

This is a sample outline. Actual course outline may vary in structure, required readings, texts and assignments.

**SCHOOL OF SOCIAL WORK - UNIVERSITY OF VICTORIA
SOCIAL WORK 200A
INTRODUCTION TO SOCIAL WORK PRACTICE
ON CAMPUS COURSE OUTLINE**

Course Description: See UVic calendar.

Date: This is a sample outline from 2009. Your course outline may vary in structure, required readings, texts and assignments.

Course Goals and Objectives: Upon successful completion of this course, you will:

- have a critical understanding of the ethics, values, and history of the profession of social work
- be able to discuss the type of activities that social workers engage in and the sites where they work
- be able to articulate the relationship between private troubles and public issues
- demonstrate a beginning understanding of the complex nature of power and its relationship to social justice
- have explored your own values, identities, and ideological perspectives and have a clearer understanding of your motivation and capacity for social work practice
- have a beginning understanding of critical social theories as they relate to ability, age, class, gender, race, and sexual orientation
- be able to define social work practices that are anti-oppressive and support social justice
- be able to identify several challenges facing the profession of social work
- think critically about the theories and practices of social work

Course Overview: Over the next three months you will have an opportunity to explore the unique history, values, ethics, practices, and theories that inform our thinking about social work. You will also have an opportunity to work alongside others who have expressed a similar interest in this profession. Students are expected to fully participate in all classes.

Course Format: A participatory teaching approach, which emphasizes a variety of experiential techniques will be incorporated into this course. The utilization of reflection techniques and critical thinking skills will be highlighted in the teaching/learning approach. In all of your course assignments you are expected to think critically about the ideas/concepts/theories being presented. For a more in-depth discussion of the meaning of critical thinking, please visit <http://distance.uvic.ca/courses/critical/>

Course Materials

- James, Carl. (2003). *Seeing ourselves: Exploring race, ethnicity and culture* (3rd ed.). Toronto: Thompson Educational Publishing.
- Moran, Bridget. (1992). *A little rebellion*. Vancouver: Arsenal Pulp Press.

- 200A Course Pack

Confidentiality: Sharing one's opinions and experiences is encouraged and is viewed as a key component in individual and collective learning. The expectation is that personal sharing be respected and that issues of a personal nature will remain within the group. Ground rules for respect, safety and trust in classroom, which will be developed collectively in the first class, must be adhered to.

Request for Accommodation: Please note that if you need assistance inside or outside the classroom in order to fully participate in classroom learning and complete the assignments due to disability, please discuss this with your instructor. The School of Social Work's Policy for People with Disabilities, can be viewed at the following link:

<http://socialwork.uvic.ca/policies/pwdis.htm>

Policies: Please access the following links for policies on accommodation, people with disabilities, submission of assignments, grade review procedure, grading and plagiarism:

<http://socialwork.uvic.ca/policies/accom.htm>

<http://socialwork.uvic.ca/policies/assess.htm>

<http://socialwork.uvic.ca/policies/pwdis.htm>

<http://web.uvic.ca/uvic-policies/pol-1000/1160SI.html>

Course Structure and Schedule

| Date | Focus and Readings | Assignment |
|---------------------|---|---|
| Class 1 Sept.3 | <i>Introduction to Course</i> <i>Building a Learning Community</i> | |
| Class 2 Sept. 10 | <i>Social Work: Its History and Purpose</i> Carniol, Ben. (1995). The roots - Early attitudes. In <i>Case critical: Challenging social services in Canada</i> (3rd ed.). Toronto: Between the Lines Press, pp. 18-32. (Reading Package) Margolin, Leslie. (1997). Introduction and Objectives, pp. 1-9; and The birth of the investigation. In <i>Under the cover of kindness</i> . Charlottesville, VA: University Press of Virginia, pp. 13-22. (Reading Package) Dubois, B., & Krogsrud Miley, K. (2004). Social work: A helping profession. In <i>Social work: An empowering profession</i> (5th ed.). Needham Heights, MA: Allyn and Bacon, pp. 4-23. (Reading Package) Rossiter, Amy. (2001). Innocence lost and suspicion found: Do we educate for or against social work? <i>Critical Social Work</i> , 2(1), pp. 1-9. (Reading Package) | |
| Class 3 Sept. 17 | <i>The Role of Values and Ethics</i> McCubbin, Michael, & Cohen, David. (2002). Empowering Practice in Mental Health Social Work: Barriers and Challenges, <i>SPHERU Reports</i> , pp. 1-9. (Click here to access) <i>CASW Code of Ethics</i> | Assignment #1 Perceptions of Social Work |

