



Course & Session Number	SOWK 201 S01	Classroom	Online
Course Name	Foundations of the Social Work Profession		
Dates and Time	Start of Block week classes: August 26, 2024 End of Block week classes: August 30, 2024 Dates and Time: Monday-Friday; 9-4pm. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Leeann Hilsen; MSW, RSW	Office Hours	As Requested
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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 anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

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

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

Learners explore the history, philosophical foundation, codes of ethics, practice standards, theoretical perspectives, practice models, and diverse fields of practice related to Social Work.

COURSE DESCRIPTION

This course introduces you to social work practice through an exploration of the history, philosophical foundations, theoretical perspectives, and basic skills of the social work profession. This exploration will include a review of the relevant codes of ethics and practice standards that guide practitioners and will focus on social workers as changemakers who act on issues of social justice. You will be encouraged to practice responsible, ethical, and authentic participation and gather a foundational understanding of generalist social work practice.

This course has no pre-requisites or co-requisites. Alberta Social Work Post-Diploma students cannot take this course as fulfillment of their non-Social Work course requirements.

This course will take place **online** via Desire2Learn (D2L) and Zoom. A high level of independent work is expected in this class and students are responsible to manage their own learning through the active and timely completion of learning activities and assignments. In addition to completing all readings, students are expected to participate in 25 hrs of synchronous Zoom sessions and 14 hrs of asynchronous learning activities in D2L (e.g., video recordings, interaction with classmates, other learning opportunities) for a total of 39 instructional hours. When unable to participate live due to exceptional time zone differences or due to unforeseen circumstances, the instructor must be informed in advance (when possible) and you must propose and implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the online follow-up discussion).

Course Hours: 3 units; (3-0)

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

Textbook:

All materials will be accessible through the library, online or through D2L.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

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 a program requirement for the BSW degree. 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 Block week Class: Monday, August 26, 2024

- Last Day to drop a Block Week course is 11:59pm on August 26, 2024
- End of Term: Tuesday, December 24, 2024
- Last Day of Block week Class: Friday, August 30, 2024
- Last Day to withdraw from a Block Week course is 11:59pm August 30, 2024
- Fee Deadline: Friday, September 20, 2024

Content Theme	Required Readings	Live Classes and Due Dates
MODULE 1: Historical, Theoretical, and Philosophical Frameworks	Historical Foundations of Addressing Need: Indigenous, French, and English Traditions Social Work Theories Indigenous Peoples and Social Work Alberta College of Social Workers. (2019). <i>Honouring sacred relationships: Wise practices in Indigenous social work</i> On State Violence and Black Lives (2017). <i>Policing Black Lives</i> . Robyn Maynard.	August 26, 2024
MODULE 2: Foundational Skills for Social Workers	Social work with Individuals and Families Social Work with Groups and Communities	August 27, 2024 PART A reflection due- 8pm
MODULE 3: Fields of Social Work Practice	Social Work and Health Social Work Practice with Children Social Work with Immigrants and Refugees Social Work and Sexual and Gender Diversity Disability and Social Work Practice Social Work with Aging Populations International Social Work	August 28, 2024
MODULE 4: Ethical and Professional Practice	Ethics in Social Work Canadian Association of Social Workers (2005). Code of ethics. Canadian Association of Social Workers (2005). Guidelines for ethical practice (a companion document to the Code of Ethics). Alberta College of Social Workers (2013). Standards of practice. Author.	August 29, 2024
MODULE 5: Bringing it all together	Integration of modules 1-4	August 30, 2024

		Case study due September 1st
		PART B reflection due September 22nd

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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.

RECORDINGS OF ONLINE CLASSES

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignment 1 (50%) – Evolving Identity as a Professional Social Worker

Due: PART A: August 27, 2024

Due: PART B: September 22, 2024

Associated learning objectives 1,2,3,4,5, 6

PART A: (15%)

Due: August 27th by 8pm

Students will write a reflection on their rationale for taking SOWK 201. Students will offer reflection around their perceptions of social work, and why they are interested in the discipline. Reflection on their positionality, possible biases, areas of interest and learning goals for the week should be shared. As this assignment is more personal in nature, it will be submitted via Dropbox in D2L and students will not be expected to share their personal statements.

PART B: (35%)

Due: September 22nd

Students will build off their initial reflection. They will reflect on the readings, classes, discussions, and course materials to create a personal statement about how they envision themselves engaging (or not)

in social work practice. Specific guiding questions will be posed in D2L to help elicit thinking about how their positionality, experiences, education, and knowledge combine to develop their emerging identity as a changemaker. Written (approximately 500 words) and creative submissions are welcome. Video or audio recordings should not be longer than 3-5 minutes, and artwork ought to be accompanied by a brief oral or written description explaining the meaning behind the work. As this assignment is more personal in nature, it will be submitted via Dropbox in D2L and students will not be expected to share their personal statements. Assignments will be assessed based on how well they incorporate course materials (5%), demonstrate reflexivity (5%), and identify both areas of strength (5%) and growth (5%), with specific examples.

Assignment 2: Case Study: (30%)

Associated learning objectives: 3, 4, 5

Due: September 1, 2024

Students will review all of the cases posted in the “Case Studies” section on D2L and will choose one to complete their assignment. In a submission that is no longer than 750 words, students will: summarize the case in 3-4 sentences; identify the main people involved and their relationship to each other; name and discuss the issues that a social worker might want to attend to; provide a statement on how the case and the people involved might be affected by systemic inequities and social location; and offer thoughts any ethical issues that may need to be considered, and how one, as a social worker, one might begin to support the person(s) in the case. More detailed instructions on completing this assignment will be provided in D2L.

Active Participation and Professional Practice (20%)

Associated learning objectives 5, 6

Due: August 29, 2024

No submission by students is necessary; course and Zoom tracking information will be consulted.

As professional integrity is essential to being an ethical social worker, 20% of the course grade will be allocated to the ongoing and active demonstration of professional interactions with the course. In order to attain full marks, in class communication, email communications and all written work, as well as submissions will be done with clarity and demonstrate respect; all Zoom sessions will be attended and actively participated in through the use of both video and audio; the course outline will be consulted for answers related to questions about the schedule or assignments; and any sources of tension or disagreement will be dealt with openly.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

- Note: Instructors may consider make-up assignments for those who miss graded in-class activities. Make-up assignments are subject to the discretion of the instructor.
- 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 their respective Dropbox in D2L. 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 2). Assignments are due by 11:59 pm on their due date, *unless otherwise noted*. 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.
- A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date.
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays).
- There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.

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 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>

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. 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. I will round up when there is a decimal in the grade.

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

- Please see above

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