

	<p><b>School of Arts &amp; Science</b>  <b>SOCIAL SCIENCES DEPARTMENT</b></p> <p><b>SOCW 211-01</b>  <b>Introduction to Social Work</b>  <b>2007F</b></p>
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## COURSE OUTLINE

The Approved Course Description is available on the web @ \_\_\_\_\_

Ω Please note: this outline will be electronically stored for five (5) years only.  
It is strongly recommended students keep this outline for your records.

### 1. Instructor Information

(a)	Instructor:	Dr. Paul Brady		
(b)	Office Hours:	M/W 10:30-12:00/ Tues 5:00-6:00 or by appointment		
(c)	Location:	Paul 334		
(d)	Phone:	370-3288	Alternative Phone:	
(e)	Email:	brady@camosun.bc.ca		
(f)	Website:			

### 2. Intended Learning Outcomes

*(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)*

Upon completion of this 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.

### 3. Required Materials

(a)	Text	Steven Hick	Social Work in Canada: An Introduction Second Edition Toronto: Thompson Educational Publishing, 2006 ISBN
(b)	Other		

### 4. Course Content and Schedule

#### TENTATIVE COURSE OUTLINE

**Week 1: Sept. 3: An Overview of Social Work**

Hick: Chapters 1: Introduction

**Week 2: Sept. 10: Income Security**

Hick: Chapter 2: Income Security and Social Welfare

**Week 3: Sept. 17: History of Helping and Social Work**

Hick: Chapter 3: The History of Social Work

**Week 4: Sept. 24: Social Work As A Profession**

Hick: Chapter 4: Social Work As A Profession

Hick: Appendix A and B: Social Workers Code of Ethics

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

**Sept 26 Debate Unit 1: Prepare 3 questions from Seth Klein and Andrea Smith "Budget Saving on the Backs of the Poor"**

[http://www.policyalternatives.ca/documents/BC\\_Office\\_Pubs/bc\\_2006/BTN\\_welfare\\_cuts.pdf](http://www.policyalternatives.ca/documents/BC_Office_Pubs/bc_2006/BTN_welfare_cuts.pdf)

**Week 5: Oct 1: Individuals, Groups and Communities**

Hick: Chapter 5: Social Work with Individuals, Groups and Communities

**Oct 3: Mid-Term #1**

**Week 6: Oct. 8: Children and Youth (October 8 Thanksgiving Day College Closed)**

Hick: Chapter 6: Social Work with Children and Youth

**Week 7: Oct. 15: Social Work and Women**

Hick: Chapter 8: Social Work with Women

**Oct 17 Debate Unit 2: Prepare 3 questions from the article: "Stuart Murray "Who Gets What From the 2007 BC Tax Cut"**

<http://policyalternatives.ca/Reports/2007/05/ReportsStudies1642/index.cfm?pa=BB736455>

**Week 8: Oct. 22: Aboriginal Peoples**

Hick: Chapter 9: Social Work and Aboriginal Peoples

**Week 9: Oct 29: Anti-Racist Social Work**

Hick: Chapter 10: Anti-Racist Social Work Today

**Week 10: Nov. 5: Elderly**

Hick: Chapter 11: Social Work with the Elderly

**Nov. 5 Debate Unit 3: Prepare 3 questions from Marlyn Bennett "First Nations Fact Sheet: a General Profile on First Nations Child Welfare in Canada"**

<http://www.fncfcs.com/docs/FirstNationsFS1.pdf>

**Nov 7: Mid-Term #2**

**Week 11: Nov. 12: Elderly (November 12 Remembrance Day College Closed)**

Hick: Chapter 12: Social Work with the Elderly

**Week 12: Nov. 19: Disabilities**

Hick: Chapter 12: Social Work with Persons with Disabilities

**Nov. 21 Debate Unit 4: Prepare 3 questions from Steve Kerstetter "A Better Way to Set Welfare Rates"**

[http://www.policyalternatives.ca/documents/BC\\_Office\\_Pubs/bc\\_2006/BTN\\_welfare\\_rates.pdf](http://www.policyalternatives.ca/documents/BC_Office_Pubs/bc_2006/BTN_welfare_rates.pdf)

**Week 13: Nov. 26: International Social Work Practice**

Hick: Chapter 13: International Social Work Practice

Hick: Appendix C: IFSW International Policy on Human Rights

## Week 14 Dec. 3: International Social Work Practice

Hick: Chapter 13: International Social Work 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. Your questions must be reasonable and rational. 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)?
3. Remember to phrase your question in an open-ended format or in such a way as to invite debate. Be careful to **AVOID questions**:
  - that can be answered with a simple "yes" or "no" (obvious questions; Are there homeless people in Canada?)
  - that ask what the author(s) wrote (content question)
  - that are the same questions the authors raise
  - that simply ask others if they agree or disagree with what the author(s) have written.
  - that begin with "explain", "compare", "list", "describe", "how", "why", "where", "what", "discuss" or any other questions that ask the respondent to provide you with information or an explanation rather than a debate.
  - that are based on fantasy, stick to the facts of the article, for example; 'If aliens from space invaded would the witch craze still have happened in Europe'? Stick to the historical facts; do not ask what if this had not happened would that still have happened? Remember debate questions lead to the expression of a variety of viewpoints.

**Your questions should begin with words like "should", "does", "will", "do", "has" "would" or other words that evoke debate.** 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 four 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 debate unit.
  - the late submission of questions without a satisfactory excuse.

- failing to complete the assignment on your own.
- submitting questions that are not typed

## 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. **Please note that your interview must be in person.** 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.

**Format:** Approximately 10 typed, double spaced pages, font size 12. Please do not inflate the size of your assignment by creating large gaps between the paragraphs and using huge margins. 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 do you see as the purpose of social work?
  - What types of problems/situations do you deal with on a day-to-day basis?
  - What roles and tasks do you perform as a social worker?
  - How important is client empowerment in your work?
  - 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 helping approaches do you use in your work?
  - What is an example of a value or ethical dilemma that you might deal with in your practice?
  - How important are government welfare regulations to meeting client needs?
  - What does the term 'generalist social work' mean to you?
  - 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.

## 5. Basis of Student Assessment (Weighting)

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.

<b>Debate Unit Questions and Attendance</b>	<b>20%</b>
<b>Mid-term # 1 Wednesday Oct 3</b>	<b>20%</b>
<b>Mid-term # 2 Wednesday Nov 7</b>	<b>20%</b>
<b>Critical Analysis Interview with Social Worker</b>	<b>20%</b>
<b>Final Examination TBA</b>	<b>20%</b>

The dates of the first and second examinations are indicated above. The third examination will be held during the exam week. Students are strongly advised not to make travel plans until after the Christmas final examination schedule is posted. I cannot schedule other examination times for students who make travel plans that disregard the examination schedule set by Camosun College. 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 from a physician (MD) confirming serious illness and writes the substitute exam or assignment within the proscribed period after recovery.

### STUDENT CONDUCT POLICY/ACADEMIC MISCONDUCT

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: <http://www.camosun.bc.ca/policies/Education-Academic/E-2-Student-Services-&Support/E-2.5.pdf>

### 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, may 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.

## 6. Grading System

*(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)*

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://www.camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.

<b>IP</b>	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3<sup>rd</sup> course attempt or at the point of course completion.)</i>
<b>CW</b>	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

**7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course**

**LEARNING SUPPORT AND SERVICES FOR STUDENTS**

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

**STUDENT CONDUCT POLICY**

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.