p> <p>Tuck, E., &amp; Yang, K. W. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, Education &amp; Society</i>, 1(1), 1-40.</p> <p><u>Multimedia:</u> Cohen, S. (Host). (2021, January 4). Critical race theory and social work. (No. 37) [Audio podcast</p>

		<p>episode]. In <i>Doin' the work: Frontline Stories of Social Change</i>.</p> <p><a href="https://dothework.podbean.com/e/critical-race-theory-and-social-work-laura-s-abrams-msw-phd-and-nicole-vazquez-msw-mpp/">https://dothework.podbean.com/e/critical-race-theory-and-social-work-laura-s-abrams-msw-phd-and-nicole-vazquez-msw-mpp/</a></p> <p><u>Key Learning Activities</u></p> <ul style="list-style-type: none"> <li>• Complete asynchronous learning activities</li> <li>• Participate in Zoom session #6</li> <li>• Work on Assignment #2</li> </ul>
	<p><b>Week 7, October 13-19</b>  Structuralist paradigm and related theories</p> <ul style="list-style-type: none"> <li>• Feminist theory</li> <li>• 2SLGBTQIA+ theories</li> <li>• Critical disability</li> <li>• Disability Justice</li> </ul> <p><b>Zoom session #7: October 15, 2024  5:30 – 8:30 pm</b></p>	<p><u>Readings:</u></p> <p>Ahmed, S. (2014). Queer feelings. <i>The cultural politics of emotion</i> (2nd ed., pp. 153-176). Edinburgh University Press.</p> <p>Sins Invalid. (2019). <i>Skin, tooth, and bone: The basis of movement is our people a Disability Justice primer</i> (2nd ed.). Berkeley, CA</p> <p>Yee, J. (2011). Introduction. <i>Feminism for real: Deconstructing the academic industrial complex of feminism</i>. Canadian Centre for Policy Alternatives.</p> <p><u>Key Learning Activities</u></p> <ul style="list-style-type: none"> <li>• Complete asynchronous learning activities</li> <li>• Participate in Zoom session #7</li> <li>• <b>Complete Assignment #2 (My Critical Analysis of Selected Theories): Exchange final set of letters by October 18 at 11:59 pm</b></li> </ul>

**Module 3: Extending Theories, Frameworks, and Models of Practice**

**Week 08, October 20-26**  
 Interdisciplinarity  
 Abolitionist Framework

**Zoom session #8: October 22, 2024**  
**5:30 – 8:30 pm**

Readings:

Annamma, S.A., Connor, D., & Ferri, B. (2012). Dis/ability critical race studies (DisCrit): theorizing at the intersections of race and dis/ability. *Race, Ethnicity, and Education*, 16(1), 1-31.

BlackDeer, A.A. (2023). Unsettling feminism in social work: Toward an Indigenous decolonial feminism. *Affilia*, 38(4). 615 - 628. <https://doi.org/10.1177/08861099231193617>

Multimedia:

Haymarket Books.(2021, February 25). Abolitionist social work: Possibilities, paradox and praxis [Video].

- Key Learning Activities
- Inquire into paradigms, theories and perspectives grounded in diverse, equity-deserving community members’ worldviews, ways of knowing, being and doing, and experiences
  - Share learning from inquiry with peers and engage them in discussion
  - Participate in Zoom session #8
  - Work on Assignment #3

**Week 9, October 27-November 2**

- Theory and social work research

**Zoom session #9: October 29, 2024**  
**5:30 – 8:30 pm**

Readings:

Ekoh, P.C. & Sitter, K.C. (2024). Timelines, convoy circles and ecomaps: Positioning diagramming as a salient tool for qualitative data collection in research with forced migrants. *Qualitative Social Work*, 23(1),58-75.

Hui, A. (2023). Situating decolonial strategies within methodologies-in/as practices: A critical appraisal. *The Sociological Review*, 71(5), 1075-1094. <https://doi.org/10.1177/00380261231153752>

Sitter, K. C., & Grittner, A. L. (2021). When participatory approaches are inaccessible: A movement toward research engagement through multi-sensory storytelling. In *Centering Diverse*

