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Renison University College
Affiliated with the University of Waterloo
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Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Anishinaabeg, Hodinohsyó:ni, and Attawandaran (Neutral) Peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River from mouth to source. Our active work toward reconciliation takes place in all corners of our campus through research, learning, teaching, community building and outreach. We are guided by the work of our Reconciliation and Re-storying Steering Committee and Anti-Racism and Decolonization Spokesouncil, as well as the [University of Waterloo's Office of Indigenous Relations](#).

Fall 2023

Course Code:	SOCWK 120R - Section 2
Course Title:	Introduction to Social Work
Class Times:	Tuesdays & Thursdays from 11:30 p.m. to 12:50 p.m.
Location:	Academic Centre, REN 2106
Instructor:	Peter Hymmen MSW, RSW
Office Hours:	Tuesdays 2:30 p.m. to 3:30 p.m. or by appointment
Email:	pbhymmen@uwaterloo.ca

Course Description

This course provides an overview of the social work profession as a part of the larger social welfare system in Canada. A particular attention is given to Indigenous and Eurocentric histories of the social work profession as well as Indigenous and Eurocentric worldview, values, and ethics. The course encompasses theories, practice models, processes and generalist skills required to engage in social work practice at micro, mezzo, and macro levels with various social groups (e.g., women, racialized minorities, Indigenous peoples, LGBTQ+, persons with disabilities) across different sectors and systems (e.g., child welfare, health care, mental health).

Learning Outcomes

1. Discuss the major concepts of Eurocentric social work profession and social welfare system
2. Describe the pre-colonial and colonial history of social work profession
3. Appreciate Indigenous and Eurocentric social work worldview, values, and ethics
4. Understand theoretical approaches and practice models
5. Comprehend different levels (e.g., micro, mezzo, macro) of social work practice
6. Think critically about various fields of social work practice as they impact marginalized and disadvantaged social groups

Required Text

- Hick, S. F., & Stokes, J. (2017). Social work in Canada: An introduction. Toronto, Ontario: Thompson.

Readings Available on LEARN

Additional readings will be made available on Learn throughout the semester. These readings will be discussed in class and/or online announcement.

Course Requirements and Assessment

In this course, you will be completing 10 reflection activities, 7 quizzes, 3 group case studies and 1 poster (final group assignment). These activities and assignments are weighted as below.

Assessment	Due Dates	Weighting
In-Class Reflection Activities	As discussed in-class	20%
Online Quizzes	See Quiz Schedule	20%
Group Case Studies (x3)	Oct 1; Oct 29; Nov 19	30%
Group Info-Poster	December 3	30%
Total		100%

Assessment 1 - In-Class Reflection Activities (20%)

The purpose of the Reflection Activities is to engage in deep thinking and learning about certain critical topics pertaining to social work education and practice in Canada.

You are required to complete 10 reflection activities throughout the term. Reflection activities must be completed in-class. Reflection activities will be based on lecture content, class discussions, videos and guest speakers.

Instructions for how to submit your reflection activities will be provided in-class. Some reflections may be completed in class with pen and paper; whereas some reflections may be completed on Learn and submitted to dropbox.

You are expected to complete all the reflection activity questions. Your grade will represent the percentage of the question(s) you answer completely and thoughtfully. You will receive a grade between 0 to 2 points for each answer. Complete and thoughtful reflections will receive a grade of 2; incomplete reflections will receive a grade between 0.5 and 1.5; and missing reflection will be graded as 0. Written feedback will not be provided for reflections.

Assessment 2 – Online Quizzes (20%)

The purpose of each quiz is to determine how well you have engaged with the textbook material and prepare you for lecture content.

You will complete online quizzes for chapters 1, 2, 3, 5, 9 and 10. Hence, you will be completing a total six quizzes throughout the term. Quizzes will be comprised of ten randomly chosen multiple choice questions from the textbook.

The online quizzes may be completed with the textbook (open book) – however, the quizzes are individual assessments and should not be completed with the assistance of others.

There is no time limit for quizzes. You will be allowed to take the quiz only once.

See Quiz Schedule document or look at calendar dates provided in Learn.

Assessment 3 - Group Case Studies (30%)

The purpose of group case studies is threefold. First, enable you to understand group work processes and skills which are valuable and transferrable in social work practice. Second, allow you to engage in critical thinking and learning by interacting with your classmates about different client or case scenarios. Third, apply your knowledge of social work concepts and theories to real-life scenarios.

This course is based on the pedagogical philosophy that students learn well in introductory courses through active engagement with the material. A move towards this type of approach requires a greater time investment for both teaching staff and students with the hopes that it will create a more meaningful learning experience. You will be completing three group case studies throughout this term.

