



THE UNIVERSITY OF BRITISH COLUMBIA
School of Social Work
 Course Outline – SOWK 337

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the x^wməθk^wəyəm (Musqueam) people.

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

BSW Mission Statement: The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

Year/Term	Winter 2020-21 (Term 2) <i>January 14-April 8, 2021</i>
Course Title	SOWK 337: Culture and Race in Social Work Practice
Credit Value	3
Course Schedule	Thursdays, 9am – 12pm
Course Delivery	Online

Instructor	Office Location	Office Phone	Email Address
Tsering Dolkar Watermeyer	N/A		tseringw@mail.ubc.ca
Office hours	By appointment (email)		
Teaching Assistant	Office Location	Office Hours	Email Address
Kaan Goncu	N/A	By appointment	kaan.goncu@ubc.ca

PREREQUISITE and/or COREQUISITE

This course has no prerequisites.

COURSE DESCRIPTION

Informed by critical cross-cultural and antiracist approaches, this course will provide an overview of issues and approaches inherent in social work scholarship and practice with diverse ethnocultural groups/racialized newcomers within the context of settler Canadian multiculturalism and immigration.

More specifically, the course will -

- Examine the major concepts and principles underlying race and ethnicity, “being new” and their multifaceted intersection with other important social markers, particularly gender and class, which can lead to various forms of social marginalization and oppression.
 - Understand the settlement service delivery structure and its socio-political context including the immigration history of Canada in which cross-cultural/racial social work is situated and practiced.
 - Discuss the numerous challenges faced by newcomers (as the major source of the country’s population growth) during various stages of their settlement and integration into Canadian society.
 - Learn about key cross-cultural models and anti-racist practices critical for the development of an empathetic and effective social work practice.
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COURSE STRUCTURE AND LEARNING ACTIVITIES

This course seeks to promote optimal learning outcomes for students while acknowledging the myriad stressors and the exceptional circumstances in lieu of the global pandemic.

The course will be delivered online in lectures with on-going class dialogue and small group discussions. For the purposes of creating and nurturing an effective learning community, students are encouraged to actively participate in class discussions, Canvas activity and small group projects over the course of the semester. Throughout the course, students are encouraged to express any idea, belief, thought, and feeling that will result in sincere and respectful engagement(s) and develop critical inquiry within and between members of the class (see ground rules below).

Integral to this course, are the core readings assigned in the course syllabus which students are requested to read prior to the weekly lecture in order to ground classroom discussions and ultimately aid integration of theories to one’s own lived experiences for the development of a reflexive practice.

For any ongoing hurdles and challenges impacting your participation and performance in the course, PLEASE reach out to the course teaching assistant and/or the instructor.

Ground Rules for Dialogue and Interactive Learning:

1. Be respectful
 2. Active listening
 3. Be critical in analysis but gentle in expression
 4. Seek to learn and have ownership of learning
 5. Acknowledge oppression exists
 6. Distinguish emotion from reasoning
 7. Recognizing the limit of safe space and confidentiality
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LEARNING OUTCOMES

After completing this course, students will be able to:

1. critically understand and analyze meanings and concepts related to culture, ethnicity and race in relation to social work practice in a multicultural/ethnic/racial context
 2. have a basic understanding of multiculturalism, Canadian immigration policy specifically pertaining to its immigrant and refugee systems
 3. awareness of professional settlement service including its challenges and existing services for newcomers
 4. engage in key approaches within cross-cultural practices and evaluate their strengths and limitations
 5. deconstruct racism as a form of oppression and formulate an anti-racist practice grounded in critical race theory
 6. articulate your standpoint(s) on cross cultural and anti-racist social work practice through a reflective-dialogic engagement with one's experiences, existing literature, peers and larger societal debates regarding these issues.
 7. appreciate the complexity of multiple oppressions by integrating this course with concepts and theories introduced in SOWK 335 Fundamentals of Social Analysis for Social Work;
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REQUIRED TEXTBOOK(S) AND LEARNING MATERIALS:

1. **Textbook:** Yan, M.C. & Anucha, U. (Ed) (2017). Working with Immigrants and Refugees: Issues, Theories, and Approaches for Social Work and Human Service Practice. Don Mill: Oxford University Press.

