SWK 220 Introduction to Social Welfare
Fall 2019

Instructor: Ben Capili, MSW, RSW
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Phone: 204.799.3806
Duration: September 4, 2019 to December 3, 2019
Delivery Mode: Online
Credits: 3 credit hours
Prerequisites: None
Voluntary Withdrawal Deadline: November 1, 2019
Time Extension Application Deadline: November 22, 2019

Availability

The best way to connect with me is by email or text. I will respond to email within 24 hours except on weekends and holidays.

Course Description

Social work can be defined as having 4 components: It is a helping profession, it works toward social justice, it operates within legislation and it uses a person in environment framework (Heinonen & Spearman, 2010; Hick, 2010). This course examines social work as it operates within a social welfare system. Social workers have an ethical responsibility as a helping profession to understand social welfare policy and the processes involved in policy making for the following reasons:

- Social policy has a direct impact on the development and delivery of social services.
- Social workers, by profession, are called to understand policy and examine more closely the beliefs and values which shape political systems and influence policy decision making.
- Social workers have an ethical responsibility to examine how policies impact society and thereby advocate for progressive social change.

The purpose of this course is to provide students with knowledge and skills to understand and assess the social welfare system in Canada as well as global market forces that impact international aspects of welfare. The focus is on explanation: being able to analyze the social, economic and political factors that influence the social policy choices made by governments. Emphasis is placed on an understanding of historical models of social welfare by determining where social policy has come from and where it is going. This course will introduce students to the ideologies that have influenced and continue to influence policy making. In this class, we will explore a variety of world views, beliefs and values which inform what we know and how we know it.

**Booth University College Social Work Program Outcomes**

a. Social work students acquire knowledge of organizational and societal systems and acquire skills to identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions.

b. Social work students develop the ability to critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels, and respond to changes in these contexts that shape practice.

**Program Outcomes**

Social work program outcomes fall under the following categories:

<table>
<thead>
<tr>
<th>Social Work Program Outcomes</th>
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</thead>
<tbody>
<tr>
<td>1. Identification as a professional social worker and use of self.</td>
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<tr>
<td>2. Adherence to the Social Work Code of Ethics and adoption of social work values in professional practice.</td>
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<tr>
<td>3. Professional practice skills with individuals, families, groups, communities and organizations; applying knowledge of human behaviour and the social environment.</td>
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<tr>
<td>4. Identification of structural sources of oppression and inequity, and promotion of human rights and social justice at all client system levels.</td>
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<td>5. Employment of critical thinking in professional practice.</td>
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<td>6. Engage in research.</td>
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<tr>
<td>7. Engage in policy analysis and development to advance social and economic well-being and deliver effective social work services.</td>
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</table>
## Course Objectives
Upon successful completion of the course the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Program Outcomes</th>
<th>Assessment</th>
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</table>
| Recognize the historical influences of the welfare state and describe the contemporary state. | 5,6,7            | • Discussion Forum  
• Theoretical Research Paper  
