



THE UNIVERSITY OF BRITISH COLUMBIA

School of Social Work
Course Outline – SOWK 200

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 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.

Year/Term	Fall 2017
Course Title	SOWK 200 – Introduction to Social Welfare (3 credits)
Course Schedule	Tuesdays, 5:00 – 8:00 pm (Term 1)
Course Location	MCLD 254

Instructor:	Patricia Johnston	Patricia.Johnston@ubc.ca
Teaching Assistant (TA):	Daniel Ji	
Office location	PhD Student Office, Main Floor	Jack Bell School of Social Work
Office hours:	Tuesday, 2:00pm to 4:00pm	
Office phone	604-379-2465	

COURSE DESCRIPTION:

Social Work 200 provides a general 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. Students will examine how specific social policies and social programs impact different populations within Canadian society. 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.

The course is designed to introduce students to different ways of understanding the social and structural context of personal problems and the interventions social workers can use in working with people to bring about social and personal change.

Specifically, the course will:

1. Introduce students to the 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 endeavor to achieve well-being.
 4. Examine the origins and history of various income security programs and their impact on specific populations.
 5. Describe the role social workers play in the process of social change.
 6. Describe social and social welfare delivery systems.
 7. Describe the relationship between social welfare institutions, social workers and oppressed and disadvantaged people.
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PREREQUISITES: It is recommended that students have previous credits in sociology, psychology, Canadian history, or political science.

LEARNING OUTCOMES:

1. Describe the fundamental social welfare ideas in Canada.
 2. Differentiate key aspects of the social contexts of disadvantaged individuals, groups and communities and how these interact.
 3. Explain how the role of social work in social welfare institutions affects society.
 4. Explain key historic, political and economic trends in Canada and how they impact income security.
 5. Provide current examples of how social work promotes positive social change.
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REQUIRED COURSE TEXT: Available at UBC Bookstore and online (digital version)

Hick, S. (214). *Social welfare in Canada: Understanding income security*. 3rd ed. Toronto, ON: Thompson Education Publishing Inc.

SUPPLEMENTARY READINGS:

Will be assigned in class.

EVALUATION:

1. Participation and Attendance: 10%. Students are expected to complete the readings on a weekly basis prior to class and actively participate in class discussion.
2. Mid-term examination: 25%. A 90 minute multiple-choice exam will be held on October 17, 2017.
3. Research Assignment: 35%. Students will be required to select and analyze one of the income

security programs discussed in the course using credible academic journals and propose recommendations on how to improve the program. A handout describing the requirements for the assignment will be distributed during the first class. Due November 14, 2017

4. Final Exam: 30%. A two-hour exam incorporating multiple choice, short answer questions, and a case study will be written during the December examination period. Date to be announced.

STRUCTURE OF THE COURSE:

Each class will incorporate lectures, large and small group discussion or activities and opportunities for individual reflection. Students are encouraged to share ideas, personal experiences, academic resources and perspectives to expand upon the topics discussed. The roles of the instructor and TA are to present the key theoretical frameworks to facilitate critical inquiry among the students in the class. Authenticity, curiosity and respectful dialogue will be used to create a safe and productive environment for learning. Students without access to a computer should speak with me.

OUTLINE AND READINGS:

Class	Date	Reading Required
1.	Sep 05	Introduction & Orientation to Income Security and Social Welfare Please read Chapter 1 in the text for this class
2.	Sep 12	History of Social Welfare Please read Chapter 2 & 3 in the text for this class
3.	Sep 19	Social welfare theory Please read Chapter 4 in your text for this class
4.	Sep 26	Social policy Please read Chapter 5 in the text for this class
5.	Oct 03	Poverty and Child Poverty Please read Chapters 6 & 9 in the text for this class
6.	Oct 10	Immigration, race and social welfare Please read Chapter 10 in the text for this class
7.	Oct 17	Midterm
8.	Oct 24	Indigenous Peoples and Communities Please read Chapters 11 in the text for this class
9.	Oct 31	Disability and Social Welfare – Online Class Please read Chapter 12 in the text for this class
10.	Nov 7	Follow up class
11.	Nov 12	Unemployment, underemployment and Homelessness Please read Chapter 7 in the text for this class
12.	Nov 21	The Elderly and Retired – Guest speaker Research Assignment Due November 14
13.	Nov 28	Course Review & Preparation for Final Exam

COURSE POLICIES

Attendance:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Please speak with me if you miss a class.

Disabilities and Religious Accommodations:

The University accommodates students with disabilities who have registered with Access and Diversity. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let me know in advance, preferably in the first week of class, if you will require any accommodation on these grounds.

Retaining Assignments:

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 assignments with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The assignment 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.

Grading Practices and ESL Students:

The School of Social Work’s Racialized Student Caucus has developed a policy related to concerns for inequities in grading practices for ESL students. The policy provides specific guidelines for grading criteria and practices. Where possible, this policy will be applied within SOWK 200. Please meet with me if you would like to discuss the application of this policy in relation to your work.

Submitting Assignments:

Please submit your research assignment to both the TA and me by email (email me and cc’ our TA for this course). Please send it as a .doc, .docx, or .rtf. file so we can insert ‘track changes’ with suggestions and feedback. PDF files will not be marked. Hardcopies of assignments are not required. We will not acknowledge receipt of your email/ assignment. We will, however, get in touch with those who do not submit assignments.

Return of marked student assignments:

We will mark your assignment electronically with track changes and return it to you by the same email you sent it to us.

Late assignments:

Late submissions will result to a deduction of the grade of your assignment. The rule of deduction is 2% a day. Any assignment that is more than a week late will not be accepted. Extensions will only be granted in cases of personal illness or family issues and not because of academic or employment

workloads or conflicts. Extensions must be requested in far advance of the due date of the assignment.

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. 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.