



Spring 2023

Course & Session Number	SOWK 201 L01 and L02	Classroom	Online
Course Name	Introduction to Social Work		
Dates and Time	Start of Classes: May 3, 2023 End of Classes: June 15, 2023 Dates and Time: Mondays & Wednesdays 17:00 – 20:00 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Dr. Jessica Shaw, PhD, RSW	Office Hours	Immediately following live classes on Zoom
UCalgary E-mail	jcshaw@ucalgary.ca	UCalgary Phone	403-220-7361

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.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

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

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

This course introduces students to social work practice through an exploration of the history, philosophical foundations, and theoretical perspectives 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. Learners 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 12 hours of synchronous Zoom sessions and 27 hours of asynchronous learning activities in D2L (e.g., video recordings, discussion board activities, interaction with classmates, other learning opportunities). 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 the student 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).

There will be 4 synchronous Zoom sessions throughout the term (beginning at 17:00MT on May 3, May 17, May 31, June 14).

COURSE LEARNING OUTCOMES

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

1. Examine wellbeing and justice as 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 a professional social worker;
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

Textbook:

Ives, N., Denov, M., & Sussman, T. (2020). *Introduction to social work in Canada: Histories, contexts, and practices* (2nd ed.). Oxford University Press.

Available in D2L:

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

Alberta College of Social Workers. (2019). *Honouring sacred relationships: Wise practices in Indigenous 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)*.

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

National Dialogues and Action for Inclusive Higher Education and Communities. (2020). *2020 report anti-Black racism and Black inclusion*.

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.

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; 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 Spring 2023

- Start of Term: Monday, May 1, 2023
- End of Term: Monday, June 23, 2023
- Fee Deadline: Friday, May 12, 2023
- Victoria Day, no classes: Monday, May 22, 2023

Chapters listed in the required readings section are from Ives, Denov, and Sussman (2020). Additional required learning materials, including recorded lectures and videos, are accessible via D2L.

MODULES	CLASS ACTIVITIES	
Module 1	Monday	Wednesday
Historical, Theoretical, and Philosophical Frameworks (May 3 – May 12)	May 1 – pre-term (no class requirements) May 8 – D2L content	May 3 – Zoom class (LIVE) May 10 – D2L content
	Readings	
	<ul style="list-style-type: none"> • Chapter 1: Historical Foundations of Addressing Need: Indigenous, French, and English Traditions • Chapter 2: Social Work Theories • Chapter 3: Ethics in Social Work • Chapter 8: Indigenous Peoples and Social Work 	
Module 2	Monday	Wednesday
Foundational Skills for Social Workers (May 15 – May 26)	May 15 – Exam 1 May 22 – no class/university closed (Victoria Day)	May 17 – Zoom class (LIVE) May 24 – D2L content + Assignment 1 Part A due
	Readings	
	<ul style="list-style-type: none"> • Chapter 4: Social work with Individuals and Families • Chapter 5: Social Work with Groups and Communities • Chapter 13: International Social Work 	
Module 3	Monday	Wednesday
Fields of Social Work Practice (May 29 – June 9)	May 29 – Reading time + Assignment 1 Part B due June 5 – D2L Content	May 31 – Zoom class (LIVE) + Assignment 1 Part C due June 7 – Reading time
	Readings	
	<ul style="list-style-type: none"> • Chapter 6: Social Work and Health • Chapter 7: Social Work Practice with Children • Chapter 9: Social Work with Immigrants and Refugees • Chapter 10: Social Work and Sexual and Gender Diversity • Chapter 11: Disability and Social Work Practice • Chapter 12: Social Work with Aging Populations 	
Module 4	Monday	Wednesday
	June 12 – Exam 2	June 14 – Zoom class (LIVE) + Assignment 2 due June 15 at 23:59MT

Ethical and Professional Practice (June 12 – June 15)	Readings
	<ul style="list-style-type: none"> • Chapter 3: Ethics in Social Work (review) • 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 (2013). Standards of practice. Author.

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. These recordings will be used to support student learning only and will not be shared or used – by the student or the instructor – for any other purpose.

ASSESSMENT COMPONENTS

Exam 1 (15%) – May 15 at 17:00 MT

Associated learning objectives: 1, 2, 6

This open book exam will be conducted online in D2L and will comprise of multiple choice and short answer questions related to chapters 1, 2, 8 of the text.

Assignment 1 – Case Study (30% total), see progressive due dates below

Associated learning objectives: 1, 2, 5, 6, 7

Part A (20%) due May 24 at 23:59MT

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 discussion board post 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 on how, 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, and students are

encouraged to consult the section titled “Questions to Reflect on During the Exploration and Assessment Phase of the Helping Process” on page 107 of the text.

Part B (5%) due May 29 at 23:59MT

After reviewing their peers’ main posts, students will choose one to write a thoughtfully curated reply to. Replies will be approximately 250 words in length and will offer comments and/or questions that demonstrate an interest in the topic and strive to take the author and subsequent readers further in their thinking and discussions. Students are encouraged to reply to a post that does not already have a reply.

Part C (5%) due May 31 at 23:59MT

After reading replies, feedback, questions, and comments from their peers, students will offer a summative statement that addresses the replies that were posted on their original post. Only one statement is required, regardless of how many replies were posted by their peers, but the statement must address all of the replies. The statement will be written and posted after February 17 (when Part B is due), will demonstrate thoughtful integration of the various perspectives and ideas of their peers, and will respond to the main points of their peers.

Exam 2 (30%) – June 12 at 17:00MT

Associated learning objectives: 1, 5, 7

This open book exam will be conducted online in D2L and will comprise of multiple choice and short answer questions related to chapters 6, 7, 9, 10, 11, 12, 13 of the text.

Assignment 2 (20%) – Personal Identity as a Professional Social Worker

Due June 15 at 11:59

Associated learning objectives 3, 4

As the course comes to a close, students 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 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.

Active Participation and Professional Practice (5%)

Associated learning objectives 3, 4, 7

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, 5% 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, all email communications with the instruction team and all discussion board postings to peers ought to be written in a way that demonstrates respect and clarity; 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

LATE ASSIGNMENTS

Students are expected to complete and submit assignments on time. Where circumstances prevent the timely submission of an assignment, the student will contact the instructor as soon as possible. If an extension is desired, a request for an extension will be submitted to the instructor and will include: what assignment the extension is being requested for, why an extension is being requested, what the new suggested due date for submission is, and why that date is reasonable. The instructor will take all information into consideration and reserves the right to approve or deny extension requests. In instances where an assignment is submitted late without explanation, the resulting grade for that assignment will be zero.

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.

Grade	Grade Point	Description	Percentage Range
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		Credit Granted	
CR		Completed Requirements	

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.

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