



School of Social Work

THE UNIVERSITY OF BRITISH COLUMBIA

Course Number: SOWK201 - 001 - Winter 2021
Course Name: **Introduction to Social Work**
Course Time: Tuesdays: 17:00 - 20:00 (5-8)
Course Location: via UBC Canvas
Instructor Name: H. Monty Montgomery
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Teaching Assistant(s): Andrea Johnson: andrea.johnson@ubc.ca
Alexis Baker (grading): amlb@mail.ubc.ca

Office hours: no-in person meetings due to pandemic. please e-mail Andrea J. with questions regarding assignments or absences.

COURSE DESCRIPTION:

[SOWK 201] introduces the field of social work. The knowledge, skills, values and ethics of social work practice are reviewed. Diverse forms of social work practice are introduced, and various perspectives for understanding the context of individual and social problems are presented.

As an important aspect of the developing a professional identity is an understanding of the social and environmental factors that contribute to personal development, a key component of the course will be on developing greater self-awareness. Students will be required through reflective questions to examine what they bring to these relationships in terms of values, attitudes, beliefs and lived experiences.

prerequisite: SOWK 200

University of British Columbia Calendar

COURSE OBJECTIVES:

By the end of the course, students will be able to:

- Analyze how context and environment shapes people's lives and behaviours;
- Self-reflect on personal development in emotional, cognitive, behavioural, and social domains;
- Understand people in their environments and how ecological contexts, including personal, social, and societal factors, shape people's lives;
- Develop an understanding of how social work assists people in managing their daily lives and experiences;
- Understand the history and philosophy of social work and theories that guide social work practice;
- Report on the ethical and practice standards that guide the practice of social work;
- Demonstrate awareness of various roles of social workers;
- Critically analyze the social structures in Canadian society and how they influence people through marginalization, oppression and privilege.

Course objectives will be met through interaction with scholarly and discipline-specific concepts, curricular materials, resources and practice scenarios delivered via direct instruction methods in an on-line format (e.g., lectures, audio-visual presentations, group discussions, guest speakers).

REQUIRED TEXTS:

Hick, S. & Stokes, J. (2016). *Social work in Canada: An introduction* (4th Ed.). Toronto. Thompson Educational Publishing.

Supplemental Readings associated with specific topics will be made available periodically via the UBC Canvas SOWK 201 website.

COURSE REQUIREMENTS:

Course Format

This is a blended/hybrid course using UBC's Canvas learning management system, which will have both synchronous (meeting together in scheduled class time by Zoom) and asynchronous components (podcasts, video viewing etc.). Small group seminars will be arranged via Zoom and will take place during scheduled class time.

Course Website - UBC Canvas

The course website (<https://canvas.ubc.ca/>) is accessible to all students registered in this course. It contains the course outline (syllabus), announcements, remote conferencing via Zoom, PowerPoint lecture slides, video links, drop boxes for the submission of assignments, and assignment guidelines and other course resource material. Students can also access your assignment results on this website. It will be used extensively throughout the course.

Course Format (blended)

This is a blended/hybrid course using UBC Canvas, which will have both synchronous (meeting together in scheduled class time by Zoom) and asynchronous components (podcasts, video viewing etc.). Small group seminars will be arranged via Zoom and will take place during scheduled class time.

Technology and Physical Space

Each student requires access to telecommunications technology (i.e., hardware, software) that enables you participate in real-time interactions with the instructor and your classmates. To participate fully in this course, students require the following:

- Stable high-speed internet connection
- Webcam
- Microphone
- A quiet space to take part in synchronous learning (tutorials, discussion groups, etc.).

Zoom

Zoom will be utilized for the interactive components of this course. Each classroom session will have a Zoom link associated with it. Zoom links are accessible through the UBC Canvas SOWK 201 site. Please be mindful of the following when using Zoom:

- Don't post group pictures of your meeting on social media without getting consent from each participant;
- Be mindful of what's in your background during the session;

- Be aware of who can listen to your meeting;
- Use the options within Zoom to control screen/whiteboard sharing;
- When sharing screens, ensure no private information is open on your desktop.

STUDENT RESPONSIBILITIES

Attendance

This course has been adapted for electronically mediated delivery; there are no in-person classes or activities associated with this course. There is no requirement that two or more people to physically gather together to participate in any activity related to this course. Students are required to attend all classes, complete all assignments on time, do all required readings prior to class, and participate in class discussions and activities. NOTE: on campus attendance is not mandatory.

