Spring 2024

Course & Session Number	SOWK 555.12 S01	Classroom	Online
Course Name	SOWK in the Inner City		
Dates and Time	Start of Classes: May 7, 2024 End of Classes: June 11, 2024 Dates and Time: Synchronous Zoom Sessions Tuesdays 5:30-8:30pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Arlene Eaton-Erickson, MSW, RSW Jane Slessor MSW, RSW	Office Hours	As requested
UCalgary E-mail	arlene.eatonerickson@ucalgary.ca jane.slessor1@ucalgary.ca	UCalgary Phone	N/A

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

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

anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of our [Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy.](#)

SYLLABUS STATEMENT

Explores contexts, theories and practice models in working with specific populations.

COURSE DESCRIPTION

This online, elective, course explores socio-historical contexts, critical theoretical and direct practice models for working with vulnerable community members in urban inner cities. This course is delivered in both **synchronous** D2L Zoom lecture (18 hours) and **asynchronous** D2L module (21 hours) format.

The focus is on the important and challenging links between anti-oppressive theory and practice within inner city communities – unique and diverse communities that provide rich opportunities for innovative social work practice. This course will introduce you to the prevalent issues, practice considerations, and agency work associated with practicing Social Work in the Inner City. Finally, this course provides you with an anti-oppressive and structural social work perspective in addressing the individual, community, and systemic needs.

Through formal lectures, readings, self-guided modules, electronic resources, presentations, panels, and group exercises, you will be introduced to concepts of social work practice with inner city communities (and community members) and will be provided with a theoretical framework through which to develop your analytical skills. Also, through reflective assignments and online discussions, you will critically examine aspects of working with this population group.

There are six synchronous Zoom sessions throughout the semester that you are expected to come to. Additionally, you should be prepared to discuss your reflections and interpretations. Regular attendance, being punctual, using your camera, and active participation during synchronous sessions are strongly encouraged. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity.

COURSE LEARNING OUTCOMES

Upon completion of this course, you will be able to demonstrate an understanding of:
1. the inner-city, the specific issues facing community members, and the intervention strategies that would be used.
2. the importance of one's own self-awareness and social location when working with this population group.
3. the theoretical framework in which anti-oppressive, strength-based and harm reduction work can be done.
4. the issues affecting individuals and communities within the Inner City (of Edmonton), and the ability to critically analyze these issues at a micro, mezzo and macro level.

5. the strategies used by social workers to engage and advocate with/for community members and communities.
6. the diversity that exists within the inner-city, as well as the strengths and resiliency that exist at an individual, community and agency level.

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LEARNING RESOURCES

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REQUIRED TEXTBOOKS AND/OR READINGS

There is no textbook for this course. Required readings can be accessed on the Leganto Reading List Tool on the D2L site for the course.

Anderson, J.T. & Collins, D. (2014). Prevalence and causes of urban homelessness among Indigenous Peoples: A three-country scoping review. *Housing Studies*, 29(7), 959-976. http://dx.doi.org/10.1080/02673037.2014.923091

Bigler, M.O. (2005). Harm reduction as a practice and prevention model for social work. *The Journal of Baccalaureate Social Work, 10*(2), 69-86.

Falvo, N. (2022). Chapter 1: What causes homelessness? In Falvo, N. (Ed.), *Introduction to homelessness in high-income countries: An open access e-textbook*. https://nickfalvo.ca/

Farha, L. & Schwan, K. (2020). *A national protocol for homeless encampments in Canada.* UN Special Rapporteur on the Right to Housing. https://make-the-shift.org/wp-content/uploads/2020/04/A-National-Protocol-for-Homeless-Encampments-in-Canada.pdf

Kafara, R. & Yardley-Jones, S. (2023). *The Lofts.* https://homelessnesslearninghub.ca/library/resources/the-lofts/

MacMaster, S.A. (2004). Harm reduction: A new perspective on substance abuse service. *Social Work, 49*(3), 356-363.