Recommended Background Companions to the Text:

Lowman Emma Battell & Adam J. Barker. (2015). *Settler: Identity and Colonialism in 21st Century Canada*. Nova Scotia; Winnipeg, Manitoba: Fernwood Publishing.

Miller, J. R. (2018). *Skyscrapers Hide the Heavens: A History of Native-Newcomer Relations in Canada*. (4th Edition). Toronto, Ontario: University of Toronto Press.

2. Readings with "*" can be downloaded from UBC Library's ejournal link.

3. Readings with “^” will be disseminated to you through UBC Canvas.
4. **Reference readings** (optional) can be found in the Koerner Library:
 - a) Al-Krenawi, A. Graham, J.R. & Habibov, N. (Ed.) (2016). *Diversity and Social Work in Canada*, Don Mills, Oxford University Press.
 - b) Bauder, H. (2012). *Immigration & Settlement: Challenges, Experiences, and Opportunities*. Toronto: Canadian Scholars Press.
 - c) Fleras, A. (2012). *Unequal Relations: An Introduction to Race and Ethnic Dynamics in Canada* (7th ed.). ON, Toronto: Pearson.
 - d) Fleras, A. (2014). *Racisms in a Multicultural Canada: Paradoxes, Politics, and Resistance*. Waterloo, Ont: Wilfrid Laurier University Press
 - e) Henry, F, Tator, C., Mattis, W. & Rees, T. (2000) *The Colour of Democracy: Racism in Canadian Society*, (2nd edition), Toronto: Harcourt Brace Canada.
 - f) Johnson, A. G. (2006). *Privilege, Power and Difference* (2nd ed.). New York, NY: McGraw Hill.
 - g) Lum, D. (Ed.). (2011). *Cultural Competent Practice: A Framework for Understanding Diverse Groups and Justice Issues* (4th ed.). Belmont, CA: Brooks/Cole.
 - h) Satzewich, V.N. & Liodakis, N., (2013). *Race & Ethnicity in Canada*, Don Mills, Ont.: Oxford University Press.

Resources for understanding Canadian immigration policies and programs:

1. Immigration, Refugee and Citizenship Canada at <https://www.canada.ca/en/services/immigration-citizenship.html> -- the federal government department in charge of immigration policies and programs.
2. Affiliation of Multicultural Societies and Service Agencies of BC at <https://www.amssa.org/resources/> -- the umbrella organization of BC settlement service agencies. Check particularly its Migration Matters Info Sheets and Cultures West Magazines.
3. Metropolis Working Paper Series at (MBC) ibis.geog.ubc.ca/metropolis/atlas/home.htm and (CERIS) <http://www.ceris.ca> -- research and academic sites with many good reports of Canadian immigrant studies.
4. Canada Council for Refugees at <http://ccrweb.ca/> -- the national watch-dog organization advocating for refugees and immigrants.
5. UNHCR at <http://www.unhcr.org/cgi-bin/texis/vtx/home> -- United National Agency
6. International Organization of Migration: <http://www.iom.int/> -- International watchdog organization with rich resources regarding international migration.

Government and official documents:

1. Canadian Charter of Rights and Freedoms: <http://laws-lois.justice.gc.ca/eng/Const/page-15.html>.
2. Canadian Multiculturalism Act: (Access: <http://laws-lois.justice.gc.ca/eng/acts/c-18.7/>.)
3. British Columbia Multiculturalism Act (http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96321_01)
4. Canadian Human Rights Act (<http://laws-lois.justice.gc.ca/eng/acts/h-6/>)
5. Employment Equity Act (<http://laws-lois.justice.gc.ca/eng/acts/E-5.401/index.html>)
6. Immigration and Refugee Protection Act (Access: <http://laws-lois.justice.gc.ca/eng/acts/i-2.5/>.)

