



# 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, disability, 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

<b>Year/Term/Dates</b>	Winter 2022-23, Term 2, January 12–April 13, 2023
<b>Course Title</b>	SOWK 335: Social Analysis for Social Work Practice  3 credits
<b>Course Schedule</b>	Thursdays, 2pm-5pm
<b>Course Location</b>	Jack Bell Building, 2080 West Mall, Room 124

Instructor	Office Location	Office Phone	Email Address
Antoine Coulombe	Jack Bell, Rm 231	604.822.2703	antoine.coulombe@ubc.ca
<b>Office hours</b>	Thursday, 10am-2pm, Friday before or after seminars, or by appointment.		

Teaching Assistant	Office Location	Office Phone	e-mail address
Karl Urban			ksurban@mail.ubc.ca

## Pre-requisites

There are no pre-requisites for this course.

## Course Description

This course provides students with an understanding of the foundational concepts and ways racism, capitalism, settler colonialism, globalization, and patriarchy intersect to produce social locations, violence, oppression and political resistance. By working with various theories, methods and case scenarios, students will become familiar with the personal, cultural and structural factors that influence individual and social problems, discrimination and oppression. Students will also learn how to conduct an informed and critical social analysis to explore the interdependencies of personal and social factors within structural contexts. As a result, students will be able to develop a progressive theoretical and practice framework within which to approach work with individuals, families and groups.

## Course Structure and Learning Activities

This course incorporates a combination of lectures, large and small group discussions, experiential activities, guest presentations and the use of film and other media.

This course seeks to foster a critical pedagogical environment and critical consciousness around knowledge and learning. Students can contribute to a richer learning environment by approaching the learning process in the spirit of praxis—reflection/theory/action—so that the insights produced in class can inform reflexive social work practice in the community. In approaching discussions and assignments, students are encouraged to share their ideas, academic resources and personal experiences, as well as reflect on their social locations, including indigenous ancestry/settler status, gender, race, nationality, ethnic origin, social class, religion, sexual orientation, age, and ability. Respectful dialogue is necessary to achieve a safe and productive learning environment.

Students are strongly encouraged to participate in class activities and complete required readings before class. Professionalism should be evident in classroom conduct and assignments, and students should prepare all work with proper grammar, spelling, and formatting to reflect preparation for a terminal professional degree at the bachelor level. The student is responsible for securing assistance on assignments ahead of their due date. Coursework will be evaluated on content, critical thinking, structure/formatting and clarity of presentation. Creativity, the incorporation of social work values and the advancement of multiple perspectives are also valued.

## Learning Strategy

**Class Structure:** During each class, we will spend approximately two hours engaging in the essential aspects of Social Work Analysis for Practice, discussing the main components of this course (CoP, assignments, etc.) and exploring different topics with guest speakers. The remaining class time will be spent in your Community of Practice.

**Community of Practice (CoP):** CoPs are groups of people who share a passion for a common subject and come together to discuss, explore ideas and grow their understanding of theory and practice. The class will be divided into CoPs of about 7-8 students. You will build rapport, discuss topics relevant to the course, analyze case studies, deepen your understanding of how theory can inform SW practice and collaborate on assignments.

“We’re not only **able to engage**, but we’re also **growing and forming our group culture** and **developing our skills as social workers in a group context together**, we’re **learning and making mistakes together**, but that **creates an environment where you don’t feel being judged** or criticized on the points or stand you’re making and letting us learn skills necessary in that environment, **a safe space environment.**”  
(comment from a CoP participant in SOWK335, 2019)

**Individual Work:** Complete assigned readings, materials and assignments. Visit Canvas weekly to keep up to date on coursework and contribute knowledge and ideas on the main Canvas discussion page and within each CoP’s page.

## Learning Outcomes

- To gain knowledge and skills to critically analyze the elements that maintain the oppression of individuals and social groups.
- To recognize how systems of ableism, ageism, capitalism, cisnormativity, classism, colonialism, heterosexism, patriarchy and racism reproduce structural inequalities around ability, age, class, gender, race and sexuality.
- To examine how different theories and practices have influenced Structural and Critical Social Work.
- To become familiar with a methodology to analyze social problems within a personal, cultural and structural framework.
- To critically reflect on personal and professional values and practices linked to the maintenance and perpetuation of oppression.
- To develop progressive practice strategies based on professional ethics and social justice.