As a part of a group of 4-5 students, you will be required to review written material about specific case scenarios and fill out the appropriate decision making or case analysis sheet provided with each Case Study.

Each group must calculate and include the word count for each question in (brackets) at the end of each response.

There are three steps required to completing group case studies: (1) group assignment will occur approximately end of week 2; (2) contracting with group members will occur in-class or online following group assignment; (3) complete and submit the case studies.

Instructions for each case study are provided on the Learn course website. Go to Content > Activities and Assignments > Group Case Studies.

Assessment 4 - Group Info-Poster (30%)

The purpose of the Info-Poster is for you to work collaboratively with group members to complete the following tasks. First, synthesize and apply course concepts from the course to provide information on a topic of interest. Second, understand the potential uses for information posters in social work. Third, communicate digitally through visuals and writing. Fourth, work together in a group to engage critically with media and images.

Info-Posters in social work are designed to raise consciousness about social injustices and to bring about transformative changes in larger society. Info-Posters in social work must clearly provoke critical thinking to catalyze social change, healing and justice.

A good digital poster from social work perspective will present complex human and social reality holistically. Posters should implicitly or explicitly fulfill the four mandates of social work discipline and profession: social justice/social change, person-in-environment, empowerment, and problem solving. Your group will draw on the creative abilities of group members (i.e., collective) to convey your collective expressions about a particular aspect of social work and use credible sources to support the message.

Further, a good digital poster is designed with a specific central message and for a specific viewers/reader (e.g., general population, fellow social workers, other professionals, politicians, policy makers). Your group can identify the central message and targeted viewers/readers in the introduction document. Creative approaches to the format of the poster are encouraged, as long as your group fulfills the requirements described above.

There are five steps required to completing the Info-Poster: (1) meet with group members near mid-term to select a social work topic; (2) share your topic with the instructor; (3) research topic, take notes and organize content; (4) craft poster and submit; and (5) write introduction document and submit.

Additional instructions and rubric for the Info-Poster assignment can be found on the Learn course website. Go to Content > Activities and Assignments > Info-Poster.

Course Outline

The weekly course schedule includes lecture topics and textbook readings. Guest speakers may be added later. Reflection activities and opportunities to work with group members will be discussed in-class.

For various reasons, it may be necessary to make changes to the course schedule. Any deviations in the scheduling of lectures, readings, guest speaker dates or other course work will be announced in class. Missing such an announcement in-class is not an excuse for being unaware of the changes.

PowerPoint lecture handouts will be made available online at the Learn course website. The handouts provide a general outline for lectures. These handouts are not intended to replace lecture content or class attendance.

Week	Date	Topic	Readings Due
1	Sept 6 – 8	Course Introduction	
2	Sept 11 – 15	Social Work and Social Welfare	Chapter 1. Social Work and Social Welfare in Canada: An Introduction
3	Sept 18 – 22	History of Social Work Profession	Chapter 2. Toward a History of Social Work in Canada: The Emergence of a Profession
4	Sept 25 – 29	Ethics in Social Work Practice and Research Theory, Approaches, and Practice Models	Chapter 3. Social Work Theories and Practice Models: Conventional and Progressive Approaches
5	Oct 2 – 6	Social Work with Individuals and Families	Chapter 4. Individuals, Groups and Communities: Applying Direct Practice Skills.

Week	Date	Topic	Readings Due
	Oct 7 – 15	Reading Week/ Thanksgiving	
6	Oct 16 – 20	Social Work with Groups and Communities	Chapter 4. Individuals, Groups and Communities: Applying Direct Practice Skills.
7	Oct 23 – 27	Social Work and Child Welfare	Chapter 5. Social Work and Child Welfare in Canada: Child Protection and Family Support.
8	Oct 30 – Nov 3	Health, Mental Health and Social Work	Chapter 6. Social Work and the Health of Canadians: Client-Centred Health Care (selected topics) Chapter 7. Mental Health and Social Work Practice: Promoting Wellness and Recovery (selected topics)
9	Nov 6 – 10	Social Work with Women and LGBTQ+	Chapter 8. Social Work with Women in Canada: A Feminist Approach (selected topics)
10	Nov 13 – 17	Indigenous Peoples and Social Work	Chapter 9. Social Work and Indigenous Peoples: Social Justice and Self-Determination
11	Nov 20 – 24	Racialized Peoples and Social Work	Chapter 10. Racialized Canadians and Immigrants: Anti-Racist Social Work Practice Today
12	Nov 27 – Dec 1	Persons with Disabilities and Social Work	Chapter 13. Social Work and Persons with Disabilities: From Individual Support to Social Change
13	Dec 4 – 5	Compassion Fatigue and Self-Care	

Late or Incomplete Work

Students are expected to complete and submit assessments at the scheduled date and time. Late work will be deducted cumulatively at 10% each day that the assignment is late, including weekends. If a student anticipates a conflict with an assignment deadline or has concerns about completing the assignment, the student should contact the instructor as soon as possible once the realization is made.

