



# School of Social Work

FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

*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 INFORMATION

<b>Year/Term/Dates</b>	Winter 2021-22, Term 2, January 10–April 27, 2022
<b>Course Title</b>	SOWK 201: Introduction to Social Work Practice
<b>Course Schedule</b>	Tuesdays, 5-8pm (in-person)
<b>Course Location</b>	West Mall Swing Space, Room 222

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>Email Address</b>
Hannah Kia (she/her)	SOWK 240	Please use email	<a href="mailto:hannah.kia@ubc.ca">hannah.kia@ubc.ca</a>
<b>Office Hours</b>	Wednesdays, 12-3pm, or by appointment		

Teaching Assistant	Office Location	Email Address
Nancy Lin	SOWK 215	<a href="mailto:nancy.lin@ubc.ca">nancy.lin@ubc.ca</a>
Office Hours	By appointment	

## Prerequisite and/or Corequisite

Students must complete SOWK 200 prior to enrolling in SOWK 201.

## Course Description

This course 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.

## Course Structure and Learning Activities

The class will meet **in-person** once per week for three hours on Tuesday evenings (5-8pm) between January 11 and April 5, 2022. Each session will typically include (1) a lecture, or a series of mini lectures, (2) opportunities for self-reflection, and (3) small and large group discussion.

The lecture portion of each class will be recorded and be available for later viewing. Students are strongly encouraged to attend class in order to maximally benefit from the course.

## Learning Outcomes

After completing this course, learners will be able to:

- Analyze how context and environment shape 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
- Understand and begin to critically articulate and challenge the role of colonial and other oppressive social structures in influencing the context of contemporary social work
- 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

## Required Textbook(s) and Learning Materials

Ives, N., Denov, M. & Sussman, T. (2020). *Introduction to social work in Canada: Histories, contexts, and practices* (Second Edition). Oxford University Press.

The book will be made available for sale at the UBC Bookstore. Alternately, students can purchase a 180-day rental of the e-book at [www.vitalsource.com/en-ca/](http://www.vitalsource.com/en-ca/) for \$49.98 CDN. The book will also be available in the Reserve Room at the UBC Koerner Library.

Additional readings will be made available as PDF files on Canvas.

## Course Schedule

<b>Session 1:</b>	January 11, 2022
<b>Topic:</b>	Introduction: Foundations and history(ies) of social work
<b>Readings:</b>	<p><u>Textbook reading:</u> Chapter 1</p> <p><u>Canvas reading:</u> Blackstock, C. (2009). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. <i>First Peoples Child and Family Review</i>, 4(1), 28-37.</p>
<b>Session 2:</b>	January 18, 2022
<b>Topic:</b>	Power, privilege, and anti-oppression
<b>Readings:</b>	<p><u>Canvas readings:</u> <b>Pages 28, 38-78, and 145-164</b> in Sensoy, Ö. &amp; DiAngelo, R. (2012). <i>Is everyone really equal? An introduction to key concepts in social justice education</i>. Teachers College Press.</p>

<b>Session 3:</b>	January 25, 2022
<b>Topic:</b>	Theoretical and ethical foundations of social work practice
<b>Readings:</b>	<u>Textbook reading:</u> Chapters 2 and 3
<b>Session 4:</b>	February 1, 2022
<b>Topic:</b>	Social work practice with individuals and families
<b>Readings:</b>	<u>Textbook reading:</u> Chapter 4
<b>Session 5:</b>	February 8, 2022
<b>Topic:</b>	Social work practice with groups and communities
<b>Readings:</b>	<u>Textbook reading:</u> Chapter 5
<b>Session 6:</b>	February 15, 2022
<b>Topic:</b>	Social work practice with older adults
<b>Readings:</b>	<u>Textbook reading:</u> Chapter 12
<b>February 22, 2022: READING WEEK (NO CLASS)</b>	
<b>Session 7:</b>	March 1, 2022
<b>Topic:</b>	Child welfare and social work practice with younger people Guest lecturer: Michelle O'Kane
<b>Readings:</b>	<u>Textbook reading:</u> Chapter 7
<b>Session 8:</b>	March 8, 2022
<b>Topics:</b>	Social work practice in healthcare settings and in the context of (dis)ability Guest lecturer: Nancy Lin