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| | Moran, Bridget. (1992). <i>A little rebellion</i> . Vancouver: Arsenal Pulp Press, Chapters 1-11. | |
| Class 4 Sept. 24 | <p><i>Power and Ideology: Informing Social Work Relationships</i></p> <p>Gibbons, R., & Youngman, L. (1996). The nature of ideologies. In <i>Mindscape: Political ideologies towards the 21st century</i>. Toronto: McGraw-Hill Ryerson, pp. 11-15.</p> <p>Mullaly, Bob. (1997). Overview of four paradigms. In <i>Structural social work: Ideology, theory, and practice</i> (2nd ed.) Don Mills, ON: Oxford University Press, pp. 102-103.</p> <p>McIntosh, Peggy. (1989). White privilege: Unpacking the invisible knapsack. <i>Peace and Freedom</i>, July/August, pp. 10-12.</p> <p>James, Carl. (2003). Introduction and Objectives, pp. 15-23; & Chapter 3: Recognizing privilege: Contending with difference pp. 97-129. In <i>Seeing ourselves: Exploring Race, ethnicity and culture</i> (3rd ed.). Toronto: Thompson Educational Publishing.</p> <p>Mullaly, Bob. (2002). Oppression: An overview. In <i>Challenging oppression: A critical social work approach</i>. Don Mills, ON: Oxford University Press, pp. 27-50.</p> | |
| Class 5 Oct. 1 | <p><i>Looking at Identity: Implications for Working across Difference</i></p> <p>James, Carl. (2003). Grappling with the familial and social influences on identification. In <i>Seeing ourselves: Exploring race, ethnicity and culture</i> (3rd ed.). Toronto: Thompson Educational Publishing, Chapter 2.</p> <p>Longmore, P. (2003). Screening stereotypes: Images of disabled people in television and motion pictures. In <i>Why I burned my book and other essays on disability</i>. Philadelphia, PA: Temple University Press, pp. 131-146.</p> <p>Weaver, Hilary. (2001). Indigenous identity: What is it and who really has it? <i>American Indian Quarterly</i>. 25(2), pp. 240-255.</p> <p>Sawyer, Janet. (1989). Internalized dominance. <i>Quarterly Interchange Exchange</i>, 1(4), pp. 16-23.</p> | |
| Class 6 Oct. 8 | <p><i>Critical Social Theories: An Overview</i></p> <p>Riley, Annette. (1996). Murder and social work. <i>Australian Social Work</i>, 49(2), pp. 37-43.</p> <p>Dominelli, Lena. (2002). Working with individuals. In <i>Anti-oppressive social work theory and practice</i>, pp. 85-108.</p> | Assignment #2 Movie Study |
| Class 7 Oct. 15 | <p><i>How Feminist Theories Inform Social Work Practice</i></p> <p>Agger, Ben. (1998). Chapter 5. In <i>Critical social theories: An introduction</i>. Boulder, CO: Westview Press, pp. 106-119.</p> <p>Lorde, Audre. (1990). Age, race, class, and sex: Women redefining difference. In R. Ferguson, M. Gever, J. Minh-ha, &</p> | |

