

**Camosun College**  
**School of Arts & Science**  
**Social Sciences Department**  
**Social Work 211**  
**Introduction to Social Work**

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<b>Instructor:</b>	<b>Dr. Paul Brady</b>
<b>Office hours:</b>	<b>Mon/Wed 5:00-6:30 Tue/Thu 3:30-4:00 or by appointment</b>
<b>Location:</b>	<b>Paul 334</b>
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<b>E-mail:</b>	<b><a href="mailto:brady@camosun.bc.ca">brady@camosun.bc.ca</a></b>
<b>Class Time/Place</b>	<b>Monday and Wednesday/3:30-4:50/Ewing 201</b>

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### **COURSE DESCRIPTION**

This course is an introduction to knowledge, skills and value base for generalist social work practice that focuses on connecting personal problems to public issues. Informal helping and self-help groups are introduced, and the partnership of the client in any change effort is emphasized. (T)

### **INTENDED LEARNING OUTCOMES**

At the end of the course, the student will be able to:

1. Critically assess:
  - the major perspectives utilized in social work analysis.
  - the relationship between social structure, public issues and private troubles.
  - the social, economic, political and cultural patterns, which constitute barriers in the path to equality.
2. Demonstrate an ability to think critically and to communicate ideas effectively in writing.
3. Evaluate one's own interest, motivation, and capabilities for professional social work.

### **REQUIRED TEXTS**

- Ben Carniol     ***Case Critical: Challenging Social Work in Canada 4th Edition***  
Toronto: Between the Lines Press, 2000
- Steven Hick     ***Social Work in Canada: An Introduction***  
Toronto: Thompson Educational Publishing, 2001
- Bridget Moran   ***A Little Rebellion***  
Vancouver: Arsenal Pulp Press, 1992

### **METHOD OF INSTRUCTION**

This course will consist of lectures and class discussions. Students are expected to attend class regularly and to read each assigned reading. Students are responsible for all lecture material, some of which is not available in the assigned readings. Students are advised to read the section "Academic Policies and Procedures" on pages 30-36 of the current College calendar.

### **REQUIRED READINGS**

The course will cover the texts in their entirety. Additional materials and illustrations, however, will be introduced during lectures and discussions, and students should be prepared to take notes when materials not covered by the texts are thus presented. It is therefore essential for students to read in advance, in order to know when it is necessary to take notes. Recommended readings for each of the topics are indicated in the following detailed course outline. The course

textbooks provide comprehensive coverage of most the topics that we shall examine. The chapters from the textbooks and the debate question readings will constitute the main body of required reading.

## EVALUATION

The grade for this course is based on discussion unit questions and attendance, an analysis of an interview with a social worker, as well as two in-class examinations and a final examination during the December examination period.

Examinations will consist of multiple choice and short answer questions and will cover all lectures, other presentations, and assigned readings. They will be aimed at testing one's conceptual as well as factual knowledge. Please note that the ownership of all examination papers belongs to the College.

An essay assignment is optional for the course and topics must be discussed with me before proceeding.

## GRADING

Debate Unit Questions and Attendance	20%
Mid-term # 1 Wednesday Oct 6	20%
Mid-term # 2 Wednesday Nov 10	20%
Critical Analysis of Interview with Social Worker	20%
Final Examination TBA	20%
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	100

## GRADING SYSTEM

The following percentage conversion to letter grade will be used:

A+	= 95 - 100%	B	= 75 - 79%	D	= 50 - 59%
A	= 90 - 94%	B-	= 70 - 74%	F	= 00 - 49%
A-	= 85 - 89%	C+	= 65 - 69%	I	= See Calendar for Details
B+	= 80 - 84%	C	= 60 - 64%	AUD	= Audit

*W = Official withdrawal has taken place.*

## EXAMINATION PROCEDURES

The midterm examinations will be held during the on the dates indicated above. The final examination is held during the December examination period. All examinations must be written in the section of the course in which the student is officially registered.

A grade of Zero will be granted for absence during examination, unless the student produces a medical certificate confirming serious illness and writes the substitute exam within one week of recovery.

## STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on College web site in the Policy Section. See: [www.camosun.bc.ca/divisions/pres/policy/2-education/2-8](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-8)

## ACADEMIC MISCONDUCT

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

Please see: <http://www.camosun.bc.ca/divisions/pres/policy/2-education/>

Academic misconduct includes, but is not limited to, the following acts:

- (i) giving, receiving, or obtaining unauthorized information during any type of examination or test;
- (ii) obtaining or providing unauthorized questions or answers relating to any examination or test prior to the time of the examination or test;
- (iii) asking or arranging for another person to take any examination or test in one's place.
- (iv) plagiarizing, that is, appropriating the work of another or parts or passages of another's writing, or the ideas or language of the same, and passing them off as a product of one's own mind or manual skill.

- (v) disruptive behaviour/disorderly conduct. This includes any behaviour that interferes with the provision of college services or of instruction or interferes with any member of the Camosun College community by students and any others accompanying them. Examples of academic misconduct include: verbal outbursts, physical gestures, actions or interruptions, which limit or interfere with the provision of college services or instructional activities; unwarranted and unreasonable disturbances during any Camosun College related activity.

Academic misconduct will result in a grade of "F" for the entire course. The students should note that in accordance with the college policy quoted above, mere access to unauthorized information constitutes academic misconduct. It is not necessary for the instructor to prove that the student has used the information.

### **TAPE-RECORDING IN THE CLASSROOM**

In order to ensure free and open discussion of controversial ideas by the students, tape-recording of the proceedings is not permitted in the class. Exceptions, however, will be made for students who are visually impaired or are unable to write due to physical disability.

### **PROCEDURE CHANGES**

In order to deal with the day-to-day management of the course, new procedures may be implemented from time to time throughout the semester. Such procedures will be announced in class for two consecutive sessions before they are implemented. It is the responsibility of the student to keep informed of such developments.

All other matters that are not covered by this course outline are governed by official college policies and procedures.

### **TENTATIVE COURSE OUTLINE**

#### **Week 1: Sept. 7: An Overview of Social Work**

Moran: A Little Rebellion (Read in weeks 1 and 2)

Hick: Chapters 1 & 2: Introduction / Income Security and Social Welfare

#### **Week 2: Sept. 13-15: Values and Ethics**

Moran: A Little Rebellion (Read in weeks 1 and 2)

Carniol: Chapter 4: Social Workers: On the Front Line

Hick: Chapter 4: Social Work as a Profession

Hick: Appendix A: Canadian Association of Social Workers Code of Ethics

Hick: Appendix B: Ethics of Social Work

First Nations Traditional Code of Ethics: [www.solarquest.com/schoolhouse/report.asp?id=73](http://www.solarquest.com/schoolhouse/report.asp?id=73)

#### **Week 3: Sept. 20-22: Examining the History of Helping and Social Work**

Carniol: Chapter 2: The Roots: Early Attitudes

Hick: Chapter 3: The History of Social Work

#### **Week 4: Sept. 27-29: A Generalist Approach to Social Work**

Carniol: Chapter 1: Social Work and the Public Conscience

Carniol: Chapter 3: Schools of Altruism

Hick: Page 89

**Sept. 27 Debate Unit 1: Prepare 4 questions from "A Moral Crisis for Social Work: Critical Practice & Codes of Ethics", Linda Briskman,**

[http://www.criticalsocialwork.com/01\\_1\\_moral\\_briskman.html](http://www.criticalsocialwork.com/01_1_moral_briskman.html)

#### **Week 5: Sept. Oct 4-Oct 6: Internalized Dominance and Understanding Power**

Carniol: Chapter 6: Unemployment to Welfare to Poverty

#### **Oct 6: Mid-Term #1**

#### **Week 6: Oct. 11-13: Internalized Dominance and Understanding Power**

#### **October 11: Thanksgiving Class Cancelled**

Hick: Chapter 10: Anti-Racist Social Work Today

**Web Article:** "Internalized Inferiority: The Demise of a People", Jumasa, [http://www.swagga.com/jumasa\\_march18.htm](http://www.swagga.com/jumasa_march18.htm)

**Week 7: Oct. 18-20: Power and Authority in Practice**

Carniol: Chapter 5: Managing Social Work: From Top to Bottom

Hick: Chapter 11: Social Work and Sexual Diversity

Hick: Page 89

**Week 8: Oct. 25-27: Structural Social Work Analysis**

Carniol: Chapter 5: Managing Social Work: From Top to Bottom

Hick: Chapter 11: Social Work and Sexual Diversity

**Week 9: Nov 1-3: Feminist & First Nations Social Work Analysis**

Website Article: “*UN Singles Out BC Government on Women's Rights*”, Day and Young.