Maps Alberta Capital Region (2023). *Staying outside is not a preference: Homelessness in Edmonton.* City of Edmonton Encampment Response Team. https://mapsab.ca/wp-content/uploads/2023/02/Outside-Not-a-Preference-Final-Report-Feb-2023.pdf

Ojeda, R. & Wall, M. (2021). "Power back in the community": Going beyond performative generosity in nonprofits. *Journal of Philanthropy and Marketing, e1720,* 1-9. https://doi.org/10.1002/nvsm.1720

Piat, M., Polvere, L., Kirst, M., Voronka, J., Zabkiewicz, D., Plante, M.C., Isaak, C., Nolin, D., Nelson, G., & Goering, P. (2015). Pathways into homelessness: Understanding how both individual and structural factors contribute to and sustain homelessness in Canada. *Urban Studies, 52*(103), 22366-2382. https://doi.org/10.1177/00420988014548138

Scherer, J., Davidson, J. & Kafara, R. (2020). Negotiating the new urban sporting territory: Policing, settler colonialism, and Edmonton's Ice District. *Sociology of Sport Journal, 38*(2), 111-119. https://doi.org/10.1123/ssj.2020-0113

Thistle, J. (2017). *Indigenous Definition of Homelessness in Canada.* Canadian Observatory on Homelessness Press. https://www.homelesshub.ca/IndigenousHomelessness

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 is an elective course open to all students in the BSW program.

CLASS SCHEDULE

Important Dates for Spring 2024
- o Start of Term: Wednesday, May 1, 2024
- o First Day of Class: Monday, May 6, 2024
- o End of Term: Sunday, June 23, 2024
- o Last Day of Class: Monday, June 17, 2024
- o Fee Deadline: Tuesday, May 14, 2024
- o Victoria Day, no classes: Monday, May 20, 2024

* In addition to synchronous (scheduled) class time, students will also be expected to do three hours per week working on asynchronous (unscheduled) modules on D2L. Students can work through modules on their own schedule.

Date	Synchronous Sessions (3 hours/ week x 6 = 18 hours)	Asynchronous Modules (3 hours/week x 5 = 15 hours)	Assignments Due
Week 1: May 7, 2024	Welcome, Introductions, Course Review Self-Awareness and Positionality Assigned reading: Falvo (2022) Piat et al. (2015)	Review First Chosen Module	

Week 2: May 14, 2024	Gentrification and Inner Cities (Guest Speaker) Assigned Reading: Kafara & Yardley-Jones (2022) Scherer et al. (2020)	Review Second Chosen Module	Deep Dive Module Post #1 Due May 13, 2024
Week 3: May 21, 2024	Intro to harm reduction panel (Guest Speakers) Assigned Reading: Bigler (2005) McMaster (2004) Assigned Video: Harm: Alberta's Preventable Overdose Crisis	Review Third Chosen Module	Deep Dive Module Response #1 Due May 20, 2024
Week 4: May 28, 2024	Indigenous Experiences and the Inner City (Guest Speaker) Assigned Reading:	Review Fourth Chosen Module	Deep Dive Module Post #2 Due May 27, 2024

	Anderson & Collins (2014) Thistle (2017)		
Week 5: June 4, 2024	Social Work & Encampments (Guest Speakers) Assigned Podcast: Keep Moving Assigned Reading: Farha, L. & Schwan, K. (2020) Maps Alberta Capital Region (2023)	Review Fifth Chosen Module	Deep Dive Module Response #2 Due June 3, 2024
Week 6: June 11, 2024	Panel Discussion with Inner City Community Workers Assigned Reading: Ojeda & Wall (2021)		Assignment #1: Inner City Integration Paper Due June 7, 2024 Assignment #3: Advocacy Letter Due June 12, 2024

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. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required**. Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. 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

Assignment #1: Inner City Integration Assignment (30%)
Due: June 7, 2024 @ 11:59 am

You may choose a format of your choice for this assignment. Your assignment may be a recorded PowerPoint, a video, a Podcast, a Zine, a photo-journal, or a written document. (If you prefer another format not listed, you will discuss it with the instructor **before** starting your work).

Building from the course materials, discussions, activities, and reflective journals, as well as past personal, academic and/or practice experience, literature, and course content, you will complete an assignment that will further examine and provide a critical reflection one of the following topics:

- Gentrification in inner cities
- Harm reduction and inner cities
- Indigenous experiences in inner cities
- Encampments
- Experiences of women and other gender-diverse people in inner cities
- Youth in the inner cities

If you would like to complete their assignment on a topic not listed, please consult with instructors BEFORE starting.

Each assignment is to integrate links to theory (readings, module content, and class lectures, discussions, and presentations), and demonstrate both critical thinking and critical reflection regarding both self and one's role as a social worker in the Inner City.

A minimum of five peer-reviewed articles will be engaged for this assignment *in addition to* a minimum of five other pieces of course content (videos, podcasts, newspaper articles, gray literature, etc.). If you have questions about whether a resource is peer-reviewed or not, please do not hesitate to ask. It is recommended that you use materials provided in the course; however, if you may use materials found elsewhere. If unsure, please just ask.

