



COURSE OUTLINE

SW200

Introduction to Social Work

**45 HOURS
3 CREDITS**

PREPARED BY: Jordan Aslett

DATE: June, 2017

APPROVED BY: Andrew Richardson

DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)

Introduction to Social Work

INSTRUCTOR: Jordan Aslett, MSW

OFFICE HOURS: Weds, 5pm-7pm

OFFICE LOCATION: A2208

CLASSROOM: TBA

E-MAIL: jaslett@yukoncollege.yk.ca

TIME: 7pm - 10pm

TELEPHONE: 867-456-8535

DATES: Wednesdays

COURSE CALENDAR 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.

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.

PREREQUISITES

None.

RELATED COURSE REQUIREMENTS

None.

TRANSFERABILITIES

AU HSRV 201 (3)

TRU-OL SOCW 2061 (3)

VIU SOCW 200A (3)

CAMO SOCW 211 (3)

UNBC SOCW 200 (3)

TRU SOCW 2060 (3)

UVIC SOCW 200A (1.5)

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

This course takes an “adult education” approach which facilitates active participation and meaningful collaboration of all student participants. See Course Requirements/Evaluation for detailed expectations. A variety of instructional methods will be used, including formal lectures, group discussion, and guest speakers. Course content will be covered through formal lecture and assigned readings. Students will also be encouraged to enhance learning for themselves and others by contributing their own resource materials, knowledge, and experience to class

discussions and activities. Students will have the opportunity to practice skills required in the field.

ASSESSMENTS

Attendance & Participation

Punctual attendance and full participation is essential. This means you must attend all classes, be prepared to participate (by completing the readings and assignments on the dates due) and willing to engage with others in an open and collaborative manner. Students are encouraged to introduce topics and/or share materials from media that are relevant to the social welfare system and the social work profession.

Classes will often include experiential components. While there is no grade for participation and/or attendance, full participation will not only benefit you, but will also enhance the learning environment for your student peers.

Assignments

Writing Competence: Competency in written work is a basic requirement for all students at a college or university level. Wherever possible, instructors are expected to obtain evidence of students' writing skills, and to require that students meet a reasonable standard of competence in their written work before they can be given a passing grade. Students who require additional academic assistance and/or wish to improve their writing skills may find it useful to contact the Writing Centre. Free 30-minute one-on-one coaching sessions are available in the YC Library. Appointments are arranged online dl1.yukoncollege.yk.ca/writingcentre/ . Use the writing lab if you think you need to improve your written work.

Late Assignments: Five (5) % of the assignment's value will be deducted for every day it is late, up to a maximum of five days, after which the assignment will not be accepted

Style: Assignments must be typed and written using appropriate language. Carefully proof your work. Errors in spelling, grammar, and punctuation will affect your mark.

American Psychological Association 6th Edition (APA): You must use APA 6th Edition format when submitting your work. For general information on APA please visit Purdue Owl <https://owl.english.purdue.edu/owl/section/2/10/>.

Rewrites: The instructor is under no obligation to provide you opportunities to re-do your work after it has been submitted for marking. If you are given an opportunity to re-submit an assignment for marking, the highest grade you can obtain is 70%.

EVALUATION

SW 200 is a Yukon College course and receives a letter grade as per Yukon College Academic Regulations. Assignments will be graded using the criteria set out by the University of Regina. See below for the description of how your assignments will be graded.

90-99 An outstanding performance with very strong evidence of:

- *An insightful and comprehensive grasp of the subject matter;*
- *A clear ability to make sound and original critical evaluation of the material given;*
- *Outstanding capacity for original creative and/or logical thought;*
- *An excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.*

80-89 Very good performance with strong evidence of:

- *A comprehensive grasp of the subject matter;*
- *An ability to make sound critical evaluation of the material given;*
- *A good capacity for original, creative, and/or logical thinking;*
- *A very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.*

70-79 Above average performance with evidence of:

- *A substantial knowledge of the subject matter;*
- *A good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;*
- *Some capacity for original, creative, and/or logical thinking;*
- *An above-average ability to organize, to analyse and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.*

60-69 A generally satisfactory and intellectually adequate performance with evidence of:

- *An acceptable basic grasp of the subject material;*
- *A fair understanding of the relevant issues;*
- *A general familiarity with the relevant literature and techniques;*
- *An ability to develop solutions to moderately difficult problems related to the subject material;*

- *A moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.*

50-59 A barely acceptable performance with evidence of:

- *Familiarity with the subject material;*
- *Some evidence that analytical skills have been developed;*
- *Some understanding of relevant issues;*
- *Some familiarity with the relevant literature and techniques;*
- *Partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;*
- *Basic competence in writing.*

0-49

- *An unacceptable performance.*

REQUIRED TEXTBOOKS AND MATERIALS

Readings for this class draw from a traditional textbook and an instructor reprotex (available in the college bookstore) that highlights alternative viewpoints from academic and non-academic authors of Canadian social work literature. Some readings will also be posted to the class Moodle and/or reserved at the Library.

