Course Outline
Intro to Social Work Methods 1 – SOWK 201
Fall 2016

<table>
<thead>
<tr>
<th>Section:</th>
<th>A</th>
<th>B</th>
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<tbody>
<tr>
<td>Instructor:</td>
<td>Rosemary Ignacio</td>
<td>Darnel Forro, BA BSW MSW  RSW (Reg. Manitoba)</td>
</tr>
<tr>
<td>Office:</td>
<td>1614</td>
<td>3102</td>
</tr>
<tr>
<td>Phone:</td>
<td>403-314-2446</td>
<td>403-342-3314</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:rosemary.ignacio@rdc.ab.ca">rosemary.ignacio@rdc.ab.ca</a></td>
<td><a href="mailto:darnel.forro@rdc.ab.ca">darnel.forro@rdc.ab.ca</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Mondays 11:00 am – noon or by appointment</td>
<td>Office Hours: Mon. 2-4pm Fri. 10-11:30am Or by appointment</td>
</tr>
<tr>
<td>Class Time &amp; Location:</td>
<td>Mondays 8:00 am – 10:50 am B501A</td>
<td>Mondays 8:00 am – 10:50 am Rm 2205</td>
</tr>
</tbody>
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Academic Calendar Entry
An overview of the social service field. philosophy, purpose, and objectives of social work practice. Emphasis is on the helping process, working principles, and cardinal values of social work. Developing the knowledge and skills needed for case work.
Credits: 3
Prerequisite or Co-requisite: SOWK 204

Learning Outcomes-

1. By the end of the course, students will be able to:
2. Identify social work values and attitudes, and acknowledge their interconnection to personal values and beliefs.
3. Explain the role of social work values and principles in helping relationships.
4. Recognize the various roles and fields of practice in which social workers are involved.
5. Employ communication skills appropriate for effective social work interviewing.
6. Discuss cultural competency and its applications in social work practice.
7. Identify the objectives and format of an initial social work interview.
8. Discuss communication barriers that can impede the helping relationship.
9. Reflect upon their effectiveness in helping situations through awareness of self and skills.
10. Construct professional social work documentation.
11. Distinguish the interview process from opening to closing.
12. Attend to the use of self and boundaries in helping relationships.

**Required Texts and Equipment**


**Learning Activities**

Teaching in this course is comprised of lectures, videos, role-plays, guest-lecturers, activity-based learning and class discussions. Students can expect to engage in small group work at times during the extent of the course.

**Assessment**

1. **Professional Conduct (total value 10%)**

   As learning professionals, you are encouraged to adopt behaviours and practices within the learning environment that encourage successful studies as well as prepare you for professional social work practice. To support this, a mark of 10% will apply to professional conduct, consisting of student self-assessment (5%) and instructor assessment (5%). Formative assessment will be conducted at midterm.

   Specific details will be discussed in class and the assessment rubric is available on Blackboard.

2. **Exercises: (total value 60%)**

   Four designated exercises will be distributed in class or be assigned from the Social Work Skills Demonstrated workbook and will coincide with content from the textbook and class, as well as topics of discussion. The purpose of the exercises is for you to demonstrate that you are able to reflect upon and apply the concepts that are presented. Details and due dates are available on Blackboard.
3. **Case Study Interview Recording and Critique: (total value 30%)**

This final assignment involves demonstration of your skills through an initial interview and critique of the use of your skills and suggestions for change. Details and due date are available on Blackboard.

The topic schedule, readings, activities and due dates for assignments are posted on the Blackboard site for this course. Additional assignment details will be discussed in class.

**Assignments & Examinations**

Assignments are due on the due date at the beginning of class – **8:00 a.m.** In the event of unforeseen difficulties, you need to contact your section instructor well in advance of the due date to discuss alternatives. Extensions (without penalty) are not granted on the due date. Late assignments without prior instructor contact and agreement will be penalized at 5% of the assignment per day. As a general rule, assignments will not be accepted more than two weeks after the original due date, nor will extensions be granted if requested on the due date.

It is anticipated that assignments submitted according to due dates will be returned within two weeks with feedback.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Percent Value</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>*</td>
<td>Exceptional</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>90 – 100</td>
<td>Excellent Performance</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>85 – 89</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>80 – 84</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>75 – 79</td>
<td>Good Performance</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>70 – 74</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>65 – 69</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>60 – 64</td>
<td>Satisfactory Performance</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>56 – 59</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>53 – 55</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>50 – 52</td>
<td>Pass</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>00 – 49</td>
<td>Fail</td>
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* A grade of A will generally be the top grade in a course, with A+ being reserved for recognition of exceptional achievement.

