



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 xʷməθkʷəyəm (Musqueam) people. The School logo designed by Ray Sim, 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 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	Winter 2023 Term 2, January 8–April 12, 2024
Course Title	SOWK 201: Introduction to Social Work Practice
Course Schedule	Tuesdays, 5-8 pm (in-person)

Instructor	Office Location	Office Phone	Email Address
Shameela Zaman (she/her)		Please use email	szaman02@mail.ubc.ca
Office hours	By appointment		
Teaching Assistant	Office Location	Office Phone	e-mail address
Nancy Lin			nancy.lin@ubc.ca

Pre-requisites

SOWK 201 (3) Introduction to Social Work Practice

Prerequisite: SOWK 200

UBC Calendar Description

An introduction to the knowledge, skills and values of social work practice in its many forms, emphasizing different ways of understanding the context of social and personal problems.

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 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,

Course Structure and Learning Activities

The class will meet **in-person** once per week for three hours on Tuesday evenings (5-8 PM) between January 8 and April 12, 2024. Each session will typically include a lecture, opportunities for self-reflection, and 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

Hick, S. & Stokes, J. (2016). *Social work in Canada: An introduction (4th Ed.)*. Toronto. Thompson Educational Publishing Inc.

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

Course Schedule

SESSION 1:	JANUARY 9, 2024
TOPIC:	Introduction: Foundations and History of Social Work
READING:	<u>Textbook readings:</u> <ul style="list-style-type: none"> - Chapter 1 - Chapter 2
SESSION 2:	JANUARY 16, 2024
TOPIC:	Power, Privilege and Anti-Oppression
READING:	<u>Supplementary readings posted on Canvas</u> <ul style="list-style-type: none"> - Baines, D. (2017). Anti-oppressive practice: Roots, theory, tensions. In D. Baines (Ed.), <i>Doing anti-oppressive practice: social justice social work</i> (3rd ed., pp. 1-29). Fernwood Publishing.
SESSION 3:	JANUARY 23, 2023
TOPIC:	Theories and Approaches to Social Work Practice
READING:	<u>Textbook readings:</u> <ul style="list-style-type: none"> - Chapter 3
SESSION 4:	JANUARY 30, 2024
TOPIC:	Social Work Practice with Individuals, Groups & Communities

READING:	<u>Textbook reading:</u> - Chapter 4
SESSION 5:	FEBRUARY 6, 2024
TOPIC:	Child Welfare and Social Work Practice with Children
READING:	<u>Textbook readings:</u> - Chapter 5
SESSION 6:	FEBRUARY 13, 2024
TOPIC:	MIDTERM EXAM (2 HOURS – IN-CLASS)
READING WEEK: FEBRUARY 19 TO FEBRUARY 23, 2024	
SESSION 7:	FEBRUARY 27, 2024
TOPIC:	Social Work Practice with Older Adults
READING:	<u>Textbook readings:</u> - Chapter 11
SESSION 8:	MARCH 5, 2024
TOPIC:	Feminism and Social Work Practice with Women
READING:	<u>Textbook readings:</u> - Chapter 8
SESSION 9:	MARCH 12, 2024
TOPIC:	Social Work Practice in the Context of Disabilities Guest lecturer: Nancy Lin
READING:	<u>Textbook readings:</u> - Chapter 13
SESSION 10:	MARCH 19, 2024
TOPIC:	Social Work Practice in Healthcare Settings Guest Lecturer: Petrina Atawo

READING:	<u>Textbook readings:</u> - Chapter 6 - Chapter 7
SESSION 11:	MARCH 26, 2024
TOPIC:	Indigenous Social Work Guest Lecturer: TBC
READING:	<u>Textbook readings:</u> - Chapter 9
SESSION 12	APRIL 2, 2024
TOPIC:	Working with Racialized Canadians, Immigrants and Refugees Guest Lecturer: Raj Khadka
READING:	<u>Textbook readings:</u> - Chapter 10
SESSION 13	APRIL 9, 2024
TOPIC:	Gender Identity and Sexual Diversity
READING:	<u>Textbook readings:</u> - Chapter 12

Assignments

MIDTERM EXAM (IN-CLASS – 2 HOURS)
DATE: FEBRUARY 13, 2024

25%

The mid-term exam will be held in class and will cover Chapters 1, 2, 3, 4, 5 as well as supplementary readings and materials on Canvas. Exams will be a mix of short answer and fill-in-the-blank questions.

TERM PROJECT
DUE: MARCH 27, 2024 at 11:59 PM

45%

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 category. You should pick the cluster you believe is most relevant.

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

A grading rubric for the assignment will be shared on Canvas.

Your assignment will consist of 3 parts:

Part A (up to 500 words) – 15%

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) – 15%

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 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 (250-500 words) – 15%

Based on your description of the organization, draw your own inferences 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 how 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 the title page or reference page). Content beyond the 1,500 word limit will not be graded.

FINAL EXAM (2 HOURS, ONLINE) **DATE: DURING FINAL EXAM PERIOD**

30%

The final exam will be held during the UBC exam period April 16 to 27, 2024. The exam will cover Chapters 6 to 13 as well as any supplementary readings and materials on Canvas. The exam will have questions based on case studies that will ask you to apply course concepts and readings to answer the questions.

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/UNIVERSITY POLICIES

Academic Integrity Statement

Doing your own work, acknowledging the contributions of others, and seeking help when you need it are all part of what academic integrity means at UBC, as is avoiding tools and services that subvert these practices.

Academic integrity is a commitment to upholding the values of respect, integrity, and accountability in academic work. It is foundational to teaching and learning and is a fundamental and shared value of all members of the UBC community. UBC adopts an educative approach to academic integrity that supports students and instructors around awareness and that values academic misconduct processes that are fair and effective.

Academic integrity is a set of values and skills that must be learned and refined over time. Instructors are responsible for setting clear expectations around academic integrity in their courses, modelling honest behaviour as teachers and scholars, and creating a space for students to develop their understanding of academic integrity. Students are responsible for meeting these expectations in their academic work, developing an understanding of concepts, and seeking support when they have questions. UBC is responsible for creating and sustaining the culture of academic integrity that makes all of this possible.

Everyone plays a part in supporting and enhancing academic integrity at UBC.

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.

COVID-19

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

Academic Concession

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. You should first contact your instructor to apply for an Academic Concession. Alternatively, and as may be required, you can contact the Program Advisor, Christine Graham. If you need to request concurrent academic concessions for multiple courses, you should request them directly from Christine Graham. If you require more information about concessions, please don't hesitate to contact Christine Graham (Christine.Graham@ubc.ca).

Accommodations

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 will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor. 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.

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/>

Student 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>

Retaining Assignments

Students should retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

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; Track participation in team discussion; 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.

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.

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.