



Course & Session Number	SOWK 621 S02	Classroom	Online
Course Name	History and Foundation of the Profession		
Dates and Time	Start of Classes: May 3, 2023 End of Classes: May 18, 2023 Dates and Time (all sessions online on Zoom): May 3 to 6 – 9:00 am to 4:00 am May 11 - 5:00 pm to 8:00 pm May 18 – 5:00 pm to 8:00 pm Please use the following Zoom link for all classes: https://ucalgary.zoom.us/j/8952934355?pwd=dEVqZ0JQZWU2ZFkvMnU5ZkRGT1hsUT09 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Natalie Beltrano, MSW, RSW	Office Hours	As Requested
UCalgary E-mail	Natalie.beltrano1@ucalgary.ca	UCalgary Phone	Will be provided in-class

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,

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

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](#).

Natalie's Positionality Statement:

I am a guest on Indigenous land. As a social worker, researcher, and individual, I am committed to working from a decolonizing lens to create pathways towards action on Truth and Reconciliation. I recognize the long-standing systemic oppression and inequality within Canada's colonial institution, the history of enslavement, racial segregation and marginalization, and its devastating impact on Indigenous Peoples, and those of African and Asian descent. I am committed to working from an anti-racism framework. I strive to promote social justice and equity for all groups. I stand in solidarity with members of Indigenous, Asian, Black, and 2SLGBTQIA+ communities against all forms discrimination.



This course requires you to engage in critical self-reflection on personal values and biases. There may be topics that are uncomfortable. Our classroom will be designed to be one of inclusivity and understanding; we will respect that we all have different beliefs and there are many ways of knowing. You will be required to engage in small and large groups discussions and activities. Together, we will create a learning environment that will allow for open dialogue, where we learn from each other. Discrimination will not be tolerated. If you have concerns that you are not comfortable addressing on your own, please contact the Instructor, Director of Social Work, or alternative support system, such as the Student Wellness or Mental Health Resources.

SYLLABUS STATEMENT

Social Work 621: History and Foundation of the Profession

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

Course Hours: 3 units

Prerequisite(s): Admission to the MSW program

COURSE DESCRIPTION

Course Focus: This course examines 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. Students will be encouraged to reflect on and integrate beliefs, values, perspectives, and emotions in relation to social work approaches at various levels of practice. Learners will be encouraged

to practice responsible, ethical, reflexive, and authentic participation and gather a foundational understanding of generalist social work practice.

This course has no pre-requisite or co-requisite and is restricted to social work MSW students or with consent of the Faculty.

Course Structure: This course takes place **online** through six synchronous (**May 3 to 6 – 9:00 am to 4:00 pm; May 11 and 18 – 5:00 pm to 8:00 pm**) sessions on Zoom. To best succeed in this course, students are expected to participate in the asynchronous tasks on D2L and synchronous class as scheduled. When unable to participate live due to unforeseen circumstances, please reach out to me ahead of time and propose an alternative plan of participation (e.g., watch videos, complete a brief reflection, engage in asynchronous activities and post further Discussion Board responses).

The structure for the full days includes an hour for lunch, two 15-minute breaks, as well as synchronous and asynchronous activities. During our first Zoom session we will get to know each other as well as establish guiding principles for our time together. Some of the course topics (e.g., child abuse, racism, residential school systems, suicide) are potentially challenging to explore. I encourage you to take good care of yourself and reach out to schedule office hours if you wish to have individual consultation and support as we work through this content.

Please note that readings and assignments are in addition to the synchronous and asynchronous activities.

In-class (synchronous) activities include small and large group discussions, short lecture presentations, critical analysis, critical self-reflections, and other learner-centered activities. The structure for the two evenings will include active learning opportunities with two 15-minute breaks. Asynchronous activities will include Discussion Board posts and responses, watching videos, critiquing literature, among other activities.

Prior to each class, please complete the assigned readings. This course requires ongoing critical reflection and critical self-reflection. I encourage you to spend time highlighting your own questions – *what do you want to know more about? What further learning do you require? What areas interest you?* We all come from different backgrounds and educational experiences. By asking questions and identifying what you want to learn more about, we help each other in our learning journey.

COURSE LEARNING OUTCOMES

Upon successful 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 in Canada through a critical lens.
3. Understand social work practice in Canadian and international contexts including but not limited to Francophone, Indigenous, Black, 2SLGBTQ+, 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 their 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

Textbook:

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

Required Readings:

Blackstock. (2009). The occasional evil of angels: Learning from the experiences of Aboriginal Peoples and Social Work. *First Peoples Child & Family Review*, 4(1), 28–37.