Please make note of the attendance policy in the 2020-21 University of British Columbia Vancouver Undergraduate Calendar as well as other academic regulations. (See: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,36,0,0>)

Academic Honesty

UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Students are responsible for informing themselves of the guidelines of acceptable and non-acceptable conduct for graded assignments established by their instructors for specific courses, and are expected to abide by all University of British Columbia regulations regarding Academic Misconduct. (See: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>).

Plagiarism

Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness.

Plagiarism includes the following practices:

- not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
- presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students may find useful information on avoiding plagiarism and on correct documentation at: <https://learningcommons.ubc.ca/resource-guides/understand-academic-integrity/>.

Students requesting Accommodation:

The University accommodates students with disabilities who have registered with the University of British Columbia Centre for Accessibility (see: <https://students.ubc.ca/about-student-services/centre-for-accessibility>).

Students who will require accommodation for attendance due to disability are encouraged to inform the instructor, and if necessary, to contact the UBC Centre for Accessibility no later than the first week of class. The School of Social Work will accommodate religious

observance, and students are expected to inform their instructor of any accommodations that may be requested.

Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments, must notify the instructor in writing at least two weeks in advance, and preferably earlier. This reflects expectations for professional Social Workers in their places of employment.

FREEDOM OF EXPRESSION

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies.

If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom).

Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

FREEDOM FROM HARASSMENT:

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom.

Details of the policies and how to access support are available on [the UBC Senate website](#)

ASSIGNMENTS:

General

All assignments will be evaluated based on your ability to understand the concepts under study and to analyse, critique and apply those concepts to real or hypothesized situations.

Assignments must be written in a professional (i.e., clear, concise, and connected) style. Format, layout, and language (spelling, grammar, punctuation, etc.) will be evaluated. It is expected that (unless otherwise stated) all papers will meet current American Psychological Association (APA) standards.

Students should retain a copy of all submitted work in case of loss, and should retain all their graded assignments in case they wish to apply for a Review of Assigned Standing.

Late Assignments:

All assignments must be completed by the assigned date. Late assignments will only be accepted in case of an emergency. Please contact the instructor BEFORE the due date of the assignment and a new date may be negotiated at the discretion of the professor.

Reassessment of Grades:

Please refer to the University of British Columbia Undergraduate Calendar for the University regulations regarding the viewing of marked work and the reassessment of grades. (See: <http://www.calendar.ubc.ca/vancouver/?tree=3,41,93,0>)

GRADED COURSE ACTIVITIES:

Assignment 1: Discussion Forum - Participating & Recording

Grade: 10% of total grade
Due date: One week during the semester, before the end of class
Length: One paragraph (i.e., more than 200 words)

The purpose of this assignment is twofold:

Part 1: to bring a small group of individuals together to share ideas and thoughts about social work policy and practice;

Part 2: to enhance ethical Social Work skills (i.e., public accountability, file recording).

Each week, following the opening lecturette on Zoom, at least 45 minutes of class time will be set aside for members of small groups to meet in virtual break out rooms. Before the outset of each breakout session, the instructor will pose a focussing question related to the weekly topic. As group members, you can either discuss some possible responses to the question being posed, or enter into a broader discussion on the weekly topic.

For Part 1 of this assignment, you are to regularly participate as a member of a small group (8-10 people) in discussing your reactions to and analysis of the readings, in-class discussions and resources associated with each week unit of the course. Your participation is required, but ungraded; the names of each participant in each week's discussion group will be recorded and submitted as part of this assignment. The membership in this group will remain constant throughout each week of the course.

Each person's contributions to the breakout group sessions will not be graded - the focus question is intended to initiate a conversation only; neither you nor your group will be assessed on how fulsome any one person's response to a question may have been. .

For Part 2 of this assignment, one person per week is to create a document using an on-line collaboration tool (e.g., googledocs, padlet) and share their screen with the group members using the screenshare function of Zoom. Within this document, the recorder will note the names of each student present and the date of the session. The recorder is then to record a brief summary of the main points raised during the breakout group session. Immediately following the end of the breakout group session, the designated recorder is to create a discussion board posting of their summary to the UBC Canvas SOWK 201 site.

Over the course of the semester, every group member will have an opportunity to be the designated recorder for at least one weekly summary. You will be assigned to a Group before Week 2 of the class, and during the breakout session of Week 2, each group will collaboratively determine who will be the recorder for each upcoming weekly session. A copy of the recorder listing will be need to be posted to the group's canvas site immediately

following the Week 2 class. People may choose to select more than one week to assume the recorder role, although doing so will not count towards any additional credit.

