

# Social Work 4ZZ3: Social Welfare: Practice Implications and Advocacy

* Tuesday September 7 to Tuesday December 7, 2021 –

7:00pm – 10:00pm

* This course will be offered through a mix of synchronous (via Zoom) and asynchronous lectures – please see the Course Weekly Topics and Readings for a full course schedule!
* Instructor: Mary Vaccaro
* Office hours: Upon request
* Email: vaccarm@mcmaster.ca

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# Course Overview

## Course Description:

This course focuses on the history, processes and values underlying the development and current context of social welfare programs and policy in Canada. We will consider the ways social policy intersects with organizations, direct social work practice and impacts the lives of people and communities. Working and learning directly from people and communities impacted by unjust social policy is highlighted throughout this course, as we imagine and work towards a better collective future.

Fundamentally this course is designed to support emerging social workers to recognize the ways social policy impacts all of us, and to become policy advocates in their own work.

**Course Objectives:**

The course will be divided into four overarching learning objectives:

1. Develop a better understanding of the historical and current context of the social welfare state in Canada;
2. Understand the ways social welfare policies impacts organizations and positions social workers as social policy actors and resistors;
3. Explore effective advocacy approaches and skills when engaging in social policy change work;
4. Appreciate the importance of identity, experience and participation when working with communities towards social change.

We will explore these central themes in ways that are connected to some of the contemporary social welfare issues impacting Hamilton and Canada. Guest speakers engaged in local policy advocacy, social workers negotiating their role as policy actors and resistors and people with lived experience who are making change for their communities will be invited to ground our analysis of the course themes.

**The basic assumptions of this course concur with the broader curriculum context set by the School of Social Work's Statement of Philosophy:**

*As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.*

## Course Format

This class will be delivered remotely. All course material will be delivered through platforms: Avenue to Learn (A2L) and Zoom. Zoom links will be emailed to you and available on A2L in advance.

The course will be a mix of synchronous and asynchronous weeks. The course schedule indicates whether the week is synchronous (live lecture during class time) or asynchronous (no live lecture).

During synchronous weeks, we will meet for a live lecture using Zoom. These live lectures will often include guest speakers, panel discussions and an opportunity to learn about policy work happening within the local community.

During asynchronous weeks, you will work through the content posted on A2L on your own time. The content will include videos, readings and pre-recorded lecture content. On asynchronous weeks, the teaching team will host a 1-hour voluntary tutorial from 7pm-8pm. This is completely optional and will be used as an opportunity to discuss the course material with the teaching team and your peers.

Required Texts:

## No required text. All readings will be made available on Avenue to Learn.

## Course Requirements/Assignments:

## Requirements Overview and Deadlines

1. Reflection: Social Welfare, Hope and Imagining a Better Future –
October 8th - 25%
2. Critical Reflection Assignment on a Course Module
Dependent upon course module - 25%
3. Advocacy 101 Toolkit Assignment (In-class group Assignment)
November 23rd – 20%
4. Cumulative Assignment
December 7th – 30%

**Detailed outlines and rubrics are available for each assignment on Avenue to Learn.**

### Assignment One: Reflection: Social Welfare, Hope and Imagining a Better Future Due: October 8th - 25%

* You will be asked to write a 3-5 page paper about a social issue that you care about.
* Examine how this social policy issue is connected to and underpinned by existing social policy.
* If you could imagine a better future for the people and communities impacted by this social justice issue, what would it look like? Identify policies that would need to be in place to allow for this kind of imagined future.
* References are required (at least 2 references about the social issue you explore). You may also draw on relevant course material.

*If you are interested in exploring an alternate submission format (including podcast, video, power-point presentation recording, photo essay or arts-based reflection), this can be negotiated with the instructor.* Mary will host a tutorial on possible alternative formats on September 21st at 6:00pm – Zoom link to be provided.

