

Course Number	SOWK 621.S01	Classroom	Online
Course Name	History and Foundation of the Profession		
Day(s) & Time	Course dates: May 6 – 22, 2020 Synchronous Zoom sessions: Tuesdays and Thursdays, 9:00-11:30am; May 7, 12, 14, 19, 21 Asynchronous activities: Details will be provided in D2L		
Instructor	Jacqueline Fields	Office Hours/Location	By appointment
E-mail	jafields@ucalgary.ca	Phone	403.890.9228

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, perspectives, and emotions in relation to social work approaches at various levels of practice. Learners will be encouraged to practice responsible, ethical, reflexive, and authentic participation and gather a foundational understanding of generalist social work practice.

This course has no pre-requisite or co-requisite and is restricted to social work MSW students or with consent of the Faculty.

Course Structure: This course will include five (2.5 hour) synchronous Zoom sessions which will utilize short lecture presentations, individual reflection, small breakout room group work, applied activities, guest lectures, and large group discussions. **Additionally**, asynchronous activities will be posted on D2L in the Discussion area. These will be equivalent to approx. 17.5 hours of course work. Readings and assignments will be in addition to synchronous sessions and asynchronous activities.

Prior to each class, please complete the assigned readings and reflect upon the guiding questions. I also encourage you to develop additional questions for the class to consider and reflect upon in our work together. This course aims to meet the needs of students from a diversity of educational backgrounds and undergraduate degrees. Generating and responding to guiding questions is a way for you to direct the level/depth of your learning based on your prior learning.

At our first Zoom class, we will mutually establish guiding principles for our work together in the Zoom classes. Some of the course topics (e.g., child abuse, racism, residential schools, and suicide) are potentially challenging to explore and I encourage you to use my office hours if you wish to have individual consultation and support as we work through this content.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Ground increasing knowledge, understandings, learnings in social work values. Be able to demonstrate the social dimension of social work, (e.g., the relational, interactional, and contextual) is in all aspects of study.
2. Articulate an understanding of the history of social work in Canada.
3. Students will recognize justice issues in society and in daily living and learn to speak to these issues in listenable ways directed toward reflection and change.
4. Define the ethical responsibilities of social workers in practice.
5. Identify the social determinants of health in Canada.
6. Define the micro, mezzo, and macro roles of social workers in mental health services in Canada.
7. Explain social work ethical standards and apply safety strategies when responding to situations of harm to self or others.
8. Identify diversifying social work roles in response to emerging environmental psychosocial issues.

This course intentionally and specifically links to the FSW Program Level Outcomes below:

Professional Identity

1.1) Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.

Values and Ethics in Professional Practice

2.1) Demonstrate knowledge of the relevant social work codes of ethics in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.

Promote Human Rights and Social Justice

3.1) Understand their professional role in advancing human rights and responsibilities and social justice in the context of the Canadian society and internationally.

3.2) Understand the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.

Diversity

4.2) Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations.

Critical Thinking in Professional Practice

5.2) Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.

Policy Analysis and Development

7.1) Demonstrate comprehension of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.

7.2) Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.

Change

- 8.1) Acquire knowledge of organizational and societal systems.
 8.2) Identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions. This includes working with Francophone, Indigenous and newcomer populations.

LEARNING RESOURCES**REQUIRED TEXTBOOKS**

Hick, S., & Stokes, J. (2016). *Social work in Canada: An introduction (4th ed.)*. Thompson Educational Publishing.

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 and speaker/sound is required for **D2L access**. A laptop, desktop or mobile device with Internet access, webcam, microphone, and speaker is required for **Zoom access**. A headset or air pods will be an asset.

RELATIONSHIP TO OTHER COURSES

This course is designed to provide a foundational background for other 600 level courses and an understanding of the context for engaging in the practice of social work at an advanced level.

This course is intended to complement learning and development in the following classes: Human Behaviour in the Environment, Models of Practice, Issues in Social Work Research, and Professional Communication and Interviewing.

