



## COURSE OUTLINE

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

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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### 1. Instructor Information

(a) Instructor	Dr. Jacqueline M. Quinless
(b) Office hours	Monday 3:50 PM – 4:30 PM & Tuesday 5:30 PM – 6:30 PM Wednesday 5:00 PM- 6:00 PM <i>or by appointment</i>
(c) Location	Paul 228
(d) Phone	250-370-3105 <b>Alternative:</b> _____
(e) E-mail	<a href="mailto:quinless@camosun.bc.ca">quinless@camosun.bc.ca</a>
(f) Website	_____

### 2. Intended Learning Outcomes

Upon completion of this course a 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

Introduction to Social Work in Canada: Histories, Contexts, and Practices, Nicole Ives, Myriam Denov and Tamara Sussman, Oxford University Press Canada, 2015. ISBN 13: 9780199003174

Textbook Website:

[http://www.oupcanada.com/higher\\_education/companion/social\\_work/9780199003174/student\\_resources.html](http://www.oupcanada.com/higher_education/companion/social_work/9780199003174/student_resources.html)

#### Supplementary/Recommended Readings:

Bishop. A. (2002). *Becoming an Ally: Breaking the Cycle of Oppression in People*. London & New York: Fernwood Publishing.

## 4. Course Content and Schedule

### **METHOD OF INSTRUCTION:**

This course consists of one lecture per week **Tuesday 6:30 PM -9:20 PM**. Students are expected to complete assigned readings on time, and to come to class prepared to discuss those readings. Occasional film presentations are scheduled. The course will be based on a series of lectures, followed, at times, by seminar-type discussions in which the students are required to participate.

### **MEETING WITH THE INSTRUCTOR:**

**Email:** I teach a number of classes and have between 75-80 students in a semester. I do not email on weekends but will respond to you within 24 hours from Monday to Friday. When emailing me please include your first and last name, the name of the class and section number, and an appropriate subject in the subject line (e.g. I have a question about the group project).

**In Person:** I have regular office hours in Paul 228 several times throughout the week, and available during those times or by appointment. My experience teaching shows that students often ask the same questions through email, and for consistency and knowledge sharing purposes, I will address most general questions during the last 10 mins of class once per week which is designated as Q/A. This does not mean it is time to leave class. You are expected to participate with questions during this time or by active listening and note taking. If you are not clear on anything related to the course such as class procedures and policy, expectations, or content this is the time we will discuss these issues in an open and transparent format. If you have more specific questions related to content you would like to discuss in more detail then I encourage you to come to my office hours.

### **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 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 SCHEDULE OF TOPICS

LECTURE	DATE	TOPICS	READINGS
Week 1	Sept 2-6	Course Outline/Overview Introduction: Some Basics Terms and Concepts <ul style="list-style-type: none"> <li>• What is Social Welfare? What is Social Work?</li> </ul>	
Week 2	Sept 9-13	Historical Foundations <ul style="list-style-type: none"> <li>• What is Trauma?</li> </ul> <b>Group Assignment 1 (5%)</b>	Chapter 1
Week 3	Sept 16-20	Theoretical Frameworks and Social Work Indigenous theorizing – Intro to the Medicine Wheel and FNPOW <b>Group Assignment 2 (5%)</b>	Chapter 2
Week 4	Sept 23-27	Varying Approaches to Social Work Practice <ul style="list-style-type: none"> <li>• Social Work practice frameworks</li> </ul> <b>Group Assignment 3 (5%)</b>	Chapter 2
Week 5	Sept 30-Oct 4	Ethics in Social Work Practice and Research Indigenous Code of Ethics and Creating Ethical Space  Native and BCASW Code of Ethics- <a href="http://www.hulitan.ca/codes_of_ethics.html">http://www.hulitan.ca/codes_of_ethics.html</a> and the CASW Code of Ethics: <a href="http://www.casw-acts.ca/sites/default/files/attachements/CASW_Code%20of%20Ethics_0.pdf">http://www.casw-acts.ca/sites/default/files/attachements/CASW_Code%20of%20Ethics_0.pdf</a>	Chapter 3
Week 6	Oct 7-11	Social Work with Individuals and Families <b>Group Presentation 1</b>	Chapter 4
Week 7	Oct 14-18	Social Work with Groups and Communities <b>Group Presentation 2</b>	Chapter 5
Week 8	Oct 21-25	<b>Exam 1 Tuesday Oct 22</b>	
Week 9	Oct 28–Nov 1	Social Work Practice with Children Yoga Therapy and Mindfulness practice with Children <b>Group Presentation 3</b>	Chapter 7
Week 10	Nov 4-8	Human Well-Being – the First Nations Perspective on Health and Wellness	
Week 11	Nov 11-15	Social Work and Health <b>Group Presentation 4</b>	Chapter 6
Week 12	Nov 18-22	Indigenous Peoples - Indigenous Peoples and Communities <b>Group Presentation 5</b>	Chapter 8
Week 13	Nov 25-29	<b>Exam 2 Tuesday Nov 26</b>	
Week 14	Dec 2-6	Social Work Moving forward <b>Group Assignment 4 (5%)</b> <b>Course Wrap up</b>	

## 5. Basis of Student Assessment (Weighting)

### **STUDENT EVALUATION:**

The final grade for this course will be based on the following 4 components (see more details below):

	<b>Due Date</b>	<b>Weight</b>
Group Assignment	Week 2-3-4-14 (Thursday class)	20%
Exam 1	Thursday Oct 24	30%
Exam 2	Monday Nov 25.	30%
In-Class Presentation	ongoing	20%

### **Discussion Groups: (5% each)**

There are four discussion groups scheduled this semester which are based related course material. You are expected to work in groups to answer questions, with a one-page summary to be submitted to the instructor at the end of the allotted time, and then a larger group seminar style discussion related to social policy, anti-oppression and social justice. Each discussion group is worth 5% of your overall grade

### **Examinations (30% each):**

The examinations will be held in class on **Tuesday Oct 22** and **Tuesday Nov 26**. The exams will consist of multiple choice questions, and short answer. You will be tested on all material including assigned readings, lecture material, class discussions, and video presentations.

### **In-Class Presentation (20%)**

Students are required to select one local organization whose focus is similar to one of the topics discussed in the course Please research the organization (its mission, programs and services) and then situate it in the field of social work and give an in-class presentation based on your research work. Please ensure that you supplement your presentation with 2 additional “credible” reference materials – meaning, do not just use the text book as your only source of information. The presentation is due the week that your topic is scheduled for class discussion. Students are required to work in groups and to submit **one** presentation electronically in power point for the group to the instructor the day you are scheduled to present; each presenter will also be graded individually during their presentation. You will receive a grade of 10% (individual mark) and 10% (group mark)

## Presentation Tips:

1. The presentation must be between 20-30 minutes (shared equally among group members). *It must not exceed 30 minutes or marks will be deducted.*
2. You must use visual aids for your presentation i.e. power point
3. Do not copy every single word used by the author. Stress important points, and give reasons why you support or do not support the author's perspectives
4. Speak clearly, slowly, and articulately
5. Avoid continual reading from your notes, and make eye contact with your audience
6. Ask and answer questions – part of your task is to facilitate group discussion
7. Present with confidence and remember to be yourself!

## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

### A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

**1. 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		1
0-49	F	Minimum level has not been achieved.	0

**2. Competency Based Grading System (Non GPA)**

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

**B. 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 at <http://camosun.ca/about/policies/index.html> or 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.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<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.