• Final Exam                  |
| Describe the construction of policy making and recognize political, economic and social influences. | 4,5,6,7          | • Discussion Forum  
• Policy Identification Task  
• How Policy Influences Practice: Interview and Presentation  
• Theoretical Research Paper  
• Final Exam                  |
| Describe the linkages and interconnectedness of policy and oppression             | 3,4,5,6,7        | • Discussion Forum  
• Theoretical Research Paper  
• Final Exam                  |
| Describe the connection between social policy and practice                        | 3,5,6,7          | • Discussion Forum  
• Policy Identification Task and Letter to the Editor  
• How Policy Influences Practice: Part 1, 2, 3  
• Theoretical Research Paper  
• Final Exam                  |
| Compare and contrast North American social policy and social welfare             | 5,6,7            | • Discussion Forum  
• Theoretical Research Paper  
• Final Exam                  |
| Identify the importance of the social work profession in promoting progressive social change and advancing human rights | 2,4,5,6,7        | • Discussion Forum  
• How Policy Influences Practice: Interview and Presentation  
• Theoretical Research Paper |
<table>
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<tr>
<th>Course Objectives</th>
<th>Program Outcomes</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Describe a variety of worldviews, beliefs and values that shape and influence social welfare and social policy</td>
<td>2,4,5,6,7</td>
<td>• Discussion Forum</td>
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<td></td>
<td></td>
<td>• How Policy Influences Practice: Part 1, 2, 3</td>
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<td></td>
<td></td>
<td>• Final Exam</td>
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<tr>
<td>Ability for self-reflection to evaluate how our own worldview compares with the skills, beliefs, and values of the social work profession</td>
<td>1,2,5,7</td>
<td>• Discussion Forum</td>
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<tr>
<td></td>
<td></td>
<td>• How Policy Influences Practice: Personal Reflection</td>
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<tr>
<td>Critically analyze and evaluate social policy</td>
<td>5,6,7</td>
<td>• Discussion Forum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Policy Identification Task</td>
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<tr>
<td></td>
<td></td>
<td>• How Policy Influences Practice: Part 1, 2, 3</td>
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<td></td>
<td></td>
<td>• Theoretical Research Paper</td>
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<td></td>
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<td>• Final Exam</td>
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<tr>
<td>Demonstrate written and oral advocacy skills</td>
<td>3</td>
<td>• Discussion Forum</td>
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<td></td>
<td></td>
<td>• Policy Identification Task</td>
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<tr>
<td></td>
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<td>• Policy Identification Task and Letter to the Editor</td>
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<td></td>
<td></td>
<td>• How Policy Influences Practice: Interview and Presentation</td>
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<tr>
<td>Identify appropriate welfare resources for populations served by our helping profession</td>
<td>3,4</td>
<td>• Discussion Forum</td>
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<td></td>
<td></td>
<td>• How Policy Influences Practice: Interview and Presentation</td>
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<td></td>
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<td>• Theoretical Research Paper</td>
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<tr>
<td>Articulate the relevance of having a working knowledge of social welfare in Canada for social workers</td>
<td>2,3,5,7</td>
<td>• Discussion Forum</td>
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<td>• Theoretical Research Paper</td>
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<td>• Final Exam</td>
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Course Textbook