## Required Textbook(s) and Learning Materials

Mullaly, Bob and Juliana West (2018). *Challenging Oppression and Confronting Privilege: A Critical Approach to Anti-Oppressive and Anti-Privilege Theory and Practice* (Third Edition). Don Mills, ON: Oxford University Press.

All other required readings and media-based learning materials will be posted/linked on the course Canvas site.

## Course Schedule

<b>SESSION 1:</b>	<b>Thursday, January 12, 2023</b>
<b>TOPIC:</b>	Course Introduction Creating a safer space, a brave space and a zone of fabulousness Critical Pedagogy and Communities of Practice
<b>TO DO BEFORE THIS SESSION:</b>	Review the syllabus, visit Canvas, and purchase the textbook/eBook.
<b>SESSION 2:</b>	<b>Thursday, January 19, 2023</b>
<b>TOPIC:</b>	Introduction to Oppression and Reflection, Reflexivity, Critical Reflection, Critical Reflexivity
<b>TO DO BEFORE THIS SESSION:</b>	<p>Read:</p> <ul style="list-style-type: none"> <li>• <b>Chapter 1</b> of Mullaly, Bob and Juliana West (2018). <i>Challenging Oppression and Confronting Privilege</i> (Third Edition). Oxford University Press.</li> </ul> <p>And read <b>one</b> of the following (text will be assigned in CoP session 1):</p> <ul style="list-style-type: none"> <li>• Morley, Christine (2015). Critical Reflexivity and Social Work Practice, International Encyclopedia of the Social &amp; Behavioral Sciences, 2<sup>nd</sup> Edition, University of Sunshine Coast, Australia</li> <li>• D'Cruz, H., Gillingham, P. and Melendez, S. (2007). Reflexivity, its meanings and relevance for social work: A critical review of the literature. The British Journal of Social Work, Vol. 37, No. 1.</li> <li>• Ferguson, H. (2028). How social workers reflect in action and when and why they don't: The possibilities and limits to reflective practice in social work. Social Work Education, 37.</li> <li>• Thompson, Neil and Pascal, Jan (2012). Developing critically reflective practice. Reflective Practice, Vol. 13, No. 2.</li> <li>• Yip, K-S. (2006). Self-reflection in reflective practice: A note of caution. The British Journal of Social Work, Vol. 36. No. 5.</li> <li>• Butler, Avril (2007). Who Do We Think We Are? Self and Reflexivity in Social work Practice, Qualitative Social Work, Vol. 6.</li> </ul>
<b>SESSION 3:</b>	<b>Thursday, January 26, 2023</b>
<b>TOPIC:</b>	Key Concepts: Privilege, Discrimination, Oppression, Intersectionality, Power, Diversity

<b>TO DO BEFORE THIS SESSION:</b>	<p>Read:</p> <ul style="list-style-type: none"> <li>• <b>Chapter 2</b> of Mullaly, Bob and Juliana West (2018). <i>Challenging Oppression and Confronting Privilege</i> (Third Edition). Oxford University Press.</li> <li>• <b>Chapter 1</b> of Thompson (2020) <i>Anti-discriminatory practice: Equality, diversity and social justice</i></li> </ul>
<b>SESSION 4:</b>	<b>Thursday, February 2, 2023</b>
<b>TOPIC:</b>	Theoretical considerations: social problems, critical and structural theories, and major concepts
<b>TO DO BEFORE THIS SESSION:</b>	<p>Read:</p> <ul style="list-style-type: none"> <li>• <b>Chapter 3</b> of Mullaly, Bob and Juliana West (2018). <i>Challenging Oppression and Confronting Privilege</i> (Third Edition). Oxford University Press.</li> <li>• <b>Chapter 1</b> of Situating Structural Social Work Theory, by Peters I., Heather, (2012) Exploring the spaces between theory and practice: A framework to integrate a structural approach and Social Work activities. Ph.D. Thesis, School of Social Work, UBC.</li> </ul>
<b>SESSION 5:</b>	<b>Thursday, February 9, 2023</b>
<b>TOPIC:</b>	A community of practice discussion: key concepts
<b>READING:</b>	<p>Read: Catch up on your readings or start reading Chapters 4 and 5 of Mullaly, Bob and Juliana West (2018). <i>Challenging Oppression and Confronting Privilege</i> (Third Edition). Oxford University Press.</p> <p>Work on your Key Concept assignment and prepare your CoP discussion.</p>
<b>SESSION 6:</b>	<b>Thursday, February 16, 2023</b>
<b>TOPIC:</b>	<b>PCS Analysis – Part 1</b>
<b>TO DO BEFORE THIS SESSION:</b>	<p>Read:</p> <ul style="list-style-type: none"> <li>• <b>Chapter 4 and 5</b> of Mullaly, Bob and Juliana West (2018). <i>Challenging Oppression and Confronting Privilege</i> (Third Edition). Oxford University Press.</li> </ul>
<b>READING WEEK: February 20-24, 2023</b>	
<b>SESSION 7:</b>	<b>Thursday, March 2, 2023</b>