		<p><i>Bodyminds in Critical Qualitative Inquiry</i> (pp. 37-48). Routledge.</p> <p><u>Multimedia:</u></p> <p>Giammarino, B., Squires, S., Grittner, A., &amp; Walsh, C.A. (2023, June). <i>Building the soil: Biophilic design and access to nature in supportive housing for older adults with experiences of homelessness</i> [digital short film]. Environmental Design Research Association, Mexico City, Mexico.</p> <p><u>Key Learning Activities</u></p> <ul style="list-style-type: none"> <li>• Inquire into paradigms, theories and perspectives grounded in diverse, equity-deserving community members’ worldviews, ways of knowing, being and doing, and experiences</li> <li>• Share learning from inquiry with peers and engage them in discussion</li> <li>• Participate in Zoom session #9</li> <li>• Work on Assignment #3</li> </ul>
	<p><b>Week 10, November 3-9</b> Inquiry-based, collaborative learning</p> <p><b>Zoom session #10: November 5, 2024 5:30 – 8:30 pm</b></p>	<p><u>Readings:</u> To be generated by students</p> <p><u>Key Learning Activities</u></p> <ul style="list-style-type: none"> <li>• Complete asynchronous learning activities</li> <li>• Participate in Zoom session #10</li> <li>• Individual &amp; Small group presentations – Assignment 3</li> <li>• <b>Complete Assignment #3 and submit to DropBox by November 5<sup>th</sup> at 11:59 pm</b></li> </ul>

	<b>FALL BREAK – NOVEMBER 10 – 16:</b>	<b>NO ZOOM SESSION</b>
<b>Module 4: APPLICATION AND INTEGRATION</b>	<p><b>Week 11, November 17-23</b></p> <p>Presentation preparation and consultation</p> <p><b>Zoom session #11: November 19, 2024 5:30 – 8:30 pm</b></p>	<p><u>Key Learning Activities</u></p> <ul style="list-style-type: none"> <li>• Complete asynchronous learning activities</li> <li>• Apply and critically assess the use of the selected theories in social work research, particularly in understanding and addressing the identified issue</li> <li>• Participate in Zoom session #11</li> <li>• Work on Assignment #4</li> </ul>
	<p><b>Week 12, November 24-30</b></p> <p>Virtual presentations</p> <p><b>Zoom session #12: November 26, 2024, 5:30 – 8:30 pm</b> (capstone or paper summary presentations)</p>	<p><u>Key Learning Activities</u></p> <ul style="list-style-type: none"> <li>• Complete capstone or paper summary presentations</li> <li>• Participate in Zoom session #12</li> <li>• Share assignment #4</li> <li>• <b>Complete Assignment #4 (Application and Integration); submit final draft to DropBox by November 26 11:59 pm</b></li> </ul>
	<p><b>Week 13, December 1-6</b></p> <p>Virtual presentations</p> <p><b>Zoom session #13: December 3, 2024 5:30 – 8:30 pm</b> (capstone or paper summary presentations)</p>	<p><u>Key Learning Activities</u></p> <ul style="list-style-type: none"> <li>• Complete capstone or paper summary presentations</li> <li>• Participate in Zoom session #13</li> <li>• Share assignment #3</li> <li>• Reflection and celebration of learning</li> </ul>

## ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

### **GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

You are expected to participate actively in all Zoom sessions. 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. **When possible, it is desirable for students to have their cameras turned on.** You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

### **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

Assignments are aligned with and integrated into module learning. As you engage in diverse learning activities, you will use the critical questions provided in the assignments to guide your thinking, analyses or application.

### **Assignment 1: My Critical Lens**

Weight: 15%

Due Date: Friday September 13, 2024 by 11:59 pm

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

Description: The assignment is intended to support you in articulating the critical lenses that inform your analyses of social work theories and practice. At the end of module 1, you are asked to review your learning throughout the module and write a statement (up to 500 words) that offers a critical reflection on how your personal and professional values and experiences, along with other influences (such as elder teaching or learning from your education), have helped you make sense of the issues you have personally experienced or seen in your communities. Students also have the option to complete the critical reflection using various methods of their choice (i.e., reflective journaling, voice memos, artistic expressions, artifacts, story boards, use of multimedia, etc.). Students who choose a visual representation must also provide a 1-page (300 word) summary to convey the meaning of their artwork.

Additional guiding questions will be added.

Assessment Criteria: Grading criteria/grading rubric will be provided on D2L.

## **Assignment 2:**

### **My Critical Analyses of Selective Theories**

Weight: 30% (first exchange of letters = 7.5%; second exchange of letters = 7.5%; final exchange of letters = 15%)

Due Date: First exchange of letters: September 27<sup>th</sup> by 11:59 pm

Second exchange of letters: October 4<sup>th</sup> by 11:59 pm

Final exchange of letters: October 18<sup>th</sup> by 11:59 pm

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

Description: Informed by Paulo Friere's interpretation of praxis and Drs. Robyn Maynard and Leanne Betasamosake Simpson's series of letters collected and published into the book *Rehearsals for Living*, this assignment invites you to engage with colleagues to interrogate and examine the theories presented in coursework from Module 1 and Module 2. In groups of 3-4 you will critically analyze selective social work theories and dialogue with your colleagues to discuss/rehearse possibilities, specifically one social work theory you are inclined to and one theory that you are least inclined to use in your future social work practice. Using the lenses articulated in Assignment 2, you will critically assess the chosen theories and make arguments for your inclination to use or not to use them in your future practice. The first and second letter are expected to be approximately 1 page double spaced (250 words); the final letter is expected to be approximately 2 pages double spaced (500 words).