Textbooks are available on amazon.ca or through the publisher.

COURSE REQUIREMENTS

Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Policy Identification Task and Letter to the Editor</td>
<td><strong>Friday, September 27, 2019</strong></td>
</tr>
<tr>
<td>Policy Interview and Presentation</td>
<td>Interview Plan: Provide name of Interviewee &amp; Date by <strong>Wednesday, September 18, 2019</strong>&lt;br&gt;Presentations: <strong>Monday, October 28, 2019</strong></td>
</tr>
<tr>
<td>Personal Reflection</td>
<td><strong>Friday, November 1, 2019</strong></td>
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<tr>
<td>Theoretical Research Paper</td>
<td><strong>Friday, November 22, 2019</strong></td>
</tr>
<tr>
<td>Final Exam</td>
<td>Scheduled during <strong>December 6-13, 2019</strong></td>
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All assignments must be completed in **APA format, Times New Roman, 12 point font size, double spaced as a Word document**.

Assignments should be submitted **electronically** by uploading them to the assigned drop box on the course website. You will find the drop box under the week that it is due. Double check to make sure your document uploaded properly.

**Academic Learning Centre** – Booth University College offers free academic tutoring and other research and writing resources. Please visit Boothuc.ca for further information.
## Course Schedule

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic and Activity</th>
<th>Preparation and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2&lt;br&gt;Sep. 9</td>
<td>Historical Influences</td>
<td>Chappell Chapter 3-4&lt;br&gt;Segal Chapter 2 &amp; 4 (pp 118-123)</td>
</tr>
<tr>
<td>Unit</td>
<td>Topic and Activity</td>
<td>Presentation and Readings</td>
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<tr>
<td>Unit 5</td>
<td>Services and Their Delivery</td>
<td>Chappell Chapter 5 &amp; 6</td>
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<td></td>
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<td>All required readings other than the text are posted on the course website</td>
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<tr>
<td>Unit 6</td>
<td>Labor, Employment and the Government</td>
<td>Hick Chapter 7</td>
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<td></td>
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<td>READING WEEK OCTOBER 14, 2019 TO OCTOBER 18, 2019</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Global Impact Environmental Issues</td>
<td>Chappell Chapter 4 and Appendix B</td>
</tr>
<tr>
<td>Oct. 21</td>
<td><strong>Forum Discussion</strong></td>
<td>Hick, Peters, Corner and London, Chapter 13</td>
</tr>
<tr>
<td>Unit 8</td>
<td>Presentations Due on Monday, October 28, 2019</td>
<td>Watch each presentation posted by your peers and follow the instructions in the forum discussion</td>
</tr>
<tr>
<td>Oct. 28</td>
<td>Personal Reflection Due on Friday, November 1, 2019</td>
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</tr>
<tr>
<td>Unit 9</td>
<td>Poverty</td>
<td>Chappell Chapters 7 &amp; 9</td>
</tr>
<tr>
<td>Unit</td>
<td>Topic and Activity</td>
<td>Preparation and Readings</td>
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<tr>
<td><strong>Unit 10</strong> &lt;br&gt; Nov. 11</td>
<td>Diversity and Social Policy &lt;br&gt; <strong>Forum Discussion</strong></td>
<td>Chappell Chapter 12 &amp;13 &lt;br&gt; Hick, Peters, Corner and London, Chapter 8</td>
</tr>
<tr>
<td><strong>Exam week – Final Exam to be scheduled and completed December 9-13</strong></td>
<td></td>
<td>See Study Guide on course site</td>
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</table>

**Course Requirements**

- Online Discussion Forum 20%
- Policy Identification Task 10%
- Policy Interview Presentation 15%
- Policy Interview Reflection 10%
Research Paper  
Final Exam  
Total

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<thead>
<tr>
<th>Course Requirements</th>
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<tr>
<td><strong>Online Discussion Forum</strong></td>
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In a face-to-face class in the classroom, students engage in discussion that takes place over time, one that can develop and change over the entire semester. In an online course, discussion forums are designed to take the place of in-class discussion; they are your voice in the class. So while they are serious work and they are part of your class grade, it is also important that you relax and enjoy yourself while you are in these conversations. The discussion forum is meant to be informal, give you an opportunity to get to know your classmates, interact with the course content, and be exposed to different viewpoints.

Discussion questions and expectations for the weekly forums can be found in the audio lectures that accompany each weekly unit. You are expected to share at least one initial post by **Wednesday** each week and respond to at least two of your peers by **Sunday**.

Guidelines for forum discussion

- Be clear and concise.
- Proof read for spelling and grammar.
- Back up your point (do not just say, “I agree”).
- Demonstrate critical thinking skills.
- Support your content by referring to research and literature.
- Refer to course readings.
- Refer to current issues in the news.
- Reference any information that is not your own (APA).
- Build on others responses to create threads.
- Share life and work experiences and learning from other courses to have meaningful conversation.
- Challenge and support one another. Be respectful.

Policy Identification Task & Letter to the Editor  

*Due Date: Friday, September 27, 2019 by 23:55 CST*

A policy is a set of “fixed rules” (Chappell, p.163) that outline how things are done or handled. **Social policy** has to do with the development and delivery of social programs such as social welfare, healthcare and postsecondary education (p.30). Policy may be an official legislation or law like the Mental Health Act. Policy may also be specific to an agency or organization like a dress code.
Review Chapters 2 & 6 in the text as you prepare for this assignment.

**Identify and describe a current policy that affects you in your day to day life.** You may choose a policy that affects you as a college student, or in the community you live, in your work, according to your socioeconomic background, and/or your social location (age, culture, gender).

**NOTE:** It may be helpful to start to read the newspaper daily, including the letters to the editor to identify an issue that is personally meaningful to you. To help you prepare for your assignment take some time to watch the news and find a story about the enactment of a bill. Observe the politicians involved, note the rhetoric used. Is it emotionally charged? Why or why not? What does this say about the policy in question? These are just some ideas to get you started.

