

UNIVERSITY OF CALGARY
SPRING 2014

Edmonton
Central and Northern Alberta Region
www.ucalgary.ca/fswcentralandnorth

Location: Boyle Street Community Services
10116-105 Avenue NW, Edmonton
Contact Jane @ 780-504-1302 for info

SOWK 557.28
Inner City Social Work
June 9 to 14, 2014
9:00 a.m. to 4:00 p.m.

Instructor: Arlene Eaton-Erickson
arlene@glenroy.ca
Office hours: By appointment

COURSE OUTLINE

Syllabus Statement

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-location course (at Boyle Street Community Services) 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 a structural social work perspective in addressing the individual, community and systemic needs.

Course Description

This elective course is delivered in both lecture and seminar format. Through formal lectures, assigned readings, video 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 class prepared to discuss their reflections and interpretations of each set of assigned readings. Also, through journaling and reflection papers, students will critically examine aspects of working with this population group. Regular attendance, being punctual, and active participation during seminars and presentations are strongly encouraged.

Learning Objectives

The student will be able to demonstrate:

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.

Assigned Readings

There are two texts for this course. The first can be purchased at the University of Alberta bookstore and the second can be 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 online.

Bishop, A. (2002). *Becoming an ally: Breaking the cycle of oppression in people* (2nd ed.)
Halifax: Fernwood Publishing.

Mate, G., MD. (2008). *In the realm of hungry ghosts: Close encounters with addiction*.
Toronto: Vintage Canada.

Course Schedule

Monday June 9, 2014

Morning:

- Welcome, Introductions, Course Review
- Self-Awareness and Social Location

Afternoon:

- Social Issues and Community Walk

Tuesday June 10, 2014: Journal Reflection Due

Morning:

- Anti-Oppressive Practice

Afternoon:

- Harm Reduction

Wednesday June 11, 2014: Journal Reflection Due

Morning:

- Urban Aboriginal Population

Afternoon:

- Working with Seniors in the Inner City
- Youth in the Inner City

Thursday June 12, 2014: Journal Reflections Due and #1 Article/Text Review Due

Morning:

- Women in the Inner City
- Sex and Sexuality in the Inner City

Afternoon:

- TBD

Friday June 13, 2014: Journal Reflection Due

Morning:

- Multi-disciplinary and collaborative practice
- Mandated Services – Child Welfare in the Inner City

Afternoon:

- Surviving the Inner City: Panel Discussion

Saturday June 14, 2014: Journal Reflection Due

Morning: In-Class Exam (2 hours)

Assignments and Grading

Assignments are designed to evaluate the following:

Does the student demonstrate an accurate and yet critical understanding of the concepts and ideas presented in the assigned readings? Importantly, demonstration of this *understanding* should extend beyond straightforward repetition of these concepts and ideas. The student is expected to be an active participant when examining course material and when performing independent research and, in so doing, the student will engage in a process of critical analysis.

Does the student demonstrate the ability to interpret, synthesize, and integrate course concepts? Does the student identify themes, contrasts and similarities within the body of knowledge addressed in the course and through independent research activities?

A. Participation

Active, meaningful participation is expected of all students. Students will come to class prepared to discuss the assigned readings scheduled for each seminar. Students are expected to attend and participate during class presentations. Attendance will be taken each morning and afternoon.

Weight: 10%

B. In-class test

An in-class test will be given on Saturday June 14, 2014. This exam will focus on lecture material and selected course readings. This examination will be discussed further in class.

Weight: 25%

C. Article/Text Review and Reflections

Each student will complete TWO reviews from the assigned texts. Each paper is to be 5-6 pages in length, 12-point font, double-spaced, and one-inch margins. Reviews are to include: an critical reflection of the text book, a link to theory from Supplementary Readings (one article for the first reflection, two articles for the second), personal learnings and professional reflections as it relates to your practice and professional self.

Weight: 2 x 20% = 40%

Due: June 12, 2014 (Becoming and Ally) and June 22, 2014 (In the Realm of Hungry Ghosts)

D. Daily Journals

Each student will complete a daily journal for the five (5) days that they are in class (Tuesday, Wednesday, Thursday, Friday and Saturday). Journal entries are to be self-reflective in nature, and be focused on one's interaction with the course material.