<https://doi.org/10.7202/1069347ar>

Caldwell, J., & Sinha, V. (2020). (Re) Conceptualizing neglect: Considering the overrepresentation of Indigenous children in child welfare systems in Canada. *Child Indicators Research*, 13, 481-512.

<https://doi.org/10.1007/s12187-019-09676-w>

Chapman, C., & Withers, A. J. (2019). Troubling the standard account of social work. In C. Chapman & A. J. Withers *A violent history of benevolence: Interlocking oppression in the moral economies of social working* (pp. 25-75). University of Toronto Press.

Chavez, V. (2022). Cultural humility and social inclusion. In P. Liamputtong (ed.), *Handbook of social inclusion* (pp. 129-144).

Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 139-168.

Hill Collin, P. (2015). Intersectionality's definitional dilemmas. *Annual Review of Sociology*, 41, 1-20.

<https://www.jstor.org/stable/24807587>

Maynard, R. (2017). Destroying Black families. In R. Maynard *Policing Black Lives: State violence in Canada from slavery to the present* (pp. 186-208). Fernwood.

McCauley, K., & Matheson, D. (2018). Social work practice with Canada's Indigenous People: Teaching a difficult history. *Practice: Social work in Action*, 30(4), 293–303.

<https://doi.org/10.1080/09503153.2018.1483493>

Pon, G. (2009). Cultural competency as new racism: An Ontology of Forgetting. *Journal of Progressive Human Services*, 20(1), 59–71. <https://doi.org/10.1080/10428230902871173>

Sakamoto, I., & Pitner, R. O. (2005). Use of critical consciousness in anti-oppressive social work practice: disentangling power dynamics at personal and structural levels. *The British Journal of Social Work*, 35(4), 435–452. <https://doi.org/10.1093/bjsw/bch190>

Sloane, H. M., David, K., Davies, J., Stamper, D., & Woodward, S. (2018). Cultural history analysis and professional humility: Historical context and social work practice. *Social Work Education*, 37(8), 1015–1027. <https://doi.org/10.1080/02615479.2018.1490710>

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 621 is a Foundation Course for non-BSW students.

CLASS SCHEDULE

Important Dates for Spring 2023

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

Date (times) All Sessions on Zoom	Topic(s)	Reading(s)/ Assignment(s) Due
Wednesday, May 3, 2023		
9:00 am to 12:00 pm	Welcome Review of Syllabus Historical Foundation of Social Work	Review of Syllabus Textbook Chapter #1 Chapman, C., & Withers, A. J. (2019). McCauley, K., & Matheson, D. (2018).
1:00 pm to 3:45 pm	Theoretical Frameworks Ethics	Textbook Chapter #2, #3 Crenshaw, K. (1989) Hill Collin, P. (2015)
Thursday, May 4, 2023		
9:00 am to 12:00 pm	Critical Consciousness, Positionality, and Critical Self-Reflection	Chavez, V. (2022) Pon, G. (2009) Sakamoto, I., & Pitner, R. O. (2005) Sloane, H. M., David, K., Davies, J., Stamper, D., & Woodward, S. (2018).
1:00 pm to 3:45 pm	Social work with individuals, families, groups and communities	Textbook Chapter #4, #5 Assignment #1: Reflection #1 due

Friday, May 5, 2023		
9:00 am to 12:00 pm	Child Welfare and Indigenous Social Work	Textbook Chapter #7, #8 Blackstock. (2009) Caldwell, J., & Sinha, V. (2020) Maynard, R. (2017) Documentary – <i>We were children</i>
1:00 pm to 3:45 pm		
Saturday, May 6, 2023		
9:00 am to 12:00 pm	Immigration and Refugees Disability	Textbook Chapter #9 Textbook Chapter #11
1:00 pm to 3:45 pm	Health Aging Population	Textbook Chapter #6 Textbook Chapter #12 Assignment #1: Reflection #2 due
Monday May 8, 2023		
Selection of article for Assignment #2 Due Article selection to be sent to instructor		
Thursday, May 11, 2023		
5:00 pm to 8:00 pm	Sexual and Gender Diversity	Textbook Chapter #10 Assignment #2: Peer-Review Critique is due.
Sunday, May 14, 2023		
Assignment #2: Peer-Feedback Critique is due.		
Thursday, May 18, 2023		
5:00 pm to 8:00 pm	International Social Work	Textbook Chapter #13
Thursday, May 25, 2023		
Assignment #3 Due		

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 for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required.** All students are expected to behave in a professional manner during all Zoom sessions.