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| | <p>C. West (Eds.), <i>Out there: Marginalization and contemporary issues</i>. Cambridge, MA: MIT Press, pp. 281-287.</p> <p>hooks, bell. (2000). Global feminism. In <i>Feminism is for everybody</i>. Cambridge, MA: South End Press, pp. 44-47.</p> <p>Eldridge, Charlene, & Chinn, Peggy. (1991). How we get there from here: Power. In <i>Peace and power: A handbook of feminist process</i> (3rd ed.). New York: National League of Nursing Press, pp. 8-11.</p> <p>Burstow, Bonnie. (1992). Troubled eating. In <i>Radical feminist therapy: Working in the context of violence</i>. Newbury Park, NJ: Sage Publications, pp. 202-211.</p> | |
| <p>Class 8 Oct. 22</p> | <p><i>How First Nations Theories Inform Social Work</i> Guest Speakers: Samantha Sansregret and Desiree Stevens</p> <p>White, L., & Jacobs, E. (1992). <i>Liberating our children, liberating our Nations</i>. Victoria, BC: Community Panel, Family and Children's Services, pp. 5-10, 13-24 and 125-127.</p> <p>Hart, Michael. (2002). Foundations of an Aboriginal approach. In <i>Seeking Mino-Pimatisiwin: An Aboriginal approach to helping</i>. Halifax, NS: Fernwood Publishing, pp. 39-59.</p> <p>James, Carl. (2003). Chapter 8: Making comparisons. In <i>Seeing ourselves: Exploring race, ethnicity and culture</i> (3rd ed.). Toronto: Thompson Educational Publishing, pp. 263-293.</p> | |
| <p>Class 9 Oct. 29</p> | <p><i>How Anti-racist Theories Inform Social Work Practice</i></p> <p>Wistrich, Robert. (1992). <i>Anti-Semitism: The Longest Hatred</i>. London, UK: Thames Mandarin, pgs. xv-xxvi.</p> <p>James, Carl. (2003). Chapters 1, 4, & 7. In <i>Seeing ourselves: Exploring race, ethnicity and culture</i> (3rd ed.). Toronto: Thompson Educational Publishing.</p> | <p>Assignment # 3 Whiteness Inventory</p> |

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| <p>Class 10 Nov 5</p> | <p><i>How Queer Theory Informs Social Work Practice</i> Jay, Dru Oja. (2001). <i>I am homophobic</i>. Retrieved February 14, 2003, from http://monkeyfist.com/articles/792 Todd, Sarah. (2005). Social work and sexual and gender diversity: Celebrating human diversity. In <i>Social Work in Canada: An Introduction</i>. (Second Edition). Toronto: Thompson Educational Publishing, pp. 273-295. Mallon, Gerald. (1999). Practice with transgendered children. <i>Journal of Gay and Lesbian Social Services</i>, 10(3/4), pp. 49-64. Mottet, L., & Ohle, M. (2003). <i>Transitioning our shelters: A guide to making homeless shelters safe for transgender people</i>. New York: The National Coalition for the Homeless and the National Gay and Lesbian Task Force Policy Institute, pp. 3-16. Do You Need Treatment? (1989). <i>The New Internationalist</i>, p. 10.</p> | <p>Assignment # 4 Interview with a Social Worker</p> |
| <p>Class 11 Nov. 19</p> | <p><i>How Disability Theories Inform Social Work Practice</i> Guest Speakers: TBA Zames Fleischer, D., & Zames, F. (2001). Identity and culture. In <i>The disability rights movement: From charity to confrontation</i>. Philadelphia, PA: Temple University Press, pp. 200-215. Linton, Simi. (2003). Reassigning meaning (pp. 98-127). In Tanis Doe (Ed.), <i>Studying disability: Connecting people, programs and policies</i>. Victoria, BC: Island Blue Press. Deagon, P. (1996). Recovery as a journey of the heart. <i>Psychiatric Rehabilitation Journal</i>, 19(3), pp. 91-97.</p> | |
| <p>Class 12 Nov. 26</p> | <p><i>How Critical Theories Inform Social Work Practice in Relation to Ageism</i> Guest Speaker: TBA Grok, Arlene. (2003). A seed is planted. In Melissa Miller, Tim Fleming, & Kathleen Cleland Moyer (Eds.), <i>A healing approach to elder abuse: The Restorative Justice Approach to Elder Abuse Project</i>. Community Access Centre of Waterloo Region. Kitchener, ON: Pandora Press, pp. 1-14. O'Connor, Deborah. (2003). Anti-Oppressive Practice with Older Adults: A Feminist Post-structural Perspective. In Wes Shera (Ed.), <i>Emerging Perspectives on Anti-Oppressive Practice</i>. Toronto, ON: Canadian Scholars' Press, pp. 183-199. Furman, R., Jackson, R., Downey, E., & Shears, J. (2003). Social constructivist practice with youth. <i>Child and Adolescent</i></p> | |