7. UN Convention and Protocol Relating to the Status of Refugees: <http://www.unhcr.org/en-us/protection/basic/3b66c2aa10/convention-protocol-relating-status-refugees.html>
8. Please also check out IRCC website: <http://www.cic.gc.ca/english/refugees/outside/index.asp> for Government Assisted Refugees and Privately Sponsored Refugees.

COURSE SCHEDULE:

SESSION 1:	January 14, 2021
TOPIC:	Course Introduction & General Housekeeping Tracing Immigrants and Refugees: Overview of Migration & Forced Displacements
READING:	Textbook: Introductory Chapter and Lowman Emma Battell & Adam J. Barker. (2015). "Why say Settler?" in <i>Settler: Identity and Colonialism in 21st Century Canada</i> . Nova Scotia; Winnipeg, Manitoba: Fernwood Publishing.
SESSION 2:	January 21, 2021
TOPIC:	Canadian Immigration: Contextual History and Policies
READING:	Textbook: Chapter 2 and also *Fleras, A. (2014) Chapter 12, Official multiculturalism: Anti-racism, or another racism in <i>Racism in a Multicultural Canada: Paradoxes, Politics, and Resistance</i> (pp. 243-262). Waterloo, ON: Wilfrid Laurier University Press. (Available in UBC Lib as an e-book). (Note: After you download the chapter, please return the book immediately for your classmates' access.)
SESSION 3:	January 28, 2021
TOPIC:	Settlement and Integration: Challenges for Newcomers in Canada
READING:	Textbook: Chapter 5, 6 and 7 Optional readings: AMSSA, Migration Matters: Immigration Numbers and Statistics – Trends for Canada and BC: http://www.amssa.org/wp-content/uploads/2015/05/AMSSA-Info-Sheet-Issue-2-Final.pdf
SESSION 4:	February 4, 2021
TOPIC:	Understanding Immigrant Settlement Services
READING:	Required Readings: <ol style="list-style-type: none"> 1. Textbook: Chapter 4 (Inclusive Communities) 2. Meinhard, A., Lo, L., & Hyman, I. (2016). Cross-sector partnerships in the provision of services to new immigrants in Canada: Characteristics, relevance and constraints. <i>Human Service Organizations, Management, Leadership & Governance</i>, 40(3), 281-296. doi:10.1080/23303131.2015.1117558 <p>Optional Readings:</p>

