

<b>Course Number</b>	<b>SOWK 201 L01/L02</b>	<b>Classroom</b>	Online <a href="https://D2L.ucalgary.ca">https://D2L.ucalgary.ca</a>
<b>Course Name</b>	<b>Introduction to Social Work</b>		
<b>Day(s) &amp; Time</b>	<b>Required real-time Zoom class dates:</b> 1. May 11, 2. May 25, 3. June 8, and 4. June 22	<b>Real time Zoom (Mondays) time options:</b> • 12 PM or • 5 PM or • 6:30 PM or • 8 PM (Mountain Time)	<b>Other asynchronous assignments due during Wednesday May 6 to Friday June 26</b>
<b>Instructor</b>	<b>Ellen Perrault, PhD, RSW</b>	<b>Office Hours/Location</b>	<b>Please see D2L for Activity Checklist</b>
<b>E-mail</b>	<b>perrault@ucalgary.ca</b>	<b>Phone</b>	<b>403-220-6029</b>
<b>SYLLABUS STATEMENT</b>			
Provides an overview of the profession of social work and the social policy context within which it is practiced.			
<b>COURSE DESCRIPTION</b>			
This course explores social welfare in modern society and introduces learners to the social work profession. Through inquiry and case-based learning, readings, and learning from discussions, students will examine the history, philosophical foundation, codes of ethics, practice standards, theoretical perspectives, and diverse fields related to generalist social work practice. This course has no pre-requisites or co-requisites. <b>Course Hours:</b> 3 units; (3-0)			
<b>COURSE LEARNING OUTCOMES</b>			
Upon completion of this course, you will be able to:			
<ol style="list-style-type: none"> <li>1. Recognize and integrate components of the social work profession including values, theories, approaches, levels of practice, and the social work process.</li> <li>2. Identify issues, context, and scope of the profession of social work.</li> <li>3. Apply critical thinking and personal reflection to Canadian social welfare, history, and social work perspectives.</li> <li>4. Assess your own personal fit with the profession of social work, demonstrating application of ethical guidelines.</li> <li>5. Apply your ability to increase your own social work competence by demonstrating a capacity for personal critical reflection on strengths, behaviors, and areas for professional development.</li> <li>6. Integrate course materials to describe your own unique beginning social work practice model.</li> </ol>			

7. Apply foundational social work theories and standards to various practice settings and levels of social work practice.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND READINGS

**Required textbook:** Hick, S., & Stokes, J. (2017). *Social work in Canada: An introduction* (4th ed.). Thompson Educational. ISBN 9781550772562

### Other Required Readings (links available in the D2L Course under Start Here)

- Canadian Association of Social Workers. (2005). *Code of ethics*. Author.
- Canadian Association of Social Workers. (2005). *Guidelines for ethical practice* (a companion document to the Code of Ethics). Author.
- Canadian Association of Social Workers. (2008). *Social work scope of practice*. Author.
- Alberta College of Social Workers. (2019). *Standards of practice*. Author.

Podcasts: In addition to the above reading, students will reflect on, and apply, course material to podcasts created by University of Calgary social work students. These podcasts can be found at:

- CJSW 90.9 FM: <https://soundcloud.com/ucalgary-social-work/sets/off-the-beaten-track-by>
- CJSW 90.9 FM: <https://soundcloud.com/cjsw-90-9-fm/sets/our-stories> or
- Faculty of Social Work Podcasts: <https://soundcloud.com/ucalgary-social-work>

### LEARNING TECHNOLOGIES AND REQUIREMENTS

This course is entirely web-based, delivered through the Desire2Learn (D2L) Brightspace learning platform (and the Zoom synchronous program).

