

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 2016 (January 4, 2016 – April 8, 2016)
Course Title	Introduction to Social Work
Course Schedule	Wednesdays, 5:00pm – 8:00pm
Course Location	Room 460 – Leonard S. Klinck Building

Instructor	Office Location	Office Phone	e-mail address
Dr. Kristin Kendrick	TBA	TBA	Kristin.Kendrick@ubc.ca
Office Hours	By appointment		

Teaching Assistant	Office Location	Office Phone	e-mail address
Andrea Johnson	Jack Bell Rm 215	604-767-5763	andrea.johnson@ubc.ca
Office Hours	Wednesdays 1230-230pm and 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.

This course will meet once per week for a period of 3 hours. The meetings will consist of lectures, guest speakers, activities with student interaction, and audio-visual materials. 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. (2010). *Social work in Canada: An introduction (3rd Ed.)*. Toronto: Thompson Educational Publishing Inc.

SUPPLEMENTARY READINGS:

To be assigned in class.

EVALUATION:

Criteria	%	Comments
Mid-term paper	25	Please submit hard copies of assignments to the instructor in class on the due date. Papers will be returned to students in class. Two percent will be deducted per day for each late assignment. Assignments will not be accepted more than one week past the due date without prior approval or a medical certificate. Further details of assignments will be reviewed in class.
Interview Questions	10	
Final Paper	30	
Final Exam	35	
TOTAL	100%	

ASSIGNMENT DETAILS:

1. Mid-Term Paper

DUE: FEBRUARY 10, 2016

25%

Choose a movie that explores issues of power and oppression. You may choose from the list below, or you may propose a different movie of your choosing to be approved by the instructor in advance.

42	The Joy Luck Club
Schindler's List	The House of Sand and Fog
North Country	Rabbit Proof Fence
Selma	Ma Vie En Rose
Brokeback Mountain	The Good Lie
Rain Man	300
Girl Interrupted	Forrest Gump
The Snow Walker	If These Walls Could Talk
Dirty Dancing	If These Walls Could Talk 2
Crash	The Pursuit of Happiness

Philadelphia
Secrets and Lies (the movie)

Invictus
Away From Her

Drawing on course materials and readings, write a paper of 4-6 double-spaced pages in length (1000-1500 words). The paper should include critical reflection of your personal responses, references to course material and readings, and specific references to the movie. Papers should conform to APA style. Your paper should address the following questions:

- What issues are depicted in the movie that relate to individual versus social problems?
- How do issues of oppression show up in the movie?
- Identify any characters that experience multiple oppressions in the movie, and describe these intersecting oppressions and how they might shape the characters' experiences.
- Identify social rules, policies, attitudes and values that are oppressive or are used in the movie to introduce or maintain power imbalances.
- How does power show up in the movie? Which characters seem to hold the most and least power and what aspects of identity contributed to this power or lack thereof?
- How is language used in the movie used to convey what is considered normal/abnormal?
- Select a character from the movie and discuss how the character views her/himself. Describe your perceptions of how the character constructed her/his identity? What social influences might have shaped the character's identity? How does this change throughout the movie? How does this identity influence the behaviour or the character? Describe the character's strengths? How might the character's story have been different if aspects of her/his identity were different?
- Describe assumptions you made about this character and how your own experiences and socialization led to these assumptions. In your life, how have you benefited from, or worked to counter, the oppression depicted in the movie?
- How could a social worker work with this character using principles of anti-oppressive practice?
- Consider if the movie perpetuates dominant ideologies (e.g., heterosexism, deserving versus undeserving poor, etc.). How are these ideologies supported or how might they be challenged in the movie? Consider who produced or directed the film and how this might have related to the perspectives the movie portrays.

Interview Questions:

DUE: MARCH 2, 2015

10%

Choose an area of social work practice that is of interest to you. Create a set of 10-15 interview questions that you will use to interview a social worker practicing in your chosen area of interest. The interview questions should inquire about how the material discussed in the course relates to the social worker's practice (i.e., what is social work, values and ethics, power and oppression, culture, practice with individuals or communities, theories and approaches to social work, self-care, etc. as well as any additional questions you might be interested in exploring). Include with this assignment the name, agency, and contact information of the social worker you will interview once the interview questions have been approved by the instructor. In order to do this, you must have contacted the social worker and scheduled an interview for some time after March 9th and before March 23rd to ensure you have enough time to complete your final

January 20: Power, Oppression, and Anti-Opressive Practice

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

January 27: Theories and Approaches to Social Work Practice – Part One

Hick: Chapter 4

- Generalist social work practice
- Structural social work
- Strengths-based social work

February 3: Social Work Practice with Individuals and Families: Building Relationships and Assessment

Hick: Chapter 6

- Social Work Skills Introduction
- Engagement and Relationship-building
- Assessment

February 10: Social Work Practice with Individuals and Families: Intervention, Evaluation, Termination, and Self-Care

****MIDTERM PAPERS DUE****

- Building on Social Work Skills
- Intervention
- Evaluation
- Termination
- Self-care

February 17: Midterm Break – No Class

February 24: Introduction to Fields of Practice in Social Work – Working with Groups and Communities

Hick: Chapter 7

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

March 2: Cultural Competence: Aboriginal Approaches to Social Work

****DUE DATE FOR APPROVAL OF INTERVIEW QUESTIONS FOR FINAL PAPER****

Hick: Chapter 11

- Aboriginal people in Canada
- Aboriginal approaches to social work practice
- History of Aboriginal populations in Canada and intergenerational trauma
- Culturally competent practice

March 9: Cultural Competence: Working with Racialized Canadians, Immigrants, and Refugee and International Social Work

Hick: Chapters 12 and 16

- Culturally competent social work practice
- Racialized Canadians
- Immigrant and refugee populations and policies
- International social work
- Re-visiting anti-oppressive practice

March 16: Social Work Practice with Women

Hick: Chapter 10

- Feminist social work
- Violence against women
- Practice with men and women
- Equality versus equity
- Allies

March 23: Social Work Practice: Gender Identity and Sexual Diversity

Hick: Chapter 14

- Gender identities: moving away from binaries
- Sexual orientation
- Historical perspectives and social work practice

March 30: Social Work Across Ages – Caring for Children and an Aging Population

Hick: Chapters 8 and 13

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

April 6: Social Work in Health Settings and Working with Differently Abled Populations; Course Review **FINAL PAPERS DUE**

Hick: Chapters 9 and 15

- Social work in health care settings: roles and challenges
- The Canadian health care system
- Medical Social Work
- Mental Health
- Theoretical Perspectives on Disability
- Anti-ableist social work practice

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-

Hard copies of assignments should be submitted to the instructor in class 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.