	<ol style="list-style-type: none"> Smith, S. (2010). <i>CIC's Modernized Approach to Settlement Programming: A Brief Description</i>. <i>International Settlement Canada</i>, 23(3): 1-4. (ocasi.org/downloads/OCASI_ModernizedSettlement_September2010.pdf) AMSSA (2016), <i>Migration Matters, Special Edition: Local Immigration partnerships</i>: http://www.amssa.org/wp-content/uploads/2016/08/Infosheet33_LIPs.pdf.
SESSION 5:	February 11, 2021
TOPIC:	The Refugee System & Refugees in Canada/Guest Lecture TBD
READING:	<p>Required Readings:</p> <ol style="list-style-type: none"> Textbook: Chapter 15 (Working with Asylum Seekers) Hyndman, Jennifer. (2011). "Research Summary on Resettled Refugee Integration in Canada," UNHCR Canada. http://www.unhcr.org/4e4123d19.html. Hyndman, J. (2000). Chapter 2, <i>Border Crossings: The Politics of Mobility in Managing displacement: Refugees and the politics of humanitarianism: Vol. 16;16.</i>; (N-New). University of Minnesota Press. https://doi.org/10.5749/j.ctttscf9 (Available in UBC Lib as an e-book. Note: After you download the chapter, please return the book immediately for your classmates' access.) <p>Optional Readings:</p> <ol style="list-style-type: none"> Poteet, M., & Nourpanah, S. (2016). <i>After the flight: The dynamics of refugee settlement and integration</i>. Newcastle upon Tyne, UK: Cambridge Scholars Publishing Hyndman, J. (2000). <i>Managing displacement: Refugees and the politics of humanitarianism: Vol. 16;16.</i>; (N-New). University of Minnesota Press. https://doi.org/10.5749/j.ctttscf9 Walia, Harsha. (2008). Colonialism, Capitalism & the Making of the Apartheid System of Migration in Canada. <i>West Coast Line: A Journal of Contemporary Writing & Criticism</i> 42: 2 - 92. Hyndman, J., & Walton-Roberts, M. (2000). Interrogating borders: A transnational approach to refugee research in Vancouver. <i>The Canadian Geographer</i>, 44(3), 244–258. https://doi.org/10.1111/j.1541-0064.2000.tb00707.x AMSSA Migration Matters (2017): <i>Integration Outcomes of Resettled Refugees</i>: http://www.amssa.org/wp-content/uploads/2017/06/Infosheet38_resettled_refugees.pdf AMSSA (2013). Info Sheet: <i>Refugees – Statistics & Trends in Canada and BC</i>: http://www.amssa.org/wp-content/uploads/2015/08/AMSSA-Info-Sheet-Issue-8-Refugees---Statistics-Trends-in-Canada-and-BC.pdf
Midterm Break	February 15–19, 2021
SESSION 6:	February 25, 2021

TOPIC:	Cross -Cultural Social Work with Immigrants and Refugees (Part I: Culture & Cultural Competency)
READING:	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. Alvarez-Hernandez, L.R. & Choi, Y.J. (2017). Reconceptualizing Culture in Social Work Practice and Education: A Dialectic and Uniqueness Awareness Approach. <i>Journal of Social Work Education</i>, 53:3, 384-398, DOI: 10.1080/10437797.2016.12725 2. Este, D. (2007). Cultural Competency and Social Work Practice in Canada: A Retrospective Examination. <i>Canadian Social Work Review / Revue Canadienne de Service Social</i>, 24(1), 93–104. 3. Kirmayer, L.J. (2012). Rethinking cultural competence. <i>Transcultural Psychiatry</i>, 49(2):149-164. <p>Optional Readings:</p> <ol style="list-style-type: none"> 1. Westlake, D. & Jones, R.K. (2017). Breaking down language barriers: A practice- near study of social work using interpreters. <i>British Journal of Social Work</i>, 48(5): 1388-1408. doi: 10.1093/bjsw/bcx073 2. Qin, D.B. et al (2015). “My culture helps me make good decisions”: Cultural adaptation of Sudanese refugee emerging adults. <i>Journal of Adolescent Research</i>, 30(2): 213-243. 3. Horevitz, E., Lawson, J., & Chow, J.C.C. (2014). Examining cultural competence in health care: Implications for social workers. <i>Health and Social Work</i>, 38(3): 135-145. 4. Schapira, L., Vargas, E., Hidalgo, R., Brier, M., Scanchez, L., Hobrecker, K., et al. (2008). Lost in translation: Integrating medical interpreters into multidisciplinary team. <i>The Oncologist</i>, 13, 586-592. 5. Singer, M.K. (2012). Applying the concept of culture to reduce health disparities through health behaviour research. <i>Preventive Medicine</i>. 55: 356-361.
SESSION 7:	March 4, 2021
TOPIC:	Cross Cultural Social Work with Immigrants & Refugees (Part II: Cultural Humility & Safety)
READING:	<p>Required Reading:</p> <ol style="list-style-type: none"> 1. Danso, R. (2016). Cultural competence and cultural humility: A critical reflection on key cultural diversity concepts. <i>Journal of Social Work : JSW</i>, 18(4), 410–430. https://doi.org/10.1177/1468017316654341 2. Foronda, C., Baptiste, D-L., Reinholdt, M.M., & Ousman, K. (2016). Cultural humility: A conceptual analysis. <i>Journal of Transcultural Nursing</i>. 27(3): 210- 217. 3. Mkandawire-Valhmu, L. (2018). Chapter 3: Cultural Safety in <i>Cultural Safety, Healthcare and Vulnerable Populations: A Critical Theoretical Perspective</i> (pp.31- 48). London: Routledge. (Note: After you download the chapter, please return the book immediately for your classmates’ access.) <p>Optional Reading:</p>

