SWK 220 Introduction to Social Welfare
Winter 2020

Instructor: Ben Capili, MSW, RSW
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Phone: 204.799.3806
Duration: January 13, 2020 to April 9, 2020
Delivery Mode: Online
Credits: 3 credit hours
Prerequisites: None
Voluntary Withdrawal Deadline: March 6, 2020
Time Extension Application Deadline: March 27, 2020

Availability

The best way to connect with me is by email, text, or phone at ben_capili@boothuc.ca or 204.799.3806. I will respond within 24 hours except on weekends and holidays.

Territorial Land Acknowledgment

I would like to begin by acknowledging that we are in Treaty 1 territory and the land on which we gather is the traditional territory of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and the homeland of the Métis Nation.

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.

Social work program outcomes fall under the following categories:

1. Identification as a professional social worker and use of self.
2. Adherence to the Social Work Code of Ethics and adoption of social work values in professional practice.
3. Professional practice skills with individuals, families, groups, communities and organizations; applying knowledge of human behaviour and the social environment.
4. Identification of structural sources of oppression and inequity, and promotion of human rights and social justice at all client system levels.
5. Employment of critical thinking in professional practice.
6. Engage in research.
7. Engage in policy analysis and development to advance social and economic well-being and deliver effective social work services.
Course Objectives

Upon successful completion of the course the student will be able to:

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<tr>
<th>Course Objectives</th>
<th>Program Outcomes</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Recognize the historical influences of the welfare state and describe the contemporary state.</td>
<td>1,3,4,5,6,7</td>
<td>• Online discussion</td>
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<td>• Social policy debate</td>
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<td>• Theoretical research paper</td>
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<td>• Final exam</td>
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<tr>
<td>Describe the construction of policy making and recognize political, economic and social influences.</td>
<td>1,4,5,6,7</td>
<td>• Online discussion</td>
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<td>• Social policy debate</td>
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<td>• Policy brief</td>
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<td>• Theoretical research paper</td>
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<td>• Final exam</td>
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<td>Describe the linkages and interconnectedness of policy and oppression</td>
<td>3,4,5,6,7</td>
<td>• Online discussion</td>
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<td>• Theoretical research paper</td>
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<td>• Final exam</td>
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<tr>
<td>Describe the connection between social policy and practice</td>
<td>1,3,5,6,7</td>
<td>• Online discussion</td>
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<td>• Social policy debate</td>
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<td>• Social policy debate reflection</td>
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<td>• Theoretical research paper</td>
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<td>• Final exam</td>
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<tr>
<td>Compare and contrast North American social policy and social welfare</td>
<td>5,6,7</td>
<td>• Online discussion</td>
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<td>• Theoretical research paper</td>
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<td>• Final exam</td>
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<tr>
<td>Identify the importance of the social work profession in promoting progressive social change and advancing human rights</td>
<td>2,4,5,6,7</td>
<td>• Online discussion</td>
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<td>• Policy brief</td>
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<td>• Theoretical research paper</td>
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<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>• Online discussion</td>
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<td>• Social policy debate</td>
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<td>• Theoretical research paper</td>
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<td>• Final exam</td>
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<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>• Online discussion</td>
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<td>• Social policy debate reflection</td>
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<td>Course Objectives</td>
<td>Program Outcomes</td>
<td>Assessment</td>
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<tr>
<td>Critically analyze and evaluate social policy</td>
<td>1,5,6,7</td>
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<td>• Social policy debate</td>
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<td>• Final exam</td>
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<td>Demonstrate written and oral advocacy skills</td>
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<td>• Online discussion</td>
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<td>• Social policy debate</td>
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<td>• Policy brief</td>
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<td>Identify appropriate welfare resources for populations served by our helping</td>
<td>3,4</td>
<td>• Online discussion</td>
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<td>• Policy brief</td>
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<td>• Theoretical research paper</td>
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<td>Articulate the relevance of having a working knowledge of social welfare in</td>
<td>2,3,5,7</td>
<td>• Online discussion</td>
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<td>Canada for social workers</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>Social Policy Debate</td>
<td>Wednesday, February 12</td>
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<tr>
<td>Social Policy Debate Reflection</td>
<td>Wednesday, February 26</td>
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<tr>
<td>Policy Brief</td>
<td>Wednesday, March 18</td>
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<tr>
<td>Theoretical Research Paper</td>
<td>Wednesday, April 8</td>
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<tr>
<td>Final Exam</td>
<td>Scheduled during April 13-20, 2020</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. Visit the [Academic Learning Centre](#) webpage for more details or to book an appointment.

