Course & Session Number	SOWK 201 L04 & L05	Classroom	Online
Course Name	Foundations of the Social Work Profession		
Dates and Time	Start of Classes: Monday, September 3, 2024 End of Classes: Friday, December 6, 2024 Dates and Time: Four Zoom Meeting Sessions: on Mondays, #1 on September 9; #2 on October 7; #3 on October 28; from 5:45 pm-8:15 pm, MST; and #4, December 2, 2024, from 5:30 pm to 8:30 pm, MST. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Quan Huu Nguyen, MSW, PhD(c), RSW	Office Hours	Wednesdays, As Requested,
UCalgary Email	quan.nguyen1@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 integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An

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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.

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](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy.](#)

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

This course explores social welfare and introduces social work in Canada. Through inquiry-based learning, readings, learning from guest speakers and discussion, you will explore historical background, philosophical underpinnings, ethical guidelines, professional standards, theoretical frameworks, and diverse areas of social work practice.

This course will take place online via Desire2Learn (D2L) and Zoom live meetings. To best succeed in the course, you are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

There are **four synchronous Zoom sessions** throughout the term, as indicated in the course schedule, and each will be recorded.

Notes: Alberta Social Work Post-Diploma students cannot take this course as fulfillment of their non-Social Work course requirements.

COURSE LEARNING OUTCOMES

Upon completion of this course, you will be able to:

1. Locate the development of social work in Canada in relation to Indigenous, Francophone, and Eurocentric ways of knowing and being;
2. Understand how social workers have been and continue to be complicit in colonial violence, racism, and injustice, especially in relation to Indigenous peoples;
3. Describe the skills and ethical commitments that social workers have to actively eradicate systemic inequities and foster the health and well-being of diverse individuals, families, groups, and communities;
4. Identify social work theories, practice frameworks, and practice methods;
5. Demonstrate skills that are integral to professional practice;
6. Demonstrate an ability to reflect on how their personal social location affects the way that they experience the world and relate to others, and consider how this might influence their social work practice.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

- 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. (2023). Standards of Practice.
- Alberta College of Social Workers. (2019). Honouring Sacred Relationships: Wise Practices in Indigenous Social Work.
- Canadian Association of Social Workers. (2024). Code of Ethics, Values, and Guiding Principles.
- Canadian Association of Social Workers. (2020). Scope of Practice Statement.
- Canada Heritage (2023). Action Plan for Official Languages 2023-2028. External Resources: Introduce to Issues and Practice with Francophone Community.

Formatting and Citations Requirements

- Use APA (7th Edition) formatting and citations (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

CONNECTION TO PRACTICE

This course will orient you to the social work profession and introduce foundational knowledge, skills and values/attributes for social work learning and practice. The course will introduce critical thinking, critical reflection and reflexivity as tools to apply to social work learning and practice.

RELATIONSHIP TO OTHER COURSES

SOWK 201 is the only social work course that can be taken at the University of Calgary without being admitted to the Faculty of Social Work. SOWK 201 (or its equivalent at another institution) is required prior to entry to the BSW program. For learners considering application for admission to the Faculty of Social Work, the course provides an overview of ideologies and professional practice standards that may help them make their decision. This course offers a broad general framework for specific social work courses that may follow.

CLASS SCHEDULE

Important Dates for Fall 2024
- Start of Term: Monday, August 26, 2024
- First Day of Class: Tuesday, September 3, 2024
- Fall Break November 10 - 16, 2024
- End of Term: Tuesday, December 24, 2024
- Last Day of Class: Friday, December 6, 2024
- Fee Deadline: Friday, September 20, 2024
- Labour Day, no classes: Monday, September 2, 2024
- National Day for Truth and Reconciliation, no classes: Monday, September 30, 2024
- Thanksgiving Day, no classes: Monday, October 14, 2024
- Remembrance Day, no classes: Monday, November 11, 2024

Class Schedule

Modules and Timelines	Activities, Readings, and Zoom Sessions	Assignments and Due Dates
Module 1: Historical Development, Theoretical Foundations, and Practice Models September 3 – September 27, 2024	_Activities:_ Module 1 D2L required learning activities, including critical reflection on readings, review of pre-recorded lectures and case studies, participation in online discussions, and application and integration of learning. _Readings:_ • 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 _Zoom session:_ Zoom session #1 on Monday, September 9, 2024, from 5:45 pm to 8:00 pm, MST.	Assignment 1: Integrated Assignment Module #1 due September 26, at 11:59 pm, MST.
Module 2: Social Work Processes and Selective Field of Practice September 30 – October 18, 2024	_Activities:_ Module 2 D2L required learning activities, including critical reflection on readings, review of pre-recorded lectures and case studies, participation in online discussions, and application and integration of learning. _Readings:_ • Chapter 5: Social Work and Child Welfare in Canada • Chapter 6: Social Work and the Health of Canadians • Chapter 7: Mental Health and Social Work Practice • Chapter 9: Social Work and Indigenous Communities • Canada Heritage (2023). Action Plan for Official Languages 2023-2028. External Resources: Introduce to Issues and Practice with Francophone Community. _Zoom session:_ Zoom session #2 on Monday, October 7, 2024, from 5:45 pm to 8:00 pm, MST	Assignment 1: Integrated Assignment Module #2 due October 17, at 11:59 pm, MST.

Module 3: Fields of Social Work Practice October 21 – November 8, 2024	*Activities:* 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. *Readings:* • Chapter 8: Social Work with Women in Canada • Chapter 10: Racialized Canadians and Immigrants • Chapter 11: Social Work with Older Canadians • Chapter 12: Social Work and Sexual and Gender Diversity • Chapter 13: Social Work and Persons with Disabilities • Chapter 14: International Social Work Practice *Zoom session:* Zoom session #3 on Monday, October 28, 2024, from 5:45 pm to 8:00 pm, MST	Assignment 1: Integrated Assignment Module #3 due November 7, at 11:59 pm, MST.
November 10 – November 16, 2024	Fall Break, No Classes	
Module 4: Ethical and Professional Practice November 18 – December 6, 2024	*Activities:* 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. *Readings:* • Alberta College of Social Workers. (2023). Standards of Practice. • Alberta College of Social Workers. (2019). Honouring Sacred Relationships: Wise Practices in Indigenous Social Work. • Canadian Association of Social Workers. (2024). Code of Ethics, Values, and Guiding Principles. • Canadian Association of Social Workers. (2020). Scope of Practice Statement. *Zoom session:* Zoom session #4 on Monday, December 2, 2024, from 5:30 pm to 8:30 pm MST. Student's presentations of Social Work Profile	Assignment 1: Integrated Learning Module #4 due December 5, at 11:59 pm, MST. Assignment 2: An Exploration of Your Social Worker Profile due December 4, 2024, at 11:59 pm, MST. Assignment 2: Group Sharing on Monday, December 2, 2024, from 5:30 pm to 8:30 pm MST. Assignment 3: Participation Assessment due December 6, 2024, at 11:59 pm, MST.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required**. Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

FORUM DISCUSSION INSTRUCTIONS

In each module, discussion topics are assigned for interactive learning purposes. They are only accessible at specific times according to the learning module schedule. These boards are designed to not allow you to view your classmates' posts before submitting your own. Therefore, please avoid greetings, tests, or any other messages in those forums and topics unless required for your post. Posts that do not meet the requirements may be considered plagiarism and will affect your Learning Engagement Assignment Grade (**10% of total grade per each**). Please refrain from deleting any posts made there and ensure your post will be available at the suggested time.

INSTRUCTIONAL COMMUNICATIONS

Alongside the detailed instructions provided in D2L, the instructor will send weekly communications at the start of each week. He will also send additional notices to remind students about their learning progress and essential deadlines. **It is required to check your UCalgary emails and log in to your D2L account to stay updated regularly**. If you have any questions regarding personal issues, please email your instructor directly at quan.nguyen1@ucalgary.ca. Please expect a reply within 48 hours, excluding weekends and holidays.

OFFICE HOURS AND RECORDINGS

The instructor will offer optional office hours support **by appointment** every **Wednesday** from **12:00–13:00**, starting **September 4, 2024**. **Please review the course materials before attending an office hours session and email your questions in advance**. **You are required to send an email to confirm your participation at the date**. You will also need a webcam and a microphone to participate. Please be punctual and join the session at the scheduled start time. The instructor will end the session if no one joins the online room within 10 minutes. These public consultation sessions will be recorded and made available on D2L for others to review for similar purposes.

ASSESSMENT COMPONENTS

There are **three main assignments** in the class. Please refer the following descriptions:

1) Assignment 1: Integrated Learning Modules (50% total or 12.5% per module)

Due dates: September 26, October 17, November 7, December 5, 2024, at 11:59 pm, MST.

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

Assignment Description: Integrated module assignments are designed to support you in demonstrating their understanding and application of course materials. You will review the D2L module materials and complete assignments that help them integrate and apply their knowledge. You will create **four module assignments** that address the areas of focus in the four modules:

- Module 1: You will submit concept map of a social work theory or practice model related to a case study.

- Module 2: You will participate in a panel discussion in Zoom #2 with teaching team members and guest speakers who will share their work and practical experiences. Based on this discussion, students will submit a written reflection that explores how the course reading materials and the experiences shared by the panellists resonated the most with them.

- Module 3: You will submit a letter to the editor and a social media post, which is excerpted from the letter to the editor, to address a social work issue.

- Module 4: You will submit personal social work ethics statement in a modality of students' decision.

All integrated module assignments will be posted in your learning circle on D2L. Complete details for each module assignment and its process can be found on course's D2L site.

Assessment Criteria: The following criteria will be used to assess each module assignment: Clarity, Organization, and Presentation (2%); Mastery of Content (5%); Peer Feedback (2%); Evidence of Critical Reflection (3.5%). A complete assessment rubric will be provided on D2L.

2) Assignment 2: An Exploration of Your Social Worker Profile (35%)

Due date: December 4, 2024, at 11:59 pm MST.

Group sharing will be organized on final Zoom session #4 by Monday, December 2, 2024, from 5:30 to 8:30 pm, MST.

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

Assignment Description: This assignment aims to assist you in exploring their profiles as social workers. Throughout your learning journey, you will regularly reflect on the relevance of course materials and learning activities to their personal and professional experiences, values, qualities, skills, and approaches. You can choose from various methods (such as reflective journaling, voice memos or podcasts, artistic expressions, artifacts, storyboards, and multimedia) to express your evolving social worker profiles. Additional instructions are available on D2L.

Assessment Criteria: This assignment consists of three components, namely (personal expressions of social worker profiles (25%), ongoing development of profiles 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.

3) Assignment 3: Ongoing Active Engagement with Learning Activities (15%)

Due Date: December 6, 2024, at 11:59 pm MST.

Assignment Description: Because this course is primarily asynchronous, your success will depend on your active participation and engagement with the material on D2L and the readings. The instructor will assign an engagement grade based on attendance at Zoom sessions, contributions to live discussions, and engagement with recorded lectures, videos, readings, and other ungraded course activities. You are required to submit a one-paragraph self-assessment (maximum 250 words) and a completed engagement template to evaluate your engagement in the course. This self-assessment will include a self-assigned grade for engagement. It must be submitted via D2L Dropbox and will be considered by the instructor when assigning the grade. Failure to submit it will result in a grade of zero for this assignment.

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

This course will take place online through D2L and Zoom. To succeed in the course, you are expected to participate in asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. If unable to participate live due to unforeseen circumstances, please inform the instructor in advance and propose an alternative participation activity (e.g., watching the recordings, submitting a brief reflection, and actively contributing to the follow-up online discussion).

While this course primarily relies on asynchronous material, you are required to log into D2L regularly to stay up to date. Discussion postings will remain on the specific times of each learning module of the course; therefore, you are expected to contribute to the discussion on time. Discussion posts should validate and expand upon our learning. All postings and responses are expected to demonstrate respect, dignity, and confidentiality for all participants.

You are also expected to attend the Zoom sessions and are encouraged to engage actively with your peers during group discussions. We understand that participation may look different for everyone; therefore, students will have an opportunity to discuss what their engagement meant for them in Assignment 3 (as outlined above).

Please contact the instructor to discuss any necessary accommodations. Please refer to the UCalgary calendar for more information on attendance and supporting documentation and the use of a statutory declaration.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through Dropbox in D2L, as instructed in the assignment description above. Written assignments should 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 2). Assignments are due by 11:59 pm 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 correct version is submitted.

LATE ASSIGNMENTS

Students are granted a 24-hour extension for submitting assignments after the deadline **except Assignment 3**. Any assignments submitted after the due date without an agreed-upon extension from the instructor will be subject to a **5% total grade reduction per day**, including weekends and holidays. Late submissions will not receive extensive feedback. There is a maximum limit of 7 days for students who have not requested an extension to submit their assignments. No assignments will be accepted after the 7-day limit.

Students who require a longer extension, such as those registered with Student Accessibility Services, may be granted one. You are required to contact the instructor to discuss this option in advance and follow the instructions regarding Deferral Term Work requests communicated by the FSW/University and updates provided by the instructor through weekly communication emails. However, it is noted that at the time of requesting deferral, you are required to complete **at least 80%** of the total assignments for the course.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.), general clarity, and organization. Sources used in research papers 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

Students should be cautious and responsible when using artificial intelligence (AI) assistants such as ChatGPT, Claude, Quillbot, or other AI chatbots. These assistants should only be used as supplementary editorial support to enhance your essays' clarity and grammatical accuracy. These chatbots cannot write essays for students, as they may generate fabricated data and false information. Using them without caution will impact your grade and raise concerns of academic misconduct, as below.

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this 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. 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.

Please note that grades for assignments and final grades will be calculated to the nearest hundredth (e.g., 89.99). There will be no rounding up of grades. For example, a final grade of 89.99 will not be rounded to 90. The final grade will be calculated automatically using the FSW grading scheme.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university's curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri

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

ADDITIONAL SUGGESTED READINGS

Students are required to follow reading materials provided in the D2L to support their learning process.

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
- Emergency Evacuation/ Assembly Points
- Safewalk