



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

Year/Term/Dates	2023 Winter, Term 1, September 5 – December 7, 2023
Course Title	SOWK 200: Introduction to Social Welfare
Course Value	3 credits
Course Schedule	Thursdays, 5:30pm - 8:30pm (in-person delivery only)
Course Location	SWNG 122 - West Mall Swing Space, Room 122

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

Teaching Assistant	Office Hours	Email Address
Harpal Malhi	Zoom drop-in office hours: Mondays 7-8pm	hpal@student.ubc.ca
Monica Vuong	Zoom drop-in office hours: Tuesdays 7:30-8:30pm	mvuong@student.ubc.ca

Prerequisite and/or Co-requisite

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

- 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 classes.
- The instructor will hold an *optional* 'Social Work Café' on November 30 from 7:30pm-8:30pm. 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.

Course Schedule

Session 1:	September 7, 2023
Topic:	Social Welfare and Social Well-Being in Canada
Reading:	Chapter 1 in the text
Session 2:	September 14, 2023
Topic:	The Rise and Fall of the Welfare State
Reading:	Chapter 2 in the text
Session 3:	September 21, 2023
Topic:	Canadian Labour Market Policies and Programs
Reading:	Chapter 3 in the text
Session 4:	September 28, 2023
Topic:	The Welfare and Well-Being of People in Poverty
Reading:	Chapter 4 in the text
Session 5:	October 5, 2023
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 October 10 @ 5pm and closes October 11 @ 5pm
MAKE-UP MONDAY	October 12, 2023 - MAKE-UP MONDAY <ul style="list-style-type: none"> • There is no SOWK 200 class on Monday October 9 (Thanksgiving). • Classes you usually have on MONDAYS will take place today, Thursday October 12.

Session 6:	October 19, 2023
Topic:	The Welfare of Immigrants and Temporary Residents
Reading:	Chapter 9 in the text – <i>note chapters assigned from this point on are not in order of textbook</i>
Session 7:	October 26, 2023
Topic:	The Welfare and Well-Being of Persons with Disabilities
Reading:	Chapter 11 in the text
Session 8:	November 2, 2023
Topic:	The Welfare and Well-Being of Canadian Children
Reading:	Chapter 6 in the text
ASSESSMENT	Three Case Studies Report Due November 7 at midnight SUBMIT on CANVAS – 35% of final grade
Session 9:	November 9, 2023
Topic:	The Welfare and Well-Being of Indigenous Peoples
Reading:	Chapter 8 in the text
Session 10:	November 16, 2023
Topic:	Social Welfare and Mental Well-Being in Canada
Reading:	Chapter 7 in the text
Session 11:	November 23, 2023
Topic:	The Welfare and Well-Being of Older People

	Topic and details for Final Paper released in class and on CANVAS November 23 at 8pm
Reading:	Chapter 10 in the text
ASSESSMENT	Skye's Story - Analysis & Reflection Due November 28 at midnight SUBMIT on CANVAS – 15% of final grade
Session 12:	November 30, 2023
Topic:	Final Paper Preparation - 5:30pm-7:15pm <ul style="list-style-type: none"> • Discussion & Debate in class to prepare for Final Paper • Tutorial - Referencing and in-text citations for Final Paper • Goodbyes Social Work Café (<i>OPTIONAL</i>) - 7:30pm-8:30pm For students interested in: 1) applying for a BSW program and 2) the social work profession at the BSW level.
Reading:	No readings this week
Session 13:	December 7, 2023
Topic:	No formal class 5:30-7pm - Drop-in for questions about final paper with instructor and TAs
ASSESSMENT	FINAL PAPER Due December 11 at midnight SUBMIT ON CANVAS – 30% of final grade

Assessment of Learning

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

Opens on CANVAS October 10 @ 5pm and closes October 11 @ 5pm

Format – CLOSED BOOK - 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 7 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 28 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. Students must incorporate aspects of *Jordan's Principle* and *the Truth and Reconciliation Commission's 94 Calls to Action* 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 11 at midnight

The topic and details for this final paper will open on CANVAS November 23 at 8pm. During class, on November 30, 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

All assignments are submitted on Canvas. The midterm is completed on Canvas.

Students must complete and submit all assignments (Three Case Studies Report, Skye's Story, Final Paper) and complete the Midterm to pass this course.

In emergency situations, students must discuss any potential lateness *ahead of deadlines* with the instructor **and** be prepared to have *written proof available* to avoid deductions.

Late Assignments

Should you require additional time to complete the *Three Case Studies Report* and *Skye's Story*, you can use **a late pass**.

Each student will receive **TWO 24-HOURS-LATE passes**, which can be used together (for one assignment) or separately (for two). You must inform the instructor when submitting your assignment on Canvas that you are using one or two of your 24-HOURS-LATE pass(es).