**Part 1: Analyze** the policy asking the following:

- How does this policy impact you?
- What is the policy supposed to do?
- Who does it target?
- Who is the institution or governing body?
- Who implements and enforces it?
- Is it effective?
- Could it be improved?
- What values are implied?
- What are your thoughts about the policy?

**Part 2: Synthesize** your analysis of the policy and write a short **letter to the editor** of your local newspaper arguing your position on the policy. Include how the policy impacts you (positively or negatively). Include copy of letter with assignment.


Length: 4 pages (including 1 page letter to the editor)

How Policy Influences Practice: Interview Presentation and Reflection  Value 25%

**Due Date:** **Monday, October 28, 2019 by 23:55 CST**

**Part 1: Policy Interview**
Choose a social service organization/agency and interview a helping professional from the organization. Gather information to identify the values of the organization and how **policy (formal and informal)** affects their work.

*Interviews must be scheduled well in advance. You will be expected to provide the name of your interviewee and date during week 3. Students are encouraged to start planning for this assignment early in the semester. It may be helpful to e-mail your interview questions to your interviewee in advance so they can prepare for your visit.*

**Part 2: Presentation (15%)**
Create a 10-minute presentation with audio, if possible, using a Google Slides account that your instructor and classmates will be able to access created for this course. There will be instructions and links to do this on the course website. The use of Google Slides is to avoid overloading the course website with too much data.

*The following are questions which your presentation should include:*

1. Description of the agency or setting where they work.
   -Along with this a brief description of reason for your interest.
2. What is their role in the organization? i.e.: Front line worker, Executive Director.
3. Identify formal and informal policies which influence the organization re: funding structure, service delivery, organization policies.
4. Identify formal and informal policies/rules which influence the organization, i.e.: values, beliefs, mission.
5. Who in the organization is responsible for policy development and implementation?
6. What is the catalyst for policy development typically?
7. What is the process of policy making in the organization. Is it done casually, ad hoc, crisis basis, or from a well-established process?
8. In what way does social work CASW values and standards of practice relate to this agency’s policies and its service provision?

*Critically analyze how policy impacts the organization and incorporate material from your course readings.*

**Part 3: Personal Reflection (10%)**
*Due Date: Friday, November 1, 2019 by 23:55 CST*

Your personal reflection should include the following:

1. Briefly state your reason for interest in this organization.
2. A description of the values of the organization and an analysis of how direct practice promotes or works towards those values.

3. Your experience in spending time in the organization and the population which the organization serves.

4. Any surprises or unique experiences.

5. After the interview, you may have had a preconceived notion of how services would be delivered. Comment on how direct service within the organization was what you had thought it would be?

Throughout your paper, you will be expected to critically analyze how policy impacts the organization and incorporate material from your course readings.

Length: 3 pages

Theoretical Research Paper Value 25%

Due Date: Friday, November 22, 2019 by 23:55 CST

Students will write and submit a research paper and a resource list on a component of the Canadian Social Welfare delivery system (consider the topics of chapters 9-14 to help decide a topic). You are encouraged to narrow your focus when possible (ex: consider one aspect of the topic Canadians with disabilities such as children and youth with disabilities or one aspect of the topic Income Security such as parental benefits).

A research paper is a presentation of the research available on a particular topic. Your paper should refer to numerous articles and authors to provide a good representation of information available. Do not rely heavily on one source. Demonstrate that you have spent time learning about your topic from different sources and can educate the reader on the subject with accuracy and credibility. Demonstrate critical thinking skills throughout by analyzing, making connections and in depth reflection on the information gathered.

Refer to this resource on critical thinking:

Cite everything using APA format that is not your own original thought.

Review chapters 5-7 in your text to help prepare for this assignment.

The section of the paper should be 4 pages (in addition to the 1 page resource list) and should include the following:

1. A description of the delivery system.
2. The historical background of the delivery system.
3. Historical and current legislation relevant to the delivery of services.
4. Compare Canadian and American systems related to your topic.
5. Why this service is a need in the community, province, state or nation.
6. A resource list with reference to resources available for this aspect of the welfare system in your local area. Provide the contact information for the resource/agency and a brief description of what they have to offer (1 page).

