

**JANUARY 2024 - SOWK 335**

# SOCIAL ANALYSIS FOR SOCIAL WORK PRACTICE

## SCHOOL OF SOCIAL WORK

**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.

## ACKNOWLEDGEMENT

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.

## TABLE OF CONTENT

School of Social Work.....	1
Acknowledgement .....	1
Table of Content.....	1
About this Course.....	2
Teaching Team .....	2
Learning Objectives.....	3
Learning Materials .....	4
Course Structure .....	4
Course Pedagogy.....	6
Learning Assessments .....	7
Course Schedule .....	10
Course Policies and Safety-nets .....	14
Academic Integrity .....	15
Accessibility, Prevention, Personal Situations and Concessions .....	16
Other UBC Policies .....	18



## ABOUT THIS COURSE

<b>Course Code and Title:</b>	SOWK 335: Social Analysis for Social Work Practice
<b>Year/Term:</b>	Winter 2023 Term 2
<b>Credit Value:</b>	3 credits
<b>Course Schedule:</b>	Thursdays, 2PM to 5 PM
<b>Course Delivery Mode:</b>	In-person
<b>Course Website:</b>	See Canvas
<b>UBC Calendar:</b>	Theoretical considerations of relevance to social work practice.

This course will explore theories, key concepts and methods to support our ability to analyze and understand privilege, discrimination and oppression in the context of Social Work practice. We will examine how ableism, ageism, capitalism, cisnormativity, classism, colonialism, heterosexism, patriarchy, racism and other systems of oppression intersect to create social locations, violence, oppression, and political resistance. Our approach will be guided by critical theories, structural theory, anti-oppressive practices, and the empowerment perspective.

Throughout the course, you will gain the skills to conduct a comprehensive and insightful social analysis. You will improve your ability to understand complex situations by participating in personal, cultural, and structural (PCS) analysis. This analysis will explore the relationships between individual and societal factors within different structural contexts. By the end of the course, you will have developed a forward-thinking theoretical and practical framework that can assist you in understanding and working with individuals, families, and groups.

**Pre-requisite and/or Co-requisite:** This course is exclusively for BSW students and doesn't have any prerequisites.

## TEACHING TEAM

### Instructor

**Instructor:** Antoine Coulombe (he/they)  
Assistant Professor of Teaching

**Pronunciation:** [ahnt-wahn kowIOHmb](#)

**Email:** [antoine.coulombe@ubc.ca](mailto:antoine.coulombe@ubc.ca)

**Phone:** 604 822 2703

**Office:** Ponderosa A, Room 206

**Website:** [Antoine Coulombe's Website](#)



**Office Hours:** My hours are Thursday from 10 am to 2 pm or by appointment. I will be available for both in-person and Zoom appointments.

### Teaching Assistant

The TA is here to help you learn and help assess your learning. They will offer support on assignments, mark, and respond to questions. You can reach out to them for questions or to discuss.

**TA:** Connie Bird (she/her)  
**Email:** cmbird@ubc.ca  
**Office:** TBD. Also available to meet online.  
**Office Hours:** Thursdays from 1-2 pm or as required



### Communication

All communication will be conducted through Canvas. To inquire about or schedule an appointment, kindly send us an email via the platform. Group announcements will be made through the Announcements feature on Canvas. Additionally, we may use the discussion function for topics outside of class. Please ensure that you familiarize yourself with Canvas.

## LEARNING OBJECTIVES

If you are willing and able to meet the requirements, by the end of this course, you will be able to:

- LO 1. Critically analyze the elements that maintain the oppression of individuals and social groups.
- LO 2. 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.
- LO 3. Examine how different theories and practices have influenced Structural and Critical Social Work.
- LO 4. Apply a methodology to analyze social problems within a personal, cultural and structural framework.
- LO 5. Critically reflect on personal and professional values and practices linked to maintaining and perpetuating oppression.
- LO 6. Develop progressive practice strategies based on professional ethics and social justice.



## LEARNING MATERIALS

### Required textbook:

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.