<http://www.policyalternatives.ca/bc/opinion113.html>

Hick: Chapter 8: Social Work with Women

Hick: Chapter 9: Social Work and Aboriginal Peoples

**Nov. 1 Debate Unit 2:** Prepare 4 questions from “Western Colonization as Disease: Native Adoption & Cultural Genocide” Wesley Crichlow, [http://www.criticalsocialwork.com/CSW\\_2002\\_2.html](http://www.criticalsocialwork.com/CSW_2002_2.html)

**Week 10: Nov. 8-10: Focus on Health & Disability**

Hick: Chapter 7: Social Work and Health

Hick: Chapter 12: Social Work with Persons with Disabilities

**Nov 10: Mid-Term #2****Week 11: Nov. 15-17: The Individual Level of Practice**

Hick: Chapter 5: Social Work with Individuals, Groups and Communities (71-77)

Hick: Chapter 6: Social Work with Children and Youth

**Nov. 15 Debate Unit 3:** Prepare 4 questions from ‘New Horizons in Social Work Advocacy’, John G. McNutt Boston College. <http://www.ejsw.net/IssueView2.asp>

**Week 12: Nov. 22-24: The group level and the community level of practice**

Hick: Chapter 5: Social Work with Individuals, Groups and Communities (78-89)

**Week 13: Nov. 29-Dec 1: International Social Work Practice**

Hick: Chapter 13: International Social Work Practice

Hick: Appendix C: IFSW International Policy on Human Rights

**Nov. 29: Debate Unit 4:** Prepare 4 questions from “Educating For Justice Challenges and Openings at the beginning of a new Century”, Suzanne Dudziak, PhD. St. Thomas University Dept. of Social Work

[http://www.criticalsocialwork.com/CSW\\_V2\\_N2\\_DUDZIAK.pdf](http://www.criticalsocialwork.com/CSW_V2_N2_DUDZIAK.pdf)

**Week 14: Dec. 6-8: Social and Political Action**

Carniol: Chapter 7: Social Work and Social Change: Towards a Liberation Practice

**GUIDELINES FOR DEBATE UNITS**

These are classes where students meet in smaller units to discuss questions prepared by each student in the unit based on the assigned readings for that day. You should aim to produce a satisfactory set of questions to enable a fruitful discussion of the assigned reading. Please note that students must complete this assignment working on their own so that duplicate questions are minimized.

**Please read carefully:**

1. Read the article and record the central points or themes raised by the author(s).
2. Prepare three questions on the **central points or themes** of the reading(s), which you can pose to students in your unit. Your questions must be genuine questions not statements. Keep your questions concise, use your own words,

and avoid quoting directly from the reading. Please note also that you do not have to keep your questions directly focused on the reading but can also create debate questions as a result of applying concepts or ideas from the reading to other areas of social life. For example, a reading may argue that the mass media promotes negative stereotypes about welfare recipients in order to explain their poor living conditions as due to individual problems rather than the result of social inequality and discrimination. Your question could expand on that idea to ask about if any other modern day organizations (police, churches, the state) use that same kind of ideology to legitimate the negative living conditions of others in society (ethnic minorities, women, non-heterosexuals)?

2. Remember to phrase your question in an open-ended format or in such a way as to invite debate. Be careful to avoid questions, which can be answered with a simple "yes" or "no", and questions that ask what the author(s) wrote (content question) or questions that simply ask others if they agree or disagree with what the author(s) have written. You should also avoid questions that begin with "explain", "compare", "list", "describe", or any other questions that ask the respondent to provide you with information or data rather than a debate. Remember debate questions lead to the expression of a variety of viewpoints.
3. Make sure that you are not simply asking a question that the authors of the article raise but rather create your own debate questions.
4. Make a **TYPED COPY** of your written questions and bring the original and a copy to class. Your questions are your admission ticket to the debate unit classes. Debate can begin as soon as the groups are formed. Each student in turn should pose a question that is followed by a discussion. The purpose of the debate is **NOT** to win arguments but rather to help each other understand the material better and hopefully in an enjoyable manner. It is essential to have a useful exchange of views in which each member of the unit participates fully. You cannot participate meaningfully unless you are prepared. This is why **YOU WILL NOT BE ADMITTED** unless you have prepared your questions. This rule will be strictly enforced to avoid students being unprepared and hindering the efforts of other students. Towards the end of the class, one student from each group will be selected to provide the class with a brief oral summary of your debates.
5. Students will receive a mark out of 5 for each of the three debate units. Grading will be based on the quality of the questions according to the advice given above. In order to be fair to all students the following conduct will be penalized:
  - depositing your questions with the instructor or sending them with another student and not participating in the debates.
  - not attending a debate unit.
  - the late submission of questions without a satisfactory excuse.
  - failing to complete the assignment on your own.