Weight: 5 x 5% = 25%

Course Evaluation

Students are encouraged to complete the USRI course evaluation online at the end of term. In addition, student feedback will be sought through formative evaluations during the term.

"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/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. Students are referred to the section on plagiarism in the University Calendar (<http://www.ucalgary.ca/honesty/plagiarism>) and are reminded that plagiarism is an extremely serious academic offence.

University of Calgary
BSW GRADING SYSTEM
U of C Calendar 2013-2014

Letter Grade			Faculty of Social Work Percentage*
A+	4.00	Outstanding	95 - 100
A	4.00	Excellent - superior performance	
A-	3.70		90 - 94
B+	3.30		85 - 89
B	3.00	Good - clearly above average	80 - 84
B-	2.70		75 - 79
C+	2.30		70 - 74
C	2.00	Satisfactory - basic understanding	65 - 69
C-	1.70		61 - 64
D+	1.30		56 - 60
D	1.00	Minimal pass - marginal performance	50 - 55
F	0	Fail - unsatisfactory performance	Below 50

U of C Calendar, 2013-14

The online Undergraduate Calendar is the official University Calendar. You can view the Calendar at <http://www.ucalgary.ca/pubs/calendar/current/index.htm>. The Faculty of Social Work uses the University of Calgary grading system, as shown above. The official grading system must be used to report final grades to the Registrar but need not be used for individual assignments, quizzes, etc. An instructor electing not to use the official system for a particular component(s) of a course must provide the class, in the same format as was used for the course outline, with an interpretation of the system being used. It is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. A cumulative GPA of 2.30 or above is required on all courses taken towards the BSW degree. Students are allowed a maximum of two "D" or two "D+" grades in the equivalent of two half courses throughout their program. A passing grade is not required on each individual assignment in order for students to pass the course as a whole.

Withdrawal

No refunds for withdrawal from six-week spring session half-courses after May 21, 2014. The last day for registration and changes of registration for six-week spring session half-courses is May 21 2014. The last day to withdraw with permission from six-week spring session half-courses is June 26th. 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 Academic Schedule for 2013/2014 can be viewed at <http://www.ucalgary.ca/pubs/calendar/grad/current/academic-schedule.html>. The online version of the academic schedule supersedes the information on this course outline.

Examinations

Exams are the property of the instructor and the University of Calgary and may not be reproduced in any fashion without express written consent.

Academic Accommodation

It is a student's responsibility to request academic accommodation. If you are a student with a disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. If you are seeking academic accommodation in a Block Week course please notify your instructor as soon as possible, and no later than the first day of class. See <http://www.ucalgary.ca/drc/>

Supplimentary Reading Package

The following readings are available on-line, and are to be used in your Article/Text Review Assignment.

Baskin, C. (2003). Structural social work as seen from an Aboriginal perspective. In W. Shera, (Ed.). *Emerging perspectives on anti-oppressive practice*. Toronto: Canadian Scholars' Press.

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.

Hawkeye Robertson, L. (2006). The residential school experience: Syndrome or historic trauma. *Pimatisiwan*, 4(1), 1-28.

Hooks, B. (1989). Feminist: A transformational politic. *Talking back: Thinking feminist, thinking black* (pp.19-27). Boston: South End Press.

Kerr, D. (2008). You never know if you're going to wak up dead: Living without a home – Stories from people who live without a home in Edmonton. Bissell Centre.

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.

Razack, S. (Ed.). (2002). Gendered Racial Violence and spacialized justice: The murder of Pamela George. *Race, Space, and the Law: Unmapping white settler society*. Between

the Lines, Toronto.

- Smith, C. (2012). Harm reduction as anarchist practice: A users guide to capitalism and addiction in North America. *Critical Public Health*, 22(2).
- Whyte, K.P., Selinger, E. & Outterson, K. (2011). Poverty tourism and the problem of consent. *Journal of Global Ethics*, 7(3), 337-348.
- Wilson, A. & Beresford, P. (2000). Anti-Oppressive practice: Emancipation or appropriation? *British Journal of Social Work*, 30, 553-573.
- Zufferey, C. & Kerr, L. (2004). Identity and everyday experiences of homelessness: Some implication for social work. *Australian Social Wor*, 57(4), 343-353.