### UBC bookstore offers two options:

- Paperback at \$122.70
- eBook rental for 180 days at \$46.50

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

***Do you face financial difficulties and find it challenging to purchase the necessary textbook?***

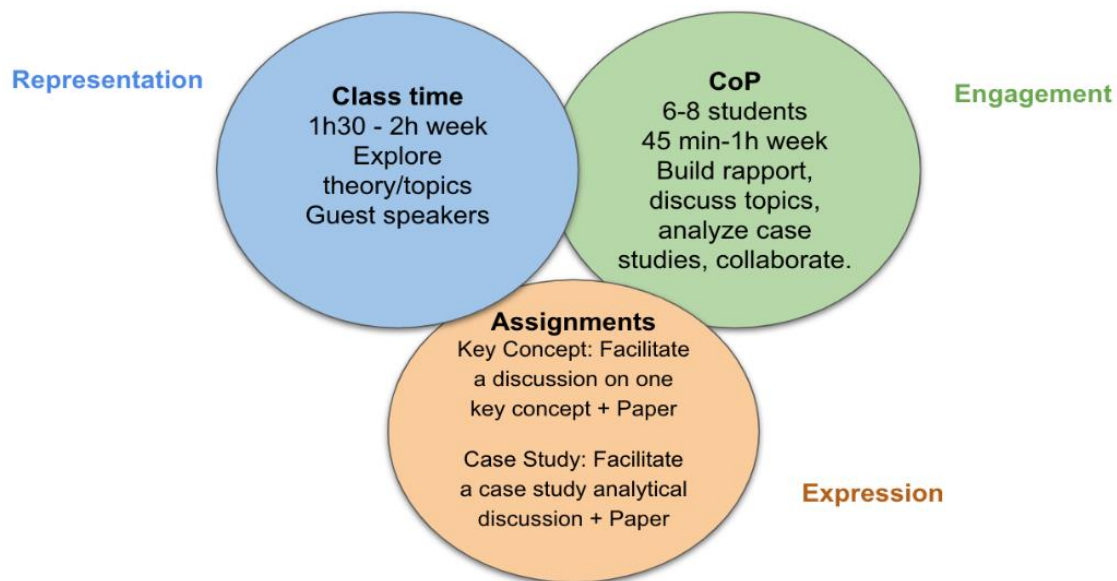
No need to worry. Inform me, and I will assist you in accessing it. I have already arranged with the publishing company to provide four copies of the book to aid students in financial need. You can use this copy for the entire semester and return it at the end.

## COURSE STRUCTURE

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

**Individual Work:** Complete assigned readings, materials and assignments. Visit Canvas weekly to keep current on coursework and contribute knowledge and ideas in class and in your CoP.

**Community of Practice (CoP):** CoPs are groups of people who share a passion for a common subject and come together to discuss and explore ideas and grow their understanding of theory and practice. You have been randomly assigned to a CoP of around 6-8 people. You will deepen your understanding of how theory can inform social work practice through rapport-building, analyzing case studies, and collaborating on assignments. Additionally, your CoP will provide a sense of belonging and serve as your primary source of support and discussion. You can access your CoP through the Groups tab on Canvas, where there is a designated area for sharing ideas and working collaboratively.



“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)

### How this Course Fits in Your Degree

Most of the BSW courses in the first semester are about SW practice. This is normal as SW is a practice profession. In SOWK335, we will explore how social workers must also rely on their ability to think critically and analyze complex situations. This deep understanding of peoples’ situations and problems will ensure our social work practice is relevant, ethical and efficient.

**SOWK337:** Courses SOWK335 and SOWK337 are designed to complement each other and be studied together. In SOWK337, you will delve deeper into topics related to Cultural Diversity, Migration, and Racism. Meanwhile, in SOWK335, we will cover a broader range of topics related to oppression and discrimination. These two courses will give you a solid understanding of social diversity and related issues.

**SOWK305G:** In SOWK335, you will engage in a Community of Practice where you can practice some of the skills you learned in SOWK305G. You will all take turns facilitating discussions and note-taking. You will also engage as participants in this group process. As you prepare to facilitate a discussion, revisiting some of the knowledge explored in SOWK305G is a good idea.