	<ol style="list-style-type: none"> 1. Fisher-Borne, M., Cain, J.M. & Martin, S.L. (2015) From Mastery to Accountability: Cultural Humility as an Alternative to Cultural Competence. <i>Social Work Education</i>, 34:2, 165-181, DOI: 10.1080/02615479.2014.977244
SESSION 8:	March 11, 2021
TOPIC:	Beyond Culture: Racism & Critical Race Theory Group Proposal Development Time
READING:	<p>Required Reading:</p> <ol style="list-style-type: none"> 1. Hoyt Jr., C. (2012). The pedagogy of the meaning of racism: Reconciling a discordant discourse. <i>Social Work</i>, 57(3): 225-234. 2. Kolivoski, K.M., Weaver, A., & Constance-Huggins, M., (2014). Critical race theory: Opportunities for application in social work practice and policy. <i>Families in Society</i>, 95(4): 269-276. 3. Park, Y. (2005). Culture as deficit: A critical discourse analysis of the concept of culture in contemporary social work discourse. <i>Journal of Sociology & Social Welfare</i>, 32(3), 11-33. <p>Optional Reading:</p> <ol style="list-style-type: none"> 1. Blitz, L.V. (2008). Owning whiteness. <i>Journal of Emotional Abuse</i>. 6(2-3): 241- 263. 2. Franklin, A.J., Boyd-Franklin, N. & Kelly, S. (2006). Racism and invisibility: <i>Journal of Emotional Abuse</i>, 6(2-3), 9-30.
SESSION 9:	March 18, 2021
TOPIC:	Working with Immigrants and Refugees: Developing an Anti-Racist Approach Group Proposal Development Time
READING:	<ol style="list-style-type: none"> 1. Corneau, S., & Stergiopoulos, V. (2012). More than being it: Anti-racism and anti-oppression in mental health services. <i>Transcultural Psychiatry</i>, 49(2) 261- 282. 2. Lee, E., & Bhuyan, R. (2013). Negotiating within whiteness in cross-cultural clinical encounters. <i>Social Service Review</i>, 87(1), 98-103. 3. Phillips, C. (2019). White, like who? Temporality, contextuality and anti-racist social work education and practice. <i>Critical Social Work</i>, 11(2). https://doi.org/10.22329/csw.v11i2.5825 4. Singh, S. (2019). What do we know the experiences and outcomes of anti-racist social work education? An empirical case study evidencing contested engagement and transformative learning. <i>Social Work Education</i>, 38(5), 631–653. https://doi.org/10.1080/02615479.2019.1592148
SESSION 10:	March 25, 2021
TOPIC:	Locating Marginality(s): Power & Intersectionality Group Proposal Development Time
READING:	Required Reading:

