



Course & Session Number	SOWK 621 (S02)	Classroom	Synchronous Zoom classes
Course Name	History and Foundations of the Profession		
Dates and Time	Start of Classes: May 6 End of Classes: May 27 Dates and Time: Mondays (May 6, 13, & 27) from 9:00 a.m. to 4:00 p.m. and Wednesdays (May 9, 16, & 23) from 5:30 to 8:30 p.m. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Rick Enns (he/him), PhD, RSW	Office Hours	As requested
UCalgary E-mail	renns@ucalgary.ca	UCalgary Phone	Not applicable

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

An examination of the relationship between knowledge, values, ethics, and power and how they shape interventions in social work.

COURSE DESCRIPTION

In this course you will examine social welfare and social work practice through an exploration of the history, philosophical foundations, diverse ways of knowing, values, and ethics of the social work profession. You will be encouraged to reflect on and integrate beliefs, values, and perspectives in relation to social work practice at various levels of practice and analysis and from your social location and through your standpoint. You will be required to examine the profession's commitment to realize social justice, inclusion, and diversity amidst a troubled history of colonial engagement and complicity, and current and pervasive neoliberal entanglements. Admission to the MSW program at the University of Calgary is a pre-requisite for taking this course. All classes will be held on Zoom and the requisite hours of instruction will include a combination of synchronous class times as scheduled and asynchronous and guided activities as assigned. Students are also expected to devote personal time outside of the 39 hours of instruction to meet course expectations and requirements.

COURSE LEARNING OUTCOMES

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

1. Articulate an understanding of the history of social work in Canada.
2. Evaluate social work history and the profession in Canada through a critical lens.
3. Understand social work practice in Canadian and international contexts including but not limited to Francophone, Indigenous, Black, 2SLGBTQIA+, and immigrant and refugee realities in Canada.
4. Articulate foundational theories and ways of knowing in social work practice.
5. Evaluate foundational theories and ways of knowing using a critical, anti-racist, and decolonizing lens.
6. Understand and evaluate the effects of their social location and standpoint on their understanding of social work and social work practice.
7. Demonstrate a foundational understanding of the conceptual, perceptual, and executive skills of social work practice.
8. Articulate foundational values for an emerging social work practice framework.

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 edition). Oxford. You can [click here](#) to order a paperback copy from the University of Calgary bookstore and for ebook rental options.

Additional required and supplementary readings will be posted on the course D2L site.

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. Students are encouraged to log in to Zoom classes in a private and quiet space in order to facilitate learning and engagement.

RELATIONSHIP TO OTHER COURSES

SOWK 621 is the inaugural course in the Foundation program lead to the MSW degree and provides students with foundational knowledge for other courses including SOWK 632: Social Policy & Social Justice; SOWK 625: Practice with Individuals, Families and Communities; SOWK 627: Practice with Organizations & Communities; and SOWK 645: Issues in Social Work Research.

COMMITMENTS UNDERLYING THIS COURSE

The instructor aspires to a problem-posing rather than banking method of teaching and education as these terms are defined by Paulo Freire in *Pedagogy of the Oppressed*.² Transformative and critical approaches have helped to operationalize Freire's problem-posing method and the following principles are intended as commitments for learning in this course.

- The classroom is an inclusive and affirming space where all are welcome and should be free from all prejudice and discrimination, including such based on gender, race, ethnicity, class, age, ability, religion, sexual orientation, and gender identity.
- The instructor and students will commit to affirmation and full inclusion through self-reflection, peer support and constructive dialogue.
- Ideas, rather than individuals, are open to challenge. Students' familiarity with the topics we discuss in this course will differ; all questions contribute to learning and all voices should be heard.
- Students can regulate their engagement in specific discussions or topic areas in response to emotional or other discomfort they may experience and within a personal commitment to full engagement in the course.
- Everyone in the classroom is a potential teacher and learner. Everyone brings valuable life experiences from which we can all learn. Some may contribute prior learning and experience;

² Freire, P. (2018). *Pedagogy of the oppressed* (50th Anniversary ed.) Bloomsbury Academic.

others' contributions may come through skill and consideration in asking questions or knowledge of other cultures, protocols, or contexts. All contributions will be honoured and appreciated.