***Are you considering Withdrawing?*** This is a very demanding course, no matter what year, term, or format in which you take it. If you cannot handle this course now, I encourage you to talk to me and/or [Christine Graham](#), our program advisor. Check [these dates to find out whether withdrawing will affect your transcripts](#).

## COURSE PEDAGOGY

### Critical Pedagogy

This course seeks to foster a critical pedagogical environment and critical consciousness around knowledge and learning. You 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.

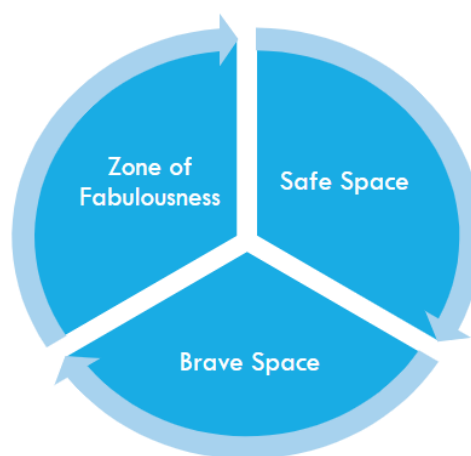
For critical pedagogy to be successful, everyone is encouraged to:

- Be curious
- Build autonomy and embrace your uniqueness
- Cultivate your ability to think critically
- Engage in dialogue and Praxis

In approaching discussions and assignments, you are encouraged to share your ideas, academic resources and personal experiences, as well as reflect on your social locations, including indigenous ancestry/settler status, gender, race, nationality, ethnic origin, social class, religion, sexual orientation, age, and ability.

### Safe, Brave and Fabulous Learning Environment

Talking about discrimination and oppression is challenging. One of the first things we will do together is to create an environment where we can be respectful, brave and fabulous to engage meaningfully in these complex and critical discussions.



## LEARNING ASSESSMENTS

### Assessment Principles

The assignments in this course were designed with these principles in mind.

- **Dialogue:** When working in social work, analyzing situations is often done through discussions with other professionals and service users. It is vital to develop strong analytical skills through dialogue. That is why many assignments in this course require participating in your CoP, which is similar to social work meetings where complex situations are discussed.
- **Options:** Regarding assignments, you have the freedom to select your topics. We encourage you to choose topics that interest you and will help you learn better. Additionally, for your final assignment, you have the option to present it either through a written submission or a recorded oral presentation.
- **Realness:** Social analysis may sometimes appear disconnected from social work practice. To better comprehend how analysis can be advantageous and enlightening for your practice, aim to make your assignment more practical. This will help you strengthen your capacity to analyze with efficiency.
- **Academic:** In this course, papers present original analysis and discussion on specific topics. These papers are a great way to share knowledge, advance understanding, and contribute to social work. Academic papers are characterized by a formal structure, logic, rigorous methodology, and adherence to academic conventions. To support you on your academic journey, UBC offers many supports. For more information, visit [the Academic and Learning Resources page on the Student Services site.](#)

### Assessments Overview

Learning Assessment	Due Date	Value (% of final grade)
Key Concepts in Social Work Analysis	<ul style="list-style-type: none"> <li>• Proposal January 31</li> <li>• Workshop Feb. 8</li> <li>• Paper Feb. 15</li> </ul>	30%
Analysis for Practice of Situation	<ul style="list-style-type: none"> <li>• PCS discussions March 7-14</li> <li>• Paper March 17</li> </ul>	30%
Analysis for Practice of Social Problem	<ul style="list-style-type: none"> <li>• April 14</li> </ul>	40%
Total		100%



## Assignment Descriptions

The assignment's description and rubric can be found on Canvas in detail.

### Assignment 1 – Key Concepts in Social Work Analysis

This assignment is a multi-step journey designed to guide you through an in-depth exploration of fundamental concepts in Social Work Analysis. It begins with your proposal submission, followed by preparing your key concept paper. You will also have an opportunity to facilitate a workshop within your CoP on your topic. The final phase involves refining your paper and integrating feedback and insights gained from your CoP members. By completing this task, you'll not only deepen your understanding of your key concept and others covered in your CoP group but also enhance your research skills, providing and receiving feedback and facilitating discussions.