	<ol style="list-style-type: none"> 1. Cho, S., Crenshaw, K. W., & McCall, L. (2013). Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis. <i>Signs: Journal of Women in Culture and Society</i>, 38(4), 785–810. https://doi.org/10.1086/669608 2. Ratliff, G. A. (2019). Social Work, Place, and Power: Applying Heterotopian Principles to the Social Topology of Social Work. <i>The Social Service Review (Chicago)</i>, 93(4), 640–677. https://doi.org/10.1086/706808 3. Tew, J. (2006). Understanding power and powerlessness: Towards a framework of emancipatory practice in social work. <i>Journal of Social Work</i>, 6(1): 33-51. <p>Optional Reading:</p> <ol style="list-style-type: none"> 1. Carbado, D. W. (2013). Colorblind Intersectionality. <i>Signs: Journal of Women in Culture and Society</i>, 38(4), 811–845. https://doi.org/10.1086/669666 2. Jupp, V. (2019). Issues of power in social work practice in mental health services for people from black and minority ethnic groups. <i>Critical Social Work</i>, 6(1) doi:10.22329/csw.v6i1.5704 3. Rodriguez, J. K., Holvino, E., Fletcher, J. K., & Nkomo, S. M. (2016). The Theory and Praxis of Intersectionality in Work and Organisations: Where Do We Go From Here? <i>Gender, Work, and Organization</i>, 23(3), 201–222. https://doi.org/10.1111/gwao.12131
SESSION 11:	April 1, 2021
TOPIC:	Reflexivity & Allied Practice Frameworks
READING:	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. D’Cruz, H., Gillingham, P., & Melendez, S. (2005). Reflexivity, its Meanings and Relevance for Social Work: A Critical Review of the Literature. <i>The British Journal of Social Work</i>, 37(1), 73–90. https://doi.org/10.1093/bjsw/bcl001 2. Sakamoto, I. (2007). A Critical Examination of Immigrant Acculturation: Toward an Anti-Oppressive Social Work Model with Immigrant Adults in a Pluralistic Society. <i>The British Journal of Social Work</i>, 37(3), 515–535. https://doi.org/10.1093/bjsw/bcm024 3. Yan, M.C. (2016). Multiple Positionality and Intersectionality: Towards a Dialogical Social Work Approach. In Al-Krenawi, A. Graham, J.R. & Habibov, N. (Ed.). <i>Diversity and Social Work in Canada</i> (pp. 114-138). Don Mills, Oxford University Press. <p>Optional Reading:</p> <ol style="list-style-type: none"> 1. Houston, S. (2015). Enabling others in social work: reflexivity and the theory of social domains. <i>Critical and Radical Social Work</i>, 3(2): 245-260.
SESSION 12:	April 8, 2021
TOPIC:	Case Analysis: Application of Practice Frameworks
READING:	Required Reading:

	<ol style="list-style-type: none"> 1. Textbook: Conclusion Chapter (Summary of diverse practice frameworks) 2. Suarez, Z. E., Newman, P. A., & Reed, B. G. (2008). Critical consciousness and cross-cultural/intersectional social work practice: A case analysis. <i>Families in Society</i>, 89(3), 407–417. https://doi.org/10.1606/1044-3894.3766 3. Jørgensen, S. (2019). Exploring emotional aspects of care and control in social work with children and families—A single case analysis of conversation. <i>Journal of Social Work Practice</i>, 33(4), 385–402. https://doi.org/10.1080/02650533.2019.1618802 <p>Optional Reading:</p> <ol style="list-style-type: none"> 1. Carroll, J., & Minkler, M. (2000). Freire’s message for social workers. <i>Journal of Community Practice</i>. 8(1):21-36. 2. Miller, P.M., Brown, T., & Hopson, R., (2011). Centering love, hope, and trust in the community: Transformative urban leadership informed by Paulo Freire. <i>Urban Education</i>, 46(5): 1078-1099.
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ASSIGNMENTS

Weekly Participation in Canvas Discussion Forum: (10%) - Due every Wednesday evening by 9pm.

Based on the classroom lecture and discussion of the week, you are required to post a) a key learning from today’s class and b) one area you wish to learn/know more about.

Midterm Paper (20%) - Due on 20th February

You are required to write a 5-page paper (not including references list) to critically analyze and reflect on how your ethnicity and cultural background, citizenship status may benefit and hamper you from working with immigrant and refugee clients within your area of interest. Please note, you need to first briefly discuss the nature and general demographics of potential clients. Your writing should convincingly and appropriately be substantiated by the readings of this course.

