



Course & Session Number	SOWK 365 S04	Classroom	TBD
Course Name	Critical Approaches to Social Work Practice		
Dates and Time	Start of Classes: Monday, September 12, 2022 End of Classes: Monday, December 5, 2022 Dates and Time: In-person instruction Mondays 9:00-11:50 am Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <u>Student Centre</u> ¹ .		
Instructor	Heidi HeavyShield, MSW, RSW	Office Hours	By appointment
UCalgary E-mail	hheavysh@ucalgary.ca	UCalgary Phone	By email

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that equity does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization, the work of the faculty's Anti-Black Racism Task Force, and the university's Indigenous Strategy.

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

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

This course introduces students to generalist social work practice by focusing on theoretical understandings and practical applications of different social work theories. Students will have the opportunity to examine and critically reflect on relevant social work concepts, perspectives, models of practice, lived experiences, and diverse worldviews. Particular emphasis will be made to lived human and collective experiences, social justice, oppression, privilege, decolonization and anti-racist theories and responses to social work practice. The course will involve students in critical dialogue, reflection, personal and professional practices of reflexivity, and allow for experiential individual and group learning activities.

This course is taught fully in person. This course has no prerequisites or co-requisites.

COURSE LEARNING OUTCOMES

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

1. Understand and identify the history and theory of current social work practice;
2. Understand and explain the scope of generalist social work practice;
3. Demonstrate ability to critically analyse, discuss and challenge various form of oppression at personal, community, and structural levels;
4. Understand and apply critical reflexivity as it relates to their own social location, and the experiences of different individuals, communities, and institutions.
5. Engage and apply critical theories, models, perspectives and frameworks in social work;

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Required Textbook:

Baines, D. (Ed.). (2016). *Doing anti-oppressive practice: Social justice social work* (3rd ed.). Fernwood Publishing.

Required Readings:

Campbell, C., & Baikie, G. (2012). *Beginning at the beginning: An exploration of critical social work. Critical Social Work 13* (1). Retrieved from <http://www1.uwindsor.ca/criticalsocialwork/beginning-at-the-beginning-an-exploration-of-critical-social-work#top>

Reisch, M., & Garvin, C. D. (2016). *Social work and social justice : Concepts, challenges, and strategies*. Oxford: Oxford University Press. Retrieved from http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1163681&site=ehost-live&ebv=EB&ppid=pp_32

Truth and Reconciliation Commission of Canada. (2015). Summary of the final report of the TRC: Honouring the truth and reconciling for the future. Retrieved from http://nctr.ca/assets/reports/Final%20Reports/Executive_Summary_English_Web.pdf

Truth and Reconciliation Commission of Canada. (2015). Calls to action. Retrieved from http://nctr.ca/assets/reports/Calls_to_Action_English2.pdf

Van Soest, D. (2012). Confronting our Fears and finding hope in difficult times: Social work as a force for social justice. *Journal of Progressive Human Services* 23(2). Retrieved from <http://www.tandfonline.com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10428232.2012.666723#abstract>

Multimedia:

TEDtalk by Kimberle' Crenshaw, The Urgency of Intersectionality: <https://www.youtube.com/watch?v=akOe5-UsQ2o>

TEDtalk by Professor Ibram X. Kendi, The Difference Between Being "Not Racist" and Antiracist: <https://www.youtube.com/watch?v=KCxbl5QgFZw>

Readings and resources will also be available in the Desire to Learn (D2L) course site. A list of additional recommended readings will be shared on D2L and students are encouraged to access this list and utilize them in their class engagement and assignments. It is expected that students will use their existing resources and access to online resources and academic date bases to support their learning and coursework.

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.

RELATIONSHIP TO OTHER COURSES

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

CLASS SCHEDULE

Important Dates for Fall 2022

- Start of Term: Monday, August 29, 2022
- Start of Classes: Tuesday, September 6, 2022
- End of Classes: Wednesday, December 7, 2022
- End of Term: Friday, December 23, 2022
- Fee deadline: Friday, September 23, 2022
- Labour Day, no classes: Monday, September 5, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Remembrance Day, no classes: Friday, November 11, 2022

