

Spring 2020

Course Number	SOWK 555.12 SO5	Classroom	Online
Course Name	Social Work in the Inner City		
Day(s)	Synchronous Sessions: Mondays May 11 – June 15, 2020	Time	9:00am – 12:00pm
Instructors	Arlene Eaton-Erikson Jane Slessor	Office Hours/Location	By appointment
E-mail	Arlene.eatonerikson@ucalgry.ca Jane.slessor1@ucalgary.ca	Phone	N/A
SYLLABUS STATEMENT			
<p>The focus of this unique elective course is on the important and challenging links between anti-oppressive theory and practice within the Inner City of Edmonton – a unique and diverse community that provides rich opportunity for innovative social work practice. This on-line course will introduce students to the prevalent issues, practice considerations, and agency work associated with practicing Social Work in the Inner City. This course provides students with an anti-oppressive and structural social work perspective in addressing the individual, community and systemic needs.</p>			
COURSE DESCRIPTION			
<p>This elective course is delivered in both lecture and module format. Through formal lectures, readings, electronic resources, presentations, and group exercises, students will be introduced to concepts of social work practice with inner-city communities (and community members) and will provide students with a theoretical framework in which to develop their analytical skills. Students are expected to come to synchronous Zoom sessions prepared to discuss their reflections and interpretations. Also, through journaling, online discussion and a reflection paper, students will critically examine aspects of working with this population group. Regular attendance, being punctual, and active participation during synchronous sessions are strongly encouraged.</p>			
COURSE LEARNING OUTCOMES			
<p>The student is expected to demonstrate:</p> <ol style="list-style-type: none"> 1. An understanding of the inner-city, and the specific issues facing community members, and the intervention strategies that would be used. 2. An understanding of the importance of one's own self-awareness and social location when working with this population group. 3. An understanding of the theoretical framework in which anti-oppressive, strength-based and harm reduction work can be done. 4. An understanding of the issues affecting individuals and communities within the Inner City (of Edmonton), and the ability to critically analyze these issues at a micro, mezzo and macro level. 5. An understanding of the strategies used by social workers to engage community members and 			

communities.

6. An understanding of the diversity that exists within the inner-city, as well as the strengths and resiliency that exist at an individual, community and agency level.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There are two texts for this course. They can be purchased at the University of Alberta bookstore or ordered online, either through the publisher or through retail outlets such as Chapters/Indigo or Amazon. There are also required journal articles that can be accessed through the U of C databases online.

Bishop, A. (2015). *Becoming an ally: Breaking the cycle of oppression in people* (3rd ed.). Halifax: Fernwood Publishing.

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

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains class resources and materials.

Zoom will be used to deliver the synchronous component of the course. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for Zoom access.

RELATIONSHIP TO OTHER COURSES

This is an elective course, one of three options available to University Transfer BSW students.

CLASS SCHEDULE

Date	Synchronous Session	Asynchronous D2L Modules	Assignments Due
Week 1: May 11 – 17, 2020	May 11, 2020 9:00am -12:00pm <ul style="list-style-type: none">Welcome, Introductions, Course ReviewSelf-Awareness and Social Location	The Inner-City Module	Week 1 Journal Due May 15, 2020 Week 1 Module Post Due May 17, 2020
Week 2: May 18 – 24, 2020	No Synchronous session – Victoria Day	Social Justice Module	Week 2 Module Post Due May 24, 2020 Week 1 Module Response Due May 24, 2020
Week 3: May 25 – 31, 2020	May 25, 2020 9:00am – 12:00pm <ul style="list-style-type: none">Harm Reduction	Youth in the Inner-City Module	Week 3 Journal Due May 29, 2020 Week 3 Module Post Due May 31, 2020

