Spring 2019

Course Number: **SOWK 621.S02**	**Classroom: PF3257**
Course Name: HISTORY & FOUNDATION OF THE PROFESSION	
Day & Time: **Tuesdays and Thursdays - 9:00a.m. – 4:00p.m. May 7, 9, 14, 16, 21, 23**	

Instructor: Jacqueline Fields	**Office Hours:** By appointment
Telephone: 403.890.9228	**Email:** jafields@ucalgary.ca

COURSE OUTLINE

Syllabus Statement

An examination of the relationship between knowledge, values, ethics and power and how they shape interventions in social work.

Course Description

This course examines social welfare and social work practice through an exploration of the history, philosophical foundations, diverse ways of knowing, values, and ethics of the social work profession. Students will be encouraged to reflect on and integrate beliefs, values, perspectives, and emotions in relation to social work approaches at various levels of practice. Learners will be encouraged to practice responsible, ethical, reflexive, and authentic participation and gather a foundational understanding of generalist social work practice.

This course has no pre-requisite or co-requisite and is restricted to social work MSW students or with consent of the Faculty.

Class Structure: This class will utilize short lecture presentations, individual reflection, small group work, applied activities, guest lectures, and large group discussions. The first week of classes will focus more heavily on general, foundational knowledge while the remainder of the classes will explore specific topics in more depth.

Prior to each class, please complete the assigned readings and reflect upon the guiding questions. I also encourage you to develop additional questions for the class to consider and reflect upon in our work together. This course needs to meet the needs of students from a diversity of educational backgrounds and undergraduate degrees. Generating and responding to guiding questions is a way for you to direct the level/depth of your learning based on your prior learning.

On our first day of class, we will mutually establish guiding principles for our work together in the class. Some of the material in the class (e.g., child abuse, racism, residential schools, and suicide) is potentially challenging to explore and I encourage you to use my office hours if you wish to have individual consultation and support as we work through this content.

After taking this course, students will be able to:
1. To ground increasing knowledge, understandings, learnings in social work values. Be able to demonstrate the social dimension of social work, (e.g., the relational, interactional, and contextual) is in all aspects of study.
2. Articulate an understanding of the history of social work in Canada.
3. Students will recognize justice issues in society and in daily living and learn to speak to these issues in listenable ways directed toward reflection and change.
4. Define the ethical responsibilities of social workers in practice.
5. Identify the social determinants of health in Canada.
6. Define the micro, mezzo, and macro roles of social workers in mental health services in Canada.
7. Explain social work ethical standards and apply safety strategies when responding to situations of harm to self or others.
8. Identify diversifying social work roles in response to emerging environmental psychosocial issues.

This course intentionally and specifically links to the FSW Program Level Outcomes below:

Professional Identity
1.1) Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.

Values and Ethics in Professional Practice
2.1) Demonstrate knowledge of the relevant social work codes of ethics in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.

Promote Human Rights and Social Justice
3.1) Understand their professional role in advancing human rights and responsibilities and social justice in the context of the Canadian society and internationally.
3.2) Understand the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.

Diversity
4.2) Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations.
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Critical Thinking in Professional Practice
5.2) Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.

Policy Analysis and Development
7.1) Demonstrate comprehension of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.

7.2) Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.

Change
8.1) Acquire knowledge of organizational and societal systems.
8.2) Identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions. This includes working with Francophone, Indigenous and newcomer populations.

This course is designed to provide a foundational background for other 600 level courses and an understanding of the context for engaging in the practice of social work at an advanced level.

This course is intended to complement learning and development in the following classes: Human Behaviour in the Environment, Models of Practice, Issues in Social Work Research, and Professional Communication and Interviewing.

Course Text(s)

Hick, S., & Stokes, J. (2016). *Social work in Canada: An introduction (4th ed.).* Toronto, ON: Thompson

  Educational Publishing.

Class Schedule

D2L: Any PowerPoint presentations used by the instructor will be made available to students on D2L. Please check D2L regularly for any course updates/announcements. You will need to submit your assignments using D2L. Assignment grades will also be posted on D2L.