**Key concepts:** Critical thinking; Critical reflexivity; Power; Privilege; Discrimination; Oppression; Internalized oppression; Intersectionality; Anti-oppressive practice; Empowerment.

Are you interested in exploring another key concept? Yes, this is possible. Come and discuss your ideas with us.

Specifically, 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

Task 1 – Proposal Submission – January 31, 2024

Task 2 – Preparation of Key Concept Paper and CoP Workshop

Task 3 – CoP Workshop Facilitation on your Key Concept – February 8, 2024

Task 4 – Final Submission Paper – February 15, 2024

### Assignment 2 – Analysis for Practice of Situation

Through this assignment, you will demonstrate your grasp of the different learning outcomes of this course, more specifically:

- Analyze a situation critically, acknowledging forces and systems that maintain the oppression of individuals and/or groups;
- Use a methodology (PCS) to analyze and understand this situation/problem.





This assignment will engage you in real-world social work scenarios through the use of a case study, providing you with hands-on experience that's beneficial for your future practice.

**Task 1 - Construct a Case Study/Situation:** Create a case study or situation focused on oppression or discrimination inspired by a social work context, whether in your practicum or elsewhere. This can pertain to an individual, group, or community.

**Task 2 - Develop a CoP Discussion Guide:** Prepare a discussion guide to facilitate a 15-20 minutes PCS-analysis discussion about your case/situation in your CoP group.

**Task 3 - Facilitate a CoP Discussion:** Apply your CoP discussion guide to facilitate a 15-20 minutes PCS-analysis discussion in your CoP on March 7 or March 16.

**Task 4: Submit Your Paper:** Compile your work into a comprehensive paper of 800-1000 words (excluding appendix). The paper should include three sections: a summary presentation of your case study, an in-depth PCS analysis of the case study, and, in the appendix: a summary of the CoP discussion.

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### Assignment 3 – Analysis for Practice of Social Problem

This assignment aims to conduct an in-depth analysis of a social problem of your preference using PCS and insights acquired from this course. You will identify the PCS elements of oppression/discrimination experienced in the context of your selected social problem. Additionally, you will outline social work practices that promote empowerment and prevent oppression in your interactions with this group.

Your paper will be broken down into three sections:

1. **Social problem and oppression:** Describe the social problem and oppression explored in your paper.
2. **Critical self-reflection:** Reflect on your personal/professional location regarding this social problem.
3. **PCS Analysis - Main section:** Analyze the oppression/discrimination using PCS and elements covered in this course.
4. **Discuss anti-oppressive/empowerment social work practice** in the context of this social problem.

Submit Your Paper : April 14, 2024.



## COURSE SCHEDULE

### Session 1

<b>Date</b>	Thursday, January 11, 2024
<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.

### Session 2

<b>Date</b>	Thursday, January 18, 2024
<b>Topic:</b>	Introduction to Oppression and Reflection, Reflexivity, Critical Reflection, Critical Reflexivity
<b>To Do Before this Session:</b>	Read: <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><li>• One additional reading will be assigned in session 1.</li></ul>

### Session 3

<b>Date</b>	Thursday, January 25, 2024
<b>Topic:</b>	Key Concepts: Privilege, Discrimination, Oppression, Intersectionality, Power, Diversity
<b>To Do Before this Session:</b>	Read: <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>



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<b>Assignment Due:</b>	<b>Key Concepts in Social Work Analysis – Proposal – January 31, 2024</b>
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Session 4

<b>Date</b>	Thursday, February 1, 2024
<b>Topic:</b>	Theoretical considerations: social problems, critical and structural theories, and major concepts
<b>To Do Before this Session:</b>	Read: <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>

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Session 5

<b>Date</b>	Thursday, February 8, 2024
<b>Topic:</b>	Community of practice workshops on key concepts
<b>To Do Before this Session:</b>	Read: <ul style="list-style-type: none"><li>• Catch up on your readings or start reading <b>Chapters 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>Assignment Due:</b>	Key Concept Paper - February 15

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Session 6

<b>Date</b>	Thursday, February 15, 2024
<b>Topic:</b>	PCS Analysis – Part 1
<b>To Do Before this Session:</b>	Read:

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- **Chapters 4 and 5** of Mullaly, Bob and Juliana West (2018). *Challenging Oppression and Confronting Privilege* (Third Edition). Oxford University Press.

