

Spring 2025

LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

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.

Please refer to our full statement of our <u>Commitment to Equity</u>, <u>Racial Justice</u>, <u>Diversity</u>, <u>Inclusion and Decolonization</u>, our <u>Statement on Anti-Black Racism</u> and the work of the faculty's <u>Anti-Black Racism Task Force</u>, our <u>Statement on Anti-Asian Racism</u>, and the university's <u>Indigenous Strategy</u>.

Course & Session Number	SOWK 429 S02	Classroom	Online	
Course Name	Africentric Social Work Practice			
Dates and Time	Regular (full-term) courses: May 5, 2025 to June 16, 2025. Start of Classes: May 6, 2025 End of Classes: June 10, 2025 Dates and Time: Tuesdays and Thursdays from 5:30 to 8:30 PM See class schedule Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .			
Instructor	Emmanuel Chilanga, PhD. Office Hours As requested			
UCalgary E-mail	emmanuel.chilanga@ucalgary.ca	UCalgary Phone	No phone	

SYLLABUS STATEMENT

Students will critically examine African-centred worldviews, philosophies, values, and principles in historical and contemporary contexts and explore the interconnections with anti-racist and anti-colonial social work practice. Students will learn to engage in critical dialogue, reflection and social action and apply their learning when interacting and working with people of African descent.

COURSE DESCRIPTION

Africentric Social Work Practice informs anti-racist and "generalist" social work practice by equipping you with skills to critically analyze historical and contemporary institutional and systemic discrimination, anti-Black racism, oppression, colonialism and the legacy of slavery. As students, you will learn strategies and interventions that are grounded in Africentric principles and values of interdependence, spirituality, collectivism, transformation and agreed norms of obligation and reciprocity, that advance and promote social justice in social work. This infusion of Africentric theory and practice in the social work curriculum is informed by intersectionality, critical race theory, anti-colonialism and seeks to decolonize social work. In addition, centering Africentric perspectives aligns with the Code of Ethics on respect for diversity and helps diversify social work's generalist approaches to practices beyond dominant Western and Eurocentric knowledge bases. Knowledge and skills acquired from this course will prepare you to understand the intersectional realities and work effectively with Black communities and all other marginalized social groups.

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

The sessions of this course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, you are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to unforeseen circumstances, inform the instructor in advance and propose and implement an alternative participation activity (e.g., submit a brief reflection). There will be several asynchronous sessions embedded in synchronous Zoom sessions, with 1 full synchronous session throughout the course.

Prerequisite: Admission to BSW Program

Anti-requisite: Credit for Social Work 429 and Social Work 555.55 will not be allowed.

COURSE LEARNING OUTCOMES

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

- 1. Develop an understanding of the history of slavery and colonialism of people of African descent.
- 2. Gain awareness of the past and present social, economic, and political systems that have influenced the experiences of people of African descent in Canada and globally.
- 3. Examine anti-Black racism at the micro, mezzo, and macro-levels and within social work education and practice and identify areas in which to take concrete action.
- 4. Explore how your social location informs your understanding of existing systems and structures and engagement with Black communities in Canada.
- 5. Demonstrate a comprehensive knowledge of the diverse histories of people of African descent, cultures, African ways of knowing (epistemologies) and being (ontologies).
- 6. Critically examine ways of integrating and applying Africentric theory, principles (e.g., ubuntu) and modalities.

LEARNING RESOURCES

Mullings, D. V., Clarke, J., Bernard, W.T., Este, D., & Giwa, S. (2021) (Eds.). *Africentric social work*. Fernwood Publishing.

Additional required readings are indicated in the class schedule. The readings are posted in the Leganto Reading List in D2L.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

CONNECTION TO PRACTICE

This course invites you to explore People of African descent, racialized as Black communities' unique experiences of colonial violence and provides you with tools to identify, interrogate, and challenge social injustices and racial violence. The course will prepare you to recognize the interconnections between Africentric perspectives and other social work approaches. You will explore Africentric practice

approaches including collectivity, reciprocity, and interdependence while engaging in critical reflexivity to interrogate and challenge personal and societal biases, and pejorative stereotypes.