To help shape your writing and to ground your understanding of what ‘reflection’ means in social work, please see:

Askeland, G. A., & Fook, J. (2009). Critical reflection in social work. *European Journal of Social Work*, 12(3), 287–292. <https://doi.org/10.1080/13691450903100851>

Group Proposal Development (20%) – Due 30th March

Students will be divided into 8 groups at the beginning of the term. Each group will select one of the following key areas listed below.

Each group will develop a program or project proposal that will meet one of the identified needs of immigrants and refugees as listed below. The proposed initiatives can be a short-term support group, a training program, or a public/community advocacy event. A proposal template will be provided.

1. Immigrant Health
2. Services for newcomer/immigrants with disabilities
3. Social isolation of immigrant seniors
4. LGBTQ Immigrant youth
5. Intergenerational conflict between immigrant parents and children growing up in Canada
6. Intimate partner violence within immigrant families
7. Racism against Immigrants/Refugees
8. Poverty amongst newcomers

The final grade of the proposal will be based on two scores:

- a. Average score of instructors/TA (80%): Each proposal will be evaluated based on a) accurate articulation of needs, b) relevance of program objectives, c) suitability of activities proposed, d) feasibility in actualizing the proposed project, and e) clarity of writing.
- b. Average score from peer evaluation (20%): Each team members will assign a percentage (out of 100) to other teammates to reflect their contribution to the project.

Final Take Home Examination (40%)

This is an open book examination. Students will be provided a case study and are expected to apply what they have learned in the course to analyze the case and answer the questions provided.

SCHOOL/COURSE POLICIES

Return of Marked Student Assignments

Assignments are due as noted in this course outline, unless otherwise informed by the instructor.

All assignments are to be submitted via the UBC Canvas course site. Assignments will be marked with track changes and comments provided in the same manner.

Late Assignments

Timely submission of assignments are encouraged. However in lieu of the current stressors due to the global pandemic, students should discuss any potential late submission with the instructor. Assignments submitted after the deadline with no prior notice/discussion may be penalized by one percentage point per day.

Attendance

The attendance policy is in the student handbook on page 11.

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to

discuss this with the student.

Note: Missing class without doctor note or other proper document will lead to a deduction of 1%.

Missing group project proposal presentation will lead to a deduction of another 1%. You are required to sign in for each class. Please note: any fraudulent signature is a violation of the School's Professional Conduct for Social Work Students. Other than facing possible disciplinary action, both parties (who signed for other and who have other to sign for them) will also have all the 10% deducted. Student missing for three classes or more (for whatever reasons) may not be allowed to attend the final examination.

If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

The University accommodates students with disabilities who have registered with Access and Diversity. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor, and if necessary, to contact Access and Diversity preferably not later than the first week of class. The School will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments, must notify their instructors in writing at least two weeks in advance, and preferably earlier. This reflects expectations for professional social workers in their place of employment.

Use of Electronic Devices

As adult learner, please be respectful when bringing your electronic device to class to:

- a. take notes in class
- b. search for information directly related to the class topic, upon request of the instructor.

However, you are expected to:

- c. Turn off the sound of your cell phone
- d. Not to take picture, or video and audio recording in class without the permission of the instructor
- e. Not to use any device for purpose that is irrelevant to the learning of current course.

Last date for withdrawal without a W on your transcript: **January _____**

Last date for withdrawal with a W instead of an F on your transcript: **January _____**

LEARNING RESOURCES

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (**APA Citation Guide**), writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>

UNIVERSITY POLICIES

Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at

<https://senate.ubc.ca/policies-resources-support-student-success>

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the Canvas learning technology to capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- Track participation in discussion forums on Canvas which will help provide ongoing feedback to improve teaching and learning.
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UBC GRADING CRITERIA

UBC GRADING CRITERIA			
Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	73.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.