Readings are marked in the outline as either **Textbook**, **Reprotex** or **Moodle/Reserved at Library**

Textbook

Ives, N., Denov, M., & Sussman, T. (2015). *Introduction to social work in Canada: Histories contexts and practices*. Don Mills, ON: Oxford University Press.

Reprotex

Instructor Reprotex/Course Readings - Available in the Yukon College Bookstore

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper 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 College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

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 College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

THE LORENE ROBERTSON WRITING CENTRE

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. The Lorene Robertson Writing Centre is staffed by helpful writing coaches from across the College and offers one-on-one appointments to students in need of writing support.

The Lorene Robertson Writing Centre can help you:

- Get started on an assignment and focus your ideas
- Outline and plan your assignment
- Write clearly, logically and effectively
- Address specific needs and writing problems
- Revise the first and final drafts of your project
- Gain confidence in your writing

For in-person appointments, the Centre coaching office is located in the Academic Support Centre in room A2302. You can also participate in coaching appointments over the phone or online. see the Academic Support Centre schedule for English and writing support times.

REQUIREMENTS FOR NUMBER OF PAGES AND NUMBER OF REFERENCES

The requirements outlined for the length and number of references that accompany each assignment are non-negotiable. The purpose of including these requirements is to ensure that students complete the assignment objectives in an academically rigorous manner.

The submission of an assignment that is less than the number of required pages will result in a grade of [F] on the assignment. The number of pages required does not include Cover Page, Appendixes and Reference List. These are not considered part of the page count for academic papers.

The submission of an assignment that does not include the minimum number of peer-reviewed sources will result in a grade of [F] on the assignment.

Peer-reviewed sources are books and journal articles that have undergone the peer-review process. Government publications, reports from NGO's/Think Tanks, and Newspaper articles while relevant and important for the completion of assignments - do not count as peer-reviewed sources.

For help determining whether or not a source is peer-reviewed please see the

following website <https://library.mcmaster.ca/faq/how-can-i-tell-if-a-journal-peer-reviewed>. If students feel that they will not be able to complete the assignment with the required number of pages or references, they are required to discuss this with the instructor no more than 2 weeks before the assignment due date.

CRITERIA FOR FINAL GRADE

Assignments	65%
Quizzes	10%
Participation	0%
Final Exam	25%
Total	100%

OVERVIEW OF ASSIGNMENTS

Detailed description of the first assignment, requirement, and due date will be provided on the first day of class. Descriptions of subsequent assignments will be provided no later than 6 weeks prior to the due date. Please note: all written assignments must meet the standard for accuracy in grammar and punctuation that is expected at a university level. Written assignments must also be well organized and typed/computer generated.

Assignment 1 - Defining Social Issues & Social Problems (15%)

Due Week 4

For this assignments 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 - (Group Assignment) - Social Work in the Yukon (25%)

Due Weeks 8 & 9

This group assignment asks students to select a field of social work practice (i.e. child welfare, supported housing, elder care) and investigate the relevant sites of this field of practice within their community. Students are also asked to gain an understanding of the policies (municipal, territorial, federal and First Nation governmental) that govern the chosen area of social work practice. The final product of this assignment will be a group presentation for the class on the chosen field.

Assignment 3 - Critical Self Reflection on Social Work Practice (25%)

Due Week 13

For this final assignment students will select a social problem that is relevant to social workers and describe the problem in detail. Students will then be asked to describe how they imagine that they - as a social worker - would work to address this problem

in their community. This assignment will ask students to reflect on their own values and intersecting social positions and how these would influence their practice.

Participation - Contribution Assessment & Attendance (10%)

Completed in-class on Week 13

Students are asked to submit an assessment of their learning throughout the semester and their contributions to the class.

Final Exam (25%)

A final exam will be administered during the Fall exam period.

CLASS SCHEDULE AND READINGS

Note to students: The instructor reserves the right to modify how material will be covered.

PLEASE HAVE YOUR READINGS COMPLETED PRIOR TO CLASS. For example, this means that Readings listed in “Week 2” are to be completed BEFORE Class 2.

Weeks 1 - 6
Foundations of Social Work, Social Welfare and Social Justice

Week 1
September 6th, 2017
Introduction to Course: Personal Perspectives and Values
***Overview of Assignment #1**

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

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.