Additional assignment information will be available on D2L.

Assessment Criteria: Grading criteria/grading rubric will be provided on D2L.

### **Assignment 3: Extending Social Work Theories and Practices (Option for Individual or Group Assignment)**

Weight: 30%

Due Date: November 5, 2024 (You will need to indicate your choice for individual or group assignment by September 14<sup>th</sup>, 2024).

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

#### **Option A: Paper**

Description: The assignment is intended to support you in extending social work theories and practices. At the end of module 3, you are invited to put forward a paradigm, theory or practical framework that is not rooted in the dominant worldviews and beliefs or covered in the textbook or class topics. The written submission provides an overview of the chosen paradigm, theory or practical framework, and describes possibilities for applying it to social work practice. Examples or scenarios may be used to illustrate applications to practice. (maximum 1000 words).

1. Minimum of 2 - 3 scholarly references (following APA 7 format)
2. 1 question for discussion that encourages critical thinking and forging connections to practice.



To facilitate peer learning, papers will be discussed in small groups during the course.

Assessment of Criteria: Grading criteria/grading rubric will be provided in D2L

or

### **Option B: Infographic or poster**

Description: The assignment is intended to support you in extending social work theories and practices. In module 3, you will present and critically analyze a paradigm, theory or practical framework that is not rooted in the dominant worldviews and beliefs or covered in the textbook or class topics. The infographic or poster should capture central tenets or key concepts associated with the paradigm, theory, approach, model of practice or practical framework, make a case for its use in social work and explain how it can help address community issues. Poster or infographic design will be a consideration in grading. The space within the poster or infographic should be thoughtfully and effectively utilized to educate viewers about the paradigm, theory, approach, model of practice or practice framework and describe possibilities for applying it to social work practice. Examples or scenarios may be used to illustrate applications to practice. Visual representations that illustrate/explain key concepts or ideas (e.g., concept maps or diagrams) can be included. Decorative details, images or graphics that don't convey meaning or contribute to educating the audience should be kept to a minimum. Please include the following components:

3. Minimum of 2 - 3 scholarly references (following APA 7 format)
4. 1 question for discussion that encourages critical thinking and forging connections to practice.

To facilitate peer learning, infographics/posters will be shared and discussed in small groups during the course.

Assessment of Criteria: Grading criteria/grading rubric will be provided in D2L

### **Assignment 4: Application and Integration**

Weight: 25%

Due Date: Presentations during Zoom sessions #12 (November 26<sup>th</sup>, 2024) or #13 (December 3<sup>rd</sup>, 2024) 5:30 pm – 8:30 pm (You will need to indicate your choice for capstone presentation or paper by September 14<sup>th</sup>, 2024)

Final draft of capstone or paper submitted to DropBox by November 26<sup>th</sup> by 11:59 pm

Aligned Course Learning Outcomes: 1,3, 5

### **Option A: Capstone Presentation**

Description: The assignment is intended to showcase your application and integration of learning throughout the course. You are encouraged to be creative in creating a capstone presentation that demonstrates how you have located your critical lens, continually assessed the various theories, attempted to extend beyond the dominant worldviews and theories and critically applied your theoretical knowledge to better understand and address the chosen community issue. Your capstone presentation could be a PowerPoint presentation, a podcast, a short film, or other creative means. To

facilitate peer learning, you will present your capstone to your colleagues and propose 1 question for critical reflection and discussion based on your analysis.

Assessment of Criteria: Grading criteria/grading rubric will be provided in D2L

Or

### **Option B: Paper**

Description: This assignment challenges you to critically analyze selected social work theories and to integrate and apply your learning to address community issues. You are invited to choose a community issue of interest. Based on your issue of interest, you are asked to identify a theory, framework, approach, or model of practice that could deepen your understanding of the issue and inform your social work practice or responses to address the community issue (1000 words excluding references). If you choose a model of practice, framework or approach, your overview and analysis must include references to the theoretical basis or premises of the model. At least 6 references should be included. Your course text can be included as one reference.

Assignment components:

1. Brief description of a community issue and social justice considerations or implications.
2. Overview and critical analysis of theory, framework, approach or model of practice. The analysis should appraise its strengths and limitations.
3. Application of theory to your analysis of the community issue. This section should include a rationale for the theory, a framework, approach, or model of practice and how it is relevant to the community issue (e.g., how it could inform understanding of the issue, practice, action or advocacy)
4. Two slides that summarize key points from your analysis (that you will present to your colleagues). This part of the assignment should “bring the theory to life” for your colleagues.