Please feel free to post your ideas, comments, and questions in the general discussion forum on D2L. Please be respectful and constructive in your posts.

Dates & Topics	Required Readings & Guiding Questions	Due Dates
May 7: **9 – 12 noon** **Introductions** **Class Guidelines** **Review Course Syllabus** **AOP Discussion** **Defining Social Work and Social Justice** **1 – 4 p.m.** **Historical Influences on Social Work**	Social Work in Canada: An Introduction ▪ Chapter 1 – Social work and social welfare in Canada ▪ Chapter 2 – Toward a history of social work in Canada ▪ Chapter 3 – Social work theories and practice models ▪ Chapter 4 – Individuals, groups, and communities **Guiding Questions:** What is your emerging understanding of social work and social justice? What are some key historical influences on social work? How do these influences shape social work practice today? What historical developments in social work do you feel an affinity with? How might that shape your own practice? What tensions and contradictions have emerged in social work's historical development?	
May 9: **9 – 12 noon** **The Social Determinants of**	Social Work in Canada: An Introduction ▪ Chapter 6 – Social work and the health of Canadians ▪ Chapter 7 – Mental health and social work practice	

Health (SDH) *1 – 4 p.m.* **Mental Health**	**Guiding Questions:** What are Social Determinants of Health (SDH)? What are the strengths and limitations of the SDH framework? How do you define health and well-being? What ideas about diverse ways of understanding health and well-being did you draw from the readings? What are the roles of social workers in mental health services? How can we address the social determinants of mental health at the community level?	**First mini reflection paper due by 12:00 Noon on May 10th**

May 14:
9 – 12 noon
 	
Social Work with Indigenous Peoples in Canada
 	
Guest Speaker(s): Yvonne Poitras-Pratt and/or Patricia Danyluk
 	
1 – 4 p.m.
 	
Child Welfare and Protection
	Social Work in Canada: An Introduction
	  ▪ Chapter 5 – Social work and child welfare in Canada
	  ▪ Chapter 9 - Social Work and Indigenous Peoples
	
	Guiding Questions:
	
	What is the relationship between the SDH and social work with Indigenous peoples in Canada?
	
	What structural determinants of health may not be adequately captured in the SDH framework?
	
	What is colonization? To what extent is social work a colonizing/de-colonizing activity?
	
	What is cultural safety and cultural competence? How are they different?
	
	What is the social work role in child welfare and child protection matters?
	
	How do your own experiences, values, and beliefs shape your professional responses to reporting suspected child abuse?	

May 16:
9 – 12 noon
 	
Values, the Code of Ethics and Ethical Frameworks
 	
1 – 4 p.m.
 	
Social Work with Specific Populations
 	
(Part I)
	Social Work in Canada: An Introduction
	  ▪ Chapter 11 – Social work with older Canadians
	  ▪ Chapter 13 - Social Work and Persons with Disabilities
	
	Canadian Association of Social Workers:
	  ▪ Code of Ethics. (2005)
	http://casw-acts.ca/sites/default/files/attachements/CASW_Code%20of%20Ethics.pdf
	
	  ▪ Guidelines for Ethical Practice. (2005)
	http://www.casw-acts.ca/sites/default/files/attachements/CASW_Guidelines%20for%20Ethical%20Practice.pdf
	
	  ▪ Indigenous Social Work Practice and Social Work Competency
	https://acsw.in1touch.org/document/1947/RPT_ACSWIndigenousSWStandardsofPracticeApproved_20130416.pdf
	
	  ▪ Standards of Practice. (2019)
	https://www.acsw.ab.ca/site/practice-resources?nav=sidebar	

	Guiding Questions: What is the interrelationship between worldviews, values, and ethical frameworks? What informs the value and ethical foundations of health and human services organizations? How can diverse ways of knowing transform health and human services? How do our own values and beliefs about diverse groups in Canadian society impact our social work practice?	**Second mini reflection paper due by 12:00 Noon on May 17th**

May 21:
9 – 12 noon
 	
Social Work Values, Ethics, and the Social Determinants of Health
 	
1 – 4 p.m.
 	
