



# 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.*

**School Mission Statement:** *Based on a commitment to fundamental social work values and a vision of social justice, UBC's School of Social Work prepares social work students for generalist and advanced professional practice. We promote the scholarly generation of critical transformative knowledge through research and study relevant to social work theories, practices, social development and social administration.*

## BSW Mission

The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, disability, 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 2022-23, Term 1, September 6–December 6, 2022
<b>Course Title</b>	SOWK 200: Introduction to Social Welfare
<b>Course Value</b>	3 credits
<b>Course Schedule</b>	Tuesdays, 5-8pm (in-person delivery only)
<b>Course Location</b>	Swing Space 121, 2175 West Mall

Instructor	Office Hours	Email Address
Pascale de Kerckhove	By appointment	pascale.de.kerckhove@ubc.ca

Teaching Assistant	Office Hours	Email Address
Briana DeJonge	Zoom drop-in office hours Thursdays from 7-8pm	bridej@student.ubc.ca
Elie Haddad	Zoom drop-in office hours Mondays from 7-8pm	haddade@student.ubc.ca

## 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 1<sup>st</sup> 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

- Before each lecture, students are expected to complete the readings assigned by the instructor.
- *This course will be delivered in person.* Classes will include large and small group discussions, structured activities, as well as opportunities for individual reflection and sharing of ideas.
- The lecture portion of classes (usually the first 75 minutes of class) will be *audio-recorded* by the instructor; audio recordings will be posted on Canvas about 24 hours after each class. These recordings are to support students who may be absent due to illness/personal emergencies and do not replace in-person learning.
- The instructor will hold an *optional* 'Social Work Café' on November 22 from 7pm-8pm. This is an opportunity for students interested in the profession of social work to ask questions about what completing a BSW program is like, typical practicums at the BSW level, BSW 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., & Stokes, J. (2021). *Social Welfare in Canada: Inclusion, Equity, Social Justice*. 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 newer edition. Earlier editions of this textbook are not suitable for this course.*

The online management system used for this course is CANVAS.

## Assessment of Learning

### Mid-term exam online on CANVAS - 20% of final grade

Opens at 5pm on October 5 and closes at 5pm on October 6

### Three Case Studies Report - 35% of final grade

*Due November 3 at midnight*

### Skye's Story - Analysis & Reflection - 15% of final grade

*Due November 24 at midnight*

### Final Paper - 30% of final grade

*Due December 8 at midnight*

## Course Schedule

<b>Session 1:</b>	<b>September 6, 2022</b>
<b>Topic:</b>	Social Welfare and Social Well-Being in Canada
<b>Reading:</b>	Chapter 1 in the text
<b>Session 2:</b>	<b>September 13, 2022</b>
<b>Topic:</b>	The Rise and Fall of the Welfare State
<b>Reading:</b>	Chapter 2 in the text
<b>Session 3:</b>	<b>September 20, 2022</b>
<b>Topic:</b>	Canadian Labour Market Policies and Programs
<b>Reading:</b>	Chapter 3 in the text
<b>Session 4:</b>	<b>September 27, 2022</b>
<b>Topic:</b>	The Welfare and Well-Being of People in Poverty
<b>Reading:</b>	Chapter 4 in the text
<b>Session 5:</b>	<b>October 4, 2022</b>
<b>Topic:</b>	The Welfare and Well-Being of Women and Families

<b>Reading:</b>	Chapter 5 in the text
<b>ASSESSMENT</b>	<b>Mid-term exam online on CANVAS 20% of final grade Opens at 5pm on October 5 and closes at 5pm on October 6</b>
<b>Session 6:</b>	<b>October 11, 2022</b>
<b>Topic:</b>	The Welfare of Immigrants and Temporary Residents
<b>Reading:</b>	Chapter 9 in the text – <i>note chapters assigned from this point on are not in order of textbook</i>
<b>Session 7:</b>	<b>October 18, 2022</b>
<b>Topic:</b>	The Welfare and Well-Being of Persons with Disabilities
<b>Reading:</b>	Chapter 11 in the text
<b>Session 8:</b>	<b>October 25, 2022</b>
<b>Topic:</b>	The Welfare and Well-Being of Canadian Children
<b>Reading:</b>	Chapter 6 in the text
<b>Session 9:</b>	<b>November 1, 2022</b>
<b>Topic:</b>	The Welfare and Well-Being of Indigenous Peoples
<b>Reading:</b>	Chapter 8 in the text
<b>ASSESSMENT</b>	<b>Three Case Studies Report Due November 3 at midnight SUBMIT on CANVAS – 35% of final grade</b>
<b>Session 10:</b>	<b>November 8, 2022</b>
<b>Topic:</b>	Social Welfare and Mental Well-Being in Canada
<b>Reading:</b>	Chapter 7 in the text
<b>Session 11:</b>	<b>November 15, 2022</b>

