



Course & Session Number	SOWK 365 S05	Classroom	3-282
Course Name	Critical Approaches to Social Work Practice		
Dates and Time	Start of Classes: Tuesday, September 5 th , 2023 End of Classes: Tuesday, December 6 th , 2023 Dates and Time: In person instruction every Tuesday from 1 pm – 3:50 pm. No class on Tuesday, November 14 th during term break. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Amber Young, PhD(c), RSW	Office Hours	As Requested
UCalgary E-mail	ayoun@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

This course provides theoretical frameworks including anti-oppressive social work concepts as a foundation for reflective professional generalist social work practice.

COURSE DESCRIPTION

This course focuses on theoretical understandings and practical applications related to reflective, critical social work practice. Students have the opportunity to:

1. Engage in and explore multimodal knowledge;
2. Examine the various contexts of social work practice in relation to the particularities of lived experience;
3. Build critical skills for social work practice;
4. Examine concepts of power, privilege, social justice, intersectionality, oppression, and decolonization;
5. Explore the application of critical, anti-oppressive, anti-racist, and decolonial social work practice.

Students are encouraged to reflect critically on the different perspectives, social work theories and practices presented throughout the course. Classes will involve critical dialogue, group work, guest speakers, resource materials, and experiential activities. This course has no prerequisites or co-requisites. This course will be taught in-person.

COURSE LEARNING OUTCOMES

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

1. Develop specific and general knowledge regarding critical, anti-racist, and decolonizing theoretical issues while considering historical contexts from which they emerged, specifically in relation to social work.
2. Understand and apply critical reflexivity as it relates to their own social positioning, and the experiences of different individuals, communities, and institutions.
3. Analyze forms and dynamics of power at personal, individual, community, and structural levels.
4. Embody the processes of (un)learning and (re)learning through encounters with multiple knowledges to support the development of critical practice.
5. Apply key ideas and strategies in thinking, writing, and articulating about critical, anti-racist, and decolonizing approaches, theories, and models and how these perspectives apply to their emerging social work practice.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Required Textbook:

Shaheen Shaika, S., LeFrançois, B.A.M., & Macías, T. (Eds.). (2022). *Critical social work praxis*. Fernwood Publishing.

Articles/Chapters:

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

BlackDeer, A.A., & Gandarilla Ocampo, M. (2022). #SocialWorkSoWhite: A critical perspective on settler colonialism, white supremacy, and social justice in social work. *Advances in Social Work*, 22(2), 720-740.

Multimedia:

Haymarket Books. (2021, February 25). *Abolitionist social work: Possibilities, paradox and praxis* [Video]. YouTube. <https://www.youtube.com/watch?v=JZxUeSAmIXo&t=560s>

Websites:

Berne, P. (2015, June). *Disability Justice – a working draft*. Sins Invalid. <https://www.sinsinvalid.org/blog/disability-justice-a-working-draft-by-patty-berne>

The ENRICH Project. (no date). *Background*. <https://www.enrichproject.org/about/background/>

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 is required for D2L.

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)

Date	Topic	Required Readings	Assignments
September 5	<ul style="list-style-type: none"> ● Introductions – Class playlist ● Orientation to this course ● Course assignment and overview ● Discuss groups for group projects and assign dates for facilitated discussions 	<ul style="list-style-type: none"> ● CH. 1 in required text: LeFrançois, B.A. (2022). Critical social work praxis: An introduction 	Submit quotable moment
September 12	<ul style="list-style-type: none"> ● Examining the history of social work ● What is critical social work? ● Anti-oppressive social work practice ● Critical reflexivity in social work 	<ul style="list-style-type: none"> ● BlackDeer, A.A., & Gandarilla Ocampo, M.G. (2022). #SocialWorkSoWhite: A critical perspective on settler colonialism, white supremacy, and social justice in social work. ● CH. 12 in required text: Massaquoi, N. (2022). Phone calls, anti-Black racism and the relentless cadence of anti-oppressive transformation 	Submit quotable moment
Thursday September 14	Last day to drop a class without financial penalty.		
Friday, September 15	Last day to add or swap a course		
September 19	<ul style="list-style-type: none"> ● Queer theory ● Guest lecture: TBD 	<ul style="list-style-type: none"> ● Ahmed, S. (2014). Queer feelings. <i>The cultural politics of emotion</i> (2nd ed., pp. 153-176). Edinburgh University Press. ● CH. 37 in required text: Fairbarin, M. (2022). Queer and Trans approaches revisited. 	<p>Groups and topics approved for Assignment #3 by today</p> <p>Submit quotable moment</p>

