



Fall 2018

Course Number: SOWK 365 S02	Classroom: PF 3257
Course Name: Critical Approaches to Social Work Practice	
Day & Time: Mondays 9h00 to 12h00 Mountain Standard Time	

Instructor: Ilyan Ferrer, MSW, PhD	Office Hours: By Appointment (PF 4246)
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COURSE OUTLINE

Syllabus Statement

This course provides theoretical frameworks including anti-oppressive social work concepts as a foundation for reflective professional generalist social work practice. Course Hours: 3 units; H (3S-0)

Course Description

This course focuses on theoretical understandings, and practical applications related to reflective, professional social work practice. Learners have the opportunity to: (1) appreciate human and community capacities, (2) examine the various contexts of social work practice, (3) gain critical skills for generalist social work practice, (4) examine concepts of social justice and oppression, and (5) explore and apply anti-oppressive social work practice. Students are encouraged to reflect critically on the different perspectives, social work theories and practices presented throughout the course. Classes will involve critical dialogue, group work, guest speakers, resource materials, case studies and experiential activities (particularly through student-led podcasts). This course has no prerequisites or co-requisites

Learning Objectives

By the end of this course, students will be able to:

- Understand and identify the history and theory of current social work practice.
- Understand and explain the scope of generalist social work practice.
- Understand and apply critical reflexivity as it relates to their own social locations, and the experiences of different individual, communities, and institutions.
- Analyze forms and dynamics of oppression at personal, community, and structural levels.
- Engage and apply critical theories, models and perspectives in social work.
- Apply podcasting as a tool for social change, social justice, and critical social work.

This course outline is explicitly designed to reflect and adhere to the following BSW **Program Level Learning Outcomes (PLO)** as outlined by the CASWE Core Learning Objectives for Accreditation Standards as well as the Faculty of Social Work, University of Calgary:

1. Identify as a professional social worker and adopt a value perspective of the social work profession.
 - 1.2 Social work students acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities. Students develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users.
2. Adhere to social work values and ethics in professional practice.

- 2.2 Social work students acquire skills to monitor and evaluate their own behaviours in relation to the relevant codes of ethics.
3. Promote human rights and social justice.
3.1 Social work students understand their professional role in advancing human rights and responsibilities and social justice in the context of the local community, Canadian society, United Nations Indigenous peoples' rights, and internationally.
4. Promote and support diversity by addressing structural sources of inequity at the individual and societal levels.
4.1 Social work students recognize diversity and difference as a crucial and valuable part of living in a society.
5. Employ critical thinking and reflection in professional practice.
5.1 Social work students develop skills in critical thinking, reasoning and reflective practice, including critical analysis of assumptions, consistent with the values of the profession, which they apply in their professional practice to analyze complex social situations, make professional judgment, and continually improve practice.
6. Engage in research.
6.1 Social work students acquire knowledge and skills to critique, apply, or participate in social work research.

Relationship to Other Courses

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

Course Text(s)

Course text:

Baines, D. (2017). *Doing Anti-Oppressive Practice Social Justice Social Work* (3rd edition). Halifax, N.S.: Fernwood Publishing.

Required reading material is available through the University of Calgary library resources. Please see detailed class schedule listed below.

Podcasts:

In addition to the course text, students will have the opportunity to engage in experiential learning by reflecting on, and applying course material to podcasts created by University of Calgary social work students. Students will have access to two types of podcasts: The first is a CJSW 90.9 FM series titled "Our Stories" created by three U of C social work students Karyn Jackson, Taylor Johnson and Emy Ulloa – FSW BSW graduates). The second type of podcast is a FSW series of six episodes created by U of C students (SOWK 365 F2017) on social justice issues in Calgary. Finally, a video tutorial series about podcasting can be found on the D2L site.