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

Moodle

Canadian Association of Social Workers (2008). *Social work scope of practice*. Ottawa, ON: Canadian Association of Social Workers. Available at: <http://www.casw-acts.ca/en/what-social-work/casw-social-work-scope-practice> (Also available on Moodle)

<p style="text-align: center;">Week 2 September 13th, 2017 Social Work Ethics and Values</p>
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Key Concepts & Terms

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

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.

Required reading:

Moodle

Canadian Association of Social Workers (2005) *CASW social work code of ethics*. Ottawa, ON: Canadian Association of Social Workers. Available at http://casw-acts.ca/sites/default/files/attachements/CASW_Code%20of%20Ethics.pdf

Textbook

Ives, N., Denov, M., & Sussman, T. (2015)
Chapter 3 - Ethics in Social Work Practice and Research

Recommended Reading:

Moodle

Canadian Association of Social Workers (2005). *Guidelines for ethical practice*. Ottawa, ON: Canadian Association of Social Workers. Available at http://casw-acts.ca/sites/default/files/attachements/CASW_Code%20of%20Ethics.pdf (Also available on Moodle)

Week 3
September 20th, 2017
Social Work Perspectives on Issues of Social Justice
***Overview of Assignment #2**

Key Concepts & Terms

Social Issues, Social Problems, Social Justice, Inequality, Self-Determination

Students will 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.

Required readings:

Reprotext

DiAngelo, R., & Sensoy, O. (2014). Leaning in: A student's guide to engaging constructively with social justice content. Radical Pedagogy, 11(1), 1-15.

Reprotext

*Mullaly, B. (2010). Challenging oppression and confronting privilege (2nd Ed.), 1-16
Don Mills, ON: Oxford University Press.*

Chapter 1 - Theoretical and Conceptual Considerations

Week 4
September 27th, 2017
History of Social Work in Canada and the North
***Assignment #1 Due**

Key Concepts & Terms

Colonialism, English Poor Laws, Charity, Settlement Houses, Specialization, Jane Addams, Mary Richmond, Functionalism

Students will trace the history of social welfare in Canada, and identify the major influences that contributed to the development of social work in Canada.

Textbook

Ives, N., Denov, M., & Sussman, T. (2015)

Chapter 1 - Historical Foundations of Addressing Need: Indigenous, French and English Traditions

Reprotext

Lundy, C. (2011). *Social work, social justice and human rights: A structural approach to practice* (2nd Ed.), 49-68. Toronto, ON: University of Toronto Press.

Chapter 3 - Historical Developments in Social Work

Recommended Reading:

Moodle

Schmidt, G., (2008) *Professional Work in Remote Northern Communities: A Social Work Perspective*. UNBC Community Development. Retrieved from Institute http://www.unbc.ca/assets/community_development_institute/g_schmidt_cdi_paper.pdf

Week 5

October 4th, 2017

Indigenous Perspectives on Social Work and Social Welfare

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

The lecture and assigned readings for this class examine the historical foundations of Canada's "Indian Policy" that has fuelled 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.

Required reading:

Textbook

Ives, N., Denov, M., & Sussman, T. (2015)
Chapter 8 - by Cyndy Baskin - The Role of Social Work in the Lives of Aboriginal Peoples

Reprotext

Sinclair, R. (2012). Aboriginal Youth Gangs in Canada: (de)constructing an epidemic. *First Peoples Child & Family Review*, 7(1), 8-28.

Recommended Readings:

Moodle

Sinclair, R. (2004). Aboriginal social work education in Canada: Decolonizing pedagogy for the seventh generation. *First Peoples Child & Family Review*, 1(1), 49-62.

Week 6
October 11th, 2017
Theories of Oppression and Marginalization

Key Concepts & Terms

Oppression, Marginalization, Stigma, Power, Privilege, Levels of Oppression, Structural Social Work, Radical Social Work, Internalized Domination, Intersectionality

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. Particular attention will be paid to the continuing existence of poverty in wealthy societies.

Required Reading

Reserved at Library/Moodle:

Mullaly, B. (2010). *Challenging oppression and confronting privilege* (2nd Ed.), 16-66
Don Mills, ON: Oxford University Press.

Chapter 1 - Theoretical and Conceptual Considerations (cont.)

Chapter 2 - Oppression an Overview

Weeks 7-9
Social Work Practice - Theories, Skills and Interventions

Week 7
October 18th, 2017
Social Work Practice Theories

***Overview of Assignment #3**

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

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

practice of social work.

Required reading:

Textbook

Ives, N., Denov, M., & Sussman, T. (2015)

Chapter 2 - Social Work Theories

Reserved at Library/Moodle

Baskin, C. (2011) *Strong Helpers' Teachings: The value of indigenous knowledges in the helping professions*. 47-68. Toronto, ON: Canadian Scholars' Press, Inc.

