



## Spring 2016

<b>Course Number:</b> SOWK 557.32 S02	<b>Classroom:</b> Glasgow, Belfast, England
<b>Course Name:</b> International Social Work	
<b>Dates:</b> April 30-May 14, 2016.	

<b>Instructor:</b> Beth Archer-Kuhn	<b>Office Hours:</b> Daily throughout Study Tour
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## COURSE OUTLINE

### Syllabus Statement

Selected topics related to area of specialization or interest.

### Course Description

This inquiry based course is designed to provide students with the basic skills to conduct their own inquiry. This course will combine application of social work theory, practice and research in a practical learning environment within Great Britain. In addition to accessing relevant literature, students will have the opportunity to attend lectures, workshops, and engage in conversations with professionals from community agencies to support them in answering their inquiry question. Cultural tours will help to round off the learning experience.

### Learning Objectives

By the end of this course, learners should be able to:

1. Articulate, develop, implement and evaluate an inquiry process
2. Critically reflect on their learning as it relates to the inquiry process
3. Provide critical peer feedback
4. Contribute to critical insights through thoughtful examination of theory, practice and research about the contemporary issues facing social work today in Great Britain and Canada
5. Develop an intentional approach to research and practice in their social work education that leads to deep learning

This course deliberately and specifically links to the FSW Program Level Outcomes highlighted below:

#### **1. Identify as a professional social worker and adopt a value perspective of the social work profession.**

- 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.
- Social work students develop critical awareness of how geographical, cultural and linguistic contexts influence professional social work identity.

#### **2. Adhere to social work values and ethics in professional practice.**

- Social work students acquire skills to monitor and evaluate their own behaviour in relation to the relevant codes of ethics.

### **3. Promote human rights and social justice.**

- 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.
- Social work students have knowledge of the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.

### **4. Promote and support diversity by addressing structural sources of inequity.**

- Social work students recognize diversity and difference as a crucial and valuable part of living in a society.
- Social work students have knowledge of how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups and strive to end these and other forms of social injustice.

### **5. Employ critical thinking and reflection in professional practice.**

- 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.
- Social work students are able to apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.

### **6. Engage in research.**

- Social work students acquire knowledge and skills to critique, apply, or participate in social work research.
- Social work students are prepared to apply social work knowledge, as well as knowledge from other disciplines, and embrace a variety of knowledge generation lenses to advance professional practice, policy development, research, and service provision.
- Social work students develop knowledge of culturally and geographically relevant research methodologies.

### **7. Participate in policy analysis and development.**

- Social work students have knowledge of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.
- Social work students have knowledge and skills to identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.

### **8. Engage in organizational and societal systems' change through professional practice.**

- Social work students acquire knowledge of organizational and societal systems and acquire skills to identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions.
- Social work students develop ability to critically assess the social, historical, economic, Indigenous, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international level.

## 9. Engage with individuals, families, groups, and communities through professional practice.

- Social work students are equipped with generalist-practice knowledge and skills to competently perform various interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy, and evaluation.
- Social work students have relevant knowledge and skills to actively promote empowering and anti-oppressive practice.
- Social work students are prepared for inter-professional practice, community collaboration, and team work.

## 10. Recognize the links between components of social work practice

- Social work students acquire skills to incorporate critical thinking and anti-oppressive, decolonizing practice across fields and levels of professional practice.
- Social work students understand the relationships among direct practice (individual, family, group or community), social issues, social policy development and social action.
- Social work students critically assess and integrate culturally relevant research findings in all forms of social work practice.
- Social work students acquire knowledge and skills to evaluate social work interventions across fields and levels of practice using culturally relevant approaches.

### Relationship to Other Courses

This course relates to many of the courses within the social work program including policy, direct and indirect practice, and research.

### Course Text(s)

The following readings are required for this course. You will find them on the D2L site. Additionally, students will research and utilize 3-5 peer reviewed articles related to their inquiry-question.

Beresford, P. & Hasler, F. (2009). *Transforming Social Care. Changing the future together*. Centre for Citizen Participation, Brunel University Press.

Branfield, F. (2009). *Developing user involvement in Social Work Education Report*. Social Care Institute for Excellence. Workforce Development Report 29. UK.

Choate, P. & Engstrom, S. (2014). The Good Enough Parent. Implications for Child Protection. *Child Care In Practice*, 4, 368-382.

Fook, J. (2002). Power. In *Social Work. Critical Theory and Practice*. Chapter 4, p 45-55. Sage Publications.

Friesen, S., & Scott, D. (2013). *Inquiry-Based Learning. A Review of the Research Literature*. Alberta Ministry of Education, June.

Pease, B. & Fook, J. (1999). Critical reflectivity in education and practice. In *Transforming Social Work Practice. Postmodern critical perspectives*, Chapter 13, p 195-207. Routledge Publishing.