1. Assignment Two: Critical Reflection on a Course Module – 25%

The course focuses on four key themes, and each theme is delivered during a three-week module. You will pick one of the four modules to focus on for this assignment.

1. Module One: History and Current Context of Social Welfare in Canada
2. Module Two: The Role of Social Service Organizations and Social Workers: Policy Actors and Policy resistors
3. Module Three: Effective Approaches to Advocacy Strategies
4. Module Four: Identity, Experience and Participation in Social Change Making

Your critical reflection will respond to the following question: *How does the material you’ve engaged with during this module affirm, challenge, and/or make you understand or question your role in social policy and advocacy?*
You are expected to bring in content from lectures, guest speakers, and course materials from the module that you are focusing on. You should cite at least four different course materials from the module you are focusing on.

There are a range of accepted assignment formats for this reflection – including a 4-5 page paper, a photo essay and a podcast. See A2L for more details.

**Due:** One week after the module is complete. If you need more time, email Mary and cc’ your marking T.A. to negotiate an alternative due date.

### Assignment Three: Advocacy 101: In-Class Group Assignment -20%

Due: November 23rd

During this assignment you will be contributing to a project happening within the School of Social Work – made possible through the estate of Dr. Richard Splane. We are working to put together an ‘Advocacy 101 Toolkit’ (which will be a series of resources housed on some sort of accessible web page) that can be used by community members to learn about local social justice issues - and to engage citizens in participating in advocacy and social change making efforts. Our class will help to gather preliminary research to inform the creation of this toolkit. The purpose of this assignment is to summarize best practices for effective ways of engaging in various advocacy strategies.

1. Identify an advocacy strategy you’re interested in – Not marked
Due: October 8th

You will be asked to fill out a google form, to place you in a group focusing on an ‘advocacy strategy’ that you are interested in for in-class virtual group work.

1. In class group work – November 2nd, November 9th, November 16th - 20%
Due: November 23rd

You will be provided with in-class time to work on developing a resource for your advocacy strategy with a group of 5-8 peers. Your group will be provided with a template to guide you in completing this assignment and you will have access to a module about your strategy on A2L (which will have a range of resources about your chosen strategy!). You are required to engage with the resources provided on A2L to complete this assignment.

4.) **Assignment Four: Cumulative Assignment -30%**
 Due: December 7th

a) Reflect on your role as an emerging social worker and policy actor – consider how you will take learning from this course and apply it to your career moving forward.

b) Use and cite materials from the course throughout this assignment (at least 8 resources from the course)

c) **Format:** 8-10 pages or 15-minute podcast/presentation/video.

# Assignment Submission and Grading

## Form and Style

* Written assignments must be typed and double-spaced and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page).
* Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page)..
* Unless otherwise noted, students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments, including course material.
* When submitting, please keep a copy of your assignments.
* The critical reflection assignment can be submitted in alternate formats – including videos, podcasts and art-based assignments.
* If you are interested in submitting other assignments in an alternate format, please contact Mary via email to negotiate form and style.

## Avenue to Learn:

In this course, we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss with the course instructor.

### Submitting Assignments & Grading

All assignments will be submitted in the drop-boxes on Avenue to Learn, unless you arrange an alternate way to submit with the Instructor. Each assignment has an assignment outline and rubric, which you can find under the ‘Assignments’ tab on the Avenue to Learn platform for our course.

You will receive your graded assignment and feedback for your assignment via Avenue to Learn. As a teaching team, we intend to return assignments back to you with feedback within 14 days of your submission.

### Added Statement for Foundation Course Outlines:

This course is a foundation course. Students must obtain a minimum grade of C+ in all foundation courses and a “Pass” in each placement (as well as maintain a minimum overall GPA of 6.0) in order to remain in the Social Work program.