September 26	<ul style="list-style-type: none"> • Postcolonial, decolonial, and anti-colonial social work praxis 	<ul style="list-style-type: none"> • CH. 31 in required text: Absolon, K. (2022). Colonization: A commentary • CH. 29 in required text: Macías, T. (2022). Postcolonialism and deconiality. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • CH. 30 in required text: Adjei, P.B. (2022). Mahatma Gandhi, Martin Luther King and social work 	Submit quotable moment
October 3	<ul style="list-style-type: none"> • Indigenous approaches and ways of knowing/being/doing • Guest lecture: Leeann Hilsen 	<ul style="list-style-type: none"> • CH. 19 in required text: Patridge, C. (2022). Indigenous reflections. • CH. 17 in required text: Hall, L., Woolnough, M., & Cecchetto, S. (2022). Toward Indigenist re-imaginings <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • CH. 18 in required text: Penak, N. (2022). The trickiness of “Indigenous social work” 	Assignment #2 (facilitated discussions) Submit quotable moment
October 10	<ul style="list-style-type: none"> • Critical Race Theory and anti-racist social work • Guest lecture: Reena Samra 	<ul style="list-style-type: none"> • CH. 23 in required text: Badwall, H. (2022). Critical race theory for social work • CH. 24 in required text: Giwa, S., & Bagg, L. (2022). Applying critical race theory to understanding antecedent risk factors for gang involvement and desistance among young Black men <p>Suggested reading:</p> <ul style="list-style-type: none"> • CH. 25 in required text: Mullings, D.V. (2022). Situating anti-Black racism and racism through a critical race theory lens 	Assignment #2 (facilitated discussions) Submit quotable moment
October 17	<ul style="list-style-type: none"> • Critical Disability Studies and Disability Justice • Class time for group project 	<ul style="list-style-type: none"> • CH. 38 in required text: Chapman, C. (2022). Disability studies insights for critical social work • Website: Berne, P. (2015). Disability Justice – a working draft. Sins Invalid. https://www.sinsinvalid.org/blog/disability-justice-a-working-draft-by-patty-berne <p>Suggested reading:</p> <ul style="list-style-type: none"> • Slayter, E.M., Kattari, S.K., Yaka, L., Singh, R.C.B., Goulden, A., Taylor, S., Wernick, L.J., Simmons, L.D., & Prince, D. (2022). Beyond ramps, curb 	Assignment #2 (facilitated discussions) Submit quotable moment

		cuts, and captions: A call for Disability Justice in social work. <i>Social Work</i> , 68(1), 89-92.	
October 24	<ul style="list-style-type: none"> • Mad studies and Mad theory • Guest Lecture: Maimuna Khan 	<ul style="list-style-type: none"> • CH. 42 in required text: Joseph, A. (2022). Maddening intersectionality: Assemblages, conviviality and confluence for epistemic dissidence. • CH. 43 in required text: Voronka, J. Teaching Mad studies to social work students. 	<p>Assignment #1 due by October 27th</p> <p>Submit quotable moment</p>
October 31	<ul style="list-style-type: none"> • Abolitionist and social anarchist social work praxis 	<ul style="list-style-type: none"> • CH. 44 in required text: LeFrançois, B.A. (2022). Social anarchist social work • Multimedia: Haymarket Books.(2021, February 25). <i>Abolitionist social work: Possibilities, paradox and praxis</i> [Video]. <p>Suggested reading:</p> <ul style="list-style-type: none"> • CH. 45 in required text: Baldwin, M. (2022). Mutual aid, autonomy and anti-authoritarianism: Building an anarchist social work praxis 	<p>Assignment #2 (facilitated discussions)</p> <p>Submit quotable moment</p>
November 7	<ul style="list-style-type: none"> • Social Work and the environment • Class time for group project 	<ul style="list-style-type: none"> • CH. 48 in required text: Macías, T. (2022). Degrowth, decoloniality and the unsettling of the knowing subject: A utopian praxis for social work education • Website: The ENRICH Project. (no date). Background. https://www.enrichproject.org/about/background/ 	<p>Assignment #2 (facilitated discussions)</p> <p>Submit quotable moment</p>
November 14	Fall Break – No classes November 12 -18		
November 21	<ul style="list-style-type: none"> • Group presentations 		Assignment #3 (group presentation)
November 28	<ul style="list-style-type: none"> • Group presentations 		Assignment #3 (group presentation)
December 5	<ul style="list-style-type: none"> • Group presentations 		Assignment #3 (group presentation)

