



School of Health Education and Human Services  
Bachelor of Social Work  
SW200

**Introduction to Social Work**

Term: Winter 2024

Number of Credits: 3 Credit Course

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**Course Outline**

**INSTRUCTOR:** Jordan Aslett, MSW

**LOCATION:** Zoom

**E-MAIL:** [jaslett@yukonu.ca](mailto:jaslett@yukonu.ca)

**TELEPHONE:** 867-456-8535

**OFFICE HOURS:** By Appointment – Book Through Moodle

**METHOD:** Online - Blended Synchronous/Asynchronous

**TIME:** Thursdays 4pm – 7pm

**DATES:** January 4<sup>th</sup> – April 4<sup>th</sup>

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**COURSE DESCRIPTION**

This course introduces students to the profession of social work, its theory and practice. Students examine the philosophy and practice of social work in Canada, both in First Nations and non-First Nations communities.

**DETAILED COURSE DESCRIPTION**

Students will be provided with an overview of the historical, ideological, and theoretical perspectives that have shaped and continue to inform the models and means of contemporary Canadian social work practice.

Specific values and principles are at the very core of what social workers do and why we do it; these are expressed through professional conduct that is guided by the Social Work Code of Ethics. Throughout this course students will be asked to critically reflect upon and to compare their own values and perspectives with those of the social work profession, within the context of enhancing social welfare for diverse populations. Students will also learn about the specific issues and challenges for social workers practicing in Yukon. This course focuses on the contributions of research to effective social work practice and policy. Emphasis is placed on understanding and critically assessing social work research, and on how to employ a variety of quantitative, qualitative, and community-based research methodologies to advance social work knowledge and practice.

**COURSE REQUIREMENTS**

Prerequisite(s): ENGL 100 (3 credits) and 6 credits of university studies

**LEARNING OUTCOMES**

Upon successful completion of this course students will have acquired the following knowledge and skills:

- Ability to discuss the major influences in the development of social work and the social welfare system in Canadian Society.
- Understanding of the values, knowledge, and skills that distinguish social work from other professions.
- Familiarity with the more common social work theories and models of practice, and an increased capacity to think critically about the current practice of social work.
- Cognizance of the broad scope of practice with diverse populations. Students will be able to recognize and discuss the three levels or “targets” of social work intervention: large-scale systems, including whole communities, nations (macro); neighborhoods, organizations, other small groups (mezzo); and individuals and/or families (micro).
- Familiarity with Yukon First Nations’ initiatives through self-government to assume responsibility for the planning and delivery of social welfare programs and services.
- Greater awareness of their personal suitability and/or readiness for choosing social work as a profession.

## **COURSE FORMAT**

### **Delivery Format**

This course blends synchronous and asynchronous delivery of content. Each week students will first be required to prepare for class by watching pre-recorded video lectures that have been uploaded to Moodle by the instructor. Next, students will attend weekly class meetings via Zoom that will focus on discussion of content and learning activities.

### **Weekly Breakdown of Hours**

<b>Activity</b>	<b>Estimated Time</b>
<b>Synchronous Class Activities &amp; Discussion via Zoom</b>	110 minutes
<b>Asynchronous Video Instruction via Moodle</b>	45 minutes
<b>Weekly Readings (2 to 3 per week)</b>	100 minutes
<b>Assignments (varies week to week)</b>	120 minutes
<b>Total</b>	375 minutes (approx. 6.5 hours)

It is important to note that the time required will vary by individual.

## EVALUATION

Assignments	70%
Mid Term Exam	N/A
Final Exam	25%
Participation Assessment	5%
Total	100%

**\*All Assignments (except Assignment 2) are to be uploaded to Moodle at 11:59am on the Sunday of the week that they are due\***

### **Assignment 1 – WARM-UP - Diverse Perspectives on Social Issues (20%) – January 28<sup>th</sup>**

For this assignment students will select a social issue relevant to the local context (Yukon/Community). Using their own perspectives, the perspectives of community members and the academic literature students will be asked to explain why they feel that this particular issue qualifies as a social problem.

### **Assignment 2 – PRACTICE PRESENTATION – Social Work in the Yukon (20%) – February 28<sup>th</sup>**

In small groups students will select an area of social work practice in the Yukon and produce a 15-20 minute video describing how those services are delivered, the policy frameworks governing those services, the social issues service users are impacted by, and the ethical issues related to that area of practice.