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| | <i>Social Work Journal</i> , 20(4), pp. 263-273. | |
| Class 13 Dec. 3 | <p><i>Social Justice as Practice</i></p> <p>Dudziak, Suzanne. (2002). Educating for justice: Challenges and openings at the beginning of a new century. <i>Critical Social Work</i>, 2(2).</p> <p>Moran, Bridget. (1992). <i>A little rebellion</i>. Vancouver: Arsenal Pulp Press.</p> <p>Cabaj, Mark. (2004). CED & social economy in Canada: A people's history. <i>Making Waves</i>, 15 (1).</p> <p>Lundy, Colleen. (2004). The workplace: Professional associations and union membership. In <i>Social work and social justice: A structural approach to practice</i>. Peterborough, ON: Broadview Press, pp. 183-198.</p> | Assignment #5 Critical Self Reflection Paper |

Assignments and Grading Structure

| Assignment | Value | Due Date |
|-----------------------------------|----------|----------|
| #1 Perceptions of Social work | ungraded | Sept. 17 |
| #2 Movie Study | 30% | Oct. 8 |
| #3 Whiteness Inventory | 15% | Oct. 29 |
| #4 Interview with a Social Worker | 25% | Nov. 5 |
| #5 Critical Self-Reflection Paper | 30% | Dec. 3 |

Assignment #1: Perceptions of Social Work

Format: In Class Presentation, Purpose:

1. To examine yours and others' ideas and assumptions about the profession of social work.
2. To explore where these ideas/assumptions originated.
3. To begin building a working definition of the purpose of social work.
4. To identify a strength and a value you currently bring, or will bring, to your social work practice.
5. To connect your learning to course readings/concepts.

Part A: Consider your ideas about the profession of social work. Who/what has informed your ideas/assumptions (books, people, personal experience, mass media, etc.)? What do you see as social work's primary purpose? How do your ideas fit, or not fit, with the materials covered in the course thus far? How are you challenged by the ideas presented in the first three units? Identify one strength and one value you currently bring, or will bring, to the profession of social work. Ask two or three friends/family members/acquaintances about their ideas relating to social work. Make note of their responses. How do others' ideas impact your own thoughts?

Part B: Discussion- In Class

The class will divide into small groups to discuss findings and draw themes that emerge across interviews. A short presentation to the class by each group will follow. The class and instructor will provide feedback sheets to the group at the end of the class for reflection.

Be prepared to incorporate both course materials and your responses to the above-noted questions. You will be asked to describe how your ideas are being challenged and/or affirmed.

Grading Criteria: To give you a sense of the instructor's expectations, you will receive feedback but not a letter grade on this assignment.

- Depth of reflections - an assessment of the depth of your contributions, including your integration and critical reflection on course concepts/theories/readings, your ability to link theory to practice, and your willingness to examine "self" in relation to the issue presented.
- Respectful participation - an assessment of your ability to respectfully engage others in dialogue, including referencing others' information and encouraging interaction among participants, and willingness to consider other viewpoints/positions and challenge ideas.

Assignment #2: Movie Study

Grade: 30%

Length: 6 to 8 double-spaced pages (1,500 - 2,000 words) for Part A

Purpose:

1. To explore the complex nature of power in relation to a social issue.
2. To examine the relationship between private troubles and public issues.
3. To examine your own values and experiential knowledge in relation to this issue.

Part A: Written Analysis: Choose a movie from the list provided below. Consider the following questions when analyzing the movie. Be sure to reference course readings/materials in your discussion and support your responses using examples from the movie.