	<ul style="list-style-type: none"> Celebrate and reflect on our learning journey 		
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ASSESSMENT COMPONENTS

ASSIGNMENT ONE: REFLECTION ASSIGNMENT (30%) – Due the week of October 23rd , 2023 to October 27th by 11:59pm

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

OPTION ONE: Reflective Paper

Assignment Description: Students will write a reflection paper based on three required readings and two additional sources. It is not necessary for the two additional sources to be peer-reviewed – media, news stories etc. are acceptable. This paper incites reflections about themselves as emerging social workers, their social locations, the communities they serve, and the themes, theories, and concepts learned throughout the course. It is invited and expected that students draw upon experiential, reflexive, and scholarly knowledge.

Assignment Criteria: This reflection paper will be 3-4 pages double-spaced (excluding title page and references). It will be written in APA 7th edition. The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L. Students will submit this assignment via the designated D2L Dropbox.

OPTION TWO: Digital Story or Oral Reflection

Assignment Description: Students will submit a reflective video in a multimedia presentation (digital story) video format 5-8 minutes in length. Students must reference three required readings and two additional sources. It is not necessary for the two additional sources to be peer-reviewed – media, news stories etc. are acceptable. You will combine a variety of digital elements to create a reflective narrative. Digital elements may include audio, text, images, and/or video. This multimedia presentation incites reflections about themselves as emerging social workers, their social locations, the communities they serve, and the themes, theories, and concepts learned throughout the course. It is invited and expected that students draw upon experiential, reflexive, and scholarly knowledge.

Assignment Criteria: This multimedia presentation will be 5-8 minutes in length. Students must submit a reference page using APA 7th edition. The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L. Students will submit this assignment via the designated D2L Dropbox.

ASSIGNMENT TWO: SMALL GROUP FACILITATED DISCUSSION (15%) – Due on assigned facilitation date

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

Assignment description: To encourage meaningful discussion of course material, you will guide a small group discussion of 4-5 peers related to the assigned materials for the day. The objective for this

assignment is to generate conversation, not deliver a presentation. Every student will assume responsibility for facilitating one small group discussion, which will involve:

- Familiarizing yourself with the assigned chapters/articles/multimedia resources and creating a summary with key ideas, terminology, themes from the resources.
- Identifying 3-5 questions to guide the small group discussion about the issues and themes presented in the assigned course material. 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, popular culture source, etc.) that will deepen understanding of the topics covered in the required readings to share with the group.
- Submitting the questions you created and the reference for the supplementary resource that you shared in the D2L Dropbox designated for the assignment.

Assignment Criteria: Student summaries of the assigned chapters/articles/multimedia resources can be in paragraph or point form and will be approximately 1 page in length. Students will submit their summaries via the designated D2L Dropbox. Additional assignment criteria is detailed above. The grading criteria will be further discussed in class and a rubric will be posted on D2L. Students will submit their questions and supplementary resource via the designated D2L Dropbox.

ASSIGNMENT THREE: 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 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 September 19th, 2023.

The groups will work together to create a PowerPoint or Prezi 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 a brief discussion or activity.

Assignment Criteria: Presentations will be 30-40 minutes in length with an additional 10 minutes for questions/discussion. 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 FOUR: QUOTABLE MOMENTS (25%) – every Friday by 11:59pm

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

Assignment Description: Students are expected to attend each class, read the required readings in advance of the class, and participate fully in the small and wider group facilitated discussions. Every week, students will submit a reflection highlighting a quotable moment from anything discussed in class

that day. The goal of the quotable moment is to capture a snapshot of your most significant learning that day.

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 2.5% of the final grade. Further grading criteria will be discussed in class.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Your informed engagement in class activities and discussions is expected and encouraged. This engagement is part of the participation grade, as outlined in the assessment components section above.

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 **prior to the 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 will be penalized with a deduction of 10% per day.

EXPECTATIONS FOR WRITING

Most 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.

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.

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