



# 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 xʷməθkʷəyəm (Musqueam) people. The School logo designed by Ray Sim, 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 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>	Term 2, January 11–April 11, 2024
<b>Course Title</b>	SOWK 337: Culture and Race in Social Work (3 Credits)
<b>Course Schedule</b>	Thursdays, 10am–1pm

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>Email Address</b>
Barbara Lee	Ponderosa A, Room 205	604-822-9647	b.lee@ubc.ca
<b>Office Hours</b>	Upon request		

<b>Teaching Assistant</b>	<b>Office Location</b>	<b>Email Address</b>

Kaan Göncü		kaan.goncu@ubc.ca
<b>Office Hours</b>	Upon request	

## UBC Calendar 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.

## Pre-requisites

There are no pre-requisites for this course.

## Learning Outcomes

By the end of this course, students will be able to:

- Define and deconstruct the terms culture, ethnicity, and race
- Describe the history of migration in Canada, policies of exclusion, and critiques of Canada’s policy of multiculturalism
- Outline the central tenants of critical race theory and various anti-racist perspectives
- Describe and critique cultural competency frameworks and their application in social work practice
- Critically examine and articulate how your culture, ethnicity, and race influences your social work practice with newcomers

- Appreciate the strengths, challenges, and limitations in existing services and supports for newcomers in Canada
- Articulate some evidence-informed practice for working with immigrants and refugees

## Course Description

This course is intended to complement SOWK 335 Fundamentals of Social Analysis for Social Work and will focus on Culture and Race in Social Work.

Students are expected to conduct themselves in a professional manner. Students will attend class in person, on time, prepared to participate, and be respectful and accountable to each other. We will encounter divergent opinions and experiences related to culture and race; however, it is important to discuss these issues and ideas with openness and compassion. We all contribute to a positive learning environment together.

The weekly required readings will provide foundational knowledge for student learning. Supplemental readings and reference materials on Canvas are available to deepen and expand student's knowledge-base. It is expected that students will complete the required readings prior to the lecture in order to fully engage with the weekly course content. The Reading Summary assignment is intended to highlight the core ideas and support each other's learning.

## Course Format

The course will include various teaching and learning modalities such as lectures, experiential workshops, group discussions, guest speakers, and an agency visit/ class field trip. A unique format of the course is the use of standardized clients to simulate a social work case scenario. Students will have the opportunity to reflect and on practice as they work with the standardized client. Another key aspect of the course is the formation of a community of practices which will provide a supportive structure for group learning and development. A field trip to the Welcome Centre at ISSofBC will provide direct insight into how some newcomers settle and integrate into our local communities and how agencies and workers can support this journey.

## Required and Recommended Readings

### Primary Textbook:

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.

### Secondary Textbook:

Wilson-Forsberg, S & Robinson, A. M. (Ed) (2018). *Immigrant Youth in Canada: Theoretical Approaches, Practice Issues, and Professional Perspectives*. Oxford University Press.

Additional readings will be posted on UBC Canvas.

- Canvas is UBC's online learning platform. You can log in with your CWL at [canvas.ubc.ca](https://canvas.ubc.ca)

# Assignments

## 1. Reading Summary & Critical Analysis

**Due:** (based on sign-up schedule) Wednesday by 9pm

**Format:** Min 1-page - Max 2-pages (Reading Summary) single space, 12-point font text, point-form is acceptable. Min 1-page - Max 2-pages (Critical Analysis) single space, 12-point font text.

**Value:** 25% of final mark

**Submission:** Electronic submission via Canvas Assignments and in the selected week in Modules

**Part 1: Reading Summary** - Select and summarize one course reading in text format. Outline the main ideas, include key supporting details and examples.

**Part 2: Critical Analysis** – In a separate component, engage with the reading critically by offering your perspective, raising questions, or providing alternative viewpoints. Relate the reading to relevant course concepts or other readings, highlighting connections or contradictions.

A sign-up page on Canvas will be available and students can select their choice of reading on a first come basis.

Submit the in Assignments, but also posted it on Canvas Wednesday evening (9pm) before the class in which the reading is required.

