



COURSE OUTLINE

SW200

Introduction to Social Work

3 CREDITS

PREPARED BY: Jordan Aslett

DATE: July, 2019

APPROVED BY: Andrew Richardson

DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)



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Introduction to Social Work

INSTRUCTORS: Jordan Aslett & Desley McLeod **OFFICE HOURS:** Wed, 3:00 - 4:00 pm

OFFICE LOCATION: A2208

CLASSROOM: TBA

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TIME: 4:00 - 7:00 pm

TELEPHONE: 867-456-8535

DATES: Wed, Sept 4th - Dec 4th

COURSE CALENDAR DESCRIPTION

This course introduces students to the profession of social work, its theory and practice. Students examine the philosophy and practice of social work in Canada, both in First Nations and non-First Nations communities.

DETAILED COURSE DESCRIPTION

Students will be provided with an overview of the historical, ideological, and theoretical perspectives that have shaped and continue to inform the models and means of contemporary Canadian social work practice.

Specific values and principles are at the very core of what social workers do and why we do it; these are expressed through professional conduct that is guided by the Social Work Code of Ethics. Throughout this course students will be asked to critically reflect upon and to compare their own values and perspectives with those of the social work profession, within the context of enhancing social welfare for diverse populations. Students will also learn about the specific issues and challenges for social workers practicing in Yukon.

PREREQUISITES

None.

RELATED COURSE REQUIREMENTS

None.

EQUIVALENCY OR TRANSFERABILITY

AU Hsrv 201 (3)	CAMO Socw 211 (3)	SFU No credit
TRU Socw 2060 (3)	TRU-OL Socw 2061 (3)	UNBC Socw 200 (3)
UVIC Socw 200A (1.5)	VIU Socw 200A (3)	

LEARNING OUTCOMES

Upon successful completion of this course students will have acquired the following knowledge and skills:

- Ability to discuss the major influences in the development of social work and the social welfare system in Canadian Society.
- Understanding of the values, knowledge, and skills that distinguish social work from other professions.
- Familiarity with the more common social work theories and models of practice, and an increased capacity to think critically about the current practice of social work.
- Cognizance of the broad scope of practice with diverse populations. Students will be able to recognize and discuss the three levels or “targets” of social work intervention: large-scale systems, including whole communities, nations (macro); neighborhoods, organizations, other small groups (mezzo); and, individuals and/or families (micro).
- Familiarity with Yukon First Nations’ initiatives through self-government to assume responsibility for the planning and delivery of social welfare programs and services.
- Greater awareness of their personal suitability and/or readiness for choosing social work as a profession.

COURSE FORMAT

This course takes an “adult education” approach which facilitates active participation and meaningful collaboration of all student participants. See Course Requirements/Evaluation for detailed expectations. A variety of instructional methods will be used, including formal lectures, group discussion, and guest speakers. Course content will be covered through formal lecture and assigned readings. Students will also be encouraged to enhance learning for themselves and others by contributing their own resource materials, knowledge, and experience to class discussions and activities. Students will have the opportunity to practice skills

required in the field.

ASSESSMENTS

PROFESSIONAL CONDUCT, PREPARATION, PARTICIPATION AND ATTENDANCE

Social workers are expected to behave in courteous, mature and respectful ways towards others. This is also the expectation of social work students. Appropriate behaviour is required between students in the classroom, with the instructor and at any time when students are approaching others in relation to projects originating from this class.

Part of professional conduct involves being punctual, prepared and self-aware. Being present in class, prepared for class (by completing the readings and assignments on the dates due) and fully participating in class activities is expected.

Regular and punctual attendance is expected. Students who are persistently tardy (this includes arriving late, leaving early, taking extended breaks) or absent or who neglect academic work may be asked to withdraw from the class, or be excluded from the final examination. Students who miss more than 2 classes will have 5% of their final grade deducted for each additional class missed.

If a student misses more than two classes, they may choose to speak with the instructor and ask for an additional assignment to complete in lieu of this missed class, thereby avoiding a deduction in your term grade. The instructor has discretion over a) whether to grant this option to the student and b) the content and format of the assignment. Without exception, this additional assignment must be completed prior to the end of term.

