

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

**SOCIAL WORK 2010 (3(3-0-0) UT)
Fall 2009**

Classroom:
Time: 6:00 pm to 9:00 pm - Thursdays
Instructor: Gail Zuk
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Office: C211
Office Hours: Thursdays 4:30-5:30 or by appointment

Introduction to Social Welfare

Course Outline

Overview:

This is a service course that provides general knowledge about the history of social welfare in modern society. It addresses the beliefs and values that have influenced the development of the social work discipline and examines the relationship of these beliefs and values to practice. Selected fields of practice are introduced as examples of the relationship between social welfare and social service provision. Students are encouraged to explore social welfare alternatives for the future and their implications for social services delivery.

Description:

The course is designed to create an environment in which students can begin to critically examine social welfare in its broadest terms. The purpose of the course is to enable students to reflect and examine their values, beliefs and feelings in relation to the society of which they are members and to explore their present and potential roles and responsibilities as engaged citizens in Canada and as future social work practitioners.

Readings and content lectures will provide knowledge and information that students can use to examine dominant influences that affect decision-making in relation to social welfare in Canadian society.

Relationship to Other Courses:

SW 2010 will provide general knowledge of social welfare and social work institutions. This course is recommended to those pursuing either a degree or diploma in social work. For students considering application for admission into the Faculty of Social Work Learning Circles program, this course will provide a general overview of social welfare, social work and social services that may help them to make their decision.

Learning Objectives:

1. To develop an understanding of the values and ideology relevant to the development of the social welfare system in Canada.
2. To understand the ways in which these values and ideology affect the provision of social services in Canada.
3. To identify student's own values and ideas with respect to social welfare and to understand how these have been shaped.
4. To understand the contribution of social welfare to a civil society.
5. To explore social work and its impact in the north, rural and Indigenous communities.

Required Texts:

Hick, Steven. (2006). *Social Work in Canada: An Introduction*. 2nd Edition. Ontario: Thomson Publishing.

* Additional readings may be distributed in class.

Supplementary Texts: (available for loan from the instructor)

Turner, J.C., & Turner, F.J. (1995). *Canadian social welfare*. (3rd. ed.). Scarborough, On: Allyn & Bacon.

Chappell. R. (2004). *Social welfare in Canadian society*. Scarborough, On: Thomson Canada.

Class Schedule:

Sept. 4: Introductions

- Instructor and student introductions/expectations
- Review course content
- Review assignments and grading
- Discuss text material

Sept. 10: The Big Picture

- Bases of Canadian social welfare
 - Ideological foundations
 - Definitions and major concepts
- (Hick, Chapters 1 – 3)

Sept. 17: The Smaller Picture

- Differentiation of social welfare and social work
- Conceptual elements defining connection
- Experiential discussion of social welfare

Sept. 24/ Oct 1: Ideology Synopsis Presentations (10%)

Oct. 8: In class ideology exercise (10%)

Oct. 15 : Values

- How dominant values shape/influence systems.
- The connectedness of private troubles and public issues.
- Handouts & values exercise
- **Review term paper expectations, brainstorm ideas.**

Oct. 22: Historical Context

- Historical overview of social welfare exercise
 - Major players in the development of social work
 - Connections to ideological movements of the time
- (Graham, Swift Reading)

Reflection paper due by 6:00 p.m (20%)

Optional: students wanting feedback on outline of term paper can also submit.

Oct. 29: Trends and Issues in Social Work Education

- The Code of Ethics
 - Recognizing the needs of rural/northern communities
- (Hicks, Chapters 4 – 5; Delaney Reading)

Nov. 5: Anti-Oppressive Social Work Practice

- Social workers as social change agents
 - Social workers as social activists
- (Hicks, Chapters 10)

Nov. 12: Health and Social Work

- Development of Health care in Canada
 - Role of Social Work in Health Care
 - Public vs Private Health Care
- (Hicks, Chapter 7)

Term paper due by 6:00p.m (30%)

Nov. 19 : First Nations in Social Work (guest presenter)

- Colonization /de-Colonization
 - Development of social welfare programs by and for First Nations peoples.
 - Success and challenges for first nations in social work.
- (Hicks, Chapter 9; Hand-outs)

Nov. 26: Social Work with Women (guest presenter)

- Poverty Issues
 - Violence Against Women
- (Hick, Chapter 8)

Dec. 3: review and final thoughts

Dec. 10: FINAL EXAM (6:00 – 8:00p.m)(30%)

SPECIFICATION OF ASSIGNMENTS

Assignments have been designed to be reflective of the many skills required of a social worker in Canada. The ability to both write and communicate to an audience is important to all social worker roles, as is the ability to work effectively with groups/teams. The assignments therefore reflect this variety. Unless otherwise indicated, all assignments are due by 6:00p.m at the beginning of the corresponding class. **Assignments submitted late will receive a 25% penalty. No assignments will be accepted one week past their due date and therefore will receive a score of "0".**

1. Ideology Presentation (10%) In-class September 24, Oct 1

- Each student will prepare a one-two page point form synopsis of a major ideological position that has influenced the development of social welfare in Canada. Major players and tenets of this perspective will be presented to the class and a clear example of impact on social welfare will be included.
- Instructor will prepare a package of the synopsis material to distribute to the class.

