



UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Summer 2024

Course & Session Number	SOWK 201 L01 and L02	Classroom	Online
Course Name	Introduction to Social Work		
Dates and Time	<p>Start of Classes: June 24, 2024</p> <p>End of Classes: August 6, 2024</p> <p>Dates and Time: Wednesdays from 17:30-20:30; see course schedule</p> <p>The zoom sessions in SOWK 201 are integrated components of the module assignments. It is not possible to complete the module assignments without attending the zoom sessions.</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p>		
Instructor	Amber Young, MSW, PhD(c) Jill Hoselton, MSW, RSW	Office Hours	Immediately following live classes on Zoom or 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

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

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](#), 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

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

COURSE DESCRIPTION

This course explores social welfare in modern society and introduces learners to the social work profession. Through inquiry-based learning, readings, learning from guest speakers and discussions, learners will examine the history, philosophical foundation, codes of ethics, practice standards, theoretical perspectives and diverse fields of practice related to social work. This course has no pre-requisites or co-requisites.

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

COURSE LEARNING OUTCOMES

Upon completion of this course, 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 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

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 into 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 Summer 2024

- Start of Term: Monday, June 24, 2024
- First Day of Class: Monday, June 24, 2024
- End of Term: Sunday, August 25, 2024
- Last Day of Class: Tuesday, August 6, 2024
- Fee Deadline: Wednesday, July 3, 2024
- Canada Day, no classes: Monday, July 1, 2024
- Alberta Heritage Day, no classes: Monday, August 5, 2024
- Final Grade Submission Deadline: Monday, August 26, 2024

Class Schedule

Module Dates	Required Readings and Zoom Sessions	Assignments and Due Dates
MODULE 1: Historical, Theoretical, and Philosophical Frameworks (June 24- July 7)	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 Zoom June 26 @ 17:30	Integrated Learning Module #1 due Friday, July 5 @ 11:59 PM
MODULE 2: Foundational Skills for Social Workers (July 8- July 21)	Chapter 4: Social work with Individuals and Families Chapter 5: Social Work with Groups and Communities Zoom July 3 @ 17:30	Integrated Learning Module #2 due Monday, July 14 @ 11:59 PM
MODULE 3: Fields of Social Work Practice (July 22 - August 2)	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 Chapter 13: International Social Work Zoom July 10 @ 17:30	Integrated Learning Module #3 due Wednesday July 24 @ 11:59 PM
MODULE 4: Ethical and Professional Practice (August 3 - August 14)	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 (2008). Social work scope of practice. Author. Alberta College of Social Workers (2013). Standards of practice. Author Zoom July 17 @ 17:30 Zoom July 31 @ 17:30 (In class presentations/wrap-up)	Integrated Learning Module #4 due Tuesday, August 6 @ 11:59 PM Assignment 2 Draft of Social Work Profile completed by July 31 for in class brief presentations. Final Social Work Profile due Monday, August 12 @ 11:59 PM Participation self-evaluations due Wednesday, August 14 @ 11:59 PM

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 experience. 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: Integrated Learning Modules (12.5% per module for 50% total) – See due dates in course schedule

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

Assignment Description:

Integrated module assignments are designed to support learners in demonstrating their understanding and application of course materials. Learners will review the D2L module materials, including the cases posted in the "Case Studies" section, and generate assignments that help them integrate and apply their knowledge. Learners will create four module assignments that address the areas of focus in the four modules:

- Module 1: Concept map of a social theory or practice model related to a case study.
- Module 2: Field of Practice interview and process reflection. Reflection modality will respond to either guest lecture or students can opt to complete an interview with a professional social worker (ex: 5-minute multi-modal video, 5-minute podcast short, written journal article, etc.).
- Module 3: Letter to the editor and one social media post (distilled from letter to the editor) addressing a social work issue.
- Module 4: Personal social work ethics manifesto in a modality of students' choice.

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

Assignment 2: An Exploration of Your Social Worker Profile (Draft one = 5%, final draft = 35% for a total of 40%) - Draft completed by July 31 @ 11:59 PM; Final draft due August 12 @ 11:59 PM

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

Assignment Description:

This assignment is designed to support learners to explore their personal profiles as social workers. As learners embark on their learning journeys, they will continually reflect on the relevance of the course materials and learning activities to their personal and professional experiences, values, qualities, skills, and approaches. They will use the various methods of their choices (i.e., reflective journaling, voice memos or podcasts, artistic expressions, artifacts, story boards, use of multimedia, etc.) to express their emerging social worker profiles. Students who choose a visual representation must also provide a 1-page (300 word) summary to convey the meaning of their artwork. Students will prepare a draft of their social work profile to bring to the final class. Students will be invited to discuss elements of the draft profile with peers to gain feedback as well as provide feedback to peers. Further instructions are provided on D2L.

Assessment Criteria: This assignment consists of two components, the draft profile (5%) and the final social work profile (35%). For detailed assessment criteria, please see the rubric posted on D2L.

Assignment 3: Active Participation and Professional Practice (10%) - Due August 14 @ 11:59 PM

Aligned Course Learning Outcomes: 3, 4, 7

Assignment Description:

As professional integrity is essential to being an ethical social worker, 10% of the course grade will be allocated to the ongoing and active demonstration of professional interactions with the course and engagement in asynchronous material. The participation grade will be assigned by the instructor at the end of the term and will include attendance at Zoom sessions, meaningful contributions to the discussions in live sessions, and demonstrated engagement with the recorded lectures, videos, readings, and other ungraded course activities. Students will submit to the Dropbox a one-paragraph self-assessment (maximum 250 words) and completed engagement template evaluating their engagement in the course. This will include a self-assigned grade for engagement. This self-assessment will be considered by the instructor in assigning the grade and failure to submit it will result in a grade of zero for this assignment.

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	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

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
- Emergency Evacuation/ Assembly Points
- Safewalk