RELATIONSHIP TO OTHER COURSES

This course introduces knowledge and skills for working with People of African descent, racialized as Black communities and all other racial equity deserving and marginalized social groups that can be applied across learning in all BSW courses and practicum.

CLASS SCHEDULE

Important Dates for Spring 2025

Start of Term: Thursday, May 1
 First Day of Class: Monday, May 1
 End of Term: Sunday, June 29
 Last Day of Class: Monday, June 16
 Fee Deadline: Tuesday, May 13

Victoria Day, no classes: Monday, May 19

Class Schedule

Module 1: Locating Africentricity

Key ideas:

- Conceptual understandings of Africentric paradigm
- Dispossession and displacement of people of Africa descent (past and present)
- Erasure /minimization of Black people's presence in Canadian History
- Epistemic violence and reclaiming of Africentricity

Week / Dates	Key Topic	Preparation, Readings and Important Dates
Week 1 May 6, 2025 Tue. 5:30 - 8:30 pm Zoom	Introduction and Exploration of Key Concepts	Introduction Overview of the Course Review of Assignments Reflective Question: What do I already know about this topic? What do I want to know? Definitions: Africentric Social work Afrocentric Social Work
		History Is So Beautiful, It Makes You Cry: Watch and listen [6:57 minutes] https://www.youtube.com/watch?v=0cY1J2CFeLQ

Week 1 Thur. May 8, 2025 5:30 -8:30 pm Zoom	The Trans-Atlantic Slave Trade Movement	2024 Distinguished Speaker Series: Africentric Social Work, with Dr. Wanda Thomas Bernard: Warch/listen from 17 minutes https://www.youtube.com/watch?v=I3EH_0vQUYM Application of Africentric Social work in Northern British Columbia: Black Faces Anti-Racism Project https://afcas.ca/black-faces-anti-racism-project-bfarp/ Mungai, N. W. (2015). Afrocentric social work: Implications for practice issues. Some aspects of community empowerment and resilience, 65-79. Bent-Goodley, T., Fairfax, C.N., & Carlton-LaNey, I. (2017). The significance of African-centered social work for social work practice. Journal of Human Behavior in the Social Environment, 27(1-2), 1-6. https://doi.org/10.1080/10911359.2016.1273682 Significant events in Black history in Canada. Read: https://www.canada.ca/en/canadian-heritage/campaigns/black-history-month/historic-black-communities.html Timeline Black History. Read: http://education.historicacanada.ca/files/19/EN_BlackHistory_Digital.pdf Canada was not a safe haven from slavery Full Episode Black Life: Untold Stories [44;14 minutes] https://www.youtube.com/watch?v=CNQej1ZiqQo A Song related to apartheid: Listen Freedom is coming tomorrow [1:24 minutes] https://www.youtube.com/watch?v=CNQej1ZiqQo M'baye, B. (2006). The economic, political, and social impact of the Atlantic Slave Trade on Africa. European Legacy, 11(6), 607-622. https://doi.org/10.1080/10848770600918091
Week 2 May 13, 2025 5:30 -8:30 pm Zoom	Black Presence in Canada	The earliest Black settlements in Canada: https://www.tiki-toki.com/timeline/entry/306010/Early-Black-settlement-in-Canada/#vars!date=1570-12-27 02:57:36!

The actual history of slavery in Canada https://www.youtube.com/watch?v=KShuhaHrFXI [5:21 minutes]

Remember Africville: Documentary [35 minutes]. https://www.nfb.ca/film/remember-africville/

The little-known story of Priceville, one of Canada's first Black settlements

https://www.youtube.com/watch?v=to1AoCdbWb4

Group 1 Assignment: Presentation

Presentation of Africville

Background of the community, strength of the community, identification of anti-black government policies, consequences of the policy, proposed social work practice during and in the aftermath of the policies.