- Zoom is an audio-visual web-based program, accessed through our D2L course, and that allows us to meet at a specific time for a “live” web conference to meet each other virtually and have learning conversations.
- A laptop, desktop, or mobile device with Internet access, webcam, microphone/headset, and speaker/headset is required for Zoom access.
- A D2L site contains our reading links and other relevant course resources and materials.
- A laptop, desktop, or mobile device with Internet access is required for D2L access.
- D2L is a course management system that allows you to view and share course resources, complete related learning activities, and connect with each other via the Discussion board. Online discussion is a key aspect of our learning in this course. The discussions facilitate personal reflection that is integral for learning about the social work profession. D2L is available at <http://D2L.ucalgary.ca>

**You must have access to a reliable internet connection to complete this course.**

If you are having trouble with your technology, **please call the IT Support Centre Toll free: 1.888.342.3802, or local direct: (403) 220-5555, or email [itsupport@ucalgary.ca](mailto:itsupport@ucalgary.ca).**

A Faculty of Social Work Learning Technologies Coach will also be available to you for assistance with Zoom and D2L.

**RELATIONSHIP TO OTHER COURSES**

SOWK 201 is both a service course and a BSW required course that offers introductory knowledge of social welfare, social policy, social programs, and the social work profession. For students considering application for admission to the Faculty of Social Work, the course provides an overview of ideology and professional practice that may help them make their decision; for those already accepted into the Faculty of Social Work, this course offers a broad general framework for the specific social work courses that follow.

**CLASS SCHEDULE and Assessment Components**

**Wednesday May 6 to Friday June 26**

Where chapters are listed in the required readings section, they are from the required textbook:

Hick, S., & Stokes, J. (2017). *Social work in Canada: An introduction* (4th ed.). Thompson Educational.

A complete activity checklist is available in our D2L course. Please attend to dates and grading criteria in the activity checklist. A summary is presented here.

Date Due	Topic and Assessment Method	Weight	Review and Readings	Aligned Course Learning Outcome
May 11 Monday: You have the option of logging in at one of these times: • 12 pm, Or • 5 pm, Or • 6:30 pm, Or • 8 pm (MT)	Module 1 - Zoom Class #1 – please see the assessment rubrics in our Activity Checklist (in D2L) for further direction and detail.	5%	<ul style="list-style-type: none"> <li>• Review the “Start Here” area of our Course – found in the “Content” tab</li> <li>• Reading: Hick &amp; Stokes Chapter 1</li> </ul>	#3
By 12 p.m. (Noon) Weds May 13	Module 1 - Main Post to Discussion Forum #1 Topic: My Personal Social Welfare Insight - please see the assessment rubrics in our Activity Checklist (in D2L).	15%	Module 1 required materials: <ul style="list-style-type: none"> <li>• View Presentations in “Module 1” area of our D2L course</li> <li>• Canadian Association of Social Workers (2008). <i>Social work scope of practice</i>. Canadian Association of Social Workers.</li> <li>• Chapter 1: Social work and social welfare in Canada</li> <li>• Chapter 2: Toward a history of social work in Canada</li> </ul>	#3, #4

			<ul style="list-style-type: none"> <li>• Chapter 9: Social work and Indigenous peoples</li> <li>• Chapter 3: Social work theories and practice models</li> <li>• Chapter 14: International social work practice</li> <li>• Truth and Reconciliation Commission of Canada. (2015). <i>Truth and Reconciliation Commission of Canada: Calls to action</i>. Author. (Available in your textbook pp. 470-477).</li> <li>• All “Start Here” and “Module 1” D2L Materials.</li> </ul>	
Monday, May 18 – Victoria Day – no classes				
By 12 p.m. (Noon) on Weds May 20	Module 1 - Replies in Our Module One Discussion- see the assessment rubrics in our Activity Checklist (in D2L).	5%	See above	#7
May 25 Monday. Options: • 12 pm, Or • 5 pm, Or • 6:30 pm, Or • 8 pm (MT)	Module 1 - Zoom Class #2 - see the assessment rubrics in our Activity Checklist (in D2L).	5%	See above	#6
By 12 p.m. (Noon) on Weds May 27	Module 2 – Part A. Discussion Board - Main Post #2 Fields of Practice	15%	Module 2 D2L Required Materials. <ul style="list-style-type: none"> <li>• Reading: Hick &amp; Stokes Chapters 4, 5, 6, and 7.</li> <li>• Canadian Association of Social Workers (2005). <i>Code of ethics</i>. CASW.</li> <li>• Canadian Association of Social Workers (2005). <i>Guidelines for ethical practice</i> (a companion document to the Code of Ethics). CASW.</li> <li>• Review videos and a selection of podcasts in Module 2 area of our D2L course.</li> </ul>	#2, #5
By 12 p.m. (Noon) on Weds June 3	Module 2 - Replies for Field of Practice Discussion #2 – see	5%	See above	#7

