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

Year/Term/Dates	Winter 2022-23, Term 2, January 9–April 13, 2023
Course Title	SOWK 201: Introduction to Social Work Practice
Course Schedule	Tuesdays, 5-8pm (in-person)
Course Location	West Mall Swing Space (SWNG), Room 121

Instructor	Office Location	Office Phone	Email Address
Hannah Kia (she/her)	SOWK 240	Please use e-mail	hannah.kia@ubc.ca
Office Hours	Wednesdays, 12-2pm, or by appointment		

Teaching Assistant	Office Phone	Email Address
Connie Bird	Please use e-mail	cmbird@student.ubc.ca
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 10 and April 11, 2023. 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.

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/ 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

Session 1:	January 10, 2023
Topic:	Introduction: Foundations and history(ies) of social work
Readings:	Textbook reading: Chapter 1 Canvas reading: Blackstock, C. (2009). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. *First Peoples Child and Family Review, 4*(1), 28-37.
Session 2:	January 17, 2023
Topic:	Power, privilege, and anti-oppression
Readings:	Canvas reading: Pages 28, 38-78, and 145-164 in Sensoy, Ö. & DiAngelo, R. (2012). Is everyone really equal? An introduction to key concepts in social justice education. Teachers College Press.
Session 3:	January 24, 2023
Topic:	Theoretical and ethical foundations of social work practice

Readings:	<u>Textbook reading:</u> Chapters 2 and 3
Session 4:	**January 31, 2023**
Topic:	Social work practice with individuals and families
Readings:	<u>Textbook reading:</u> Chapter 4
Session 5:	**February 7, 2023**
Topic:	Social work practice with groups and communities
Readings:	<u>Textbook reading:</u> Chapter 5
Session 6:	**February 14, 2023**
Topic:	Social work practice with older adults
Readings:	<u>Textbook reading:</u> Chapter 12
<center>**FEBRUARY 21, 2023: READING WEEK (NO CLASS)**</center>	
Session 7:	**February 28, 2023**
Topic:	Child welfare and social work practice with younger people Honourary Lecturer: Connie Bird
Readings:	<u>Textbook reading:</u> Chapter 7
Session 8:	**March 7, 2023**
Topic:	Social work practice in healthcare settings
Readings:	<u>Textbook reading:</u> Chapter 6
Session 9:	**March 14, 2023**
Topic:	Social work practice in the context of (dis)ability Honourary Lecturer: Nancy Lin
Readings:	<u>Textbook reading:</u> Chapter 11
Session 10:	**March 21, 2023**

Topic:	Social work practice with immigrants and refugees
Readings:	<u>Textbook reading:</u> Chapter 9
Session 11:	**March 28, 2023**
Topic:	Social work practice with Indigenous peoples and communities Honourary Lecturer: Michelle Cameron
Readings:	<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.), Social work in Canada: An introduction (pp. 272-305). Thompson Educational Publishing.
Session 12:	**April 4, 2023**
Topic:	Feminisms and social work practice Social work practice with gender and sexual minorities
Readings:	<u>Textbook reading:</u> Chapter 10 <u>Canvas reading:</u> Hyde, C.A. (2013). Feminist social work practice. In Encyclopedia of social work. Oxford University Press. https://doi.org/10.1093/acrefore/9780199975839.013.151
Session 13:	**April 11, 2023**
Topic:	Course review and exam preparation
Readings:	N/A

Assignments

Midterm Take-Home Exam   **25%**
DUE February 13, 2023 at 11:59PM

At the end of class on February 7, 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 four to answer the short answer questions. No external references will be required.

Students will need to limit each of their responses to 250 words. All submissions should be in .docx format. <u>Any work submitted after February 13 at 11:59PM will automatically be assigned a grade of 'zero', and any content beyond the word limit of 250 will not be graded.</u>

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

Brief Reflexive Paper **10%**
DUE March 13, 2023 at 11:59PM

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. <u>Integration of quotes from the text is not permitted on this assignment; students are asked to paraphrase instead.</u> 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 <u>what</u> 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 <u>why</u> – 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 <u>why</u> 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. <u>Content beyond the limit of 500 words (excluding the title page) will not be graded.</u>

Term Project **35%**
DUE March 27, 2023 at 11:59PM

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 organization 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 issue you choose may fall into more than one. You should pick the cluster you believe is most relevant. Students will work in groups to exchange information and resources regarding agencies and programs that are relevant to their cluster areas, but will submit individual assignments.

Students are highly encouraged to complete the UBC Library Skills 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

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 social service organization that exists locally to address the social issue. Use websites, program literature, and evaluation documents, for example, to gather information. Students may schedule a group visit to the agency to observe a specific program run by the organization and/or briefly speak to workers who lead and/or deliver the program, but are not required to do so. In this section, you will need to:

- Describe of the organization (its aim, components, whom it serves, how many people it serves, how its services are accessed etc.); and
- Describe the role of organization workers, including social workers (if any are employed by the agency) in leading and/or delivering its programs.

Part C (suggested guideline of 250-500 words)

Based on your description of the organization, <u>draw your own inferences</u> about what social work theoretical perspectives and/or approaches you think might be used to inform program design and delivery at the social service organization. Make sure you use examples to support your thoughts on <u>how</u> you think these specific theoretical perspectives and/or approaches are being used/operationalized at the organization. You may draw on course material from session 3 (theoretical and ethical foundations of social work practice) to identify possible approaches/theoretical perspectives at work. Briefly, explain whether they may or may not be effective in addressing the social issue(s) of concern to the organization, and why.

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

| **Final Take-Home Exam** | **30%** |
| **DUE April 18, 2023 at 11:59PM** | |

At the end of class on April 11, 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. <u>Any work submitted after April 18 at 11:59PM will automatically be assigned a grade of 'zero', and any content beyond the word limit of 250 will not be graded.</u>

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

Assignment Submission Process

All assignments are to be submitted on Canvas. Late assignments will incur a 5% late penalty per day (including weekend days) that they are late. For example, if you submit an assignment one day late, and you receive a grade of 85%, your grade will actually be 80%. Extensions may be provided in exceptional situations involving serious illness or other emergencies in which the student is unable to submit their work on time. In the context of accommodations, students may be expected to provide the instructor with advance notice of a request for an extension.

SCHOOL/COURSE POLICIES

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. 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).

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 83.5 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.