Assignments

Writing Competence: Competency in written work is a basic requirement for all students at a college or university level. Wherever possible, instructors are expected to obtain evidence of students' writing skills, and to require that students meet a reasonable standard of competence in their written work before they can be given a passing grade. Students who require additional academic assistance and/or wish to improve their writing skills may find it useful to contact the Writing Centre. Free 30-minute one-on-one coaching sessions are available in the YC Library. Appointments are arranged online dl1.yukoncollege.yk.ca/writingcentre/. Use the writing lab if you think you need to improve your written work.

Late Assignments: Five (5) % of the assignment's value will be deducted for every day it is late, up to a maximum of five days, after which it will not be accepted.

Style: Assignments must be typed and written using appropriate language. Carefully proof your work. Errors in spelling, grammar, and punctuation will affect your mark.

American Psychological Association 6th Edition (APA): You must use APA 6th Edition format when submitting your work. For general information on APA please visit Purdue Owl <https://owl.english.purdue.edu/owl/section/2/10/>.

Rewrites: The instructor is under no obligation to provide you opportunities to re-do your work after it has been submitted for marking. If you are given an opportunity to re-submit an assignment for marking, the highest grade you can obtain is 70%.

EVALUATION

SW 200 is a Yukon College course and receives a letter grade as per Yukon College Academic Regulations. Assignments will be graded using the criteria set out by the University of Regina. See below for the description of how your assignments will be graded.

90-99 An outstanding performance with very strong evidence of:

- *An insightful and comprehensive grasp of the subject matter;*
- *A clear ability to make sound and original critical evaluation of the material given;*
- *Outstanding capacity for original creative and/or logical thought;*
- *An excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.*

80-89 Very good performance with strong evidence of:

- *A comprehensive grasp of the subject matter;*
- *An ability to make sound critical evaluation of the material given;*
- *A good capacity for original, creative, and/or logical thinking;*
- *A very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.*

70-79 Above average performance with evidence of:

- *A substantial knowledge of the subject matter;*
- *A good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;*
- *Some capacity for original, creative, and/or logical thinking;*
- *An above-average ability to organize, to analyse and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.*

60-69 A generally satisfactory and intellectually adequate performance with

evidence of:

- *An acceptable basic grasp of the subject material;*
- *A fair understanding of the relevant issues;*
- *A general familiarity with the relevant literature and techniques;*
- *An ability to develop solutions to moderately difficult problems related to the subject material;*
- *A moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.*

50-59 A barely acceptable performance with evidence of:

- *Familiarity with the subject material;*
- *Some evidence that analytical skills have been developed;*
- *Some understanding of relevant issues;*
- *Some familiarity with the relevant literature and techniques;*
- *Partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;*
- *Basic competence in writing.*

0-49

- *An unacceptable performance.*

REQUIRED TEXTBOOKS AND MATERIALS

Readings for this class draw from a traditional textbook and an instructor reprotect (available in the college bookstore) that highlights alternative viewpoints from academic and non-academic authors of Canadian social work literature. Some readings will also be posted to the class Moodle and/or reserved at the Library.

Readings are marked in the outline as either Textbook, or Moodle

Textbook

Ives, N., Denov, M., & Sussman, T. (2015). *Introduction to social work in Canada: Histories contexts and practices*. Don Mills, ON: Oxford University Press.

Moodle

Alternative Readings will be available on Moodle

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism.

Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

THE LORENE ROBERTSON WRITING CENTRE

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. The Lorene Robertson Writing Centre is staffed by helpful writing coaches from across the College and offers one-on-one appointments to students in need of writing support.

The Lorene Robertson Writing Centre can help you:

- Get started on an assignment and focus your ideas
- Outline and plan your assignment
- Write clearly, logically and effectively
- Address specific needs and writing problems
- Revise the first and final drafts of your project
- Gain confidence in your writing

For in-person appointments, the Centre coaching office is located in the Academic Support Centre in room A2302. You can also participate in coaching appointments over the phone or online. See the Academic Support Centre schedule for English and writing support times.