- CJSW 90.9 FM: <https://soundcloud.com/cjsw-90-9-fm/sets/our-stories>
- FSW Podcasts: <https://soundcloud.com/ucalgary-social-work/sets/sowk-365-podcast-series>
- Podcast video tutorials: on D2L site

Class Schedule (Note that this is a tentative schedule, and subject to modification)

NOTE: The inquiry-based learning approach honour students' diverse ways of knowing, as well as their abilities to reflect on their lived experience, to generate knowledge, and to research and critically reflect on relevant information. For each seminar, rather than being passive receivers of information, students are encouraged to participate in critical dialogues on relevant topics and issues. They are encouraged to complete the readings before each seminar, and to use the suggested questions of focus to research, gather and critically reflect on relevant information

Dates	Topics, Readings, and Assignments		
	Course content	Readings	Due
Sep 10	<ul style="list-style-type: none"> - Introduction and course overview - What is critical social work? - What is generalist practice? - Introduction to podcasting 	<p>CH 1: Baines, D. (2017). Anti-oppressive practice: Roots, theory tensions</p> <p>CH 18: LaRose, T. (2017). Reflection as resistance: Youtube, digital stories and critical reflexivity.</p> <p>Listen to one CJSW and one FSW podcast episode</p>	<p>In the CJSW Studio with Taylor Sheppard</p> <p>Please coordinate with Taylor to receive an orientation of the CJSW studio</p>
Sep 17	<ul style="list-style-type: none"> - Neoliberalism, (in)equality and change -Generalist practice in the context of community and social change - Overview of social work theories, models, worldviews and perspectives 	<p>CH 2: Baines, D. (2017). Anti-oppressive practice: Neoliberalism, inequality and change.</p> <p>CH 7: Fay, J. (2017). Let us work together: Welfare rights and anti-oppressive practice</p> <p>Listen to one CJSW and one FSW podcast episode</p> <p>Watch Podcast Video Tutorial by Mariam Elghahuagi on D2L</p>	<p>Assign 1 (Sept 23)</p>
Sept 24	<ul style="list-style-type: none"> - Critical Disability Theories - Problematizing social work as a 'helping' profession -Generalist practice and social work ethics 	<p>CH 8: Wehbi, S. (2017) Disability rights and justice activism: Lessons for anti-oppressive community building</p> <p>CH 9: Carter, Hanes & MacDonald (2017). Beyond the social model of disability: Engaging in anti-oppressive social work practice</p> <p>Listen to one CJSW and one FSW podcast episode</p>	<p>In the CJSW Studio with Spencer Burgess</p> <p>Please coordinate with Spencer to receive podcast training throughout week</p>
Oct 1	<p>Guest speaker: Kerrie Moore, MSW, RSW</p> <p>Room: Vitruvian Center</p>	<p>CH 6: Freeman, B. (2017). Soup days and decolonization: Indigenous pathways in anti-oppressive practice.</p>	<p>Assign 2 (Oct 14)</p>

	- Indigenous ways of knowing	Tuck, E., & Yang, K.W. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, Education and Society</i> , 1, 1-40. Listen to one CJSW and one FSW podcast episode Watch Podcast Video Tutorial by Curtis Lefthand	
Oct 8	Thanksgiving – No Class		
Oct 15	- Critical feminist perspectives - Heteropatriarchy in social work practice - Engagement and relationship building	CH 12: Brown, C. (2017). Creating counter-stories: Critical practice and feminist narrative therapy. Lorde, A. (1984). Age, race, class and sex: Women redefining difference. In A. Lorde (Ed.), <i>Sister outsider: Essays and speeches</i> (p.114 – 123). Freedom, CA: The Crossing Press Listen to one CJSW and one FSW podcast episode Watch Podcast Video Tutorial by Sarah Rowe	.
Oct 22	- Social justice work and critical clinical practices - Client centered theory and empowerment theory - Understanding interventions and implementation of plans	CH 13: Joseph, A. (2017). Pathologizing distress: The colonial master's tools and mental health services for 'newcomers/immigrants'. CH 14: O'Neill, L. (2017). Cognitive behavioural therapy and anti-oppressive practice: Compatible or irreconcilable differences? CH 15: Smith, K. (2017). Occupied spaces: Unmapping standardized assessments. Listen to one CJSW and one FSW podcast episode	
Oct 29	- Intersectionality and social work - Working intergenerationally and transnationally with older people	CH 3: Dumbriil, G. (2017). Emic and alliance: Anti-oppressive social work in child protection. CH 11: Hulko, W., Brotman, S., Ferrer, I. (2017). Counter-storytelling: Anti-oppressive social work with older adults. Listen to one CJSW and one FSW podcast episode	Assign 4 (P1) (Nov 20)
Nov 5	Guest speaker: Liza Lorenzetti, MSW, PhD RSW and Lemlem Haile, BSW	CH 4: Pon, G., Phillips, D., Clarke, J., & Abdillahi, I. (2017). Who's protecting whom?: Child welfare and policing Black families.	Assign 3 (Nov 11)