			Week 2 Module Response Due May 31, 2020
Week 4: June 1 –7, 2020	June 1, 2020 9:00am – 12:00pm <ul style="list-style-type: none">Indigenous Experiences and the Inner City	Program “Visit” Module	Week 4 Journal Due June 5, 2020 Week 4 Module Post Due June 6, 2020 Week 3 Module Response Due June 6, 2020
Week 5: June 8 – 14, 2020	June 8, 2020 9:00am – 12:00pm <ul style="list-style-type: none">Charity vs. Development within the Inner City	Women in the Inner-City Module	Week 5 Journal Due June 12, 2020 Week 5 Module Post Due June 14, 2020 Week 4 Module Response Due June 14, 2020
Week 6: June 15, 2020	June 15, 2020 9:00am – 12:00pm <ul style="list-style-type: none">Panel Discussion with Inner City Community Workers		Paper Due June 17, 2020 Week 6 Journal Due June 19, 2020 Week 5 Module Response Due June 21, 2020

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and online activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during synchronous class time.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

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

Please note that not all synchronous Zoom sessions for SOWK 555.12 will be recorded, attendance in all five Zoom sessions is expected.

ASSESSMENT COMPONENTS

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Inner City Reflection Paper	<p>Each student will complete a 1750-2000 word paper that will further examine and provide a reflection on a topic discussed in class in relation to social work practice <i>in the Inner City</i> (anti-oppressive practice, harm reduction, charity vs. development, working with Indigenous community members, working with youth, working with women, etc.). Each paper is to include links to theory (textbooks, supplementary reading and class lectures and modules), and demonstrate both critical thinking and reflection regarding both self and one’s role as a social worker in the Inner City.</p> <p>Students will use a minimum of 5 additional resources. APA format is expected (6th or 7th version).</p> <p>Student will submit the paper through D2L Dropbox.</p>	<p>June 17, 2020 Midnight</p>	35%	1-6
D2L Module Reflections Post: Part 1	<p>Each student will work through the modules at their own convenience during the week. Modules will consist of a variety of materials including videos, podcasts, readings and art. Students will post a reflection each week on the week’s D2L module.</p> <p><u>Part 1: Student’s Module Reflection Post (5% each)</u></p> <p>Module reflection posts will include:</p> <p>a) a critical reflection of the current module;</p>	<p>May 17 May 24 May 31 June 7 June 14</p>	5x6%=30%	1-6

	<ul style="list-style-type: none"> b) a link to either one of the two key texts, or a link to a chosen article from the suggested reading list; c) a link to elements of social work practice in the inner city; d) personal learnings about the inner city and how those learnings are further informed by the readings; e) reflections as they relate to your you're your personal self and professional self and practice. <p>Reflective discussion posts should be about 250 - 500 words. APA format is expected (6th or 7th Version).</p>			
D2L Module Reflections Response Part 2	<p><u>Part 2: Response to Other Students' Module Reflection (3% each)</u></p> <p>Students will briefly respond to ONE of their classmates' D2L Module posts. Responses should be respectful, thoughtful and serve to deepen the discussion. Responses should be no more than 250 words. APA format is expected (6th or 7th version).</p>	<p>May 24</p> <p>May 31</p> <p>June 7</p> <p>June 14</p> <p>June 21</p>	5x2%= 10%	1-6
Weekly Journals	<p>Each student will complete a daily journal for the five (5) mornings that they are in the synchronous class. Journal entries are to be self-reflective in nature and be focused on one's interaction with the synchronous course material, including personal/professional learnings, experiences/reactions, and resulting questions. Journals should be about 250 - 500 words.</p> <p>APA format is not expected.</p> <p>Journals will be submitted through D2L Drop Box.</p>	<p>May 15</p> <p>May 29</p> <p>June 5</p> <p>June 12</p> <p>June 19</p>	5x5% = 25%	1-6

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to participate actively in all synchronous Zoom sessions.
- Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions.
- Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for class discussions, group work, etc.). All students are expected to behave in a professional manner during the session.
- If students are unable to attend the synchronous sessions, they should let the instructor know by email prior to the start of the class.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments as indicated in class or 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.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor and assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All written assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at:

<https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

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

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

University of Calgary
 Faculty of Social Work, Central and Northern Alberta Region
 Undergraduate Grading System

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.