Please see the Resources section of our [website for details on the policy regarding minimum grade requirements in foundation courses and what happens if these are not met.](https://socialwork.mcmaster.ca/resources/undergraduate-resources/minimum-grade-requirements-in-the-bsw-programs.docx/view)

### Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last five digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

### Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Working Together: Instructor & Student Responsibilities

* Students and the teaching team are expected to contribute to the creation of a respectful and constructive learning environment.
* Students are asked to be present during the synchronous weeks, having read the material and prepared to engage in the virtual classroom environment.
* The teaching team will be available during asynchronous weeks for dialogue about the course content. Your instructor and your marking T.A are available via email (or Zoom by appointment) to answer your questions and provide clarification as we move through the term.
* This course will include lectures from guest speakers including social workers from the Hamilton community and people with lived experience who are engaged in contemporary social policy advocacy. It is important to be mindful when sharing about the content of these lectures with folks outside of the class.

Attendance

Course Attendance

Students are expected to attend all classes. If you anticipate difficulty with this, please speak with the instructor. Missing a substantial number of classes often results in essential course requirements not being met (these must be met to pass the course). Students who are close to missing 20% of classes must contact the instructor to discuss.

During the weeks of **November 2nd, November 9th and November 16th**, we will be doing in class groupwork. If you are unable to attend more than one of these weeks, please contact the Instructor **in advance** to negotiate an alternate assignment.

### Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf)

 The following illustrates only three forms of academic dishonesty:

* Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations

### Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

### Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

### Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

### Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

### Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

The School of Social Work requests and expects that:

* Instructors inform students about what they will record, when they will record, and what they will do with the recording.
* Students who wish to record contact the instructor first. This is so the instructor can inform the class when permission has been given to a student to record (the identity of the student will be kept confidential by the instructor).
* Recordings by students are used for personal study only, and not shared with anyone else, and are deleted when no longer needed for personal study
* There will likely be times when students or guest speakers share personal or sensitive information. In this circumstance we expect everyone to stop recording. The instructor (or student or guest sharing) may also ask for recording to stop, and we expect everyone to respect such a request.

## Confidentiality

A cornerstone of professional social work relationships is confidentiality with respect to all matters associated with professional services to clients. Social workers demonstrate respect for the trust and confidence placed in them by clients, communities and other professionals by protecting the privacy of client information and respecting the client’s right to control when or whether this information will be shared with third parties (CASW Code of Ethics, 2005). It is recognized that in many social work courses students participate and learn by discussing their placement, work and lived experiences. As such, it is important to be mindful of the importance of confidentiality.

### E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, they may not reply.

### Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

### Extensions and Incomplete Courses

Extensions
All instructors understand that life situations sometimes make it very difficult to hand in an assignment on the date it is due. If you need more time to complete an assignment, talk with your instructor. Whenever possible, please try to negotiate extensions in advance of the assignment deadline.

Disclosures to the instructor of personal issues, illness or injury or extenuating circumstances are not required for extensions.

If you find yourself unable to meet deadlines in more than one course, please reach out to Tammy Maikawa, Administrator (millet@mcmaster.ca ) or Jennie Vengris, Undergraduate Chair (vengris@mcmaster.ca). We are here to support you to think about options (such as reducing your course load) that can take the stress off and contribute to your success in the program overall.

Incomplete courses

If you are not able to complete all of your assignments by the end of term, you have the option of contacting the instructor to request an Incomplete (INC) on the course. If the instructor agrees, (taking into account the amount of outstanding coursework and the time it will likely take to complete), the instructor will enter the grade you have so far in the course (the default grade) and the course will appear in Mosaic as INC (incomplete).

The School’s requirements for completing courses depend on a) the nature of the course (whether it is a foundation course\*, or a social and political context course) and b) when you are hoping to start placement. For example, a student who has an incomplete in a foundation course cannot start placement. Please see the [Policy on Extensions and Incompletes in the BSW Program](https://socialwork.mcmaster.ca/resources/undergraduate-resources/policy-on-extensions-and-incompletes-november-2019.docx/view) for more details.

At approximately 52-60 days after the end of term, the Mosaic system will automatically change an INC to the default grade. Depending on the default grade, this might affect your standing or progress in the program.

