



**COURSE OUTLINE - Winter 2025**

**SW2020(A3): Social Work - 3 (3-0-0) 45 Hours for 15 Weeks**

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

|               |             |         |                      |
|---------------|-------------|---------|----------------------|
| INSTRUCTOR:   | Trish Smith | PHONE:  | Please use email     |
| OFFICE:       | virtual     | E-MAIL: | TSmith@nwpolytech.ca |
| OFFICE HOURS: | By request  |         |                      |

**CALENDAR DESCRIPTION:** This course is designed to create an inquiry-based approach to the critical examination of income security programs. This course will enable students to form an understanding of different income security programs, their utility and worth in a civilized society, and their potential roles as citizen and social work practitioners.

**PREREQUISITE(S)/COREQUISITE:** none

**REQUIRED TEXT/RESOURCE MATERIALS:** Hick, S, and Stokes, J. (2021) Social Welfare in Canada: Inclusion, Equity and Social Justice. (4th ed.) Thompson  
ISBN (Print): 978-1-55077-281-4  
ISBN (Digital): 978-1-55077-282-1

**DELIVERY MODE(S):** On-Campus

**LEARNING OUTCOMES:** At the end of this course, students will be able to:

1. articulate an understanding of income security policy and programs in Canada.
2. demonstrate the historical and modern trends of these programs and their connection to political and policy perspectives.
3. actively engage in advocacy/actions that challenge aspects of the current delivery of income security programs.
4. apply different theoretical perspectives to income security programs.
5. situate trends in Canada within the global economy

**TRANSFERABILITY:**

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://ww.transferralberta.ca>

\*\* 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:**

1. **Discussion Forum Post and Moderation of Forum – TBD 10%**
2. **Discussion Forum Responses – TBD 10%**
3. **Teaching Presentations – March 4 and March 11, 2025 – 30%**
4. **Participation Self-Assessment April 11, 2025 – 20%**
5. **Final Exam (take home) TBD – 30%**

Assignments submitted late may receive a late penalty of 5% for each day beyond the due date.

**Note:** Assignments are to be submitted via the Course MyClass Dropbox. No assignments will be accepted by email.

#### **1. Discussion Forum Post and Moderation of Forum – TBD 10%**

The course is organized by topic. Each student will find, review, and post a reading on one topic area. Students will be assigned a week to post and moderate a Discussion. The post **MUST** be a persistent link to a reading and not a reading itself. This requires the student to: search the lib database, read the relevant article, post the persistent link and reference, post a summary and pose questions for the class. The student should also respond to each student's posted responses. The due date is dependent upon the topic selected. The choice of article will be evaluated on its relevance to social welfare in Canada; expansion and depth of information on topic area; ability of article to generate discussion.

#### **2. Discussion Forum Responses – TBD 10 %**

This is a topical course requiring a high involvement of participation and informed discussion from students. Each student is required to participate in discussion forums on MyClass on different topics of social welfare throughout the term. Responses will be evaluated based on: the expansion of the topic, the depth and critical analysis present in the response, adding to a particular discussion. and posting new threads for others to consider. A minimum of five postings over the course of the term is required.

#### **3. Teaching Presentation – March 4 and 11, 2025 30%**

This is a group assignment. Class members will be randomly divided into small groups that will deliver a teaching presentation to the rest of the class. The teaching presentation provides students the experience of engaging the class in a structured learning experience. A teaching presentation differs from other presentations in that there must be a learning objective indicating what the class will have learned at the end of the teaching presentation. The teaching presentation will be one hour in length and contain the following:

1. A learning objective
2. Information/Content about the topic investigated.
3. A position taken in relation to the topic (critical analysis)
4. An interactive activity designed to stimulate thinking and/or discussion about the topic
5. A proposed, concrete, and feasible action plan to address any issues/problems related to the topic.

6. Visuals, such as hand-outs, PowerPoint, outlines, media (videos, articles, etc), references.
7. A closing activity/discussion that allows students to evaluate and communicate achievement of the learning objective.

Students must provide a one page written outline for the teaching presentation one week in advance of the presentation date, that addresses the seven points above .

Some class time will be allotted throughout the term to work on building the teaching presentation. A list of topics will be provided for students to choose from.