WITHDRAWAL DATES

No refunds for withdrawal from six-week spring session half-courses after May 12, 2020. The last day for registration and changes of registration for six-week spring session half-courses is May 12, 2020. The last day to withdraw with permission from six-week spring session half-courses is 4:00 p.m. on June 17, 2020. The deadline to withdraw with permission from spring session block courses is 4:00 p.m. on the last business day prior to the end of the block course.

The Undergraduate Academic Schedule for 2020-2021 can be viewed at <http://www.ucalgary.ca/pubs/calendar/current/index.html>. The online version of the academic schedule supersedes the information on this course outline.

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 instructors.

ADDITIONAL SUGGESTED READINGS

Abramovich, A. (2016). Preventing, reducing and ending LGBTQ2S youth homelessness: The need for targeted strategies. *Social Inclusion*, 4(4), 86-96. Retrieved from <https://www.ssoar.info/ssoar/bitstream/handle/document/50606/ssoar-socialinclusion-2016-4->

[abramovich-](#)

[Preventing Reducing and Ending LGBTQ2S.pdf?sequence=1&isAllowed=y&lnkname=ssoar-socialinclusion-2016-4-abramovich-Preventing Reducing and Ending LGBTQ2S.pdf](#)

Anakwenze, U., & Zuberi, D. (2013). Mental Health and Poverty in the Inner City. *Health and Social Work, 38*(3), 147-157.

Bigler, M.O. (2005). Harm Reduction as a Practice and Prevention Model for Social Work. *The Journal of Baccalaureate Social Work, 10*(2), 69-86.

Bozinoff, N., Small, W., Long, C., Debeck, K., & Fast, D. (2017). Still “at risk”: An examination of how street-involved young people understand, experience, and engage with “harm reduction” in Vancouver’s inner city. *International Journal of Drug Policy, 45*, 33-39.

Coates, J. & McKenzie-Mohr, S. (2010). Out of the frying pan, into the fire: Trauma in the lives of homeless youth prior to and during homelessness. *Journal of Sociology & Social Welfare, 37*(4), 65-96.

Groot, S., Hodgetts, D., Waimarea Nikora, L. & Leggat-Cook, C. (2011). A Maori homeless woman. *Ethnography, 12*(3), 375-397. DOI: 10.1177/1466138110393794

Herring, S., Spangaro, J., Lauw, M. & McNamara, L. (2013). The Intersection of trauma, racism, and cultural competence in effective work with Aboriginal people: Waiting for trust. *Australian Social Work, 66*(1), 104-117. doi <http://dx.doi.org/10.1080/0312407X.2012.697566>

Kidd, S.A., Thistle, J., Beaulieu, T., O’Grady, B & Gaetz, S. (2018). A national study of Indigenous youth homelessness in Canada. *Public Health, 176*, 163-171. DOI: <https://doi.org/10.1016/j.puhe.2018.06.012>

Lavallee, L., & Poole, J. (2010). Beyond Recovery: Colonization, health and healing for Indigenous people in Canada. *International Journal of Mental Health Addiction, 8*, 271-281.

MacMaster, S.A. (2004). Harm Reduction: A New Perspective on Substance Abuse Services. *Social Work, 49*(3), 356-363.

Menzies, P. (2010). Intergenerational Trauma from a Mental Health Perspective. *Native Social Work Journal, 7*, 63-85. Retrieved from <https://www.collectionscanada.gc.ca/obj/thesescanada/vol2/OSUL/TC-OSUL-384.PDF>

Milaney, K., Kamran, H & Williams, N. (2020). A portrait of late life homelessness in Calgary, Alberta. *Canadian Journal on Aging, 39*(1), 42-51. doi: 10.1017/S0714980819000229

Mill, J., Singh, A. & Taylor, M. (2012). Women in the shadows: Prenatal care for street-involved women. *Canadian Journal of Urban Research, 21*(2), 68-89.