Module 2: Anti-Black Racism and its Impacts

key ideas:

- Black Canadian diaspora
- Pervasiveness of institutionalized anti-Blackness racism
- Physical, mental, social impacts of anti-Black racism
- Causes and cumulative effects of racial trauma

Week / Dates	Key Topic	Preparation, Readings and Important Dates
Week 2 May 15, 2025 5:30 -8:30 pm Zoom	The Institutionalization of Blackness	Chilanga, E. & Hanley, J. (2025). Striving for Equity, Diversity, and Inclusion in Social Work Field Education: From the Personal to the Political. In J. Drolet & G. Charles (Ed.), Transforming the Field Education Landscape: Student Handbook on Field Education (pp. 177-192). Calgary: University of Calgary Press. https://doi.org/10.1515/9781773855608-010 Mosley, D.V., Hargons, C.N., Meiller, C., Angyal, B., Wheeler, P., Davis, C., & StevensWatkins, D. (2021). Critical consciousness of anti-Black racism: A practical model to prevent and resist racial trauma. <i>Journal of Counselling Psychology</i> , 68(1), 1-16. https://doi.org/10.1037/cou0000430 Group 2 Assignment: Presentation With examples, describe how anti-Black Institutional racism policies in healthcare, criminal justice, education, and environment are manifested in Canada. How do these policies affect the wellbeing of Black Canadians?

		Propose social work practices that can address institutional racism.
Week 3 May 20, 2025 5:30 -8:30 pm Zoom	Anti-Black Racism and Social Determinants of Health	Anti-Blackness/colorism https://www.bu.edu/antiracism-center/files/2022/06/Anti-Black.pdf Anti-Black racism in Canada https://www.thecanadianencyclopedia.ca/en/article/anti-black-racism-in-canada https://blackhealthalliance.ca/home/antiblack-racism/ Mullings, D. V., Morgan, A., & Quelleng, H. K. (2016). Canada the great white north where anti-black racism thrives: Kicking down the doors and exposing the realities. <i>Phylon</i> (1960-), 53(1), 20-41. Group 3 Assignment: Presentation Conduct a scan of the literature and present current knowledge on the negative impact of Anti-Black racism on Black people in Canada. Propose social work interventions that social workers can apply to support communities experiencing poor wellbeing emanating from the Anti-Black racism.
Week 3 May 22, 2025 5:30 -8:30 pm Zoom	Historical and Collective Trauma	Williams, M. T., Khanna Roy, A., MacIntyre, M. P., & Faber, S. (2022). The traumatizing impact of racism in Canadians of colour. <i>Current Trauma Reports</i> , 8(2), 17-34. Slavery, Segregation and Anti-Black Racism in Canada: Trauma and Legacies 15th CH Forum: Listern and Watch [22:16 minutes] https://www.youtube.com/watch?v=WBoMy6CFnZw Jean-Pierre, J., & James, C. E. (2020). Beyond pain and outrage: Understanding and addressing anti-Black racism in Canada. <i>Canadian Review of Sociology</i> , 57(4), 708-712. Williams, M. T., Moshirian Farahi, S. M. M., MacIntyre, M. M., Zare, M., Dasgupta, A., Abdulrehman, R. Y., Kogan, C., Ndengeyingoma, A., & Cénat, J. M. (2025). Black Muslims in Canada: The intersectional trauma of racism and Islamophobia. <i>Traumatology</i> . Advance online publication. https://dx.doi.org/10.1037/trm0000543 Group 4: Intersectionality presentation Conduct a scan of the literature and present current knowledge relating to intersectionality of Anti-Black racism

and other forms of oppression in Canada. Identify and describe at least three or more intersectional Anti-Black racism and other forms of oppression. How the intersectional oppression affects the wellbeing of the groups identified. Propose social work practice that you can apply to support individuals and communities that are experiencing intersectionality of Anti-Black racism and other forms of
oppression.

Module 3: Africentric Approaches in Social Work

Key ideas:

- Institutionalized epistemic violence
- Complicity of social work programs
- Africentric approaches in social work
- African ways of knowing and being
- Theorizing Africentricity for social work
- Paradigm shifts and contemporary social work