Midterm break – February 19-23

Session 7

<b>Date</b>	Thursday, February 29, 2023
<b>Topic:</b>	PCS Analysis – Part 2
<b>To Do Before this Session:</b>	Read: <ul style="list-style-type: none"> <li>• <b>Chapters 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>

Session 8

<b>Date</b>	Thursday, March 7, 2024
<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>Chapters 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>Assignment Due:</b>	Facilitate Case Study discussion in your CoP



### Session 9

<b>Date</b>	Thursday, March 14, 2024
<b>Topic:</b>	Ableism and disability - Guest Prof. Tim Stainton CoP: Case Study Analysis
<b>To Do Before this Session:</b>	See Canvas for more details
<b>Assignment Due:</b>	Facilitate Case Study discussion in your CoP Analysis for Practice of Situation Paper – March 17, 2024

### Session 10

<b>Date</b>	Thursday, March 21, 2024
<b>Topic:</b>	Empowering 2S/LGBTQI+ populations and questioning hetero/cisnormativity – Guest: P.h.D. students Kayla Kenney and Kaan Göncü.
<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>• Watch a Documentary from the list provided in Canvas.</li></ul>

### Session 11

<b>Date</b>	Thursday, March 28, 2024
<b>Topic:</b>	Children and youth in government care: challenging institutional oppression - Guest: Connie Bird, Ph.D. Student Ageism – Guest: Natasha Marriet, Ph.D. Student
<b>To Do Before this Session:</b>	See Canvas for more details



## Session 12

<b>Date</b>	Thursday, April 4, 2024
<b>Topic:</b>	Green Social Work and Environmental Justice
<b>To Do Before this Session:</b>	<p>Read:</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>Listen:</p> <ul style="list-style-type: none"><li>• Podcast: How To Save A Planet. (2020). <i>Black Lives Matter and the Climate</i>. Gimlet</li></ul>

## Session 13

<b>Date</b>	Thursday, April 11, 2024
<b>Topic:</b>	Integration, Evaluation and Celebration Support session on the final assignment
<b>To Do Before this Session:</b>	<p>To do:</p> <p>Prepare a draft of your paper and questions to discuss.</p>
<b>Assignment Due:</b>	Analysis for Practice of Social Problem Paper, April 14, 2024

## COURSE POLICIES AND SAFETY-NETS

Several safety nets are built into the course for everyone to use without question, thereby supporting your experience of autonomy and privacy. If you need more support beyond this, please reach out. I will offer patience, flexibility, and compassion and expect honesty and flexibility in return.

- **Attendance** – “The School considers class attendance to be an essential component of integrated learning in professional social work education” ([Student Handbook](#)). Attendance is essential to learning at the School of Social Work, and regular attendance



is expected in all courses. We understand that sometimes attending may be difficult or impossible. For this reason, you can miss up to three classes, no questions asked. If you experience a difficult personal or health situation and miss more, you may be able to receive an Academic Concession.

- **Late Assignments:** Assignments are generally due on Sundays instead of Mondays, allowing for more time. Should you require additional time, you can use a late pass. Each student will receive three 1-day-late passes, which can be used together (for one assignment) or separately (for three). Once these passes have been used, a standard 5% per day (including weekends) deduction will apply for late submissions (unless an Academic Concession applies). Please note that we cannot accept assignments submitted more than ten days past the due date.
- **Re-grade request process:** If you believe an assignment has been unfairly graded, you can submit a Re-Grade Request. To qualify, you must send me a written request via email or Canvas within one week of the grades being posted. In your request, please clearly state the specific aspects of the assessment that require reevaluation and provide references to the grading criteria. I will carefully consider your request and respond via email as soon as possible. Please note that the re-grade may result in an increase or decrease, and the decision is final.

## ACADEMIC INTEGRITY

As a member of the academic community, our currency is ideas. It's how we advance knowledge. To show respect for the rules of this community and highlight our unique ideas, we must represent our contributions and others honestly. [APA style](#) provides a formal way to distinguish our ideas from others. However, academic integrity goes beyond formal citation. As a new community member, we expect you to act honestly and ethically in all academic activities, just like the rest of us. It is essential to comprehend UBC's interpretation of [academic misconduct](#), the resulting repercussions, and the requirement for students to clarify how academic integrity applies to each assignment. If you'd like to know more about Academic Integrity, check out these [learning modules](#).

