

# SW 1AA3:

# Introduction to Social Work: So, You Think You Can Help

September 6 - December 8, 2022, Mondays, 7-10 p.m.

* Please note: Both the lectures and tutorials are synchronous. Lectures will be virtual, and tutorials will be offered via Zoom or in-person (at the discretion of the teaching team). Please see more details under Course Format.
* Instructor: Ann Fudge Schormans
* Office hours: by appointment
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# Course Overview

## Course Description:

In this introductory course we will explore the idea of ‘helping’ in a world shaped by a wide range of ongoing forms of violence and struggle. We will critically engage with various understandings and ideas about help, and how these different ideas influence who is defined as one who ‘helps’ and as one who ‘requires help,’ as well as what help looks like. We will spend time exploring our own assumptions about help and the issues and people we believe need help. In the process, we will examine the messy relationship between the common desire to be good and useful people and the ways in which our own lives are interwoven with the many inequalities of the world. In these various ways, we will approach help as a question rather than a fact.

The desire to help and to make things better is a motivating factor for many wishing to enter the field of social work and other helping fields. It underlies all social work interventions; at all levels of intervention (e.g., individual, family, group, communities). In this course we examine a number of ideas, constructs, and theories that, while foundational to social work practice, policy, education, and research can also be readily taken into other fields, disciplines, and professions.

## Course Objectives:

1. Examine and critique mainstream understandings and representations of social problems and the underlying ideas, values, and power structures by using examples from lectures, readings, or experiences in group discussion.
2. Begin to recognize frameworks for understanding social problems and evaluate their effectiveness through critical reflective writing.
3. Identify how helping approaches are influenced by current and historical socio-political contexts that tend to define who provides and receives help by engaging with a variety of course materials demonstrated in discussion and writing assignments.
4. Critically analyze how help impacts those in receipt of these interventions influenced by social institutions and their underlying ideas, values, and power structures in a written critical analysis.
5. Recognize and discuss the different structures and ideas that are involved in, and influence how we provide help through course assignments.

Course objectives for university foundations: By the end of this course students should be able to:

1. Critically engage with course material/readings by identifying keywords and main points, summarizing, and raising and responding to questions through discussions and presentations.
2. Demonstrate your academic writing skills by producing an essay with a clear topic, thesis statement, paragraph structure, and conclusions; strong academic sources; and proper citations.

Use your critical reflection skills to draw connections between course material, the broader social context, and your own experiences/perspectives and desire to help/be helpful and consider how you might apply this learning in your life.

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy**:

*As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity, and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.*

## Course Format

This course is being delivered in a blended format to increase accessibility and learning opportunities. More information about the course format and schedule will be available on Avenue to Learn.

Lectures will be synchronous and delivered to students virtually via Zoom.

Tutorials will be delivered synchronously and delivered either via Zoom or in-person.

Students will be given the opportunity to decide if they want to be assigned into a tutorial group that will always be delivered through Zoom, or into a tutorial group that will plan to meet in-person. Students will enroll themselves into a tutorial group based on their preferred attendance (either Zoom or in-person) and this will be their tutorial group for the whole semester. If students have not enrolled themselves into a tutorial group by September 8th, 2022, they will be enrolled in an open tutorial group by the teaching team.

## Required Texts:

There are no required textbooks for this course.

Instead, this course uses readings, videos, podcasts, and other source material that will be available through the Avenue to Learn website for this course. If students require alternative formats, please contact the professor.

Please note that the reading list on this outline may change over the course of the year. Please check Avenue to Learn for the most updated information on readings. In addition, the instructor and guest speakers will also suggest additional readings as the course proceeds. Students are also expected to be proactive learners and independently seek out additional readings and other knowledge over the duration of the course and to integrate these with the concepts presented in class.

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. [Critical Reflection Paper (20% of final grade). Due: Oct 7, 2022, by 11:59pm
2. Tutorial Attendance and Participation (25%) based submission of (5) tutorial reflection logs. Due: Fridays by 11:59pm the same week as the scheduled tutorial.
3. Critical Analysis Paper (30% of final grade). Due: Nov 25, 2022, by 11:59pm
4. Quizzes (5 quizzes at 5% each = 25% of final grade). Quiz schedule will be posted on Avenue to Learn

Requirement/Assignment Details

### Critical Reflection Paper (20% of final grade)

* + Due Oct 7, 2022, by 11:59pm
	+ To be submitted electronically on Avenue to Learn in .doc or .docx format
	+ TA’s will grade the paper. Feedback will be provided to students if requested.
	+ Additional details will be discussed in class and posted on Avenue to Learn.

