



Course & Session Number	SOWK 621 S02	Classroom	Online
Course Name	History & Foundation of the Profession		
Dates and Time	Start of Classes: May 6, 2024 End of Classes: May 27, 2024 Dates and Time: Mondays zoom: 9:00 a.m.-4:00 p.m. (Zoom sessions) Wednesdays 5:30-8:30 p.m. (Zoom) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Patricia Samson, PhD., MSW	Office Hours	As Requested/by appointment
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OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

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

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, and perspectives in relation to social work practice at various levels of practice and analysis and from their social location and standpoint. Learners will be required to examine the profession's commitment to realize social justice, inclusion, and diversity amidst a troubled history of colonial engagements and current and pervasive neoliberal entanglements. There are no pre- or co-requisites for this course and registration is restricted to social work students or with consent of the faculty.

This course is scheduled to be offered through synchronous online instruction, including guided online discussions.

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 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

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

REQUIRED READINGS

CASW Code of Ethics at: <https://www.casw-acts.ca/en/Code-of-Ethics%20and%20Scope%20of%20Practice>

Comartin & Gozalez-Prendes. (2011). Dissonance Between Personal and Professional Values: Resolution of an Ethical Dilemma. *Journal of Social Work Values and Ethics*, 8 (2), 1-14.

https://d1wqtxts1xzle7.cloudfront.net/55008918/personal_vs_professional_dilemma-libre.pdf?1510695910=&response-content-disposition=inline%3B+filename%3DDissonance_Between_Personal_and_Professi.pdf&Expires=1711386060&Signature=gtaMQSVUzCe2-bJOE0ka48xze~xjXXQjQe0HjWTXGiX56Kweflf8Y4AFR8kxPHDicC37T7yTWtQy7eUgK90OwHkJKOZOA993AH~aLAI1Cp2ae1J9wiBH3raEdTPT9emDns7LDmk7fRyIIxGLJjGFlzt2q-d9IJ6SYVylphAPGyKhzqfQI8mdAiqtmpNahMdfXV15qlloezMnFH~uydHzUsBnDHFPRJruezdQ-powwch010SiPBM8-TOnwiFCuk0vpgYxo23MFkIQCPxuP7rLNMeyY7FAXnTz54gl2jr5Q27aLPGJUrfcibvpwkwMzKPzXGx8lFfc1n37g6QN~tmEQ_&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA

Fisher-Borne, M., Montana Cain, J. & Martin, S. L. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence. *Social Work Education*, 34(2), 165–181. <https://doi.org/10.1080/02615479.2014.977244>.

Gottlieb, M. (2021). The case for a cultural humility framework in social work practice. *Journal of Ethnic & Cultural Diversity in Social Work*, 30(6), 463-481. <https://doi.org/10.1080/15313204.2020.1753615>

McLaughlin, A. M. (2002). Social work's legacy: Irreconcilable differences? *Clinical Social Work Journal*, 30(2), 187-198. <https://link.springer.com/content/pdf/10.1023/A:1015297529215.pdf>

Schiele, J. (2017). The Afrocentric paradigm in social work: A historical perspective and future outlook. *Journal of Human Behavior in the Social Environment*, 27, 1-2, 15-26. <https://doi.org/10.1080/10911359.2016.1252601>

Truth and Reconciliation Commission of Canada: Calls to Action (2015). <https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1223287/truth-and-reconciliation-commission-of-canada/1776364/>

Van Breda, A. D. (2019). Developing the notion of Ubuntu as African theory for social work practice. *Social Work*, 55(4), 439-450. http://www.scielo.org.za/scielo.php?pid=S0037-80542019000400007&script=sci_arttext

Additional recommended readings will be available in D2L as a link, pdf, or via our library.

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

This course is the introductory course in the Foundation program leading to the clinical Master of Social Work degree. It is designed to provide the theoretical and historical grounding for an examination of social work and social work practice across diverse settings and various modes of practice. Learning in this course will be supported by other courses in the Foundation program that provide theoretical and experiential support leading to SOWK 633: Foundational Field Practicum.

CLASS SCHEDULE

Important Dates for Winter 2024

- Start of Term: Wednesday, May 1, 2024
- First Day of Class: Monday, May 6, 2024
- End of Term: Sunday, June 23, 2024
- Last Day of Class: Monday, June 17, 2024
- Fee Deadline: Tuesday, May 14, 2024
- Victoria Day, no classes: Monday, May 20, 2024

