



**COURSE OUTLINE**

**SW200**

**Introduction to Social Work**

**3 CREDITS**

PREPARED BY: Jordan Aslett

DATE: November, 2019

APPROVED BY: Andrew Richardson

DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)



This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>.

---

### Introduction to Social Work

---

**INSTRUCTOR:** Jordan Aslett, MSW

**OFFICE HOURS:** Wed, 3:00 - 4:00 pm

**OFFICE LOCATION:** A2208

**CLASSROOM:** TBA

**E-MAIL:** [jaslett@yukoncollege.yk.ca](mailto:jaslett@yukoncollege.yk.ca)

**TIME:** 4:00 - 7:00 pm

**TELEPHONE:** 867-456-8535

**DATES:** Wed, January 9<sup>th</sup> - April 10<sup>th</sup>

---

#### **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)

UVIC Socw 200A (1.5)

TRU-OL Socw 2061 (3)

VIU Socw 200A (3)

UNBC Socw 200 (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/](http://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 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

**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](http://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 \(LAC\): lac@yukoncollege.yk.ca](mailto:lac@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	50%
Midterm	20%
Participation	5%
Final Exam	25%
<b>Total</b>	<b>100%</b>

## 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 - WARM-UP ASSIGNMENT - Diverse Perspectives on Social Issues (15%)  
Due Week 3 - January 23<sup>rd</sup>**

For this assignment students will select a social issue relevant to the local context (Yukon/Community). Using their own perspectives, the perspectives of community members and the academic literature students will be asked to explain why they feel that this particular issue qualifies as a social problem.

**Assignment 2 - RESEARCH ASSIGNMENT - Definitions (10%)**

**Due Week 6 - February 13<sup>th</sup>**

This assignment assesses students' ability to express in their own words, their understanding of key ideas in social work. Using scholarly social work literature as a guide, students will submit their definitions of a list of terms used in social work and social theory.

**Assignment 2 - TERM PAPER - Critical Self Reflection on Social Work Practice (25%)**

**Due Week 11 - March 27<sup>th</sup>**

For this final assignment students will select service user group to become familiar with. Students will then be asked to describe how they imagine that they - as a social worker - would work with this group. This assignment will ask students to reflect on their own values and intersecting social positions and how these would influence their practice.

**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%) - February 27<sup>th</sup>**

A midterm exam will be administered on the week after reading week.

**Final Exam (25%)**

A final exam will be administered during the Winter 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*

*January 9<sup>th</sup>, 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**

#### **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

### **Recommended Reading**

#### **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**  
**January 16<sup>th</sup>, 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**  
**January 23<sup>rd</sup>, 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**  
**January 30<sup>th</sup>, 2019**  
**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 [http://casw-acts.ca/sites/default/files/attachements/CASW\\_Code%20of%20Ethics.pdf](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**  
**February 6<sup>th</sup>, 2019**  
**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 Readings:**

**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.

**Moodle**

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

**Recommended Readings**

**Moodle**

Mullaly, B. (2010). *Challenging oppression and confronting privilege* (2<sup>nd</sup> Ed.), 1-16  
Don Mills, ON: Oxford University Press.

**Chapter 1 - Theoretical and Conceptual Considerations**

**Week 6**  
**February 13<sup>th</sup>, 2019**  
**Indigenous Perspectives on Social Work and Social Welfare**  
**\*Assignment 2 Due**

**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.

**February 20<sup>th</sup>, 2019**  
**Reading Week**  
**No Classes**

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

**Week 7**  
**February 27<sup>th</sup>, 2019**  
**Midterm Exam**

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

**Week 8**  
**March 6<sup>th</sup>, 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**  
**March 13<sup>th</sup>, 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**  
**March 20<sup>th</sup>, 2019**  
**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 11**  
**March 27<sup>th</sup>, 2019**  
**Generalist Social Work Practice with Children and Families**  
**\*Assignment 3 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**

**April 3<sup>rd</sup>, 2019**

#### **Feminist Social Work**

#### **LGBTQueer Perspectives on Social Work**

**\*Participation Evaluation Due**

#### **Key Concepts & Terms**

*1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> & 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

**Week 13 - Final Class**

**April 10<sup>th</sup>, 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