| Course & Session Number | SOWK 201 L01 & L02 | Classroom | Online |
|---|---|---|---|
| Course Name | Introduction to Social Work | | |
| Dates and Time | June 27 – August 10<br><br>1. Synchronous Zoom sessions (Zoom links will be posted in D2L):<br><br>Required: June 29, July 13, July 25, and August 8: 5PM MST – 7:30PM MST<br><br>Optional: Tech session: Monday, June 27, 5PM – 6PM MST.<br><br>2. Required asynchronous activities on D2L from June 27 to August 10, 2022 (see Class Schedule)<br><br>Add/Drop/Withdrawal Dates:  Please refer to the course-specific deadline in your Student Centre[1]. | | |
| Instructor | Alison Grittner, PhD(c) | Office Hours | Online, as posted on D2L |
| UCalgary E-mail | alison.grittner@ucalgary.ca | UCalgary Phone | Contact via 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

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

integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An 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 completion of this course, students will be able to:

1. Examine wellbeing 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 (print or digital version):**

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

**Other Required Readings (links available in the D2L Course under Start Here)**

Alberta College of Social Workers. (2019). *Standards of practice*. Edmonton: Author.

Canadian Association of Social Workers. (2020). *Social work scope of practice*. Ottawa: Author.

Canadian Association of Social Workers. (2005). *Code of ethics*. Ottawa: Author.

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

### 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.

Learners in this course must have the basic technical skills of internet navigation, uploading files in different file formats (ex: .JPG, PDF, .docx), and operating a webcam/microphone.

## 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 learners 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 |
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**Important Dates for Summer 2022**
- o  Start of Term: Monday, June 27, 2022
- o  End of Term: Wednesday, August 10, 2022
- o  Fee deadline: Wednesday, July 6, 2022
- o  Canada Day, no classes: Friday, July 1, 2022
- o  Alberta Heritage Day: Monday, August 1, 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<br><br>June 27 – July 7 | OPTIONAL ZOOM SESSION: Monday, June 27 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.<br><br>***MODULE 1 Asynchronous Activities (8 hours)***<br><br>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.<br><br>*Zoom sessions*<br><br>**Zoom session #1 on June 29 5PM – 8:00 PM MST**<br><br>*Readings* | Interim due dates for module learning activities as posted in D2L.<br><br>Integrated Main Post #1 AND Social Worker Profile update due by July 7 at 11:59 PM MST |

| | Chapter 1: Social work and social welfare in Canada | |
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| | Chapter 2: Toward a history of social work in Canada | |
| | Chapter 3: Social work theories and practice models | |
| | Chapter 4: Individuals, groups and communities | |
| Module 2: Social Work Process and Selective Fields of Practice<br><br>July 8 – July 19 | ***MODULE 2 Asynchronous Activities (7.5 hours)***<br><br>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.<br><br>*Zoom session*<br><br>**Zoom session #2 on July 13 5PM – 8:00 PM MST**<br><br>*Readings*<br><br>Chapter 5: Social work and child welfare in Canada<br><br>Chapter 6: Social work and the health of Canadians<br><br>Chapter 7: Mental health and social work practice<br><br>Chapter 14: International social work practice | Interim due dates for module learning activities as posted in D2L.<br><br>Integrated Main Post #2 AND Social Worker Profile update due by July 19 at 11:59 PM MST |
| Module 3: Social Work with Diverse Populations<br><br>July 20 – July 31 | ***MODULE 3 Asynchronous Activities (7.5 hours)***<br><br>Module 3 D2L required learning activities which include: critical reflection on readings, review of pre-recorded lectures and case studies, participation in online | Interim due dates for module learning activities as posted in D2L.<br><br>Integrated Main Post #3 AND Social Worker Profile update |

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|---|---|---|
| | discussions, and application and integration of learning.<br><br>*Zoom session*<br><br>**Zoom session #2 on July 27 5PM – 8:00 PM MST** | due by Saturday, July 31 at 11:59 PM, MT |
| Module 4: Professional Social Work<br><br>August 1 – August 10 | *Activities*<br><br>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.<br><br>*Zoom session*<br><br>Zoom session #5 on August 8, from 5PM to 8PM (MST)<br><br>*Readings*<br><br>Canadian Association of Social Workers (2005). *Code of ethics*. Author.<br><br>Canadian Association of Social Workers (2005). *Guidelines for ethical practice (a companion document to the Code of Ethics*). Author.<br><br>Canadian Association of Social Workers (2008). *Social work scope of practice*. Author.<br><br>Alberta College of Social Workers (2013). *Standards of practice*. Author. | Interim due dates for module learning activities as posted in D2L.<br><br>Integrated Module Assignment #4 and Exploration of Your Social Worker Profile due August 10 by 11:59PM, MST<br><br>Group Sharing of Social Worker Profile due in zoom class August 8 5:00PM – 8:00PM MST<br><br>Assignment 3 Self-Assessment due Friday August 12 at 11:59 pm MST |

**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 to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. 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 their instructors, 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.

**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.

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**ASSESSMENT COMPONENTS**

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**Assignment 1: Integrated Module Assignments (50% - 12.5%/per module) – January 28, February 18, March 18 and April 8 at 11:59PM MST**

**Note:** Due dates above are for the final module submission, additional process/collaboration due dates are located across each module. See D2L for detailed breakdown of due dates within each module.

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

Assignment Description:
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 refine and create 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; Final profiles due by August 10 11:59 PM MST. Group sharing on August 8, 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. Further instruction is provided on D2L.

**Grading Criteria:** This assignment consists of three components, namely 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 August 12 by 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 largely asynchronous material, a student's success will be largely determined by their participation in and engagement with all the material on D2L and in the readings. The participation grade will be assigned by the instructor at the end of the term and will include attendance at Zoom sessions, 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) of their participation in the course, considering the criteria above and including a self-assigned grade. This self-assessment will be considered by the instructor in assigning the grade and failure to submit it will result in a grade of zero for this assignment.

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**ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

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## 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

[alison.grittner@ucalgary.ca](mailto:alison.grittner@ucalgary.ca) and CC the TA assigned to your learning circle. Questions regarding class material should be posted to the designated D2L discussion board – they will not be answered via email. 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 that includes the students 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. **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.** 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](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](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. 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 encouraged to discuss the process and content of the course at any time with the instructor.

**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