	assessment rubrics in Activity Checklist.			
By Noon on Wed. June 3	Module 2 Part B- Discussion Board Main Post #3 Personal Values – see assessment rubrics in Activity Checklist.	15%	For your Discussion Post #3, see above for Module 2 plus focus on: <ul style="list-style-type: none"> <li>• Canadian Association of Social Workers (2005). <i>Code of ethics</i>. CASW.</li> <li>• Canadian Association of Social Workers (2005). <i>Guidelines for ethical practice</i> (a companion document to the Code of Ethics). CASW.</li> </ul>	#4
June 8 Monday: • 12 pm, Or • 5 pm, Or • 6:30 pm, Or • 8 pm (MT)	Module 2 - Zoom Class #3	5%	See above	#6
By Noon on Weds June 10	Module 2 - Main Post #3 Replies in the Discussion Board #3 – Personal Values – see assessment rubrics in Activity Checklist.	5%	See above	#7
By Noon on Weds June 17	Module 3 - Main Post to Discussion Forum #4 – see assessment rubrics in Activity Checklist.	15%	Discussion #4 required materials: <ul style="list-style-type: none"> <li>• View all materials, presentations and cases in “Module 3” area of our D2L course</li> <li>• Chapter 8: Social work with women in Canada</li> <li>• Chapter 10: Racialized Canadians and immigrants</li> <li>• Chapter 11: Social work with older Canadians</li> <li>• Chapter 12: Social work and sexual and gender diversity</li> <li>• Chapter 13: Social work and persons with disabilities</li> <li>• Chapter 3: Social work theories and practice models</li> <li>• Chapter 4: Individuals, Groups, and Communities</li> </ul>	#1, #5

			• Alberta College of Social Workers (2019). <i>Standards of practice</i> . ACSW.	
June 22 Monday: • 12 pm, Or • 5 pm, Or • 6:30 pm, Or • 8 pm (MT)	Module 3 - Zoom Class #4 – see assessment rubrics in Activity Checklist.	5%	See above	#6
By Wed June 24 at noon	Module 3 - Replies for Discussion Forum #4 – see assessment rubrics in Activity Checklist.	5%	See above	#7

#### **ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

##### **GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

Students are expected to participate actively in all Zoom sessions and to turn on their webcam.

Please join our class in a quiet space that will allow you to be fully present and engaged in the Zoom sessions. Students must behave in a professional manner during the session.

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 (e.g., to review a recorded session). 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. Students are expected, if they are able, to turn on their webcam. All students are expected to behave in a professional manner during the session.

##### **Zoom recordings of online classes**

The instructor may use Zoom recordings as part of the assessment of students. The instructor records online Zoom class sessions also for the purposes of supporting student learning in this class – such as making the recording available for review by students who miss a session. These recordings will be used only to support student learning and student assessment and will not be shared or used for any other purpose.

#### **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

The grade for this course will be based on Discussion posts and Zoom sessions as described above.