	<u>Textbook reading:</u> Chapter 6 and 11
<b>Session 9:</b>	March 15, 2022
<b>Topic:</b>	Social work practice with immigrants and refugees
<b>Readings:</b>	<u>Textbook reading:</u> Chapter 9
<b>Session 10:</b>	March 22, 2022
<b>Topic:</b>	Social work practice with Indigenous peoples and communities Guest lecturer: Michelle Cameron
<b>Readings:</b>	<u>Canvas reading:</u> Fast, E. & Montgomery, H.M. (2016). Social work and Indigenous peoples: Social justice and self-determination. In S. Hick & J. Stokes (Eds.), <i>Social work in Canada: An introduction</i> (pp. 272-305). Thompson Educational Publishing.
<b>Session 11:</b>	March 29, 2022
<b>Topic:</b>	Feminisms and social work practice Social work practice with gender and sexual minorities
<b>Readings:</b>	<u>Textbook reading:</u> Chapter 10  <u>Canvas reading:</u> Hyde, C.A. (2013). Feminist social work practice. In <i>Encyclopedia of social work</i> . Oxford University Press. <a href="https://doi.org/10.1093/acrefore/9780199975839.013.151">https://doi.org/10.1093/acrefore/9780199975839.013.151</a>
<b>Session 12:</b>	April 5, 2022
<b>Topic:</b>	Course review and exam preparation
<b>Readings:</b>	N/A

## Assignments

### Midterm Take-Home Exam DUE February 15, 2022 at 11:59pm

25%

At the end of class on February 8, students will be assigned a take-home midterm exam. The format of the exam will be five short answer questions, some or all based on case scenarios. Students will be asked to apply course content (including lecture material and readings) from sessions one through five to answer the short answer questions. No external references will be required.

Students will have one week to complete the midterm exam, and will need to limit each of their responses to 250 words. All submissions should be in .docx format. Any work submitted after February 15 at 11:59pm will automatically be assigned a grade of 'zero', and any content beyond the word limit of 250 will not be graded.

A grading rubric for both the midterm and final take-home exams will be shared on Canvas.

### Brief Reflexive Paper DUE March 15, 2022 at 11:59pm

10%

Reflexivity and reflexive writing are critical skillsets for social work education and practice. This assignment is intended to provide students with the opportunity to begin developing skills in the area of reflexivity in order to prepare them for further studies in social work. Integration of quotes from the text are not permitted on this assignment; students are asked to paraphrase instead. Students will be asked to reflect on their learning in SOWK 201 in a short paper of 500 words by:

- Defining the purpose of social work practice, in their own words, drawing on lecture material and course readings (~50 words)
- Providing two specific examples of what a social worker does in practice, and how these activities relate to the purpose of social work (~100 words)
- Discussing theoretical perspectives and/or ethical values in social work that resonate with them and why – use of “I” language will be expected in this section of the paper (~100 words)
- Based on their emerging understanding of the social work profession, and aspects of the profession that resonate with them, evaluating the extent to which they may consider a career in social work – use of “I” language will be expected in this section of the paper (~250 words)
  - There is no “right” or “wrong” answer, but students will have to explain why the social work profession does or does not speak to them as a possible career

A rubric for this assignment will be shared on Canvas. References beyond lecture material and course readings will not be required. Content beyond the limit of 500 words (excluding the title page) will not be graded.

**Term Project**  
**DUE March 29, 2022 at 11:59pm**

**35%**

SOWK 201 students will be expected to complete a term project demonstrating their capacity to apply the knowledge, values, and skills covered throughout the term. The purpose of this assignment is for students to develop an understanding of social work practice by examining a social issue and analyzing an existing program that has been designed to address it. The social issue that students choose to examine may fall into any of the 'clusters' below:

- Mental health and/or substance use
- Poverty / homelessness / unemployment
- The social context of ageing and ageism for older adults
- Migration, newcomer issues, and racism
- The health and well-being of Indigenous peoples and communities
- Children, youth, and families, including child welfare
- LGBTQIA/2S+ health and equity
- Gender-based violence and other issues affecting women and gender minorities
- The issues and priorities of people living with disabilities

These clusters are broad, and the social problem you choose may fall into more than one. You should pick the cluster you believe is most relevant.

The assignment will involve regular discussions with classmates who are interested in the same research area and the organization of a visit to a community program to gather information. However, each student will submit an individual assignment. Students are highly encouraged to complete the UBC Library Skills Tutorial ([https://guides.library.ubc.ca/library\\_tutorial](https://guides.library.ubc.ca/library_tutorial)) if this is their first time searching for and citing academic sources such as journal articles. Students are also encouraged to review the following website for guidance on APA style: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

Your assignment should be set out in three parts:

**Part A** (up to 500 words)

Briefly discuss the nature and scope of the social issue. In this section, you will need to:

- Describe the social issue.
- Provide an overview of the nature and extent of this issue in the Greater Vancouver area and/or in BC, based on information found in **at least two reliable** sources.
- Outline how the discipline of social work addresses this social issue based on at least **two articles from** the social work and/or social science literature that apply theory/theories to the issue.