Social Work with Specific Populations
 	
(Part II)
	Social Work in Canada: An Introduction
	   ▪ Chapter 8 - Social Work with Women in Canada
	   ▪ Chapter 10 – Racialized Canadians and Immigrants
	   ▪ Chapter 12 – Social work and sexual and gender diversity
	
	Canadian Association of Social Workers:
	   ▪ Code of Ethics. (2005)
	http://casw-acts.ca/sites/default/files/attacheMents/CASW_Code%20of%20Ethics.pdf
	
	International Federation of Social Workers:
	   ▪ Statement of Ethical Principles. (2012)
	http://ifsw.org/policies/statement-of-ethical-principles/
	
	   ▪ Human Rights. (2012) http://ifsw.org/policies/human-rights-policy/
	
	   ▪ Guidelines on the Management of Consent and Confidentiality When Working with Minors. (2015)
	https://acsw.in1touch.org/document/2023/SUM_GuidelinesObtainingConsentWorkingWithMinors_exceptionforlegislation_201510.pdf
	
	Additional Readings:
	
	Caplan, T., & Thomas, H. (2002). The forgotten moment: Therapeutic resilience
	
	   and its promotion in social work with groups. *Social Work with Groups,*
	
	   24(2), 5-26.
	
	Guiding Questions:
	
	What ethical responsibilities do social workers have in practice?
	
	What are the purposes of professional codes of ethics and standards of practice?
	
	How do social work values and principles relate to the social determinants of health?
	
	How do laws and social policy shape social work practice with vulnerable individuals?	

May 23: *9 – 12 noon*	Social Work in Canada: An Introduction ▪ Chapter 14 - International Social Work Practice Today	

International Social Work `1 – 4` **Final Reflections and Wrap-up**	**Additional Readings:** Campbell_Review_Advocacy_Interventions_to_Reduce_or_Eliminate_Violence.pdf **Guiding Questions:** What are some key considerations for practice in the international arena? How is culture a source of resilience and strength? How can the values and principles of participatory approaches be applied in international social work?	**Third mini reflection paper due by 12:00 Noon on May 24th**

Communicating with the Instructor: Please allow 2 business days for a response to your emails. When possible, please make use of your Instructor's office hours so that we can meet in person.

Assignments

Submission and Extensions: All assignments must be submitted via Dropbox on D2L. Unless the student arranges an extension in advance of the due date with the instructor (due to extenuating personal circumstances), 2% will be deducted from the assignment for each day (or portion thereof) late. Extensions are not normally given for workload reasons.

Re-writes: Assignment re-writes are possible to receive additional instructor feedback but will **not** result in an adjustment of the grade received.

1. Participation (20% of total grade)

The participation grade awards you marks for your dedication to being an active learner in the course. The participation grade will be allocated based on your professionalism and participation in the class and contributions to our learning community. Your instructor does not understand participation to solely mean talking in class; I recognize and look for the unique ways students express their engagement (e.g., affirming others, taking notes in small group work, coming prepared, etc.). ***Meets CLOs 1 – 8 and PLOs –1.1, 2.1, 3.1, 3.2, 4.2, 5.2, 7.1, 7.2, 8.1, 8.2.***

2. Short Reflection Papers (30% of total grade)

At the end of each week of class you will submit a short reflection paper on a topic area of your choice that was discussed in class during that particular week. You will clearly identify the topic area you chose; your reaction to the topic; and the reason for your reaction. Please do not include direct quotes in your paper. Citations are not mandatory, but if you do cite, references must be formatted in APA Style (6th Edition). **Each paper must be no longer than 2 double-spaced pages. *Meets CLOs 1 – 8 and PLOs 1.1, 2.1, 4.2, 5.2, 7.1, 7.2, 8.1, 8.2.***

