



**DEPARTMENT OF ARTS AND EDUCATION**

**COURSE OUTLINE – FALL 2017**

**SW2010 (A2): INTRODUCTION TO SOCIAL WORK – 3 (3-0-0) 45 Hours for 15 Weeks**

**INSTRUCTOR:** Gail Zuk

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**OFFICE HOURS:** Thursdays 3:30-5:30

**CALENDAR DESCRIPTION:** This 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 society of which they are members and to explore their present and potential roles and responsibilities as a social work practitioner. Students will examine dominant influences that affect decision-making and communication in society. The course will provide an opportunity for students to relate and integrate these ideas with the philosophies and values of social welfare with a structural social work perspective.

**PREREQUISITE(S)/COREQUISITE:** None.

**REQUIRED TEXT/RESOURCE MATERIALS:** Hick, Steven & Stokes, Jackie. (2016). Social Work in Canada: An Introduction. 4th Edition. Ontario: Thomson Publishing.

APA Style Guide (6<sup>th</sup> Edition). It is recommended students purchase this text or become familiar with helpful websites to learn how to write and structure academic papers.

\* Additional readings may be distributed in class or be posted onto Moodle

Supplementary Texts: (available for loan from the instructor)

**DELIVERY MODE(S):** Face-to-Face In class or via video-conference

## **COURSE 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 students 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 impact in the north, rural and Indigenous communities.

## **LEARNING OUTCOMES:**

1. Have knowledge of how social work contributes to a social welfare state.
2. Identify social work as a helping profession situated in an ethical framework
3. Evaluate personal suitability to practice social work.
4. Analyze the sociopolitical forces influencing Canada as a social welfare state.

**TRANSFERABILITY:** AU, UA, UC\*, UL, MU, Augustana

\*Social Work 2010 is a required course for the University of Calgary, Faculty of Social Work's BSW program University of Calgary.

**\*Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page <http://www.transferalberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlinesearch.html?SearchMode=S&step=2>

\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. **Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

**EVALUATIONS:** please refer to specification of class assignments section of this document.

**GRADING CRITERIA:**

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A <sup>+</sup>	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A <sup>-</sup>	3.7	80 – 84	FIRST CLASS STANDING
B <sup>+</sup>	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B <sup>-</sup>	2.7	70 – 72	
C <sup>+</sup>	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C <sup>-</sup>	1.7	60 – 62	
D <sup>+</sup>	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

**\*\*\*\*Note: Must achieve as a minimum the complete lower percentage of the corresponding letter grade (percentages will NOT be rounded up). There will be a 25% penalty for late submissions of written work. Submissions of assignments beyond one week past original due date will not be graded.**

**COURSE SCHEDULE/TENTATIVE TIMELINE:**

Aug 31: Introductions

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

– Discuss text material

Sept.7: What is social work and social welfare?

- Major concepts, distinctions and parallels
- Social fabric and social welfare in Canadian society
- (Hick & Stokes, Chapters 1 – 2)

Sept. 14: What are the values and beliefs informing social work and social welfare?

- Differentiation of social welfare and social work
- Conceptual elements defining connection
- Experiential discussion of social welfare
- Values Exercise

**SEPT. 21:** What is the history of social work in Canada?

- Social work pioneers: The Tommy Douglas story
- Social welfare development in Canada
- The emergence of social work as a profession
- (Hick & Stokes, Chapter 3,5)

**[VALUES PAPER DUE – 10%]**

Sept 28: What are the ideologies and theories informing social work and social welfare?

- Different theories relating to social work
- How approaches and perspectives inform theory and vice versa
- (Hick & Stokes Chapters 3,4)

Oct 5: TERM PAPER REVIEW AND APA FORMATTING

- This class will be devoted to working with students on the development of their term paper, including brief outlines and APA formatting.  
<http://owl.english.purdue.edu/owl/resource/560/01/> please ensure you are familiar with this website PRIOR to class

**OCT. 12:** So what is the social work profession?

- The regulation of the social work profession in Canada and Alberta
- The code of ethics and standards of practice
- Adding the northern and rural context  
(Hick, Chapter 5, ACSW code of ethics and standards for practice)

**[ETHICAL DILEMMA IN CLASS EXERCISE 10%]**

**[CRITICAL REFLECTION DUE: 20%]**

Oct. 19: Social Work and health

- The social determinants of health
- Mental wellness in Canada
- (Hick & Stokes, ch 6-7)

Oct.26: Social Work with Children & Youth

- recognizing the needs of special populations
- Poverty & violence
- Children in Care – AB trends
- (Hick, ch 5)