The teaching presentation grade is broken down into the following four areas:

- Group members assessment 5 %
- Class assessment of teaching presentation 10%
- Instructor assessment of teaching presentation and submitted outline 15%

**4. Course Engagement Self Evaluation April 11, 2025 20%**

Students will self-evaluate at the end of term using the self-assessment template on the MyClass course site. Students will be asked to evaluate their participation for each class. Participation criteria will include:

- Participation in class discussions and activities including sharing ideas/opinions.
- Contributing in a positive manner to the learning culture
- Completing readings in a timely manner
- Supporting the learning of others

**Students who miss a scheduled class are responsible to reach out to the instructor and propose a make-up activity in order to demonstrate participation for the missed class.**

5. **Final Exam 30%.** (Take home format) The take home final exam will be posted to myClass four days before our scheduled exam submission date. You will have four days to complete the exam before submitting it within the exam window.

**GRADING CRITERIA:**

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

**Grading Chart**

| Alpha Grade | 4-point Equivalent | Percentage Guidelines | Alpha Grade | 4-point Equivalent | Percentage Guidelines |
|-------------|--------------------|-----------------------|-------------|--------------------|-----------------------|
| A+          | 4.0                | 95-100                | C+          | 2.3                | 67-69                 |
| A           | 4.0                | 85-94                 | C           | 2.0                | 63-66                 |
| A-          | 3.7                | 80-84                 | C-          | 1.7                | 60-62                 |
| B+          | 3.3                | 77-79                 | D+          | 1.3                | 55-59                 |
| B           | 3.0                | 73-76                 | D           | 1.0                | 50-54                 |
| B-          | 2.7                | 70-72                 | F           | 0.0                | 00-49                 |

## COURSE SCHEDULE/TENTATIVE TIMELINE:

All Classes in person on Tuesdays from 6 PM – 8:55 PM

|                                 |  |                                      |
|---------------------------------|--|--------------------------------------|
| January 7 <sup>th</sup>         | Course Overview<br>Introduction to Social Welfare<br>History of Social Welfare | Required Reading<br>Chapters 1 and 2 |
| January 14 <sup>th</sup>        | Social Welfare and Social Justice  | Chapter 3                            |
| January 21 <sup>st</sup>        | Social Welfare and Social Policy   | Chapter 3                            |
| January 28 <sup>th</sup>        | Poverty and the Social<br>Determinants of Health                               | Chapter 4                            |
| February 4 <sup>th</sup>        | Social Welfare and Social<br>Location  | Reading on MyClass site              |
| February 11 <sup>th</sup>       | Social Welfare and Families  | Chapters 5 and 6                     |
| <b>February 18<sup>th</sup></b> | <b>Winter Break- No Class</b>  |                                      |
| February 25 <sup>th</sup>       | Social Welfare and Mental Well<br>being  | Chapter 7                            |
| March 4 <sup>th</sup>           | <b>Teaching Presentations</b>  |                                      |
| March 11 <sup>th</sup>          | <b>Teaching Presentations</b>  |                                      |
| March 18 <sup>th</sup>          | Social Welfare, Social Policy, and<br>Indigenous People                        | Chapter 8                            |
| March 25 <sup>th</sup>          | Social Welfare and Older Adults<br>and People with Disabilities                | Chapter 10 and 11                    |
| April 1 <sup>st</sup>           | Social Welfare and Social Action   | Reading on MyClass site              |
| April 8 <sup>th</sup>           | Final Exam Review<br>Course Wrap Up  |                                      |

**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.

In cases where submitted work exhibits concerning patterns or raises questions for the instructor about its creation and the student's intellectual effort involved, students may be required to participate in an oral examination regarding the work at the discretion of the instructor. Failure to participate in the oral examination may result in an assigned grade of 0 for the assessment. If, following the oral examination, the instructor still has concerns about the work, the academic misconduct provisions of the Student Rights and Responsibilities policy (linked below) may be applied.

Students whose work exhibits such concerns may be precluded from submitting the take home exam option, at the instructor's discretion. In these cases, students will be required to write a timed in person exam.

### **STATEMENT ON ACADEMIC MISCONDUCT:**

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/administration/policies/index.html>

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

### **ADDITIONAL INFORMATION:**

#### **ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS**

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the course engagement/participation grade, as outlined in the assessment components section above.

#### **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 and organization. Sources used in assignments must be properly documented and referenced in APA 7<sup>th</sup> edition format. If you need writing support, please connect with Academic Success Center in the Learning Commons. <https://libguides.nwpolytech.ca/learningcommons/asc>