



**THE UNIVERSITY OF BRITISH COLUMBIA**

**School of Social Work**  
**Course Outline – SOWK505**

**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.**

<b>Year/Term</b>	<b>Fall and Winter 2016-2017</b>
<b>Course Title</b>	<b>SOWK 505 - Social Analysis for Social Work Practice (3 credits)</b>
<b>Course Schedule</b>	<b>Thursdays, 2:00 - 5:00 pm (Term 1)</b>
<b>Course Location</b>	<b>Room 222, Jack Bell building for the School of Social Work</b>

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>E-mail address</b>
Ricardo Chaparro-Pacheco	Room 334		ricardo.chaparro-pacheco@ubc.ca
<b>Office Hours</b>	By appointment		

**COURSE DESCRIPTION:**

This course provides learners with opportunities to develop a general practice framework based on a critical analysis of the structural and historical context of personal and social issues. The course aims to increase participants' critical thinking skills in working with individuals and families, groups, and communities around the intersecting vectors of race, class, age, gender, and disability.

**LEARNING OUTCOMES:**

By the end of this course, learners will be in the capacity to:

1. Critically examine the theoretical approaches that guide social work practice with individuals and families, groups and communities.
2. Propose a structural framework for the critical analysis of personal and social issues.
3. Develop critical awareness of social location, professional ethics, and power within the helping relationship.
4. Recommend practice strategies that are committed with the realization of human dignity and social justice.

**COURSE STRUCTURE:**

This course is structured as a participatory seminar and will combine group discussions, lectures, and action based learning. Participants are expected to attend every class, to complete required readings prior to class, and to arrive in class prepared to participate.

There is an expectation that differing opinions, analyses, and life experiences will be discussed in a respectful manner. Such an exchange contributes to the learning of all and requires the development of emotional literacy and regulation, skills that are important to practice at the Master of Social Work level.

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## **REQUIRED READINGS**

All readings are available online and/or through UBC Library online (e-books & electronic journals). Please see the required and supplemental readings listed within the course schedule.

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## **ASSESSMENT, GRADING, EVALUATION:**

- All written assignments are to be typed using 12-point Times Roman font, double-spaced, left alignment, 1-inch margins, and demonstrate sound writing skills (grammar, spelling and sentence structure).
- Citations and reference style are to follow the guidelines set by the 6th edition of the APA (American Psychological Association) style manual. (Please note that this style cites references in the text of a paper rather than using footnotes. The style guide and a handout describing APA citations are available in the social work reading room.)
- Deadlines for the assignment of grades for grading purposes are established on the basis of the university schedule to assure submission of marks to the Registrar's office. In accordance with university policy, a deadline may be extended only in the event of serious illness or domestic affliction documented by the student's physician and approved by Student Health Services.
- Students who submit papers late in this course will have one mark deducted per day late.

## **SUBMITTING ASSIGNMENTS:**

Students can submit their assignments in class or make other arrangements with the instructor.

## **RETURN OF MARKED STUDENT ASSIGNMENTS:**

Instructors coordinate the return of marked assignments. The options are as follows: a) the instructor returns the paper to students in class; b) if the paper has been submitted electronically, the instructor will mark it on-line (with track changes) and return to the student on-line; c) the instructor returns the paper to the student by snail mail (the student provides a selfstamped, addressed envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor. Marked papers will no longer be put in a box outside the instructor's office or at the main office counter.

## **LATE ASSIGNMENTS:**

Late assignments must be discussed ahead of time with the instructor.

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## **COURSE POLICIES [attendance, participation, academic dishonesty]:**

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*In May 2013, the School of Social Work Council approved an Equity Action Plan aimed at realization of an equitable learning and working environment, and creation of accountability measures for monitoring 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 any form of discrimination and racism and that welcomes and respects different worldviews, ways of knowing and social locations.*

Excerpt from the UBC calendar:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Academic Dishonesty:

Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit [www.arts.ubc.ca](http://www.arts.ubc.ca) and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

Students wishing to use any electronic devices including computers and recorders must have the permission of the instructor and must have the wireless capacity of the device turned off. *Cellular use for texting or phoning is not allowed in class.*

## **COURSE SCHEDULE**

### **Session 1**

#### **Introductions, course contents and ground rules**

**Social analysis and social work praxis. Social theory, ideology, and ethics.**

#### **Required readings:**

1. Carey, M. (2013). Social work, ideology, discourse and the limits of post-hegemony. *Journal of social work*, 13 (3): 248 – 66.
2. Weinberg, M. (2008). Structural social work: a moral compass for ethics in social work. *Critical Social Work*, 9 (1).