*As always, if you have any questions or concerns about your progress in the program, please connect with Tammy Maikawa, Administrator (**millet@mcmaster.ca* *) or* *Jennie Vengris, Undergraduate Chair (**vengris@mcmaster.ca**).*

**Course Weekly Topics and Readings:**

**All readings, and Zoom links, are available on Avenue to Learn**

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| **Date:** | **Topics:** | **Readings:** |
| **September 7th** Synchronous (live lecture- Zoom)  | **Introduction to 4ZZ3** Topics: Orientation to the courseIntroduction to social welfare, social policy and advocacy | **No Readings** |
| **September 14th** Synchronous(live lecture - Zoom) | **Module 1: History and Current Context of Social Welfare in Canada**Topics:What is social policy? History and current context of social welfare in Canada. | Hick, S. (2015). **The History of Social Welfare in Canada,** Social Welfare in Canada. Pages 26 – 53 Torjman, S. (2005). **What is Policy*?*** The Caledon Institute of Social Policy: Ottawa, ON |
| **September 21st** Asynchronous (pre-recorded lecture)Optional tutorials: 6-7 pm on Zoom – alternative assignment formats 7-8pm on Zoom – course content | **Module 1: History and Current Context of Social Welfare in Canada**Topics:Truth and Reconciliation - Calls to ActionMobilizing TRC into Policy Change. | **Truth and Reconciliation Commission of Canada: Calls to Action.** Retrieved online: <https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf> Gouldhawke, M. “**The Failure of Federal Indigenous Healthcare Policy in Canada”.** Yellowhead Institute, 4, February 2021.Retrieved online: <https://yellowheadinstitute.org/2021/02/04/the-failure-of-federal-indigenous-healthcare-policy-in-canada/> Canadian Shame: A History of Residential Schools | Ginger Gosnell-Myers | TEDxVancouver.Retrieved online: <https://www.youtube.com/watch?v=U1EDbbse2BM>Indigenous Women and the Story of Canada | Sarah Robinson | The Walrus Talks.Retrieved online: <https://www.youtube.com/watch?v=nDlIMMZ2gRM> |
| **September 28th** Synchronous (live lecture - Zoom)  | **Module 1: History and Current Context of Social Welfare in Canada**Topics: Social Policy and Advocacy During Contemporary Crises: - COVID-19, the housing crisis and the opioid epidemic Guest Lecture: Marcie Mcilveen (Keeping 6)  | **Readings to be provided.**A package of material based on contemporary ‘news’ will be provided to capture the current state of the evolving COVID-19, the housing crises and the opioid epidemic in Hamilton. Readings will be available in A2L. |
| **October 5th** Synchronous (live lecture - Zoom)  | **Module 2: The Role of Social Service Organizations and Social Workers: Policy Actors and Policy resistors**Topics: Working Under ‘Big Policy’ Changes to OW and ODSP Guest: Chase Collver)Criminalization of drugs Guest: Olivia ManciniHousing  | OW/ODSP:Pennisi, S., and Baker Collins, S. (2017) **Workfare under Ontario Works: Making Sense of Jobless Work.** *Social Policy & Administration*, 51: 1311– 1329. Criminalization of Drugs:Olivia Mancini (2021). **A War on Drugs or a War on People?**Retrieved online from:<https://gettingtotomorrow.ca/2021/07/24/a-war-on-drugs-or-a-war-on-people/> Housing: Dosani, N. (2020). **COVID-19 has proven Canada can cure Homelessness.** Retrieved online from: <https://policyoptions.irpp.org/magazines/may-2020/covid-19-has-proven-canada-can-cure-homelessness/> Canadian Women’s Foundation (2018) - **National Housing Strategy: A Rights-Based Approach to Women and Housing. Submitted to the National Housing Strategy** consultation on a rights-based approach to housing. Retrieved online: <https://canadianwomen.org/wp-content/uploads/2018/07/A-Rights-Based-Approach-to-Women-and-Housing_Policy-Brief.pdf>  |