1. What attracted you to this movie?
2. Identify the private troubles and public issues portrayed in the movie.
3. How is oppression manifested in the story? Do any of the characters in the movie experience multiple oppressions?
4. Identify examples of "rules", policies, and attitudes that are discriminatory/oppressive.
5. How is power manifested in the story? That is, what types of power are evident, which characters appear to be the primary power holders, etc.?
6. Discuss the role of ideological power. What qualities/characteristics are considered desirable? Undesirable? How do you know this? How is language constructed to convey what is considered normal/abnormal? (Support your response with examples from the movie.)
7. Select a character in the story and discuss her/his apparent identities. Draw on the readings in Unit 4 to discuss the following questions: What socializing influences have, or may have, helped to shape the character's identities? How does this character negotiate her/his identities throughout the movie? What strengths does s/he demonstrate?
8. Identify your unarticulated assumptions about this individual? Discuss your own socialization process that has led to these assumptions?
9. If you were working as a social worker with this character, how would your work reflect an anti-oppressive practice stance? (Draw on readings, etc., from Unit 5 to support your discussion.)
10. Consider your own social locations and identities. How, in your own life, have you benefited from and/or acted to disrupt the oppression which is depicted in the movie?
11. What does society lose because of the injustice portrayed in this movie?

12. The mass media frequently uses films to consciously replicate or reproduce dominant pedagogy, even when they claim to offer a different perspective. Does this movie do this? Consider the following: Who produced/directed the movie? What are the potential implications of this? Are there messages in the movie that ultimately perpetuate the dominant ideal, for example, heterosexist love or the "American" dream? Did the filmmakers consciously manipulate certain representations of race, gender, class, sexual orientation, ability, and/or age? This occurs, for example, when the film uncritically portrays a character in a stereotypical way to produce a certain impact.

Movie Titles

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|------------------------------|-----------------------|
| Once Were Warriors | Rabbit Proof Fence |
| The Joy Luck Club | Rain Man |
| Mississippi Burning | Secrets and Lies |
| The Power of One | The Colour Purple |
| Crash | The Crying Game |
| Whale Rider | Schindler's List |
| If These Walls Could Talk | Brokeback Mountain |
| If These Walls Could Talk II | Ma Vie En Rose |
| Girl Interrupted | House of Sand and Fog |

Part B: Creative Project: Use a creative medium such as art, poetry, collage, photographs, posters, etc., to illustrate your thoughts, feelings, and reflections about the power manifested in the movie. Include a brief explanation with your project.

Note: This part of the assignment is not meant to frighten or intimidate you, but rather to acknowledge that we each have different strengths and means of expression. Your creative piece will not be graded separately but, rather, considered as part of the whole. Have fun!

Grading Criteria

- Use of theory - an assessment of your use of relevant theory and concepts from the course materials to demonstrate your comprehension of the course objectives. This includes your use of examples, references to readings, etc. **(25%)**
- Critical thinking - an assessment of your ability to move beyond description to critically examine the material presented. **(35%)**

Note: Critical thinking involves the ability: to examine and interpret information; to question the underlying assumptions on which information is based rather than accept conclusions at face value; to compare and contrast ideas; to identify relationships and themes; and to apply the concepts to practice examples.

- Self reflection - an assessment of your ability to examine your own values, beliefs, and assumptions critically and to show a high level of personal engagement with the course materials. **(25%)**
- Writing ability - an assessment of your ability to write in a clear, concise, comprehensive, organized, and creative manner, utilizing APA referencing standards. **(15%)**

Assignment 3 – Whiteness Inventory

Value: 15%

Format: In-class presentation (group)*** This is a graded, in-class assignment. Please talk to me as early as possible if you will miss this class for any reason.

Purpose:

1. To examine how "whiteness" is privileged and constructed as the "norm" in Canadian society.
2. To locate specific examples within the community that convey that "whiteness is the norm".
3. To reflect on your own assumptions/behaviours that comply with and/or disrupt the construction of "whiteness" as the norm.
4. To examine the intersections of race with other markers of identity, that is, gender, class, sexual orientation, ability, and/or age.
5. To connect your learning to course concepts/materials.
6. To consider the implications of your learning for your social work practice.

