



Spring 2023

Course & Session Number	SOWK 555 S01	Classroom	Online
Course Name	Social Work in Urban Inner Cities		
Dates and Time	Start of Classes: May 4, 2023 End of Classes: June 8, 2023 Dates and Time: Zoom Sessions Thursdays May 4, May 11, May 18, May 25, June 1, June 8 5:30-8:30pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Arlene Eaton-Erikson MSW, RSW Jane Slessor MSW, RSW	Office Hours	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

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 socio-historical contexts, critical theoretical and direct practice models for working with vulnerable community members in urban inner cities.

COURSE DESCRIPTION

This online, elective 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 the Inner City of Edmonton – a unique and diverse community that provides a rich opportunity for innovative social work practice. This course will introduce students to the prevalent issues, practice considerations, and agency work associated with practicing Social Work in the Inner City. Finally, this course provides students 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, students will be introduced to concepts of social work practice with inner-city communities (and community members) and will provide students with a theoretical framework in which to develop their analytical skills. Students are expected to come to synchronous Zoom sessions prepared to discuss their reflections and interpretations. Also, through a reflective assignment, online discussion and an integration paper, students will critically examine aspects of working with this population group. Regular attendance, being punctual, and active participation during synchronous sessions are strongly encouraged.

COURSE LEARNING OUTCOMES

Upon completion of this course, students 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 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.

LEARNING RESOURCES

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.

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 2023

- Start of Term: Monday, May 1, 2023
- End of Term: Monday, June 23, 2023
- Fee Deadline: Friday, May 12, 2023
- Victoria Day, no classes: Monday, May 22, 2023

* 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)	Assignments Due
Week 1: May 1 – 7, 2023	May 4, 2023 Welcome, Introductions, Course Review Self-Awareness and Positionality	

Week 2: May 8 – 14, 2023	May 11, 2023 Gentrification and Inner Cities (Guest Speaker)	Deep Dive Module Post #1 Due May 15, 2023
Week 3: May 15 – 21, 2023	May 18, 2023 Intro to harm reduction Harm reduction panel (Guest Speakers)	Deep Dive Module Response #1 Due May 22, 2023
Week 4: May 22 – 28, 2023	May 25, 2023 Indigenous Experiences and the Inner City (Guest Speakers)	Deep Dive Module Post #2 Due May 29, 2023
Week 5: May 29 - June 4, 2023	June 1, 2023 Social Work & Encampments (Guest Speakers)	Deep Dive Module Response #2 Due June 5, 2023 Assignment #1: Inner City Integration Paper Due June 5, 2023
Week 6: June 5 – 11, 2022	June 8, 2022 Panel Discussion with Inner City Community Workers	Assignment #3: Reflection on Key Learnings Due June 12, 2023

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required.** All students are expected to behave in a professional manner during all Zoom sessions.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment #1: Inner City Integration Paper (30%)

Due: June 5, 2023 @ 11:59 am

Each student will complete a 1750-2000 word paper that will further examine and provide a critical reflection on a topic discussed in class in relation to social work practice *specific to the Inner City* (for example: harm reduction, the opioid crisis, gentrification, housing & houselessness, working with Indigenous community members, working with women, etc.). Each paper 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.

Students will use a minimum of 5 additional peer-reviewed resources. APA 7 format is expected.

Students will submit the paper 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 15, 2023 11:59am**
- **Deep dive response #1: May 22, 2023 11:59am**

- **Deep dive post #2: May 29, 2023 11:59am**
- **Deep dive response #2: June 5, 2023 11:59am**

Each student will work through all of the D2L modules at their 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 students should budget about 3 hours/week to devote to this activity.

After reviewing each module, students will choose **two** modules to delve deeper into. Students will post "deep dive" reflections on their two chosen modules.

Strong posts will incorporate multiple aspects of the chosen module of their 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: Student's 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 Other Students' Module Reflection (5% each x 2 = 10%)

For each deep dive, students will respond to ONE of their 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.

Assignment #3: Contemplation on Key Learnings (15%)

Due: June 12, 2023 @ 11:59 am

This contemplative assignment is an opportunity for students to critically reflect on the more impactful learnings for them in the course. Students can submit this assignment as a written assignment, or an alternative format, such as a video blog, blog, podcast, poetry, photography, or other visual art, etc. Regardless of medium, students will communicate how the course has impacted them and how they have evolved as humans and as social workers because of their learnings. Students will demonstrate critical thinking and critical self-reflection skills and will identify future areas for exploration.

More information about this assignment will be provided in class.

APA 7 not expected.

A rubric is available on D2L.

Assignment #4: Participation & Engagement (15%)

Due: throughout semester

Students 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 their peers and guest speakers, offering feedback, sharing insights from the readings, and engaging in small and large group discussion. Students will contribute to their 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.

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 the student's own work, written expressly by the student for this course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:

^{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).

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	95 – 100
A-	3.7	Approaching excellent performance	90 – 94
B+	3.3	Exceeding good performance	85 – 89
B	3.0	Good performance	80 – 84
B-	2.7	Approaching good performance	75 – 79
C+	2.3	Exceeding satisfactory performance	70 – 74
C	2.0	Satisfactory performance	65 – 69
C-	1.7	Approaching satisfactory performance	60 – 64
D+	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject	55 – 59
D	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	50 – 54
F	0.0	Failure. Did not meet course requirements	Below 50
CG		Credit Granted	
CR		Completed Requirements	

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

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