| **October 12th** No class  | Reading Week  | Enjoy ☺  |
| **October 19th** Asynchronous (pre-recorded lecture) Optional tutorial: 7-8pm on Zoom | **Module 2: The Role of Social Service Organizations and Social Workers: Policy Actors and Policy Resistors**Topics:🡪 Social Workers as Policy Actors🡪 Social Workers as Policy Resistors  | Joris De Corte & Rudi Roose (2020). **Social work as a policy actor: understanding social policy as an open-ended democratic practice.** European Journal of Social Work, (23), 2, 227-238.Strier, R. & Bershtling, O. (2016). **Professional Resistance in Social Work: Counterpractice Assemblages.** Social Work, 61(2), 111 – 118. |
| **October 26th** Synchronous (live lecture - Zoom) | **Module 2: The Role of Social Service Organizations and Social Workers: Policy Actors and Policy resistors**Topics:🡪 Understanding the role of policy in direct social work practiceSocial Work Practitioners Panel  | Marston, G. and McDonald, C. (2012). **Getting beyond ‘Heroic Agency’ in Conceptualizing Social Workers as Policy Actors in the Twenty-First Century**. British Journal of Social Work, 42, 1022 – 1038. |
| **November 2nd** Synchronous (live lecture - Zoom)In Class Group Work | **Module 3: Advocacy Strategies**Topics:🡪 Overview of advocacy strategies🡪 Advocacy Toolkit  | Cave, J. (2016). T**he Changing Landscape for Nonprofit Policy Advocacy.** The Philanthropist.1 – 8.**Advocacy Strategies Module:**On A2L you will find a series of videos and examples of various advocacy strategies.  |
| **November 9th No lecture -** In Class Group Work | **Module 3: Advocacy Strategies** | **Advocacy Strategies Module:**On A2L you will find a series of videos and examples of various advocacy strategies. |
| **November 16th**Synchronous(live lecture - Zoom) In Class Group Work  | **Module 3: Advocacy Strategies**Topic: An Intersectional Feminist Approach to Popular Education: Building Skills for Advocacy and Activism Guest Lecture:Alexe Bernier  | Bernier, A., & Winstanley, S. (2021). **“Speak with Girls, Not for Them”,** Girlhood Studies, 14(1), 19-35. Women Centre of Calgary (2020). **Girls Lead: A toolkit for supporting girls activism and leadership.**Retrieved online: *Pages -* 1-18 Appendix C: Actions for Social Change<https://www.womenscentrecalgary.org/wp-content/uploads/2020/03/Girls-Lead-YYC-1.pdf> |
| **November 23rd**Synchronous (live lecture - Zoom) | **Module 4:Identity, experience and participation in policy change making**Topic: The role of identity and experience in policy change making Panel Discussion: Lived Experts engaged in Local Policy Work  | Nelson, A. (2020). Nothing about us without us: Centering lived experience and revolutionary care in efforts to end and prevent homelessness in Canada. Radical Housing Journal, 2(2), pp. 83-100.Keeping 6 Quarterly ZineRetrieved online:https://keepingsix.org/zine/  |
| **November 30th**Asynchronous (pre-recorded lecture) Optional tutorial: 7-8pm on Zoom  | **Module 4:Identity, experience and participation in policy change making**Topic:Participatory Policy Making - Community University Policy Alliance  | Readings – to be uploaded - Contemporary policy news about gender-based homelessness and the work of the CUPA will be provided closer to the date.  |
| **December 7th**Synchronous(live lecture - Zoom) | **Module 4:Identity, experience and participation in policy change making** Topic:Final reflectionsCourse wrap up | Dalilla Hermans (2019). How to keep up hope in the struggle for social change? TEDxAntwerp.Retrieved online: <https://www.youtube.com/watch?v=Am88K9BZ42k> |