

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.

Year/Term	Term 2 Winter 2017 (January 4, 2017 – April 5, 2017)
Course Title	Introduction to Social Work
Course Schedule	Wednesdays, 5:00pm – 8:00pm
Course Location	Room 460 – Leonard S. Klinck Building

Instructor	Office Location	Cell Phone	e-mail address
Shelley Rivkin	TBA	604-805-2851	shelley.rivkin@ubc.ca
Office Hours	By appointment		

Teaching Assistant	Office Location	Office Phone	e-mail address
Andrea Johnson			andrea.johnson@ubc.ca
Office Hours	By appointment		

COURSE DESCRIPTION:

This course provides an introduction to 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.

This course will meet once per week for a period of 3 hours. Classes will include lectures, guest speakers, large and small group and individual reflection. These learning techniques are all meant to deepen understanding of social work practice and increase engagement with the material.

LEARNING OBJECTIVES:

Upon successful completion, the student will be able to:

- Analyze how context and environment shapes 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
- Report on the ethical and practice standard 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 COURSE TEXTS:

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

Students may also purchase the third edition of the text book. Earlier editions of the text book be not be helpful to this course.

SUPPLEMENTARY READINGS:

To be assigned in class.

EVALUATION:

- 1) Participation: 10%. Students are expected to complete the weekly readings and actively participate in class discussion and small group activities. Students will also be required to maintain a blog where they will provide their responses to bi-weekly reflective questions.
- 2) Mid-term examination: 25%. A 90 minute in-class exam incorporating multiple-choice and short essay questions.
- 3) Research Assignment: 35%. Students will be required to undertake a research assignment where they will examine a social issue and evaluate an existing program designed to address the issue from a social work perspective.
- 4) Final Exam: 30%. A two hour exam incorporating essay questions and a case study will be written during the December examination period.

ASSIGNMENT DETAILS:

A detailed description of the course assignments and due dates will be provided to all students on the first day of class.

OUTLINE AND READINGS:

January 4: What is Social Work?

Hick: Chapters 1-2

- Social Work and Social Welfare in Canada
- History of Social Work

January 11: Social Work Values and Ethics

Supplementary Readings

- Ethics: Personal and professional
- Person-centered practice
- BC codes of ethics for the social work profession

January 18: Power, Oppression, and Anti-Oppressive Practice

Supplementary Readings

- Anti-oppressive practice
- Identity, social location, and privilege
- Being an ally
- Readiness for social work practice

January 25: Theories and Approaches to Social Work Practice

Hick: Chapters 3 & 4

- Generalist social work practice
- Structural social work
- Strengths-based social work
- Social work in health care settings: roles and challenges

February 1: Social Work Practice with Individuals and Families: Building Social Work Skills

Hick: Chapter 6

- Social Work Skills Introduction
- Engagement and Relationship-building
- Assessment
- Intervention
- Evaluation
- Termination
- Self-care

February 8: Working with Groups and Communities

Hick: Chapters 4 & 7

- Macro Social Work Practice: Community Development and Community Practice Models
- Social Justice & Advocacy
- Group Work Approaches

February 15: Midterm Exam

February 22: Reading Week – no classes

March 1: Social Work Across Ages – Caring for Children and Older People

Hick: Chapters 5 and 11

- Protecting vulnerable children and youth
- Child welfare systems and indigenous child welfare
- Social work with aging populations

March 8: Social Work Practice with Women

Hick: Chapter 8

- Principles of Feminist social work practice
- Sexism and gender equality
- Violence against women
- Practice with men and women

March 15: Social Work in Health Settings and Working with Differently Abled Populations

Hick: Chapters 6, 7 & 13

- Client Centred Health Care
- Promoting Wellness and Recovery
- Destigmatizing Disability
- Individual support and social advocacy

March 22: Indigenous Approaches to Social Work

Hick: Chapter 9

- Indigenous approaches to social work practice
- Intergenerational trauma
- Indigenous cultural safety

March 29: Working with Racialized Canadians, Immigrants, and Refugee

Hick: Chapters 10

- Understanding anti-oppressive social work
- Working with racialized Canadians
- Settlement and support services for Immigrant and refugee populations

April 5: Gender Identity and Sexual Diversity

Hick: Chapter 12

- Historical context and theoretical perspectives
- Gender identities: moving away from binaries
- LBTTQ – positive practice
- Course Review

COURSE POLICIES [attendance, participation, academic dishonesty]:

Excerpt from the UBC calendar:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students 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.

Academic Dishonesty:

Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

ASSIGNMENTS

Submitting Assignments-

Electronic copies of assignments will be submitted via D2L on the due date. Students should also retain a copy of their assignments.

Return of marked student assignments -

Instructors coordinate the return of marked assignments. The options are as follows: a) the instructor returns the paper to students in class; b) if the paper has been submitted electronically, the instructor will mark it on-line (with track changes) and return to the student on-line; c) the instructor returns the paper to the student by snail mail (the student provides a self-stamped, addressed envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor. Marked papers will no longer be put in a box outside the instructor’s office or at the main office counter.

Late assignments-

Students must discuss any potential late assignments and request extensions with the instructor ahead of time. Two percent per day will be deducted for late assignments without prior approval. Any assignment that is more than a week late will not be accepted without prior approval or a medical certificate.

Use of electronic devices-

Students who use electronic devices to aid in their learning process (e.g. laptop computers) must have the wireless capacity device turned off. All cell phones must be turned to vibrate.

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.