## Part B (up to 500 words)

Briefly identify and describe a local community agency that runs programs designed to address the social issue. Use websites and publicly available documents (e.g., annual reports or organization newsletters) to do your research. If it is possible to do so, students are encouraged to book a group visit (either virtual or in-person) with someone at the organization, but this is not required. In this section, you will need to:

- Describe of the organization (its history, aim, components, who it serves, how many people it serves [if this information is available], and how its services are accessed);
- Describe programs delivered at the organization and, if this information is available, the role of service providers (including social workers) in delivering the programs;
- Outline the approach (or approaches) used to deliver the organization's programs and explain why the organization might consider this approach to be beneficial in addressing the social issue. If you cannot find information on the approach (or approaches) used to deliver the organization's programs, use whatever details are available to you (for example, on the organization's website) to describe the approaches that you think are being used, explain what information you used to infer what approaches are used, and explain why you think the organization is relying on these approaches.

## Part C (suggested guideline of 500 words)

Analyze the program through the lens of Social Work theoretical perspective/s you discussed in Part A, and/or the social work approaches discussed in class. This section is your opportunity to apply theory (Part A) to practice (Part B). You can do this in any way you wish. For example, if the program approach reflects a theory you outlined in Part A, how well does it adhere to this theory? Are there conflicts? What could be done to improve how theory is integrated? If the program is based on a different theoretical approach to that which you identified in the literature, what is your analysis of this alternative approach? Does the program use more than one theoretical approach or model and if so do you believe these are complementary or do they detract from each other?

**Total word count:** A maximum of 1,500 words (not including title page). Content beyond the 1,500 word limit will not be graded.

**Final Take-Home Exam**  
**DUE April 12, 2022 at 11:59pm**

**30%**

At the end of class on April 5, students will be assigned a take-home final exam. The format of the exam will be six short answer questions, some or all based on case scenarios. Students will be asked to apply course content (including lecture material and readings) from sessions one through twelve to answer the short answer questions. No external references will be required.

Students will have one week to complete the final exam, and will need to limit each of their responses to 250 words. All submissions should be in .docx format. Any work submitted after April 12 at 11:59pm will automatically be assigned a grade of 'zero', and any content beyond the word limit of 250 will not be graded.

A grading rubric for both the midterm and final take-home exams will be shared on Canvas.



## Assignment Submission Process

All assignments, including the take-home midterm and final exams, are to be submitted on Canvas.

**The take-home midterm and final exams will not be accepted after the submission deadline.** For other assignments, students in extenuating emergency situations must discuss any potential lateness with their instructor and be prepared to have written proof available to avoid deductions as outlined below.

Assignments other than the take-home midterm and final exams will incur deductions of 2.5 points per day that they are late. For example, if you receive 9/10 on your reflection paper, but submit the assignment one day late, your mark will be 6.5/10.

## SCHOOL/COURSE POLICIES

### UBC COVID-19 Protocols for in-class learning

**COVID-19 Safety:** 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 COVID-19. 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.

**If you are sick, it is important that you stay home.**

**If you miss class because of illness:**

- Except for sessions involving guest lecturers, lecture components of each session will be recorded, but group discussions and other interactive activities will not. You are encouraged to find a “buddy” in class who can update you on any discussion you might have missed.
- Be sure to consult the class resources on Canvas.
- If you are concerned that you will miss a key activity due to illness, contact the instructor to discuss.

**If I (the instructor) am feeling ill:** 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. Our classroom will still be available for you to sit in and attend an online session. In this instance:

- 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 informing you how to join the class.

- If I am not well enough to teach I may ask you to do an activity or read something in place of class time

## 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. No learning analytics are being used in this course.

## Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of

the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students may not record class or group discussions without prior permission of all individuals in attendance.

## Support

During the term, I will do my best to offer support if I am concerned about your academic performance or wellbeing. I also encourage you to contact me or your academic advisor if you need assistance. In addition, I may identify concerns using the UBC [Early Alert](#) system which provides students with the earliest possible connection to resources like academic advising, financial advising, counseling, or other support services to help you get back on track. Any information transmitted through early alert is treated as confidential (see [earlyalert.ubc.ca](http://earlyalert.ubc.ca)).

## GRADING CRITERIA

Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	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	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	83.5	
B-	68-71	69.5	
C+	64-67	65.5	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	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.