#### **Supplemental readings:**

- Harrist, Steve, and Frank C. Richardson. 2012. Disguised ideologies in counseling and social justice work. *Counseling and Values*, 57 (1): 38-44.
- Dominelli, L. (2007). The postmodern turn in social work: the challenges of identity and equality. *Social Work and Society International Online Journal*, 5 (3), 173 – 86.

### **Session 2**

#### **Functionalism and Critical theory: influences on Social Work**

#### **Required readings:**

1. Ahmed-Mohamed, Karim. 2011. Social work practice and contextual systemic intervention: Improbability of communication between social work and sociology. *Journal of Social Work Practice*, 25 (1): 5-15.
2. Salas, L. M., Sen, S. & Segal, E.A. (2010). Critical theory: Pathway from dichotomous to integrated social work practice. *Families in Society*, 91 (1): 91 – 96.
3. Campbell, C., and G. Baikie (2012). Beginning at the beginning: an introduction to critical social work. *Critical Social Work*, 13 (1).

#### Supplemental readings:

- Blakely, Thomas J., and Gregory M. Dziadosz. 2007. Social functioning: A sociological common base for social work practice. *Journal of Sociology and Social Welfare*, 34 (4): 151-95.
- Wong, Stephen E. 2014. A critique of the diagnostic construct schizophrenia. *Research on Social Work Practice*, 24 (1): 132-41.
- Montaña, Carlos. 2012. Social work theory– practice relationship: Challenges to overcoming positivist and postmodern fragmentation. *International Social Work*, 55 (3): 306-19.

### Session 3

#### Power and Intersectionality

#### Required readings:

1. Hulko, W. (2009) The time and context contingent nature of intersectionality and interlocking oppressions. *Affilia*, 24(1): 44 – 55.
2. Williams, Dana. 2011. "Why revolution ain't easy": violating norms, re-socializing society. *Contemporary Justice Review*, 14 (2): 167 – 87.

#### Supplemental Readings:

- Bubar, R., Cespedes, K., & Bundy-Fazioli, K. (2016). Intersectionality and social work: Omissions of race, class, and sexuality in graduate school education. *Journal of Social Work Education*, 52(3), 283.
- Clark, N., & Drolet, J. (2014). "melq'ilwiye" coming together: Reflections on the journey towards indigenous social work field education. *Currents*, 13(1)

### Session 4

#### Anti-oppressive practice debates in Social Work

#### Required readings:

1. Strier, R., and Binyamin, S. (2014). Introducing anti-oppressive social work practices in public services: Rhetoric to practice. *The British Journal of Social Work*, 44, (8): 2095 – 2112.
2. Campbell, C. (2003). Anti-oppressive theory and practice as the organizing theme for social work education: the case in favour. *Canadian Social Work Review*, 20 (1): 121 – 25.
3. Tester, F. J. (2003). Anti-oppressive theory and practice as the organizing theme for social work education: the case against. *Canadian Social Work Review*, 20 (1): 127 – 32.

#### Supplemental Readings:

- Poole, J. (2010). Progressive until graduation? Helping BSW students hold onto anti-oppressive and critical social work practices. *Critical Social Work*, 11(2): 1 – 11.
- Brown, C. G. (2012). Anti-oppression through a postmodern lens: Dismantling the master's conceptual tools in discursive social work practice. *Critical Social Work*, 13 (1).

## Session 5 Reflexivity in Social Work

### Required Readings:

1. De Montigny, G. (2012). Beyond anti-oppressive practice: investigating reflexive social relations. *Journal of Progressive Human Services*, 22 (1): 8 – 30.
2. D’Cruz, H., Gillingham, P. and Melendez, S. (2007). Reflexivity, its meanings and relevance for social work: A critical review of the literature. *British Journal of Social Work*, 37 (1): 73 – 90.
3. Heron, B. (2005). Self-reflection in critical social work practice: Subjectivity and the possibilities of resistance. *Reflective Practice*, 6 (3): 341 – 51.

### Supplemental Readings:

- Yip, K-S. (2006). Self-reflection in reflective practice: a note of caution. *British Journal of Social Work*, 36(5): 777 – 88.

## Session 6 Evidence Based Practice

### Required Readings:

1. Plath, D. (2006). Evidence-based practice: Current issues and future directions. *Australian Social Work*. 59 (1): 56 – 72.
2. Wike, T.L., Bledsoe, S. E., Manuel, J. I., Despard, M., Johnson, L. V., Bellamy, J. L., & Killian Farrell, C. (2014). Evidence-based practice in social work: challenges and opportunities for clinicians and organizations. *Clinical Social Work Journal*, 42 (2): 161 – 170.
3. Petr, C. G., & Walter, U. M. (2009). Evidence-based practice: A critical reflection. *European Journal of Social Work*, 12 (2), 221 – 32.