Once these passes have been used, deductions will apply for late submissions.

Remember, these late passes are only valid for the **Three Case Studies Report** and **Skye's Story**.

Deductions for Late Submissions

Three Case Studies Report - There will be **3 points** deducted *per 24-hour period*. For example, you receive 32/35 on your report; you submit the report one day late – your grade is now 29/35. Please note that I cannot accept assignments submitted more than ten days past the due date.

Skye's Story - There will be **1 point** deducted *per 24-hour period*. For example, you receive 12/15 on your assignment; you submit the assignment two days late – your grade is now 10/15. Please note that I cannot accept assignments submitted more than ten days past the due date.

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

The Final Paper must be submitted on time. No late submissions accepted. **There is no deduction option for the final paper.**

ACADEMIC CONCESSION

If you experience unanticipated events or circumstances that interfere with your ability to accomplish your coursework, and/or require additional concessions than those offered by the instructor as outlined above, you may be eligible for an **Academic Concession**.

If you are an Arts undergraduate student, contact **Arts Academic Advising**.

If you are **not** an Arts undergraduate student, contact your home faculty.

If you are already registered with the **Centre for Accessibility**, contact your Accessibility Advisor.

To determine if you're eligible for an Academic Concession, you can check the criteria outlined in the [UBC Calendar](#). This includes [Medical circumstances, Compassionate grounds, or Conflicting responsibilities](#). Some examples include sudden illness, injury, death in the family, or mental health crises.

<https://www.arts.ubc.ca/degree-planning/academic-performance/academic-concession/>

AI-generated content

What about AI-generated content? It's essential to remember that if you rely on AI writing tools to aid you in completing your assignments, you must ensure to reference the tool in APA style properly. Moreover, it's important to clearly explain the reasons behind using the tool, its intended purpose, and how it contributed to improving the quality of your assignment. Failing to provide accurate referencing and a description can result in a breach of academic integrity and misconduct. Here is a good description of how to cite AI using APA, and a good article posted on UBC's Chapman Learning Commons: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>
<https://learningcommons.ubc.ca/how-to-get-the-most-out-of-chatgpt/>

SCHOOL/COURSE POLICIES

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/>

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work; nor should you help others to do the same. For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when an instructor has not expressly given permission; or spread information through word of mouth, social media, websites, or other channels that subverts the fair evaluation of a class exercise, or assessment.

Accommodation of Students

The University accommodates students with disabilities who have registered with the 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 Centre for Accessibility, preferably not later than the first week of class. The School of Social Work also permits accommodations for religious observances and Indigenous cultural duties requested by students (see [UBC Policy J-136](#)). Students are expected to inform their instructor if they require accommodation on such grounds. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments must notify their instructors in writing at least two weeks in advance, preferably earlier. This reflects expectations for professional social workers in their place of employment.

Attendance

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 set up to discuss this with the student. ([Student Handbook](#)).

Other school policies can be accessed through the [School of Social Work student handbook](#).

Names and Gender Pronouns

At the School of Social Work, we are committed to providing an inclusive learning environment for all our sexual and gender diverse students, faculty, staff and community members. If you are comfortable sharing with us, please provide the pronouns you would like to use in this space. If you have questions or need support, please also be aware that *the Equity & Inclusion Office at UBC* can provide information and advocacy to ensure that all of your instructors use the name/pronouns you use. For more information: <https://equity.ubc.ca/>

Equity and Respect

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at an equitable learning and working environment and the creation of accountability measures for monitoring the implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of discrimination and racism and welcoming and respecting different worldviews, ways of knowing and social locations.

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 Canvas. Canvas can capture data about your activity and provide 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; review statistics on course content being accessed to support improvements in the course; assess your participation in the 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. It is not permitted to record classes, unless permission has been granted by the instructor.

HEALTH AND WELL-BEING

If you are beginning to experience difficulties, here are useful support resources:

- UBC offers several health and wellbeing services: <https://students.ubc.ca/health>.
 - Here are more details on the options for mental health support:
1. Counselling Services at UBC
<https://students.ubc.ca/health/counselling-services>
 2. You can access the UBC Student Assistance Program. Free 24/7 support with crisis support and connection to free short-term counselling: <https://students.ubc.ca/health/ubc-student-assistance-program-sap>
 3. You can utilize your AMS Extended Health Benefits (unless you have opted out), which covers up to \$1250 from Sept 1st-Sept. 1st, to see a counsellor of your choosing. You pay upfront for your sessions and get reimbursed:
https://www.studentcare.ca/rte/en/UniversityofBritishColumbiaAMSGSS_Health_HealthCoverage_HealthPractitioners_Psychologists

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.