



Course & Session Number	SOWK 201 L01 & L02	Classroom	Online
Course Name	Introduction to Social Work		
Day(s) & Time	Zoom sessions: January 10, January 24, February 7, March 7 (either from 6PM to 7:30PM or 7:30PM to 9:00PM, MST), April 11 (6PM to 9:00PM MST)		
Instructor	Alison Grittner, PhD(c)	Office Hours	As Requested
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EQUITY, DIVERSITY, INCLUSION, RECONCILIATION AND ANTI-RACISM

The Faculty of Social Work (FSW) is committed to anti-racist social work education and practice and to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge the historic and ongoing effects of racism, systemic inequities and compounded disadvantages due to the intersection of social locations, particularly for members of racialized, Indigenous, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour, and integrate diverse perspectives, experiences, and strengths into our work. See the faculty's [Statement 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, learners will examine the history, philosophical foundation, codes of ethics, practice standards, theoretical perspectives and diverse fields of practice related to social work.

This course has no pre-requisites or co-requisites.

As an on-line course, learning will occur through both synchronous zoom sessions and asynchronous learning on D2L. There will be five synchronous zoom sessions throughout the term, as indicated in this outline.

COURSE LEARNING OUTCOMES

Upon completion of this course, learners 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:

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.

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

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. 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 January 11 – January 31st	<i>Activities</i> 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. <i>Zoom sessions</i> Zoom session #1 on January 10, from 6PM to 7:30PM or 7:30PM to 9:00PM, MST	Integrated Module Assignment #1 due January 28 by 11:59PM, MT

	<p>Zoom session #2 on January 24, from 6PM to 7:30PM or 7:30PM to 9:00PM, MST</p> <p><i>Readings</i></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>February 1 - 19</p>	<p><i>Activities</i></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><i>Zoom session</i></p> <p>Zoom session #3 February 7, from 6PM to 7:30PM or 7:30PM to 9:00PM, MST</p> <p><i>Readings</i></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>Integrated Module Assignment #2 due February 18 by 11:59PM, MT</p>
<p>February 20 – 26, 2022</p>	<p>Term Break, no classes</p>	

<p>Module 3: Social Work with Diverse Populations</p> <p>February 27- March 20</p>	<p><i>Activities</i></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><i>Zoom session</i></p> <p>Zoom session #4 on March 7, from 6PM to 7:30PM or 7:30PM to 9:00PM, MST</p> <p>Activities</p>	<p>Integrated Module Assignment #3 due March 18 by 11:59PM, MST</p>
<p>Module 4: Professional Social Work</p> <p>March 21 - April 12</p>	<p><i>Activities</i></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><i>Zoom session</i></p> <p>Zoom session #5 on April 11, from 6PM to 9PM (MST)</p> <p><i>Readings</i></p> <p>Canadian Association of Social Workers (2005). <i>Code of ethics</i>. Author.</p> <p>Canadian Association of Social Workers (2005). <i>Guidelines for ethical practice (a companion document to the Code of Ethics)</i>. Author.</p> <p>Canadian Association of Social Workers (2008). <i>Social work scope of practice</i>. Author.</p> <p>Alberta College of Social Workers (2013). <i>Standards of practice</i>. Author.</p>	<p>Integrated Module Assignment #4 due April 8 by 11:59PM, MST</p> <p>Exploration of Your Social Worker Profile due April 6th by 11:59PM, MST</p> <p>Group Sharing of Social Worker Profile due in zoom class April 11 6PM – 9PM MST</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 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. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

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.

ASSESSMENT COMPONENTS

Assignment 1: Integrated Module Assignments (60% - 15%/per module) – January 28, February 18, March 18 and April 8 at 11:59PM MST

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. Reflection modality will respond to resource materials provided by guest lecturer practitioners (ex: 2 minute multi-modal video, 2 minute podcast short, written journal article, etc.).
- 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 in a modality of students' choice.

All integrated module assignments will involve working collaboratively on D2L within small learning circles to refine and create each individual module assignment.

Complete module assignment and process details are provided on D2L.

Assessment Criteria: The following criteria will be used to assess each module assignment: Clarity, Organization, & Presentation (3%); Mastery of Content (5%); Module Collaboration (3%); Evidence of Critical Reflection (4%). A complete assessment rubric will be provided on D2L.

**Assignment 2: Assignment 2: An Exploration of Your Social Worker Profile
Integrated Module Assignments (40%) – April 6 11:59 PM MST Final Profile (30%); April 11 6:00-9:00PM MST (10%) Group Sharing of Profile**

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

Assignment Description:

This assignment is designed to support learners to explore their personal profiles as social workers. As learners 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 the various methods of their choices (i.e., reflective journaling, voice memos or podcasts, artistic expressions, artifacts, story boards, use of multimedia, etc.) to express their emerging social worker profiles. More instruction is provided on D2L.

Grading Criteria: This assignment consists of two components: 1) personal expressions of social worker profiles (30%), and 2) group sharing of social worker profiles (10%). The following criteria will be used to assess expressions of social worker profiles: demonstrated integration of course materials and personal and professional development (10%), critical insights (10%), and creativity and innovation (10%). The following criteria will be used to assess group sharing of social work profiles: articulation of personal social worker profile (5%) and effective presentation (5%).

Complete assessment rubrics will be provided on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Learners are asked to log in regularly to keep up to date with the collaborative module activities and module learning. Module materials will remain on the site for the duration of the course; however, learners are expected to contribute to the discussions and collaborate in a timely manner. Collaborative work should validate and extend everyone's learning. All contributions are expected to ensure respect, dignity, and confidentiality for all participants.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments will be submitted as a discussion post on D2L. Submission details and location will be clearly indicated in D2L.

LATE ASSIGNMENTS

Any assignment that is submitted after the due date without an explanation will receive a grade of zero. Whenever possible, you must give advanced notice of late submissions to the instructor. Documentable absence for personal or family illness, religious or spiritual commitments, or for serious unforeseen circumstances are excusable.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on communication skills. This includes not only surface correctness of writing (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources must be properly documented and referenced in APA 7th edition format. 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 learners' own work, created expressly by the learner for this particular course. Learners 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. 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 and formative student feedback will be encouraged throughout the course.

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 Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k.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 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). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. 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. The full policy on Student Accommodations is available <https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

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 (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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 (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) 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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

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 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> 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