**Course Schedule**

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<tr>
<th>Unit</th>
<th>Topic and Activity</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Social Policy and Social Welfare</td>
<td>Graham, Shier, &amp; Delaney - Chapter 1</td>
</tr>
<tr>
<td>Jan. 13 - 18</td>
<td>Course Introduction</td>
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<td></td>
<td>Online discussion</td>
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<tr>
<td>Unit 2</td>
<td>Historical Influences</td>
<td>Graham, Shier, &amp; Delaney - Chapter 2</td>
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<tr>
<td>Jan. 19 - 25</td>
<td>Online discussion</td>
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<tr>
<td>Unit 3</td>
<td>Contemporary Social Policy Structures</td>
<td>Graham, Shier, &amp; Delaney - Chapter 3</td>
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<td>Online discussion</td>
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<tr>
<td>Unit 4</td>
<td>Ideological, Social, and Economic Influences</td>
<td>Graham, Shier, &amp; Delaney - Chapter 4</td>
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<tr>
<td>Feb. 2 - 8</td>
<td>Online discussion</td>
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<tr>
<td>Unit 5</td>
<td>Political Debate</td>
<td>Group activity: Political debate on identified social issue from the ideological viewpoint of your group’s political party.</td>
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<td>Feb. 9 - 15</td>
<td>Online Social Policy Debate</td>
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<tr>
<td>Unit 6</td>
<td>Feminist, Anti-racist, and Postmodern Critiques</td>
<td>Individual activity: Personal reflection on the social policy debate.</td>
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<td>Online Social</td>
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**READING WEEK – FEBRUARY 16 - 22**
<table>
<thead>
<tr>
<th>Unit 7</th>
<th>Mar. 1 - 7</th>
<th>Social Policy and Emerging Realities</th>
<th>Graham, Shier, &amp; Delaney - Chapter 5</th>
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<tr>
<td></td>
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<td>Online discussion</td>
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<tr>
<td>Unit 8</td>
<td>Mar. 8 - 14</td>
<td>Diversity and Social Policy</td>
<td>Graham, Shier, &amp; Delaney - Chapter 6</td>
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<td>Online discussion</td>
<td>Employment Equity Act:</td>
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<tr>
<td>Unit 9</td>
<td>Mar. 15 - 21</td>
<td>Social Policy and Social Work Practice</td>
<td>Graham, Shier, &amp; Delaney - Chapter 7</td>
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<td>Policy Brief</td>
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<tr>
<td>Unit 10</td>
<td>Mar. 22 - 28</td>
<td>Social Policy Analysis</td>
<td>Graham, Shier, &amp; Delaney - Chapter 8</td>
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<td>Online discussion</td>
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<td>Online discussion</td>
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<tr>
<td>Unit 12</td>
<td>Apr. 5 - 11</td>
<td>Future Directions in Canadian Social Policy and Social Welfare</td>
<td>Graham, Shier, &amp; Delaney - Chapter 9</td>
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<td>Theoretical Paper</td>
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<tr>
<td>Exam</td>
<td>Apr. 13 - 20</td>
<td>Final Exam</td>
<td>See Study Guide on course site</td>
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**Course Marks**

- Online Discussion: 20%
- Social Policy Debate: 10%
- Social Policy Debate Reflection: 10%
- Policy Brief: 15%
Theoretical Research Paper  25%
Final Exam  20%
Total  100%

Course Assignments

<table>
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<tr>
<th>Online Discussion</th>
<th>Value 20%</th>
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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, online discussions 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 online discussions are 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.

Online discussions will be mainly done in the “chat” section on the online course shell. We may explore alternative social media sources such as Twitter and Facebook Messenger. Chat and social media platforms are meant for a more responsive, engaging discussion.

Weekly questions will posted by the instructor. Students are expected to share at least one initial post by **Wednesday** each week and respond to at least two of their peers by **Sunday**.

Guidelines for online discussions:
- 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 other student 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.

There will be a scheduled videoconferencing session once a month where it is expected that all students connect at the same time for a virtual classroom. This session will be roughly one hour and will replace the online discussion. All accommodations will be considered when determining the videoconferencing schedule. Videoconferencing dates and times will be posted in MyBoothOnline.

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<tr>
<th>Social Policy Debate</th>
<th>Value 10%</th>
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A discussion with the course instructor is required for completing the Social Policy Debates. The instructor will be available to discuss the assignment through email or phone. This will ensure that you understand both expectations and requirements for the assignment.

This assignment will be conducted through the videoconferencing at a scheduled time. Please allocate a 2-hour block of time. Students will work in groups or independently based on class size. Current issues in social policy is the subject of the debate at either the federal or provincial level.

Each group member will be representing one political party and present the party opinion on a particular social policy at the federal or provincial level. The instructor will choose what political party the group or individual will represent.

THE EXPECTATION IS TO PRESENT AS THE POLITICAL PARTY YOU HAVE BEEN ASSIGNED WHICH MAY OR MAY NOT ALIGN WITH YOUR PERSONAL VALUES.

The class will be given the opportunity to identify a social issue and resulting policy to debate.

This presentation will have to be presented in a debate format. Information on format will be provided on MyBoothOnline.

1. What is the issue at hand? The issue will be presented using an ideological position that is based on one of the government parties in government (federal or provincial). It should include a clear statement of the issue with appropriate evidence. An historical background may be included in this part of the presentation.

2. The debates will present the argument that supports or opposes the social policy. Addressing the ethics, values, and political ideologies that underlie each of the positions from each party position.