REQUIREMENTS FOR NUMBER OF PAGES AND NUMBER OF REFERENCES

The requirements outlined for the length and number of references that accompany each assignment are non-negotiable. The purpose of including these requirements is to ensure that students complete the assignment objectives in an academically rigorous manner.

The submission of an assignment that is less than the number of required pages will result in a grade of [F] on the assignment. The number of pages required does not include Cover Page, Appendixes and Reference List. These are not considered part of the page count for academic papers.

The submission of an assignment that does not include the minimum number of peer-reviewed sources will result in a grade of [F] on the assignment.

Peer-reviewed sources are books and journal articles that have undergone the peer-review process. Government publications, reports from NGO's/Think Tanks, and Newspaper articles while relevant and important for the completion of assignments - do not count as peer-reviewed sources.

For help determining whether or not a source is peer-reviewed please see the following website <https://library.mcmaster.ca/faq/how-can-i-tell-if-a-journal-peer-reviewed>. If students feel that they will not be able to complete the assignment with

the required number of pages or references, they are required to discuss this with the instructor no more than 2 weeks before the assignment due date.

CRITERIA FOR FINAL GRADE

Assignments	45%
Midterm	20%
Participation	5%
Final Exam	25%
Total	100%

OVERVIEW OF ASSIGNMENTS

Detailed description of the first assignment, requirement, and due date will be provided on the first day of class. Descriptions of subsequent assignments will be provided no later than 6 weeks prior to the due date. All written assignments must meet the standard for grammar and punctuation expected at a university level.

Assignment 1 - RESEARCH ASSIGNMENT - Annotated Bibliography (15%)

Due Week 5 - October 2nd

Students will choose 5 academic, peer reviewed articles on the general topic of social work, that are of interest to them. After reading and reflecting students will produce a short summary of each of the articles in an annotated bibliography format.

Assignment 2 - TERM PAPER - Diverse Perspectives on Social Issues (35%)

Due Week 11 - November 20th

Students will select a social issue relevant to the local context (Yukon/Community). In the first part of the paper, students will use their own perspectives, the perspectives of community members and the academic literature to describe the causes and effects of the social issue. In the second part of the assignment, students will describe how social workers have responded to the social issue, and which practice approach they feel might be best suited to addressing it.

Participation - Contribution Assessment & Attendance (5%)

Students are asked to submit an assessment of their learning throughout the semester and their contributions to the class.

Midterm Exam (20%)

A midterm exam will be administered on week .

Final Exam (25%)

A final exam will be administered during the Fall exam period.

CLASS SCHEDULE AND READINGS

Note to students: The instructor reserves the right to modify how material will be covered.

PLEASE HAVE YOUR READINGS COMPLETED PRIOR TO CLASS. For example, this means that Readings listed in "Week 2" are to be completed BEFORE Class 2.

Weeks 1 - 6
Foundations of Social Work, Social Welfare and Social Justice

Week 1
September 4th, 2019
Personal Perspectives on Social Work

Key Concepts & Terms

Social Work Scope of Practice, Sites of Social Work Practice, Personal and Professional Values, Critical Self-Reflection, Reflexivity, Social Location, Intersectionality, Cultural Safety, Self-Care

In this first week Students will be provided with an overview of the course, assignments, and desired learning outcomes. Students will be introduced to the profession of social work - the values, knowledge, and standards which inform and shape practice. Particular attention will be paid to the influence of indigenous perspectives on social work practice as well as the historical impacts of social policy and social work on diverse groups in Canada.

