



Course Outline

SOCIAL WORK DIPLOMA PROGRAM

**SOWK 125A
SOCIAL WORK FROM AN ANTI-OPPRESSIVE PERSPECTIVE**

Winter, 2013

**3 CREDITS
3 HOURS PER WEEK**

INSTRUCTOR: SARAH BULLER BA BSW MSW RSW



INSTRUCTOR: Sarah Buller
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OFFICE NUMBER: S113D

OFFICE HOURS:

Monday	1:00 – 1:50 PM
Tuesday	1:00 – 1:50 PM
Wednesday	12:00 – 1:00 PM
Thursday	1:00 – 1:50 PM
Friday	1:00 – 1:50 PM

HOURS OF INSTRUCTION:

Wednesday 10:00 – 1:00 pm Room 233

COURSE DESCRIPTION:

In this introductory course, concepts that address oppression and oppressed people, from historical and contemporary perspectives, are applied to practice models. In particular, issues associated with internalized dominance and oppression are explored. Different anti-oppressive theories and perspectives are applied to provide a framework for practice. Students will use self-reflection and will share their own experiences to learn about strategies to promote anti-oppressive policy and practice.

LEARNING OBJECTIVES:

The goal of this course is to identify anti-oppressive models in social work practice. Students need to examine critically how oppression has impacted their own lives, examine how they have exerted control and influence, and learn ways to address oppression at multiple levels with clients. Students will understand how poverty, inequality, and cultural barriers are related to oppression.

LEARNING OUTCOMES:

At the completion of the course, students will be able to:

- Assess the impact of oppression on different populations in Canada, in particular, Canadian Indigenous populations.
- Differentiate models of social work practice and their historical significance.
- Analyze models used to foster concepts of anti-oppression within immigrant and refugee populations in Canada
- Recommend strategies, as a social worker, to promote non-oppressive practices, in particular, in the area of Canadian Indigenous child Welfare.
- Apply previous learning regarding communication, interviewing, the assessment process, and the helping process to address oppressive practices.
- Evaluate the development of self-awareness by responding to and understanding clients lived experiences
- Examine concepts of racism and anti-racism in terms of your own experience and social work practice

REQUIRED RESOURCES:

Carriere, J. & Strega, S. (2009). *Walking this path together. Anti-racist and anti-oppressive child welfare practice*. Black Point: Fernwood Publishing.

Mullaly, B. (2002). *Challenging oppression: A critical social work approach* (2nd ed). Don Mills: Oxford University Press.

Schedule		
Date	Readings	Assignment/Exam
Jan 8	Introduction to course	
Jan 15	Mullaly Chapter One	
Jan 22	Mullaly Chapter Two	
Jan 29	Mullaly Chapter Three	
Feb 5	Mullaly Chapter Four	Part one of written assignment due
Feb 12	Mullaly Chapter Five	Exam 25%
Feb 19	Mullaly Chapter Five	
Feb 26	Reading Week	
March 5	Mullaly Chapter Six	
March 12	Mullaly Chapter Seven	
March 19	Mullaly Chapter Eight	Part two of written assignment due
March 26	Mullaly Chapter Nine	Exam 25%
April 2	Mullaly Chapter Nine	Mullaly Chapter 10
April 9	Strega Chapter 5& 6	
April 16	Strega Chapter 7,8,15	Part three of written assignment due
Exam Period		Final Exam 25%

Evaluation

Written Assignment- 3 parts due:	<i>Feb 5</i> <i>March 19</i> <i>April 16</i>	25%
In class Examination (1 hr)	<i>Feb 12</i>	25%
In class Examination (1hr)	<i>March 26</i>	25%
Final Examination (2hr)	<i>Exam period</i>	25%
TOTAL		100%

Exams: Multiple choice; true of false; short answer, essay. Content: handouts, lectures and assigned readings.

Written Assignment: Details of assignment will be discussed in class.

IMPORTANT DATES TO REMEMBER:

Jan. 7	First Day of Classes
Jan. 11	Last day to add for academic programs
Jan. 18	Last day to drop courses for academic programs.
Feb. 18	Family Day - College Closed
Feb. 25-March 1	Reading Week - No Classes for Academic Programs
March 8	Last day to withdraw without academic penalty.
March 29	College Closed - Good Friday
April 1	College Closed - Easter Monday
April 19	Last day of classes for students in Certificate, Diploma, and University Programs
April 22-30	FINAL EXAM PERIOD.

Academic Misconduct (pages 37-38 of the Credit Calendar):

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations
- Unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person

Penalties for academic offences may range from a verbal reprimand to dismissal from the College, and in certain circumstances may involve legal action. Please refer to the 2012-2013 Credit Calendar for more information:

[http://keyano.ca/sites/default/files/a_files/calendars/keyano.calendar.credit\(2012-2013\).pdf](http://keyano.ca/sites/default/files/a_files/calendars/keyano.calendar.credit(2012-2013).pdf)

Accommodation for Students with Disabilities:

The College will provide reasonable accommodation to students with disabilities in order to promote academic success. If you require accommodation, contact the Learner Assistance Program (LAP) Office at 780-792-5608 to initiate the process for documenting, assessing and implementing your individual accommodation needs. In addition, tutoring services are available at the SKILL Centre.

Student Rights and Responsibilities:

Students should consult the Keyano College Credit Calendar or online information at: [http://keyano.ca/sites/default/files/a_files/calendars/keyano.calendar.credit\(2012-2013\).pdf](http://keyano.ca/sites/default/files/a_files/calendars/keyano.calendar.credit(2012-2013).pdf)



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Date

Reviewed and approved by:

Vincella Thompson, Chairperson

Date

Guy Harmer, Dean

Date