ASSESSMENT COMPONENTS

Assignment #1 Critical Reflections (2 X 15% = 30%)

Aligned Learning Outcomes: 1, 2, 6, 7, 8

Assignment Description: Reflexive practice is a cornerstone of socially just social work practice. Uncovering how our values and beliefs have been shaped by our histories, social location, and histories can influence how we engage in social work practice. **Assignment 1 contains two reflections to reflect on how we show up as social workers.**

Reflection 1 Due May 4 by 11:59 pm – What is your understanding of the relevance of history to contemporary social work practice and how is it influenced by your own positionality and personal/family history?

Reflection 2 Due May 6 by 11:59 pm – What have you learned up to this point and how has this influenced what you hope to accomplish? Where do you see your individual practice fitting within the larger landscape of social work practice and why does this feel like a fit at this time?

Assessment Criteria: For each reflection, you are required to integrate course readings. You are required to integrate the readings into your reflection. Length and format: 3-4 pages each double spaced (not including title page or references). APA 7th edition. See the rubric on D2L for further assessment criteria.

Assignment #2 Peer-Reviewed Article Critical Analysis (20% Critical Analysis; 10% Peer-Feedback of Critique = 30%)

Aligned Learning Outcomes: 3, 4, 5, 7, 8

Assignment Description: Being able to critically analyze peer-reviewed articles related to social work theory and practice is a key skill for social workers. Being able to break down and analyze information related to theory and practice helps social workers make evidence-based decisions to better serve the people they work with.

Assignment 2 is composed of two parts: analyzing an article and providing a peer-review for two of your colleagues.

Part 1: Peer-Reviewed Article Critical Analysis and Feedback (20%) Due May 11 by 11:59 pm - For Assignment 2, you will **select one peer-reviewed article to read and analyze**. You may choose from the list of articles provided on D2L or choose another article. Please send article choices to the instructor **by May 8th**. The analysis should contain information on the extent to which the article fulfills its stated purpose, how the article engages with the literature, the extent and implications of the theoretical framework that is used, the appropriateness of the methods, the analysis of results, how effectively the arguments are made, the applications to practice, and any other relevant elements of critical analysis (**see check-lists located on D2L**).

Assessment Criteria: You may decide how to best present your analysis. This could be in a brief (5-minute) recorded PowerPoint or video, a blog post, or another method of your choosing. APA 7th edition is required for references. You will post your critique on the required Discussion Board on D2L. See Rubric on D2L for additional assessment criteria.

Part 2: Peer-Feedback on Critique (10%) Due May 14 by 11:59 pm - You will be randomly assigned to provide peer-feedback to a colleague's critique posted on the Discussion Board. Your feedback should support your colleague's development of the critique. You will do this through asking thoughtful questions, prompting discussion, providing your own critical reflection, and integrating course materials

(see peer-feedback checklist on D2L for additional information). Through providing feedback to your colleague, you are aiding in their development for Assignment #3.

Assessment Criteria: APA 7th edition. See Rubric on D2L for additional assessment criteria.

Assignment #3 – How does the history of social work’s history and theoretical frameworks inform our beliefs and values related to groups who experience oppressions? (40%) Due May 25 by 11:59 pm

Aligned Learning Outcomes: 1, 2, 4, 6, 7, 8

Assignment Description: Our beliefs and values are shaped by the social construction of ideologies in society. As a future social worker, it is important to understand how social work’s history as well as our values, beliefs, and biases have contributed to social construction of oppressions such as mental health concerns, substance misuse, child welfare, experiences of poverty, among many other constructs.

For your final assessment, you will select a topic that is of interest of you (***this topic should be aligned with the article you selected for Assignment #2***). You will engage in a critical analysis of peer-reviewed literature (**2 new pieces of literature + 1 previous from Assignment #2**) and theoretical frameworks discussed in class/from readings/the textbook to demonstrate your understanding of your selected topic in the context of social work history.

Applying your understanding of social work history, you will conduct a critical self-reflection on your own experiences, values, beliefs, and biases and how they influence your view of your selected topic. Finally, you will discuss how you could potentially integrate relevant theoretical frameworks based upon your understanding of social work history and your own beliefs as a future social worker.

Assessment Criteria: Your paper should be approximately 8 to 10 pages long (not including title page or references). You are encouraged to integrate the feedback received from your peer from Assignment #2. You are required to integrate literature from the textbook and readings. APA 7th edition. See Rubric on D2L for additional assessment criteria.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Attendance and participation are critical to your success in this class. 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 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

There are always unforeseen circumstances. If you need to submit a late assignment, please contact the instructor as soon as possible to discuss a plan for submission. Assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

Students must apply APA 7th edition for all assignments. All assignments will be assessed partly on writing skills. formatting for referencing. For example, “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

The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. 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.

Evaluations of assessments will be rounded up to the nearest whole number (e.g., 80.5% = 81%; 80.3% = 80%)

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	

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.

ADDITIONAL SUGGESTED READINGS

Please see D2L for suggested/alternative 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