



UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Fall 2023

Course & Session Number	SOWK 365 S01	Classroom	HNSC 330
Course Name	Critical Approaches to Social Work Practice		
Dates and Time	Start of Classes: September 6, 2023 End of Classes: December 6, 2023 Dates and Time: In-person instruction (Wednesdays, 1 to 3:50 p.m.) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Rosalind Kang, MSW, RSW	Office Hours	Wednesdays, 4 to 5 p.m.
UCalgary E-mail	Rosalind.kang1@ucalgary.ca	UCalgary Phone	Please contact instructor via email

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.

¹ 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

Provides theoretical frameworks, including anti-oppressive social work concepts, as a foundation for reflective professional generalist social work.

COURSE DESCRIPTION

This course focuses on theoretical understandings and practical applications related to reflective, critical social work practice. Learners have the opportunity to: 1) apply self-reflection and build critical skills for generalist social work practice; 2) examine anti-racist, anti-oppressive, and decolonizing practice; 3) identify racism and oppression in various contexts and at internalized, interpersonal, institutional and systemic levels; 4) examine concepts of power, privilege, oppression and social justice; 5) synthesize learning materials by applying a critically reflective lens when engaging in critical and decolonizing social work action. Students are encouraged to reflect critically on the different perspectives, social work theories and practices presented throughout the course. Classes will include critical dialogue and exercises, group work, guest speakers, case studies and experiential activities. This course has no prerequisites or co-requisites.

COURSE LEARNING OUTCOMES

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

1. Understand and identify the history and theory of current social work practice;
2. Understand and apply critical reflexivity as it relates to their own biases, social location and experiences of diverse individuals, communities, and institutions;
3. Analyze oppression and power dynamics in various contexts of individuals, communities, institutions, and structures;
4. Articulate the impact of colonization and oppression on service users;
5. Engage and apply critical, anti-racist, anti-oppressive, and decolonizing theories, models and perspectives to their emerging social work practice.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Required Textbook:

Kennedy-Kish, B., Carniol, B., Baines, D., & Sinclair, R. (2017). Case critical: Social services & social justice in Canada (7th ed.). Between the Lines.

Required Readings:

Campbell, C. & Baikie, G. (2022). 7. The Practice of Critically Reflective Analysis. In R. Csiernik & S. Hillock (Ed.), *Teaching Social Work: Reflections on Pedagogy and Practice* (pp. 98-111). Toronto: University of Toronto Press. <https://doi-org.ezproxy.lib.ucalgary.ca/10.3138/9781487518868-009>

Indigenous Corporate Training Inc. (n.d.). *21 Things you may not have known about the Indian Act*. <https://www.ictinc.ca/blog/21-things-you-may-not-have-known-about-the-indian-act>

Kimmerer, Robin. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants*. Milkweed Editions.

Simpson, L.B. (2017). *As We Have Always Done* (pp. 119–144). University of Minnesota Press. <https://doi.org/10.5749/j.ctt1pwt77c.11>

Singh, A. A. (2019). *The racial healing handbook : Practical activities to help you challenge privilege, confront systemic racism, and engage in collective healing*. New Harbinger Publications.

Multimedia:

Adichie, C.N. (2009, October). *The danger of a single story* [Video]. TED. <https://www.youtube.com/watch?v=D9lhs241zeg>

Crenshaw, K. (2016, October). *The urgency of intersectionality* [Video]. TED. https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en

Dion, A. & Suntjens, T. (Hosts). (2020, June 21). Do Right- Not be Right with Dr. Cindy Blackstock (Season 1, Episode 4) [Audio podcast episode]. In *2 Crees in a Pod*. <https://podcasters.spotify.com/pod/show/terri-suntjens/episodes/Do-Right--Not-be-Right-with-Dr--Cindy-Blackstock-efodvo/a-a2c2qmr>

Kendi, I. X. (2020, May). *The difference between being “not racist” and antiracist* [Video]. TED. https://www.ted.com/talks/ibram_x_kendi_the_difference_between_being_not_racist_and_an_tiracist

Liu, E. (2017, September). *How to understand power* [Video]. TED. https://www.ted.com/talks/eric_liu_how_to_understand_power

Myers, Vernā. (2014, December). *How to overcome our biases? Walk boldly towards them* [Video]. TED. https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_the_m/transcript?language=en

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 supports learners to gain foundational knowledge related to social work concepts and practice. It thus prepares them to understand and to critically examine theoretical concepts and practice frameworks offered in other courses.