<b>TOPIC:</b>	<b>PCS Analysis – Part 2</b>
<b>TO DO BEFORE THIS SESSION:</b>	Read: <ul style="list-style-type: none"> <li>• <b>Chapter 6 and 7</b> of Mullaly, Bob and Juliana West (2018). <i>Challenging Oppression and Confronting Privilege</i> (Third Edition). Oxford University Press.</li> </ul>
<b>SESSION 8:</b>	<b>Thursday, March 9, 2023</b>
<b>TOPIC:</b>	Progressive practice: PCS practice, AOP, Empowerment CoP: Case study analysis
<b>TO DO BEFORE THIS SESSION:</b>	Read: <ul style="list-style-type: none"> <li>• <b>Chapter 9 and 10</b> of Mullaly, Bob and Juliana West (2018). <i>Challenging Oppression and Confronting Privilege</i> (Third Edition). Oxford University Press.</li> <li>• Turner, S. G., &amp; Maschi, T. M. (2015). Feminist and empowerment theory and social work practice. <i>Journal of Social Work Practice</i>, 29(2), 151-162.</li> </ul>
<b>SESSION 9:</b>	<b>Thursday, March 16, 2023</b>
<b>TOPIC:</b>	Social analysis of children and youth in government care, Guest: Connie Bird, Ph.D. Student CoP: Case Study Analysis
<b>TO DO BEFORE THIS SESSION:</b>	Read: Go to Canvas for details.
<b>SESSION 10:</b>	<b>Thursday, March 23, 2023</b>
<b>TOPIC:</b>	Empowering 2S/LGBTQI+ populations and questioning hetero/cisnormativity
<b>TO DO BEFORE THIS SESSION:</b>	Read/Listen/Watch: <ul style="list-style-type: none"> <li>• Kia, H., Robinson, M., MacKay, J., &amp; Ross, L. E. (2021). Poverty in lesbian, gay, bisexual, transgender, queer, two-spirit, and other sexual and gender minority (LGBTQ2S+) communities in Canada: Implications for social work practice. <i>Research on Social Work Practice</i>, 31(6), 584-598</li> <li>• Listen to Podcast: This American Life: Episode 81 - The story of how the American Psychiatric Association decided in 1973 that homosexuality was no longer a mental illness.</li> <li>• Watch a Documentary from the list provided in Canvas.</li> </ul>
<b>SESSION 11:</b>	<b>Thursday, March 30, 2023</b>
<b>TOPIC:</b>	Destigmatizing Sex Work, Guest: Synder Starr, Health Initiative for Men CoP support session on the final assignment
<b>TO DO BEFORE THIS SESSION:</b>	See Canvas for details

<b>SESSION 12</b>	<b>Thursday, April 6, 2023</b>
<b>TOPIC:</b>	Green Social Work and Environmental Justice CoP support session on the final assignment
<b>TO DO BEFORE THIS SESSION:</b>	<p>Read/Listen:</p> <ul style="list-style-type: none"> <li>Hiller, C., &amp; Carlson, E. (2018). THESE ARE INDIGENOUS LANDS: Foregrounding settler colonialism and indigenous sovereignty as primary contexts for canadian environmental social work. <i>Canadian Social Work Review</i>, 35(1), 45-70.</li> <li>Noble, C. (2016). Green social work – the next frontier for action. <i>Social Alternatives</i>, 35(4), 14-19.</li> </ul> <p>Podcast: How To Save A Planet. (2020). <i>Black Lives Matter and the Climate</i>. Gimlet</p>
<b>SESSION 13</b>	<b>Thursday, April 13, 2023</b>
<b>TOPIC:</b>	Integration, Evaluation and Celebration Support session on the final assignment
<b>TO DO BEFORE THIS SESSION:</b>	Work on the last assignment