3. Question and answer session. After the debates, the class will have time to ask questions of the presenters.

Each student will have the opportunity for a 5-minute presentation to support or oppose the social policy.

The speaker of each party will also get a 3-minute summary and rebuttal speech.

Students watching the debate will cast a secret vote to the instructor via email indicating which group won the debate.

A policy debate rubric will be posted on MyBoothOnline to help students understand how the debate will be marked.

Format: Videoconference (details to follow)
Social Policy Debate Reflection  

Each student will be required to submit a personal reflection on their part of the Social Policy Debate.

The reflection is due one week after the social policy debate and should include the following:

1. Briefly state the political party you represented and the social issue.
2. A description of the ideological values and world view of the political party and an analysis of how they affect direct practice.
3. Briefly state whether your personal values align or do not align with your assigned political party. Also provide reasoning for your comments.
4. Your experience in spending time researching the political party and the values they represent.
5. Any surprises or unique experiences during or after the debate.

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

Length: 3 pages

Policy Brief  

Choose an issue and a policy that currently exists (you can use the policy that was used in the policy debate or a different policy). Detail its history and its political attachments. Consider what needs to happen to ensure that real social change has occurred how that movement toward change ought to be conducted and the barriers that might need to be addressed.

Consider the role of the social worker in developing a relationship with governments, the content of information, and the relationship to the group being represented. In examining these ideas and this issue consider how the methodology takes into account the positioning of being a professional.

The Policy Brief will evaluate your ability to demonstrate your understanding of the subject matter by applying it to a policy or issue of interest to you.

There are numerous ways to classify the different means a government communicates about ideas within government.

Typically, the way the bureaucracy communicates to each other and with their political masters is in the form of policy briefs, issues briefs in the form of briefing notes, reports, memos, meeting minutes, informal emails, and memos to Cabinet.

For this assignment, you will be required to write a policy brief, which is an important skill to have when working in government or even when working with government in the private and not-for-profit sectors.
A policy brief can be described as a document that addresses a specific public problem that may or is already affecting a government. In this sense, a government may be proactive or reactive in creating a policy brief about a problem. Analysts prepare such briefs for educated generalists (e.g. legislators, managers) who may know little or nothing about the topic, but need to have a general background quickly. The policy or issue brief synthesizes a large amount of complex detail, so the reader can easily understand the heart of the issue, its background, the players (“stakeholders”) and any recommendations, or even educated guesses about the future of the issue. It may have tables and graphs; it usually has a short list of references, so the reader knows something about the sources on which it is based and where to go for more information. Often, the brief has its own ‘brief,’ which is a one page or shorter ‘executive summary’ that allows the reader to quickly grasp the essence of the report. Sometimes the executive summary is the only page a very busy Deputy Minister or Minister has time to read. There are many examples of briefs on the Internet.

Target audience:

Your target audience and the recipient of the brief is the Minister in charge of the chosen organization. You must identify who your target audience is on the title page.

Format:

The following sections are typically included in a brief:

- Executive summary
- Introduction
- The policy/issue’s history/background
- Importance and context of problem
- Stakeholder analysis
- Fiscal implications (if applicable)
- Legislative requirements
- Proposed or possible solutions or options to consider
- Recommendations for action.

The Executive Summary should be no more than one page.

- The Executive Summary is written in paragraph format but may have one list of bullets.
- You may use bullets throughout the Policy Brief but make sure each bullet is clear to the reader. Do not leave the reader guessing to the meaning of your bullet.
- Always introduce a list of bullets.
- You should use headings and they should be numbered.
- Clear, concise, and correct writing is essential.
- The level of writing should be geared toward someone who is intelligent but does not have specialized expertise.
- Concepts should be explained in simple language and avoid using jargon.
References and Format

- Citation of sources is required.
- Please provide a references section that includes at least five sources.
- Spacing should be double-spaced and Times New Roman 12 font size used.
- Please develop a title page – this does not count as a page; in other words, this is not page 1.
- Be strategic – do not offend your target audience with inappropriate tone, style or content.

**Remember** that in policy or issue writing, the goal is not to be exhaustive or overly-idealistic or theoretical, but realistic, practical, strategic, concise, persuasive, balanced, and applied. The goal is to present feasible options that might lead to action or a change in strategy on the issue or problem you are addressing.

Instructions on how to write a policy brief as well as an example will be provided on MyBoothOnline.

Length: No more than 5 pages or the assignment will be heavily penalized (10% each additional page). The bibliography is in addition to the 5-page maximum requirement.

**Theoretical Research Paper** ▶️ **Value 25%**

Students will write and submit a research paper and a resource list on a component of the Canadian Social Welfare delivery system. 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.

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

The section of the paper should be 5 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’ (3 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: 8 pages

**Final Exam**  
**Value 20%**

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.

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<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</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>
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<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>
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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>
</tbody>
</table>
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. 60-64%

Marginal Performance with evidence of marginal familiarity with the subject matter and some evidence that critical and analytical skills have been used. 50-59%

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. 0-49%

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 themselves, 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


