

	<p><b>THE UNIVERSITY OF BRITISH COLUMBIA</b>  <b>School of Social Work</b>          Course Outline - SOWK 200 – Introduction to Social Welfare</p>
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The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people.

**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 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.

<b>Year/Term</b>	Winter 2019
<b>Course Title</b>	SOWK 200: Introduction to Social Welfare
<b>Credit Value</b>	3
<b>Course Schedule</b>	Thursdays, 6:00pm – 9:00 pm (Term 1)
<b>Course Location</b>	MCLD 254 – MacLeod Building

Instructor	Email address	Teaching Assistant	Email address
Pascale de Kerckhove	<a href="mailto:pascale.de.kerckhove@ubc.ca">pascale.de.kerckhove@ubc.ca</a>	Imogen McIntyre	<a href="mailto:imogen.mcintyre@alumni.ubc.ca">imogen.mcintyre@alumni.ubc.ca</a>
<b>Office Hours</b>	By appointment	<b>Office Hours</b>	By appointment

**COURSE DESCRIPTION:**

Social Work 200 provides a general introduction to English, Indigenous, 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.

## LEARNING OUTCOMES:

Through the lens of poverty and inequality, 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, families, Indigenous peoples, 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 endeavour 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, unemployment, and inequality.
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 and in advocating for the rights of vulnerable populations.
8. Examine in depth the social impacts of poverty and inequality as well as the policies and ideologies, which influence their meanings and measurements in Canada.

*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:

**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>

*“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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### **LEARNING ANALYTICS:**

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this course.

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### **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.

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### **COURSE POLICIES:**

#### **Attendance**

The attendance policy is in the School of Social Work 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.

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**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 five percentage points per day.

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**FORMAT OF THE COURSE:**

Each class will include lectures, large and small group discussions, 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.

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**REQUIRED TEXTBOOK(S):**

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

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**COURSE SCHEDULE:**

<b>SESSION 1:</b>	<b>September 5, 2019</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 12, 2019</b>
<b>TOPIC</b>	History of Social Welfare in Canada and Challenges to Social Welfare
<b>READINGS</b>	Chapter 2 & 3 in the text
<b>SESSION 3:</b>	<b>September 19, 2019</b>
<b>TOPIC:</b>	Theories of Social Welfare
<b>READING:</b>	Chapter 4 in the text
<b>SESSION 4:</b>	<b>September 26, 2019</b>
<b>TOPIC</b>	Making Social Policy in Canada
<b>READINGS:</b>	Chapters 5 in the text
<b>SESSION 5:</b>	<b>October 3, 2019</b>
<b>TOPIC:</b>	Understanding Poverty
<b>READINGS:</b>	Chapters 6 in the text

<b>SESSION 6:</b>	<b>October 10, 2019</b>
<b>TOPIC</b>	Employment and Unemployment
<b>READINGS:</b>	Chapter 7 in the text
<b>SESSION 7:</b>	<b>October 17, 2019</b>
<b>TOPIC:</b>	Women and the Family & Children and Families in Poverty
<b>READINGS:</b>	Chapter 8 & Chapter 9 in the text
<b>SESSION 8:</b>	<b>October 24, 2019</b>
<b>TOPIC</b>	The Social Welfare of Immigrants
<b>READINGS:</b>	Chapter 10 in the text
<b>SESSION 9:</b>	<b>October 31, 2019</b>
<b>TOPIC:</b>	People with Disabilities
<b>READINGS:</b>	Chapter 12 in the text
<b>SESSION 10:</b>	<b>November 7, 2019</b>
<b>TOPIC:</b>	The Elderly and the Retired
<b>READINGS:</b>	Chapters 13 in the text
<b>SESSION 11:</b>	<b>November 14, 2019</b>
<b>TOPIC:</b>	Indigenous Peoples
<b>READINGS:</b>	Chapters 11 in the text
<b>SESSION 12:</b>	<b>November 21, 2019</b>
<b>TOPIC:</b>	Local issues: Housing & Homelessness
<b>SESSION 13</b>	<b>November 28, 2019</b>
<b>TOPIC:</b>	Course review and exam preparation

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## EVALUATION:

### 1. Mid-term assignment - 30% - Article Analysis due on OCTOBER 17, 2019

Find one: media article, position paper, opinion piece, blog entry published in the last 12 months. The article MUST relate to one of the chapters of your textbook in terms of the subject matter or information. The article must be between **500** and **1200** words in length. There are two parts to this assignment: *Part 1* involves each student posting their chosen article on Canvas as a contribution to the class "Resource Library"; *Part 2* involves an analysis of the article in connection to the textbook and classroom discussions. The assignment will be evaluated on the quality of the analysis and the relevance of the article chosen.

Details of this assignment will be posted on Canvas and discussed in class.

### 2. Case study - 35% - Report due on NOVEMBER 28, 2019

In groups of 5, students will examine in-depth one case study describing individual "clients" struggling with either poverty, unemployment, or financial stressors. Students will:

- assess their client's income security needs as identified in the case study;
- search and identify potential social welfare programs for their client (mapping);
- select one or two social welfare programs on the basis of determination of eligibility, and then calculate benefits;
- present their analysis in a report *using a provided template* which includes a reflection section.

The final report is to be handed **individually** by each student. The goal of the group work (part of class time November 7, 14, & 21) is to promote shared research on social welfare programs, exchange of ideas, and reflection on strengths and drawbacks of social welfare programs.

Details of this assignment will be posted on Canvas and discussed in class.

### 3. Final Exam - 35% - A two-hour exam incorporating multiple choice questions, short answer questions, essay questions, and a case study. **DATE TO BE ANNOUNCED** by UBC Student Services.

**UBC GRADING CRITERIA:**

<b>UBC GRADING CRITERIA</b>			
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.