Key elements of this assignment be mindful of the following points:

- Discussion summaries may be recorded in bullet or freeform text format.
- No academic citations (e.g., book page numbers) are required.
- No attributions are to be noted (i.e., don't list the person's name beside any comment).
- A respectful and professional tone is maintained in all verbal and written interactions.

Assignment 1 Grading Criteria:

- Part 1 - Ability to regularly respond in a thoughtful way to social welfare issues.
- Part 2 - Ability to demonstrate descriptive note taking and critical analysis skills.

Assignment 2 - Social Welfare Issues and Analysis

Grade: 30% of total grade

Due date: Part A - February 18 (23:55) Part B - March 25 (23:55)

Length: 1500 words (not including title page).

The purpose of this assignment is to expand your understanding of the contemporary context for social work practice through discussion of a contemporary social welfare issue as documented in film. For this assignment, you are required to view one video obtained from the UBC Library Kanopy site (<https://kanopy.com>). This assignment has two parts and requires students to work in pairs.

Early in the course, you will be asked to identify a film you are interested in viewing for this assignment. The film options fall within the following social welfare issue clusters:

- Mental health
- Poverty / homelessness / unemployment
- Older people
- Cultural diversity
- Children & families
- Youth issues
- LGBTQ+
- Women / violence against women
- Disability

These clusters are broad, and the social welfare issue you choose may transcend more than one topic area. You'll be asked to pick the cluster that's most interesting to you.

For this assignment, you are asked to select and watch one movie with a classmate who will also be watching the same movie on their own device. Each of you is to identify underlying assumptions within the film and contrast these social welfare issues to life in contemporary Greater Vancouver, BC or Canada. You will also be asked articulate the ways that these issues are being addressed (or not) within contemporary Social Work practice.

This assignment takes place over several steps:

- **After week 2:** You are to identify which 'social problem cluster' you are interested in. Submit your preference on the UBC Canvas site before Week 3.
- **After Week 3:** You are to choose a partner from the a list of students who have selected the same 'social problem cluster' as you. Select a partner from among the

names provided and arrange a time and system (e.g., phone, Zoom, Skype, Facetime) for you to meet.

You will also select a movie from a list provided, and arrange a time to meet up again after you have watched the film. After watching the movie, complete Part A of this assignment.

- **After Week 5:** On your own time and **not in person**, meet up with your partner to discuss the movie you both have watched. Structure your conversation so that each of you can contrast your thoughts about the film. Your conversational space should also enable you to debrief about the relevance of the social welfare themes of the movie and associate these themes to Social Work practice. You may need to meet up several times to complete this activity.
- Complete and submit Part B of this assignment.

Part A (up to 500 words) - each person must submit Part A independently.

Provide a critique of the film:

- Rather than simply critiquing the acting, script or production values, write up your thoughts about the movie and the list the social welfare themes (e.g., poverty, gender bias, social injustices, etc.) you believe were presented in the film.
- Identify some of the sociological assumptions (e.g., sexism, ageism, racism, etc.) that you believe are related to the key messages of the film.
- Describe the extent to which the film's themes existed in the past (or another part of the world), and whether or not these are still relevant today.
- **Submit Part A for grading before 11:55 pm on Thursday February 18.**

Part B (up to 1000 words) - each pair is to submit one submission only.

Discuss the nature and scope of the social welfare issues you saw presented in the film and relate them to contemporary circumstances and Social Work practice. In this section, you will need to:

- Drawing upon your submission for Part A, identify the social welfare issues you both observed in the film.
- Provide an overview of the extent to which you believe these social welfare issues exist within the Greater Vancouver area and/or in BC at this time. Support your position with information found in **at least two reliable sources** (e.g., newspaper, public report, scholarly journal).
- Outline how Social Work attempts to understand and address social problems based on **at least two articles** from the Social Work and/or social science literature that apply a theoretical lens to the social welfare issues under discussion (e.g., feminist, critical, anti-oppressive, anti-racist theory).
- Select one person to submit the assignment on behalf of your pair, and submit the paper to the UBC Canvas site before 11:55 pm on **Wednesday, March 25th, 2020.**

Assignment 2 Grading Criteria:

- Ability to identify and describe key social welfare themes;
- Ability to articulate a social justice informed position on societal assumptions;
- Ability to represent some socio-cultural commonalities and contrasting personal assumptions as they relate to an identifiable social problem against another person's;
- Ability to demonstrate that enhanced understanding can be achieved by integrating Social Work theory and scholarly literature relevant to an identified social welfare issue;
- Ability present information in a concise, substantive and respectful manner.

Assignment 3 - Mid-Term Examination

Grade: 25% of total grade
Due date: February 23 (20:00 pm)
Length: 8 - 10 pages.