## 2. Critical Self-Reflection

**Due:** Monday February 26, 2024 by 8:59am

**Format:** Max. 5 pages, double space, 12-point font, excluding cover page and references

**Value:** 35% of final mark

**Submission:** Electronic submission via Canvas

You are to critically reflect upon how your ethnicity, cultural background, and citizen status may facilitate or be a barrier in working with immigrant and refugee clients within your area of interest. The critical reflection of your own self location and positionalities can provide insight and growth for cross-cultural social work practice. This assignment is not a research paper but APA citations and references are required when applicable.

## 3. Community of Practice

**Due:** In-Class March 28 or April 4, 2024 (based on group sign-up schedule)

**Format:** In-class presentation and max. 8 pages double space (or 4 pages single space), 12-point font, excluding cover page and references

**Value:** 40% of final mark

**Submission:** Electronic submission via Canvas

The class will organize into 8 Community of Practice groups and develop a training, workshop or community event that is relevant to immigrants and refugees. It will contain the following

contents: 1) Introduction and background to articulate the relevance and importance of the issue/topic for immigrants and refugees, 2) your group's theoretical positioning, 3) research or evidence on the issue/topic, and 4) practice/policy considerations. The Community of Practice groups will have approx. 40 minutes in-class to conduct or facilitate their planned event. The presentations will be accompanied by either a training guide, participant workshop activity book, or a report that will be shared in advance via Canvas or distributed during the class presentation (printing is your own responsibility). Your group mark will be derived from the following: 50% aggregated peer review grade, 43% from instructor/TA grade, and up to 7% for completing peer reviews of other community of practice (1% for each peer review).

## Grading Breakdown

Assignments	Due Date	Value
1. Reading Summary	(based on sign-up schedule) Wednesday by 9pm	25%
2. Critical Self-Reflection	Monday February 26, 2024, by 8:59am	35%
3. Community of Practice	(based on sign-up schedule) either Thursday March 28 or April 4, 2024 in-class	40%

## Course Schedule

<b>Session 1:</b>	Thursday, January 11, 2024
<b>Topic:</b>	<b>Review Course Syllabus (NO CLASS)</b>
<b>Reading:</b>	Primary Textbook: Introduction Yan, M. C., & Anucha, U. (2017). Introduction: Setting the context for human services practice with immigrants and refugees in Canada. In M. C. Yan & U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp.1 -20). Oxford University Press.
<b>Session 2:</b>	Thursday, January 18, 2024
<b>Topic:</b>	<b>Deconstructing Culture and Race</b>

<p><b>Reading:</b></p>	<p><b>Required:</b></p> <p>Ray, V. (2022). The social construction of race. In <i>On critical race theory: Why it matters and why you should care</i>. Random House.</p> <p>Ray, V. (2022). Identity politics. In <i>On critical race theory: Why it matters and why you should care</i>. Random House.</p> <p>Yu, H. (2018). Who are we? When are we? A migration history that reframes race, ethnicity, and immigrants at Canada's 150. In <i>Immigration, racial and ethnic studies in 150 years of Canada</i> (pp. 39-58). Brill. Doi: <a href="https://doi.org/10.1163/9789004376083_003">https://doi.org/10.1163/9789004376083_003</a></p> <p><b>Supplemental:</b></p> <p>Secondary Textbook: Chapter 2 James, C. E. (2018). Race, racialization and Canadian children of immigrant parents. In S. Wilson-Forsberg &amp; A. M. Robinson (Eds.), <i>Immigrant Youth in Canada: Theoretical Approaches, Practice Issues, and Professional Perspectives</i> (pp. 33-48). Oxford University Press.</p>
<p><b>Session 3:</b></p>	<p>Thursday, January 25, 2024</p>
<p><b>Topic:</b></p>	<p><b>Critical Race Theory and Anti Racist Theories</b></p>
<p><b>Reading:</b></p>	<p><b>Required:</b></p> <p>Delgado, R., &amp; Stefancic, J. (2017). <i>Critical Race Theory (Third Edition): An Introduction</i>. NYU Press. <a href="https://doi.org/10.2307/j.ctt1ggijn3">https://doi.org/10.2307/j.ctt1ggijn3</a></p> <p>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. <a href="https://doi.org/10.1606/1044-3894.2014.95.36">https://doi.org/10.1606/1044-3894.2014.95.36</a></p> <p><b>Supplemental:</b></p> <p>Elkassam, S. &amp; Murray-Lichtman, A. (2022). Mapping and integrative Critical Race and Anti-Colonial theoretical framework in social work practice. <i>Advances in Social Work</i>, 22(2), 628-646. doi: 10.18060/24952</p> <p>Ma, J. (2023). Racialization, colonialism, and imperialism: A critical autoethnography on the intersection of forced displacement and race in a settler colonial context. <i>Frontiers in Sociology</i>, 8, <a href="https://doi.org/10.3389/fsoc.2023.1171008">https://doi.org/10.3389/fsoc.2023.1171008</a></p>