The student is then to create a hypothetical client profile of one that would be in need of these services and include it into the paper. Keep in mind that your research on the topic should inform your client profile. As you research your topic you should be getting a better sense of a person’s experience within the component of the social welfare system you are investigating. Your client profile should include numerous citations to demonstrate that you used your knowledge from your research to give an accurate portrayal of a client’s experience in this system. Use this part of the paper to further inform the reader about the topic by using a case illustration. This part of the paper should be as informative and research based as the first part.

The following is a guide in the creation of the ‘client’ (2 pages)
1. A brief profile of the client.
2. His/Her history.
3. His/Her present situation.
4. His/Her thoughts and feelings about this social welfare delivery system (back up why your client may be thinking/feeling this way. Remember to try and empathize with your client and how they might think and feel and why).
5. A description of any forms of discrimination such as: racism, sexism, ageism, etc. the client has experienced (refer to any literature or research that helped inform your understanding of this part of your client’s experience).
6. Any recommendations/suggestions from the client for service and improvements for that aspect of the social welfare delivery system.
7. The client’s future goals and how this particular delivery system can aide them in achieving their goals.

Length: 7-8 pages
The examination will consist of multiple choice, true/false, matching and short answer questions. The examination will be written during the examination period scheduled by Booth UC.

All students living in Winnipeg or within a 60 km radius of Winnipeg are required to write their final exam on campus. Students who live beyond a 60 km radius of the city are permitted to write their exam remotely. In order to do so, students must arrange for an invigilator to oversee the exam-writing process and ensure that Booth UC standards are upheld. Invigilators must not be a relative, friend, another Booth UC student, or a person living at the same address as the students. Students must provide their invigilator's name, phone number, address, and email address to the School for Continuing Studies once requested.

**Course Policies**

While the following rules may seem unduly bureaucratic, there are valid reasons for them. Social workers work in a very deadline-conscious environment and must be able to produce various reports on time and often under tight deadlines. Suitability for the profession is assessed in all social work courses. Good time management and organizational skills are essential in this profession and you will be evaluated on your abilities in these areas throughout the program.

**Grading Scale**

Here is the interpretation of the letter grades as per the University College academic policies, and the percentage scores for this course that will normally correspond to those letter grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>Exceptional Performance with evidence of outstanding original thinking, superior organization, exceptional capacity to analyze and synthesize, a superior grasp of the subject matter with sound critical evaluations; evidence of extensive knowledge base.</td>
<td>94-100%</td>
</tr>
<tr>
<td>A</td>
<td>Excellent Performance with evidence of excellent original thinking, excellent organization, excellent capacity to analyze and synthesize; an excellent grasp of the subject matter with sound critical evaluations, evidence of an extensive knowledge base.</td>
<td>85-93%</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good Performance with evidence of original thinking, very good organization, demonstrated ability to analyze and synthesize; a very good understanding of the relevant issues under examination; very good familiarity with the relevant literature.</td>
<td>78-84%</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td>Range</td>
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<tr>
<td>B</td>
<td>Good Performance with evidence of a good grasp of the subject matter; evidence of critical capacity, good analytical skills, a good understanding of the relevant issues under examination; evidence of good familiarity with the relevant literature.</td>
<td>70-77%</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory Performance with evidence of a satisfactory grasp of the subject matter, evidence of critical capacity, an ability to develop solutions to simple problems found in the material, evidence of familiarity with some of the relevant literature.</td>
<td>65-69%</td>
</tr>
<tr>
<td>C</td>
<td>Adequate Performance with evidence of an adequate grasp of the subject matter; some evidence of critical capacity, an ability to develop solutions to simple problems found in the material; evidence of familiarity with some of the relevant literature.</td>
<td>60-64%</td>
</tr>
<tr>
<td>D</td>
<td>Marginal Performance with evidence of marginal familiarity with the subject matter and some evidence that critical and analytical skills have been used.</td>
<td>50-59%</td>
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<tr>
<td>F</td>
<td>Inadequate Performance with little evidence of even a superficial understanding of the subject matter; serious weaknesses in critical and analytical skills; limited or irrelevant use of the literature; failure to satisfy course requirements.</td>
<td>0-49%</td>
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A grade of C+ is required to satisfy requirements for this course for all social work students.

