BACHELOR OF SOCIAL WORK PROGRAM  
SOCW 310 CONTEMPORARY PERSPECTIVES ON DISABILITIES  
COURSE OUTLINE  

Section: F18 W70  |  Semester: Fall, 2018
Instructor: Dr. Jeanette Schmid  

Online Office Hours: Available on Monday afternoons from 1-3 for formal office hours. However, issues of importance to students can also be discussed by appointment - face to face, phone or zoom. The instructor will during the week attempt to respond to student emails as quickly as possible.  

Office Phone: Office: 250 753 3245 X 2454  
Cell phone: 250 7414747  

E-mail: jeanette.schmid@viu.ca  
*Please name course in email subject headings!!!!!!*

Hay ch qa’ sii’em siye’yu mukw mustimuxw.  

In keeping with regional protocol, Vancouver Island University students, staff, faculty and administration would like to acknowledge and thank the Snuneymuxw First Nation, Tla’amin First Nation, Snaw-naw-as First Nation and the Cowichan Tribes for allowing students, staff, faculty and administration to teach, learn, live and share educational experiences on the traditional territories of these nations.

COURSE DESCRIPTION  
An analysis of how a social model of disability can be put into practice in the current social, political, and economic context in Canada. Students are encouraged to analyze power, inequality and influence, and to develop a personal ethical stance to ground community development practice. (3:0:0)  

Prerequisite: Admission to the BSW program.

LEARNING OUTCOMES  
Upon successful completion of this course, the student will be able to:  

1. Understand, apply and adhere to the Canadian Association of Social Workers Code of Ethics and Ethical Practice Guidelines  
2. Provide a historical overview on the social model of disability  
3. Demonstrate an understanding of oppression in relation to the current social, political and economic context in Canada
4. Describe the current social issues in relation to disability such as violence, abuse and neglect, sexuality, advocacy, and personal interpretation of disability.
5. Demonstrate an understanding of community development for social change and identify action strategies for community development and social change that promotes inclusion for persons with a disability.
6. Understand and begin to apply social work roles, responsibilities, knowledge and skills working with individuals, families, care givers and communities living with disabilities.
7. Build a resource base of community supports, agencies and information resources for persons with a disability.

REQUIRED TEXTS:

This text is mandatory for the course. Other readings and resources will be provided to the students on the course website.


INSTRUCTOR RESPONSIBILITIES
- The instructor will respond as promptly as possible to communications during the week.
- The instructor is available to support students in their preparation of assignments, though the student must have put some thought into the assignment.
- The instructor will ideally offer assignment feedback and grades within two weeks of submission.
- The instructor will engage ethically, respectfully, with integrity and without discrimination to all students.
- In the spirit of lifelong learning, the instructor will share their knowledge and perspectives and include the life experience and wisdom of the students.

CLASS FORMAT AND ASSIGNMENTS

The class is based on lectures, reading, group discussions, individual posts and further activities. See the weekly descriptions for further detailed information.

Typically, the week’s learning activities become available by Monday mornings.

It is expected that you set aside at least 6 hours each week for this course.
- This includes the time to review the overview video, complete readings and watch topical videos, all of which typically will take around 3 hours.
- It also involves preparing for and offering discussion posts. This could take you up to 2 hours in terms of finding an appropriate reference, distilling your thoughts, presenting/submitting your thoughts and responding to other posts as required.
- You may need to participate in a Zoom live discussion.
- You also need to allocate time to working towards your assignments. Do not attempt to do these last minute if you want to ensure you submit good work and wish to avoid any technological glitches.

SOCIAL WORK CODE OF ETHICS

Students enrolled in the Bachelor of Social Work program at Vancouver Island University are
expected to comply with the social work Code of Ethics within the jurisdiction in which they are residing. In Canada, students are expected to have read and comply with the Canadian Association of Social Workers Code of Ethics located here: https://casw-acts.ca/sites/casw-acts.ca/files/documents/casw_code_of_ethics.pdf Non-compliance with the Code of Ethics can result in discontinuation from the Bachelor of Social Work program.

