

**School Vision:** Building upon a foundation of social justice and ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

**BSW Mission Statement:** The Bachelor of Social Work (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:** Winter 2018

**COURSE TITLE:** Introduction to Social Welfare (3 credits)

**COURSE SCHEDULE:** Thursday, 5:30 pm – 8:30 pm (Term 1)

**COURSE LOCATION:** GEOG 200– Geography Building

INSTRUCTOR(S)	OFFICE LOCATION	OFFICE HOURS	TELEPHONE NUMBER	E-MAIL ADDRESS
Shelley Rivkin	Room 342	Thursdays: 4:30 – 5:30 pm or by appointment	604-805-2851	shelley.rivkin@ubc.ca
TEACHING ASSISTANT	OFFICE LOCATION	OFFICE HOURS	TELEPHONE NUMBER	E-MAIL ADDRESS
Daniel Ji	Room 215	By appointment	n/a	dji@mail.ubc.ca

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### COURSE DESCRIPTION

Social Work 200 provides a general introduction to English, Aboriginal and Francophone perspectives, traditions 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.

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### LEARNING OUTCOMES

Through the lens of poverty and unemployment, this course will introduce students to the key theoretical approaches to designing and implementing income security programs in Canada and provide them with a framework to examine and analyze their impact on various populations group including women, indigenous people, new immigrants, the elderly and people with disabilities.

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. Explore the process of legislating, designing and implementing public policy in Canada to address poverty and unemployment.
6. Describe the relationship between social welfare institutions, social workers and oppressed and disadvantaged people.
7. Discuss the role social workers can play in the process of social change.

Prerequisites: This course is not recommended for students who have no previous credits in sociology, psychology, Canadian history or political science.

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## UNIVERSITY POLICIES

*“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.”* (UBC Calendar)

**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](http://www.arts.ubc.ca) and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

**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.

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## COURSE POLICIES

### Attendance

The attendance policy is in the student handbook on page 11: <https://socialwork.ubc.ca/current-students/>.

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.

The University accommodates students with disabilities who have registered with Access and Diversity. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor, and if necessary, to contact Access and Diversity 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, and preferably earlier. This reflects expectations for professional social workers in their place of employment.

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.

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### SUBMITTING ASSIGNMENTS:

Assignments are due as noted in this course outline, unless otherwise informed by the instructor.

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### RETURN OF MARKED STUDENT ASSIGNMENTS:

All assignments are to be submitted via the UBC Canvas course site. Assignments will be marked with track changes and comments provided in the same manner.

**LATE ASSIGNMENTS:**

Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available. Assignments submitted after the deadline with no documentation will be penalized by one percentage point per day.

**FORMAT OF THE COURSE:**

Each class will include lectures, large and small group discussion and structured activities as well as opportunities for individual reflection. Where applicable, guest speakers will be invited to present. Students are expected to complete the readings on a weekly basis, share ideas, academic resources and perspectives to expand upon the topics discussed. As this course examines government programs and policies in relation to income security, students will be asked to follow relevant media coverage of the issues and be prepared to discuss and share their observations in class.

**REQUIRED TEXTBOOK:**

Hick, S (2013) *Social Welfare in Canada: Understanding Income Security* (2013) Third Edition. Thompson Education Publishing Inc. Toronto

**COURSE SCHEDULE**

<b>SESSION 1:</b>	<b>September 6, 2018</b>
<b>TOPIC:</b>	Orientation to Income Security and Social Welfare
<b>READINGS:</b>	Chapter 1 in the text
<b>SESSION 2:</b>	<b>September 13, 2018</b>
<b>TOPIC</b>	History of Social Welfare in Canada
<b>READINGS</b>	Chapter 2 in the text
<b>SESSION 3:</b>	<b>September 20, 2018</b>
<b>TOPIC:</b>	Theories of Social Welfare
<b>READING:</b>	Chapter 4 in the text
<b>SESSION 4:</b>	<b>September 27, 2018</b>
<b>TOPIC</b>	Challenges to Social Welfare & Making Social Policy in Canada
<b>READINGS:</b>	Chapters 3 & 5
<b>SESSION 5:</b>	<b>October 4, 2108</b>
<b>TOPIC:</b>	Understanding Poverty
<b>READINGS:</b>	Chapters 6 & 9 plus assorted readings
<b>SESSION 6:</b>	<b>October 11, 2018</b>
<b>TOPIC</b>	Employment and Unemployment

READINGS:	Chapter 7
SESSION 7:	<b>October 18, 2018</b>
TOPIC:	Women and the Family
READINGS:	Chapter 8
SESSION 8:	<b>October 25, 2018</b>
TOPIC	New immigrants and racialized groups
READINGS:	Chapter 10
SESSION 9:	<b>November 1, 2018</b>
TOPIC:	Indigenous communities
READINGS:	Chapter 11
SESSION 10:	<b>November 8, 2018</b>
TOPIC:	Older people and people with disabilities
READINGS:	Chapters 12 & 13
SESSION 11:	<b>November 15, 2018</b>
TOPIC:	Classroom presentations
SESSION 12:	<b>November 22, 2018</b>
TOPIC:	Classroom presentations
SESSION 13	<b>November 29, 2018</b>
TOPIC:	Course review and exam preparation

## ASSIGNMENTS

1. Mid-term assignment: Students will be assigned one of the five income security programs discussed in class and will be required to critically examine the program using the theoretical frameworks presented in class. The paper must include: 1) the historical events and political ideologies that led to the program's introduction; 2) the philosophical principles and social welfare theories that contributed to the design and implementation of the program and relevant debates regarding the program's impact. The paper should be a maximum of 1000 words and incorporate a minimum of two credible academic journal articles. This assignment is worth 10% of the course grade and is **DUE: OCTOBER 12, 2018**.
2. Group project: Students will form groups of 5 and will be assigned 5 case files describing individual "clients" struggling either with poverty, unemployment or precarious employment. Each member of the group will work on one file. As a group they will prepare a ten- minute presentation highlighting the: 1) the risk and vulnerability factors faced by their "clients"; 2) a critique of the current interventions available to their "clients"; and 3) potential solutions using their own ideas supported by credible research. Each student will also be required to submit their own case summary. This assignment is worth 30% of the course grade. Further details regarding this

**UBC 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.