### **Assignment 3 – FINAL - Diverse Perspectives on Social Issues (Redux) (30%) – March 24<sup>th</sup>**

For this assignment students will re-do Assignment 1 using a new social issue and expanded to include context and references. This assignment has two purposes. First it allows students the opportunity to practice integrating instructor feedback into their work, second it helps them to develop a more fulsome understanding of social issues in the Yukon.

### **Final Exam – 25%**

A final exam will be scheduled for the exam period.

### **Participation Assessment – 5%**

Both the student and instructor will evaluate the student's participation and assign a mark out of 5. Participation will be assessed on the student's attendance, activity, preparation and their contributions to the class in small groups, the larger classroom and in individual conversations with the instructor. Students are expected to assess their own participation through a participation assessment available on Moodle.

## **COURSE WITHDRAWAL INFORMATION**

Last date of withdrawal for this course without academic penalty is Friday March, 9<sup>th</sup>.

## **TEXTBOOKS & LEARNING MATERIALS**

### **Textbook**

Ives, N., Denov, M., & Sussman, T. (2020). Introduction to social work in Canada: Histories contexts and practices (2<sup>nd</sup> edition). Oxford University Press.

**This text is available in the campus bookstore. An e-text is available online through the publisher. Copies of the text will be made available for short (1 hour) loans at the Yukon University library. There are likely multiple used copies of this text available from previous students.**

### **Moodle**

Alternative readings will be available on Moodle

## **ACADEMIC INTEGRITY**

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

## **ATTENDANCE**

While this class is online, it is not self-directed or 'go at your own pace'. You are expected to attend class through Zoom each week, as this is where we will apply our learnings into real-life scenarios. After 3 missed classes, each missed class will result in a 5% reduction in your mark, or the submission of an additional assignment based on that week's content.

## **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more

frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

### **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): [LearningAssistanceCentre@yukonu.ca](mailto:LearningAssistanceCentre@yukonu.ca).

## CLASS SCHEDULE AND READINGS

**Please Note: Some of the materials on the course Moodle may be titled with the incorrect Week, this is due to the instructor changing the order of topics. For example, a lecture video may refer to itself as “Week 7’s video” but be assigned in Week 6. If you have questions, please ask the instructor.**

The following outline contains a description of the main topics the weeks in which they will be discussed. A full outline containing descriptions, readings, and assignment due dates will be provided to students two weeks prior to the start of class.

### *Weeks 1 - 5*

#### **Foundations of Social Work, Social Welfare and Social Justice**

### *Week 1*

*January 4<sup>th</sup>, 2024*

#### **Perspectives on Social Work**

#### **History of Social Work in Canada and the Yukon**

In this first week Students will be provided with an overview of the course, assignments, and desired learning outcomes. Students will be introduced to the profession of social work - the values, knowledge, and standards which inform and shape practice. Particular attention will be paid to the influence of indigenous perspectives on social work practice as well as the historical impacts of social policy and social work on diverse groups in Canada.

#### **Key Concepts & Terms**

*Social Work Scope of Practice, Sites of Social Work Practice, Personal and Professional Values, Critical Self-Reflection, Reflexivity, Social Location, Intersectionality, Cultural Safety, Self-Care, Colonialism, English Poor Laws, Charity, Settlement Houses, Jane Addams, Mary Richmond*

#### **Required Reading**

Textbook

Ives, Denov & Sussman – Chapter 1

#### **Recommended Readings**

DiAngelo & Sensoy (2014) Leaning In: A Student’s Guide to Engaging Constructively with Social Justice Content

**Week 2**  
**January 11<sup>th</sup>, 2024**  
**Social Work Practice Theories**

A selection of more common social work theories will be highlighted. Class activities and discussion are designed to foster critical thinking in the application of these theories within the current practice of social work.

**Key Concepts & Terms**

*Person-in-Environment, Structural Social Work, Eclectic Approach, Anti-Oppressive Practice, Feminist Social Work, Eco-Systems Theory, Faulty-Engine, Onion Peeling, Narrative Practices, Storytelling, Postmodernism*

**Required Reading**

**Textbook**

Ives, Denov & Sussman – Chapter 2

**Moodle**

Baskin, C. (2011) Strong Helpers' Teachings: The value of indigenous knowledges in the helping professions, (25-32) (Toronto, On: Canadian Scholars' Press, Inc.  
Chapter 2: The Self is always First in the Circle

**Week 3**  
**January 18<sup>th</sup>, 2024**  
**Social Work Ethics and Values**

This week will examine social work values and ethics in research, policy, and practice. Group activities and discussion will explore the intersection of personal values with those of the social work profession, within the context of the Social Work Code of Ethics.