Week / Dates	Кеу Торіс	Preparation, Readings and Important Dates
Week 4 May 27, 2025 5:30 -8:30 pm Zoom	Relevance of Africentric Approaches in Social Work	African Theories https://africasocialwork.net/african-theories-of-social-work/#ubuntu-theories Chilanga, E. (2022). The Current State of Developmental Social Work Theory and Field Education in Africa: A Scoping Review. In Drolet, J. L., Charles, G., McConnell, S. M., & Bogo, M. (Eds.). (2022). Transforming Social Work Field Education: New Insights from Practice Research and Scholarship. LCR Publishing Services. https://ucp.manifoldapp.org/projects/9781773854403. Group 5: Comparing Africentric and Eurocentric theories Describe any four relevant Africentric social work theories, approaches and models that can be used when working with service users from African ancestry. Identify any four Eurocentric theories that are of limited relevance to social work practice with Black People. Describe reasons for each of your choices.
Week 4 May 29, 2025 5:30 -8:30 pm	Africentric Ways of Knowing, Being and Doing	Fairfax, C.N. (2016). African philosophy: The center of African- centered social work. <i>Journal of Human Behavior in the Social</i>

Zoom		Environment, 27(1–2), 7–14. https://doi.org/10.1080/10911359.2016.1252599 Pellebon, D.A. (2007). An analysis of Afrocentricity as theory for social work practice. Advances in Social Work, 8(1), 169-183. https://doi.org/10.18060/139 Group 6: Relevance of some Eurocentric theories presentation With examples, describe why systems theory and social learning theories aligns with Ubuntu and other Africentric theories. How social workers can utilize the systems theory and social learning theory when working with service users of African ancestry.
Week 5 June 03, 2025 5:30 -8:30 pm Zoom	Theorizing Africentric perspectives in social work	Hatcher, S.S., King, D.M., Barnett, T.M., & Burley, J.T. (2017). Mental health for youth: Applying an African-centered approach. <i>Journal of Human Behavior in the Social Environment, 27(1-2), 61-72.</i> https://doi.org/10.1080/10911359.2016.1259930 The Afrocentric Perspective as A Social Work Model for Anti-Racism https://www.youtube.com/watch?v=OMX25KMINKk The Afrocentric Perspective as a Social Work Model for Anti-Racism https://www.youtube.com/watch?v=rNyk8F8gsm0
Week 5 June 05, 2025 5:30 -8:30 pm Asynchronous	Africentered Approaches in Social Work	Daniels, J. E. (2001). Africentric social work practice: The new approach for social work practice intervention in the 21st century. <i>International Social Work, 44</i> (3), 301-309. Mullings, D. V., Clarke, J., Bernard, W.T., Este, D., & Giwa, S. (2021) (Eds.). <i>Africentric social work</i> . Fernwood Publishing. Assignment 2: Writing an Op-Ed (Pair work)

Module 4: Survival, Resilience and Resistance of Black People in the White North Key ideas:

- Significance of religion and spirituality
- Black Church as a place for building community, healing and belonging
- Africentricity and the resistance movements
- Other forms of resistance and survival

Week / Dates	Кеу Торіс	Preparation, Readings and Important Dates
Week / Dates Week 6 June 10, 2025 5:30 -8:30 pm Zoom	Resilience and resistance	Ways of resisting anti-black racism in Canada Canadian universities aim to tackle anti-Black racism [7:30 minutes] https://www.youtube.com/watch?v=czFt3XLYJZs Reparations for anti-Black racism in Canada — where to begin [5:58 minutes]
		https://www.youtube.com/watch?v=HAn1RbPGynY Systemic racism against Black public service workers dates back decades, says lawyer [5:39 minutes]
		https://www.youtube.com/watch?v=LvvOtNG2UDg
		Black Canadian associations: https://afcas.ca/projects/ ; https://afcas.ca/projects/ ;
		Assignment 3: Creation of digital story, infographics or factsheets
		Individually, create a digital story, infographic or a fact sheet to highlight an area of Africentric social work that has captivated your practice or research interest.
Week 6 June 12, 2025 5:30 -8:30 pm Zoom	Facilitated dialogues	Assignment 4: Facilitated dialogue Using your infographics and fact sheets, share your thoughts to the class.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

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.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. Students will be advised before the instructor initiates a recording of a Zoom session

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 <u>Recording of Lectures Policy</u> and <u>Student Non-Academic Misconduct Policy</u> for the additional information.