Required Reading

None

Recommended Reading

Moodle

Baskin, C. (2011) *Strong Helpers' Teachings: The value of indigenous knowledges in the helping professions*, (25-32) (Toronto, On: Canadian Scholars' Press, Inc. Chapter 2 - The Self is Always First in the Circle

Moodle

DiAngelo, R., & Sensoy, O. (2014). *Leaning in: A student's guide to engaging constructively with social justice content*. *Radical Pedagogy*, 11(1), 1-15

Week 2
September 11th, 2019
History of Social Work in Canada and the Yukon

Key Concepts & Terms

Colonialism, English Poor Laws, Charity, Settlement Houses, Jane Addams, Mary

Students will trace the history of social welfare in Canada, and identify the major influences that contributed to the development of social work in Canada.

Required Reading

Textbook

Ives, N., Denov, M., & Sussman, T. (2015)

Chapter 1 - Historical Foundations of Addressing Need: Indigenous, French and English Traditions

Moodle

Jordan Aslett. Yukon Social Policy: Backgrounder.

Moodle

Canadian Association of Social Workers (2008). *Social work scope of practice*. Ottawa, ON: Canadian Association of Social Workers. Available at: <http://www.casw-acts.ca/en/what-social-work/casw-social-work-scope-practice>

Week 3
September 18th, 2019
Social Work Practice Theories

***Assignment 1 Due**

Key Concepts & Terms

Person-in-Environment, Structural Social Work, Eclectic Approach, Anti-Oppressive Practice, Feminist Social Work, Eco-Systems Theory, Faulty-Engine, Onion Peeling, Narrative Practices, Storytelling, Postmodernism

A selection of more common social work theories will be highlighted, within the range of emerging approaches and frameworks. Class activities and discussion are designed to foster critical thinking in the application of these theories within the current practice of social work.

Required Reading

Textbook

Ives, N., Denov, M., & Sussman, T. (2015)
Chapter 2 - Social Work Theories

Moodle

Baskin, C. (2011) *Strong Helpers' Teachings: The value of indigenous knowledges in the helping professions*. 47-68. Toronto, ON: Canadian Scholars' Press, Inc.
Chapter 3 - Current theories and models of social work seen through an Indigenous Lens.

Week 4

September 25th, 2019

Social Work Ethics and Values

Guest Speaker: Michael Burman, Social Worker, Mental Wellness

Key Concepts & Terms

Ethics, Values, Professionalism, Codes of Conduct, Policies and Procedures, Canadian Association of Social Workers

This week will examine social work values and ethics in research, policy and practice. Group activities and discussion will explore the intersection of personal values with those of the social work profession, within the context of the Social Work Code of Ethics.

Required reading:

Textbook

Ives, N., Denov, M., & Sussman, T. (2015)
Chapter 3 - Ethics in Social Work Practice and Research

Moodle

Canadian Association of Social Workers (2005) *CASW social work code of ethics*.
Ottawa, ON: Canadian Association of Social Workers. Available at http://casw-acts.ca/sites/default/files/attachements/CASW_Code%20of%20Ethics.pdf

Recommended Reading:

Moodle

Canadian Association of Social Workers (2005). *Guidelines for ethical practice*.
Ottawa, ON: Canadian Association of Social Workers.

Week 5

October 2nd, 2019

Social Work Perspectives on Issues of Social Justice
Theories of Oppression & Marginalization

Guest Speaker: Lynda Silverfox, Systemic Analyst, Yukon Child Advocates Office
Assignment 1 Due

Key Concepts & Terms

Social Issues, Social Problems, Social Justice, Inequality, Self-Determination, Oppression, Marginalization, Stigma, Power, Privilege, Levels of Oppression, Structural Social Work, Radical Social Work, Internalized Domination, Intersectionality

The concepts of oppression and marginalization are central to modern social work. This class will be used to discuss and investigate current theories of oppression and how oppression manifests itself in Canada and the world. Students will also examine how the concept of social justice informs the practice of social work and how social problems are defined in Canadian society. Specific attention will be given to how students can engage constructively in concepts that may challenge their own personal beliefs and values.

Required Reading:

Review website: www.ycao.ca

Search Google for news articles related to Yukon Child and Youth Advocate

Review document: Empty Spaces - Caring Connections: the Experiences of Children and Youth in Yukon Group Care (Available on Moodle)

Moodle

Yee, J.Y., & Dumbrill, G.C. (2015). Whiteout: Still looking for race in Canadian social work practice. In A. Al-Krenawi, J.R. Graham and N. Habibov (Eds.), *Diversity and Social Work in Canada* (13-37). Don Mills, ON: Oxford University Press.