Pease, B. & Fook, J. (1999). Emancipatory social work for a postmodern age. In *Transforming Social Work Practice. Postmodern critical perspectives*, Chapter 15, p 224-229. Routledge Publishing.

Pease, B. & Fook, J. (1999). Postmodern critical theory and emancipatory social work practice. In *Transforming Social Work Practice. Postmodern critical perspectives*, Chapter 1, p 1-19. Routledge Publishing.

Yesudhas, R., Lalit, P., Josy, A. & Impana, S. (2014). Inquiry-based learning in social work. *The Qualitative Report, 19* (89), 1-10.

Wilson, G. Montgomery, L., Houston, S., Davidson, G., Harper, C., & Faulkner, L. (2015). *Regress? React? Resolve?: An evaluation of mental health service provision in Northern Ireland*. Queen's University Belfast.

Wright, G. (2011). Student centered learning in higher education. *International Journal of Teaching and Learning in Higher Education, 23* (3), 92-97.

**Class Schedule**

The study tour is anticipated to be April 30 to May 15, 2016. Preparatory readings and assessment tasks will be required prior to leaving on the study tour. A concrete and specific schedule of activities and events will be available to students at the beginning of the course.

**Assignments**

Assignment	Weight	Due
1. Structured Controversy	25%	May 1
2. Inquiry Question	15%	May 1
3. Blogs	35%	May 5, May 10, May 15
4. Reflective Analysis Paper	25%	May 17

**All assignments will have an accompanying rubric that is posted on D2L.**

**Structured Controversy**

Students will engage in a structured controversy to begin their inquiry process. Specific instructions will follow for this in class assignment.

From the contents of your research, the presentation will:

1. Introduce the issue and your group thesis: why it is important to address the issue(s) from the perspective of your chosen factor/area.
2. Briefly introduce a summary of demographics, literature and statistics. This introduction may include research shared by each member of the group including similarities across factors.
3. Describe the relationship between the need and social justice as it relates to your chosen area.
4. Articulate the implications to the community if the issue is not addressed.
5. Capture and maintain the attention and interest of your audience.

**Weight: 25%**

**Inquiry Question**

Students will develop their inquiry question following the Structured Controversy. The development of the inquiry question will be based on the student research of the relevant literature and specific web sites as directed by the instructor. Students are encouraged to discuss their ideas with their instructor and their colleagues. Each student will have a unique inquiry question or can pair up with one other student. There should be no more than 2 students per inquiry question.

The inquiry question should flow from the Structured Controversy. The inquiry question will be focused on a relevant area for social work practice and will be able to be answered during the Study Tour course.

**Weight: 15%**

## **Blogs**

Students will post three blogs during the Study Tour Course, on D2L in the Discussion Forum. The reflective blog posts will illustrate the progress of their inquiry. Students will engage in peer feedback and will post responses to the blogs. Specific instructions about this assessment task will be provided during the Study Tour.

**Weight: 35%**

## **Reflective Analysis Paper**

Students will provide a reflective analysis of their inquiry process at the end of the Study Tour. This 3-5 page paper will illuminate your learning; critical thinking and integration of former and new knowledge that is based on their experiences of the Study Tour course.

You will describe the activities that you have participated in that have facilitated you answering your inquiry question. Critical thinking will be illustrated through your use of the research literature relevant to their topic area and your reflexivity about your experiences on the Study Tour. This includes the ways in which your thinking has been challenged and the meaningful supports that enabled you to incorporate old and new thinking to create new learning.

**Weight: 25%**

## **Recommended Readings**

1. Fargas-Malet & Dillenburg (2016). Intergenerational Transmission of Conflict-Related Trauma in Northern Ireland: A Behavior Analytic Approach. *Journal of Aggression, Maltreatment and Trauma*, <http://www.tandfonline.com/doi/full/10.1080/10926771.2015.1107172>
2. Hanna, D., Dempster, M., Dyer, K., Lyons, E., & Devaney Young, L. (2012). People's Transgenerational Issues in Northern Ireland. Prepared for the Commission for Victims and Survivors By the Queen's University Belfast.
3. McNally, D. (2014 ). Transgenerational Trauma and Dealing with the Past in Northern Ireland. WAVE Trauma Center. Belfast, Ireland.
4. McNeill, S. (2015). Towards A Better Future: The Trans-generational Impact of the Troubles on Mental Health. Commission for Victims and Survivors, Ulster University.
5. Taylor, L., Merrilees, M., Goeke-Morey, M., Shirlow, P., & Cummings, M. (2014). Trajectories of Adolescent Aggression and Family Cohesion: The Potential to Perpetuate or Ameliorate Political Conflict. *Journal of Clinical Child and Adolescent Psychology*.  
<http://www.tandfonline.com/loi/hcap20#.VyEOiXErKUK>

## **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>

## 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.

### 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](mailto: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.

### **IMPORTANT INFORMATION**

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](mailto: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.

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 ([swsacalgary@gmail.com](mailto:swsacalgary@gmail.com)). The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/>

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.