**Key Concepts & Terms**

*Ethics, Values, Professionalism, Codes of Conduct, Policies and Procedures, Canadian Association of Social Workers*

**Required Reading**

**Textbook**

Ives, Denov & Sussman – Chapter 3

## **Moodle**

Canadian Association of Social Workers (2005). Guidelines for ethical practice. Ottawa, ON: Canadian Association of Social Workers.

### ***Week 4***

**January 25<sup>th</sup>, 2024**

## **Social Work Perspectives on Issues of Social Justice Theories of Oppression & Marginalization**

**\*Assignment 1 Due this Sunday January 28<sup>th</sup>**

The concepts of oppression and marginalization are central to modern social work. This class will be used to discuss and investigate current theories of oppression and how oppression manifests itself in Canada and the world. Students will also examine how the concept of social justice informs the practice of social work and how social problems are defined in Canadian society. Specific attention will be given to how students can engage constructively in concepts that may challenge their own personal beliefs and values.

### **Key Concepts & Terms**

*Social Issues, Social Problems, Social Justice, Inequality, Self-Determination, Oppression, Marginalization, Stigma, Power, Privilege, Levels of Oppression, Structural Social Work, Radical Social Work, Internalized Domination, Intersectionality*

### **Required Readings**

## **Moodle**

Dumbrill, G.C. & Yee, J.Y. (2019) . Whiteness: What It Is and Why We Have To Understand It. In G. Dumbrill and J. Yee (Eds.), *Anti-Oppressive Social Work: Ways of Knowing, Talking, and Doing* (Ch. 4). Oxford University Press

Marion-Young, I. (1990). Five Faces of Oppression - Overview

### **Recommended Readings**

Yee, J.Y., & Dumbrill, G.C. (2015). Whiteout: Still looking for race in Canadian social work practice. In A. Al-Krenawi, J.R. Graham and N. Habibov (Eds.), *Diversity and Social Work in Canada* (13-37). Don Mills, ON: Oxford University Press.



**Week 5**

**February 1<sup>st</sup>, 2024**

**Indigenous Perspectives on Social Work and Social Welfare**

The lecture and assigned readings for this class examine the historical foundations of Canada's "Indian Policy" that has fueled the emergence of self-government initiatives amongst many Yukon First Nations. Students will consider the role of social work in colonization and explicate the current challenges and opportunities for social work practice with and by Indigenous peoples.

**Key Concepts & Terms**

*Indian Act, Colonialism, The White and Red Papers, Aboriginal Worldviews, Indigenous Social Work Theory and Practice, Settler, Helper, Ally, Decolonization, Intergenerational Trauma, Truth and Reconciliation*

**Required Reading**

**Textbook**

Ives, Denov, & Sussman – Chapter 8

**Weeks 6-10**

**Social Work Practice – Skills, Interventions & Sites of Practice**

**Week 6**

**February 8<sup>th</sup>, 2024**

**Generalist Social Work Practice with Individuals and Families**

Social Work practice takes place primarily at three levels: micro, mezzo and macro. Students will learn about the different approaches to practice and interventions at the three different levels as well as an overview of the fundamental skills involved in generalist social work practice.

**Key Concepts & Terms**

*Macro, Micro, Meso/Mezzo, Generalist Practice, Assessment, Interviewing, Empathy, Genuineness, Collaboration, Care and Concern, Common Factors, Evaluating Risk*

**Required Readings**

**Textbook**

Ives, Denov & Sussman – Chapter 4

**Week 7**  
**February 15<sup>th</sup>, 2024**  
**Generalist Social Work Practice with Communities**

Social Work practice takes place primarily at three levels: micro, mezzo and macro. Students will learn about the different approaches to practice and interventions at the three different levels as well as an overview of the fundamental skills involved in generalist social work practice.

*Macro, Micro, Meso/Mezzo, Generalist Practice, Community Organizing, Empowerment, Advocacy, Self-Determination, Alliance Building, Public Education*

**Required Readings**

**Textbook**

Ives, Denov & Sussman – Chapter 5

**February 22<sup>nd</sup>, 2024**  
**Reading Week: No Class**

**\*Group Videos Due next Tuesday February 28<sup>th</sup>**

**Week 8**  
**February 29<sup>th</sup>, 2024**  
**Assignment 2 Videos and Discussion**

**\*Asynchronous Class Only This Week**

During Week 9 students will work independently to review and provide feedback on the group presentation videos required for Assignment 2.

