



Course & Session Number	SOWK 201 S01/02	Classroom	Online
Course Name	Introduction to Social Work		
Dates and Time	<p>May 4 – June 16, 2022</p> <p>1. Synchronous Zoom sessions (Zoom links will be posted in D2L): REQUIRED: May 9, May 11, May 18, & June 1 (either 5 PM to 6:30 PM MST OR 6:30 PM to 8 PM, see D2L for your assigned time), and Wednesday June 15 (5 - 8 PM – all students attend)</p> <p>Optional tech session: Wednesday, May 4 at 5 PM MST.</p> <p>2. Required asynchronous activities on D2L from May 4 – June 16.</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p>		
Instructor	Bethany Savoy, MSW, RSW	Office Hours	Online, As posted on D2L
UCalgary E-mail	Bethany.savoy@ucalgary.ca	UCalgary Phone	Please contact instructor by email.

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), [Statements on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

This course provides an overview of the profession of social work and the social policy context within which it is practiced.

COURSE DESCRIPTION

This course explores social welfare in modern society and introduces learners to the social work profession. Through inquiry-based learning, readings, learning from guest speakers and discussions, students will examine the history, philosophical foundation, Code of Ethics, Practice Standards, theoretical perspectives, and diverse fields of practice related to social work.

This course has no pre-requisites or co-requisites. This course will take place **online** via Desire2Learn (D2L) and Zoom. This course includes 39 hours of instruction in addition to the assigned readings and assignments: 9 hours of synchronous instruction (live Zoom classes) and 30 hours of asynchronous activities (on your own time: video lectures, documentaries, discussion board reflection posts and interaction with your classmates, and other learning activities). Students are expected to manage their own learning and to engage in all learning activities as required components of the course. There will be five (5) synchronous Zoom sessions throughout the term, and each will be recorded. Attendance times for the synchronous Zoom sessions are determined by groups posted on D2L.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Examine well-being and justice experienced by diverse community members in their interactions with peoples, social structures, social policies and legislation;
2. Identify social work theories, practice frameworks and practice methods;
3. Describe attributes and perspectives that are integral to being professional social workers;
4. Demonstrate an ability to reflect on their own identities and social locations, and consider their implications for human interactions and professional social work practice;
5. Demonstrate social work knowledge and skills and describe their application in working with individuals, families, groups and communities of diverse backgrounds in the various fields of practice;
6. Describe issues facing Indigenous peoples and communities, the role of social work in perpetuating colonialism, and contemporary efforts to decolonize social work practice and to honor Indigenous ways of knowing and being; and

7. Identify, analyze, and apply social work values, ethics and responsibilities across various professional roles, activities and institutional contexts.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Required textbook (either print or digital version is acceptable):

Hick, S., & Stokes, J. (2017). *Social work in Canada: An introduction* (4th ed.). Thompson Educational.

Other required readings (links available in D2L)

Alberta College of Social Workers. (2019). *Standards of practice*. ACSW.

Canadian Association of Social Workers. (2020). *Social work scope of practice*. CASW.

Canadian Association of Social Workers. (2005). *Code of ethics*. CASW.

Canadian Association of Social Workers. (2005). *Guidelines for ethical practice (a companion document to the Code of Ethics)*. CASW.

LEARNING TECHNOLOGIES AND REQUIREMENTS

This course is entirely web-based, delivered through the Desire2Learn (D2L) Brightspace learning platform and the Zoom synchronous program. A laptop, desktop, or mobile device with internet access, webcam, microphone, and speaker is required for D2L and Zoom access. D2L is available at <http://D2L.ucalgary.ca>.

If you are having trouble with your technology, please call the IT Support Centre Toll free: 1.888.342.3802, or local direct: (403) 210.9300, or email it@ucalgary.ca. For additional information, please visit <https://ucalgary.service-now.com/it>. A Faculty of Social Work Learning Technologies Coach will also be available to you for assistance with Zoom and D2L.