	Room: TBD - Anti-oppressive practice and anti-racism	Macintosh, P. (2003). White privilege and male privilege. In M. S. Kimmel and A. L. Ferber (eds.), <i>Privilege: A reader</i> (pp. 147-160). Boulder, CO: Westview. Listen to one CJSW and one FSW podcast episode	
Nov 12	Fall break – No Classes		
Nov 19	- Social justice and working with groups and communities - Working with social policies through critical perspectives	CH 16: Massaquoi, N. (2017). Crossing boundaries: radicalizing social work practice and education. CH 17: Ross, M. (2017). Social work activism within neoliberalism: A big tent approach? Listen to one CJSW and one FSW podcast episode	Assign 4 (P2) (Dec 2)
Nov 26	Podcasting presentations	Listen to podcasts created by SOWK 365 colleagues	
Dec 3	Podcasting presentations	Listen to podcasts created by SOWK 365 colleagues	Assign 5

Assignments

There will be no midterm or final exam in SOWK 365. Your course grade is comprised of five assignments completed during the term. These assignments are: 1) an individual reflective paper on the required readings (20%); 2) a group podcast proposal and interview guide (20%); 3) a group podcast script (15%); 4) a group digital podcast and brief 3-page summary (30%); and 5) a group presentation (15%).

Assignment 1: Reflective paper on required text

Due Date: September 23rd, 11:59 PM MST

Value: 20%

Assignment 2: Podcast proposal and interview guide

Due Date: October 14th, 11:59 PM MST

Value: 20%

Assignment 3: Podcast script

Due Date: November 11th, 11:59 PM MST

Value: 15%

Assignment 4: Creating a podcast episode

Due Date: Part 1 (3 page summary) November 20th, 11:59 PM MST; Part 2 (Digital podcast) December 2nd, 11:59 PM MST

Value: 30%

Assignment 5: Group presentation

Due Date: December 3rd during class

Value: 15%

Assignment 1: Reflective paper on required text (20%)

The Reflective Paper assignment meets PLOs #1, 2, 5, 6

Description:

Students must write a critical reflexive paper based on three required readings and two podcasts episodes. This paper incites reflections about themselves as emerging social workers, their social location, the communities they serve, and the themes, theories and concepts learned throughout the course. Students will be given guided questions help them think about your practice. Length for each journal entry is 7 to 8 pages double-spaced pages.

Length: 7 to 8 pages

Format: 12 pt. font, double-spaced. APA 6th Edition Referencing

Grading: The grading criteria for this assignment discussed in class. A grading rubric will also be posted on D2L.

Podcast Assignment (2, 3, 4 and 5)

The Podcast Assignment meets PLOs #1, 2, 4, 5, 6,

On the first day of class, students will form small groups (3 members per group) based on their common interests in specific social issues related to the Baines (2017) textbook. The Podcast Assignment incorporates experiential learning through podcasts and podcasting. By actively creating their own podcasts, students will develop and apply understandings of macro-level theories learned in the classroom to social work practices, such as interviewing and engaging with community stakeholders. Students will also develop technological skills on how to create a podcast script, use available software and hardware create their own podcasts. **Grading criteria for this assignment will be discussed in class. A grading rubric will also be posted on D2L.**

Throughout the term, group members will work together both inside and outside the classroom to deepen their understanding about the issues of focus and to demonstrate critical social work practice in dealing with the issues. This demonstration will occur through the creation of podcasts. Group members will document and present their ongoing professional development and personal growth.

Recording and editing: Please note that most of the recording and editing of podcasts will be done at CJSW 90.9 FM. *It is crucial for students to work collaboratively and respectfully with the support staff at the station.* Studio space must be used for recording interviews and narrations only. The station will designate 3 computers for SOWK 365 students to work on their projects using Logic Pro X during specific dates/times (these times will be announced in class and on D2L). Students are also welcome to book studio space at the Taylor Family Digital Library A/V Suites in Rooms 340A, 340B, 340C and 340D (<https://workrooms.ucalgary.ca/spaces?lid=1393>). These suites are equipped with Logic Pro X.