### **Tutorial Attendance and Participation** (25% of final grade) based on submission of 5 tutorial reflection logs (worth 5% of final grade each)

* + Due: Friday at 11:59 pm the same week as the scheduled tutorial (example: if student attends tutorial on September 19th, tutorial reflection log would be due by 11:59pm on September 23rd).
	+ To be submitted electronically on Avenue to Learn.
	+ Students will reflect on their tutorial participation by answering two questions in a brief text submission response.
	+ TA’s will grade tutorial reflection logs. No feedback will be provided for these reflections.
	+ Students are advised to keep a copy of their tutorial reflection logs saved, and students are responsible for ensuring their log is submitted successfully.
	+ Additional details will be discussed in class and posted on Avenue to Learn.

### Critical Analysis Paper (30% of final grade)

* + Due November 25th, 2022, by 11:59pm
	+ To be submitted electronically on Avenue to Learn in .doc or .docx format
	+ TA’s will grade the paper. Feedback will be provided to students if requested.
	+ Additional details will be discussed in class and posted on Avenue to Learn.

### Quizzes (25% of final grade)

* + Quizzes are not intended as exercise in memorization. Instead, students can think of the quizzes as integrated learning opportunities. Students are able to access course readings, lecture material, notes, etc. as desired while working on the quizzes (i.e., open book quizzes).
	+ Students will complete 5 quizzes throughout the semester.
	+ Quizzes will consist of multiple-choice, true, or false, or matching questions based on lecture and reading material.
	+ Each quiz will consist of approximately 10 questions (though some quizzes may be shorter or longer depending on content).
	+ Students will be given three opportunities to complete each quiz.
	+ Additional details will be discussed in class and posted on Avenue to Learn.

# Assignment Submission and Grading

* All assignments will be submitted via Avenue to Learn.
* Written assignments must be typed and double-spaced and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages.
* Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman, Arial or Calibri 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as papers not meeting these requirements will not be accepted for grading.
* Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments. When submitting, please keep a spare copy of your assignments.

## Avenue to Learn or Courses with an On-line Element

In this course, we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss with the course instructor.

We will use ‘Avenue to Learn’ for many purposes so it is important that you access it frequently. Through Avenue to Learn we will distribute additional information about course assignments and expectations; inform students about changes to assigned readings; update students on guest presenters; share links to required and optional on-line sources. Assignments will be accessed and submitted through Avenue to Learn. Class cancellations will also be announced through Avenue to Learn.

Please do not email the instructor or Teaching Assistants (TA) from Avenue as the email function does not allow us to respond to emails. Please use only fschorm@mcmaster.ca to email the course instructor. TA emails will be shared on Avenue to Learn.

Students who are unfamiliar with the ‘Avenue to Learn’ system should familiarize themselves with the system as soon as possible; if you have any questions review the online tips and the ‘esupport’ help available on the McMaster ‘Avenue to Learn’ webpage. If a solution is not found, please seek immediate assistance by contacting the TA or instructor.

### Submitting Assignments & Grading

### Assignments will be submitted on Avenue to Learn. Feedback and grades will also be made available via Avenue to Learn.

### Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last five digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

### Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Student Responsibilities

* Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
* In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class, students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.
* Please check with the instructor before using any audio or video recording devices in the classroom.

### Attendance

Students are expected to attend all classes, including virtual lectures and virtual or in-person tutorials. If you anticipate difficulty with this, please speak with the instructor.

### Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf)

 The following illustrates only three forms of academic dishonesty:

* Plagiarism, e.g., the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations

## **Authenticity/Plagiarism Detection**

## Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g., A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

## Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity) .

### Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning, and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g., use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

### Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

### Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

### Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous, or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

### Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical, and artistic work, including lectures by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

The School of Social Work requests and expects that:

* Instructors inform students about what they will record, when they will record, and what they will do with the recording.
* Students who wish to record contact the instructor first. This is so the instructor can inform the class when permission has been given to a student to record (the identity of the student will be kept confidential by the instructor).
* Recordings by students are used for personal study only, and not shared with anyone else, and are deleted when no longer needed for personal study
* There will likely be times when students or guest speakers share personal or sensitive information. In this circumstance we expect everyone to stop recording. The instructor (or student or guest sharing) may also ask for recording to stop, and we expect everyone to respect such a request.