ASSESSMENT COMPONENTS

Assignment 1: Group Presentation (20%)

Due: On an assigned group week in class starting from May 13, 2025

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

<u>Assignment Description:</u>

In this assignment, you will be in groups of five students and your task will be to develop a presentation with PowerPoint on a topic that will be assigned to you by the instructor. The topic will consolidate the lecture of each of the weeks. The presentation will be between 5-10 slides and will be presented in class at the assigned week for each group. The total presentation time should be 20 minutes or less. An

additional 10 minutes will be for class discussion making it a total of 30 minutes or less for group presentation and class discussion.

Assessment Criteria:

Each group member will take part in preparing and presenting their topic in class. Each member will submit their group presentation PowerPoint in Dropbox on D2L. The topics are as follows:

Group 1 Assignment: Presentation (May 13)

Presentation of Africville

- Background of the community (3 marks)
- Strength of the community (3 marks)
- Identification of anti-black government policies (4 marks)
- Consequences of the policy (3 marks)
- Proposed social work practice during and in the aftermath of the policies. (3 marks)
- Participating in class presentation (4 marks)

Group 2 Assignment: Presentation (May 15)

- With examples, describe how Anti-Black Institutional racism policies are manifested in Canada in the following sectors:
- Healthcare (3 marks)
- Criminal justice (3 marks)
- Education (3 marks)
- Environment (3 marks)
- How these policies affect the wellbeing of Black Canadians (3 marks).
- Propose social work practices that can address institutional racism (1 mark).
- Participating in class presentation (4 marks)

Group 3 Assignment: Presentation May 20, 2025

- Conduct a scan of the literature and present the significance of religion and spirituality in relation to resilience and resistance of Anti-Black racism among Black People in Canada. (6 marks)
- Explain how social workers has been applying religion and spirituality in their practices when working with Black Canadians service users. (6 marks)
- What are your thoughts on how you can apply spirituality in social work practice to promote resilience and resistance against Anti-Black racism in Canada? (4 marks)
- Participation in the presentation. (4 marks).

Group 4: Intersectionality presentation May 22, 2025

- Conduct a scan of the literature and present current knowledge relating to intersectionality of Anti-Black racism and other forms of oppression among Black Canadians.
- Describe at least three or more intersectionality of Anti-Black racism and other forms of oppression. (6 marks)
- Explain how the intersectionality of the oppression affects the wellbeing of the communities that you have identified compared to other groups. (6 marks)
- Propose social work practice that you can apply to support individuals and communities that are experiencing intersectionality of Anti-Black racism and other forms of oppression. (4 marks)
- Participation in the presentation. (4 marks)

Group 5: Comparing Africentric and Eurocentric theories – May 27, 2025

- Describe any four relevant Africentric theories, approaches and models that can inform your social work practice with service users from African ancestry in Canada.
 - Identification of the four theories and their underpinnings. (6 marks)
 - To what extent can each of the theories be applied in the Canadian context. (6 marks)
- Describe any four Eurocentric theories that may be of limited relevance to social work practice with Black Canadians. (4 marks)
- Participation in the presentation (4 marks)

Group 6: Relevance of some Eurocentric theories presentation- May 29, 2025

With examples, describe how the underpinnings of systems theory and social learning theories aligns with Ubuntu and other Africentric theories.

- Describe the underpinnings of systems and social learning theories. (6 marks)
- Compare the guiding principles of systems and social learning theories with at least four Africentric theories. (6 marks)
- How best can you apply systems and social learning theories when working with Black Canadians at micro, mezzo and macro social work practice? (4 marks)
- Participation in the presentation (4 marks).

Assignment 2: Writing an Op-Ed (Pair work - 20%) | Due Date: June 5, 2025, by 11:59pm

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

Assignment Description: Do you have an interesting opinion to share about people or communities of African descent? If you can express it clearly and convincingly in an op-ed article, you are likely to reach many people. An op-ed article attempts to persuade the reader of a particular viewpoint. Timing is critical and dominating issues catch readers interests and therefore op-ed editors want to publish them. In this assignment, you and your partner will decide on the issue of focus and opinion about how to improve matters. Your joint opinion piece will be clear, persuasive and have a well-argued call to action. (Read: new seglin how to write an oped 1 25 17 7.pdf)