An in-class exam incorporating multiple-choice and short essay questions. Examination questions will focus on material covered in the class lectures of the first 5 weeks of the course and the associated readings as per the course syllabus. This is not an open book exam. The exam is to be submitted by the end of class on February 23.

Assignment 4 - Take Home Exam

Grade: 35% of total grade
Due date: April 20 (11:55 pm)
Length: 8 - 10 pages.

This assignment is a forum for you to demonstrate your ability to use and apply knowledge gained in SOWK 201. To complete this 'take-home' exam, you are directed to use the course textbook (Social Work in Canada: An Introduction, by Steven Hick & Jackie Stokes), Canvas materials and your lecture notes. No other reference materials should be used or are required.

You will receive the exam at the beginning of our last class, April 13th 2020, and you will have until 11:55 pm on April 20th to submit it on Canvas. Late take-home exam submissions WILL NOT be accepted.

The exam must be completed ALONE.

If you have questions about the exam, you can reach out to us in the first 48 HOURS after distribution (i.e., 6:30 pm on April 15). Please note, we will only provide clarity on exam questions where necessary - we will not answer questions in a way that helps you compose your response or direct you to relevant information.

Copying and pasting text from the book or Canvas will not be considered an answer. You will need to compose answers in your own words. You may include very short direct quotes or citations to support your answers, as long as they are cited appropriately using APA style. However, since your answers will be drawn from the readings or notes from lectures, you do not need to cite sources when paraphrasing in your answers.

Word count: There is a maximum number of words allowed for each answer. Words beyond the maximum word limit for each answer will not be marked.

COURSE SCHEDULE:

Week	Topic	Activity
Jan 12	Week 1 - Welcome and Introduction to Social Work	
	Readings: <ul style="list-style-type: none"> S. Hick & J. Stokes. (2016). Social work and social welfare in Canada (Chapter 1). In Hick, S. & Stokes, J.. <i>Social work in Canada: An introduction (4th Ed.)</i>. Toronto: Thompson Educational Publishing. (pp. 2-31). 	
Jan 18	Discussion forums creation	Intro posting
Jan 19	Week 2 - The Historical Progression of Social Work	Forum (1)
	Readings: <ul style="list-style-type: none"> J. Stokes. (2016). Toward a History of Social Work in Canada (Chapter 2). In Hick, S. & Stokes, J.. <i>Social work in Canada: An introduction (4th Ed.)</i>. Toronto: Thompson Educational Publishing. (pp. 32 - 73). S. Hick & J. Stokes. (2016). International social work practice (Chapter 14). In Hick, S. & Stokes, J.. <i>Social work in Canada: An introduction (4th Ed.)</i>. Toronto: Thompson Educational Publishing. (pp. 432 - 463). 	
Jan 26	Week 3 - Theory and Approaches to Social Work Practice	Forum (2)
	Readings: <ul style="list-style-type: none"> D. W. Lai. (2016). Social work theories and practice models. (Chapter 3). in Hick, S. & Stokes, J.. <i>Social work in Canada: An introduction (4th Ed.)</i>. Toronto: Thompson Educational Publishing. (pp. 74 - 103). additional readings available on the UBC Canvas SOWK 201 site. 	
Feb 02	Week 4 - Social Work with Individuals, Groups and Communities	Forum (3)
	Readings: <ul style="list-style-type: none"> S.J. Smith. (2016). Individuals, groups and communities. (Chapter 4). In Hick, S. & Stokes, J.. <i>Social work in Canada: An introduction (4th Ed.)</i>. Toronto: Thompson Educational Publishing. (pp. 104 - 135). additional readings available on the UBC Canvas SOWK 201 site. 	
Feb 09	Week 5: Social Work across the lifespan - Children & Older People	Forum (4)
	Readings:	