Assignment 2: Podcast proposal and interview guide (20%)

Description: Each group will develop a podcast proposal and interview guide in preparation of Assignment 3, 4, and 5. Podcast proposals should be about 5 to 6 pages (double spaced) outlining a rationale, a justification of issue, topic of discussion, and potential interviewees. A template will be provided in class. These proposal must address the following questions: (1) what social work perspectives, theories and other course concepts will you incorporate in your podcast? (2) how will the podcast analyse the ways in which oppression, privilege, and/or power are embedded in everyday experiences (3) what social justice issues does the podcast address, and how would social workers and communities respond?, (4) what ethical considerations will arise in developing and creating your podcasts? Interview guides should 1 to 2 pages (double-spaced) outlining the types of questions used for the podcast.

Length: 5 to 6 pages for proposal; 1 to 2 pages for interview guide

Format: 12 pt. font, double-spaced. APA 6th Edition Referencing

Grading: The grading criteria for this assignment discussed in class. A grading rubric will also be posted on D2L.

Assignment 3: Podcast Script (15%)

Description: Students must write a script of their podcast. Scripts must integrate the rationale, presenting issue/problem, intervention strategies, theories, and introduction to interviewee. Podcast scripts must demonstrate (1) student's social location, assumptions, and worldviews, and how they relate to different individuals, communities, and institutions, (2) integrate social work theory, and understand how they contribute to different social work contexts

Length: no page limitation

Format: 12 pt. font, double-spaced. APA 6th Edition Referencing

Grading: e grading criteria for this assignment discussed in class. A grading rubric will also be posted on D2L.

Assignment 4: Creating a podcast episode (20%)

Description: Students will submit a 20-30 minute podcast with the following components: Critical analysis of the social issue of focus, application of relevant theoretical concepts, reflexive use of practical approach(es) and methods to deal with the social issue, and personal growth.

Length: 20 to 30 minutes

Format: Digital format

Grading: The grading criteria for this assignment discussed in class. A grading rubric will also be posted on D2L.

Assignment 5: Group presentation (15%)

Description: Groups will present their podcasts and answer questions from the audience. **Details and a grading rubric will be discussed in class.**

Length: 10 minutes

Format: Each group will have 10 minutes to present their podcasts, to answer questions and to lead class discussion about their content and process of creating a podcast.

Grading: The grading criteria for this assignment discussed in class. A grading rubric will also be posted on D2L.

General Assignment Guidelines

Submission and Extensions: All assignments must be submitted via Dropbox on D2L. Unless the student arranges an extension in advance of the due date due with the instructor (due to extenuating personal circumstances), 5% will be deducted from the assignment for each day (or portion thereof) late.

Extensions are not given for workload reasons.

Re-writes: Assignment re-writes are possible to receive additional instructor feedback but will not result in an adjustment of the grade received.

APA Style: APA 6th Edition referencing is required and APA 6th Edition will be the basis of assessing style, grammar, and citations. You may consider the following source for guidance.

<https://owl.english.purdue.edu/owl/resource/560/01/>. All assignments should be written in the first-person voice.

Grading

The University of Calgary Undergraduate Grading System and the standard Faculty of Social Work percentage conversion will be used.

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

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.

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.

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>. 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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw->

acts.ca/en/Code-of-Ethics and the Alberta College of Social Work Standards of Practice (2013): http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf
Students are expected to ensure they are both familiar with, and comply with these standards.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lgb1nucdh/>

A number of programs and services, including online writing tutors, are available through the Student Success Centre (SSC) to assist students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at <http://www.ucalgary.ca/ssc/>

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

Wellness Centre Phone Support (403) 210-9355 24 hours/day

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

The Social Work representative to the Students Union is to be determined (swsa@ucalgary.ca).

Appeals: If there is a concern with the course, academic matter, or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process in the Calendar. <http://www.ucalgary.ca/pubs/calendar/current/i.html>

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

SAFEWALK (403) 220-5333

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths

Building Evacuations

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App: <http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

Supports for Mental Health

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, ucalgary.ca/wellnesscentre/counselling/personal/) and the Campus Mental Health Strategy website (ucalgary.ca/mentalhealth).

Sexual 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 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. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>