Assignment Criteria: The op-ed is written in first person narrative. Your opening paragraph should be compelling/persuasive and captivate your audience's attention. If possible, link your op-ed to a current issue in the news relating to Black Canadians. Each paragraph should have a topic sentence which informs the reader of what to expect. Arguments should be supported by both scholarly and popular culture sources. Your closing paragraph should summarize the key arguments, have recommendations and a call to action; please provide three to four recommendations. Your op-ed can integrate anecdotes, personal reflections, or stories. It should use active voice, clear and simple language, and be jargon free. The word count is 850 to 1000. Use double spacing, and Times New Roman Font, size 12. Any references used in the reflective pieces should be cited appropriately using APA (7th ed.). An assessment rubric may be provided on D2L.

You have the option to submit your op-ed to a media source, and you are encouraged to do so as part of the social action expected of all critical social workers. While the submission itself is not part of the graded activity, you should write your op-ed with the intention of submitting it for publication.

Assignment 3 A: Creation of Digital story, infographics or factsheets (30%) | Due Dates: June 10 by 11:59pm – Individual assignment

Aligned Course Learning Outcomes: All

Individually create an infographic or a fact sheet relating to any Africentric social work practice topic of your interest. The infographic or a fact sheet should inform policymakers, further social and political causes, or illuminate issues to address Anti-Black racism in Canada.

The assignment should include the following:

For Digital story:

Point of view: What is the main point of the story and what is your perspective? Cleary articulate the main point that your digital story is conveying regarding Africentric social work practice. (10 marks)

A Question: A key question that keeps the viewer's attention and will be answered by the end of the story. (5 marks)

Emotional content: Serious issues that come alive in a personal and powerful way and connects the audience to the story. (5 marks).

Your voice: A way to personalize the story to help the audience understand the context. (3 marks)

The soundtrack: Music or other sound that support and embellish the story (3 marks)

Pacing: The rhythm of the story and how slowly or quickly it progresses. (2 marks)

The completed document: (2 marks)

Infographics

Content: Select appropriate content relating to Africentric Social work practice (10 marks).

Target audience: Align the infographic design and complexity with the target audience (5 marks)

Format: Consider the dimensions, layout, and resolution. (5 marks)

Picture: Use pictures and icons to supplement or replace text and reduce cognitive load on readers. (3 marks)

Coherent of information: Ensure that your line of thought is consistency and coherent. (3 marks).

Dissemination strategy: Consider the platform options to disseminate your infographic. (4 marks).

Factsheet

Should have the following components:

Title: It should contain the subject of the fact sheet relating to any component of the Africentric social work practice followed by the words "Fact Sheet". (5 marks)

Introduction: A brief summary of (1-3 sentences) describing the goal or main points of the factsheet followed by a bulleted list or outline of the key concepts or issues that will be addressed in the fact sheet. (10 marks)

Body: Divide the fact sheet into distinct sections. The fact sheet should be verified and relevant to the topic. (10 marks)

References: Make sure to use reputable sources and cite all sources used. (5 marks)

Examples of digital stories, Fact sheets and infographics can be seen here: https://tfelproject.com/resources-tfel/

Watch ways of developing infographics here:

https://www.youtube.com/watch?v=juYQPGZ23qE

Advocacy Education Series: Writing Effective Fact Sheets and Action Alerts

https://www.nacdl.org/getattachment/47076959-3c54-43f4-a3c2-5b7d6a216f0a/writing-effective-fact-sheets-and-action-alerts.pdf

Assignment 3B: Facilitated dialogue (15%) | Due Date: In class on June 12 from 5:30 to 8:30pm Using your digital story, infographics or fact sheets, share your thoughts to the class during the class. You can also share your thoughts through social media platform of your choice for class members to follow your platform.

