SWK 110 Introduction to Social Work Practice
Winter 2019

Instructor name: Kim Buxton, MSW
BoothUC Email: kim_buxton@boothuc.ca
Contact Information: (204) 792-1539
Duration: January 14, 2019 to April 12, 2019
Delivery Mode: Online
Credits: 3 credit hours
Prerequisites: None

Voluntary Withdrawal Deadline: March 8, 2019
Time Extension Application Deadline: March 29, 2019

Availability: The best way to connect is by email. If you require a follow-up phone call, a time will be set which is mutually agreeable to the student and the instructor.

COURSE DESCRIPTION

This course introduces students to the Social Work profession, beginning with a critical examination of the ethics, values, historical development of the profession, and the various roles performed by professional social workers. Students will become familiar with several critical social theories that inform anti-oppressive social work practice. Current issues such as poverty, sexism, racism, cross cultural interventions and Social Work practice with diverse populations will be discussed within the framework of generalist practice. This course introduces students to social work processes, where the use of oneself and ongoing self-awareness in work with clients is emphasized. Discussion will take place on the integration of professional Social Work practice with one’s Christian faith and the value base of the profession.

A primary objective of SWK 110 Introduction to Social Work Practice is to assist you in exploring your interest in, and suitability for the social work profession.

COURSE OBJECTIVES

Upon successful completion of the course the student will be able to:
Knowledge

1. Describe the origins and development of the profession of social work and explain the underlying assumptions, values, ethics, and knowledge base of social work practice.

2. Describe how social work processes can promote empowerment, equity, social justice, build client strengths and capacities, and reflect social work ethics and values.

3. View the client in a holistic and ecological context, with various dimensions such as the physical, emotional, psychological, social, spiritual, and intellectual, and apply the significance of integration of these dimensions for social work practice.

4. Explain what is meant by generalist social work practice, ecological perspective, and articulate the relationship between private troubles and public issues.

5. Discuss critical social theories as they relate to ability, age, class, gender, race, sexual orientation, and religion, and ways invisible walls sustain inequalities in society.

6. Demonstrate an understanding of how differences in ethnicity, lifestyle, sexual preference, gender, race, class, and spirituality shape the lives and attitudes of both social worker and client.

7. Discuss the types of roles performed by social workers, activities that social workers engage in and the sites where they work.

8. Define the concept of change and analyze the significant contrasts between a strengths approach and a problem-focused approach.

9. Describe how advocacy and empowerment are used in the social work profession.

Values

1. Identify the foundational values of the social work profession.

2. Evaluate personal values, beliefs, life experiences, and ideological perspectives that inform the way that you construct knowledge and make meaning of life.

3. Discuss the Biblical value base for meeting human need and how committed Christians respond holistically to client systems from both a professional social work value base and spiritual value base.

Skills

1. Apply critical thinking skills by applying social work approaches, considering issues from different viewpoints, and understanding one’s own perspective.

2. Apply a problem solving approach to a case scenario utilizing strengths and empowerment approaches to populations-at-risk.

3. Demonstrate appropriate oral and written communication skills through social work interview, poster presentation, and written assignments.
4. Demonstrate ability to search professional social work journals for information.

This course addresses the following institutional learning outcomes:

1.8, 9, 11; 2.2, 4; 3.1, 2, 3, 4, 5, 8, 9, 10; 4.3; 4, 6, 8; 5.1, 2, 5, 6, 9; 6.3, 5; 7.3, 4, 7, 9; 8.1, 2, 4, 8; 9.1, 2, 3; 10.1-7, 11-15; 11.2 - 6, 8, 9, 10; 12.2, 5; 13.1, 2, 6, 8, 12, 13

COURSE TEXTBOOKS


This book is available for purchase from the publisher or through Amazon.ca.


This book is available through the North American Association of Christians in Social Work’s online bookstore.

COURSE OUTLINE

Unit 1
Course Overview
What is Social Work - The Generalist Practitioner Model
Social Work Profession & Roles of Social Workers

Readings: Heinonen & Spearman Chapter 1, 4

Unit 2
Examining the History of Helping & Social Work
Social Work and Christianity

Readings: Heinonen & Spearman Chapter 2
Hugen & Scales Chapter 1, 7

Unit 3
Role of Values and Ethics
Client Worker Relationships

Readings: Heinonen & Spearman Chapters 3, 6
CASW Code of Ethics

Plagiarism Tutorial Certificate Due – upload to course website by Sunday Feb. 3th

Unit 4
Understanding Oppression: Power & Inequality

Readings:


Unit 5
Culture, Diversity and Social Work Practice

(Feb. 11 - 17) Readings: Heinonen & Spearman Chapter 7


Unit 6
Problem Solving Model in Generalist Practice

(Feb. 18 - 24) Readings: Heinonen & Spearman Chapter 8

Oppression and Diversity Reflections Due – upload to course website by Sunday Feb. 24th

Unit 7
Social Justice and Structural Social Work

(Feb. 25 – Mar. 3) Readings: Heinonen & Spearman Chapter 14
Hugen & Scales Ch. 8, 10