PARTICIPATION
Presence, engagement, participation and active thoughtful contributions in this class are mandatory. Students are expected to follow the course outline and keep current with their readings and assignments on a weekly basis and be up to date with their work. Students are expected to participate actively in any forums or discussion groups because these facilitate learning of course material and (where required) facilitate course completion. For face to face classes, such as Zoom, students are responsible for communicating in advance with the instructor regarding any anticipated absences and for making up the class content and learning that they have missed when absent.

Instructors are able to keep track of student progress in the course, and will connect with students who appear to be struggling to ensure that they can complete the course successfully. Participation is graded and students who have extended attendance issues may not be able to complete the course.

METHOD OF STUDENT EVALUATION:
Students are expected to review the following policy with respect to grade appeals: http://www.viu.ca/calendar/GeneralInformation/generalregulations.asp

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>WEEK DUE</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>Ongoing</td>
<td>10%</td>
</tr>
<tr>
<td>Representation of Disability Paper</td>
<td>Week 5, September 30</td>
<td>30%</td>
</tr>
<tr>
<td>Accessibility Assignment</td>
<td>Week 9, November 4</td>
<td>20%</td>
</tr>
<tr>
<td>Participation Self-assessment</td>
<td>Week 12, December 2</td>
<td>10%</td>
</tr>
<tr>
<td>Quality of Life Paper</td>
<td>Week 13, Wednesday midnight December 5</td>
<td>30%</td>
</tr>
</tbody>
</table>

Total 100%

HANDLING OF STUDENT WORK
1. Students are responsible for retaining a copy of ALL submitted work and for submitting all assignments by their due date. (please see late policy)
2. Every effort will be made to offer assignment feedback to students within two weeks. Students can review and discuss their exams, assignments or course grade with the instructor- either by email, telephone, a face to face appointment or Zoom.
3. Final grades will be posted for each student to view on the course VIU Learn site and on their VIU Student Account.
LATE SUBMISSION OF ASSIGNMENTS/MISSED EXAMS: CONSEQUENCES

Students are expected to keep a copy of all their work. Therefore, losing assignments as a result of not having saved a paper will not be accepted as a reason for an extension. Computers/laptops crashing or breaking down as well as theft of computers from vehicles or homes are not considered valid reasons for an extension request. It is suggested that students e-mail themselves drafts of their work at regular intervals or save draft copies of assignments on a disc or memory stick.

Assignments

All assignments are to be submitted by the due date. It is imperative that students plan ahead and do not leave assignment preparation to the hours before required submission. If extenuating circumstances arise such as illness or emergency and assignment submission by the due date will not be possible, the student must immediately communicate with the instructor. Extension requests for assignments will only be considered under exceptional circumstances. These include: death of a family member, prolonged illness, hospitalization or what would be deemed an emergency situation. For illness or hospitalization, the student will be required to produce a doctor’s note that is specific to the dates of their incapacity. Extensions may be given. Extension requests need to be submitted at least 24 hours ahead of time, and the new agreed upon submission date must be adhered to.

The student is responsible for communicating any late submissions to the instructor, regardless of the reason. If a student hands in an assignment late, a late deduction of 2% per day will occur up to 7 days. Any assignment more than seven calendar days late will not be accepted. Deductions for each day late will come into play where an extension is negotiated, based on non-emergency reasons. Failure to negotiate an extension in a timely manner will not only result in grades being deducted for each day late (2% for each day), but will also come with an automatic 5% deduction off the grade.

No rewrites will be granted for papers with a low mark or failing grade. Requests for “make-up assignments”, “additional work” or “alternate assignments” for the purposes of increasing grades will not be granted. It is the student’s responsibility to monitor their progress and access assistance/resources early on in the event of low marks or if it appears there may be a risk of not achieving the necessary grade required to fulfill program requirements. It is also the student’s responsibility to understand the content and expectations of the assignments that are due. The instructor will provide outlines, marking rubrics, and overviews for the assignments. Meetings with the instructor are recommended and encouraged if a student is struggling with the content.

Missed Exams/Tests

All tests are to be written on the date specified. If extenuating circumstances arise such as illness or emergency and completion of tests is not possible on the scheduled date, the student must immediately communicate with the instructor. A doctor’s note will be required for illness and must include the dates of the student’s incapacity. Make up exams or assignments are at the discretion of the instructor.

Presentation of Assignments

Assignments should always be professionally presented whether these are written, verbal or in another format. This includes providing any references utilized.
Please always ensure that papers are written in Times Roman and in 12pt font, stick to the word count, are NOT pdf-ed (so that I can insert comments) and have a

- A correctly APA formatted running header
- Cover page
- Introduction: outlining the purpose of the paper and the way this will be addressed
- Body
  - Addressing the questions posed.
  - Using correctly APA formatted subheadings for clarity.
  - Offering a formal description or definition of concepts, taken from an academic reading.
  - Substantiating assertions and expanding arguments with academic sources (peer reviewed journals/ text books). Information on organizational websites typically does not count, because the information has not been peer reviewed.
  - Offering lead-in sentences and concluding sentences in paragraphs, but avoiding repetition.
  - Demonstrating synthesis and analysis by consolidating the considerations of various authors and typically by paraphrasing rather than quoting.
  - Offering critical thinking: considering the pros and cons of the argument.
  - Not using texts older than 20 years unless they are seminal readings and you point this out.
- Conclusion: pulling together the discussion and providing a novel insight.
- Reference List
- Always use grids if these are offered.
- Please always include the rubric at the end of your assignment.
- Never quote the instructor- rather find an original source. The instructor’s presentations are not peer reviewed.
- Please do use the Writing Centre. Everyone’s writing can be improved! Students are responsible for the grades received when submitting papers that are at an unacceptable level in terms of writing and organization. If in the past, assistance was required with writing, it is strongly recommended that you be proactive early on to again access assistance.
- Links are provided for the Writing Centre at VIU and to the digital resource of Learning Matters. Learning Matters has excellent links to a variety of resources that can assist with studying, writing and researching.
- Tip: Keep a record of all the readings you do and set it up as a bibliography. This becomes a great resource when you are doing future assignments.

ADVANCING RESILIENCE, SELF-CARE AND EFFECTIVE USE OF SELF

Students must anticipate that the course material might trigger uncomfortable emotions and thus should put in place plans for self-care. Please note that although the instructors are teaching social work and should consistently demonstrate professional, ethical behaviour, they are not modelling social work interventions in the physical or virtual classroom. The instructor will be responsive to student concerns and will, where appropriate, refer the student to a relevant resource. The instructor will however NOT offer the student counselling. The instructor is there to offer support and mentorship regarding any learning concerns- in conjunction with services
available on campus.

**EMERGENCY PROCEDURES FOR ONSITE SESSIONS**
If you are participating in classes onsite, be sure that you know how and where to leave the building and where to gather in the event of an emergency.

**GENERAL REGULATIONS AND STUDENT CONDUCT**
Students are expected to review and adhere to the General Regulations and Student Conduct Code (Policy 32.05): [http://www.viu.ca/calendar/GeneralInformation/generalregulations.asp](http://www.viu.ca/calendar/GeneralInformation/generalregulations.asp)

Students are expected to review and adhere to the Faculty of Health and Human Services Policies and Procedures listed here: [https://hhs.viu.ca/faculty-health-and-human-services-policies-and-procedures](https://hhs.viu.ca/faculty-health-and-human-services-policies-and-procedures)

It is an **expectation** that students will have read the BSW Student Handbook in its entirety and understand its contents. The student handbook can be located here: [https://hhs.viu.ca/bachelor-social-work/bsw-student-handbook](https://hhs.viu.ca/bachelor-social-work/bsw-student-handbook)

**Academic Integrity**

*Academic integrity is expected of all students and is to be maintained at all times.* Plagiarism on papers is considered a breach of academic conduct and will be dealt with accordingly. There are five values that underpin academic integrity (these are also consistent with professional standards): honesty, trust, fairness, respect, and responsibility. Please read the VIU [Academic Code of Conduct](www.viu.ca/policies). Violations of the academic code of conduct will be taken seriously and acted upon according to this policy.

If students have additional concerns or questions that come up for them throughout the duration of the course, they are encouraged to consult the instructor for clarification.

Submitting papers that are at an unacceptable level in terms of writing and organization are the student’s responsibility. If in the past, assistance was required with writing, it is strongly recommended that the student be proactive early on to access assistance for this course. Students will use APA referencing and formatting for all their academic papers. Not doing this correctly may result in deductions of marks (please see the rubrics for assignments).