## Confidentiality

A cornerstone of professional social work relationships is confidentiality with respect to all matters associated with professional services to clients. Social workers demonstrate respect for the trust and confidence placed in them by clients, communities, and other professionals by protecting the privacy of client information and respecting the client’s right to control when or whether this information will be shared with third parties (CASW Code of Ethics, 2005).

 In courses such as the 3D06 and 4D06 integrative seminars it is recognized that students participate and learn by discussing their placement and lived experiences. As such, it is important to identify issues of confidentiality that arise in addition to those related to client confidentiality. Each student will be required to review the Confidentiality Agreement for 3D06 and 4D06 Integrative Seminars and sign off to indicate their understanding and agreement. <https://socialwork.mcmaster.ca/documents/confidentiality-agreement-3d-4d-2020.docx/view>

### E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, they may not reply.

### Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

### Extensions and Incomplete Courses

Extensions

All instructors understand that life situations sometimes make it very difficult to hand in an assignment on the date it is due. If you need more time to complete an assignment, talk with your TA – in advance of the assignment deadline! Once you and your TA have agreed on a new due date, it is your responsibility to submit your assignment on time. If you find yourself unable to meet deadlines in more than one course, please reach out to Tammy Maikawa, Administrator (millet@mcmaster.ca ) or Jennie Vengris, Undergraduate Chair (vengris@mcmaster.ca). We are here to support you to think about options (such as reducing your course load) that can take the stress off and contribute to your success in the program overall.

Incomplete courses

If you are not able to complete all of your assignments by the end of term, you have the option of contacting the instructor to request an Incomplete (INC) on the course. If the instructor agrees, (taking into account the amount of outstanding coursework and the time it will likely take to complete), the instructor will enter the grade you have so far in the course (the default grade) and the course will appear in Mosaic as INC (incomplete).

The School’s requirements for completing courses depend on a) the nature of the course (whether it is a foundation course\*, or a social and political context course) and b) when you are hoping to start placement. For example, a student who has an incomplete in a foundation course cannot start placement. Please see the [Policy on Extensions and Incompletes in the BSW Program](https://socialwork.mcmaster.ca/resources/undergraduate-resources/policy-on-extensions-and-incompletes-november-2019.docx/view) for more details.

At approximately 52-60 days after the end of term, the Mosaic system will automatically change an INC to the default grade. Depending on the default grade, this might affect your standing or progress in the program.

*As always, if you have any questions or concerns about your progress in the program, please connect with Tammy Maikawa, Administrator (**millet@mcmaster.ca* *) or* *Jennie Vengris, Undergraduate Chair (**vengris@mcmaster.ca**).*

Course Weekly Topics and Readings

## Week 1: Sept. 12, 2022

### Topic: Course Introduction, Thinking Critically, and APA

### Readings:

* No assigned readings for this week.

## Week 2: September 19, 2022

### Topic: Unpacking Help: Representations of Helping

### Readings:

* Burr, V. (2003). *Social constructionism* (2nd ed.).What is social constructionism*?* (pp. 1-24). New York, NY: Routledge.

## Week 3: September 26, 2022

### Topic: Socio-political Context of ‘Help’: Charity and Moral Models

### Readings:

* James, C. (2001). Reforming reform: Toronto's settlement house movement, 1900-1920.*The Canadian Historical Review*, 81(1). 55-90.
* BBC (2014). Ethics Guide: Arguments Against Charity. Retrieved from <http://www.bbc.co.uk/ethics/charity/against_1.shtml>

## Week 4: October 3, 2022

### Topic: Socio-political Context of ‘Help’: Medical Model

### Readings:

* McCulloch, A., Ryrie, I., Williamson, T. & St. John, T. (2005). Has the medical model a future? *Mental Health Review*, 10, (1), pp. 1–11.
* Ashcroft, R., McMillan, C., Ambrose-Miller, W., McKee, R., & Belle Brown, J. (2018). The emerging role of social work in primary health care: A survey of social workers in Ontario family health teams. *Health & Social Work*, 43(2), 109-117.
* Abumrad, J & Krulwich, R. (2019, June 7). G: The Miseducation of Larry P. *Radiolab Podcast*. Retrieved from https://www.wnycstudios.org/story/g-miseducation-larry-p [transcript available]

## Week 5: October 10, 2022

### Topic: Reading Week – no class

### Readings:

* No assigned readings for this week.