Assessment of Criteria: Grading criteria/grading rubric will be provided in D2L.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS**

Everyone is expected to attend class and actively engage in the learning community. Students are expected to be fully present and engaged in each class activities and discussions.

### **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 without penalty only in exceptional circumstances, at the discretion of the instructor, and in cases where an extension has been negotiated prior to the due date of the assignment. If you believe you will be unable to complete an assignment on time, please email the instructor to discuss an extension at least 24 hours prior to the assignment due date. Late assignment requests must be approved via email by the instructor prior to the due date. Assignments otherwise submitted after the due date may be penalized with a grade deduction of 5% per day including weekends and holidays. If you have not requested for an extension and received the instructor's approval for the request, there is a 7-day maximum limit by which you can submit your assignments. No assignments will be accepted after the 7-day limit.

**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>

**USE OF ARTIFICIAL INTELLIGENCE 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 the appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work. 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**

Your final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L. The instructor will consider your overall course engagement and performance in deciding to round up marks in decimals to the nearest whole numbers.

Grade	Grade Point	Description	Percentage Range
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A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section <a href="#">F.1.3</a> for additional detail.	
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/usri>

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

## ADDITIONAL SUGGESTED READINGS

The D2L Leganto Reading List will include additional readings. Through inquiry-based learning, learners will contribute to the reading resources.

Anand, M. (2022). Combining feminist theory and social work: Towards developing an Indigenous model of practice in India. *Practice*, 35(3), 201–217. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/09503153.2022.2029835>

Coaston, J. (2019). The intersectionality wars. *Vox*. <https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination>

Corneau S, & Stergiopoulos V. (2012). More than being against it: Anti-racism and anti-oppression in mental health services. *Transcultural Psychiatry*, 49(2), 261-282. doi:[10.1177/1363461512441594](https://doi.org/10.1177/1363461512441594)

Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 1(8), 139-167. <https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=1052&context=ucf>

Eads, R. (2023) Navigating post-trauma realities in family systems: Applying social constructivism and systems theory to youth and family trauma. *Australian and New Zealand Journal of Family Therapy*, 44, 214–224. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1002/anzf.1531>

Gardner, F. (2022). Understanding spirituality and religion. In F. Gardner, *Embedding spirituality and religion in social work practice: A socially just approach* (pp.13-30). Routledge. <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781003132677>

Hosking, D. L. (2008, September 2–4). *Critical disability theory* [Paper presentation]. Centre for Disability Research 4th Biennial Disability Studies Conference, Lancaster University, Lancaster, UK. [https://www.lancaster.ac.uk/fass/events/disabilityconference\\_archive/2008/papers/hosking2008.pdf](https://www.lancaster.ac.uk/fass/events/disabilityconference_archive/2008/papers/hosking2008.pdf)

Howe, D. (2017). *An introduction to social work theory: Making sense in practice*. Routledge.

James, E.C. (1996). Introduction: Proposing an Anti-Racism Framework for Change. (2016). In *Perspectives on Racism and the Human Services Sector* (pp. 1–12). University of Toronto Press. <https://doi.org/10.3138/9781442678385-004>

McKernan, M. (2019). Exploring the spiritual dimension of social work. *Critical Social Work*, 6(2). <https://doi.org/10.22329/csw.v6i2.5670>

Nathoo, D., & Ellis, J. (2019). Theories of loss and grief experienced by the patients, family and healthcare professionals. *Journal of Cancer Education*, 34, 831-835.

Opatrný, M. & Gehrig, R. (2021). Concepts and theory of spirituality in social work. In R. B. Gehrig, M. Opatrný, N. Birher, & K. Baumann (Eds.) *Spirituality, Ethics and Social Work* (pp.78-96). Eramus+. [10.6094/978-3-928969-86-4](https://doi.org/10.6094/978-3-928969-86-4)

Payne, M. (2020). *Modern social work theory* (5<sup>th</sup> ed.). New York, Bloomsbury.

Saulnier, C. F. (2000). Incorporating Feminist Theory into Social Work Practice: Group Work Examples. *Social Work with Groups*, 23(1), 5–29. [https://doi-org.ezproxy.lib.ucalgary.ca/10.1300/J009v23n01\\_02](https://doi-org.ezproxy.lib.ucalgary.ca/10.1300/J009v23n01_02)

Shaikh, S. S., LeFrancois, A.B., & Marcias, T. (Eds.) (2022). *Critical social work praxis*. Halifax, Fernwood Publishing.

## 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
- Emergency Evacuation/ Assembly Points
- Safewalk