Did you know? UBC offers all students a Citation Management called Mendeley; more information here: [Mendeley](#)

**What about AI-generated content?** It's essential to remember that if you rely on AI writing tools to aid you in completing your assignments, you must ensure to reference the tool in APA style properly. Moreover, it's important to clearly explain the reasons behind using the tool, its



intended purpose, and how it contributed to improving the quality of your assignment. Failing to provide accurate referencing and a description can result in a breach of academic integrity and misconduct. Here is a good description of [how to cite AI using APA](#).

**Learning Resources:** [UBC Learning Commons](#) has various 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.

## ACCESSIBILITY, PREVENTION, PERSONAL SITUATIONS AND CONCESSIONS

### Accessibility and Diversity

As your instructor, my goal for this term is to provide an inclusive and accessible learning environment for everyone. I am committed to designing a course that removes barriers to learning and embraces inclusivity. This means that I will work to improve diversity and accessibility so that we can reduce the need for accommodations. Creating an accessible learning experience requires the effort of everyone in the class. I expect you to consider accessibility when completing assignments shared with your classmates. For example, please include close-captioning for videos and alternative text for images shared in the discussion forum. I value your feedback, so please let me know immediately if you encounter any barriers so I can assess potential adjustments to the course design.

### 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.

### 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 want 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. For more information, visit [UBC Equity & Inclusion](#).



## Prevention

If you are beginning to experience difficulties, please take good care and check out these support resources:

- UBC offers several health and wellbeing services: <https://students.ubc.ca/health>
- Here are more details on the options for mental health support:
  1. [Counselling Services at UBC](#). When you contact Counselling Services, you can ask to meet with the Arts Embedded Counsellor, Laura Harvey RSW, MSW, or you can meet with any staff counsellor.
  2. You can access the [UBC Student Assistance Program](#). Free 24/7 support with crisis support and connection to free short-term counselling.
  3. You can utilize your [AMS Extended Health Benefits](#) (unless you have opted out), which covers up to \$1250 from Sept 1st-Sept. 1<sup>st</sup>, to see a counsellor of your choosing. You pay upfront for your sessions and get reimbursed.

## If you cannot attend class due to illness or a personal situation

If you feel unwell or are facing a personal emergency, seeking appropriate resources and support is important to manage the situation. Assess your health and safety to determine whether staying home or attending class is best. If you need help making this decision, I recommend calling [811 to speak with a nurse](#). Additionally, you can reach out to <https://students.ubc.ca/health> for assistance accessing resources.

Prioritize your well-being and contact me regarding the course when you are safe and ready. I am here to provide patience, flexibility, and compassion as we work towards finding a solution. You do not have to disclose what has happened, but we can explore if the existing safety measures are enough for you.

**In the event of a personal emergency experienced by the Teaching Team** during the course, we will inform you via the Announcements feature in Canvas. We will do our best to continue the planned learning activities and inform you of any changes affecting availability or feedback response times.

## 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 first 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. If you require more information about concessions, please don't hesitate to contact Christine Graham ([Christine.Graham@ubc.ca](mailto:Christine.Graham@ubc.ca)).

### Support for Students with Accessibility Needs

“The Centre for Accessibility facilitates disability-related accommodations and programming initiatives designed to remove barriers for students with disabilities and ongoing medical conditions.” If you have an ongoing need for accommodation, please contact [UBC’s Centre for Accessibility](#).

### 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 of Social Work also permits accommodations for religious observances and Indigenous cultural duties requested by students (see [UBC Policy J-136](#)). Students are expected to inform their instructor if they require accommodation on such grounds. 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.

## OTHER UBC POLICIES

### UBC’s Values Statement

I support UBC's Values Statement and encourage you to do the same.

“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 on [the UBC Senate website](#).

### 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.

### GRADING CRITERIA

Letter Grade	Percent Range	Mid- Point	Description
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



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			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.