CLASS SCHEDULE

Date	Topic	Notes/Required Readings
May 6, 2024 9:00 a.m.-4:00 p.m.	Welcome & Introductions Review of Syllabus and assignments <ul style="list-style-type: none"> • Historical foundations for social work and social work in context • The value base • Social work theories and ethics 	<ol style="list-style-type: none"> 1. Ives, N., Denov, & Sussman, T. (2020): Chapters 1, 2, 3 2. CASW Code of Ethics at: https://www.casw-acts.ca/en/Code-of-Ethics%20and%20Scope%20of%20Practice 3. Comartin & Gozalez-Prendes. (2011). Dissonance Between Personal and Professional Values: Resolution of an Ethical Dilemma. 4. McLaughlin, A. M. (2002). Social work's legacy: Irreconcilable differences?
May 8, 2024 (5:30-8:30 p.m.)	In-Class Assignment	To be submitted in D2L Dropbox by end of class (a brief extension to 11:59 p.m. is available if requested)
May 13, 2024 9:00 a.m.-4:00 p.m.	Foundation Skills for Social Work Practice <ul style="list-style-type: none"> • Social work with individuals and families • Social work with groups and communities • Disability and social work practice 	<ol style="list-style-type: none"> 1. Ives, N., Denov, & Sussman, T. (2020): Chapters 4, 5, 11, 12 2. Fisher-Borne, M., Montana Cain, J. & Martin, S. L. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence. 3. Gottlieb, M. (2021). The case for a cultural humility framework in social work practice.

	<ul style="list-style-type: none"> Social work and aging populations 	
May 15, 2024 (5:30-8:30 p.m.)	In-Class Assignment	To be submitted in D2L Dropbox by end of class (a brief extension to 11:59 p.m. is available if requested)
May 20, 2024	NO CLASS -Statutory Holiday	
May 22, 2024 (5:30-8:30 p.m.)	Indigenous social work practice	<ol style="list-style-type: none"> Ives, N., Denov, & Sussman, T. (2020): Chapter 8 Truth and Reconciliation Commission Report
May 27, 2024 9:00 a.m.-4:00 p.m.	Critical theory and social work fields of practice <ul style="list-style-type: none"> Social work practice with refugees and immigrants International social work 	<ol style="list-style-type: none"> Ives, N., Denov, & Sussman, T. (2020): Chapters 8, 9 10, 13 Schiele, J. (2017). The Afrocentric paradigm in social work: A historical perspective and future outlook. Van Breda, A. D. (2019). Developing the notion of Ubuntu as African theory for social work practice. <p>Final Paper due May 27, 2024, in D2L Dropbox by 11:59 p.m.</p>

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. **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. 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 (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.

COMMITMENTS UNDERLYING THIS COURSE

- The classroom is an inclusive 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 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 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.

ASSESSMENT COMPONENTS

Assignment 1: In-Class Assignments (30%)-Due May 8th & 15th, 2024

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

Assignment Description:

Students will be assigned to groups of approx. 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 for each week of classes (x2=15% each) and be completed on the following Wednesday evenings via synchronous Zoom breakout activities from 5:30-8:30 p.m.: **May 8th & 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 by the end of class; if your group wishes, you can have until 11:59 p.m. that same date for final submission All submissions should be saved in Word format and include each student's name on the Title page. Written submissions should follow APA 7th edition for formatting, citations, and references; the maximum page limit for each submission is **4 pages**, single-spaced, excluding title page and references.

Assessment Criteria: Each in-class assignment will be worth 15% of the grade for this assignment, totally 30% for both completed submissions. A rubric will be posted on the course D2L site to provide more specific details.

Assignment 2: Critical Reflective Journal (30%)-Due May 7th, 14th, 24th

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. (3-4 pages or ~ 750-1,000 words); Post in the D2L Dropbox on D2L by 11:59 p.m. on **May 7th** (weight: 10%). Submissions may be submitted in an alternate format via video if you so chose

and the time limit should not exceed 4 to 5 minutes. 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 (3-4 pages or ~ 750-1,000 words); Post in the D2L Dropbox on D2L by 11:59 p.m. on **May 14th** (weight: 10%). Submissions may be submitted in an alternate format via video if you so chose and the time limit should not exceed 4 to 5 minutes. 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 (3-4 pages or ~ 750-1,000 words); Post in the D2L Dropbox on D2L by 11:59 p.m. on **May 24th** (weight: 10%). Submissions may be submitted in an alternate format via video if you so chose and the time limit should not exceed 4 to 5 minutes. 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?

Assessment Criteria: Each individual reflection will be worth 10% of the grade, totalling 30% for all three submissions. A rubric will be posted on the course D2L site to provide more specific details.

Assignment 3: Individual Paper (40%)-Due May 27, 2024

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

The final paper should be 7-8 pages (max.), double-spaced and follow APA (7th Edition). 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.

Assessment Criteria: A rubric will be posted on the course D2L site to provide more specific details for this assignment.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each 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 making up 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 their respective 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 11:59pm 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, absolutely NO extensions, unless legitimate reasons are provided. Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor and the instructor must receive 24 hours' notice.

Late assignments will be downgraded by 5% of the assignment due date and an additional 1% grade per day including weekends, holidays, and study weekdays. There is a seven-day maximum limit by which to accept late assignments where students have not asked for extension. No assignments will be accepted beyond this seven-day limit.

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

Final, overall grades only will be rounded up to the nearest whole number (not individual assignments). For example, a final course numeric grade of 84.5% will be rounded up to 85%. 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 [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.

ADDITIONAL SUGGESTED 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