<b>Topic:</b>	The Welfare and Well-Being of Older People
<b>Reading:</b>	Chapter 10 in the text
<b>Session 12:</b>	<b>November 22, 2022</b>
<b>Topic:</b>	<ul style="list-style-type: none"> <li>• 5-5:30pm – Topic and details for Final Paper released in class and on CANVAS November 22 at 5pm</li> <li>• 5:30-6:45pm - Local issues - Guest speakers <ul style="list-style-type: none"> <li>○ Drug Policy Reform</li> <li>○ Criminalization and Policing</li> <li>○ Homelessness</li> </ul> </li> <li>• 7pm-8pm Social Work Café (OPTIONAL) For students interested in: 1) applying for a BSW program and 2) the social work profession at the BSW level.</li> </ul>
<b>Reading:</b>	No readings this week
<b>ASSESSMENT</b>	<b>Skye's Story - Analysis &amp; Reflection</b> <b>Due November 24 at midnight</b> <b>SUBMIT on CANVAS – 15% of final grade</b>
<b>Session 13:</b>	<b>November 29, 2022</b>
<b>Topic:</b>	Final Paper Preparation <ul style="list-style-type: none"> <li>• Discussion &amp; Debate in class to prepare for Final Paper</li> <li>• Tutorial - Referencing and in-text citations for Final Paper</li> </ul>
<b>Reading:</b>	No readings this week
<b>Session 14:</b>	<b>December 6, 2022</b>
<b>Topic:</b>	<ul style="list-style-type: none"> <li>• No formal class</li> <li>• Drop-in for questions about final paper with instructor and TAs</li> </ul>
<b>ASSESSMENT</b>	<b>FINAL PAPER</b> <b>Due December 8 at midnight</b> <b>SUBMIT ON CANVAS – 30% of final grade</b>

## Assignments

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

**Date and time** - Opens at 5pm on October 5 and closes at 5pm on October 6

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

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

### 2. Three Case Studies Report - 35% of final grade

SUBMIT ON CANVAS - Due November 3 at midnight

Students will submit a Report using a provided template. From a social work lens, students will examine in-depth three case studies describing individuals/families struggling with financial stressors and other psychosocial vulnerabilities. Students are required to draw on the main themes of the course: social justice, equity, and inclusion, to critically analyze the three case studies.

Key concepts from Lectures 1-7 should also be discussed in the report via in-text citations - *as they relate to the case studies*. Examples of concepts - the Canadian social safety net, the Welfare State, political ideologies, approaches to social welfare policy, Elizabethan Poor Laws, poverty/poverty measures, inequality, Living Wage, Basic Income, unemployment, working poor, minimum wage, social determinants of health, childcare, approaches to disability, gender wage gap, immigration issues, women's issues, etc., as well as strengths and drawbacks of specific income security programs.

No external reference sources are required for this report as classroom discussions/activities, power point slides, lectures, videos, and the textbook content suffice for students to be able to critically analyze 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. Skye's story – Analysis and Reflection – 15% of final grade

SUBMIT ON CANVAS – Due November 24 at midnight

Students will examine in depth Skye's Story and present both an analysis and a reflection using a provided template. Students are required to reflect on the content of Chapters 6 and 8 as well as Lectures 8 and 9 to complete this assignment. A discussion of *Jordan's Principle* and *the Truth and Reconciliation Commission's 94 Calls to Action* must be included in this assignment.

Students are asked to reflect on Skye's Story in the context of the act of colonization from a historical lens and present-day lens, as well as the core course concepts - inclusion, equity and social justice. Other course lectures, videos, power point slides, and textbook chapters can also be utilized *as they relate to Skye's Story*.

Reflection is a key component of social work practice and requires a certain level of introspection. 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 Skye's Story and the course content.

No external reference sources are required for this assignment as classroom discussions/activities, power point slides, lectures, videos, textbook content, and presentations from guest speakers suffice for students to be able to critically reflect on Skye's story.

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.

#### **4. Final Paper - 30% of final grade - SUBMIT ON CANVAS - Due December 8 at midnight**

The topic and details for this final paper will open on CANVAS November 22 at 5pm. During class, on November 29, students will have an opportunity to ask the instructor questions about the final paper, as well as engage in discussions and a debate 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, journal articles, 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.

## **Assignment Submission Process**

In emergency situations, students must discuss any potential lateness *ahead of deadlines* 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 24-hour period*** for the Three Case Studies Report and Skye's Story.

For example, you receive 30/35 but submit the *Three Case Studies Report* one day late, your mark will be 27.5/35.



The Midterm exam must be completed in the 24-hour period assigned. No late submissions accepted.

The Final Paper replaces a final exam and therefore no late submissions accepted.

## SCHOOL/COURSE POLICIES

### UBC COVID-19

The School follows UBC health and safety guidelines. Please see <https://covid19.ubc.ca/> for current information and guidance.

### 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. Canvas is the learning technology system used for 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](#)).

## 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.