**Mid-Term Feedback**

Midterm feedback for this course will be available October 28, 2016. After reviewing their marks to this point, students should make an appointment with the instructor to discuss their progress and concerns if the cumulative total to this point is less than 15 marks out of 25. The instructor is also available prior to this during designated office hours or by appointment if students have any concerns.
Attendance Requirements

Class participation includes attendance, prior reading of proposed texts and engagement with the class. Learning about social work involves more than reading a textbook. Discussions and interactions with others are vital to your understanding of social work practice and yourself. To fully benefit from this course and work effectively with your colleagues, your attendance is required. Accordingly, at the discretion of the instructional team, more than three (3) unaccounted absences will result in a failing grade and/or reduced mark. It is essential and expected that readings be completed prior to coming to class.

The RDC Final Examination Policy will be followed at all times with respect to Final Examinations. Please review this document to ensure that you understand the contents and implications of the policy. Click here to see the Final Examination Policy.

Academic Misconduct

Academic misconduct in all its forms is a serious offence. Please read the definitions that follow, and refer to the links below for the complete policies.

Definitions

Academic misconduct: Academic misconduct is the giving, taking, or presenting of information or material that unethically or dishonestly aids oneself or another on any work which, under normal circumstances, is to be considered in the determination of a grade or the compilation of academic requirements or the enhancement of that student’s record or academic career. The two key areas of academic misconduct are cheating and plagiarism.

Plagiarism: The use or close imitation of language, paintings, films, prototypes and ideas of another author and representation of them as one’s own original work. The most common forms of plagiarism are: copying or paraphrasing another author’s work without proper acknowledgement, using the ideas or lines of reasoning of another author’s work without proper acknowledgement, submitting work to which someone else has made substantial improvements to the content, and submitting the same work for multiple courses without approval. Plagiarism can be judged to have occurred if the instructor has both the submitted material and original source that was copied, or if the student is unable to explain the terminology or ideas of a submission.

Cheating: Any attempt to give or obtain unsanctioned assistance in a formal academic exercise (e.g., examination).

- Student Misconduct: Academic and Non-Academic Policy
- Appeal: Formal Policy
- Appeals: Informal Resolution Policy

IMPORTANT RED DEER COLLEGE DATES 2016-2017 Courses

******** Fall 2016
September 7 First day of classes for Fall term 2016 and Full-Year 2016-2017 courses.
September 16 Last day to register late or add/drop Fall term 2016 and Full-year 2016-2017 courses.
September 16 Last day to have tuition refunded for Fall term 2016 and Full-Year 2016-2017 courses.
October 1 First day to apply for Fall term 2017 programs.
Prior Learning Assessment
This course may be eligible for Prior Learning Assessment and Recognition. Students should refer to the RDC Academic Calendar for a list of excluded courses.

Student Services on Campus
Students should be aware that Personal Counselling, Career, Learning and Disability Resources are provided by RDC. Students may inquire about locations at the Information Desk. It is the responsibility students to discuss their specific learning needs with the appropriate service provider.
Learning Support (Library: 403-342-3264, help_learn@rdc.ab.ca)
- Writing Skills Centre (writingskills@rdc.ab.ca)
- Math Learning Centre (math concepts and advanced theoretical math)
- Learning Strategies (note-taking, studying and exam-writing strategies)
- Peer-Assisted Study / Tutoring (one-on-one tutoring by students)

Disability Resources (Library: 403-357-3629, disabilityservices@rdc.ab.ca)
- Coordination of services (tutoring, alternate format text, note-taking and so on.)
- Academic accommodations, including exam accommodations

Counselling and Career Centre (Room 1402: 403-343-4064, counselling@rdc.ab.ca)

Changes to Course Outline
No changes will be made to this course outline without the consent of the class and the approval of the Associate Dean of the School of Arts and Sciences.

It is the student’s responsibility to be familiar with the information contained in this course outline and to clarify any areas of concern with the instructor.

Students should refer to the Appeals: Formal Policy, Appeals: Informal Resolution Policy and Student Misconduct: Academic and Non-Academic Policy should questions or concerns about the Course Outline not be resolved directly with the instructor.

Course Topics
Time will be spent discussing what social work is, the arenas in which social workers practice and their roles. Cultural competency is integrated as a foundational component of the helping relationship. The balance of the term will be focused on developing effective communication skills and employing them in initial social work interviews. Guidelines for social work recording will also be discussed. Students will be asked to share beliefs and experiences, participate in small group discussions, and develop beginning mechanisms for reflective social work practice.

Tim Heath, PhD
Associate Dean, School of Arts & Science
Approved 27 August 2016