Unit 8
Strengths Approach, Ecological Model

(Mar. 4 - 10) Readings: Heinonen & Spearman, Chapter 11,
Chapter 9, pp. 193 – 194

Unit 9
(Mar. 11 - 17) Readings: Heinonen & Spearman Chapter 12, 13

Unit 10
Social work and Persons with Disabilities

(Mar. 18 - 24) Readings:


Social Worker Interview Assignment Due – upload to course website by Sunday Mar. 24th
Unit 11  
Social Work and Sexual and Gender Diversity  
(Mar. 25 – 31)  
**Readings:**


Unit 12  
Social Work with Children and Youth  
(Apr. 1 - 7)  
**Readings:**


**COURSE REQUIREMENTS**

1. **Course Involvement and Participation** Value 15%

This mark will be assessed based on your contributions to learning through the discussion forums each week. You will find on the course website a link to a document providing information on how to participate in on line discussions. Late assignments and late submissions to the discussion forums may affect this grade. It is required that you post your forum response by the last day of the unit (Due each Sunday Jan. 20, 27; Feb. 3, 10, 17, 24; Mar. 3, 10, 17, 24, Mar. 31; Apr. 7).

As part of your participation grade, you are expected to complete a tutorial on plagiarism. The link to this site is on the course website. You are expected to review the material in the tutorial, take the quiz and print off the certificate that shows you have successfully completed it. Scan the certificate to upload to the course website by (Feb. 3). Please keep this information in mind when writing your papers.

2. **Oppression and Diversity Reflections** Value 20 %

Students are asked to write a reflection on their learning of diversity and oppression, based on the Invisible Backpack article. Rather than focusing on the invisible privileges based on race, choose 3 other dimensions of oppression such as ageism, ableism, sexism, heterosexism, classism etc. Identify how you experience privilege and/or oppression based on this concept. As a social worker, how will your work with clients reflect or take this into consideration? How will your awareness of oppression and diversity impact on your work with clients?

**Length:** 5-7 pages  
**Due Date:** Sunday Feb. 24th
3. **Interview with a Social Worker**  

The best understanding of what it means to be a social worker is to personally interact with one. Conduct an on-site agency visit with a social worker (B.S.W. or M.S.W.) that is currently working in the field of social work. Interviews can be conducted in pairs; however the written assignments must be submitted individually. The paper will involve a personal reflection of your visit to the agency, and will also include researching best practice in terms of working with the population or social issue. As you conduct your interview, make sure you keep in mind the requirements for the written assignment.

Written reports should incorporate the following:

- **Agency background** – type of agency, mission or purpose, population served, services provided. What are the major social issues or populations addressed by the agency?
- **Social worker background** – education, years of experience, responsibilities and roles, perception of work, challenges and rewards in the work, level of practice (micro, mezzo, macro)
- **Social worker practice** - How do the social worker’s roles and perceptions differ from or reinforce what has been discussed and read for this class. What theory base does the social worker draw on for his/her work?
- **Client background** - Reflect on issues of oppression and diversity that impact on clients of this agency. How does the social worker address these issues?
- **Personal Reactions** – how did you respond to the agency and their work? If you were in the shoes of a client, how would you perceive the agency and social worker? Would you want to have this person’s job? Why or why not? How do your own values and assumptions about the clients served intersect with the values and views of the social worker you interviewed?
- **Best Practice Research** - Integrate research on one social issue faced by the clients of this social worker. Using 4 sources outside of your textbook, (including at least 2 journals), identify the ways that social workers work with this population/issue. Think about social worker roles, level of intervention and theory bases.
- Use APA formatting to cite your sources and list your references at the end of your paper.

**Length**: 12 pages typed, double spaced, APA formatting  
**Due Date**: Sunday Mar. 24th

5. **Exam**:  

A final exam will be written to test the knowledge and critical thinking capacities of the student. The exam will be based on course lectures, and assigned readings.

**Date**: TBA; to be scheduled during exam week April 15-19, 2019

A final exam date will be set by the registrar’s office during the exam period. All students living in Winnipeg or within a 60 km radius of Winnipeg are required to write their final exam on campus. Students who live beyond a 60 km radius of the city are permitted to write their exam
remotely. In order to do so, students must arrange for an invigilator to oversee the exam-writing process and ensure that Booth UC standards are upheld. Invigilators must not be a relative, friend, another Booth UC student, or a person living at the same address as the students. Students must provide their invigilator’s name, phone number, address, and email address to the School for Continuing Studies once requested.

**COURSE MARKS**

<table>
<thead>
<tr>
<th>Course Involvement</th>
<th>15%</th>
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<tbody>
<tr>
<td>Reflections on Diversity</td>
<td>20%</td>
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<tr>
<td>Social Worker Interview</td>
<td>40%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**GRADING SYSTEM**

Here is the interpretation of the letter grades as per the University College academic policies, and the percentage scores that will normally correspond to those letter grades.