CLASS SCHEDULE

Important Dates for Fall 2023

- Start of Term: Monday, August 28, 2023
- First Day of Class: Tuesday, September 5, 2023
- End of Term: Friday, December 22, 2023
- Last Day of Class: Wednesday, December 6, 2023
- Fee Deadline: Friday, September 22, 2023
- Labour Day, no classes: Monday, September 4, 2023
- National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- Thanksgiving Day, no classes: Monday, October 9, 2023
- Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)

Class Schedule

Date	Topic	Required Readings	Assignments
September 6	<p>Introductions</p> <p>Course and assignment overview</p> <p>Toolbox for critically reflective analysis</p> <p>Assign groups for group projects and dates for facilitated discussion</p>	<p>Ch. 1 of required text.</p> <p><i>Ntamkidwinan First Words</i></p> <p>Campbell, C. & Baikie, G. (2022). 7. The Practice of Critically Reflective Analysis. In R. Csiernik & S. Hillock (Ed.), <i>Teaching Social Work: Reflections on Pedagogy and Practice</i> (pp. 98-111)</p>	*No quotable moment due
September 13	Neoliberalism, inequality, and change	Ch. 2 of required text.	Quotable moment (due by Sep 15/23)

	<p>Overview of social work theories, models, worldviews and perspectives</p> <p>Power</p>	<p><i>Power, Ideology, and Social Services</i></p> <p>Multimedia: TED talk by Adichie on “The danger of a single story”</p> <p>Multimedia: TED talk by Liu on “You’re more powerful than you think”</p>	
September 14	Last day to drop a class without financial penalty		
September 20	Internalized privilege and Internalized oppression	<p>Ch. 3 of required text. <i>Naming and Resisting Injustices</i></p> <p>Singh, A. A. (2019). Explore your internalized racism (<i>pp. 33-48</i>)</p> <p>Multimedia: TED talk by Myers on “How to overcome our biases? Walk boldly toward them”</p>	<p>Groups and topics approved by today</p> <p>Quotable moment (due by Sep 22/23)</p>
September 27	Oppression and resistance	<p>Ch.4 of required text. <i>Roots: Early Attitudes</i></p> <p>Indigenous Corporate Training Inc. (n.d.). <i>21 Things you may not have known about the Indian Act</i></p>	Quotable moment (due by Sep 29/23)
October 4	<p>Indigenous Approaches and Ways of Knowing</p> <p>Guest speaker: Chantel Large</p>	<p>Ch.5 of required text. <i>Diverging schools of altruism</i></p> <p>Kimmerer, R.W. (2013). <i>The gift of strawberries.</i></p>	<p>Assignment 2 - Small group facilitated discussion</p> <p>Quotable moment (due by Oct 6/23)</p>

October 11	Anti-oppressive practices in front line social work	Ch. 6 of required text. <i>Social workers: On the front line</i> Podcast: Cindy Blackstock	Assignment 2 - Small group facilitated discussion Quotable moment (due by Oct 13/23)
October 18	Anti-racism	Ch. 7 of required text. Reality check: Service users's experience Multimedia: TEDtalk by Professor Ibram X. Kendi	Assignment 2 - Small group facilitated discussion Quotable moment (due by Oct 20/23)
October 25	Critical feminist perspectives and intersectionality	Ch.8 of required text. <i>Challenging feeling hopeless</i> Simpson, L.B. (2017). <i>Indigenous Queer Normativity (pp.119-144).</i> Multimedia: TEDtalk by Kimberlé Crenshaw on intersectionality	Assignment 1 Due Assignment 2 - Small group facilitated discussion *No quotable moment due
November 1	Allyship, Solidarity, Advocacy and Activism	Ch. 9 of required text. <i>Toward liberation</i>	Assignment 2 - Small group facilitated discussion Quotable moment (due by Nov 3/23)
November 8	Group Presentation (x2)		Assignment 3 Quotable moment (due by Nov 10/23)
November 15	Reading Week – No Classes		

November 22	Group Presentations (x3)		Assignment 3 Quotable moment (due by Nov 24/23)
November 29	Group Presentations (x3)		Assignment 3 Quotable moment (due by Dec 1/23)
December 6	Group Presentations (x2)	Afterword of required text	Assignment 3 *No quotable moment due

