School of Social Work

Course Outline SOWK 200

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the x^wməθkʷəy̓əm (Musqueam) people.

UBC COVID-19 Protocols for in-class learning

MASKS: You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment.

STUDENT FEELING UNWELL: If you are sick, it is important that you stay home. Complete a self-assessment for COVID-19 symptoms here: https://bc.thrive.health/covid19/en.

RECORDING LECTURES: Since all lectures for SOWK 200 will be recorded, you can prioritize your health and still succeed by watching the recorded lecture. If you miss class because of illness, watch the recorded lecture. This allows you the flexibility to catch up on missed classes. All power point slides will be posted on Canvas following class. Students are not permitted to record classes.

INSTRUCTOR FEELING UNWELL: If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible (by email, on Canvas, etc.). Our classroom will still be available for you to sit in and attend an online session.

In this instance:

- I may ask you to do an activity or read something in place of class time.
- If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an email and an announcement will be made on Canvas informing you how to join the class.

School Vision

Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

BSW Mission

The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

Course Info

Year/Term	Term 1, Winter 2021-2022, September 9–December 2, 2021
Course Title	SOWK 200: Introduction to Social Welfare
Credit Value	3 credits
Course Schedule	Thursdays, 6–9pm (in-person delivery only)
Course Location	Irving K. Barber Learning Centre, Room 261, 1961 East Mall

Instructor	Email Address	Office Hours
Pascale de Kerckhove	pascale.de.kerckhove@ubc.ca	After class or by appointment
Teaching Assistants	**Email Address**	**Office Hours**
Khadiga Hammuda Jisu Yoon	khammuda@mail.ubc.ca jisuy@mail.ubc.ca	Mondays 6:30–7:30pm Zoom virtual drop-in office hours

Prerequisite and/or Corequisite

This course is not recommended for students who have no previous credits in sociology, psychology, Canadian history, or political science. This course is not open to 1st year students.

This course comprises one of two 3-credit courses which are required for admission into the Bachelor of Social Work program at the School of Social Work at UBC.

Course Description

Social Work 200 provides an introduction to the perspectives, concepts, and theoretical foundations of social welfare in Canada, including an analysis of the institutional structures of social welfare in the modern state.

Course Structure and Learning Activities

- **PLEASE CAREFULLY REVIEW THE IMPORTANT INFORMATION PERTAINING TO TERM 1 IN-PERSON INSTRUCTION DUE TO THE ONGOING COVID-19 PANDEMIC. THIS INFORMATION IS ON THE SECOND PAGE OF THIS COURSE OUTLINE.**

- *Before* each lecture, students are expected to complete the readings assigned by the instructor.

- *This course will be delivered in person*. Class will include large and small group discussions, structured activities, as well as opportunities for individual reflection and sharing of ideas. **Classes will be recorded.**

- The instructor will hold an *optional* 'Social Work Café' on October 28, prior to the start of class: **5pm-6pm**.This is an opportunity for students interested in the profession of social work to ask questions about job prospects, types of positions at the BSW level, salaries, rewards, and challenges of the profession.

- As this course examines government programs and policies in relation to social welfare and income security, it is highly recommended that students follow relevant media coverage of the issues and be prepared to discuss and share their observations in class.

- Guest speakers will be invited throughout the term to contribute to the shared learning and knowledge acquisition of the material covered in this course.

Learning Outcomes

Through the lens of inclusion, equity, and social justice, this course will introduce students to the contemporary ideas about social welfare in Canada and the key theoretical approaches to designing and implementing income security programs. Students will be offered a framework to examine and analyze the impact of social welfare policies and programs on various groups including women, families, Indigenous Peoples, newcomers, the elderly, and persons with disabilities.

Specifically, by the end of this course, students will be able to:

1. Describe the various perspectives, concepts, and theoretical foundations of social welfare in Canada.

2. Describe the institutional structures of social welfare in the modern state.

3. Describe the context in which individuals, groups, communities, and organizations endeavour to achieve social well-being.