	Pon, G., Gosine, K., & Phillips, D. (2011). Immediate response: Addressing anti-native and anti-black racism in child welfare. <i>International Journal of Child, Youth and Family Studies</i> , 2011 (3&4), 385-409.
<b>Session 4:</b>	Thursday, February 1, 2024
<b>Topic:</b>	<b>Migration and Multiculturalism in Canada</b>
<b>Reading:</b>	<p><b>Required:</b></p> <p>Primary Textbook: Chapter 1  Yan, M. C. (2017). Theories of Migration. In M. C. Yan &amp; U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp. 21-42). Oxford University Press.</p> <p>Primary Textbook: Chapter 2  Anucha, U. (2017). Immigration policy in Canada. In M. C. Yan &amp; U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp. 43-66). Oxford University Press.</p> <p>Fleras, A. (2014). 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.</p> <p><b>Supplemental:</b></p> <p>Secondary Textbook: Chapter 10  Magnan, M-O., &amp; Larochelle-Audet, J. (2018). Immigrant-background youth in Quebec: Portrait, issues, and debates. In S. Wilson-Forsberg &amp; A. M. Robinson (Eds.), <i>Immigrant Youth in Canada: Theoretical Approaches, Practice Issues, Professional Perspectives</i> (pp. 251-269). Oxford University Press.</p> <p>Secondary Textbook: Chapter 1  Simmons, A. B. (2018) A complicated welcome: Canadian immigration and multicultural settlement policies. In S. Wilson-Forsberg &amp; A. M. Robinson (Eds.) <i>Immigrant Youth in Canada: Theoretical Approaches, Practice Issues, and Professional Perspectives</i> (pp. 12-32). Oxford University Press.</p>
<b>Session 5:</b>	Thursday, February 8, 2024
<b>Topic:</b>	<b>Settlement and Integration</b>

<b>Reading:</b>	<p><b>Required:</b></p> <p>Secondary Textbook: Chapter 3  Berry, J. W. (2018). Acculturation and well-being of immigrant youth. In S. Wilson-Forsberg &amp; A. M. Robinson (Eds.), <i>Immigrant Youth in Canada: Theoretical Approaches, Practice Issues, and Professional Perspectives</i> (pp. 49-66). Oxford University Press.</p> <p>Secondary Textbook: Chapter 4  Wilkinson, L. (2018). Second-generation immigrant youth and their sense of belonging in Canada. In S. Wilson-Forsberg &amp; A. M. Robinson (Eds.), <i>Immigrant Youth in Canada: Theoretical Approaches, Practice Issues, and Professional Perspectives</i> (pp. 68-83). Oxford University Press.</p> <p>Primary Textbook: Chapter 5  Wilson, R. M., Sakamoto, I., &amp; Chin, M. D. (2017). The labour market and immigrants. In M. C. Yan &amp; U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp. 111-132). Oxford University Press.</p> <p><b>Supplemental:</b></p> <p>Primary Textbook: Chapter 6  Fang, L., &amp; Katakia, D. (2017). Immigrants and physical and mental health. In M. C. Yan &amp; U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp. 133-154). Oxford University Press.</p> <p>Primary Textbook: Chapter 7  Anucha, U., Lovell, A., &amp; Wang, J. (2017). Immigrants and refugees: Housing and homelessness. In M. C. Yan &amp; U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp. 155-180). Oxford University Press.</p>
<b>Session 6:</b>	Thursday, February 15, 2024
<b>Topic:</b>	<b>Settler and Indigenous Relations</b>
<b>Reading:</b>	<p><b>Required:</b></p> <p>Lowman Emma Battell &amp; Adam J. Barker. (2015). "Why say settler?" in <i>Settler: Identity and Colonialism in 21st Century Canada</i>. Fernwood Publishing.</p> <p>Lowman Emma Battell &amp; Adam J. Barker. (2015). "Settling" our differences. in <i>Settler: Identity and Colonialism in 21st Century Canada</i>. Fernwood Publishing.</p>