However, if you want to individualize your learning experience in this course, please negotiate an alternative method of evaluation with the instructor by submitting a request in writing by May 12, 2020. For example, a student may prefer to be assessed on the learning outcomes for a discussion post by conducting an inquiry-based self-directed study project in place of one of the discussion posts. In your proposal please indicate clearly the topic, how you will demonstrate the learning outcomes for that assessment, your method of presentation, parameters (length, format), and proposed specific criteria for your evaluation. Alternatively, if you would prefer to write a paper in place of a scheduled Zoom session in this course, you must consult with the instructor by May 12, 2020.

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Please log in regularly to keep up to date with discussions. Discussion postings remain on the site for the duration of the course; however, students are expected to contribute to the discussion in a timely manner.

Be open about your reactions to topics and reflective in your exchanges with one another. Every discussion post must add to our class learning. All postings and responses are expected to ensure respect, dignity, and confidentiality for all participants.

If you are not able to attend one of the four scheduled graded Zoom classes (Zoom 1,2,3, or 4) in this course, you **MUST** be in contact with the instructor before the scheduled session to arrange for an alternate assignment, otherwise the grade for the missed Zoom session will be "0".

Students are expected to attend the Zoom class for the entire duration and to be fully present and engaged in class discussions. These are part of the participation grade, as outlined in the assessment components in our Activity Checklist.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit written posts and replies (our assignments) through our Discussion board area in D2L. 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 received after the due date will receive a "0" grade. Documentable absence for personal or family illness, religious or spiritual commitments, or for serious unforeseen circumstances are excusable. Whenever possible, you must give advanced notice of late submissions to the instructor. Any assignment that is submitted after the due date without an explanation (as above) will receive a grade of zero.

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### **INSTRUCTORS' OFFICE HOURS VIA ZOOM MEETINGS - OPTIONAL**

**Office Hours with Ellen are optional** – only if you require speaking with the instructor along with others. If you have a personal issue, please email [perrault@ucalgary.ca](mailto:perrault@ucalgary.ca)

Instructor office hours will be conducted via Zoom sessions and dates are posted in the Activity Checklist found in our D2L course "Start Here" area. Access the Zoom Meetings Office Hours from our main D2L navbar menu. Please review the current course materials before participating in an office hour session. You will need a webcam and a microphone to participate. You are expected to arrive at the start time of session. If 20 minutes have elapsed without anyone joining the online room, the Instructor will likely close the session.

The instructor will work hard to try to answer your emails within 48 hours.

### **EXPECTATIONS FOR WRITING**

All discussion post 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 posts must be properly documented and referenced in APA 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**

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 **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

**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. The instructor encourages students to discuss the process and content of the course with them at any time.

**ADDITIONAL SUGGESTED READINGS**

This course serves as a general introduction to social welfare, social work, and social services. Therefore, students are encouraged to locate additional readings on relevant topics. An additional suggested reading list for the course is provided in the D2L course and most works listed are available online through the University of Calgary library at [www.library.ucalgary.ca](http://www.library.ucalgary.ca)

**The following websites may also prove useful for investigating social welfare issues:**

Alberta College of Social Workers [www.acsw.ab.ca](http://www.acsw.ab.ca)



Canadian Association of Social Workers [www.casw-acts.ca](http://www.casw-acts.ca)  
International Federation of Social Workers [www.ifsw.org](http://www.ifsw.org)  
Canadian Council on Social Development [www.ccsd.ca](http://www.ccsd.ca)  
Parkland Institute [www.ualberta.ca/~parkland](http://www.ualberta.ca/~parkland)  
Canadian Centre for Policy Alternatives: [www.policyalternatives.ca](http://www.policyalternatives.ca)  
Truth and Reconciliation: [www.reconciliationcanada.ca](http://www.reconciliationcanada.ca)  
Statistics Canada [www.statcan.gc.ca](http://www.statcan.gc.ca)  
Government of Alberta [www.gov.ab.ca](http://www.gov.ab.ca)

## 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 Calendar  
<http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

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). Both can be found online at:  
<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

### 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. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). 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. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

### 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 (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

### **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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) 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 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 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 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. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

### **OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**