	<ul style="list-style-type: none"> J. Stokes. (2016). Social work and child welfare in Canada. (Chapter 5). In Hick, S. & Stokes, J.. <i>Social work in Canada: An introduction (4th Ed.)</i>. Toronto: Thompson Educational Publishing. (pp. 136 - 171). S. L. Campbell. (2016). Social work with older Canadians. (Chapter 11). In Hick, S. & Stokes, J.. <i>Social work in Canada: An introduction (4th Ed.)</i>. Toronto: Thompson Educational Publishing. (pp. 338 - 369). 	
Feb 16	Reading Week No Readings	
	February 18 (Tuesday 23:55)	Assignment 2 Part A due
Feb 23	Midterm examination No Readings	Assignment 3 In Class Exam
Mar 02	Week 6 - Social Work with Indigenous peoples Distinguished Indigenous Speakers Series, featuring Dr. Raven Sinclair (log in details T.B.A. on Canvas)	Forum (5) Speaker
	Readings: <ul style="list-style-type: none"> E. Fast & H. Montgomery. (2016). Social work with Indigenous peoples (Chapter 9). In Hick, S. & Stokes, J.. <i>Social work in Canada: An introduction (4th Ed.)</i>. Toronto. Thompson Educational Publishing. (pp. 272 - 305). additional readings available on the UBC Canvas SOWK 201 site. 	
Mar 09	Week 7 - Social Work in Health Settings & Mental Wellness Guest Speaker: Andrea Johnson - UBC Social Work Ph.D. Candidate	Forum (6) Speaker
	Readings: <ul style="list-style-type: none"> S. L. Campbell. (2016). Social work and the health of Canadians. (Chapter 6). In Hick, S. & Stokes, J.. <i>Social work in Canada: An introduction (4th Ed.)</i>. Toronto: Thompson Educational Publishing. (pp. 172 - 203). S. Reid & S. Stokes. (2016). Mental health and social work practice. (Chapter 7). In Hick, S. & Stokes, J.. <i>Social work in Canada: An introduction (4th Ed.)</i>. Toronto: Thompson Educational Publishing. (pp. 204 - 241). 	
Mar 16	Week 8 - Social Work with Women	Forum (7)
	Readings: <ul style="list-style-type: none"> S. Hick & J. Stokes. (2016). Social work with women in Canada (Chapter 8). In Hick, S. & Stokes, J. <i>Social work in Canada: An</i> 	

	<p><i>introduction (4th Ed.)</i>. Toronto. Thompson Educational Publishing. (pp. 242 - 271)</p> <ul style="list-style-type: none"> • additional readings available on the UBC Canvas SOWK 201 site. 	
Mar 23	Week 9 - Social Work with Differently Abled Individuals	Forum (8)
	<p>Readings:</p> <ul style="list-style-type: none"> • R. Hanes. (2016). Social work and persons with disabilities (Chapter 13). In Hick, S. & Stokes, J. <i>Social work in Canada: An introduction (4th Ed.)</i>. Toronto. Thompson Educational Publishing. (pp. 404 - 431) • additional readings available on the UBC Canvas SOWK 201 site. 	
Mar 30	Week 10 - Working with Racialized Canadians, Immigrants, and Refugees	Forum (9)
	<p>Readings:</p> <ul style="list-style-type: none"> • D. Este & C. Sato. (2016). Racialized Canadians and Immigrants (Chapter 10). In Hick, S. & Stokes, J. <i>Social work in Canada: An introduction (4th Ed.)</i>. Toronto. Thompson Educational Publishing. (pp. 306 - 337). • additional readings available on the UBC Canvas SOWK 201 website 	
Apr 06	Week 11 - Gender Identity and Sexual Diversity	Forum (10)
	<p>Readings:</p> <ul style="list-style-type: none"> • S. Todd. (2016). Social work and sexual and gender identity (Chapter 12). In Hick, S. & Stokes, J. <i>Social work in Canada: An introduction (4th Ed.)</i>. Toronto. Thompson Educational Publishing. (pp. 370 - 403). • additional readings available on the UBC Canvas SOWK 201 site. 	
	April 8 (Thursday 23:55)	Assignment 2 Part B due
Apr 13	Course Review & Final Exam Prep No Readings	Course Evaluations
	April 20 (Tuesday 23:55)	Assignment 4 (Final Exam) due

UBC GRADING CRITERIA:

Letter Grade	Percent Range	Mid-Point	Indicator
A+	90-100	95	<ul style="list-style-type: none"> • Represents work of exceptional quality. • Content, organization and style are all at a high level. • Student demonstrates excellent research and reference to literature where appropriate. • Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	<ul style="list-style-type: none"> • Represents work of good quality with no major weaknesses. • Writing is clear and explicit and topic coverage and comprehension is more than adequate. • Shows some degree of critical thinking and personal involvement in the work. • Good use of existing knowledge on the subject.
B	72-75	73.5	
B-	68-71	69.5	
C+	64-67	65.5	<ul style="list-style-type: none"> • Adequate and average work. • Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. • Minimal critical awareness or personal involvement in the work. • Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	<ul style="list-style-type: none"> • Minimally adequate work, barely at a passing level. • Serious flaws in content, organization and/or style. • Poor comprehension of the subject, and minimal involvement in the paper. • Poor use of research and existing literature.
F	0-49		<ul style="list-style-type: none"> • Failing work. • Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.