



DEPARTMENT OF ARTS, SCIENCE, AND EDUCATION

SOCIAL WORK 2010 Fall 2011

Instructor: Gail Zuk
Phone: 539-2964
E-Mail: gzuk@gprc.ab.ca
Office: C211
Office Hours: Thursdays 4:30-5:30 or by appointment

Introduction to Social Welfare

Prerequisite(s)/corequisite: None.

Required Texts:

Hick, Steven. (2010). *Social Work in Canada: An Introduction*. 3rd Edition. Ontario: Thomson Publishing.

APA Style Guide (6th 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.

Supplementary Texts: (available for loan from the instructor)

Turner, J.C., & Turner, F.J. (1995). *Canadian social welfare*. (3rd. ed.). Scarborough, On: Allyn & Bacon.

Description:

The course is designed to create an environment in which students can begin to critically examine social welfare 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 the society of which they are members and to explore their present and potential roles and responsibilities as engaged citizens in Canada and as future social work practitioners.

Readings and content lectures will provide knowledge and information that students can use to examine dominant influences that affect decision-making in relation to social welfare in Canadian society.

Credit/contact hours: (3(3-0-0) UT)

Delivery Mode: Face-to-Face In class

Learning 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.

Transferability:

Social Work 2010 is a required course for the University of Calgary Faculty of Social Work's BSW program. ** 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: The University of Calgary Faculty of Social Work grading chart will be used in evaluation of student work.

Letter Grade	Grade Point Value	Percentage Range	Description
A+	4.0		Outstanding
A	4.0	95 - 100	<i>Excellent</i>
A-	3.7	90 - 94	
B+	3.3	85 - 89	
B	3.0	80 - 84	<i>Good</i>
B-	2.7	75 - 79	
C+	2.3	70 - 74	
C	2.0	65 - 69	<i>Satisfactory</i>
C-	1.7	60 - 64	
D+	1.3	55 - 59	
D	1.0	50 - 54	<i>Minimal Pass</i>
F	0.0	Below 50	<i>Fail</i>

******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 pages 5-6 for specification of class assignments.

Statement on plagiarism and cheating:

Please refer to the college website gprc.ab.ca regarding plagiarism, cheating and the resultant penalties. These are serious issues and will be dealt with severely.

Class Schedule/Tentative Timeline:

Sept. 8: Introductions

- Instructor and student introductions/expectations
- Review course content
- Review assignments and grading
- Discuss text material

Sept. 15: The Big Picture- Ideology & Theory

- Bases of Canadian social welfare
 - Ideological foundations
 - Definitions and major concepts
- (Hick, Chapters 1 – 2, 4)

Sept. 22: The Smaller Picture- Values & Beliefs

- Differentiation of social welfare and social work
- Conceptual elements defining connection
- Experiential discussion of social welfare
- Values Exercise

Sept. 29/ Oct 6: Ideology Synopsis Presentations (10%)

Oct. 13: In class ideology exercise (10%)

- Review term paper expectations, brainstorm ideas.

Oct. 20 : Historical Context [ASSIGNMENT DUE]

- Historical overview of social welfare exercise
 - Major players in the development of social work
 - Connections to ideological movements of the time
 - The emergence of social work as a profession
- (Hick, ch 3, 5)

Optional: students wanting feedback on outline of term paper can also submit for review.

Oct. 27: Social Work Across Systems

- Working with individuals and families
 - Working with groups and communities
 - Skill sets and contextualized understandings
- (Hick ch 6-7)

Nov. 3: Trends and Issues in Social Work Education [ASSIGNMENT DUE]

- The Code of Ethics & Provincial Associations
 - Recognizing the needs of rural/northern communities
- (instructor may provide reading)
(CASW website for Code of Ethics and Standards of Practice, see also, Hick, p.357)

Nov. 10 – NO CLASS (reading days)

Nov. 17: *Social Work with Children, Youth, and Women*

- recognizing the needs of special populations
 - Poverty & violence
 - social justice and social activism
- (Hick, ch 8 & 10)

Nov.24 : *First Nations in Social Work (guest presenter)*

- Colonization /de-Colonization
 - Development of social welfare programs by and for First Nations peoples.
 - Success and challenges for first nations in social work.
- (Hicks, Chapter 10 - 12)

Dec. 1: ***review and final thoughts/ distribute exam question sample***

Dec. 8: ***FINAL EXAM (6:00 – 8:00p.m) (30%)***

SPECIFICATION OF ASSIGNMENTS

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. Unless otherwise indicated, all assignments are due by 6:00p.m at the beginning of the corresponding class. ***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. Ideology Presentation (10%) In-class September 29 & October 6

- Each student will prepare a one-two page point form synopsis of a major ideological position that has influenced the development of social welfare in Canada. Major players and tenets of this perspective will be presented to the class and a clear example of impact on social welfare will be included.
- Instructor will prepare a package of the synopsis material to distribute to the class.

Presentations will be evaluated on:

1. 5 Marks: Demonstration of understanding of ideology (major ideas presented leaving audience with a basic understanding of the ideology, NOT just read from a paper)
2. 5 Marks: Presentation skills (pacing, body language, clarity)

In-Class Group Exercise (10%) Oct. 13

- Students will be divided into groups in class. Each group will be assigned a particular ideological position. The instructor will then raise a number of social issues for each group to prepare a position on; groups will then debate the issue from the basis of their ideological positions.

Group exercise will be evaluated on:

1. 5 Marks: attended and signed the attendance sheet.
2. 5 Marks: contributed ideas to the group members.

2. Reflection (20%) Due Date: October 20

- Students will prepare a 4-6 page self-reflection paper. The reflection will be within the parameters of “the interconnectedness of personal and professional self in the profession of Social Work”. Students will critically appraise how their personal experiences and beliefs affect their perspective of social welfare programs in Canada. For example: what were the messages growing up about people living in poverty? Was there a particular experience that drew you to the helping professions? How will your understandings influence your work with others in your community?

Reflection paper will be evaluated on:

1. 15 Marks: the personal narrative makes linkages/connections to social work profession, using clear examples. The narrative goes beyond the descriptive surface, exploring themes, ideas, and lessons in the experiences.
 2. 5 Marks: the paper is well organized, coherent, with good flow, grammar, and d
3. Term Paper (30%) Due Date: November 3
- Students are expected to complete a term paper which describes a particular social issue and a social welfare program designed to address the social issue (ie: universality vs. targeting; Employment Insurance to deal with poverty, Canada Pension to address well-being of seniors; Head Start Programs to address the unique needs of Aboriginal children)
 - Students are required to: critically exam this social issue, using a list of prepared questions (refer to page 6 of course outline).
4. Final Examination (30%) Date: Dec. 9
- Students will complete a written exam composed of multiple choice, 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 at the Dec. 1 class to assist in preparing for the examination.

Specification of Assignments Requirements of The Term Paper

Worth: 30%

Due: November 3

****Your paper MUST follow APA format in its referencing, lay-out, and grammar suggestions*****

If you are choosing to not purchase the 6th edition, there are helpful websites, such as:
<http://www.writecite.com/students/apa/home.php>. However, be sure to also know how to reference within the body of your paper as well as the required lay-out.

Topic:

Select a social issue. This could be things like poverty, violence against women, youth crime, elder care, etc.

Content:

You are required to critically examine this social issue. This may include things such as the legislation important to the issue, societal values, services, ideologies, theories informing the framing of the issue, etc. Remember that social welfare programs are designed to address a social issue but they are *not* the social issue. Therefore be cautious in how much detail is presented about a particular program, retaining a focus on the social issue. Present the information clearly and concisely, using referenced material, and to demonstrate your own understanding (in other words, do *NOT* just cut and paste large amounts of material from other sources – you need to demonstrate understanding of the issue from your own synthesis of

referenced ideas) of the social issue.

Action Plan:

You are then to discuss how you would propose to deal with the social issue, being as specific as possible. This may include an innovative social welfare program, differential tax structures, differential community responses, etc. You may elect to add specific contextual information, such as challenges in the North or a specific focus on First Nations, Metis, and Inuit peoples.

The term paper is due at the beginning of class, November 3, 2008.

Grading Criteria:

- **Content**: organization and flow. Clear presentation of ideas backed up with research (note: students are strongly cautioned about the use of web based resources other than governmental sites or articles in Scholarly journals) Ability to understand concepts and integrate them into a coherent, critical presentation.
- **Synthesis and integration**: critical and analytic thinking (not just presenting or reporting facts), ability to highlight key areas and make connections. Ability to draw conclusions or make critical argument based on the soundness of what is reviewed. Linkages to class materials and text clear and concise.
- **Technical**: clarity of writing and expression, non-sexist language, grammar, punctuation, use of APA, citations, and references. Students are strongly encouraged to use headings to organize their paper. Headings may include:
 1. Definitions & why chosen
 2. History of social issue
 3. Development of social programs related to social issue
 4. Impact of social issue on different groups of people (students may elect to talk with friends/family to determine how the programs/issue impact others- (reference as "name, verbal communication, and date)
 5. Critical analysis of social programs addressing the issue (does it do what intended? What are the faults with the programs? The strengths?)
 6. Action Plan
- 7-10 pages, double spaced, APA format, 1" margins, title page, minimum of ten references, 12pt font. Use of headings strongly encouraged.
- To assist in development of clear academic writing, students are encouraged to use both the spelling and grammar tools available through Microsoft word. (click on spelling and grammar, then both, then on next box place checks beside all).