Class Schedule

Date	Theme	Textbook Chapters & Related readings	Assignments
Sept. 12	<ul style="list-style-type: none"> • Introductions • Course and assignment overview • Group projects discussions • History of Social Work • Assign groups for Integrative group project and dates for facilitated discussion 	No required readings for first class	
Sept. 19	<ul style="list-style-type: none"> • Introduction to social work theories, models, worldviews and perspectives • Critical theory, diversity, & oppression in social work education and practice • Integrative Group Project work 	Chapter 1 of text Chapter 2 of text Campbell, C., & Baikie, G. article	
Sept. 25	Assignment 1: Individual Critical Reflection Paper		Assignment 1 Due Sept. 25 11:59 to Dropbox
Sept. 26	<ul style="list-style-type: none"> • Critical and anti-oppressive practice • Critical reflexivity • Privilege and anti-privilege theory • Social location • Group project work 	Chapter 3 of text Chapter 16 of text	
Oct. 3	<ul style="list-style-type: none"> • Anti-racism theory and responses to social justice • Critical race theory • Group project work 	Chapter 7 of text Chapter 13 of text Reisch, M., & Garvin, C. D. article TEDtalk Ibram X. Kendi,	

Oct. 10	*Thanksgiving-Stat holiday-No class today*		
Oct. 17	<ul style="list-style-type: none"> • Indigenous approaches and ways of knowing • Decolonization & Anti-Colonialism • Guest speaker TBD • Group project work 	Chapter 6 of text TRC Calls to Action TRC Summary	
Oct. 24	<ul style="list-style-type: none"> • Intersectionality • Critical feminist perspectives • Gender diverse perspectives 	Chapter 12 of text Multimedia TEDtalk Kimberle' Crenshaw	
Oct. 30	Assignment 2: TRC Analysis		Assignment 2 Due Oct. 30
Oct. 31	<ul style="list-style-type: none"> • <i>Blanket Exercise</i>: Decolonizing spaces and experiences of learning • Exercise in learning and un-learning • Critical reflection • Group project work 	No required readings for today	
Nov. 7	*Term break-No class today*		
Nov. 14	<ul style="list-style-type: none"> • Advocacy, Activism and social justice • Group project work 	Chapter 5 of text Chapter 17 of text Van Soest, D. article	
Nov. 21	Integrative Group Project Presentations		Assignment 3: Due today
Nov. 28	Integrative Group Project Presentations		Assignment 3: Due today
Dec. 5	Last Class: Closing Talking Circle/Learning Circle self evaluation and reflection exercise		Assignment 4: due in class

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

ASSESSMENT COMPONENTS

Assignment 1: Individual Critical Reflection Paper (25%) – Due September 25 by 11:59 to D2L DropBox.

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

Assignment Description:

The intent of this assignment is to encourage the development of skills in critical thinking, reasoning and reflective practice, including critical analysis of assumptions, consistent with the values of social work profession. In pages max. (1000-1250 words, not including references), *individually* critically reflect and explore your understanding and include *personal reflections* of yourself as an emerging social worker, including your; *social location, relationship to privilege, oppression and colonization*. What are some of your cursory *views, attitudes, beliefs, understanding, and biases of social work and social justice*? Finally, what are the implications of the above, to your own personal social work practice? This can be written in 1st person as this is a personal reflection. Inclusion of 3 resources, including your course text should be included. Assignment criteria will be discussed further in class and grading criteria will be posted on D2L.

Assignment is due Sunday, September 25, 2022 submitted to Dropbox by 11:59pm.

Assignment 2: TRC Analysis Individual Assignment – Weight 35%. – Due October 30 by 11:59 to D2L DropBox.

Aligned Course Learning Outcomes: 3, 4, 5

Assignment Description:

The Truth and Reconciliation Commission of Canada (TRC) has released its Final Report, including its recommendations and calls to action to address the enduring legacy of residential schools and its impacts on both Indigenous peoples and the broader Canadian context. Choose one area of the TRC Call to Action to examine, and provide a summary and analysis. Your analysis should effectively link a current social issue(s) to the enduring legacy of residential schools, cultural genocide and/or colonial processes. Integrating Indigenous ways of knowing and current cultural contexts, including at least two (2) critical social work theories or approaches, discuss or convey the implications to social work practice using your new perspectives and restorative responses.

a) Analysis: Weight 30%

Assessment Criteria: The criteria to be addressed within your TRC analysis include:

- Summary of your learning around the call to action. What do you understand now of the history of residential school and its policies within the broader context of Canadian colonial policies toward Indigenous peoples.
- Significance of your focus how does the area you examine apply to current social work and social justice contexts? How did you come to choose this area to explore?
- Alignment to Indigenous way of knowing and other cultural contexts, address anti-racism and structural racism
- Implications to the current social work context. (Why is this call to action important to redress?)

b) Further learning opportunities: 5%

- Following your summary and analysis, provide 2 *inquiry questions* that arose for you as a result of this assignment. There is no need to offer answers to these questions, however, using critical thought, provide 2 questions that would lead you to further inquiry, opportunity for learning, including implications and importance to social work. Provide a brief summary for how these questions came up for you and why it is important to address.