**NOV. 2: Social Work with Women**

- Family violence
- Feminization of poverty
- Feminist Social Work & Social Justice  
(Hick & Stokes ch 8)  
**[TERM PAPER DUE 30%]**

**Nov.9 – wellness days - no class**

Nov.16: Indigenous People in Social Work

- Development of social welfare programs by and for Indigenous peoples.
- Success and challenges for Indigenous peoples in social work.
- (Hick & Stokes, Chapters 9,14)

Nov. 23: Cultural Diversity in Social Work

- Immigrants in Canada
- Privilege and oppression in Canada
- (Hick & Stokes, Chapters 10,14)

Nov 30: What is my future in social work in Canada?

- Trends and tensions
- Challenges and opportunities
- Personal SWOT analysis

***Dec.7: FINAL EXAM (6:00 – 8:00p.m, regular classroom) (30%)***

**STUDENT RESPONSIBILITIES:**

Students are expected to attend and participate in classes. Students are also expected to come to class prepared, meaning with assigned readings and tasks completed, and able to engage in meaningful dialogue embracing diverse ideas and perspectives.

**STATEMENT ON PLAGIARISM AND CHEATING:**

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

Instructors reserve the right to use electronic plagiarism detection services on written assignments.

**Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

**\*\*Note:** all Academic and Administrative policies are available on the same page.

## **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. Unless otherwise indicated, all assignments are due by 6:00p.m at the beginning of the corresponding class. ***Assignments submitted late will receive a 25% penalty. No assignments will be accepted one week past their due date and therefore will receive a score of "0".***

### **1. Values Analysis (10%, 3-5 pages) September 21**

Note: this is a personal paper, therefore will be written in the first person – still be quite formal, not conversational, follow apa format (12pt font, 1" margins, double spaced, cover page, running head)

- Each student will prepare a three to five page paper of their personal values analysis.
- a) Rank order your top four values
- b) Explain why these are your core values AND what purpose/function they serve in your life.
- c) Thinking about the class values exercise you completed, were there contradictions to your positions? Congruence? Themes that emerged? What was it like to hear other perspectives- the challenges and celebrations in this?
- d) Conclude your paper by stating what awareness you are taking forward with you into your chosen profession.

Grading: papers will be graded upon the following general criteria

- Ability to clearly articulate core values (1)
- Ability to explain both the "why" and the purpose or function of each value (4)
- Analysis of the value statements in relation to social issues addressed in class and how it impacts the personal position of values (4)
- Thoughtful concluding statement of gifts/learning bringing forward (specific and concise) (1)

### **2. In-Class Group Exercise (10%) Oct. 12**

-Students will be divided into groups in class. Each group will be assigned a particular ethical dilemma. Using both the Code of Ethics (2005) and the Alberta Social Work Practice Standards, groups will determine if there has been a breach in the code or standards and, what, if any, sanctions to be imposed upon the social worker. Group exercise will be evaluated on:

1. 5 Marks: attended and signed the attendance sheet.

2. 5 Marks: contributed ideas to the group members and added to the process.

### 3. Critical Reflection Paper: October 12 (20%, 5 pages)

- The purpose of this paper is for students to critical appraise and determine what factors shape the theories that will guide their social work practice.

-APA format, will require general referencing of text (referencing format NOT graded in this paper but MUST be applied, may use both third and first person throughout)

Instructions: Using Chapter four in Hicks as a guide as well as our class discussions:

a) *Theories most suitable to your practice.* Make a determination about which theories you believe will be most suited to your professional practice. Are there particular pieces/tenets of these theories you are particularly drawn to? (5 marks)

b) *Consideration of Influencing Factors* such as your personal values, the population you would be working with, the code of the profession, your passion that has developed (was there a particular experience(s) that attracted you to the profession that influence what theories you are drawn to? (5 marks)

c) *Critical Appraisal:* You have considered the theories and factors informing your decision. What do you imagine to be the strengths of this particular perspective/lens for which the theories fall under? What are the challenges or the “blind spots”? Are there particular populations or settings your theories are most applicable to? (10 marks)

### 4. Term Paper: November 2 (30%, 7-10 pages)

Overview and summary: Students are expected to complete a term paper which describes a particular social issue and a social welfare program designed to address the social issue.

Examples include: universality vs. targeting; Employment Insurance to deal with poverty, Canada Pension to address well-being of seniors; Head Start Programs to address the unique needs of Aboriginal children; maternity benefits; subsidized daycare).