CLASS SCHEDULE

Date	Topic	Readings/Assignments Due
Zoom session May 7: 9:00 – 11:30am	Introductions Class Guidelines & Expectations Review Course Syllabus Defining Social Work and Social Justice Historical Influences on Social Work <u>Guiding Questions:</u> What is your emerging understanding of social work and social justice? What are some key historical influences on social work? How do these influences shape social work practice today? What historical developments in social work do you feel an	Social Work in Canada: An Introduction <ul style="list-style-type: none"> ▪ Chapter 1 – Social work and social welfare in Canada ▪ Chapter 2 – Toward a history of social work in Canada ▪ Chapter 3 – Social work theories and practice models ▪ Chapter 4 – Individuals, groups, and communities

	<p>affinity with? How might that shape your own practice?</p> <p>What tensions and contradictions have emerged in social work's historical development?</p>	
<p>Zoom session May 12:</p> <p>9:00 – 11:30am</p>	<p>The Social Determinants of Health (SDH)</p> <p>Mental Health</p> <p>Guiding Questions:</p> <p>What are Social Determinants of Health (SDH)?</p> <p>What are the strengths and limitations of the SDH framework?</p> <p>How do you define health and well-being? What ideas about diverse ways of understanding health and well-being did you draw from the readings?</p> <p>What are the roles of social workers in mental health services?</p> <p>How can we address the social determinants of mental health at the community level?</p>	<p>Social Work in Canada: An Introduction</p> <ul style="list-style-type: none"> ▪ Chapter 6 – Social work and the health of Canadians ▪ Chapter 7 – Mental health and social work practice
<p>Zoom session May 14:</p> <p>9:00 – 11:30am</p>	<p>Social Work with Indigenous Peoples in Canada</p> <p>Child Welfare and Protection</p> <p>Guiding Questions:</p> <p>What is the relationship between the SDH and social work with Indigenous peoples in Canada?</p> <p>What structural determinants of health may not be adequately captured in the SDH framework?</p> <p>What is colonization? To what extent is social work a colonizing/de-colonizing activity?</p> <p>What is cultural safety and cultural competence? How are they different?</p> <p>What is the social work role in child welfare and child protection matters?</p> <p>How do your experiences, values, and beliefs shape your professional responses to reporting suspected child abuse?</p>	<p>Social Work in Canada: An Introduction</p> <ul style="list-style-type: none"> ▪ Chapter 5 – Social work and child welfare in Canada ▪ Chapter 9 - Social Work and Indigenous Peoples
<p>Zoom session</p>	<p>Values, the Code of Ethics and Ethical Frameworks</p>	<p>Social Work in Canada: An</p>

<p>May 19:</p> <p>9:00 – 11:30am</p>	<p>Social Work with Specific Populations</p> <p>Guiding Questions:</p> <p>What is the interrelationship between worldviews, values, and ethical frameworks?</p> <p>What informs the value and ethical foundations of health and human services organizations?</p> <p>How can diverse ways of knowing transform health and human services?</p>	<p>Introduction</p> <ul style="list-style-type: none"> ▪ Chapter 8 - Social Work with Women in Canada ▪ Chapter 10 – Racialized Canadians and Immigrants ▪ Chapter 11 – Social work with older Canadians ▪ Chapter 13 - Social Work and Persons with Disabilities <p>Canadian Association of Social Workers:</p> <ul style="list-style-type: none"> ▪ Code of Ethics (2005) http://casw-acts.ca/sites/default/files/attachements/CASW Code of Ethics.pdf ▪ Guidelines for Ethical Practice (2005) http://www.casw-acts.ca/sites/default/files/attachements/CASW Guidelines%20for%20Ethical%20Practice.pdf ▪ Indigenous Social Work Practice and Social Work Competency https://acsw.in1touch.org/document/1947/RPT_ACSWIndigenousSWStandardsOfPracticeApproved_20130416.pdf ▪ Standards of Practice. (2019) https://www.acsw.ab.ca/site/practice-resources?nav=sidebar <p>Additional Reading:</p> <p>Caplan, T., & Thomas, H. (2002). The forgotten moment: Therapeutic resilience and its promotion in social work with groups. <i>Social Work with Groups</i>, 24(2), 5-26.</p>
<p>Zoom session</p> <p>May 21:</p> <p>9:00 – 11:30am</p>	<p>International Social Work</p> <p>Guiding Questions:</p> <p>How do our own values and beliefs about sexual and gender diversity impact our social work practice?</p> <p>What are some key considerations for practice in the international arena?</p>	<p>Social Work in Canada: An Introduction</p> <ul style="list-style-type: none"> ▪ Chapter 12 – Social work and sexual and gender diversity ▪ Chapter 14 - International Social Work Practice Today

