

GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF ARTS, COMMERCE AND EDUCATION

SEP. 19 2002

SOCIAL WORK 2010 (3(3-0-0) UT)  
Fall 2002

Classroom: TBA  
Time: 6:00 pm to 9:00 pm - Tuesdays  
Instructor: Gail Zuk  
Phone: 539-2964  
E-Mail: gzuk@gprc.ab.ca  
Office: C211

---

## 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:**

Hick, Steven. (2002). *Social Work in Canada: An Introduction*.

\* Additional readings will be distributed in class.

**Supplementary Texts:**

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

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.

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:

**Class Schedule:***Sept. 10: Introductions*

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

*Sept. 17/24: The Big Picture*

- Bases of Canadian social welfare
- Ideological foundations
- Definitions and major concepts  
(Hick, Chapters 1 – 3)

*Oct. 8/15: Synopsis & Group Exercise**Oct. 22: Values*

- How dominant values shape/influence systems.
- The connectedness of private troubles and public issues.
- Poverty as example  
(Turner & Turner, Reading)

*Oct. 29: Historical Context*

- Historical overview of social welfare
- Major players in the development of social work
- Connections to ideological movements of the time  
(Graham, Swift Reading)

*Nov. 5: Trends and Issues in Social Work Education*

- The Code of Ethics
- Recognizing the needs of rural/northern communities  
(Hicks, Chapters 4 – 5; Delaney Reading)

*Nov. 12: 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.  
(Hicks, Chapter 9; Hand-outs)

*Nov. 19/26: Anti-Oppressive Social Work Practice*

- Social workers as social change agents
- Social workers as social activists  
(Hicks, Chapter 10)

*Dec. 3: Social Work with Women*

- Poverty Issues
- Violence Against Women  
(Hick, Chapter 8)

*Dec. 10: Review/Summary*

## 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. **Note:** *Assignments are due at the beginning of class. Late assignments will be graded at half-value.*

## 1. Ideology Presentation (20%) Mid-October

- 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.

## Group Exercise

- 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.

## 2. Reflection (20%) Due Date: November 5

- Students will prepare a hand-written 4-6 page self-reflection paper. The reflection will be within the parameters of "how my values will serve as a strength and a weakness in the social work profession."

## 3. Term Paper (30%) Due Date: Last Class, December 10

- 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. Final Examination (30%) Date: TBA

- Students will complete a written exam composed of multiple choice, short answer and essay questions compiled from text and article readings as well as in class instruction.