4. Examine the origins and history of various social welfare policies and their impact on specific populations.

5. Examine how social welfare policies have the ability to enhance or inhibit inclusion, equity, and social justice.

6. Discuss the role social workers can play in the process of social change and in advocating for the rights of vulnerable populations.

Required Textbook(s) and Learning Materials

Hick, S. *Social Welfare in Canada: Inclusion, Equity, Social Justice* (2021) Fourth Edition. Thompson Education Publishing Inc.

- Cost is $124.95 for a hard copy. Available for purchase at the UBC Bookstore or order online.
- Cost is $74.95 for a digital copy (10-month license). Purchase online.

http://thompsonbooks.com/higher-ed/social-work-welfare-canada-catalog/social-welfare-4e/

Please note that this is a brand new edition. Earlier editions of this textbook are not suitable for this course.

Assessment of Learning

Mid-term exam online on CANVAS - 20% of final grade
Opens at 4pm on October 13 and closes at 4pm on October 14

Case Studies Report # 1 - 25% of final grade
Due November 5 at midnight

Case Studies Report # 2 - 25% of final grade
Due November 26 at midnight

Final Paper - 30% of final grade
Due December 10 at midnight

Course Schedule

Session 1:	**September 9, 2021**
Topic:	Social Welfare and Social Well-Being in Canada
Reading:	Chapter 1 in the text
Session 2:	**September 16, 2021**
Topic:	The Rise and Fall of the Welfare State
Reading:	Chapter 2 in the text
Session 3:	**September 23, 2021**
Topic:	Canadian Labour Market Policies and Programs

Reading:	Chapter 3 in the text
September 30, 2021 ***NO CLASS - NATIONAL DAY FOR TRUTH AND RECONCILIATION***	
Session 4:	**October 7, 2021**
Topic:	The Welfare and Well-Being of People in Poverty
Reading:	Chapter 4 in the text
Session 5:	**October 14, 2021**
Topic:	The Welfare and Well-Being of Women and Families
Reading:	Chapter 5 in the text
ASSESSMENT	**Mid-term exam online on CANVAS - 20% of final grade** **Opens at 4pm on October 13 and closes at 4pm on October 14**
Session 6:	**October 21, 2021**
Topic:	The Welfare of Immigrants and Temporary Residents
Reading:	Chapter 9 in the text *– note chapters assigned from this point on are not in order of textbook*
Session 7:	**October 28, 2021**
Topic:	The Welfare and Well-Being of Persons with Disabilities
Reading:	Chapter 11 in the text
SPECIAL ACTIVITY	*October 28, 2021* *OPTIONAL – SOCIAL WORK CAFÉ – 5pm-6pm*
Session 8:	**November 4, 2021**
Topic:	The Welfare and Well-Being of Indigenous Peoples
Reading:	Chapter 8 in the text

ASSESSMENT	Case Studies Report # 1 – due November 5 at midnight SUBMIT on CANVAS – 25% of final grade
	November 11, 2021 *NO CLASS – MIDTERM BREAK*
Session 9:	November 18, 2021
Topic:	The Welfare and Well-Being of Canadian Children
Reading:	Chapter 6 in the text
Session 10:	November 25, 2021
Topic:	Social Welfare and Mental Well-Being in Canada
Reading:	Chapter 7 in the text
ASSESSMENT	Case Studies Report # 2 – due November 26 at midnight SUBMIT on CANVAS – 25% of final grade
Session 11:	December 2, 2021
Topic:	The Welfare and Well-Being of Older People **Final Paper** – *Topic and details open on CANVAS December 2 at 6pm Discussion in class to prepare for Final Paper*
Reading:	Chapter 10 in the text
FINAL PAPER	**Final Paper – *due December 10 at midnight*** SUBMIT ON CANVAS – 30% of final grade