## Assignments

### Assignment 1 - Key Concepts in Social Work Analysis: 30%

In this assignment, within your CoP, you will study a fundamental concept of Social Work Analysis in depth. It will help you to:

- Develop a deeper understanding of one key concept explored in this course
- Explore how this concept can inform your practice of SW
- Understand how this concept interacts with other concepts seen in this course

#### 1 - Key Concept Paper (800-1000 words)

- **Defining the key concept:** Using credible social work sources (minimum 2), explore and discuss this key concept's definition and meanings.
- **Applying the key concept to SW practice:** Explore and discuss the different applications of your key concept in SW analysis and practice. For example, discuss how this concept can help a social worker understand a person's circumstances, identify the best way to support them, etc.
- **Planning your CoP discussion:** Provide a summary of the subjects, questions, and activities you plan to use in facilitating the CoP discussion. You can also include, in an appendix, a detailed outline or a presentation tool for discussing your key concept in your CoP. Note that the appendix doesn't count toward the word limit.

## **2 - Facilitate a discussion on your Key Concept in your CoP**

Facilitate a 20-25 minutes discussion to help members of your CoP gain a deeper understanding of your key concept and its applications to social work. Discussions will be held in class on February 9th.

Key Dates: February 9: Facilitate CoP discussion on your key concept; February 12: Hand in the paper.

### **Assignment 2 - Analysis for Practice of Situation: 30%**

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Prepare and analyze a case study for discussion in your CoP, and summarize it in a written paper.

#### **1. Case Study Discussion**

Prepare to present a case study inspired by your placement (or another SW context). The case study can be about an individual, a group or a community. Include your case study in the appendix of your paper. Using your case study, facilitate a 15-20 minutes PCS-analysis discussion within your CoP. Include your discussion outline in the appendix of your paper.

#### **2. Analysis of Situation for Practice Paper (800-1000 words):**

Your paper will include three sections: A summary presentation of your case study, a summary of the CoP discussion, and an in-depth PCS analysis of the case study. Note that the appendix doesn't count toward the word limit.

Key Dates: March 9, 16: Facilitate case study discussions in CoP; March 19: Hand in the paper.

### **Analysis for Practice of Population: 1000-1250 words: 40%**

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This assignment aims to complete an in-depth analysis of a population of your choice using PCS and ideas you have learned from this course. You will identify the PCS components of oppression/discrimination experienced by your chosen population. You will also describe non-oppressive/empowerment social work practices in the context of working with this population.

Your paper will be broken down into three sections:

1. Population: Describe your population (2 sources min.).
2. Critical self-reflection: Reflect on your personal/professional location regarding this population
3. PCS Analysis (Main section): Analyze the oppression/discrimination lived by this population (4 sources min.).
4. Discuss anti-oppressive/empowerment social work practice with this population (2 sources min.).

Key date: April 16: hand in the paper



## Late Assignments

Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available. When agreed with Instructor, *assignments submitted after the deadline with no documentation will be penalized by five percentage points per day*

## SCHOOL/COURSE POLICIES

### COVID-19

The School follows UBC health and safety guidelines. Please see <https://covid19.ubc.ca/> for current information and guidance.

### Attendance

The attendance policy is in the student handbook on page 8. You can find the student handbook on the Advising page of our website: <https://socialwork.ubc.ca/undergraduate/advising/>

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. 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.

Other school policies can be accessed through the School of Social Work student handbook.

### 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:

## Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas. Canvas can 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: View overall class progress; Review statistics on course content being accessed to support improvements in the course; Track participation in team discussion; Assess your participation in the 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. It is not permitted to record classes, unless permission has been granted by the instructor.

## Names and Gender Pronouns

At the School of Social Work, we are committed to providing an inclusive learning environment for all our sexual and gender diverse students, faculty, staff and community members. If you are comfortable sharing with us, please provide the pronouns you would like to use in this space. If you have questions or need support, please also be aware that *the Equity & Inclusion Office at UBC* can provide information and advocacy to ensure that all of your instructors use the name/pronouns you use. For more information: <https://equity.ubc.ca/>

## Equity and Respect

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at an equitable learning and working environment and the creation of accountability measures for monitoring the implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of discrimination and racism and welcoming and respecting different worldviews, ways of knowing and social locations.

## 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
A	85-89	87	

A-	80-84	82	subject and shows personal engagement with the topic.
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.