**Week 9**  
**March 7<sup>th</sup>, 2024**  
**Social Work Practice in Healthcare Contexts**

The profession of social work encompasses a broad scope of practice with diverse populations. This scope is greatly influenced by the nature and direction of social policy, and the implementation of policy through the provision of social welfare services. For this class, students will be introduced to the stages of social welfare policy development and the role intersection between social policy and social work practice.

## **Key Concepts & Terms**

*Social Welfare, Canada Health and Social Transfer, Housing, Poverty, Food Security, Social Determinants of Health*

## **Required Readings**

### **Textbook**

Ives, Denov & Sussman – Chapter 6

### ***Week 10***

***March 14<sup>th</sup>, 2024***

### **Generalist Social Work Practice with Children and Families**

Social Work practice takes place primarily at three levels: micro, mezzo and macro. Students will learn about the different approaches to practice and interventions at the three different levels as well as an overview of the fundamental skills involved in generalist social work practice.

### **Textbook**

Ives, Denov & Sussman – Chapter 7

### **Moodle**

(Group 1)

Yuen, A. (2011). History re-authored: Young men responding to anger, trouble, and hopelessness in urban schools. *The International Journal of Narrative Therapy and Community Work*, 3.

(Group 2)

Yuen, A. (2007). Discovering children's responses to trauma: a response-based narrative practice. *The International Journal of Narrative Therapy and Community Work*, 4.

## **Weeks 11-13**

### **Diverse Perspectives on Social Work and Social Welfare**

#### **Week 11**

**March 21<sup>st</sup>, 2024**

#### **Feminist Social Work**

#### **LGBTQueer Perspectives on Social Work**

**\*Assignment 3 Due this Sunday March 24<sup>th</sup>**

Feminism has greatly contributed to the development of social work practice and theory as well as social welfare policy analysis. In the first part of this class students will learn about the historical development and evolving practice of feminist social work using interventions around inter-partner violence as a practice example. The second part of this class is concerned with how concepts of gender and sexual diversity and the LGBTQueer communities have impacted the pursuit of social justice and the practice of social work.

#### **Key Concepts & Terms**

*1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> & Postmodern Wave Feminism, Intersectionality, Patriarchy, Sexism, Misogyny, Queer, Trans, Lesbian, Gay, Bisexual, Sexual Diversity, Gender Diversity, Homophobia, Social Constructionism, Queer Theories*

#### **Required Reading**

#### **Textbook**

Ives, Denov, & Sussman – Chapter 10

#### **Moodle**

Hyde, C. A. (2013). Feminist Social Work Practice. In The Encyclopaedia of Social Work. Toronto, ON: Oxford University Press.

#### **Week 12**

**March 28<sup>th</sup>, 2024**

#### **Disability Perspectives on Social Work**

Disability communities have been pioneers in debates around self-determination and self-advocacy. These concepts and political positions have gradually been incorporated into modern social work practice. The first part of this class traces the historical importance of Disability perspectives to social work theory and practice and also discusses the role of social workers in helping to further the cause of self-determination and emancipation.

## **Key Concepts & Terms**

*Disability, Impairment, Social Model, Medical Model, Institutionalization, Critical Disability Theory, Paternalism*

## **Required Reading**

### **Textbook**

Ives, Denov, & Sussman – Chapter 9

### **Moodle**

TBA

***Week 13***

***April 4<sup>th</sup>, 2024***

**Anti-Racism & Social Work**

**\*Participation Assessment Due this Friday April 7<sup>th</sup>**

As a largely colonial venture used as a method of social control, Social Work has a long history of adding to, rather than providing relief to, social problems. This has been especially true for poor, working class and racialized people around the world. In recent years social work has begun to take up an explicitly anti-racist stance with respect as an attempt to reconcile with this history, and create new, emancipatory paths forward. In this final week we will look at the history of 'race' and social work, and examine some of the new models that are pushing the profession forward.

## **Key Concepts & Terms**

*Critical Multiculturalism, Islamophobia, Immigration Policy, Whiteness, Xenophobia, White Privilege, Diversity,*

### **Textbook**

Ives, Denov, & Sussman – Chapter 11

### **Moodle**

TBA