	<p>Lowman Emma Battell &amp; Adam J. Barker. (2015). Fear, complicity and productive discomfort. in <i>Settler: Identity and Colonialism in 21st Century Canada</i>. Fernwood Publishing.</p> <p><b>Supplemental:</b></p> <p>Fortier, C., &amp; Wong, E. H-S. (2019) The settler colonialism of social work and the social work of settler colonialism, <i>Settler Colonial Studies</i>, 9(4), 437-456, doi: 10.1080/2201473X.2018.1519962</p> <p>Lee, E., &amp; Bhuyan, R. (2013). Negotiating within whiteness in cross-cultural clinical encounters. <i>Social Service Review</i>, 87(1), 98-103.</p>
<b>READING WEEK (NO CLASS)</b>	
<b>Session 7:</b>	Thursday, February 29, 2024
<b>Topic:</b>	<b>Cultural Competency Frameworks</b>
<b>Reading:</b>	<p><b>Required:</b></p> <p>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></p> <p>Azzopardi, C., &amp; McNeil, T. (2016). From cultural competence to cultural consciousness: Transitioning to a critical approach to working across differences in social work. <i>Journal of Ethnic and Cultural Diversity in Social Work</i>, 25(4) 282-299. <a href="https://doi.org/10.1080/15313204.2016.1206494">https://doi.org/10.1080/15313204.2016.1206494</a></p> <p><b>Supplemental:</b></p> <p>Hollinsworth (2013) Forget cultural competence; Ask for an autobiography, <i>Social Work Education</i>, 32(8), 1048-1060. doi: <a href="https://doi.org/10.1080/02615479.2012.730513">10.1080/02615479.2012.730513</a></p> <p>Johnson, Y. M., &amp; Munch, S. (2009). Fundamental contradictions in cultural competence. <i>Social Work</i>, 54(3), 220-31.</p> <p>Kyere, E., Boddie, S., &amp; Lee, J., Euna. (2022). Visualizing structural competency: Moving beyond cultural competence/ humility toward eliminating racism. <i>Journal of Ethnic &amp; Cultural Diversity in Social Work</i>, 31(3–5), 212–224. <a href="https://doi.org/10.1080/15313204.2022.2057379">https://doi.org/10.1080/15313204.2022.2057379</a></p>
<b>Session 8:</b>	Thursday, March 7, 2024

<b>Topic:</b>	<b>In-Class Simulation: Social Work Practice Using Interpreters</b>
<b>Reading:</b>	<p><b>Required:</b></p> <p>Alaggia, R., Maiter, S., &amp; Jenney, A. (2015). In whose words? Struggles and strategies of service providers working with immigrant clients with limited language abilities in the violence against women sector and child protection services. <i>Child and Family Social Work</i>, 22, 472-481. doi:10.1111/cfs.12266</p> <p>Pollock, S. (2023). Social work with interpreters: Using practitioner knowledge to improve practice. <i>The British Journal of Social Work</i>, 10.1093/bjsw/bcad118</p> <p>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</p> <p><b>Supplemental:</b></p> <p>Jeffery, A. J., &amp; Salt, R. J. (2022). Voices of the community: Exploring the experiences of resettled refugee interpreters at a refugee clinic in a large multicultural city in Texas, United States of America. <i>Health &amp; Social Care in the Community</i>, 30, 1951–1959. <a href="https://doi.org/10.1111/hsc.13574">https://doi.org/10.1111/hsc.13574</a></p> <p>Sawrikar, P. (2015). How effective do families of non-English-speaking background (NESB) and child protection caseworkers in Australia see the use of interpreters? A qualitative study to help inform good practice principles. <i>Child &amp; Family Social Work</i>, 20, 396-406. <a href="https://doi.org/10.1111/cfs.12088">https://doi.org/10.1111/cfs.12088</a></p>
<b>Session 9:</b>	Thursday, March 14, 2024
<b>Topic:</b>	<b>In-Class Simulation: Social Work Practice with Immigrant Youth</b>