An optional live tech session with your instructor will be held during the first week of class on **Wednesday May 4 at 5 pm MST**, on the topic of learning technologies. Students who have not used Zoom or D2L in past courses are encouraged to attend to increase their understanding of and ability to use these technologies. It is each student's responsibility to learn how to navigate Zoom and D2L effectively as they are required to successfully complete the course.

RELATIONSHIP TO OTHER COURSES

SOWK 201 is both a service course and a BSW required course that offers introductory knowledge of social welfare, social policy, social programs, and the social work profession. For students considering application for admission to the Faculty of Social Work, the course provides an overview of ideology and

professional practice that may help them make their decision; for those already accepted into the Faculty of Social Work, this course offers a broad general framework for the specific social work courses that follow.

CLASS SCHEDULE

Important Dates for Spring 2022

- Start of Term: Monday, May 2, 2022
- End of Term: Friday, June 24, 2022
- Fee deadline: Wednesday, May 11, 2022
- Victoria Day, no classes: Monday, May 23, 2022

Where chapters are listed in the required readings section, they are from the Hick and Stokes (2017) textbook. **A complete activity checklist is available in the D2L course. Please pay particular attention to dates and grading criteria in the activity checklist as many assignments have interim due dates.** A summary is presented here.

Modules and Dates	Activities and Required Readings	Assignments and Due Dates
Module 1: Historical Development, Theoretical Foundation and Practice Models May 4-14	<p>OPTIONAL ZOOM SESSION: Wednesday, May 4 at 5 PM MST. This session will be beneficial for students who have limited experience with Zoom and/or D2L and will allow the opportunity to become more comfortable using the tech. The instructor will provide brief instruction and a walk-through of the D2L site and you will have the opportunity to practice using your audio/video. No course content will be covered during this session.</p> <p><i>MODULE 1 Asynchronous Activities (8 hours)</i></p> <p>Module 1 D2L required learning activities which include: critical reflection on readings, review of pre-recorded lectures and case studies, participation in online discussions, and application and integration of learning.</p> <p><i>Zoom sessions (3 hours)</i></p> <p>Zoom session #1 on Monday, May 9, from 5 PM to 6:30 PM or 6:30 PM to 8 PM MST</p> <p>Zoom session #2 on Wednesday, May 11, from 5 PM to 6:30 PM or 6:30 PM to 8 PM MST</p>	<p>Interim due dates for module learning activities as posted in D2L.</p> <p>Integrated Module Assignment #1 AND Social Worker Profile update due by Saturday May 14 at 11:59 PM MST</p>

	<p>Readings</p> <p>Chapter 1: Social work and social welfare in Canada</p> <p>Chapter 2: Toward a history of social work in Canada</p> <p>Chapter 3: Social work theories and practice models</p> <p>Chapter 4: Individuals, groups and communities</p>	
<p>Module 2: Social Work Process and Selective Fields of Practice</p> <p>May 15-25</p>	<p>MODULE 2 Asynchronous Activities (7.5 hours)</p> <p>Module 2 D2L required learning activities which include: critical reflection on readings, review of pre-recorded lectures and case studies, participation in online discussions, and application and integration of learning.</p> <p>Zoom session (1.5 hours)</p> <p>Zoom session #3 on Wednesday, May 18, from 5 PM to 6:30 PM or 6:30 PM to 8 PM MST</p> <p>Readings</p> <p>Chapter 5: Social work and child welfare in Canada</p> <p>Chapter 6: Social work and the health of Canadians</p> <p>Chapter 7: Mental health and social work practice</p> <p>Chapter 14: International social work practice</p>	<p>Interim due dates for module learning activities as posted in D2L.</p> <p>Integrated Module Assignment #2 AND Social Worker Profile Update due by Wednesday, May 25 at 11:59 PM, MST</p>
<p>Module 3: Social Work with Diverse Populations</p> <p>May 26 – June 4</p>	<p>MODULE 3 Asynchronous Activities (7.5 hours)</p> <p>Module 3 D2L required learning activities which include: critical reflection on readings, review of pre-recorded lectures and case studies, participation in online discussions, and application and integration of learning.</p> <p>Zoom session (1.5 hours)</p>	<p>Interim due dates for module learning activities as posted in D2L.</p> <p>Integrated Module Assignment #3 AND Social Worker Profile update due by Saturday, June 4 at 11:59 PM, MT</p>