	<p>How is culture a source of resilience and strength?</p> <p>How can the values and principles of participatory approaches be applied in international social work?</p>	<p><u>Additional Reading (chapter will be posted on D2L):</u></p> <p>Dominelli, L. (2018). Anti-racist social work across borders. In J. Campling (Ed.), <i>Anti-racist social work</i> (pp. 209-231). Macmillan Publishers.</p>
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ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

Communicating with the Instructor: Please allow 2 business days for a response to your emails.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

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. 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 will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

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

ASSESSMENT COMPONENTS

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Outcomes
Assignment #1: Zoom Session Take-aways	Students will be graded on the submission of a 750-word critically reflective post to the D2L discussion forum, of your key take-away or “aha moment” from the day’s class discussion.	13 th , 15 th , 20 th , 22 nd By 11:59 p.m. via D2L discussion forum	40% (10% x 4)	1 – 8
Assignment #2: Video Post	Students will review one of two Youtube video documentaries – <i>Muffins for Granny</i> or <i>The Social Determinants of Health</i> – and submit a 450-word post to the discussion forum in D2L. You will discuss: (i) your reaction to the documentary (including your emotional response); (ii) why you have this reaction (consider your, and social work	May 18 th By 11:59 p.m. via D2L discussion forum	15%	1 – 6 & 8

	<p>values); the legacy or impact of the core issue(s) described in the video; your/the social work role in mitigating the negative outcomes associated with the core issue(s). Links to both documentaries will be posted on D2L.</p> <p>Your post must not exceed 450 words.</p> <p>Attention must be paid to correct grammar and spelling, and all references must be in APA 7th edition format. Avoid jargon/slang in your post.</p>			
Assignment #3: Video Post Reply	<p>Assignment #3 is a direct follow-up to assignment #2. In 300 – 350 words, you will post one reply to one of your classmates, offering a new idea or different perspective to their original discussion in assignment #2. You will also provide the rationale for your idea/perspective. Your reply post must not exceed 350 words.</p> <p>Attention must be paid to correct grammar and spelling, and all references must be in APA 7th edition format. Avoid jargon/slang in your post.</p>	<p>May 25th By 11:59 p.m. via D2L discussion forum</p>	10%	1 – 6 & 8
Assignment #4: Critical Analysis Paper	<p>In groups of five, Students will write on a topic of interest to them that is discussed in the course content. Possible topics could include a deeper exploration of an ethical principle such as self-determination; a deeper exploration of one of the social determinants of health; one of the TRC Calls to Action; the philosophy of an intervention such as group work, casework, or community development; and social issues confronting vulnerable populations.</p> <p>The paper will be graded according to the following criteria: (i) your rationale for the choice of topic; (ii) how you situate yourself (value system/personal and professional</p>	<p>May 26th By 11:59 p.m. via dropbox</p>	35%	1 – 8

	<p>identities) and your practice in relation to the topic; (iii) a discussion of your theoretical framework(s) within the context of your topic; (iv) clear demonstration of critical thinking and reflection; and (v) the implications for social work practice and research. Ensure that your paper uses up-to-date literature, provides evidence to support your claims, and attends to a professionally appealing style (headings and sub-headings), correct grammar, and referencing.</p> <p>APA 7th edition referencing is required, and will be the basis of assessing grammar, style, and citations/referencing. A minimum of 5 <i>academic sources</i>, in addition to the assigned course readings, are to be used (<i>academic source</i> refers to a book, peer-reviewed journal article, or book chapter). The paper will not exceed 5 double-spaced pages, excluding the reference list. Avoid the overuse of lengthy direct quotes.</p>			
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ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

Students are expected to discuss make-up Zoom sessions and assignment deadlines with the Instructor **prior** to the due date of graded assignments.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox in D2L and discussion boards. Assignments are to be submitted in **Word** format only.

Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment #2). Assignments are due by 11:59 p.m. on their due date. 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

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Assignments submitted after the deadline without the Instructor’s approval, will be penalized with a grade reduction.

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, organization, and demonstrated critical

thinking. 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

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.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	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 for students in Graduate Studies. 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 below “B-” are indicative of failure at the graduate level and cannot be counted towards 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

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.

Students are welcome to discuss the process and content of the course at any time with the instructor.

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/. 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.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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) 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 (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 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**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**