In-Class Group Exercise (10%) Oct. 8

- Students will be divided into groups in class. Each group will be assigned a particular ideological position. The instructor will then raise a number of social issues for each group to prepare a position on; groups will then debate the issue from the basis of their ideological positions.

2. Reflection (20%) Due Date: October 22

- Students will prepare a 4-6 page self-reflection paper. The reflection will be within the parameters of "the interconnectedness of personal and professional self in the profession of Social Work". Students will critically appraise how their personal experiences and beliefs affect their perspective of social welfare programs in Canada. For example: what were the messages growing up about people living in poverty? How will this influence your work with the disenfranchised?

3. Term Paper (30%) Due Date: November 12

- Students are expected to complete a term paper which describes a particular social issue and a social welfare program designed to address the social issue (ie: universality vs. targeting; Employment Insurance to deal with poverty, Canada Pension to address well-being of seniors; Head Start Programs to address the unique needs of Aboriginal children)
- Students are required to: critically exam this social issue, using a list of prepared questions (refer to page 6 of course outline).

4. Final Examination (30%) Date: Dec. 10

- Students will complete a written exam composed of multiple choice, short answer and essay questions compiled from text and article readings as well as in class instruction. Students will be given a selection of questions at the Dec. 3 class to assist in preparing for the examination.

Social Work 2010

**Specification of Assignments
The Term Paper**

Worth: 30%

Due: November 13

The Paper:

Topic:

Select a social issue. This could be things like poverty, violence against women, youth crime, elder care, etc.

Content:

You are required to critically examine this social issue. This may include things such as the legislation important to the issue, societal values, services, ideologies, theories informing the framing of the issue, etc. Remember that social welfare programs are designed to address a social issue but they are *not* the social issue. Therefore be cautious in how much detail is presented about a particular program, retaining a focus on the social issue. Present the information clearly and concisely, using referenced material, and to demonstrate your own understanding (in other words, do *NOT* just cut and paste large amounts of material from other sources – you need to demonstrate understanding of the issue from your own synthesis of referenced ideas) of the social issue.

Action Plan:

You are then to discuss how you would propose to deal with the social issue, being as specific as possible. This may include an innovative social welfare program, differential tax structures, differential community responses, etc. You may elect to add specific contextual information, such as challenges in the North or a specific focus on First Nations, Metis, and Inuit peoples.

The final paper is due at the beginning of class, November 12, 2008.

Grading Criteria:

- **Content: organization and flow.** Clear presentation of ideas backed up with research (note: students are strongly cautioned about the use of web based resources other than governmental sites or articles in Scholarly journals) Ability to understand concepts and integrate them into a coherent, critical presentation.
- **Synthesis and integration:** critical and analytic thinking (not just presenting or reporting facts), ability to highlight key areas and make connections. Ability to draw conclusions or make critical argument based on the soundness of what is reviewed. Linkages to class materials and text clear and concise.
- **Technical:** clarity of writing and expression, non-sexist language, grammar, punctuation, use of APA, citations, and references. Students are strongly encouraged to use headings to organize their paper. Heading may include:
 1. Definitions & why chosen
 2. History of social issue
 3. Development of social programs related to social issue
 4. Impact of social issue on different groups of people (students may elect to talk with friends/family to determine how the programs/issue impact others- (reference as “name, verbal communication, and date)
 5. Critical analysis of social programs addressing the issue (does it do what intended? What are the faults with the programs? The strengths?)
 6. Action Plan
- **10-15 pages, double spaced, APA format, 1” margins, title page, minimum of ten references, 12pt font. Use of headings strongly encouraged.**

- To assist in development of clear academic writing, students are encouraged to use both the spelling and grammar tools available through Microsoft word. (click on spelling and grammar, then both, then on next box place checks beside all).

Grading:

<i>Letter Grade</i>	<i>Grade Point Value</i>	<i>Percentage Range</i>	<i>Description</i>
A+	4.0		<i>Outstanding</i>
A	4.0	95 - 100	<i>Excellent</i>
A-	3.7	90 - 94	
B+	3.3	85 - 89	
B	3.0	80 - 84	<i>Good</i>
B-	2.7	75 - 79	
C+	2.3	70 - 74	
C	2.0	65 - 69	<i>Satisfactory</i>
C-	1.7	60 - 64	
D+	1.3	55 - 59	
D	1.0	50 - 54	<i>Minimal Pass</i>
F	0.0	Below 50	<i>Fail</i>

Note: Must achieve as a minimum the complete lower percentage of the corresponding letter grade (percentages will NOT be rounded up).

There will be a 25% penalty for late submissions of written work. Submissions of assignments beyond one week past original due date will not be graded.