



Course & Session Number	SOWK 201 L03 & L04	Classroom	Online
Course Name	Introduction to Social Work		
Dates and Time	Start of Classes: January 8, 2024 End of Classes: April 9, 2024 Zoom Sessions: January 8, January 22, February 5, March 4 at 6:00pm to 8:00pm MT and April 8 at 5:00pm to 8:00pm MT Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Maimuna S. Khan, MSW, RSW Quan Nguyen, MSW, PhD(c)	Office Hours	As Requested
UCalgary E-mail	maimuna.khan@ucalgary.ca quan.nguyen@ucalgary.ca	UCalgary Phone	Contact via email

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

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

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

SYLLABUS STATEMENT

This course provides an overview of the social work profession 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.

There will be 5 synchronous Zoom sessions throughout the term as indicated in the course schedule, and each will be recorded.

COURSE LEARNING OUTCOMES

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

1. Understand the broader context and critically reflect on the history and perspectives of Canadian social welfare and social work.
2. Examine wellbeing and justice experienced by diverse community members in their interactions with peoples, social structures, social policies and legislation.
3. Identify and integrate components of the social work profession including values, theories, approaches, levels of practice, and the social work process.
4. Demonstrate the capacity to self-reflect on their social locations and understand their impact on interpersonal relationships and professional social work practices.
5. Demonstrate knowledge of social work knowledge and approaches to apply them across various practice fields, working with individuals, families, groups, and communities of diverse backgrounds.
6. Explore 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;
7. Apply foundational social work theories, standards, values and ethics to various 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* (4th ed.). Thompson Educational.

Other Required Readings (links 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.

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 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 learners considering the application for admission to the Faculty of Social Work, the 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 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

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.

Module Dates	Activities, Readings, and Zoom Sessions	Assignments and Due Dates
<p>Module 1: Historical Development, Theoretical Foundation and Practice Models</p> <p>January 8 – January 26</p>	<p>Activities: Module 1 D2L required learning activities, including critical reflection on readings, review of pre-recorded lectures and case studies, participation in online discussions, and application and integration of learning.</p> <p>Readings:</p> <ul style="list-style-type: none"> • Chapter 1: Social work and social welfare in Canada • Chapter 2: Toward a history of social work in Canada • Chapter 3: Social work theories and practice models • Chapter 4: Individuals, groups and communities <p>Zoom sessions: Zoom session #1 on January 8, from 6:00pm to 8:00pm MST</p> <p>Zoom session #2 on January 22 from 6:00pm to 8:00pm MST</p>	<p>Integrated Learning Module #1 due January 26 at 11:59pm MST</p>
<p>Module 2: Social Work Processes and Selective Field of Practice</p> <p>January 29 – February 16</p>	<p>Activities: Module 2 D2L required learning activities, including critical reflection on readings, review of pre-recorded lectures and case studies, participation in online discussions, and application and integration of learning.</p> <p>Readings:</p> <ul style="list-style-type: none"> • Chapter 5: Social work and child welfare in Canada • Chapter 6: Social work and the health of 	<p>Integrated Learning Module #2 due February 16 at 11:59pm MST</p>

	<p>Canadians</p> <ul style="list-style-type: none"> • Chapter 7: Mental health and social work practice • Chapter 14: International social work practice <p>Zoom session: Zoom session #3 on February 5, from 6:00pm to 8:00pm MST</p>	
<p>Fall Break (February 19-23)</p>		
<p>Module 3: Fields of Social Work Practice</p> <p>February 26 – March 22</p>	<p>Activities: Module 3 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.</p> <p>Readings:</p> <ul style="list-style-type: none"> • Chapter 8: Social Work with Women in Canada • Chapter 9: Social Work and Indigenous Communities • Chapter 10: Racialized Canadians and Immigrants • Chapter 11: Social Work with Older Canadians • Chapter 12: Social Work and Sexual and Gender Diversity • Chapter 13: Social Work and Persons with Disabilities <p>Zoom session: Zoom session #4 on March 4 from 6:00 pm to 8:00 pm MST</p>	<p>Integrated Learning Module #3 due March 22 at 11:59pm MST</p>
<p>Module 4: Ethical and Professional Practice</p> <p>March 25 – April 5</p>	<p>Activities: 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 integration of learning.</p> <p>Readings:</p> <ul style="list-style-type: none"> • Chapter 3: Ethics in Social Work (recap) 	<p>Integrated Learning Module #4 due April 5 at 11:59pm MST</p>

	<ul style="list-style-type: none"> • 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 (2008). Social work scope of practice • Alberta College of Social Workers (2013). Standards of practice <p>Zoom session: Zoom session #5 on April 8, from 5:00pm to 8:00pm MST</p>	
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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. **When possible, it is ideal for students to have their cameras turned on and you are expected to manage your microphone as required.** You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

RECORDINGS OF ONLINE CLASSES

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 (50% total or 12.5% per module) – Due dates: January 26, February 16, March 22, April 5 at 11:59pm MST

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 and generate assignments that help them integrate and apply their knowledge. They will create four module assignments that address the areas of focus in the four modules:

- Module 1: Concept map of a social work theory or practice model related to a case study.
- Module 2: Field of Practice interview and process reflection. The reflection modality will respond to resource materials provided by guest lecturer practitioners (ex, 2-minute multi-modal video, 2-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 statement in a modality of students' choice

All integrated module assignments will be posted in your learning circle on D2L. Complete module assignment and process details are provided on D2L.

Assessment Criteria:

The following criteria will be used to assess each module assignment: Clarity, Organization, and 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 (35%) – Due date: April 8, 2024, at 11:59 MDT

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

Assignment Description:

This assignment is designed to support learners in exploring 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, storyboards, use of multimedia, etc.) to express their emerging social worker profiles. More instruction is provided on D2L.

Assessment Criteria:

This assignment consists of three components, namely personal expressions of social worker profiles (35%). For detailed assessment criteria, please see the rubric posted on D2L.

Assignment 3: Ongoing Active Engagement with Learning Activities (15%) – Due Date: April 12, 2024 at 11:59 pm MDT

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

Because this course contains largely asynchronous material, a student's success will be largely determined by their participation in and engagement with all the material on D2L and in the readings. The engagement 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 both in live sessions, and demonstrated engagement with the recorded lectures, videos, readings, and other ungraded course activities. Students will submit 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 submitted via D2L Dropbox and will be considered by the instructor in assigning the grade. Failure to submit it will result in a grade of zero for this assignment.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

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 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).

While this course relies largely on asynchronous material, students are strongly encouraged to log into D2L regularly to keep up. Discussion postings remain on the site for the duration of the course; however, learners are expected to contribute to the discussion in a timely manner. Discussion posts should validate and extend our learning. All postings and responses are expected to ensure respect, dignity, and confidentiality for all participants.

Students are also expected to attend the Zoom sessions and are encouraged to actively engage with their peers during any group discussions. However, we acknowledge participation looks different for everybody, and as such, students will have an opportunity to discuss what their engagement meant for them in Assignment 3 (as outlined above).

Please contact the instructor to discuss needed accommodations.

Please refer to the UCalgary calendar for more information on [attendance](#) and [supporting documentation and the use of a statutory declaration](#).

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments either electronically through Dropbox in D2L or posted to your learning circle. Specific instructions will be outlined the assignment instructions above. Written assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm 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

Any assignments submitted after the due date without an agreed-upon extension from the instructors will be subject to a 5% grade reduction each day. Students requiring a longer extension (for example, those registered with Student Accessibility Services) may be granted one and should contact the TA and instructor to discuss this option.

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

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.

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