



COURSE OUTLINE

SW 200
INTRODUCTION TO SOCIAL WORK

3 CREDITS

PREPARED BY: Desley McLeod, Instructor

DATE:

APPROVED BY: Dr. Andrew Richardson, Dean Applied Arts

DATE:

APPROVED BY SENATE:

RENEWED BY SENATE:



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INTRODUCTION TO SOCIAL WORK

INSTRUCTOR: Desley McLeod	OFFICE HOURS: TBD
OFFICE LOCATION: TBA	CLASSROOM: Online via Zoom
E-MAIL: desley.mcleod@yukonu.ca	TIME: 4:00-6:55 pm
TELEPHONE: HEHS office 867.668.8845	DATES: Wed. Sept. 2- Dec. 2, 2020

COURSE 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

It is highly recommended that all students have access to a computer or other device and Internet to do their studies. The minimum specifications for a student device are as follows:

Requirement	Windows-based PC	Apple Mac/macOS-based PC
Operating System	Windows 10	macOS X
Web Browser	Firefox, Edge or Google Chrome	Firefox, Edge or Google Chrome
RAM/Memory	4 GB	4 GB
Storage	5 GB of available space	5 GB of available space

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.

This course will include a total of 45 hours activity. A combination of synchronous (virtual real-time class meetings through Zoom) and asynchronous (web-based via Moodle) learning activities are provided. Learning activities may include but are not limited to facilitator-led learning, projects, in-class and on-line exercises.

ASSESSMENTS:

Attendance & Participation

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/writing-centre/. 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

OVERVIEW OF ASSIGNMENTS

Detailed description of the assignments, requirements, and due dates will be provided on the first day of class. All written assignments must meet the standard for grammar and punctuation expected at a university level.

Assignment 1 – REFLECTIVE ESSAY – Critical self-reflection in Social Work (15%)

Due Week 5 – September 30

Utilizing the SW200 text, students will write a critically self-reflective essay drawing on the professional values and theories of social work practice.

Assignment 2 – RESEARCH ASSIGNMENT – Annotated Bibliography (15%)

Due Week 8 – October 21

Students will choose 4 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 3 – TERM PAPER - Diverse Perspectives on Social Issues (35%)

Due Week 11 – November 13

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.

Assignment 4 – WEEKLY QUESTIONS – Weekly class questions from text (10%)

Due each week of class

Students will answer assigned questions from the textbook each week, and these will be discussed in class.

Attendance & Participation (5%)

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

Final Exam (20%)

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

CRITERIA FOR FINAL GRADE

Assignments	65%
Weekly Questions	10%
Participation	5%
Final Exam	20%
Total	100%

REQUIRED TEXTBOOKS AND MATERIAL

Readings for this class draw from a traditional textbook and an instructor reprotex (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 offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work 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 University.

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 a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work 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 University.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon University 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 University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukonu.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 University Academic Regulations (available on the Yukon University 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): lac@yukonu.ca.

TOPIC OUTLINE

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.**

<i>Weeks 1 – 6</i> Foundations of Social Work, Social Welfare and Social Justice

<i>Week 1</i> <i>September 2, 2020</i> 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

<p>Week 2 September 9, 2020 History of Social Work in Canada and the Yukon</p>

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>

<p>Week 3 September 16, 2020 Social Work Practice Theories</p>

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 23, 2020
Social Work Ethics and Values

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 https://www.casw-acts.ca/sites/default/files/attachements/casw_code_of_ethics.pdf

Recommended Reading:

Moodle

Canadian Association of Social Workers (2005). *Guidelines for ethical practice*. Ottawa, ON: Canadian Association of Social Workers. Available at: https://www.casw-acts.ca/sites/default/files/attachements/casw_guidelines_for_ethical_practice_e.pdf

Week 5
September 30, 2020
Social Work Perspectives on Issues of Social Justice
Theories of Oppression & Marginalization

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 7, 2020

Indigenous Perspectives on Social Work and Social Welfare

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

Week 7

October 14, 2020

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

<p style="text-align: center;">Week 8 October 21, 2020 Generalist Social Work Practice with Communities *Assignment 2 Due</p>

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

<p style="text-align: center;">Week 9</p>

October 28, 2020
Social Work Practice in Healthcare Contexts
Social Welfare Policy

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 10
November 4, 2020
Generalist Social Work Practice with Children and Families

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.

Week 11

No Class November 11, 2020 – Remembrance Day

*** Assignment 3 Due November 13**

Weeks 12-14

Diverse Perspectives on Social Work and Social Welfare

Week 12

November 18, 2020

Feminist Social Work

LGBTQueer Perspectives on Social Work

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

November 25, 2020

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

Week 14
December 2, 2020

***Final Exam**