<p><b>Reading:</b></p>	<p><b>Required:</b></p> <p>Secondary Textbook: Chapter 5          Costingan, C. L. &amp; So, V. (2018). The role of the family in supporting the development of youth with immigrant backgrounds. In S. Wilson-Forsberg &amp; A. M. Robinson (Eds.), <i>Immigrant Youth in Canada: Theoretical Approaches, Practice Issues, and Professional Perspectives</i> (pp. 84-104). Oxford University Press.</p> <p>Primary Textbook: Chapter 10          Maiter, S., &amp; Ngo, A. (2017). The well-being of children from immigrant families. In M. C. Yan &amp; U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp. 223-243). Oxford University Press.</p> <p>Primary Textbook: Chapter 11          Anucha, U., Bernard, M., &amp; Anucha, A. (2017). The well-being of youth from immigrant and refugee families. In M. C. Yan &amp; U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp. 244-266). Oxford University Press.</p> <p><b>Supplemental:</b></p> <p>Primary Textbook: Chapter 8          King, R. U., Cheung, M. (2017). Working with immigrant women and families. In M. C. Yan &amp; U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp. 181-199). Oxford University Press.</p> <p>Secondary Textbook: Chapter 6          Wilson-Forsberg, S. (2018). Just trying to fit in: The importance of friendship for immigrant youth. In S. Wilson-Forsberg &amp; A. M. Robinson (Eds.), <i>Immigrant Youth in Canada: Theoretical Approaches, Practice Issues, and Professional Perspectives</i> (pp. 121-138). Oxford University Press.</p>
<p><b>Session 10:</b></p>	<p>Thursday, March 21, 2024</p>
<p><b>Topic:</b></p>	<p><b>Working with Newcomer Immigrants and Refugees          (Site Visit: Welcome House and ISSofBC)</b></p>
<p><b>Reading:</b></p>	<p><b>Required:</b></p> <p>Secondary Textbook:          Robertson, H., &amp; Fast, M. (2018). Professional perspective 1: Immigrant settlement sector. In S. Wilson-Forsberg &amp; A. M. Robinson (Eds.), <i>Immigrant Youth in Canada: Theoretical Approaches, Practice Issues, and Professional Perspectives</i> (pp. 105-120). Oxford University Press.</p> <p>Secondary Textbook:</p>

	<p>Daniel, B-J, Desai, S., &amp; Hill, L. (2018). Professional perspective 5: Social service work. In S. Wilson-Forsberg &amp; A. M. Robinson (Eds.), <i>Immigrant Youth in Canada: Theoretical Approaches, Practice Issues, and Professional Perspectives</i> (pp. 218-230). Oxford University Press.</p> <p>Primary Textbook: Chapter 15 Lacroix, M. (2017). Working with asylum seekers. In M. C. Yan &amp; U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp. 330-350). Oxford University Press.</p> <p><b>Supplemental:</b></p> <p>Primary Textbook: Chapter 4 Drolet, J., &amp; Wu, H. (2017). Building inclusive and welcoming communities for immigrants and refugees. In M. C. Yan &amp; U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp. 87-110). Oxford University Press.</p> <p>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.</p>
<b>Session 11:</b>	Thursday, March 28, 2024
<b>Topic:</b>	<b>Community of Practice - Presentations</b>
<b>Reading:</b>	<p><b>Supplemental:</b></p> <p>Secondary Textbook: Chapter 11 Ngo, H. V. (2018). Criminal gang involvement of youth from immigrant families. In S. Wilson-Forsberg &amp; A. M. Robinson (Eds.), <i>Immigrant Youth in Canada: Theoretical Approaches, Practice Issues, and Professional Perspectives</i> (pp. 270-287). Oxford University Press.</p> <p>Secondary Textbook: Chapter 12 Bramadat, P. (2018). Growing up and getting along during a Cosmic War: Youth radicalization and religious minorities in Canada. In S. Wilson-Forsberg &amp; A. M. Robinson (Eds.), <i>Immigrant Youth in Canada: Theoretical Approaches, Practice Issues, and Professional Perspectives</i> (pp. 288-305). Oxford University Press.</p>
<b>Session 12:</b>	Thursday, April 4, 2024
<b>Topic:</b>	<b>Community of Practice - Presentations</b>