***Remember: the social ISSUE (what the problem is) is NOT the same as the social PROGRAM(what the service provides to resolve or minimize the social issue)***

***For example: Violence against women (social issue) examining women’s shelters in AB (one social program to address the issue)***

\*\*\*Students are required to: critically exam this social issue and a particular program addressing the issue, using the list of prepared questions and sections that follows:

**\*\*Your paper MUST follow APA format in its referencing, lay-out, and grammar suggestions\*\***

**If you are choosing to not purchase the 6<sup>th</sup> edition, there are helpful websites, such as:**

<http://www.writecite.com/students/apa/home.php>. However, be sure to also know how to reference within the body of your paper as well as the required lay-out.

**TOPIC:**

Select a social issue relevant to social work. This could be things like children in poverty, violence against women, youth crime, elder care, etc. WARNING: you want your topic to be sufficiently detailed to allow for depth in your writing analysis... so children in poverty, not just “poverty” for example or “children in foster care” not just “children in care” which would be too broad. YOU ARE EXPECTED TO USE A MINIMUM OF 8 ACADEMIC REFERENCES IN THIS PAPER, not including our Hick and Stokes text (note: websites such as Wikipedia are NOT acceptable)

**PART A:** (about 3-5 pages)

You are required to critically examine this social issue.

This may include things such as:

- the legislation important to the issue,
- societal values, services, ideologies, theories informing the framing of the issue, etc.  
Remember that social welfare programs are designed to address a social issue but they are *not* the social issue.
- Therefore be cautious in how much detail is presented about a particular program, **retaining a focus on the social issue**. Present the information clearly and concisely, using referenced material, and to demonstrate your own understanding (in other words, do *NOT* just cut and paste large amounts of material from other sources – you need to demonstrate understanding of the issue from your own synthesis of referenced ideas) of the social issue.
- In this section you want to: demonstrate a thorough and concise understanding of the social issue, its relevance, and its impact.

**PART B:** (about 2 pages)

**Action Plan:**

-You are then to discuss how you would propose to deal with the social issue, being as specific as possible.

-This may include an innovative social welfare program, differential tax structures, differential community responses, etc. You may elect to add specific contextual information, such as challenges in the North or a specific focus on First Nations, Metis, and Inuit peoples.



- What theoretical approach would you use in addressing this social issue (see Hick Ch. 4)? Why would this theoretical approach be the “best fit” in addressing the issue?
- in this section you want to: demonstrate an awareness of “solutions” to the problem within the scope of social work practice & social welfare.

**PART C:** (1-2 pages)

**Summary:**

- wrap your paper up by summarizing what you have learned about the social issue – what particularly stands out for you? Why? Any surprises? What was the biggest challenge in considering this social issue? What is social work’s role in addressing this issue? (this section MAY be written in the first person if you choose).
- in this section you want to: demonstrate your learning through engaging in the process of collecting information, synthesizing your ideas, and putting forward your learning.

Grading Criteria for Term Paper:

- Content: organization and flow. Clear presentation of ideas backed up with research (note: students are strongly cautioned about the use of web based resources other than governmental sites or articles in Scholarly journals) Ability to understand concepts and integrate them into a coherent, critical presentation.
- Synthesis and integration: critical and analytic thinking (not just presenting or reporting facts), ability to highlight key areas and make connections. Ability to draw conclusions or make critical argument based on the soundness of what is reviewed. Linkages to class materials and text clear and concise.
- Technical: clarity of writing and expression, non-sexist language, grammar, punctuation, use of APA, citations, and references. Students are strongly encouraged to use headings to organize their paper. Headings may include:
  1. Definitions & why chosen
  2. History of social issue
  3. Development of social programs related to social issue
  4. Impact of social issue on different groups of people (students may elect to talk with friends/family to determine how the programs/issue impact others- (reference as “name, verbal communication, and date)
  5. Critical analysis of social programs addressing the issue (does it do what intended? What are the faults with the programs? The strengths?)
  6. Action Plan

- 7-10 pages, double spaced, APA format, 1”margins, title page, minimum of 8 references, 12pt font. Use of headings strongly encouraged.
- To assist in development of clear academic writing, students are encouraged to use both the spelling and grammar tools available through Microsoft word. (click on spelling and grammar, then both, then on next box place checks beside all).

**4. Final Examination (30%) Date: Dec. 7<sup>th</sup> (regular classroom 6-8p.m)**

- 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. Students will be given a selection of questions at the Nov. 30 class to assist in preparing for the examination.