

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

The course description is online @ <http://camosun.ca/learn/calendar/current/web/socw.html>

Ω Please note: the College electronically stores this outline for five (5) years only.  
It is **strongly recommended** you keep a copy of this outline with your academic records.  
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

### 1. Instructor Information

(a)	Instructor:	Dr. Paul Brady		
(b)	Office Hours:	W/F 11:00-1:00		
(c)	Location:	Paul 334		
(d)	Phone:	3288	Alternative Phone:	
(e)	Email:	<a href="mailto:brady@camosun.bc.ca">brady@camosun.bc.ca</a>		
(f)	Website:			

### 2. Intended Learning Outcomes

*(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)*

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) Texts

Steven Hick ***Social Work in Canada: An Introduction Third Edition***  
Toronto: Thompson Educational Publishing, 2006 ISBN 978-1-55077-173-2

(b) Other

**Textbook Website Quizzes:** [http://www.thompsonbooks.com/social\\_work\\_in\\_canada/](http://www.thompsonbooks.com/social_work_in_canada/)  
**Social Work Glossary:** <http://www.socialpolicy.ca/swc/bookglossary.htm>

### 4. Course Content and Schedule

*(This section can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)*

**Week 1: Sept. 6-9: The Canadian Welfare State Today**

Hick: Chapters 1

Applying for BC Employment and Assistance: <http://www.hsd.gov.bc.ca/bcea.htm>

**Week 2: Sept. 12-16: Income Security and Social Welfare**

Hick: Chapter 2

**Week 3: Sept. 19-23: History of Social Work**

Hick: Chapter 3

Thursday Sept 22 Debate Unit1: Prepare **one question from each** of the following three slideshows:

[POVERTY AMID PLENTY - Introduction: http://vimeo.com/3593782](http://vimeo.com/3593782)

[POVERTY AMID PLENTY - Welfare Basics: http://vimeo.com/3593806](http://vimeo.com/3593806)

[POVERTY AMID PLENTY - Myth ONE: Welfare Is Easy To Get: http://vimeo.com/3593814](http://vimeo.com/3593814)

**Week 4: Sept. 26-30: Theory and Approaches to Social Work Practice**

Hick: Chapter 4

**Week 5: Oct 3-7: Social Work As A Profession**

Hick: Chapter 5

Hick: Social Workers Code of Ethics (pp 357-64)

**THURSDAY OCTOBER 6: MID-TERM #1**

**Week 6: Oct 10-14: Social Work with Individuals, Families, Groups and Communities**

Hick: Chapters 6 and 7

**Monday October 10 Thanksgiving Day College Closed**

Thursday Oct 13 Debate Unit 2: Prepare **one question from each** of the following three slideshows:

[POVERTY AMID PLENTY - Myth TWO: Welfare Is An Easy Ride:](http://vimeo.com/3593832)

<http://vimeo.com/3593832>

[POVERTY AMID PLENTY - Myth THREE: Poverty Is Inevitable:](http://vimeo.com/3593900)

<http://vimeo.com/3593900>

[POVERTY AMID PLENTY - Myth FOUR: Solutions Are Too Expensive](http://vimeo.com/3593949)

<http://vimeo.com/3593949>

**Week 7: Oct. 17-21: Social Work with Children and Youth**

Hick: Chapter 8

**Week 8: Oct. 24-28: Social Work with Women**

Hick: Chapter 10

**Week 9: Oct 31-Nov 4: Social Work and Aboriginal Peoples**

Hick: Chapter 11

Thursday Nov. 3 Debate Unit 3: Prepare 3 questions from Marylyn Bennett “First Nations Fact Sheet: a General Profile on First Nations Child Welfare in Canada”

<http://www.fnfcfs.com/sites/default/files/docs/FirstNationsFS1.pdf>

**Week 10: Nov 7-11: Social Work with Racialized Canadians and Immigrants**

Hick: Chapter 12: Anti-Racist Social Work Today

**THURSDAY NOVEMBER 10: MID-TERM #2**

**Friday November 11 Remembrance Day College Closed**

**Week 11: Nov. 14-18: Social Work with the Elderly**

Hick: Chapter 13

Thursday Nov. 17 Debate Unit 4: Prepare 3 questions from Tim Richards, Marcy Cohen, Seth Klein “Working for a Living Wage 2011”