Note: Whether you are a student of colour or a white student, "white" practices are often internalized and acted on as the norm. The purpose of this exercise is to interrogate this "norm" and make visible that which is often invisible.

Part A: Preparation

Take a "whiteness" inventory in your community. This will involve identifying practices that convey that "white is the norm" or "white is superior." Your inventory might include examples from conversations, advertisements, mass media, public speeches, lectures you attend, public statues in your community, and so on. White supremacy seldom functions in isolation. Consider how the examples from your inventory intersect with dominant ideas about gender, class, sexual orientation, ability, and/or age. *****Write down the results of your inventory and bring this to class on October 29.**

Part B: Discussion

In class, you will have the opportunity to share your ideas and experiences in small groups. You will have the opportunity to share your ideas, and hear and respond respectfully to others. Your responses might include: an acknowledgement of how others' ideas are contributing to your own learning; your ongoing learning with respect to white supremacy and how you think this learning will impact your practice as a social worker and/or your membership in your community; areas where you have another perspective; and new insights you have gained. Feel free to pose questions for your peers to consider during the discussion. One interesting question to consider is how group members' different social locations contribute to what each of you notice or do not notice in your community with respect to race.

Part C: In small groups, you will make a class presentation (approx. 10 minutes):

- identification of your own social locations
- several examples from your inventories
- links to several concepts/readings you are studying

- your learning about your own assumptions/behaviours that comply with and/or disrupt the construction of "whiteness" as the norm, including what you learned from each other during your discussions
- how you think this learning will impact your practice as a social worker.

Grading Criteria:

- Depth of reflections - an assessment of the depth of your contributions, including your integration and critical reflection on course concepts/theories/readings, your ability to link theory to practice, and your willingness to examine "self" in relation to the issue presented. **(50%)**
- Working together as a group to discuss your ideas and to present to the class-- your ability to respectfully engage others in dialogue, including **an awareness of your own social locations as you enter this conversation**, ensuring that there is space for all voices to be heard, your ability to reference others' comments and encourage interaction among participants, and willingness to consider other viewpoints/positions and to challenge ideas. **(50%)**

Assignment 4 - Interview with a Social Worker

Value: 25%

Length- 6-8 double-spaced pages (1500 - 2000 words)

Description

The purpose of this assignment is to gain experiential knowledge of the field of social work and to gather information 'from the field' that will allow you to assess the practical application of the concepts explored in the course. Please note that there are four parts to this assignment.

Part A- "Setting the Stage" – Preparing for the Interview

You may choose to work in groups if two or three for the interview component of this assignment. Before the end of September, contact a social service agency/organization/group that is concerned with an issue of interest to you and arrange to interview a social worker who is connected to the agency/organization/group. If you are having difficulty finding or deciding on an agency, ask for guidance.

Part B- Establishing Guidelines for the Interview

When arranging your interview, clarify who you are, the purpose of your request, and the amount of time you anticipate the interview will take. As social workers are notoriously busy, it is recommended that you ask for no more than 30 minutes of this person's time. You may offer to e-mail your questions to the social worker prior to the date of the interview. A face-to-face meeting is required as this will provide an opportunity for you to "experience" the workplace setting. Before you go to the interview, prepare a short consent form (see sample below).

Part C- Conducting the Interview

Have the social worker sign the interview consent form when you first meet. Be sure to reassure them that their comments will be used only for this assignment. Keep a copy of

the consent form and include it with your material when you submit your report.

Suggested Interview Questions- You may want to use the following questions to help you gather information. You can adapt these questions to suit your personal interviewing style and the interests of your interviewee. You are also welcome to add additional questions:

- What is your social work training?
- Could you tell me how you came to be a social worker?
- What would you define as the primary purpose of social work?
- What do you see as the important broader issues that affect the individuals/groups/families you work with? How do you address these issues in your social work practice?
- What do you see as the important broader issues that affect these individuals? How do you address these issues in your social work practice?
- What is an example of a value or ethical dilemma that you might deal with in your practice? How do you deal with ethical dilemmas?
- What theories guide your social work practice?
- What is your definition of social justice and how do you act on this?
- What types of situations do you deal with on a day-to-day basis?
- Have you always done this type of social work? Where else have you worked? Are there other types of social work that appeal to you? Are there any types of social work that you would rather not do? Why or why not?
- What do you see as the challenges facing the profession of social work today?
- What do you do for self care?
- Do you have any advice for someone just starting out on a social work career?

Note: Before you leave be sure to thank your interviewee and to share how her/his input will assist you in your coursework.

Part D- Writing the Paper

Once the interview has been conducted, write up what you have discovered into a report. The report should be approximately 2000 words (8 pages) and is due on November 7.

Your written report should include:

1. A rationale for why you chose to interview who you did.
2. The steps you took to gain access to the social worker and to prepare yourself for the interview.
3. A description of the questions you chose to ask, including any ‘ad libs’ or surprising turns in the conversation that emerged during the interview
4. A summary of the responses you obtained to the questions you posed or the information that was provided by the social worker
5. Your reflections of what was like to interview someone about their work.
6. Your reflections on what you learned from completing this assignment.

Grading Criteria:

- Description of the thoughtful reflection about the choice of interview (15)
- Description of the steps taken to gain access to the social worker and to prepare for the interview (15)

- Clearly written summary of the interview responses (30)
- Reflections about what was learned from the assignment (40)

Sample Consent Form

I understand that

_____/_____/_____ is a /are student(s) at the University of Victoria and is enrolled in SocW 200A Introduction to Social Work. I agree to be interviewed and give my permission for this student/these students to make notes or record our conversation and to prepare a written report for submission to the instructor. I understand that the information I provide will be used only for the purpose of this assignment.

Interviewee's Name (Please print)

Agency

Interviewee's Signature

Date

Assignment #5: Critical Self Reflection Paper

Value: 30%

Length: 8 to 10 double-spaced pages (2000 – 2500 words)

Purpose:

1. To reflect on the complexity of your particular social locations and identities.
2. To identify and examine places of privilege and oppression in your life.
3. To examine your ideas about social work and social justice and your interest and capacity for social work practice.

Instructions: Each of us has a unique social blueprint constructed, in part, by our membership in various social groups. It may include gender, race, sexual orientation, ethnicity, class, ability, age, religion, language, geographic location, political affiliations, etc. Our identities are shaped by a multitude of socializing influences and are fluid and constantly being negotiated.

1. Reflect on your membership in these social groups. Which features of your social locations are easiest to identify? Which are most difficult? What does this awareness suggest about how you primarily identify yourself? What societal messages have you received about various aspects of your identity? How have these messages been conveyed?
2. Discuss the types of privileges and oppressions embedded in your social locations. What personal reactions do you notice as you consider this?
3. Reflect on how your social locations and your understanding of your social identity will both assist and constrain your social work practice. Why is it important to be critically self reflective?
4. Review the working definition of social work that you developed for Online Assignment #1. Has your definition changed/expanded/shifted? In what way?

- What do you now see as the primary purpose(s) of social work? What course authors have contributed to your ideas?
5. Draw on course readings/materials (particularly unit 12) and your knowledge about self to create your own definition of social justice. Discuss your interest and ability to act on your beliefs about social justice in your social work practice. **You are expected to integrate course materials/readings throughout your paper.**

Grading Criteria

- Use of theory - an assessment of your use of relevant theory and concepts from the course materials to demonstrate your comprehension of the course objectives. This includes your use of examples, references to readings, etc. **(25%)**
- Critical thinking - an assessment of your ability to move beyond description to critically examine the material presented. **(25%)****Note:** Critical thinking involves the ability: to examine and interpret information; to question the underlying assumptions on which information is based rather than accept conclusions at face value; to compare and contrast ideas; to identify relationships and themes; and to apply the concepts to practice examples.
- Self reflection - an assessment of your ability to examine your own values, beliefs, and assumptions critically, to discuss your interest and ability to act on your beliefs, and to show a high level of personal engagement with the course materials. **(40%)**
- Writing ability - an assessment of your ability to write in a clear, concise, comprehensive, organized, and creative manner, utilizing proper referencing. **(10%)**