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>Exceptional performance with evidence of outstanding original thinking, superior organization, exceptional capacity to analyze and synthesize, a superior grasp of the subject matter with sound critical evaluations; evidence of extensive knowledge base.</td>
<td>94-100%</td>
</tr>
<tr>
<td>A</td>
<td>Excellent Performance with evidence of excellent original thinking, excellent organization, excellent capacity to analyze and synthesize; an excellent grasp of the subject matter with sound critical evaluations, evidence of an extensive knowledge base.</td>
<td>85-93%</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good Performance with evidence of original thinking, very good organization, demonstrated ability to analyze and synthesize; a very good understanding of the relevant issues under examination; very good familiarity with the relevant literature.</td>
<td>78-84%</td>
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<tr>
<td>B</td>
<td>Good Performance with evidence of a good grasp of the subject matter, evidence of critical capacity, good analytical skills, a good understanding of the relevant issues under examination; very good familiarity with the relevant literature.</td>
<td>70-77%</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory Performance with evidence of a satisfactory grasp of the subject matter; evidence of critical capacity, demonstrated analytical ability, an understanding of the relevant issues under examination; evidence of familiarity with the relevant literature.</td>
<td>65-69%</td>
</tr>
<tr>
<td>C</td>
<td>Adequate Performance with evidence of an adequate grasp of the subject matter, some evidence of critical capacity, an ability to develop solutions to simple problems found in the material; evidence of familiarity with some of the relevant literature.</td>
<td>60-64%</td>
</tr>
<tr>
<td>D</td>
<td>Marginal Performance with evidence of marginal familiarity with the subject matter and some evidence that critical and analytical skills have been used.</td>
<td>50-59%</td>
</tr>
<tr>
<td>F</td>
<td>Inadequate Performance with little evidence of even a superficial understanding of the subject matter; serious weaknesses in critical and analytical skills; limited or irrelevant use of the literature; failure to satisfy course requirements.</td>
<td>0-49%</td>
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Students seeking admission to the social work program require a C+ in this course.

The University College does not use a standard percentage scale to correspond to the letter grade and grade points. If an instructor intends to use a percentage scale, that scale must be included in the course syllabus.

**Course Standards**

**Quality of Assignments and Requirements for Written Assignments:**

The professor reserves the right to reject any work that does not comply with requirements and instructions. All assignments must be satisfactorily completed to receive a passing grade for the course.

All written assignments must be typed double-spaced with no larger than one inch margins on all sides and font size no greater than 12. All pages must be numbered. All assignments should include a title page i.e. name, title of project, and date submitted. Review your assignments for clarity, style, punctuation, grammar and spelling. Papers must be appropriately referenced using APA style.

**Academic Policies**

Students are responsible for reviewing and abiding by all Booth UC academic policies in the current Academic Calendar

**Academic Integrity**

It is a serious offence to present a piece of work for course credit as one’s own if the work or a portion thereof was done by some other person (plagiarism). Actions of plagiarism harm both the student and the reputation of the University College. Plagiarism or any form of cheating in examinations or term tests (e.g. crib notes) is subject to serious academic penalty that may include loss of part or all of the marks for an assignment/test, failure in the course, dismissal from the University College, or other serious consequences. Plagiarism or cheating in a course in which a student is cross-registered with the University of Manitoba may lead to disciplinary action by the University according to its policies.

To plagiarize is to take ideas or words of another person and pass them off as one’s own. In short, it is stealing something intangible rather than an object. Obviously it is not necessary to state the source of well-known or easily verifiable facts, but students are expected to acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written material and materials or information from Internet sources. Failure to do so constitutes plagiarism. It will also be considered plagiarism and/or cheating if a student submits an assignment in whole or in part by someone other than him/herself, or copies the answer or answers of another student in any test, examination, or take-home assignment.
At the beginning of their program of study, all students are required to complete the prescribed plagiarism tutorial.

Instructors are required to report all allegations of plagiarism or cheating to the Academic Dean before a grade is assigned. The original assignment is submitted to the Academic Dean.

The Academic Dean will chair a joint meeting of student and instructor to hear both the allegations and the student’s response to the allegations. The Academic Dean will then make a determination whether or not plagiarism or cheating has in fact occurred and decide on appropriate disciplinary measures. The student and instructor will be notified of the Academic Dean’s decision in writing. A copy of the decision will be sent to the Registrar and University College President. The student has the right to appeal the decision of the Academic Dean (see Academic Appeals).

Policy on Unclaimed Term Work
It is the student’s responsibility to claim all course work, assignments or tests. Any course work that has not been claimed by students will be held for a period of four months from the end of final exam period for the term in which the work was assigned. At the conclusion of this time, all unclaimed course work will be destroyed according to FIPPA guidelines.

Policy on Class Participation
Participation in online discussion forums is essential to the success of the course and also to your professional preparation and understanding of course content. Students are required to participate in all discussion forums as outlined on the course site.

Professional Unsuitability
The Department of Social Work may require any student to withdraw from the Social Work Program if deemed to be unsuitable in aptitude for the profession of social work. The Department recognizes there are professional competencies and conduct not measurable by academic achievement alone, therefore the Social Work Department reserves the right to ongoing monitoring and evaluation of students on their professional behaviour demonstrated both in and out of the classroom. Continuance in the program is outlined in the Continuance Policy.

Bibliography