[http://www.policyalternatives.ca/sites/default/files/uploads/publications/BC%20Office/2011/03/CCPABC\\_Living\\_Wage\\_Update\\_2011\\_web.pdf](http://www.policyalternatives.ca/sites/default/files/uploads/publications/BC%20Office/2011/03/CCPABC_Living_Wage_Update_2011_web.pdf)

**Week 12: Nov. 21-25: Social Work with the Elderly**

Hick: Chapter 13

**Week 13: Nov. 28-Dec 2: Social Work with Persons with Disabilities**

Hick: Chapter 15

**Week 14: Dec 5-9: International Social Work Practice**

Hick: Chapter 16

**MID-TERM # 3 THURSDAY DECEMBER 8**

**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. **Listen to the slide show recording or read the article and provide as part of this assignment a short point form summary of the main points or central concepts or arguments of the recording or the article.**
2. Using the main points or central concepts or arguments of the article/recording created **three questions** 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.
3. 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** 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 that their poor living conditions are due to individual problems. This approach ignores social inequality, discrimination, and social policy. Your question could expand on this 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)?
4. Remember to phrase your question in an open-ended format or in such a way as to invite debate.

**Do Not Use 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 birth control pills were not invented would people less sexual activity? Stick to the historical facts; do not ask what if this had not happened would that still have happened?

5. **USE QUESTIONS THAT BEGIN with words like "should", 'does', "will", "do", "has" "would" or other words that evoke debate.**
6. Make a **PRINTED 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.
7. 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:
  - not participating in the debate unit (**even if you are present**).
  - the late submission of questions without a satisfactory excuse.

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

## **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, to relate course concepts to the interview material and to critically analyze the social worker's responses and practice.

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. **You must interview a practising social worker. Your interview must be in person. Please avoid interviewing social workers who are relatives or close family friends.** Based 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. A critical reader is a *sceptical* reader. "Critical" means *doubting claims to truth*. Your task is to poke holes in the social workers information. "Social assistance policy in British Columbia has been an enormous success." Has it? Really? You must question the answers you get from the interview. 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. The title page and reference pages are additional.

**Important:** throughout your paper you must include **your own critical reflections** on the issues that arise in the interview and incorporate material (concepts, theories, themes) from course readings where appropriate.

If you examine the following marking criteria you will see that this is a significant part of the assignment. If you simply reiterate what the social worker says you will be missing the most important part of the assignment. Please also note this assignment is to be completed individually and not as two person or group work.

### **Questions/Concepts: 8 marks**

Have you answered all parts of the assignment?

Have you made reference to course concepts (i.e. theory, readings, and discussion)?

Have you presented relevant and focused content?

### **Critical Thought: 10 marks**

Have you integrated your own thoughts and feelings about the information you are working with?

Is there evidence of analysis and critique in your writing or presentation?

Did you include creative or original thoughts, ideas, and perceptions?

### **Technical: 2 marks**

Clarity, organization, appropriate style and presentation.

Is your work clearly written? Is it well organized? Did you use correct grammar, spelling and punctuation? Did you reference all of the ideas you have used (including the interview, course readings or any other material) appropriately?

### **Suggested Interview Questions:**

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

The following questions 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?

How important is client empowerment in your work? What do you see as the important broader issues that affect these individuals (welfare clients)? Would you give examples of how you address the public issue(s) that affect them?

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 large an issue is social worker burn-out in your area?  
 How important are government welfare regulations in meeting client needs?  
 Do you find a harm-reduction approach is useful in social work?  
 Does the composition of the profession where you work (women, Aboriginal and visible minority) reflect the diversity of Canadian society?  
 The future of the profession of social work may be uncertain as services and funding face cutbacks. How do you think social workers should face this challenge?

## 5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

(a) Assignments

### Critical Analysis Interview with Social Worker 20%

(b) Quizzes

(c) Exams

**Mid-term # 1 Thursday October 6 20%**

**Mid-term # 2 Thursday November 10 25%**

**Mid-term # 3 Thursday December 8 15%**

(d) Other (e.g., Attendance, Project, Group Work)

### Debate Unit Questions and Attendance 20%

## 6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College 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://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 the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED