



# School of Social Work

FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

*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

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.

## COURSE INFORMATION

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|------------------------|--|
| <b>Year/Term/Dates</b> | Winter 2021-22, Term 2, January 13–April 7, 2022 |
| <b>Course Title</b>    | SOWK 337: Culture and Race in Social Work        |
| <b>Course Schedule</b> | Thursdays, 9 am-12 pm                            |
| <b>Course Location</b> | 2080 West Mall, Room 124; Online for two weeks   |

| <b>Instructor</b>       | <b>Office Location</b> | <b>Office Phone</b> | <b>Email Address</b> |
|-------------------------|------------------------|---------------------|----------------------|
| Maria Socorro M. Nguyen |                        |                     | msguyen@mail.ubc.ca  |
| <b>Office Hours</b>     | Thursdays, 1-4pm (TBD) |                     |                      |

| Teaching Assistant | Office Location | Email Address     |
|--------------------|-----------------|-------------------|
| Kaan Göncü         |                 | Kaan.goncu@ubc.ca |
| Office Hours       |                 |                   |

## Prerequisite and/or Corequisite

There are no pre-requisites for this course.

## 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.

## 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 for the first weeks then possibly in combination of in-person lectures and interactive activities with ongoing class dialogue and small group discussions, depending on public health and UBC guidelines. 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. Recognize the limit of safe space and confidentiality

## **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 your 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

## **Required Textbook(s) and Learning Materials**

### **Textbook**

1. Yan, M.C. & Anucha, U. (Ed) (2017). *Working with Immigrants and Refugees: Issues, Theories, and Approaches for Social Work and Human Service Practice*. Oxford University Press. Available on Reserve @ Koerner Library

## Recommended Background Companion to the Text

1. Mullings, D. V., Clarke, J., Bernard, W. T., Este, D., & Giwa, S. (Eds.) (2021). *Africentric Social Work*. Fernwood Publishing. In Okanagan stacks; Request for electronic pdf version of chapter: Black Women's Resilience: Therapy and Support for Refugee Women - Joelleann Forbes, Deone Curling and Simone Donaldson  
Guo, S & Wong, L. (Eds.) (2018). *Immigration, racial and ethnic studies in 150 years of Canada: Retrospects and Prospects*. Brill Sense. **ONLINE**  
Tedam, P. (2021). *Anti-oppressive Social Work practice*. Learning Matters. On Reserve @ Koerner Library  
Mann, J. (Ed.) (2017). *Citizenship in transnational perspective: Australia, Canada, and New Zealand*. Palgrave Macmillan. **(E-book)** doi 10.1007/978-3-319-53529-6  
Lowman Emma Battell & Adam J. Barker. (2015). *Settler: Identity and Colonialism in 21st Century Canada*. Fernwood Publishing. – On Reserve @ Koerner Library  
Miller, J. R. (2018). *Skyscrapers Hide the Heavens: A History of Native-Newcomer Relations in Canada*. (4th Edition). University of Toronto Press.
2. Readings with “\*” can be downloaded from UBC Library’s ejournal link.
3. Readings with “\*\*” will be shared with 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*. Oxford University Press. – On Reserve @ Koerner Library
  - b. Fleras, A. (2014). *Racisms in a Multicultural Canada: Paradoxes, Politics, and Resistance*. Wilfrid Laurier University Press. e-book.
  - c. Fleras, A. (2018). *Citizenship in a Transnational Canada*. Peter Lang Publishing, Inc. - On Reserve @ Koerner Library

## Resources for understanding Canadian immigration policies and programs

1. Immigration, Refugees and Citizenship Canada (IRCC) at <https://www.canada.ca/en/immigration-refugees-citizenship>
  - a. 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/>
  - b. umbrella organization of BC settlement service agencies. Browse Programs; Resources: Info Sheets, Afghan Resettlement Resources, Provincial/Territorial Summits, Language Resources, Reports & Toolkits, Migrant Service Workers' Map, Online Learning, etc.
3. Canada Council for Refugees at <http://ccrweb.ca/>
  - c. national watch-dog organization advocating for refugees and immigrants
4. United Nations High Commissioner for Refugees (UNHCR) at <http://www.unhcr.org/cgi-bin/texis/vtx/home>

- d. a global organization dedicated to helping and protecting the rights of refugees, forcibly displaced communities, and stateless people.
- 5. International Organization of Migration at <http://www.iom.int/>
- e. International watchdog organization with rich resources regarding international migration

**Government and official documents**

- 1. Canadian Charter of Rights and Freedoms (CCRF) at [The Canadian Charter of Rights and Freedoms \(justice.gc.ca\)](http://www.justice.gc.ca/eng/acts/c29/c29.html)
- 2. Canadian Multiculturalism Act at [Canadian Multiculturalism Act \(justice.gc.ca\)](http://www.justice.gc.ca/eng/acts/m29/m29.html)
- 3. British Columbia Multiculturalism Act at [Multiculturalism Act \(gov.bc.ca\)](http://www.gov.bc.ca/multiculturalism/act.html)
- 4. Canadian Human Rights Act at <http://laws-lois.justice.gc.ca/eng/acts/h-6/>
- 5. Employment Equity Act at <http://laws-lois.justice.gc.ca/eng/acts/E-5.401/index.html>
- 6. Immigration and Refugee Protection Act at [Immigration and Refugee Protection Act \(justice.gc.ca\)](http://www.justice.gc.ca/eng/acts/i29/i29.html)
- 7. UN Convention and Protocol Relating to the Status of Refugees at [Convention and Protocol relating to the Status of Refugees | UNHCR \(alnap.org\)](http://www.unhcr.org/refugees/356b3c96.html)

Also browse:

[Refugees and asylum - Canada.ca](http://www.refugeesandasylum.ca/)

Application in Canada for Humanitarian and compassionate (H & C) grounds at

[Humanitarian and compassionate grounds - Canada.ca](http://www.humanitarianandcompassionate.ca/)

**Course Schedule**

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| <b>Session 1:</b> | January 13, 2022   |
| <b>Topic:</b>     | Course Introduction & General Housekeeping<br>Tracing Immigrants and Refugees: Overview of Migration & Forced Displacements  |
| <b>Reading:</b>   | Textbook: Introductory Chapter and<br>Lowman Emma Battell & Adam J. Barker. (2015). "Why say Settler?" in <i>Settler: Identity and Colonialism in 21st Century Canada</i> . Fernwood Publishing. |
| <b>Session 2:</b> | January 20, 2022   |

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| <b>Topic:</b>     | Canadian Immigration: Contextual History and Policies  |
| <b>Reading:</b>   | Textbook: Chapter 2 and<br>*Fleras, A. (2014) Chapter 12, Official multiculturalism: Anti-racism, or another racism? In <i>Racisms in a Multicultural Canada: Paradoxes, politics, and resistance</i> (pp. 243-262). Wilfrid Laurier University Press. (Available in UBC Lib as an e-book). (Note: After downloading the chapter, please return the book immediately for your classmates' access.)   |
| <b>Session 3:</b> | January 27, 2022   |
| <b>Topic:</b>     | Settlement and Integration: Challenges for Newcomers in Canada   |
| <b>Reading:</b>   | Textbook: Chapter 5, 6 and 7<br><br><b>Optional readings:</b><br><a href="https://www2015.gc.ca/immigration-and-refugees-immigration-et-asile/2020-annual-report-to-parliament-on-immigration">2020 Annual Report to Parliament on Immigration (canada.ca)</a><br><a href="https://www.amssa.org/all_resources/info-sheets/">https://www.amssa.org/all_resources/info-sheets/</a>  |
| <b>Session 4:</b> | February 3, 2022   |
| <b>Topic:</b>     | Understanding Immigrant Settlement Services  |
| <b>Reading:</b>   | <ol style="list-style-type: none"> <li>1. Textbook: Chapter 4 (Inclusive Communities)</li> <li>2. Meinhard, A., Lo, L., &amp; 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 &amp; Governance</i>, 40(3), 281-296. doi:10.1080/23303131.2015.1117558</li> <li>3. George, G., Selimos, E. D. (2019). Searching for belonging and confronting exclusion: A person-centred approach to immigrant settlement experiences in Canada. <i>Social Identities</i>, 25(2), 125-140.</li> </ol><br><b>Optional Readings:</b> <ol style="list-style-type: none"> <li>1. AMSSA (2016), Migration Matters, Special Edition: Local Immigration partnerships:<br/><a href="http://www.amssa.org/wpcontent/uploads/2016/08/Infosheet33_LIPs.pdf">http://www.amssa.org/wpcontent/uploads/2016/08/Infosheet33_LIPs.pdf</a>.</li> </ol> |
| <b>Session 5:</b> | February 10, 2022  |
| <b>Topic:</b>     | The Refugee System & Refugees in Canada/Guest Lecture TBD  |

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| <b>Reading:</b>                            | <ol style="list-style-type: none"> <li>1. Textbook: Chapter 15 (Working with Asylum Seekers)</li> <li>2. Hynie, M. et al. (2019). What role does type of sponsorship play in early integration outcomes? Syrian refugees resettled in six Canadian cities. <i>Canada's Journal on Refugees</i>, 35(2), 36-52.</li> <li>3. Edmonds, J. &amp; Flahault, A. (2021). Refugees in Canada during the first wave of the Covid-19 pandemic. <i>International Journal of Environmental Research and Public Health</i>, 18(3), 947- <a href="https://doi.org/10.3390/ijerph18030947">https://doi.org/10.3390/ijerph18030947</a></li> </ol> <p><b>Optional Readings:</b></p> <ol style="list-style-type: none"> <li>1. Poteet, M., &amp; Nourpanah, S. (2016). After the flight: The dynamics of refugee settlement and integration. Cambridge Scholars Publishing - e-book</li> <li>2. <a href="https://www.amssa.org/programs/resettlement-and-integration/">https://www.amssa.org/programs/resettlement-and-integration/</a></li> </ol>                               |
| <b>Midterm break: February 14–18, 2022</b> |   |
| <b>Session 6:</b>                          | February 24, 2022   |
| <b>Topic:</b>                              | <b>Cross-Cultural Social Work with Immigrants and Refugees</b> (Part I: Culture & Cultural Competency)  |
| <b>Reading:</b>                            | <ol style="list-style-type: none"> <li>1. Alvarez-Hernandez, L.R. &amp; 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</li> <li>2. Este, D. (2018). African Canadians: “Still in Search of the Promised Land”. In S. Guo &amp; L. Wong (Eds.), <i>Immigration, racial and ethnic studies in 150 years of Canada: Retrospects and prospects</i> (pp. 59-84).</li> </ol> <p><b>Optional Readings:</b></p> <ol style="list-style-type: none"> <li>1. Westlake, D. &amp; 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</li> <li>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.</li> </ol> |
| <b>Session 7:</b>                          | March 3, 2022   |
| <b>Topic:</b>                              | <b>Cross Cultural Social Work with Immigrants &amp; Refugees</b> (Part II: Cultural Humility & Safety)  |

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| <b>Reading:</b>  | <ol style="list-style-type: none"> <li>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. <a href="https://doi.org/10.1177/1468017316654341">https://doi.org/10.1177/1468017316654341</a></li> <li>2. Foronda, C., Baptiste, D-L., Reinholdt, M.M., &amp; Ousman, K. (2016). Cultural humility: A conceptual analysis. <i>Journal of Transcultural Nursing</i>, 27(3): 210- 217.</li> <li>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). Routledge. (Note: After you download the chapter, please return the book immediately for your classmates' access.)</li> </ol> <p><b>Optional Reading:</b><br/>Fisher-Borne, M., Cain, J.M. &amp; 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</p>   |
| <b>Session 8</b> | March 10, 2022   |
| <b>Topic:</b>    | Beyond Culture: Racism & Critical Race Theory<br>Group Proposal Development Time   |
| <b>Reading:</b>  | <ol style="list-style-type: none"> <li>1. Hoyt Jr., C. (2012). The pedagogy of the meaning of racism: Reconciling a discordant discourse. <i>Social Work</i>, 57(3), 225-234.</li> <li>2. Kolivoski, K.M., Weaver, A., &amp; 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.</li> <li>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 &amp; Social Welfare</i>, 32(3), 11-33.</li> <li>4. Fleras, A. (2018). Chapter 11: Race and racism by Pierre van den Berghe: A Fifty Year Retrospect. In S. Guo &amp; L. Wong (Eds.), pp. 209-228.</li> </ol> <p><b>Optional Reading:</b><br/>1. Blitz, L.V. (2008). Owning whiteness. <i>Journal of Emotional Abuse</i>, 6(2-3): 241-263. doi=10.1300/J135v06n02_15<br/>2. Franklin, A.J., Boyd-Franklin, N. &amp; Kelly, S. (2006). Racism and Invisibility: Race-Related Stress, Emotional Abuse and Psychological Trauma for People of Color. <i>Journal of Emotional Abuse</i>, 6(2-3), 9-30. doi=10.1300/J135v06n02_02</p> |
| <b>Session 9</b> | March 17, 2022   |
| <b>Topic:</b>    | Working with Immigrants and Refugees: Developing an Anti-Racist Approach<br>Group Proposal Development Time  |
| <b>Reading:</b>  | <ol style="list-style-type: none"> <li>1. Tedam, P. (2021). Chapter 4: Models of anti-oppressive practice &amp; Chapter 12: Refugees and people seeking asylum. In <i>Anti-oppressive Social Work practice</i>. Learning Matters, pp. 41-57 &amp; pp. 139-153.</li> <li>2. Corneau, S., &amp; Stergiopoulos, V. (2012). More than being it: Anti-racism and anti-oppression in mental health services. <i>Transcultural Psychiatry</i>, 49(2) 261- 282.</li> <li>3. Lee, E., &amp; Bhuyan, R. (2013). Negotiating within whiteness in cross-cultural clinical encounters. <i>Social Service Review</i>, 87(1), 98-103.</li> </ol>  |



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|                   | <p>4. Phillips, C. (2019). White, like who? Temporality, contextuality and antiracist social work education and practice. <i>Critical Social Work</i>, 11(2). <a href="https://doi.org/10.22329/csw.v11i2.5825">https://doi.org/10.22329/csw.v11i2.5825</a></p> <p><b>Optional Reading:</b></p> <ol style="list-style-type: none"> <li>1. Grant, P. R. &amp; Robertson, D. W. (2018). The nature of Canadian identity in the context of multiculturalism: A social psychological perspective. In S. Guo &amp; L. Wong (Eds.) (Chap 12) pp. 229-259.</li> <li>2. Singh, S. (2019). What do we know the experiences and outcomes of antiracist social work education? An empirical case study evidencing contested engagement and transformative learning. <i>Social Work Education</i>, 38(5), 631–653. <a href="https://doi.org/10.1080/02615479.2019.1592148">https://doi.org/10.1080/02615479.2019.1592148</a></li> </ol>  |
| <b>Session 10</b> | March 24, 2022   |
| <b>Topic:</b>     | Locating Marginality(s): Power & Intersectionality<br>Group Proposal Development Time  |
| <b>Reading:</b>   | <ol style="list-style-type: none"> <li>1. Cho, S., Crenshaw, K. W., &amp; 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. <a href="https://doi.org/10.1086/669608">https://doi.org/10.1086/669608</a></li> <li>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</i> (Chicago), 93(4), 640–677. <a href="https://doi.org/10.1086/706808">https://doi.org/10.1086/706808</a></li> <li>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.</li> </ol> <p><b>Optional Reading:</b></p> <ol style="list-style-type: none"> <li>1. Carbado, D. W. (2013). Colorblind Intersectionality. <i>Signs: Journal of Women in Culture and Society</i>, 38(4), 811–845. <a href="https://doi.org/10.1086/669666">https://doi.org/10.1086/669666</a></li> <li>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</li> <li>3. Rodriguez, J. K., Holvino, E., Fletcher, J. K., &amp; 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. <a href="https://doi.org/10.1111/gwao.12131">https://doi.org/10.1111/gwao.12131</a></li> </ol> |
| <b>Session 11</b> | March 31, 2022   |
| <b>Topic:</b>     | Reflexivity & Allied Practice Frameworks   |
| <b>Reading:</b>   | <ol style="list-style-type: none"> <li>1. D’Cruz, H., Gillingham, P., &amp; 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. <a href="https://doi.org/10.1093/bjsw/bcl001">https://doi.org/10.1093/bjsw/bcl001</a></li> <li>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. <a href="https://doi.org/10.1093/bjsw/bcm024">https://doi.org/10.1093/bjsw/bcm024</a></li> </ol>  |

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|                   | <p>3. Yan, M.C. (2016). Multiple Positionality and Intersectionality: Towards a Dialogical Social Work Approach. In Al-Krenawi, A. Graham, J.R. &amp; Habibov, N. (Ed.). <i>Diversity and Social Work in Canada</i> (pp. 114-138). Oxford University Press.</p> <p><b>Optional Reading:</b><br/>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.</p>  |
| <b>Session 12</b> | April 7, 2022  |
| <b>Topic:</b>     | Case Analysis: Application of Practice Frameworks  |
| <b>Reading:</b>   | <p>1. Textbook: Conclusion Chapter (Summary of diverse practice frameworks)</p> <p>2. Suarez, Z. E., Newman, P. A., &amp; 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. <a href="https://doi.org/10.1606/1044-3894.3766">https://doi.org/10.1606/1044-3894.3766</a></p> <p>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. <a href="https://doi.org/10.1080/02650533.2019.1618802">https://doi.org/10.1080/02650533.2019.1618802</a></p> <p><b>Optional Reading:</b></p> <p>1. Carroll, J., &amp; Minkler, M. (2000). Freire’s message for social workers. <i>Journal of Community Practice</i>, 8(1):21-36.</p> <p>2. Miller, P.M., Brown, T., &amp; 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.</p> |

## 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 19th February 2022.** 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/or 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 (30%) – Due 31st March 2022.** 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:

- 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
- 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 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 is 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 8.

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 \_\_\_\_\_**

## UBC COVID-19 Protocols for in-class learning

**COVID-19 Safety:** You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms, and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment.

**If you are sick, it is important that you stay home.**

**If you miss class because of illness:**

- Ask someone to share their notes if I am lecturing. But in the case of discussions about readings, we will endeavour to record conversations for you to access later through Canvas.
- Be sure to consult the class resources on Canvas.
- If you are concerned that you will miss a key activity due to illness, contact the instructor to discuss.

**If I (the instructor) am feeling ill:** If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible by email. Our classroom will still be available for you to sit in and attend an online session. In this instance:

- If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an email informing you how to join the class.
- If I am not well enough to teach I may ask you to do an activity or read something in place of class time

## 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. No learning analytics are being used in this course.

## Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students may not record class or group discussions without prior permission of all individuals in attendance.

## Support

During the term, I will do my best to offer support if I am concerned about your academic performance or wellbeing. I also encourage you to contact me or your academic advisor if you need assistance. In addition, I may identify concerns using the UBC [Early Alert](#) system which provides students with the earliest possible connection to resources like academic advising, financial advising, counseling, or other support services to help you get back on track. Any information transmitted through early alert is treated as confidential (see [earlyalert.ubc.ca](http://earlyalert.ubc.ca)).

## 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         | 83.5      |  |
| 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.   |