## Week 6: October 17, 2022

### Topic: Socio-political Context of ‘Help’: Social Welfare and Other State Sponsored Models

### Readings:

* Macdonald, D. (2017). *Ontario needs a raise: who benefits from a $15 minimum wage?* Retrieved from Canadian Centre for Policy Alternatives.
* Social Welfare Model [Wikipedia Page]. (n.d.). Retrieved August 11, 2021, from, <https://en.wikipedia.org/wiki/Social_welfare_model>

## Week 7: October 24, 2022

### Topic: Understanding Social Problems

### Readings:

* Lyon-Callo., V. (2012). Homelessness or the violence of poverty and exploitation: Does it matter? *Rethinking Marxism*, 24(2), 215-220.
* McIntyre, L., Tougas, D., Rondeau, K., & Mah, C.L. (2016). ‘In’-sights about food banks from a critical interpretive synthesis of academic literature. *Agriculture and Human Values.* 33(4). 843-859.
* Haggerty, R. (2013, December 19). *How to solve a social problem* [video file]. Retrieved from https://www.youtube.com/watch?v=DVylRwmYmJE

## Week 8: October 31, 2022

### Topic: Experiences of ‘help’ and being ‘helped’

### Readings:

* Garland-Thomson, R. (2017). Building a World with Disability in It. In Waldschmidt A., Berressem H., & Ingwersen M. (Eds.), Culture – Theory – Disability: Encounters between Disability Studies and Cultural Studies (pp. 51-62).
* Seth, P., Slark, M., Boulanger, J., & Dolmage, L. (2015). Survivors and sisters talk about the Huronia class action lawsuit, control, and the kind of support we want. *Journal on Developmental Disabilities*. 21, (2), 60-68.
* Elainey, A. (2018, March 28). What does it mean to “overcome” disability? [video file]. *YouTube*. Retrieved from <https://www.youtube.com/watch?v=aV6U3nf8RB0&list=PLzbLZiJEtlO4PDmRBLcNDsdbXZ3icMLPd&index=1>

## Week 9: November 7, 2022

### Topic: Experiences of ‘help’ and being ‘helped’

### Readings:

* Alberton, A., Angell, B., Gorey, K., & Grenier, S. (2020). Homelessness among Indigenous peoples in Canada: The impacts of child welfare involvement and educational achievement. *Child and Youth Services Review,* 111, 1-9.
* CBC News: The National (2015, June 2) *Stolen Children: Residential School Survivors Speak* [video file]. Retrieved from https://www.youtube.com/watch?v=vdR9HcmiXLA

## Week 10: November 14, 2022

### Topic: Help & Intersectionality

### Readings:

* Ferguson, S. (2014, September 29). *What is Privilege?* Retrieved from https://everydayfeminism.com/2014/09/what-is-privilege/
* Ngozi Adichie, C. (2009, July). *The danger of a single story* [video file]. Retrieved from https://www.ted.com/talks/chimamanda\_adichie\_the\_danger\_of\_a\_single\_story?language=en
* Carbado, D.W., Crenshaw. K.W., Mays, V.M., & Tomlinson, B. (2013). Intersectionality: Mapping the movements of a theory. *Du Bois Review,* 10(2). 303-312.

## Week 11: November 21, 2022

### Topic: International Systems of Help

### Readings:

* Heron, B. (2006). Critically considering international social work practica. *Critical Social Work. 7(2).*
* Richey, L. A., & Ponte, S. (2008). Better (Red)™ than Dead? Celebrities, consumption, and international aid. *Third world quarterly*, *29*(4), 711-729.

Week 12: November 28, 2022

### Topic: Can Help Be Helpful?

### Readings:

* Dunn, E. (2019, April) *Helping others makes us happier: But it matters how we do it* [video file]. Retrieved from <https://www.ted.com/talks/elizabeth_dunn_helping_others_makes_us_happier_but_it_matters_how_we_do_it>
* Benjamin, A. (2017). Doing anti-oppressive social work: The importance of resistance, history, and strategy. In D. Baines (Ed.), *Doing Anti-Oppressive Practice: Social Justice Social Work* (pp.). Blackpoint, NS: Fernwood

## Week 13: December 5, 2022

Topic: Course Reflection and Wrap Up

Readings:

* No assigned readings for this week.

## Additional Resources

#### Additional Resources will be posted on Avenue to Learn throughout the semester.