Marion-Young, I. (1990). Five Faces of Oppression - Overview

Week 6
October 9th, 2019
Indigenous Perspectives on Social Work and Social Welfare
Possible Guest Speaker

*Exam Review

Key Concepts & Terms

Indian Act, Colonialism, The White and Red Papers, Aboriginal Worldviews, Indigenous Social Work Theory and Practice, Settler, Helper, Ally, Decolonization, Intergenerational Trauma, Truth and Reconciliation

The lecture and assigned readings for this class examine the historical foundations of Canada's "Indian Policy" that has fuelled the emergence of self-government initiatives amongst many Yukon First Nations. Students will consider the role of social work in colonization, and explicate the current challenges and opportunities for social work practice with and by Indigenous peoples.

Required reading:

Textbook

Ives, N., Denov, M., & Sussman, T. (2015)
Chapter 8 - by Cyndy Baskin - The Role of Social Work in the Lives of Aboriginal Peoples

Moodle

Hart, M. (1999). Seeking mino-pimatisiwin: An Aboriginal approach to helping. *Native Social Work Journal*, 2(1), 91-112.

Recommended Readings:

Reprotext

Sinclair, R. (2012). Aboriginal Youth Gangs in Canada: (de)constructing an epidemic. *First Peoples Child & Family Review*, 7(1), 8-28.

Moodle

Sinclair, R. (2004). Aboriginal social work education in Canada: Decolonizing pedagogy for the seventh generation. *First Peoples Child & Family Review*, 1(1), 49-62.

Weeks 7-11
Social Work Practice -Skills, Interventions & Sites of Practice

October 16th, 2019
MONDAY SCHEDULE NO CLASS

Week 7
October 23rd, 2019
Midterm Exam

Students will write a midterm exam during this week. An exam review will be provided in week 6.

Week 8
October 30th, 2019
Generalist Social Work Practice with Individuals and Groups

Key Concepts & Terms

Macro, Micro, Meso/Mezzo, Generalist Practice, Assessment, Interviewing, Empathy, Genuineness, Collaboration, Care and Concern, Common Factors, Evaluating Risk

Social Work practice takes place primarily at three levels: micro, mezzo and macro. Students will learn about the different approaches to practice and interventions at the three different levels as well as an overview of the fundamental skills involved in generalist social work practice.

Required reading:

Textbook

Ives, N., Denov, M., & Sussman, T. (2015)
Chapter 4 - Social Work with Individuals & Families

Week 9
November 6th, 2019
Generalist Social Work Practice with Communities

Key Concepts & Terms

Macro, Micro, Meso/Mezzo, Generalist Practice, Community Organizing, Empowerment, Advocacy, Self-Determination, Alliance Building, Public Education

Social Work practice takes place primarily at three levels: micro, mezzo and macro. Students will learn about the different approaches to practice and interventions at the three different levels as well as an overview of the fundamental skills involved in generalist social work practice.

Required reading:

Textbook

Ives, N., Denov, M., & Sussman, T. (2015)
Chapter 5 - Social Work with Groups & Communities

Week 10
November 13th, 2019
Social Work Practice in Healthcare Contexts
Social Welfare Policy
Possible Guest Speaker

Key Concepts & Terms

Social Welfare, Social Policy, Retrenchment, Neoliberalism, Decentralization, The Welfare State, Canada Health and Social Transfer, Housing, Poverty, Food Security, Conservatism, Capitalism, Liberalism, Social Democracy, Social Determinants of Health

The profession of social work encompasses a broad scope of practice with diverse populations. This scope is greatly influenced by the nature and direction of social policy, and the implementation of policy through the provision of social welfare services. For this class, students will be introduced to the stages of social welfare policy development and the role intersection between social policy and social work practice.