Nooe, R.M. & Patterson, D.A. (2010). The ecology of homelessness. *Journal of Human Behaviour in the Social Environment, 20*, 105-152.

- Pauly, B., Brown, M., Evans, J., Gray, E., Schiff, R., Ivins, A., Krysovaty, B., Vallance, K. & Stockwell, T. (2019). "There is a Place": Impacts of managed alcohol programs for people experiencing severe alcohol dependence and homelessness. *Harm Reduction Journal*, 16(70), 1-14.
- Piat, M., Polvere, L., Kirst, M., Voronka, J., Zabkiewicz, D., Plante, M., Isaak, C., Nolin, D., Nelson, G. & Goering, P. (2015). Pathways into homelessness: Understanding how both individual and structural factors contribute to and sustain homelessness in Canada. *Urban Studies*, 52(13), 2366-2382. doi: 10.1177/0042098014548138
- Richardson, C & Reynolds, V. (2012). "Here we are, amazingly alive": Holding ourselves together with an ethic of social justice in community work. *International Journal of Child, Youth and Family Studies*, 1, 1-19.
- Robinson, C. (2009). Homelessness Felt. *Cultural Studies Review*, 15(1), 167-172.
- Rossiter, A. (2011). Unsettled social work: The Challenge of Levinas's Ethics. *British Journal of Social Work*, 41, 980-995.
- St. Arnault, D & Merali, N. (2019). Refugee pathways out of homelessness in urban Alberta, Canada: Implications for social justice-oriented counselling. *Counselling Psychology Quarterly*, 32(2), 227-245. DOI: 10.1080/09515070.2018.1437540
- Stewart, K. & Townley, G. (2020). Community and well-being: A qualitative study of how youth experiencing homelessness define community and its relations to their well-being. *Journal of Community Psychology*, 1-16. doi: 10.1002/jcop.22319
- Strier, R., & Binyamin, S. (2009). Developing Anti-Oppressive Services for the Poor: A theoretical and organisational rationale. *British Journal of Social Work*, 1-19.
- Sylvestre, J., Kerman, N., Polillo, A., Lee, C.M., Aubry, T. & Czechowski, K. (2017). A qualitative study of the pathways into and impacts of family homelessness. *Journal of Family Issues*, 39(8), 2265-2285.
- Thistle, J. (2017.) *Indigenous definition of homelessness in Canada*. Toronto: Canadian Observatory on Homelessness Press. Retrieved from <https://www.homelesshub.ca/sites/default/files/attachments/COHIndigenousHomelessnessDefinition.pdf>
- Thulien, N.S., Gastaldo, D., McCay, E. & Hwang, S.W. (2019). "I want to be able to show everyone that it is possible to go from being nothing in the world to being something": Identity as a determinant of social integration. *Children and Youth Services Review*, 96, 118-126.
- Torchalla, I., Linden, I.S., Strehlau, V., Neilson, E.K. & Krausz, M. (2015). "Like a lot happened with my whole childhood": violence, trauma, and addiction in pregnant and postpartum women from Vancouver's Downtown Eastside. *Harm Reduction Journal*, 12 (1), 1-10. Retrieved from <https://harmreductionjournal.biomedcentral.com/track/pdf/10.1186/1477-7517-12-1>

Whyte, K.P., Selinger, E., & Outterson, K. (2011). Poverty tourism and the problem of consent. *Journal of Global Ethics*, 7(3), 337-348.

Zufferey, C., & Kerr, L. (2004). Identity and everyday experiences of homelessness: Some implications for social work. *Australian Social Work*, 57(4), 343-353.

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 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 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). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. 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. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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 (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) 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 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>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> 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**