ASSESSMENT COMPONENTS

Assignment 1: Reflection Paper OR Digital Story (30%) – Due October 25, 2023 by 11:59pm

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

Assignment Description: This reflective assignment will give you an opportunity to continue to explore your social positioning and how this influences your worldview, values, beliefs, and biases in relation to critical social work practice and the communities you serve. **You can choose the Reflective Paper option OR the Digital Story option.**

• **Reflection Paper:**

- This paper will integrate three required readings and two additional sources. It is not necessary for the two additional sources to be peer reviewed – media, news stories, podcasts, websites, etc. are acceptable.
- 1000-1200 words
- Double spaced
- APA 7th edition

• **Digital Story:**

- This multimedia presentation will integrate three required readings and two additional sources. You will combine a variety of digital elements to create a reflective narrative. Digital elements may include audio, text, images, and/or video.
- 5-8 minutes
- A reference list formatted using APA 7th edition is to be submitted in a Word document.

Assignment Criteria: Overall assessment criteria will include degree of theoretical depth, detail, and critical reflection. It is expected that students will draw on experiential, reflexive, and scholarly knowledge. Further details and a grading rubric will be provided in class and on D2L.

Assignment 2: Small group facilitated discussion (20%) – Due on assigned facilitation date

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5 (dependent on assigned readings)

Assignment Description: To encourage meaningful discussion of the text material, students will guide a small group discussion of 4-5 peers related to the assigned readings for the day. Every student will assume responsibility for facilitating one small group discussion which will involve:

- Pre-reading of the assigned chapters/multimedia resources
- Identifying 5 questions to guide the small group discussion about the issues and themes presented in the chapter/resources. Your questions should be thought-provoking and promote critical reflection and reflexivity.
- Guiding a small group discussion that encourages and validates the participation of each group member.
- Finding one supplementary resource (journal article, news story, YouTube video etc.) that will deepen understanding of the topics covered in the required readings to share with the group.
- Providing a brief 3-5 min. summary to the class highlighting the facilitated discussion
- Submitting the questions you created, brief summary (300-500 words) of the facilitated discussion, reference for the supplementary resource that you shared in the D2L dropbox designated for this assignment.

Assignment Criteria: Detailed above. The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L. Submit via designated D2L dropbox.

Assignment 3: Group Presentation (30%) – Due on assigned presentation date

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5 (dependent on chosen topic)

Assignment Description: Groups of 3 people (randomly assigned) will choose a topic to summarize, prepare and present to the class. The topic may be a program, initiative, social justice movement, organization or piece of legislation that addresses a type or types of oppression or issue that is/are relevant to social work practice. The topic must be approved by the instructor no later than Sept. 15th. The groups will work together to create a PowerPoint or Prezi (or another tool approved by the course instructor) presentation to present the topic to the class and to post as a resource in D2L. Presentations may include media clips (maximum 10 minutes) or other resources that will help your audience to understand the significance of the topic. To facilitate active learning, the presentation should include questions for discussion and/or brief discussion or activity.

Assignment Criteria: Presentations will be 40-50 minutes in length including time for questions. Group members will create a PowerPoint or Prezi to present to the class and to post as a resource in D2L. Any references and images used in the presentation should adhere to APA 7th Edition. The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L.

Assignment 4: Quotable Moments (20%) – Due most Fridays (see course schedule) by 11:59 p.m.

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

Assignment Description: Students are expected to attend each class, engage with the required materials in advance of the class, and participate fully in the small and larger group discussions. Every week, you will submit a short reflection highlighting a quotable moment from anything discussed in class that week. This is just a quick way to capture a snapshot of your most significant learning that week.

Assignment Criteria: Quotable moments will be between 100 - 150 words and submitted via the designated D2L Dropbox. Ten quotable moments will be submitted in total and each quotable moment will be worth 2% of the final grade. Further grading criteria will be discussed in class.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

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

Students will automatically be given a bank of five (5) days for late assignments during the entire course (except for small group facilitated discussions and group presentations). Late assignments beyond five days will be penalized with the loss of one full letter grade per day including weekends, holidays and study weekdays.

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 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 particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

The rounding convention used would be to round up 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	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 F.1.3 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

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Any additional suggested readings for the course will be provided to students in D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's [Code of Conduct](#).

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

Research Ethics

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics Website](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. [Private information](#) related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's [Sexual and Gender-based Violence Policy](#) guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the [Registrar's website](#) for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk

