



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

**COURSE OUTLINE – WINTER 2014
SOCIAL WORK 2020 – 3(3-0-0)45 HOURS**

INSTRUCTOR: Gail Zuk
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OFFICE HOURS: Thursdays, 3-5 or by appointment

PREREQUISITE(S)/COREQUISITE: none

REQUIRED TEXT/RESOURCE MATERIALS:

The course uses journal articles and readings with persistent links available on the Moodle course site.

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.

CREDIT/CONTACT HOURS: 45 hours

DELIVERY MODE(S): face to face via classroom and video-conference

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.

TRANSFERABILITY:

University of Alberta
University of Calgary *
Athabasca University
Augustana Faculty, University of Alberta
University of Lethbridge

* An asterisk (*) beside any transfer institution indicates important transfer information. Consult the 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:

Page 3 of the course outline lays out the grading of assignments, inclusive of criteria for successful completion. Please note: students will be evaluated using the grading conversion of the University of Calgary, Faculty of Social Work. While it is close in the conversion of percentage to letter grades at the lower levels, the higher levels are much more stringent in the faculty’s conversion chart. Students are encouraged to familiarize themselves with the conversion chart early on in the semester as this is the chart the instructor will be employing in the grading of assignments.

Letter Grade	Grade Point Value	Percentage Range	Description
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

Evaluations: Specification of Assignments

This is a highly collaborative course requiring students to work closely together in the completion of the course requirements. Assignments have been designed to utilize the many skills required of a social worker and engaged citizens 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. Moodle Posting of 1 topical reading and 1 informational Website with summary– 20% - (variable due date) March 20**
 - 2. Discussion Forum postings – 20% (variable due date) April 3**
 - 3. Teaching Presentations March, 20, 27, and April 3 – 50% (comprised of four distinct components)**
 - 4. Focus group talks April 10 – 10%**
 - 5. Participation self-assessment April 10 – 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. Moodle Posting (20%)

The course is organized by topic. Each student is to find, review, and post a reading on one topic area over the course of the term. The post MUST be a persistent link to the 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 to moodle, and provide a copy of the article and written summary of its relevance to the instructor. The due date is dependent upon the topic selected. 10 marks for the article, evaluated on its relevance to social welfare in Canada; expansion and depth of information on topic area; ability of article to generate discussion. The remaining 10 marks will be given for the written summary. The written summary must: highlight the salient points of the article, discuss why it was chosen for the topic, and finally, what the student takes from the article in terms of learning about the topic.

2. Discussion Forum Postings (20%)

This is a topical course requiring a high involvement of participation and informed discussion from students. Each student is required to participate in Moodle discussion forums on different topics of social welfare throughout the term. The postings will be evaluated based on: the expansion of the topic, the depth and critical analysis present in the posting, adding to a particular discussion and posting new threads for others to consider. This requires students to post more than a single sentence and to not only respond to other student postings, but to add and enhance discussions and perspectives brought forward. A minimum of four postings over the course of the term is required.

3. Teaching Presentation (50%)

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 (20%)

The instructor will grade the teaching presentation on the following

- Information about the topic investigated (current and topical- evidence of substantive preparation) (5marks)

- A *position* taken in relation to the topic (critical analysis) (2 marks)
- *An interactive exercise* designed to stimulate thinking and/or discussion about the topic (5 marks)
- A proposed, concrete, and feasible action plan to address any issues/problems related to the topic – social action and/or social justice (3 marks)
- *Visuals*, such as hand-outs, powerpoint, outlines, media (articles etc), references)(5 marks)

Note: the instructor reserves the right to assign individual rather than group grades for the assessment of teaching.

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)

Student Responsibilities: This is a highly interactive and participatory class. Students are expected to abide by the Social Work 2005 Code of Ethics in all aspects of class. Refer to: <http://www.casw-acts.ca/en/what-social-work/casw-code-ethics/code-ethics>

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:

*** Due to the need to book multiple community presenters, a separate hand-out containing dates, topics, guest speakers, and readings will be handed out in addition to this course outline at the first class.

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
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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)