

**GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF ARTS, COMMERCE AND EDUCATION**

**SOCIAL WORK 2020  
WINTER 2006**

Classroom: E106  
Time: 6:00-8:50p.m Wednesdays (seminars Tues and Weds every other week)  
Instructor: Gail Zuk, MSW,RSW  
Phone: 539-2964  
e-mail: [gzuk@gprc.ab.ca](mailto:gzuk@gprc.ab.ca)  
Office: C211  
Office hours: Wednesday, 4:00p.m-6:00p.m; or by appointment

---

**Social Welfare and Social Security Programs**

**Course Outline**

**Overview:**

This is a service course that provides a general knowledge about the history and contemporary workings of different income security programs in Canada. It addresses the political and policy influences shaping the different programs in our contemporary welfare state as well as articulation of the relationship between social work practice, income security, and a variety of social service delivery models. Students will critically examine different income security programs and the implications for future generations of Canadians.

**Description:**

This course is designed to create an inquiry based approach to the critical examination of income security programs. The purpose of the course is to enable students to form an understanding of different income security programs, their utility and worth in a civilized society, and their potential roles as citizens/ social work practitioners.

Readings, content, and in class processes will provide knowledge and information that students can use to examine dominant influences to social security programs in modern Canadian Society.

**Relationship to Other Courses:**

SW 2020 will provide a beginning understanding of income security programs in Canada. While this course complements (SW 2010 Introduction to Social Welfare) it is NOT an arts/science transfer course. That is, it will NOT count toward the 60 credits required to apply for admission to the BSW Programs with the University of Calgary. It DOES however, transfer as one of the required 500 level social work elective courses required of all BSW students in Alberta.

**Learning Objectives:**

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

1. articulate an understanding of income security 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.

Required Text:

Hick, Steven. (2004). *Social Welfare in Canada: Understanding Income Security*. ON: Thompson Educational Publishing.

\*additional readings may be distributed in class.

## SOCIAL WORK 2020 SCHEDULE

January – April 2007

	Week One	Week Two	Week Three	Week Four
<b>January</b>	<b>10<sup>th</sup></b>	<b>16<sup>th</sup> or 17<sup>th</sup></b>	<b>24<sup>th</sup></b>	<b>30<sup>th</sup> or 31<sup>st</sup></b>
	<ul style="list-style-type: none"> <li>▪ ALL</li> <li>▪ Introductions</li> <li>▪ Course review</li> <li>▪ Course expectations</li> <li>▪ Learning objectives</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Seminar 1</i></li> <li>▪ Organize for teaching groups (triads)</li> <li>▪ Teaching group expectations</li> <li>▪ Topic selection</li> <li>▪ Group meeting (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>▪ ALL</li> <li>▪ Feminization of poverty</li> <li>▪ Statistics Canada</li> <li>▪ Speaker from Odyssey House</li> <li>▪ Read Chpts. 6, 7, &amp; 9</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Seminar 2</i></li> <li>▪ Political examples</li> <li>▪ Share stories</li> <li>▪ Theory application</li> <li>▪ Group Meeting (1 hour)</li> <li>▪ Read Chpt. 3</li> </ul>
<b>February</b>	<b>7<sup>th</sup></b>	<b>13<sup>th</sup> or 14<sup>th</sup></b>	<b>Reading Week</b>	<b>28<sup>th</sup></b>
	<ul style="list-style-type: none"> <li>▪ ALL</li> <li>▪ HRDC</li> <li>▪ Read Chpts. 4, 8, &amp; Appendix A, Part 1</li> <li>▪ <b>Chapter Summaries Due (20%)</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Seminar 3</i></li> <li>▪ Engaged citizenship</li> <li>▪ Personal stories</li> <li>▪ Group meeting (1 hour)</li> </ul>	NO CLASS	<ul style="list-style-type: none"> <li>▪ ALL</li> <li>▪ Elders</li> <li>▪ Speaker from Seniors Outreach</li> <li>▪ Pensions &amp; supplements</li> <li>▪ Read Chpt. 11</li> </ul>
<b>March</b>	<b>6<sup>th</sup> or 7<sup>th</sup></b>	<b>14<sup>th</sup></b>	<b>20<sup>th</sup> or 21<sup>st</sup></b>	<b>28<sup>th</sup></b>
	<ul style="list-style-type: none"> <li>▪ <i>Seminar 4</i></li> <li>▪ <b>Teaching Groups A, B &amp; C (40%)</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ ALL</li> <li>▪ First Nations</li> <li>▪ Speakers – Lived experiences</li> <li>▪ Read Appendix A, Part 2</li> <li>▪ Assigned articles</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Seminar 5</i></li> <li>▪ <b>Teaching Groups D, E &amp; F</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ ALL</li> <li>▪ Human Rights &amp; Immigration</li> <li>▪ Read Chpt. 5 &amp; Appendix D</li> <li>▪ <b>Chapter Summaries Due (20%)</b></li> </ul>
<b>April</b>	<b>3<sup>rd</sup> or 4<sup>th</sup></b>	<b>11<sup>th</sup> LAST CLASS</b>		
	<ul style="list-style-type: none"> <li>▪ <i>Seminar 6</i></li> <li>▪ Critical consciousness</li> <li>▪ Paulo Friere</li> <li>▪ Praxis for action</li> <li>▪ <b>Participation self-assessment (10%)</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ ALL</li> <li>▪ Focus group: themes from presentations</li> <li>▪ <b>Focus group participation (10%)</b></li> </ul>		

## Specification of Assignments

Assignments have been designed to utilize the many skills required of a social worker and engaged citizen in Canada. The ability to write and communicate to an audience is important in all social worker roles. The assignments reflect this.

**Due dates:**

- 1. Chapter summary February 7 – 20%**
- 2. Chapter summary March 28 – 20%**
- 3. Teaching Presentations March 6/7 and March 20/21 – 40%**
- 4. Focus group talks April 11 – 10%**
- 5. Participation self-assessment April 3/4 – 10%**

**NOTE: Assignments are due at the beginning of the corresponding class. Late Assignments will be penalized 25%. No assignments will be accepted beyond one week after the date they were due.**

### 1. & 2 Chapter Summaries (4 in total, 4x5% = 20%)

There are two chapter summary assignments, the first due on Feb. 7 and the second due on Mar.28. Each of the summaries are worth 20% of the course grade. The breakdown of EACH of the two assignments is as follows:

- Select two chapters from the course text.
- For chapters selected, answer TWO of the discussion questions at the end of the chapter.
- You must incorporate 2 key concepts as well as some of the literature from at least one of the websites referenced in the chapter.
- Where appropriate, state your own position in relation to the question.

#### *Paper Format*

- title page with student name.
- use of header containing student name and date.
- 12pt font, double spaced.
- 1" margins.
- MAXIMUM 2 pages per chapter summary (therefore, each assignment worth 20% will have 4 pages PLUS reference page).

#### *Specification of grading for each chapter reviewed.*

- thoroughness of response to the discussion questions, yet focused and concise. Level of analysis present. (4 marks total, 2 marks for each chapter summary)
- appropriate use of key concepts and at least one reference source (1 mark).

### 3. Teaching Presentation (40%)

The teaching presentation provides students the opportunity and experience of engaging the seminar group in a structured learning experience. The difference between teaching versus presenting is that teaching requires the group to have a learning objective – that is, what they are wanting the seminar group to have learned at the end of their one hour teaching presentation. The teaching presentation will be one hour in length and contain the following:

- Information about the topic investigated
- A position taken in relation to the topic (critical analysis)
- An interactive exercise designed to stimulate thinking and/or discussion about the topic

- A proposed, concrete, and feasible action plan to address any issues/problems related to the topic
- Visuals, such as hand-outs, powerpoint, outlines, media (articles etc), references).

The seminar members will be randomly divided into groups at the first seminar. Each group is expected to meet a minimum of four times prior to the teaching presentation. Some of these meetings will occur during seminar time where the instructor will be on hand to assist in the formation of the teaching. At the first seminar the groups will select from the following topics:

- Income assistance and people with physical disabilities
- Impact of income security on people with mental health issues
- Income security and homelessness
- Medical Conditions and poverty
- Canadian Migration and income supports
- Education and poverty
- Visible minority immigration and sponsorship/refugee status
- Child support and economical impact
- Youth and the labor market

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

- Group members assessment 10%
- Grading summary by members 10%
- Class assessment of teaching presentation 10%
- Instructor assessment of teaching presentation 10%

**a. Group members assessment (10%)**

You will grade each of your group members on the following areas:

1. active participation at meetings (max. 3 marks)
  - shared ideas
  - listened well to others
  - incorporation of all members knowledge/ideas
2. task completion (max. 3 marks)
  - willingly took on tasks
  - completed tasks in a timely manner
  - completion of tasks contributed to the teaching presentation
3. teaching presentation (max. 4 marks)
  - took active role in teaching seminar group
  - supported others in their roles
  - was focused and knowledgeable about assigned area of instruction
  - was prepared with all necessary teaching materials

**b. Grading summary by members (10%)**

-each student will submit a maximum of two pages providing justification for their grade of the other group members. This summary will review the strengths demonstrated by the student in contribution to the teaching presentation as well as what areas could use improvement. Furthermore, suggestions for future participation in groups will be made.

Note: the grading summary and group member assessment will be provided to the instructor WITHIN three days following the teaching presentation. The instructor will then summarize the results and provide written feedback to the individual student.