<b>Reading:</b>	<p><b>Supplemental:</b></p> <p>Secondary Textbook: Chapter 13  Creese, G. (2018). Immigrant youth negotiating masculinity and femininity. In S. Wilson-Forsberg &amp; A. M. Robinson (Eds.), <i>Immigrant Youth in Canada: Theoretical Approaches, Practice Issues, and Professional Perspectives</i> (pp. 306-321). Oxford University Press.</p> <p>Secondary Textbook: Chapter 14  Ngo, H. V., Lee, E. O. J., Tourki, D., Benslimane, M., Agudelo, C. (2018). Immigrant and racialized LGBTQ youth. In S. Wilson-Forsberg &amp; A. M. Robinson (Eds.), <i>Immigrant Youth in Canada: Theoretical Approaches, Practice Issues, and Professional Perspectives</i> (pp. 322-342). Oxford University Press.</p> <p>Secondary Textbook: Chapter 17  Besier, M., &amp; Mantini, A. (2018). The mental health of immigrant and refugee youth in Canada. In S. Wilson-Forsberg &amp; A. M. Robinson (Eds.), <i>Immigrant Youth in Canada: Theoretical Approaches, Practice Issues, and Professional Perspectives</i> (pp. 378-395). Oxford University Press.</p>
<b>Session 13:</b>	Thursday, April 11, 2024
<b>Topic:</b>	<b>Course Review</b>
<b>Reading:</b>	<p><b>Required:</b></p> <p>Primary Textbook: Conclusion  Anucha, U., &amp; Yan, M. C. (2017). Human services practice with immigrants: Challenges, gaps, “good” and promising practices. In M. C. Yan &amp; U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp. 330-350). Oxford University Press.</p>

**Academic Integrity**

**Late Assignments or Late Penalty**

Assignments are to be submitted online via Canvas (individually or one submission per group). If students are not able to submit the assignment by the deadline, advance notice and arrangement must be made with the instructor at least 48 hours in prior to the due date/time. One grade point will be applied for each day (24 hours) that is late without approved extension. Assignments will not be accepted 7 days late without approved extension.

## Academic Concession

**Academic Concession:** To determine if you're eligible for an Academic Concession, you can check the criteria outlined in the [UBC Calendar](#). This includes [Medical circumstances](#), [Compassionate grounds](#), or [Conflicting responsibilities](#). Some examples include sudden illness, injury, death in the family, or mental health crises. You **must** contact your instructor to apply for an Academic Concession. If you need to request concurrent academic concessions for multiple courses, you should request them directly from Christine Graham at ([Christine.Graham@ubc.ca](mailto:Christine.Graham@ubc.ca)).

## Accommodation of Students

**Accommodations:** The University accommodates students with disabilities who have registered with the Centre for Accessibility. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor and, if necessary, to contact the Centre for Accessibility, 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, preferably earlier. This reflects expectations for professional social workers in their place of employment.

## Attendance

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 set up to discuss this with the student. ([Student Handbook](#)).

Other school policies can be accessed through the [School of Social Work student handbook](#).

## 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, please share your preferred pronouns. 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.

## 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 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; and 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.

## 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

B	72-75	83.5	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-	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.