Assignments

1.   **Mid-term exam online on CANVAS - 20% of final grade**

Date and time - *Opens at 4pm on October 13 and closes at 4pm on October 14*

Format –*multiple-choice questions and short answers, time-limited exam*

Material covered – *Textbook Chapters 1-4 and Lectures Weeks 1-4*

2.   Case Studies Reports

Case Studies Report # 1 - **25% of final grade** - SUBMIT ON CANVAS - *Due November 5 at midnight*
Case Studies Report # 2 - **25% of final grade** - SUBMIT ON CANVAS - *Due November 26 at midnight*

Students will examine in-depth four case studies in total (two case studies for EACH Report), describing individuals/families struggling with financial stressors and other psychosocial vulnerabilities. Students will present their analysis/reflection in a Report using a provided template.

Students are required to reflect on course content for this assignment. Some of the following course concepts should be included in the reports: the Canadian social safety net, the welfare state, historical context, poverty, inequality, social inclusion, political ideologies, approaches to social welfare policy, poverty measures, strengths and drawbacks of specific income security programs - as they relate to the case studies. Students are also required to draw on their own thoughts and ideas to critically analyze issues of social justice, poverty, inclusion, equity, and inequality as they relate to the case studies. This assignment is an opportunity for students to reflect on their attitudes, values, internal conflicts, areas of new growth and areas of challenge in terms of course content.

No external reference sources are required for these reports as classroom discussions/activities, Power point slides, lectures, videos, and the textbook content should suffice for students to be able to critically reflect on the case studies. Additional details for this assignment will be posted on Canvas and discussed in class.

A Rubric, posted on Canvas, will be provided to students for this assignment.

3.   Final Paper - 30% of final grade - SUBMIT ON CANVAS - *Due December 10 at midnight*

The topic and details for this final paper will open on CANVAS December 2 at 6pm. During the last part of class, on December 2, students will have an opportunity to ask the instructor questions about this final paper as well as engage in discussions about the topic with other students.

Students will write an argumentative essay debating the pros and cons of an assigned topic using course materials as well as credible external sources which can include media articles, position papers authored by think tanks, advocacy organizations, research groups, interest groups, etc. Ted Talks are also acceptable or any other credible video of a reasonable length**.** Students will provide supportive arguments for each side of the debate and take a stand *for* or *against.*

A Rubric, posted on Canvas, will be provided to students for this assignment.

Late Assignments

In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have written proof available to avoid deductions as outlined below.

If submitted after the deadline, there will be 2.5 points deducted ***per day***.

For example, you receive 21/25 but submit the *Case Studies Report* one day late, your mark will be 18.5/25.
For example, you receive 27/30 but submit the *Final Paper* two days late, your mark will be 22/30.

School/Course Policies

Attendance

The attendance policy is in the student handbook on page 8. You can find the student handbook on the Advising page of our website: https://socialwork.ubc.ca/undergraduate/advising/

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

Other school policies can be accessed through the School of Social Work student handbook.

Learning Resources

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (APA Citation Guide), writing support, skills for class, skills for life and academic support to assist students in their learning. https://learningcommons.ubc.ca/

University Policies

Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so 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. UBC provides appropriate accommodation for students with disabilities and for religious observances. 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.

Details of the policies and how to access support are available at:
https://senate.ubc.ca/policies-resources-support-student-success

Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technology: CANVAS. This tool captures data about your activity and provides information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

  • View overall class progress
  • Track your progress in order to provide you with personalized feedback
  • Review statistics on course content being accessed to support improvements in the course
  • Assess your participation in the course

Copyright

UBC Grading Criteria

Letter Grade	Percent Range	Mid-Point	
A+ A A-	90-100 85-89 80-84	95 87 82	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.
B+ B B-	76-79 72-75 68-71	77.5 73.5 69.5	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.
C+ C C-	64-67 60-63 55-59	65.5 62.5 57	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.
D	50-54	52	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		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.