**c. Class assessment of teaching presentation (10%)**

The seminar group will assess the teaching presentation on the following:

- clarity and focus of teaching (2 marks)
- interactive exercise was creative and informative (2 marks)
- furthered/enhanced understanding of subject matter (2 marks)
- all group members participated in teaching (2 marks)
- well organized and flowed together coherently (2 marks)

**d. Instructor assessment of teaching presentation (10%)**

The instructor will grade the teaching presentation on the following (2 marks each)

- Information about the topic investigated
- A position taken in relation to the topic (critical analysis)
- An interactive exercise designed to stimulate thinking and/or discussion about the topic
- A proposed, concrete, and feasible action plan to address any issues/problems related to the topic
- Visuals, such as hand-outs, powerpoint, outlines, media (articles etc), references).

**4. Focus Group Talks (10%)**

At the final class for the term, students will be divided into groups to discuss the learning taken from the guest presenters over the course of the term. Each group will hand in a one page sheet containing the presentation learning themes. This is an opportunity for term reflection and summarizing of learning.

**5. Participation self-assessment (10%)**

Students will self-evaluate at the end of term on the following:

- Participated in class discussions (2 marks)
- Shared ideas/opinions in seminars (2 marks)
- Attended classes and seminars (2 marks)
- Contributed in a positive manner to the learning culture (2 marks)
- Was vigilant in completing readings in a timely manner (2 marks)

## **Group members assessment (10%)**

You will grade each of your group members on the following areas:

Assessors Name: \_\_\_\_\_

Member Name: \_\_\_\_\_ Total: \_\_\_\_ /10

active participation at meetings (max. 3 marks) \_\_\_\_\_

- shared idea
- listened well to others
- incorporation of all members knowledge/ideas

task completion (max. 3 marks) \_\_\_\_\_

- willingly took on tasks
- completed tasks in a timely manner
- completion of tasks contributed to the teaching presentation

teaching presentation (max. 4 marks) \_\_\_\_\_

- took active role in teaching seminar group
- supported others in their roles
- was focused and knowledgeable about assigned area of instruction
- was prepared with all necessary teaching materials

-----

Member Name: \_\_\_\_\_ Total: \_\_\_\_ /10

active participation at meetings (max. 3 marks) \_\_\_\_\_

- shared idea
- listened well to others
- incorporation of all members knowledge/ideas

task completion (max. 3 marks) \_\_\_\_\_

- willingly took on tasks
- completed tasks in a timely manner
- completion of tasks contributed to the teaching presentation

teaching presentation (max. 4 marks) \_\_\_\_\_

- took active role in teaching seminar group
- supported others in their roles
- was focused and knowledgeable about assigned area of instruction
- was prepared with all necessary teaching materials

-----

Member Name: \_\_\_\_\_ Total: \_\_\_\_ /10

active participation at meetings (max. 3 marks) \_\_\_\_\_

- shared idea
- listened well to others
- incorporation of all members knowledge/ideas

task completion (max. 3 marks) \_\_\_\_\_

- willingly took on tasks
- completed tasks in a timely manner
- completion of tasks contributed to the teaching presentation

teaching presentation (max. 4 marks) \_\_\_\_\_

- took active role in teaching seminar group
- supported others in their roles
- was focused and knowledgeable about assigned area of instruction
- was prepared with all necessary teaching materials

**Class assessment of teaching presentation (10%)**

**Teaching presenter names:**

The seminar group will assess the teaching presentation on the following:

- clarity and focus of teaching (2 marks)
  
- interactive exercise was creative and informative (2 marks)
  
- furthered/enhanced understanding of subject matter (2 marks)
  
- all group members participated in teaching (2 marks)
  
- well organized and flowed together coherently (2 marks)

Summary Comments:

---

---

---

---

---

---

---

---

---

---

Assessor's name:

Total mark: \_\_\_/10

**Participation Self-Assessment**  
**To be completed by the student at the final class**

**Student Name:** \_\_\_\_\_ **Total:** \_\_\_\_\_ **(of 10)**

Participated in class discussions (2 marks)

Shared ideas/opinions in seminars (2 marks)

Attended classes and seminars (2 marks)

Contributed in a positive manner to the learning culture (2 marks)

Was vigilant in completing readings in a timely manner (2 marks)

<b>Letter Grade</b>	<b>Grade Point Value</b>	<b>Percentage Range</b>	<b>Description</b>
A+	4		Outstanding
A	4	95 - 100	Excellent
A-	3.7	90 - 94	
B+	3.3	85 - 89	
B	3	80 - 84	Good
B-	2.7	75 - 79	
C+	2.3	70 - 74	
C	2	65 - 69	Satisfactory
C-	1.7	60 - 64	
D+	1.3	55 - 59	
D	1	50 - 54	Minimal Pass
F	0	Below 50	Fail