**RESPECTFUL BEHAVIOUR AND COMMUNICATION**

Students will exhibit professionalism and respect in their communication with both the instructor and their classmates. In the physical classroom setting or in a Zoom classroom students should avoid using phones or computers for personal use so as not to distract or be disrespectful to the instructor and to colleagues. Rather the student should leave the room/session. The use of electronics in the class is prohibited unless students require it for note-taking or for work they are completing in class time.

Students participating in Zoom discussions should have their video on to ensure full participation. Students should be appropriately dressed and attentive i.e. participating from bed is not considered professional or appropriate.
Engagement with other students outside of the course itself should also be respectful and professional. This includes discussion in student Facebook groups or on social media. The classroom and online setting is one that is easily misinterpreted, so students should be aware of how they write emails, post discussions and interact with one another in small groups or in online seminars.

Constructive feedback should not be taken personally. Students who feel upset or unsafe by something said or done either online or in the classroom, should please contact the instructor to discuss the matter further.

Any form of discrimination or harassment of colleagues or the instructor is unacceptable. Confidentiality is a key social work ethical principle and should be adhered to at all times in either online or face-to-face interactions.

**DISABILITIES ACCOMMODATION**

Students with Disability Accommodations will submit their documentation to their instructor within the first two weeks of class, if not earlier. Students will meet with each of their instructors to discuss how this will be applied to the course content, online setting, and the evaluation process.

**STUDENT SUPPORTS**

1. Vancouver Island University Calendar: [http://www.viu.ca/calendar/](http://www.viu.ca/calendar/)
2. VIU Learning Matters: [https://learningmatters.viu.ca/](https://learningmatters.viu.ca/)
3. VIU Writing Center: [https://learningmatters.viu.ca/support-area/writing-centre](https://learningmatters.viu.ca/support-area/writing-centre)
4. Student Affairs Department: [https://www2.viu.ca/studentservices/](https://www2.viu.ca/studentservices/)
5. Vancouver Island University student information: [https://www.viu.ca/students](https://www.viu.ca/students)
6. Online APA style referencing sites provided under the APA style referencing link located here: [https://learningmatters.viu.ca/topic/using-style-guides](https://learningmatters.viu.ca/topic/using-style-guides) and [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)
7. Online access to Instructor through email

**BSW GRADUATION REQUIREMENTS**

1. Students must have completed at least 120 university-level credits and have completed all the required core and elective courses to be eligible for the Bachelor of Social Work degree.
2. A minimum "C+" average on all required courses with no grade lower than "C".
3. It is the student's responsibility to ensure that all requirements for the degree are met. Students are encouraged to consult the social work program Advisor for information and guidance.
Grades will be assigned according to the Vancouver Island University GRADE SCALE.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage (%)</th>
<th>Grade Value</th>
<th>Point Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>4.33</td>
<td>Excellent</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td>3.00</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td>2.33</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td>1.00</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0.00</td>
<td>Failing work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unsatisfactory performance or failure to meet course requirements.</td>
</tr>
<tr>
<td>UW</td>
<td>N/A</td>
<td>0.00</td>
<td>Unofficial Withdrawal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Course not completed due to unofficial withdrawal. Calculated as a “0” in the GPA.</td>
</tr>
<tr>
<td>CR</td>
<td>N/A</td>
<td>0.00</td>
<td>Course passed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Requirements completed, but not calculated in GPA.</td>
</tr>
<tr>
<td>INC</td>
<td>N/A</td>
<td>0.00</td>
<td>Incomplete</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>If course requirements are not completed after 90 days from the course end date, the “INC” grade will automatically become an “F” grade.</td>
</tr>
<tr>
<td>CS</td>
<td>N/A</td>
<td>0.00</td>
<td>Continuing Status</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In good standing. Course is delivered over 2 terms, separated by a break. Final mark to be issued at end of 2nd term.</td>
</tr>
<tr>
<td>AUD</td>
<td>N/A</td>
<td>0.00</td>
<td>Audit</td>
</tr>
<tr>
<td>INP</td>
<td>N/A</td>
<td>0.00</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In good standing. Student must re-enroll within one year.</td>
</tr>
<tr>
<td>NGS</td>
<td>N/A</td>
<td>0.00</td>
<td>No Grade Submitted</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>yet; neither Pass nor Fail.</td>
</tr>
</tbody>
</table>