



**DEPARTMENT OF ARTS AND EDUCATION**

**FALL DELIVERY 2021 COURSE OUTLINE**

**SW 2010 (A2) INTRODUCTION TO SOCIAL WORK – 3(3-0-0) 45 HOURS**

Grande Prairie Regional College respectfully acknowledges that we are located on Treaty 8 territory, the traditional homeland and gathering place for many diverse Indigenous peoples. We are honoured to be on the ancestral lands of the Cree, Dene/Beaver and Métis, whose histories, languages, and cultures continue to influence our vibrant community. We are grateful to have the opportunity to work, learn, and live on this land.

**INSTRUCTOR:** Gail Zuk **PHONE:** 539-2964  
**OFFICE:** Remote **E-MAIL:** gzuk@gprc.ab.ca

**OFFICE HOURS:** Via Zoom or phone: please book appointment via email

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

**FALL 2021 DELIVERY:** Remote Delivery. This course is delivered remotely. There are no face-to-face or onsite requirements. Students must have a computer with a webcam and reliable internet connection. Technological support is available through [helpdesk@gprc.ab.ca](mailto:helpdesk@gprc.ab.ca).

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

APA Style Guide (7th 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 D2L \*Desire to Learn

**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 from a structural social work perspective.

**CREDIT/CONTACT HOURS:** 3 credits / 3 hours per week

**DELIVERY MODE(S):** Remote via combination of D2L (online modules) and Zoom Classes (6-8 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/\\*\\*](http://www.gprc.ab.ca/about/administration/policies/**)

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

**COURSE SCHEDULE/TENTATIVE TIMELINE:**

**Sept 2: Online Module: Course Overview**

- Instructor and student introductions/expectations
- Review course content

- \_ Review assignments and grading
- \_ Post thoughts and questions to discussion forum

**Sept 9: ZOOM 6-8** group values exercise (\*\*informs assignment 1 about values)

Sept 10-17: **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 16: ZOOM 6-8** personal and professional values (\*\*informs assignment 1 about values)

**Sept 19 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. 23: ZOOM 6-8** Settlement Houses and Charity Organization Societies (using Mind Mapping)

**Sept 30: Submit PIONEER MINDMAP**

*Note: In honor of Indigenous peoples, there will be no class SEPTEMBER 30<sup>TH</sup>. Please take the time to learn, to reflect, and to honor.*

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 7: ZOOM 6-8** Theory matrix (this informs the academic paper assignment)

*[note: fall break October 10-18<sup>th</sup> 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 21: ZOOM 6-8** Small Groups Mental Health SWOT Analysis

**Oct 22: SUBMIT ACADEMIC REFERENCED THEORY PAPER TO DROPBOX**

November Online weekly Modules are Topic Focused:

Oct 28: **Online Module: Social Work with Children & Youth**

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

**Nov 4: ZOOM 6-8** 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 8-12: 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 15-21: PARTICIPATE IN SOCIAL ISSUES DISCUSSION FORUM**

**Nov 18: ZOOM 6-8** 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)

**Dec 2: ZOOM 6-8 COURSE REVIEW AND FINAL EXAM PREPARATION**

**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 9\*\*\*\***

**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 19: Values Analysis 10%**

Reflection paper: 1<sup>st</sup> 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. Sept 30: Pioneer 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 (7<sup>th</sup>Ed) MUST be used with referencing of text and three additional ACADEMIC references.** Formal academic writing is required. First person (I statements) is use in the influencing factors section and conclusion ONLY. **Headings are required.**

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, write a scholarly paper using the following headings:

**Introduction** (1 paragraph)

- State what your paper is about with a developed thesis statement. The introduction prepares the reader for what is coming.

### **Theory(ies)** (about 2 pages)

- 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). This includes key concepts, how the theory would be applied, and the larger body of theory (metatheory) they are a part of.
- Are there particular ideas/beliefs of these theories you are particularly drawn to & why?

### **Influencing factors** (about 1 page)

- Write about elements that you believe influence your choice of theory to review is it because of something you have experienced or come to know about the human condition?
- This section 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.
- This section can be written in the first person and does not need to include references, although it may.

### **Critical Appraisal** (2 pages)

- According to the literature (use references), what are the strengths and challenges of your selected theory(ies)?
- Are there particular populations or settings your theories are most suited / not suited to?
- What are the cautions in applying this theory/theories in working with people in a social work capacity?

### **Conclusion** (1 paragraph)

- Conclude your paper with what learning you are taking forward with you into your chosen profession.

Grading rubric is available on D2L to assist you in your writing.

## **4. November 8-22 (25%, two parts: power-point & discussion forum)**

Powerpoint: Prepare and post (to D2L) **BETWEEN NOV 8-12** 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 15-21-** (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 determinants 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 15-November 21. 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 9: 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.