- Students are responsible for their own learning and commit to reading and viewing assigned materials, contributing to group planning, discussions, or presentations in an ongoing and timely fashion, and to supporting one another to achieve course and personal learning objectives.
- The instructor will monitor and be responsive to students' questions and ensure that learning objectives and course requirements are clearly stated and understood.

CLASS SCHEDULE

Date	Topic	Readings and Resources
Historical Foundations of Social Work and Social Work in Context		
May 6*		
9:00 a.m. to 12:00 p.m.	Introductions and historical foundations for the profession	Chapters 1, 2 & 3**
1:00 p.m. to 4:00 p.m.	Social work in context and standpoint theory	
May 8		
5:30 p.m. to 8:30 p.m.	In-class assignment	
Foundational Skills for Social Work Fields of Practice		
May 13		
9:00 a.m. to 12:00 p.m.	Social work with individuals, families, groups, and communities	Chapters 4, 5, 11 & 12
1:00 p.m. to 4:00 p.m.	Disability, and aging and social work practice	
May 15		
5:30 p.m. to 8:30 p.m.	In-class assignment	
May 20: No class (Victoria Day)		
Social Work Fields of Practice		
May 22		
5:30 p.m. to 8:30 p.m.	Indigenous peoples and social work	Chapters 8
May 27		
9:00 a.m. to 12:00 p.m.	International social work with immigrants and refugees	Chapters 9, 10 & 13
1:00 p.m. to 4:00 p.m.	Social work and gender diversity	
*the Zoom link for classes will be posted on the course D2L site		
**all chapters are from the course text unless otherwise indicated		

Important Dates for Spring 2024

- Start of Term: Wednesday, May 1
- First Day of Class: Monday, May 6
- Fee Deadline: Tuesday, May 14
- Victoria Day, no classes: Monday, May 20
- Last Day of Class: Monday, June 17
- End of Spring Term: Sunday, June 23

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 and that will permit you to engage in possibly challenging or difficult conversations. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned 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. It is your responsibility as a graduate student at the University of Calgary that you do not share the Zoom link for this class – or any other Zoom links generated for course activities – 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. Any recordings prepared in advance by the instructor for this class, or any recording of class content by the instructor, is for the academic use of students in this class only, and cannot be duplicated or distributed.

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

Assignment 1: In-Class Assignments (group assignment)

Weight: 2 x 15% [30%]

Length: 6 to 8 double-spaced pages (not including references)

Format: APA 7th edition formatting; 12-point Times New Roman font, 1" margins

Due: May 8th and 15th preferably by end of class or by 11:59 p.m. on the dates shown

Submission guidelines: Deposit to designated D2L Dropbox

Aligned Course Learning Outcomes: 2, 3, 4, 5, 7, and 8

Assignment Description:

Students will be assigned to groups of about 5 students and complete an in-class assignment grounded on discussion questions based on the week's course readings, class lectures and discussions, activities, and other learning activities that have occurred within the classroom context for this course. There will be one in-class assignment scheduled during class time on May 8th and 15th. Students will be allotted the entire class time (from 5:30-8:30 p.m.) to complete each in-class assignment. Each group of students will engage in fulsome discussions in response to the questions posed and provide a written answer for each question posed. The submission should be submitted to the D2L Dropbox created for each of these assignments, saved in Word format, and include each student's name on the title page of the submission. A rubric will be posted on the course D2L site to provide more specific details.

Assignment 2: Critical Reflective Journal (individual assignment)

Weight: 3 x 10% [30%]

Length: 3 to 4 double-spaced pages (or approximately 750 to 1,000 words; not including references)*

Due: May 7th, 14th, 24th by 11:59 p.m.

Submission guidelines: Post to designated D2L Discussion Board

A grading rubric will be posted on the course D2L site

Aligned Course Learning Outcomes: 3, 4, 5, 6 and 7

Assignment Description:

Reflection 1: Engaging with social work histories and theories from your social location, from or through your standpoint. Due May 7th by 11:59 p.m.