### **INSTRUCTIONS FOR CRITICAL ANALYSIS OF INTERVIEW WITH SOCIAL WORKER**

The purpose of this assignment is to provide an opportunity to gain experiential knowledge of the field of social work and to assess the practical application of the concepts that you have read about.

#### **Instructions**

Select a social service agency/organization that is concerned with a population or issue that interests you. Interview a social worker connected with this agency. Drawing on your interview with a social worker, critically analyse the social worker's practice, drawing on the theories, concepts, analyses and values identified in the course. You should also include your thoughts, feelings, and the main learning that has occurred for you as a result of this interview. Be creative in how you integrate your responses, but be sure to include references to, and thoughtful comments on the course materials.

**Length:** Approximately 10 typed, double spaced pages. (Title page and Reference page are additional).

**Weight Assignment:** 20%

**Due Date:** Week 13

#### **Suggested Interview Questions:**

Begin your report with a brief description of what they do and the agency or setting they work in.

The following questionnaire may be used as a guide to gather information.

Please adapt these questions to suit your personal interviewing style, making sure to cover the content.

What types of problems/situations do you deal with on a day-to-day basis?

How would you define the problems facing the people you work with?

What do you see as the important broader issues that affect these individuals? Would you give examples of how you address the public issue(s)?

What do you see as the purpose of social work?

What is an example of a value or ethical dilemma that you might deal with in your practice?

What does the term 'generalist social work' mean to you?

Do you feel you practice using a generalist perspective?

What roles and tasks do you perform as a social worker?

What helping approaches do you use in your work?

What do the terms structural social work, feminist social work and First Nations social work mean to you? If you apply these perspectives in your work, how would someone know this? Please note: The social worker that you interview may not be familiar with this terminology. Your job will be to find a common language that allows you to determine the underlying principles/values of this worker's social work practice.

### OPTIONAL RESEARCH PAPER

1. Select a topic about social work that you are interested in examining by using one of the major theoretical perspectives or concepts in social work.
2. Develop a clear problem statement. The problem statement must be a question about your topic that your paper should help you to answer. Examples of problem statements include, "How valuable is the notion of invisible walls in understanding barriers to client's needs?" "How valuable is an anti-racist approach to social work in creating change in society?" Are social workers really just social control agents who help to maintain the system of socially structured inequalities in society? (As Alinsky put it "social workers come to the people of the slums under the aegis of benevolence and goodness, not to organize the people, not to help them rebel and fight their way out of the muck –NO! They come to get these people adjusted; adjusted so they will live in hell and like it too" (Carnoil, p.36).
3. Whatever the topic you must pose one or two questions about it and use the paper to answer them in light of theoretical analysis and empirical research. A paper that simply describes a topic is not acceptable.
4. The completed paper must be typewritten (font size 12) and no longer than 9 pages of double spaced typing excluding the bibliography, references, and tables.
5. The following will be the basis for evaluation of term papers:
  - a. In evaluating the research paper emphasis will be on understanding and analysis, rather than recitation of facts. As for analysis, your learning strategy should be to understand the relationships among facts, not the facts alone. Another important aspect of your paper is illustration. After discussion and analysis, give examples from current or historical developments in society. This will indicate that you understand the concepts and theories of Social Work and are able to apply them as tools for analysis.
  - b. The use of theory and analysis for explanation or making critical distinctions and the complexity and clarity of the problem examined and the *analytical* skills used to scrutinize the various components of it.
  - c. The quality of *data, evidence, and other materials* presented in support of the discussion.
  - e. The degree to which the points made in the paper are presented in a *coherent, clear, and well-organized* manner. There should be both an introductory and a concluding section to the paper. The limit on the length of the paper is intended to test your ability to organize material.