Chapter 3 - Current theories and models of social work seen through an Indigenous Lens.

Week 8

October 25th, 2017

Canadian Social Welfare Policy

***Group Presentations**

Key Concepts & Terms

Social Welfare, Social Policy, Retrenchment, Neoliberalism, Decentralization, The Welfare State, Canada Health and Social Transfer, Housing, Poverty, Food Security, Conservatism, Capitalism, Liberalism, Social Democracy

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.

Required Reading:

Textbook

Ives, N., Denov, M., & Sussman, T. (2015)

Chapter 6 - Social Work and Health

Moodle

Mikkonen, J., & Raphael, D. (2010). *Social determinants of health: The Canadian facts*. Toronto: York University School of Health Policy and Management. Available at http://www.thecanadianfacts.org/The_Canadian_Facts.pdf

Week 9
November 1st, 2017
The Three Levels of Intervention and Generalist Social Work Practice
***Group Presentations**

Key Concepts & Terms

Macro, Micro, Meso/Mezzo, Generalist Practice, Assessment, Interviewing, Community Organizing, Empowerment, Advocacy, Self-Determination, Alliance Building, Public Education, Social Group Work

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.

Required reading:

Textbook

Ives, N., Denov, M., & Sussman, T. (2015)
Chapter 4 - Social Work with Individuals and Families

Textbook

Ives, N., Denov, M., & Sussman, T. (2015)
Chapter 5 - Social Work with Groups and Communities

Weeks 10-13
Diverse Perspectives on Social Work and Social Welfare

Week 10
November 8th, 2017
Feminist Social Work
Social Work with Children and Youth
***Group Presentations**

Key Concepts & Terms

1st, 2nd, 3rd & Postmodern Wave Feminism, Patriarchy, Sexism, Misogyny, Child Welfare, Youth Justice, Family Violence, Inter-Partner Violence

Feminism has greatly contributed to the development of social work practice and

theory as well as social welfare policy analysis. In 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. Social work practice with children and youth will also be discussed in this context.

Required Reading:

Textbook

Ives, N., Denov, M., & Sussman, T. (2015)
Chapter 7 - Social Work Practice with Children

Reprotext

Valentich, M. (2011). On being and calling oneself a feminist social worker. *Affilia*, 26(1), 22-31.

<p style="text-align: center;">Week 11 November 15th, 2017 LGBTQueer Perspectives on Social Work Disability Perspectives on Social Work</p>
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Key Concepts & Terms

Disability, Impairment, Social Model, Medical Model, Institutionalization, Critical Disability Theory, Paternalism, Queer, Trans, Lesbian, Gay, Bisexual, Sexual Diversity, Gender Diversity, Homophobia, Social Constructionism, Queer Theories

Disability and LGBTQeuer 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. This class traces the historical importance of LGBTQeuer and 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.

Required Reading:

Textbook

Ives, N., Denov, M., & Sussman, T. (2015)
Chapter 10 - by Edward Ou Jin Lee and Shari Brotman - Social Work and Sexual and Gender Diversity

Textbook

Ives, N., Denov, M., & Sussman, T. (2015)
Chapter 11 - by Carl Ernst and Radha MacCulloch - Disability and Social Work Practice

Week 12
November 22nd, 2017
Anti-Racist Social Work

***Assignment #3 Due**

Key Concepts & Terms

Critical Multiculturalism, Racism, Islamophobia, Anti-Black Racism, Immigration Policy, Whiteness, Xenophobia, White Privilege, Diversity, Racialization

Racism creates and sustains social inequalities and oppresses a large number of Canadians in both rural and urban settings. The focus of this class is on racism at the personal, cultural and institutional levels and how it disproportionately affects various ethnic and racialized groups. Particular attention will be paid to Whiteness and White Privilege as well as the experiences of Afro-Caribbean Canadians and the experiences of refugees and immigrants from Muslim-majority countries.

Required readings:

Reprotext

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.

Textbook

Ives, N., Denov, M., & Sussman, T. (2015)
Chapter 9 - Social Work with Immigrants and Refugees

Week 13
November 29th, 2015
Becoming an Ally/Becoming a Social Worker
Exam Review

***In-Class Participation Assessment**

Key Concepts & Terms

Ally, Helper, Advocate, Self-Assessment, Social Work Education, Readiness for Practice

For the final class students will be asked to assess their readiness to further their social work education as well as consider whether the values of social work and the pursuit of social justice is congruent with their personal values and beliefs. Students will also be provided with an exam review.

Required Reading:

Moodle

Week 13 Reading to Be Determined