**Quality of Assignments and Requirements for Written Assignments:**

The professor reserves the right to reject any work that does not comply with requirements and instructions. All assignments must be satisfactorily completed to receive a passing grade for the course.

All written assignments must be typed double-spaced with no larger than one inch margins on all sides and font size no greater than 12. All pages must be numbered. All assignments should include a title page i.e. name, title of project, and date submitted. Review your assignments for clarity, style, punctuation, grammar and spelling. Papers must be appropriately referenced using APA style.

**Academic Integrity**

It is a serious offence to present a piece of work for course credit as one’s own if the work or a portion thereof was done by some other person (plagiarism). Actions of plagiarism harm both the student and the reputation of the University College. Plagiarism or any form of cheating in examinations or term tests (e.g. crib notes) is subject to serious academic penalty that may
include loss of part or all of the marks for an assignment/test, failure in the course, dismissal from the University College, or other serious consequences. Plagiarism or cheating in a course in which a student is cross-registered with the University of Manitoba may lead to disciplinary action by the University according to its policies.

To plagiarize is to take ideas or words of another person and pass them off as one’s own. In short, it is stealing something intangible rather than an object. Obviously it is not necessary to state the source of well-known or easily verifiable facts, but students are expected to acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written material and materials or information from Internet sources. Failure to do so constitutes plagiarism. It will also be considered plagiarism and/or cheating if a student submits an assignment in whole or in part by someone other than him/herself, or copies the answer or answers of another student in any test, examination, or take-home assignment.

At the beginning of their program of study, all students are required to complete the prescribed plagiarism tutorial.

Instructors are required to report all allegations of plagiarism or cheating to the Academic Dean before a grade is assigned. The original assignment is submitted to the Academic Dean.

The Academic Dean will chair a joint meeting of student and instructor to hear both the allegations and the student’s response to the allegations. The Academic Dean will then make a determination whether or not plagiarism or cheating has in fact occurred and decide on appropriate disciplinary measures. The student and instructor will be notified of the Academic Dean’s decision in writing. A copy of the decision will be sent to the Registrar and University College President. The student has the right to appeal the decision of the Academic Dean (see Academic Appeals).

Timely Submission of Assignments

As the BSW program is a professional degree, we as BUC Social Work Faculty pledge to equip students with the tools necessary to succeed in professional practice. In professional practice social workers are required to manage multiple deadlines, meeting expectations of various supervisors and stakeholders, and ensuring the needs of clients are not put into jeopardy. As a student, development of time management skills and the ability to prioritize projects are an important step towards professional social work identity. To this end, ensure you review your syllabi and make a plan for assignment completion for all of your courses.

Assignments are due at the commencement of class on the scheduled due date. Any assignment handed in after class has begun will be considered a day late and penalized as such. In professional practice it sometimes happens that you will need to negotiate an extension of a
deadline with your supervisor. Similarly, should you experience extenuating circumstances you are required to notify the instructor before the assignment is due.

Again, in preparation for professional work where late or incomplete work will not only affect your performance review, but will jeopardize client well-being, late submissions will be penalized by 5% of the final grade each day, starting on the due date and including weekends (up to the value of the assignment). Extensions will be granted only in the case of extenuating circumstances.

All assignments must be completed to receive a passing grade for the course. Assignments will not be graded (hence a failing grade of 0 assigned) beyond one week after the due date.

**Professional Unsuitability**

The Department of Social Work may require any student to withdraw from the Social Work Program if deemed to be unsuitable in aptitude for the profession of social work. The Department recognizes there are professional competencies and conduct not measurable by academic achievement alone, therefore the Social Work Department reserves the right to ongoing monitoring and evaluation of students on their professional behaviour demonstrated both in and out of the classroom. Continuance in the program is outlined in the Continuance Policy.
References