	<p>Zoom session #4 on Wednesday, June 1, from 5 PM to 6:30 PM or 6:30 PM to 8 PM MST</p> <p>Readings</p> <p>Chapter 8: Social work with women in Canada</p> <p>Chapter 9: Social work and Indigenous people</p> <p>Chapter 10: Racialized Canadians and immigrants</p> <p>Chapter 11: Social work with older Canadians</p> <p>Chapter 12: Social work and sexual and gender diversity</p> <p>Chapter 13: Social work and persons with disabilities</p>	
<p>Module 4: Professional Social Work</p> <p>June 5-16</p>	<p>MODULE 4 Asynchronous Activities (7 hours)</p> <p>Module 4 D2L required learning activities which include: critical reflection on readings, review of pre-recorded lectures and case studies, participation in online discussions, and application and integration of learning.</p> <p>Zoom session (3 hours)</p> <p>Zoom session #5 on Wednesday, June 15, from 5-8 PM MST (all students attend this time)</p> <p>Readings</p> <p>Canadian Association of Social Workers (2005). <i>Code of ethics</i>. CASW.</p> <p>Canadian Association of Social Workers (2005). <i>Guidelines for ethical practice (a companion document to the Code of Ethics)</i>. CASW.</p> <p>Canadian Association of Social Workers (2008). <i>Social work scope of practice</i>. CASW.</p> <p>Alberta College of Social Workers (2013). <i>Standards of practice</i>. ACSW.</p>	<p>Interim due dates for module learning activities as posted in D2L.</p> <p>Complete Social Worker Profiles due by Sunday, June 12 at 11:59 PM, MST</p> <p>Integrated Module Assignment #4 due by Tuesday, June 14 at 11:59 PM, MST</p> <p>Group sharing of profiles on Wednesday, June 15, 5-8 PM, MST</p> <p>Assignment 3 Self-Assessment due Thursday June 16 at 11:59 pm</p>

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor and watch the recording which will be posted on D2L. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Unless advised (or agreed) otherwise by the instructor, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose. Students may not record any portion of the Zoom sessions or office hours without prior approval of the instructor.

ASSESSMENT COMPONENTS

ASSIGNMENT 1: INTEGRATED MODULE ASSIGNMENTS (one per module)

Due Dates: Final version in each module due May 14, May 25, June 4, and June 14 by 11:59 PM MST, see D2L for detailed breakdown of due dates for each module.

Weight: 50% (Four assignments, one per module, 12.5% each)

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Assessment Description and Criteria: Integrated module assignments are designed to support learners in demonstrating their understanding and application of course materials. Learners will review the D2L module materials and generate assignments that help them integrate and apply their knowledge. They will create four module assignments that address the areas of focus in the four modules:

- Module 1: Concept map of a social work theory or practice model in relationship to a case study.
- Module 2: Field of Practice interview and process reflection.

- Module 3: Letter to the editor and one social media post (distilled from letter to the editor) addressing a social work issue.
- Module 4: Personal social work ethics manifesto.

All integrated module assignments will involve working collaboratively on D2L within small learning groups to develop, refine, and finalize each individual module assignment. Complete module assignment and process details are provided on D2L.

Grading Criteria: Each module assignment is worth 12.5%. Please see D2L for detailed rubrics for each Integrated Module Assignment.

ASSIGNMENT 2: AN EXPLORATION OF YOUR SOCIAL WORKER PROFILE

Due Date: Ongoing development of profiles in each module; Final profiles due June 12 by 11:59 PM MST. Group sharing on June 15, 5-8 PM MST

Weight: 35% (Profile 25%, Development of Profile 5%, and Group sharing 5%)

Aligned Course Learning Outcome: 1, 2, 3, 4, 5, 6, 7

Assessment Description and Criteria: This assignment is designed to support students to explore their personal profiles as social workers. As students embark on their learning journeys, they will continually reflect on the relevance of the course materials and learning activities to their personal and professional experiences, values, qualities, skills, and approaches. They will use a method of their choice (i.e., reflective journaling, voice memos or podcasts, artistic expressions, artifacts, story boards, use of multimedia, etc.) to express their emerging social worker profiles. Students will post three ungraded updates for feedback prior to the final due date. Further instruction is provided on D2L.