Required Reading:

Textbook

Ives, N., Denov, M., & Sussman, T. (2015)
Chapter 6 - Social Work and Health

Week 11
November 20th, 2019
Generalist Social Work Practice with Children and Families
***Assignment 2 Due**

Key Concepts & Terms

Macro, Micro, Meso/Mezzo, Generalist Practice, Child Welfare, Youth Justice, Family Violence, Inter-Partner Violence

Social Work practice takes place primarily at three levels: micro, mezzo and macro. Students will learn about the different approaches to practice and interventions at the three different levels as well as an overview of the fundamental skills involved in generalist social work practice.

Required Reading:

Textbook

Ives, N., Denov, M., & Sussman, T. (2015)
Chapter 7 - Social Work Practice with Children

Moodle

Group 1

Yuen, A. (2011). History re-authored: Young men responding to anger, trouble, and hopelessness in urban schools. *The International Journal of Narrative Therapy and Community Work*, 3.

Group 2

Yuen, A. (2007). Discovering children's responses to trauma: a response-based narrative practice. *The International Journal of Narrative Therapy and Community Work*, 4.

Weeks 12-13

Diverse Perspectives on Social Work and Social Welfare

Week 12

November 27th, 2019

Feminist Social Work

LGBTQueer Perspectives on Social Work

***Participation Evaluation Due**

Guest Speaker: Collyn Lovelace, Policy Analyst, Yukon Women's Directorate

Key Concepts & Terms

1st, 2nd, 3rd & Postmodern Wave Feminism, Intersectionality, Patriarchy, Sexism, Misogyny, Queer, Trans, Lesbian, Gay, Bisexual, Sexual Diversity, Gender Diversity, Homophobia, Social Constructionism, Queer Theories

Feminism has greatly contributed to the development of social work practice and theory as well as social welfare policy analysis. In the first part of this class students will learn about the historical development and evolving practice of feminist social work using interventions around inter-partner violence as a practice example. The second part of this class is concerned with how concepts of gender and sexual diversity and the LGBTQueer communities have impacted the pursuit of social justice and the practice of social work.

Required Reading

Textbook

Ives, N., Denov, M., & Sussman, T. (2015)

Chapter 10 - by Edward Ou Jin Lee and Shari Brotman - Social Work and Sexual and Gender Diversity

Moodle

Hyde, C. A. (2013). Feminist Social Work Practice. In *The Encyclopaedia of Social Work*. Toronto, ON: Oxford University Press.

Recommended Reading

Moodle

Milliken, E. (2017). Feminist theory and social work practice. In F. Turner (Ed.), *Social Work Treatment: Interlocking Theoretical Approaches* (6th ed., pp.191-208). Toronto, ON: Oxford University Press.

Week 13 - Final Class

April 10th, 2019

**Disability Perspectives on Social Work
Anti-Racist Social Work**

***Exam Review**

Key Concepts & Terms

Disability, Impairment, Social Model, Medical Model, Institutionalization, Critical Disability Theory, Paternalism, Critical Multiculturalism, Racism, Islamophobia, Anti-Black Racism, Immigration Policy, Whiteness, Xenophobia, White Privilege, Diversity,

Disability communities have been pioneers in debates around self-determination and self-advocacy. These concepts and political positions have gradually been incorporated into modern social work practice. The first part of this class traces the historical importance of Disability perspectives to social work theory and practice and also discusses the role of social workers in helping to further the cause of self-determination and emancipation.

The second part of this class looks at how racism creates and sustains social inequalities and oppresses a large number of Canadians in both rural and urban settings. Particular attention will be paid to Whiteness and White Privilege as social works relationship with Afro-Caribbean Canadians and refugees and immigrants from Muslim-majority countries.

Required Reading:

Textbook

Ives, N., Denov, M., & Sussman, T. (2015)

Chapter 11 - by Carl Ernst and Radha MacCulloch - Disability and Social Work Practice

Textbook

Ives, N., Denov, M., & Sussman, T. (2015)

Chapter 9 - Social Work with Immigrants and Refugees