In your reflection, please consider and address the following:

- How does your social location align with the putative foundations of the profession and theories that have historically framed or guided practice?
- Does your social location collide with social work histories and practice?
- What personal, ideological, philosophical, or spiritual challenges do you face or expect as you engage in the profession and as your practice framework evolves?
- What supports do you need and what resources do you have for this?

Reflection 2: Engaging with social work practice with specific populations and fields of practice. Due May 14th by 11:59 p.m.

In your reflection, please consider and address the following:

- What areas(s) of social work practice resonate with you...and why?
- What practice context are you interested in working in? Is it a shift based on what you are reading about and learning in this class?
- As you integrate theory onto practice and consider the diverse fields of practice and working with vulnerable and marginalized people, how does the concept of cultural humility fit within these contexts and your emerging social work identity?

Reflection 3: Afrocentric and Indigenous social work practice and practice with refugees and immigrants. Due May 24th by 11:59 p.m.

In your reflection, please consider and address the following:

- What cultural or structural barriers might migrants face when trying to access social services in Canada?
- How might you be an ally for Indigenous peoples and communities in your social work practice?
- How can the profession of social work contribute to social change initiatives at a global level in efforts to promote social justice and human rights?

**Note:* Students can choose to complete a maximum of 2 reflective journal entries in an alternative audio or video format between 6 to 8 minutes in length.

Assignment 3: Individual Paper

Weight: 40%

Length: 7 to 8 pages (not including title page or references)

Format: APA 7th edition formatting; 12-point Times New Roman font, 1" margins

Due: May 27th by 11:59 p.m.

Submission guidelines: Deposit to designated D2L Dropbox

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, and 8

Assignment Description: The final paper should portray/summarize what you are taking away from the course, what influence you expect key learnings may have on your future practice, and how you hope to deepen the social work values and principles that have been covered. This is where you will integrate your reflections from the course, theoretical groundings that include a critical approach to practice, and the work you have done in the previous assignments, and synthesize what you have learned overall, highlighting how this will shape your next steps in the learning process and in the development of your emerging professional social work identity. You are encouraged to further integrate your knowledge by exploring scholarly literature, including the social work databases, and identifying potential literature that will be of benefit as you progress in your social work education when you consider fields of practice and specialized populations we have examined in this course. In your paper, examine how historical influences impact social work practice today, highlighting how these might influence or shape your social work practice and emerging social work identity.

Grammar, sentence structure, spelling, and syntax are important components to effective professional writing and are expected in this assignment. Academic writing supports are available via the University

of Calgary to assist/support you with this as you progress through your studies. A rubric will be posted on the course D2L site for this assignment.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class and in all class activities and discussions. These are part of the in-class assignments, as outlined in the assessment components section above. You must reach out to the instructor in advance of a potential absence to discuss options regarding any missed assignment. Failure to participate in in-class assessment activities without instructor approval will result in no credit received for that missed assignment.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through the designated Dropbox in D2L. Assignments should be submitted in Word format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59 p.m. on their due date, unless otherwise specified on this syllabus. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Assignments and papers are to be submitted on time, with absolutely NO extensions unless personal or exceptional circumstances have been discussed with the instructor at least 24 hours in advance and an extension has been granted. Any extensions granted will need to be completed by the alternative date set as per the process described above. Failure to submit an assignment by a revised due date and time will result in a grade of zero for that assignment.

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>

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

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. Grades assigned for each assignment will be rounded to 2 decimal points if necessary. All grades will be totalled at the end of term, and rounded using standard rounding conventions, to determine the final grade for the course. Students must meet or exceed the lower threshold of the percentage range indicated in the grading table after final rounding to achieve the corresponding letter grade for the course. It is not necessary to pass each assignment separately to pass the course. The University of Calgary [Graduate 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	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass. Note: Students who accumulate two grades of "B-" or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50
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 Experience 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 accommodation 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