Grading Criteria: This assignment consists of three components: personal expressions of social worker profiles (25%), ongoing development of profile through regular discussion board updates (5%), and group sharing of social worker profiles (5%). For detailed assessment criteria, please see the rubric posted on D2L.

ASSIGNMENT 3: ENGAGEMENT IN LEARNING ACTIVITIES

Due Dates: Ongoing, assessed at end of term; Self-assessment due on June 16 at 11:59 pm MST.

Weight: 15%

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Assessment Description, Criteria, and Grading: Because this course contains a great deal of asynchronous material, a student's success will be largely determined by their participation in and engagement with all the material: in live classes, on D2L, and in the textbook readings. The engagement grade will be assigned by the instructor at the end of the term and will reflect all aspects of course participation and engagement, including but not limited to: attendance at Zoom sessions, critical reflection postings on the discussion boards, meaningful contributions to the discussions both in live sessions and as replies to your classmates' discussion posts, and demonstrated engagement with the recorded lectures, videos, readings, and other ungraded course activities. Students will submit to the Dropbox a one-paragraph self-assessment (maximum 250 words) discussing their engagement in the

course, considering the criteria above and including a recommended self-assigned grade. This self-assessment will be considered by the instructor in assigning the final engagement grade, and failure to submit the self-assessment will result in a grade of zero for this assignment.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are asked to log in regularly to keep up to date with required activities and discussions. Discussion postings will remain on the site for the duration of the semester, however students are expected to contribute to the discussion in a timely manner. Discussion posts should validate and extend the learning, rather than simply summarizing course content or expressing agreement with classmates. All postings and responses are expected to ensure respect, dignity, and confidentiality for all participants.

INSTRUCTOR'S OFFICE HOURS VIA ZOOM MEETINGS – OPTIONAL

Office Hours with your instructor are optional – only if you require speaking with the instructor along with others. Dates and times are posted in D2L. If you have questions that require privacy, please email Bethany.savoy@ucalgary.ca. Questions regarding class material should be posted to the designated D2L discussion board. Instructor office hours will be conducted via Zoom sessions and dates are posted on D2L. Please review the current course materials before participating in an office hour session. You will need a webcam and a microphone to participate. You are expected to arrive at the start time of session. If 10 minutes have elapsed without anyone joining the online room, the instructor will close the session.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L, or on the discussion board as indicated in the assignment description. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 1 Module 2). Assignments are due by 11:59pm MST on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Any assignment that is submitted after the due date without an explanation or previously granted extension will receive a grade of zero. Extensions to the posted due dates must be requested in advance, by emailing the instructor and including the reason for the extension and the proposed alternate due date. **Note:** It is at the instructor's discretion to grade a late assignment based on the student's pattern of engagement with, and participation in, the course.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills, including APA and adherence to assignment guidelines. Writing skills include not only surface correctness (grammar, punctuation, sentence

structure, etc.) but also general clarity and organization. Sources used in all assignments must be properly documented and referenced in APA 7th edition format. APA 7 should also be used for assignment formatting. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

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

GRADING

A student's final grade for the course is the sum of the separate assignments. For the final grade, all decimal grades will be rounded up to the next whole number. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	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.

ADDITIONAL SUGGESTED READINGS

This course serves as a general introduction to social welfare, social work, and social services. Therefore, students are encouraged to locate additional readings on relevant topics and share these with fellow students. An additional suggested reading list for the course will be provided in the D2L course and most works listed are available online through the University of Calgary library at www.library.ucalgary.ca

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's [Code of Conduct](#).

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 and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

Research Ethics

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics Website](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information