Assignment 4: Self-reflection (15%) Due date: June 12, 2025 at 11:59 PM

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

At the end of the course, you are required to write a critical reflection paper that is **worth 15%.** The purpose of this assignment is to promote personal inquiry, critical thinking, and self-reflection, all of which are requisite capacities for social work practice. This reflection calls for students to focus on their key learning moments from engaging with this course material through the readings, studying the weekly PowerPoints, watching videos and participating in assignment. As a student in this course, you are asked to share the significance and meaning of your overall learning experience. Your reflection paper should be of one page in APA format Times New Roman and 12 font size, double space. Critical reflection should address the following:

- 1. Key learning points (i.e., concepts, frameworks, ideas, etc...) that you found especially interesting or challenging both personally and professionally. State some of the questions or curiosities that arose in your mind that led to your discoveries.
- 2. Connect your key learning points to the current literature.
- 3. Comment on the way that you have been motivated/inspired/altered both personally and as a professional social worker or health care professional after taking this course.

Rubric po	ercentage
Organized/Concise	2
Key Learning Points	4
Connecting learning points to current literature	5
Personal and Professional Challenges	4
Total	15

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

- Students are expected to be fully present and engaged in each class activities and discussions.
- Students are also expected to adhere to social work ethical guidelines and professional conduct
- during class participation.
- Students should work together on their group projects (where applicable) and the assignments
- should be submitted on time.
- When you miss a session, make-up options might be provided at the discretion of the instructor
 - but not in situations where (synchronous) participation is a component that will be graded.
- This course is partially based on experiential work; thus, participation and attendance are essential!
- Please refer to the Ucalgary calendar for more information on <u>attendance</u>.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically through their respective Dropbox in D2L.
- Assignments should be submitted in Word format.
- Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane
- Smith Assignment 1).
- Assignments are due by 11:59pm MT on their due date [unless otherwise stated above].
- 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.

MISSED OR LATE ASSIGNMENTS

- Late assignments will be accepted only in exceptional circumstances and at the discretion of the
- instructor.
- Students may request for additional time, prior to the due date, to complete the assignment. A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date. No extensions will be given beyond June 17, 2025.
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays).
- There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.
- Any make-up assignments are subject to the discretion of the instructor.
- Please refer to the Ucalgary calendar for more information on <u>supporting documentation for</u> absences..

EXPECTATIONS FOR WRITING

- The instructor will create opportunities to discuss the assignments during the class and consultation hours.
- Assessment rubrics will be posted on D2L, where applicable.
- 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 in-text and on the reference list and referenced in APA 7th edition format. Failure to do so will result in grade deduction.
 If you need writing support, please connect with the Student Success Centre, at: https://www.ucalgary.ca/student-services/student-success/writing-support
- **For accommodation requests, students are not required to disclose to the instructor. I am approachable, available, and flexible if the need arises to support your learning and the successful completion of the course.

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 <u>academic misconduct</u>, including plagiarism, has serious consequences, as set out in the University Calendar.

USE OF ARTIFICIAL INTELLIGENCE TOOLS

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to

verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to <u>Academic Misconduct</u> procedures.

GRADING

The instructor will consider your overall course engagement and performance in deciding to round up marks in decimals to the nearest whole numbers.

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 <u>Undergraduate</u> <u>Grading System</u> 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
А	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
В	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
С	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 EXPERIENCE FEEDBACK

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. They will receive an email from <u>UCalgary Course Experience Surveys</u> with direct links to their current course surveys, or they can access within the D2L course shell. Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the <u>University of Calgary Code of Conduct</u>, the <u>Alberta College of Social Work Standards of Practice</u> (2023) and the Canadian Association of Social Workers Code of Ethics (2024).

ADDITIONAL SUGGESTED READINGS

Additional readings will be posted 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. They 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 behaviours in class, including evaluations of teaching and learning, that are consistent with our professional values and ethics, as outlined in the <u>Canadian Association for Social Workers</u>, <u>Code of Ethics</u> (2024) and the <u>Alberta College of Social Work Standards of Practice</u> (2023).

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 <u>Student Accessibility Services</u> (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 <u>Student Accommodations</u>.

Research Ethics

Students are advised that any research with human participants — _including any interviewing (even with friends and family), opinion polling, or unobtrusive observation — _must have the approval of the <u>Conjoint Faculties Research Ethics Board</u> or the <u>Conjoint Health Research Ethics Board</u>. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the <u>Integrity and Conduct</u> 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 <u>Sexual and Gender-based Violence Policy</u> 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