No exceptions will be made other than documented medical illness and extraordinary circumstances of the most serious nature. In such circumstances, students must submit a Verification of Illness form completed by a physician or health professional.

Policy on Plagiarism

“Policy 71’s glossary defines plagiarism, in part, as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one’s own in any work submitted whether or not for grading purposes” ...

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry.”

For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: [Policy 71 - Student Discipline](#).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. See Waterloo’s policy on [Fair Dealing](#). Violation of Canada’s Copyright Act is a punishable academic offence under [Policy 71 – Student Discipline](#).

Electronic Device Policy

Students who choose to use electronic devices to support their learning may do so provided that the individuals in the class are not disturbed or prohibited from their own learning. Electronic devices should be used for the purposes of supplementing the learning experience and focus on topics being discussed in class. Phones should be kept on silent during the class. Students that use electronic devices for reasons that are not relevant to the course may be asked to turn their device off.

Attendance Policy

Students are expected to attend each class and class component (tutorial, lab, etc.) as scheduled. If an absence from class is unavoidable, students are strongly encouraged to inform the instructor by email in advance.

Communication Policy

Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your

WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

Final Examination Policy

For **Fall 2023**, the established examination period is **December 8 - 21**. The schedule will be available early October. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time. See the [Final Examination Schedule](#).

Accommodation for Illness or Unforeseen Circumstances

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See [Accommodation due to illness](#).

Accommodation Due to Religious Observances

The University acknowledges that, due to the pluralistic nature of the University community, some students may seek accommodations on religious grounds. Accordingly, students must consult with their instructor(s) within two weeks of the announcement of the due date for which accommodation is being sought. Failure to provide a timely request will decrease the likelihood of providing an accommodation. [See Request for accommodation on religious grounds](#).

Course policy about the use of generative artificial intelligence

The use of generative artificial intelligence (GenAI) trained using large language models (LLM) or other methods to produce text, images, music, or code, like Chat GPT, DALL-E, or GitHub CoPilot, is not permitted in this class. Unauthorized use in this course, such as running course materials through GenAI or using GenAI to complete a course assessment is considered a violation of Policy 71 (plagiarism or unauthorized aids or assistance). Work produced with the assistance of AI tools does not represent the author's original work and is therefore in violation of the fundamental values of academic integrity including honesty, trust, respect, fairness, responsibility and courage (ICAI, n.d.).

You should be prepared to show your work. To demonstrate your learning, you should keep your rough notes, including research notes, brainstorming, and drafting notes. You may be asked to submit these notes along with earlier drafts of their work, either

through saved drafts or saved versions of a document. If the use of GenAI is suspected where not permitted, you may be asked to meet with your instructor or TA to provide explanations to support the submitted material as being your original work. Through this process, if you have not sufficiently supported your work, academic misconduct allegations may be brought to the Associate Dean.

Academic Integrity, Grievance, Discipline, Appeals and Students with Disabilities

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) and the [Arts Academic Integrity](#) websites for more information.

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained that further actions listed below could be taken.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the [Office of Academic Integrity](#) website for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor or academic advisor. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo [Policy 71 – Student Discipline](#). For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check the [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the Department’s administrative assistant, or Academic Advisor, who will provide further assistance.

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Academic Integrity Office (UWaterloo): The website can be found at uwaterloo.ca/academic-integrity/

Accommodation for Students with Disabilities

[AccessAbility Services](#) is located in Needles Hall, Room 1401, and collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.

Intellectual Property

Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in [Policy 71 – Student Discipline](#). Students who become aware of the availability of what may be their instructor's intellectual property in online repositories are encouraged to alert the instructor.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- [Counselling Services](mailto:counselling.services@uwaterloo.ca): counselling.services@uwaterloo.ca / 519-888-4096
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- [Health Services](#) – Student Medical Clinic: located across the creek from Student Life Centre

Off Campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- [Empower Me](#): Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Email: ok2bme@kwcounselling.com Phone: 519-884-0000

Full details can be found online at the [Faculty of ARTS](#) website.

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe](#) app to your phone to quickly access mental health support information.

A Respectful Living and Learning Environment for All

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison's external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

For additional information see Renison's [Harassment, Discrimination, and Abuse](#) policy.