APA 7 format is expected.
You will submit your assignment through D2L Dropbox.

A detailed rubric is available on D2L.
Aligned with CLO's: 1-6

Assignment #2: D2L Module "Deep Dive" Post & Response #1 & #2 (40%)
Due dates:
- **Deep dive post #1: May 13, 2024 11:59am**
- **Deep dive response #1: May 20, 2024 11:59am**

- **Deep dive post #2: May 27, 2024 11:59am**
- **Deep dive response #2: June 3, 2024 11:59am**

You will work through all of the D2L modules at your own convenience. Modules consist of a variety of materials including "spotlight articles", videos, podcasts, other readings, poetry, and art.

Each module will take approximately 3 hours to review, so you should budget about 3 hours/week to devote to this activity.

After reviewing each module, you will choose **two** modules to delve deeper into. You will post "deep dive" reflections on your two chosen modules.

Strong posts will incorporate multiple aspects of the chosen module of your choosing and make connections to the spotlight article and other articles/resources. Deep dives will be posted to the appropriate D2L Discussion Board.

Part 1: Module Deep Dive Post (15% each x 2 = 30%)

Module reflection posts will include:

○ A critical reflection of the current module (3%);
○ Links to the module spotlight article and other module materials (3%);
○ Links to elements of social work practice in the inner city (3%);
○ Personal learnings about the inner city and how those learnings are further informed by the content (2%);
○ Professional learnings as they relate to your professional self and practice in the inner city (2%);
○ A question for classmates to reflect on and respond to (2%).

Reflection posts should be approximately 500 - 750 words.
A rubric is available on D2L.

Part 2: Response to Module Deep Dive Posts (5% each x 2 = 10%)

For each deep dive, you will respond to ONE of your classmates' D2L Module reflections (there will be TWO responses in total – one for Deep Dive 1 and one to Deep Dive 2. Responses should be respectful, thoughtful, additive, and serve to deepen the discussion. Responses will incorporate new information, will connect to course content and/or literature, and will pose a follow-up question for the original post's author to consider.

Assignment #3: Writing an Advocacy Letter (15%)
Due: June 12, 2024 @ 11:59 am

You will choose a social policy issue related to inner city social work that you would like to see implemented, changed, eliminated, or otherwise addressed. Based on your understanding of the policy and the issue, prepare and submit a letter to the appropriate elected official (municipal, provincial, or federal). It will be important to understand which order of government is responsible for the issue you are advocating for/against.

Resources and samples will be available on D2L to help with the writing of your letters.
Letters will be 500-750 words long and submitted in email form.
The letter (email) and evidence of the sent email will be submitted to D2L Dropbox.

Assignment #4: Participation & Engagement (15%)
Due: throughout semester

You are expected to attend and participate in class synchronous sessions by critically analyzing and sharing experiences, asking meaningful questions, engaging in courteous listening skills, responding to questions and issues raised by your peers and guest speakers, offering feedback, sharing insights from the readings, and engaging in small and large group discussion. You will contribute to your own learning as well as to the learning of others. Participation marks will be determined based on attendance and overall participation.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS
Because of the participatory nature of this class, attendance and punctuality for synchronous Zoom sessions should be prioritized. Please connect via email with the instructors well ahead of class if you are unable to attend class, will be late, or required to leave early and a make-up assignment will be determined. Students are encouraged to see their participation as an opportunity to practice and deepen their abilities to use their voice and honour the voices of others they will journey with as social workers. Students' active and thoughtful participation in small and large group discussions will be evaluated along with their class attendance in assessing the class participation final grade.

Confidentiality: In Zoom Meetings and Course Assignments
Students are expected to adhere to the guidelines for confidentiality of the Social Work Code of Ethics[2*] established by the Alberta College of Social Workers (ACSW). No information that could potentially identify a client in any capacity will be used in class discussions and written assignments. Furthermore, the classroom is a confidential teaching milieu. No issues discussed by participants in the classroom should be discussed outside of the seminar setting.

[2*] 6.7.12: The social worker must take reasonable care to thoroughly disguise confidential information when using it for teaching, public education, accountability, and research purposes. (ACSW Code of Ethics).

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 are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructors. Please let BOTH instructors know as early as possible if you are unable to meet any of the course deadlines. Assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All written assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 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 your own work, written expressly by you for this course. You 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

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

Readings are available on D2L in the Leganto Reading List Tool.

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