This assignment can be a written paper or a format of your choosing: (website, blog, video, etc.) If you choose a written paper, it should be 7-8 pages in length, single sided and double spaced. The criteria for grading will also include organization of information, effectiveness of communication (clarity, grammar, vocabulary, punctuation, and presentation), use of relevant resource material and sources including the TRC final report and beyond and adherence to APA style for reference materials. All reference materials at least 5-6 resources, including those discussed in class, must be clearly cited and a reference list must be included, all in APA style. Assignment details and criteria will be discussed in class and posted to D2L.

DUE: Posted to the SOWK 365 Dropbox by Sunday, Oct. 30 at 11:59pm

Assignment 3: Integrative Group Project Presentation – Weight 30%. – Due on day of presentation Nov. 21 and Nov. 28 by 11:59 to D2L DropBox.

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

Assignment Description:

The groups will critically reflect on the themes and the professional response(s) to a local, national, global social justice issue of their choice identifying limitations, gaps, oppressive impacts, relevant critical social work theories and approaches, and consequences. Where possible, parallels between local, national, and international experiences of oppression and/or issues of diversity would also be included. Each group will then propose an action and advocacy plan that will build upon or supplant prevailing professional social work responses. This action plan should be aimed at enhancing current responses and support for addressing the social justice issue in their community and involve social action strategies and a component on anti-racist and anti-colonial lenses and how they are part of the structure and process of anti-oppressive practice.

The presentation will be a maximum of 30 minutes including 15 minutes for class discussion facilitation.

Assessment Criteria includes:

- Originality, creativity, innovation of ideas, use of concepts, critical analysis, reflection and presentation - 20%
- Inclusion and integration of course readings and course content and, one week prior to the scheduled presentation date, post the link to one presentation reading in D2L – 5%
- Participation and class discussion facilitation
-students will facilitate a brief (no more than 15 minutes) discussion following their presentation. This is aimed to engage the overall class in discussion and address any questions and respond to any feedback-5%

Each group is expected to provide a copy of their presentation materials for grading purposes to the instructors, including a reference list, at their scheduled presentation. ***Students must attend all the group presentations*** so that they are able to support each other and engage in a collegial and collective learning process during the presentations. This is included in participation grade in the self evaluation assignment. Further details will be discussed in class and posted to D2L.

DUE: Group Presentations will be scheduled on Nov. 21 and Nov. 28

Assignment 4: Self Evaluation Assignment: Talking Circle participation-Weight 10%- Due in class Dec. 5

Aligned learning outcomes: 1, 2, 3, 4, 5

Assignment Description:

This assignment is based on 2 components:

- a) Students will be expected to attend last class Dec. 5 to *participate in a in person summary learning activity in the form of a Talking Circle*. Details of this will be discussed in advance in preparation for this activity. *A grade for participation will only be given if the student is in attendance on this date to fully participate.-5%*
- b) Students will be expected to come to this activity with a brief written and typed self evaluation, no more than 1 page (250 words max, no references required). This self evaluation will include 5 points (can be bullet form) which highlight their *contribution to their own learning and to the learning of other students and their learning environment*. Examples of this can include a summary of significant areas learned or researched, collegial and respectful professional partnerships and relationships formed with fellow students, etc. More details will be discussed in class. *This one page assignment will be submitted in class, in person to the instructor*. Emailed assignments will not be accepted as this is part of the Talking Circle and in person self evaluation process.-5%

DUE: In class on Dec. 5

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Students must discuss with the instructor for options if they miss a class or a participation component when this component is graded through student self evaluation.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number". Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. It is the student's responsibility to request for an extension approval if needed. Late submission will be deducted at a letter grade for each day overdue.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition

format. If you need writing support, please connect with the Student Success Centre, at:
<https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student’s own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

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

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

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

Suggested 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](#).

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