3. Critical Analysis Paper (50% of total grade), Due May 30th at 11:59 pm:

Students are encouraged to write on a topic of interest to them that is discussed in the course content. Possible topics could include a deeper exploration of an ethical principle such as self-determination; a

deeper exploration of one of the social determinants of health; one of the TRC Calls to Action; the philosophy of an intervention such as group work, casework, or community development; and social issues confronting vulnerable populations. The paper will be graded according to the following criteria: (i) your rationale for the choice of topic; (ii) how you situate yourself (value system/personal and professional identities) and your practice in relation to the topic; (iii) a discussion of your theoretical framework within the context of your topic; (iv) clear demonstration of critical thinking and reflection; and (v) the implications for social work practice and research. Ensure that your paper uses up-to-date literature, provides evidence to support your claims, and attends to a professionally appealing style (headings and sub-headings), correct grammar, and referencing. APA 6th edition referencing is required, and APA 6th edition will be the basis of assessing grammar, style, and citations/referencing. A minimum of 8 *academic* sources, in addition to the assigned course readings, are to be used (*academic* source refers to a book, peer-reviewed journal article, or book chapter). **The paper will be no longer than 8 double-spaced pages, excluding the reference list.** Avoid the overuse of lengthy direct quotes. *Meets CLOs 1 – 8 and PLOs1.1, 2.1, 3.1, 3.2, 4.2, 5.2, 7.1, 7.2, 8.1, 8.2.*

Recommended Readings

Hall, R. (2008). The evolution of social work practice: Implications for the generalist approach.

International Journal of Social Welfare, 17(4), 390-395. doi:10.1111/j.1468-

2397.2008.00558.x

Harris, B. (2006). A first nations' perspective on social justice in social work education: Are we there

yet? (A post-colonial debate). *Canadian Journal of Native Studies, 26*(2), 229-263.

Kam, P. K. (2014). Back to the 'social' of social work: Reviving the social work profession's

contribution to the promotion of social justice. *International Social Work, 57*(6), 723-740.

doi:10.1177/0020872812447118

Larson, G., & Allen, H. (2006). Conscientization – the experience of Canadian social work students in

Mexico. *International Social Work, 49*(4), 507-518. doi:10.1177/0020872806065327

Lavitt, M. R. (2009). What is advanced in generalist practice? A conceptual discussion. *Journal of*

Teaching in Social Work, 29(4), 461-473. doi:10.1080/08841230903253267

Grading

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary Graduate Grading System will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. **Note**: The grade point value (3.0) associated with this grade is the minimum acceptable **average** that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. **Note**: Students who accumulate two grades of **"B-"** or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below "B-" are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

Course Evaluation

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.

Students are welcome to discuss the process and content of the course at any time with the instructor.

PROFESSIONAL CONDUCT
As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar http://www.ucalgary.ca/pubs/calendar/current/k-2.html Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment.

Consistent with the aims of the Social Work Program, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): https://casw-acts.ca/en/Code-of-Ethics   and the Alberta College of Social Work Standards of Practice (2013): http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf
Students are expected to ensure they are both familiar with, and comply with these standards.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb) *before* beginning the assignment."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar
http://www.ucalgary.ca/pubs/calendar/current/k-2.html

All social work students are expected to review the Academic Integrity Module before beginning their program: https://connect.ucalgary.ca/p8lgb1nucdh/

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: http://ucalgary.ca/ssc/graduatestudent

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: http://www.ucalgary.ca/wellnesscentre/resources

Wellness Centre 24 hours/day Phone Support (403) 210-9355
If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the

appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com).

Appeals: If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

The Student Ombudsman's Office can be reached at http://www.ucalgary.ca/ombuds/ for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

STUDENTS WITH DISABILITIES
It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.
If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services http://www.ucalgary.ca/access/ (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

Building Evacuations
When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App:
http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

SAFEWALK (403) 220-5333
Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

Supports for Mental Health
The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, ucalgary.ca/wellnesscentre/counselling/personal/) and the Campus Mental Health Strategy website (ucalgary.ca/mentalhealth).

Sexual Violence Policy
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf