



Course & Session Number	SOWK 201, S01 & S02	Classroom	Online
Course Name	Introduction to Social Work		
Dates and Time	Start of Classes: January 8 th , 2023 End of Classes: April 9 th , 2023 Dates and Time: Zoom sessions, most Mondays 5PM – 8PM (See class schedule for details) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Kaltrina Kusari, PhD, RSW	Office Hours	After Zoom classes
UCalgary E-mail	Kaltrina.kusari@ucalgary.ca	UCalgary Phone	NA

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](#), 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](#).

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 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 six 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 Winter 2024

- Start of Term: Tuesday, January 2, 2024
- First Day of Class: Monday, January 8, 2024
- End of Term: Tuesday, April 30, 2024
- Last Day of Class: Tuesday, April 9, 2024
- Term Break: Sunday to Saturday, February 18 - 24, 2024
- Fee Deadline: Friday, January 26, 2024
- Alberta Family Day, no classes: Monday, February 19, 2024
- Good Friday, no classes: Friday, March 29, 2024
- Easter Monday, no classes: Monday, April 1, 2024

Class Schedule

Module Dates	Readings and Zoom Sessions	Assignments and Due Dates
Module 1: Historical, Theoretical,	Chapter 1: Historical Foundations of Addressing Need: Indigenous, French, and English Traditions	Exam 1: D2L

<p>and Philosophical Frameworks</p> <p>Dates: Jan. 8 - 22</p>	<p>Chapter 2: Social Work Theories Chapter 3: Ethics in Social Work Chapter 8: Indigenous Peoples and Social Work</p> <p>Zoom: January 8th @ 17:00</p>	<p>Due: January 22nd @ 5pm (to be completed on D2L)</p>
<p>Module 2: Foundational Skills for Social Workers January 23- Feb 15</p>	<p>Chapter 4: Social work with Individuals and Families Chapter 5: Social Work with Groups and Communities</p> <p>Zoom: February 5th @ 17:00 Zoom: (in your learning groups): February 12th @ 17:00</p>	<p>Assignment 1: Case study Part A Due: February 13th, at 11:59pm Part B Due: February 16th @ 11:59pm Part C Due: March 1st @ 11:50pm</p>
<p>Term Break February 18 - 24</p>	<p>No Class</p>	
<p>Module 3: Fields of Social Work Practice Feb. 25 - March 15th</p>	<p>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</p> <p>Zoom: February 26th @ 17:00 Zoom: March 11th (Optional Learning Group Meetings)</p>	<p>Exam 2: D2L Due: March 18th @ 5:00PM (to be completed on D2L)</p>
<p>Module 4: Ethical and Professional Practice Dates March 16 – April 8th</p>	<p>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</p>	<p>Assignment 2: Final Social Work Profile Due: April 10th</p>

	Zoom: March 25 th @ 17:00 Zoom: (In your learning circles) April 8 th @ 17:00	
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Instructional Hours

Synchronous Zoom Sessions – 21 hours (see timetable above)

Asynchronous Activities

- View pre-recorded lectures – 1.5-2 hours for each module (8 hours)
- Documentaries, Interviews: 5 hours
- Application of class material to case studies and/or reflective activities (5 hours)

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. **You are strongly advised to keep your video camera 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.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. Students will be advised before the instructor initiates a recording of a Zoom session.

RECORDINGS OF ONLINE CLASSES (By Students)

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

Exam 1 (15%) – January 22nd at 17:00

Aligned Course Learning Outcomes: 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 February 13th 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 posted to your learning group) 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 February 16th 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 March 1st 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 16 (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 (25%) – March 18th at 17:00

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: An Exploration of Your Social Worker Profile (30%) - Due April 10th @ 11:59 PM

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

Assignment Description:

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 (10%), demonstrate reflexivity (10%), and identify both areas of strength (5%) and growth (5%), with specific examples.

Assessment Criteria: For detailed assessment criteria, please see the rubric posted on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

As professional integrity is essential to being an ethical social worker, students are expected to be fully present and engaged in each class activity and discussion.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word format. Video presentation and/or podcast assignments may be submitted in Mp4/Mp3 formats. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm 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

All students will be offered a 3-day universal extension. This means that you may submit your assignment up to 3 days late for any reason without penalty. You do not need to inform the instructor if you use this option. Any assignments submitted using the universal extension will not receive extensive written feedback. Any assignments submitted more than 3 days after the due date will be subject to a 5% grade penalty each day.

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.

For any assignment and the final park, 50 or above is rounded up and 49 or below is rounded down. For example, 59.50% is rounded to 60%, 59.49% is rounded to 59%.

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.	
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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 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

See D2L Course Site for additional readings.

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