



<b>Course &amp; Session Number</b>	<b>SOWK 201</b>	<b>Classroom</b>	Online
<b>Course Name</b>	Introduction to Social Work		
<b>Dates and Time</b>	Start of Classes: June 26, 2023 End of Classes: August 10, 2023 Dates and Time: Mandatory real-time Zoom classes: June 26/28, July 10/12, July 24/26, and July 31/Aug 2 (5:00pm to 6:00pm, or 7:00pm to 8pm) Other asynchronous assignments due during June 26 to August 10, 2023 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Christa Sato, MSW, RSW	<b>Office Hours</b>	By appointment
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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.

<sup>1</sup> 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**

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 diers 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. To best succeed in the course, students 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 propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

There will be 4 synchronous Zoom sessions throughout the term as indicated in the course schedule.

Course Hours: 3 units; (3-0)

## **COURSE LEARNING OUTCOMES**

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

1. Recognize and integrate components of the social work profession including values, theories, approaches, levels of practice, and the social work process;
2. Identify issues, context, and scope of the profession of social work;
3. Apply critical thinking and personal reflection to Canadian social welfare, history, and social work perspectives;
4. Asseess your own personal fit within the profession of social work, demonstrating application of ethical guidelines;
5. Apply your ability to increase your own social work competence by demonstrating a capacity for personal critical reflection on strengtsh, behaviours, and areas for professional development;
6. Integrate course materials to describe your own unique beginning social work practice model; and

7. Apply foundational social work theories and standards to various practice settings and levels of social work practice

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

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

- Students may purchase this title directly from the [publisher](#) (available in both print and digital format) or from the [University of Calgary Bookstore](#)

Other required readings (links available in the D2L Course under “Start Here”)

- Canadian Association of Social Workers (2005). *Code of ethics*. Author
- Canadian Association of Social Workers (2005) *Guidelines for ethical practice* (a companion document to the Code of Ethics). Author.
- Canadian Association of Social Workers (2020). *Social work scope of practice*. Author.
- Alberta College of Social Workers (2019). *Standards of practice*. Author

### 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.

D2L is a course management system that allows you to view and share course resources, complete related learning activities, and connect with each other via the Discussion board. Online discussion is a key aspect of our learning in this course. The discussion facilitate personal reflection that is integral for learning about the social work profession. D2L is available at <http://D2L.ucalgary.ca>

You must have access to a reliable internet connection to complete this course.

If you are having trouble with your technology, please visit the [IT website](#), call the IT Support Centre toll free (North America): 1-888-342-3802, or local direct 403-210-9300, or email [it@ucalgary.ca](mailto:it@ucalgary.ca).

## RELATIONSHIP TO OTHER COURSES

SOWK 201 is both a service course and a BSW required course that offers introductory knowledge of social welfare, social policy, social programs, and the social work profession. For students considering application for admission to the Faculty of Social Work, this course provides an overview of ideology and professional practice that may help them make their decision; for those already accepted into the Faculty of Social Work, this course offers a broad general framework for the specific social work courses that follow.

## CLASS SCHEDULE

### Important Dates for Summer 2023

- Start of Term: Monday, June 26, 2023
- End of Term: Friday, August 25, 2023
- Fee Deadline: Wednesday, July 5, 2023
- Victoria Day, no classes: Saturday, July 1, 2023 (observed Monday, July 3, 2023)
- Alberta Heritage Day, no classes, Monday, August 7, 2023

### Class Schedule

Where chapters are listed in the required readings section, they are from the Hick and Stokes (2017) textbook listed above. 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	Due Dates
Module 1: Historical Development, Theoretical Foundation, and Practice Models  June 26 – July 5 (Statutory holiday- July 3; No activities scheduled)	<ul style="list-style-type: none"> <li>• 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</li> <li>• Chapter 1: Social work and social welfare in Canada</li> <li>• Chapter 2: Toward a history of social work in Canada</li> <li>• Chapter 3: Social work theories and practice models</li> <li>• Chapter 4: Individuals, groups and communities</li> </ul>	<ul style="list-style-type: none"> <li>• Zoom session #1 on June 26 or 28, from 5-6pm or 7-8pm Mountain Time (MT)</li> <li>• Integrated Main Post #1 due July 5 by 12pm MT</li> <li>• Responses to colleagues' Integrated Main Posts #1 due July 12 by 12pm MT</li> </ul>
Module 2: Social Work Processes and Selective Fields of Practice  July 6 – July 12	<ul style="list-style-type: none"> <li>• Module 2 D2L required learning activities which include: critical reflections on readings, review of pre-recorded lectures and case studies, participation in online discussions, and application and integration of learning</li> <li>• Chapter 5: Social work and child welfare in Canada</li> <li>• Chapter 6: Social work and the health of Canadians</li> <li>• Chapter 7: Mental health and social work practice</li> <li>• Chapter 14: International social work practice</li> </ul>	<ul style="list-style-type: none"> <li>• Zoom session #2 on July 10 or 12, from 5-6pm or 7-8pm MT</li> <li>• Integrated Main Post #2 due July 12 by 12pm MT</li> <li>• Responses to colleagues' Integrated Main Posts #2 due July 19 by 12pm MT</li> </ul>
Module 3: Social Work with Diverse Populations  July 13 – July 26	<ul style="list-style-type: none"> <li>• Module 3 D2L required learning activities which include critical reflection on readings, review of pre-recorded lectures and case</li> </ul>	<ul style="list-style-type: none"> <li>• Zoom session #3 on July 24 or 26, from 5-6pm or 7-8pm MT</li> </ul>

	<p>studies, participation in online discussions, and application and integration of learning</p> <ul style="list-style-type: none"> <li>• Chapter 8: Social work with women in Canada</li> <li>• Chapter 9: Social work and Indigenous people</li> <li>• Chapter 10: Racialized Canadians and immigrants</li> <li>• Chapter 11: Social work with older Canadians</li> <li>• Chapter 12: Social work and sexual and gender diversity</li> <li>• Chapter 13: Social work and persons with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated Main Post #3 due July 26 by 12pm MT</li> <li>• Responses to colleagues' Integrated Main Posts #3 due August 2 by 12pm MT</li> </ul>
<p>Module 4: Professional Social Work</p> <p>July 26 – August 10</p> <p>(Statutory holiday, August 7; No activities scheduled)</p>	<ul style="list-style-type: none"> <li>• 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 integrated learning.</li> <li>• Canadian Association of Social Workers (CASW). (2005). <i>Code of ethics</i></li> <li>• CASW. (2005). <i>Guidelines for ethical practice</i> (a companion document to the Code of Ethics)</li> <li>• CASW. (2008). <i>Social work scope of practice</i>.</li> <li>• Alberta College of Social Workers (ACSW). (2013). <i>Standards of practice</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Zoom session #4 on July 31 or Aug 2, from 5-6pm or 7-8pm MT.</li> <li>• Integrated Main Post #4 due August 2 by 12pm MT</li> <li>• Responses to colleagues' Integrated Main Posts #4 due August 9 by 12pm MT</li> </ul>

**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.

### **ASSESSMENT COMPONENTS**

**Assignment 1: Participation in four online classes via Zoom (20%, i.e., 5% each class) – June 26 or 28, July 10 or 12, July 24 or 26, and July 31 or August 2 (5:00 to 6:00pm, or 7:00 to 8:00pm)**

Aligned Course Learning Outcomes: 1-7

Assignment Description: Students will attend four online classes, which are designed to support them to deepen their understanding of the course materials, to engage in critical dialogues on the selected topics, and to explore their practical relevance. More instruction is provided on D2L.

Assessment Criteria: The following criteria will be used to assess students for their participation in each class: active participation in discussion (2.5%), and quality of participation (2.5%).

**Assignment 2: Reflection on readings (20%, i.e., 4 sets of readings, 5% each set) – Ongoing (see class schedules for more details)**

Aligned Course Learning Outcomes: 1-7

Assignment Description: This assignment is designed to support students to synthesize and reflect on their readings. In each learning module, students will create a post that responds to the specific guiding questions. They will also review and respond to at least two posts by other colleagues. More instruction is provided on D2L.

Assessment Criteria: For each post on the reading, the following criteria will be used to assess students' work: demonstrated integration of reading materials (2.5%) and critical insights (2.5%).

**Assignment 3: Critical discussion (60%) (40% for four main integrated posts at 10% each + 20% for four sets or responses to main posts at 5% each) – Ongoing (see class schedules for more details)**

Aligned Course Learning Outcomes: 1-7

Assignment Description: This assignment is designed to support students to demonstrate their understanding and application of course materials. Students will review the specific case studies and provide answers to the guiding questions that help them integrate and apply their knowledge. They will create four main posts that address the areas of focus in the four modules (up to 500 words for each main post). They will also review and respond to their colleagues' posts (up to 200 words for each reply). More instructions is provided on D2L.

Assessment Criteria: The following criteria will be used to assess each main post: demonstrated integration of course materials (4%), critical thinking (4%), and clarity in writing (2%). The following criteria will be used to assess each response to a colleagues' main post: demonstrated integration of course materials (1%), extending comments or questions (1%), constructive feedback (0.5%).

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Please log in regularly to keep up to date with discussions. Discussion postings remain on the site for the duration of the course; however, students are expected to contribute to the discussion in a timely manner.

Be open about your reactions to topics and reflective in your exchanges with one another. Every discussion post must add to our class learning. All postings and responses are expected to ensure respect, dignity, and confidentiality for all participants.

If you are not able to attend one of the four scheduled graded Zoom classes (Zoom 1, 2, 3, or 4) in this course, you **MUST** be in contact with the instructor before the scheduled session to arrange for an alternate assignment, otherwise the grade for the missed Zoom session will be "0".

Students are expected to attend the Zoom class for the entire duration and to be fully present and engaged in class discussions. These are part of the participation grade, as outlined in the assessment components in our Activity Checklist.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit written posts and replies (your assignments) through the respective Discussions board in D2L. Assignments are due by 12pm MT 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**

Assignments received after the due date will receive a "0" grade. Documentable absence for personal or family illness, religious or spiritual commitments, or for serious unforeseen circumstances are excusable. Whenever possible, you must give advanced notice of late submissions to the instructor. Any assignment that is submitted after the due date without an explanation (as above) will receive a grade of zero.

### **EXPECTATIONS FOR WRITING**

All discussion post 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 posts must be properly documented and referenced in APA 7<sup>th</sup> edition formatting for referencing. 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.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage Range</b>
A+	4.0	Outstanding performance	95 - 100
A	4.0	Excellent performance	95 – 100
A-	3.7	Approaching excellent performance	90 – 94
B+	3.3	Exceeding good performance	85 – 89
B	3.0	Good performance	80 – 84
B-	2.7	Approaching good performance	75 – 79
C+	2.3	Exceeding satisfactory performance	70 – 74
C	2.0	Satisfactory performance	65 – 69
C-	1.7	Approaching satisfactory performance	60 – 64
D+	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject	55 – 59
D	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	50 – 54
F	0.0	Failure. Did not meet course requirements	Below 50
CG		<a href="#">Credit Granted</a>	
CR		Completed Requirements	

### **COURSE EVALUATION**

The instructor will seek student feedback at midterm to determine areas where students may require additional support and to create opportunities to better enhance students' learning experiences for the



remainder of the course. Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

### ADDITIONAL SUGGESTED READINGS

This course serves as a general introduction to social welfare, social work, and social services. Therefore, students are encouraged to locate additional readings on relevant topics. An additional suggested reading list for the course is provided in the D2L course and most works listed are available online through the University of Calgary library at <https://library.ucalgary.ca/>

The following websites may also prove useful for investigating social welfare issues:

- Alberta College of Social Workers [www.acsw.ab.ca/](http://www.acsw.ab.ca/)
- Canadian Association of Social Workers [www.casw-acts.ca/](http://www.casw-acts.ca/)
- International Federation of Social Workers [www.ifsw.org](http://www.ifsw.org)
- Canadian Council on Social Development [www.ccsd.ca/](http://www.ccsd.ca/)
- Parkland Institute [www.parklandinstitute.ca](http://www.parklandinstitute.ca)
- Canadian Centre for Policy Alternatives [www.policyalternatives.ca](http://www.policyalternatives.ca)
- Truth and Reconciliation [www.reconciliationcanada.ca](http://www.reconciliationcanada.ca)
- Statistics Canada [www.statcan.gc.ca](http://www.statcan.gc.ca)
- Government of Alberta [www.gov.ab.ca](http://www.gov.ab.ca)

### UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

#### Professional Conduct

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

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

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

#### Academic Accommodation

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

### **Research Ethics**

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

### **Academic Misconduct**

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

### **Instructor Intellectual Property**

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

### **Copyright Legislation**

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

### **Freedom of Information and Protection of Privacy**

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

### **Sexual and Gender-Based Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's [Sexual and Gender-based Violence Policy](#) guides us in how we

respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

### **Other Important Information**

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

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk