

DELIVERY MODE(S): Remote via D2L and Zoom Classes (biweekly 7-9 p.m)

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:

Social Work 2010 is a required course for the University of Calgary, Faculty of Social Work's BSW program University of Calgary. For other institutions, Refer to Alberta Transfer guide.

**** 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.**

GRADING CRITERIA:

Note: as this is a social work course, the University of Calgary Undergraduate Grading System and the standard 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
I	0.0	Incomplete – Unsatisfactory (effective Jan. 2007)	

******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.**

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

STUDENT RESPONSIBILITIES:

Students are expected to attend and participate in classes. Students are also expected to participate in the online environment (via D2L) and complete all activity sets, engaging in meaningful dialogue embracing diverse ideas and perspectives.

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

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

COURSE SCHEDULE/TENTATIVE TIMELINE:

Sept 3: Online Module: Course Overview

- Instructor and student introductions/expectations
- Review course content
- Review assignments and grading
- Post thoughts and questions to discussion forum

Sept 10: ZOOM 7-9 group values exercise (informs assignment 1 about values)**

Sept 4-17: Online Module: What is social work and social welfare?

- Major concepts, distinctions, and parallels

- Social fabric and social welfare in Canadian society
- What are the values and beliefs informing social work and social welfare?
- Differentiation of social welfare and social work
(Hick & Stokes, Chapters 1, Appendix CASW Code of Ethics)

Sept 17 VALUES PAPER DUE TO DIGITAL DROPBOX

Sept 18- 30: Online Module: What is the history of social work in Canada?

- Social work pioneers and the Tommy Douglas story
- Social welfare development in Canada
- The emergence of social work as a profession
- (Hick & Stokes, Chapter 2)

Sept 21-25: POST TO DOUGLAS DISCUSSION FORUM

Sept. 24: ZOOM 7-9 Settlement Houses and Charity Organization Societies (using Popplet Mind Mapping App)

Sept 25- Oct 01: COMPLETE AND UPLOAD PIONEER MINDMAP: “FROM THE GRAVE”

Oct 2-18: Online Module: Approaches 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, D2L readings)

October 8: ZOOM 7-9 Theory matrix

[note: fall break October 10-18th inclusive – students are NOT expected to participate in class BUT are expected to be preparing theory paper]

Oct. 19-30: Online Module: Health of Canadians

- The social determinants of health
- Mental wellness in Canada
- (Hick & Stokes, Chapters 6 & 7, D2L readings)

Oct 22: ZOOM 7-9 Small Groups Mental Health SWOT Analysis

Oct 22: SUBMIT ACADEMIC REFERENCED THEORY PAPER TO DROPBOX

November Online weekly Modules are Topic Focused:

Nov 1-7: Online Module: Social Work with Children & Youth

- Children in Care – AB trends
- (Hick & Stokes, ch 5, D2L Readings)

Nov 5: ZOOM 7-9 Social Issues (preparing for assignment with example topics)

Nov 8-14: Online Module: Social Work with Women

- Family violence
- Feminization of poverty

- Feminist Social Work & Social Justice
(Hick & Stokes ch 8, D2L Readings)

Nov 9-13: POST SOCIAL ISSUES POWERPOINT TO D2L FORUM

Nov 15- 21: Online Module: 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, D2L readings)

Nov 16-22: PARTICIPATE IN SOCIAL ISSUES DISCUSSION FORUM

Nov 19: ZOOM 7-9 Integrating conversation on social issues and social work

Nov 22-28: Online Module: Racialized Canadians and Immigrants

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

Important: November 27, last day to withdraw from a class with a “W”

Dec 3: ZOOM 7-9 COURSE REVIEW AND FINAL EXAM PREPARATION

MONDAY Dec.7-10: FINAL EXAM 30%

The final examination is comprehensive, covering material from the entire course, including learning activities, readings, and discussions

********must be submitted to the dropbox by 9:00p.m Thursday December 10*******

ASSIGNMENT SPECIFICATION

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. ***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. Sept 17: Values Analysis 10%

Reflection paper: 1st person, formal, 4-6 pages APA format (headings are strongly encouraged)

Instructions:

- 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) *Critical Analysis*: Thinking about the class values exercises you completed, were there contradictions to your positions? Congruence? Emergent themes in relation to your core values?

d) *Diverse Perspectives*: 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: Please check D2L for grading rubric.

2. Sept 21-Sept 25: Tommy Douglas Discussion Forum 5%

After Watching the Greatest Canadian Tommy Douglas Video (link on D2L), students will participate in a discussion forum examining the political context of the era in comparison to social welfare in Canada today. Guiding questions and grading rubric is on D2L

3. Oct 1: “From the Grave” Mindmap 10%

Using a mind mapping tool such as Popplet (for a list of free tools please see: <https://www.educatorstechnology.com/2012/06/18-free-mind-mapping-tools-for-teachers.html>) OR creating their own and uploading a photo of it, students will prepare and submit a mind map detailing the life and times of a social work pioneer from a prepared list. Detailed instructions and grading rubric is on D2L.

4. Oct 22: Academic Theory Paper 20%

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 (7thEd) MUST be used with referencing of text and three additional ACADEMIC references.** Formal academic writing [as well as first person (I statements) in the influencing factors section and conclusion ONLY] is used as writing style. **Headings are strongly recommended.**

Instructions: Using Chapters 3 and 4 in Hicks & Stokes as well as D2L readings, academic peer reviewed articles (min. of three NOT including textbook) and class discussions:

a) Theories most suitable to your practice. Review, using references a theory or theories you believe will be most suited to your professional practice. Include sufficient substance to demonstrate understanding of the theory(ies). Are there particular ideas/beliefs of these theories you are particularly drawn to?

b) Consideration of Influencing Factors. Write about elements that you believe influence your choice of theory to review. This can include things such as your personal values, the population you would be working with, the ethical code of the profession, your vision as a helper, etc.

- c) Critical Appraisal: What do you imagine to be the strengths and challenges of your selected theory(ies)? Are there particular populations or settings your theories are most suited / not suited to?
- d) Conclude your paper with what learning you are taking forward with you into your chosen profession.

4. **November 9-22 (25%, two parts: power-point & discussion forum)**

Powerpoint: Prepare and post (to D2L) **BETWEEN NOV 9-13** a power-point presentation addressing a social issue with a social welfare program (15%).

Discussion forum: respond with substance (in D2L) to a MINIMUM of four other students' power-points **BETWEEN NOV 16-22-** (10%).

Grading Rubrics for both parts of the assignment are on D2L.

Part One: Powerpoint instructions (10 slides maximum):

Note: power-points must be engaging, not just written detailed, this is NOT a paper!!! *Creativity and engaging backgrounds are also part of the grade!*

- a) about 3 slides: describe (using , minimally,narrative and images, hyperlinks) a social issue.
- What is the social **issue** in Canada (Unites States data is NOT acceptable)
 - Who does it affect (use referenced resources like Statistics Canada, AB statistics, Health Canada, CBC news, Child Welfare Research Portal.
 - What are the effects of the social issue (****link to the social determinantjs of health*).
- b) about 2 slides: what is a social **program** in Canada that apparently addresses your social issue? Who is actually eligible to receive services within this program? Who is missing out?
- c) about 1 slide: what are the values and ideologies present in the social program? What message is society giving about the social issue through the program?
- d) about 3 slides: Action plan & Critical Appraisal. What would you do differently to address the social issue? How would it be more helpful than what we currently have in place? What message would your action plan give?
- e) 1 slide: reference page – list the references you used for your presentation and suggest at LEAST TWO helpful websites for us to get more information about the social issue & program.

Part two: Discussion Forum

Instructions:

Review at least four other student presentations on D2L between November 16-November 22. Respond to their postings with concise ideas/thoughts about the social issue or social program. What stands out? What are you learning? What does it make you think/feel? Link it back to social welfare and social work. Note: it is about quality of the postings and critical analysis present, please refer to grading rubric on D2L.

5. Dec 10: Submission of Final Examination 30%

- Students will complete a written exam composed of 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 to assist in preparing for the examination.