

SEP. 25 2001

**GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS, COMMERCE AND EDUCATION**

**SOCIAL WORK 2010 (3(3-0-0) UT)
Fall 2001**

Classroom: E306A
Time: 6:00 pm to 9:00 pm - Tuesdays
Instructor: Gail Zuk
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Introduction to Social Welfare

Course Outline

Overview:

This is a service course that provides general knowledge about the history of social welfare in modern society. It addresses the beliefs and values that have influenced the development of the social work discipline and examines the relationship of these beliefs and values to practice. Selected fields of practice are introduced as examples of the relationship between social welfare and social service provision. Students are encouraged to explore social welfare alternatives for the future and their implications for social services delivery.

Description:

The course is designed to create an environment in which students can begin to critically examine social work in its broadest terms. The purpose of the course is to enable students to reflect and examine their values, beliefs and feelings in relation to the society of which they are members and to explore their present and potential roles and responsibilities as a social work practitioner.

Readings and content lectures will provide knowledge and information which students can use to examine dominant influences that affect decision-making and communication in society.

Relationship to Other Courses:

SW 2010 will provide general knowledge of social welfare and social work institutions. This course is recommended to those either pursuing a degree or diploma in social work. For students considering application for admission into the Faculty of Social Work ACCESS program, this course will provide a general overview of social welfare, social work and social services that may help them to make their decision.

Learning Objectives:

1. To develop an understanding of the values and ideology relevant to the development of the social welfare system in Canada.
2. To understand the ways in which these values and ideology affect the provision of social services in Canada.
3. To identify student's own values and ideas with respect to social welfare and to understand how these have been shaped.
4. To understand the contribution of social welfare to a civil society.
5. To explore social work and its impact in the north, rural and aboriginal communities.

Required Texts:

Turner, J.C., & Turner, F.J. (1995). *Canadian social welfare*. (3rd, ed.), Scarborough, On: Allyn & Bacon.

Supplementary Texts:

Chappell, R. (1997). *Social welfare in Canadian society*. Scarborough, On: Thomson Canada.

Eisler, R. (1988). *The Chalice and the Blade: Our history, our future*. New York: Harper and Row Paperback.

Bishop, A. *Becoming an ally: Breaking the cycle of oppression*. Halifax, NS: Fernwood Publishing

NB. There are many helpful WEB sites from which you can obtain accurate and recent Canadian statistics and publications on a wide variety of social welfare topics. These include:

Caledon Institute of Social Policy: www.caledoninst.org

Edmonton Social Planning Council: www.edmspc.com

The Canadian Council on Social Development: www.ccsd.ca

The Parkland Institute: www.ualberta.ca/parkland

Statistics Canada: www.statcan.ca

Class Schedule:

Sept 11: Introductions

- Instructor and student introductions/expectations
- Review course content
- Review assignments and grading
- Discuss text material

Sept. 18/25: The Big Picture

- Bases of Canadian social welfare
- Ideological foundations
- Definitions and major concepts
(Turner and Turner, chapters 1-5)

Oct. 2/9: Ideology Presentations (30%)

Oct. 16: Historical Context

- Historical overview of social welfare
- Major players in the development of social work
- Connections to ideological movements of the time
(T & T, chs 6-7, Hand-outs)

Nov. 6: Group Exercise (20%)

- How dominant values shape/influence systems.
- The connectedness of private troubles and public issues.
(T & T, chs 24-29)

Nov. 13: Trends and Issues in Social Work Education

- Roles of social workers
- Recognizing the needs of rural/northern communities
(T & T, chs 30-33)

Nov. 20: First Nations in Social Work

- Development of social welfare programs by and for first nations peoples.
- Success and challenges for first nations in social work.
(T&T, ch 10, plus hand-outs)

Nov. 27/Dec. 4: Diverse Populations and "Special" Interest Groups

- Social workers as social change agents
- Social workers as social activists
(T&T chs 17-23, hand-outs)

Dec. 11: Review/Summary

- Looking ahead: the future of social work and social welfare in Canada.
- Changing values and shaping roles.
(T & T, chs 34-36)

SPECIFICATION OF ASSIGNMENTS

Assignments have been designed to be reflective of the many skills required of a social worker in Canada. The ability to both write and communicate to an audience is important to all social worker roles, as is the ability to work effectively with groups/teams. The assignments therefore reflect this variety.

1. Ideology Presentation (30%) October 2 and 9, 2001
 - each student will prepare a one-two page point form synopsis of a major ideological position which has influenced the development of social welfare in Canada. Major players and tenets of this perspective will be presented to the class.
 - Instructor will prepare a package of the synopsis material to distribute to the class.
 - Students will be graded on the content and accuracy of the synopsis (15%) and on the clarity of presentation (15%). Students are encouraged to utilize visual aids for presentations.

2. Group Exercise (20%) November 6, 2001
 - Students will be divided into groups in class. Each group will be assigned a particular ideological position. The instructor will then raise a number of social issues for each group to prepare a position on, groups will then debate the issue from the basis of their ideological positions.

3. Term Paper (40%) December 11, 2001
 - Students are expected to complete a term paper which describes a particular social welfare program (ie: universality vs targeting ; Employment Insurance, Canada Pension, etc)
 - Students are then required to: critically exam this program, using a list of prepared questions distributed by the instructor in class.

4. Class participation (10%)
 - Due to the high level of participation required in class, through presentations, class and group discussions, etc. a portion of the student's mark will be given for participation in class.