### Supplemental Readings:

- Regehr, C., Stern, S., & Shlonsky, A. (2007). Operationalizing evidence-based practice: The development of an institute for evidence-based social work. *Research on Social Work Practice*, 17(3): 408 – 16.

## Session 7 Strengths Based Perspective

### Required Readings:

1. Kelly, C., & Chapman, C. (2015). Adversarial Allies: care, harm, and resistance in the helping professions. *Journal of Progressive Human Services*, 26(1): 46 – 66.
2. Grant, J. G., & Cadell, S. (2009). Power, pathological worldviews, and the strengths perspective in social work. *Families in Society*, 90(4): 425 – 30.
3. Gray, M. (2011). Back to basics: a critique of the strengths perspective in social work. *Families in Society*, 92(1): 5 – 11.
4. Guo, W. (2010). From resilience to resistance: a reconstruction of the strengths perspective in social work practice. *International Social Work*, 53(2): 233 – 245.

### Supplemental Readings:

- Graybeal, C. (2001). Strengths-based social work assessment: transforming the dominant paradigm. *Families in Society*, 82(3): 233 – 242.

## Session 8 Constructing Identities (1): Gender

### Required Readings:

1. Hicks, S. (2014). Social work and gender: An argument for practical accounts. *Qualitative Social Work*, 14(4): 471 – 87.
2. Alaers, J. (2010). Two-Spirited people and social work practice: exploring the history of aboriginal gender and sexual diversity. *Critical Social Work*, 11(1): 63 – 79.
3. Ewart-Boyle, S., Manktelow, R., & McColgan, M. (2015). Social work and the shadow father: lessons for engaging fathers in Northern Ireland. *Child & Family Social Work*, 20(4): 470 – 9.

#### Supplemental Readings:

- Inter-American Commission on Human Rights (IACHR). (2014). *Missing and Murdered Indigenous Women in British Columbia, Canada*. Chapter 3: Violence and discrimination against indigenous women in British Columbia (pp. 37 – 54). ([Link](#)).
- Gregor, C., Hingley-Jones, H., & Davidson, S. (2015). Understanding the experience of parents of pre-pubescent children with gender identity issues. *Child and Adolescent Social Work Journal*, 32(3): 237 – 46.
- Levy, D. L., & Edmiston, A. (2014). Sexual identity, gender identity, and a Christian upbringing: Comparing two studies. *Affilia*, 29(1): 66 – 77.
- Brotman, S., & Lee, O. J. (2011). Exploring gender and sexuality through the lens of intersectionality: Sexual minority refugees in Canada. *Canadian Social Work Review*, 28(1): 151 – 6.
- O'Neill, B. (2003). We didn't connect at all...: The experiences of a gay client. *Journal of Gay & Lesbian Social Services*, 14(4): 75 – 91.

### Session 9

#### Constructing Identities (2): Race

##### Required Readings:

1. Furlong, M., & Wight, J. (2011). Promoting “critical awareness” and critiquing “cultural competence”: Towards disrupting received professional knowledges. *Australian Social Work*, 64(1): 38-54.
2. Siddiqui, S. (2011). Critical social work with mixed-race individuals: Implications for anti-racist and anti-oppressive practice. *Canadian Social Work Review*, 28(2): 255-72.

##### Supplemental Readings:

- Sakamoto, I. (2007). An anti-oppressive approach to cultural competence. *Canadian Social Work Review*, 24(1):105-14.
- Kolivoski, K., Weaver, A., & Constance-Huggins, M. (2014). Critical Race Theory: Opportunities for application in social work practice and policy. *Families in Society*, 95(4): 269 – 76.

### Session 10

#### Constructing Identities (3): Age

##### Required Readings:

1. Straussner, S., & Calnan, A. (2014). Trauma through the life cycle: A review of current literature. *Clinical Social Work Journal*, 42(4): 323 – 35.
2. Jackson Foster, L., Beadnell, B., & Pecora, P. (2015). Intergenerational pathways leading to foster care placement of foster care alumni's children. *Child and Family Social Work*, 20(1): 72 – 82.
3. Biggs, S., & Carr, A. (2015). Age- and Child-Friendly cities and the promise of intergenerational space. *Journal of Social Work Practice*, 29(1): 99 – 112.
4. Hastings, S., & Rogowski, S. (2015). Critical social work with older people in Neo-liberal times: Challenges and critical possibilities. *Practice*, 27(1): 21 – 33.

##### Supplemental Readings:

- Mali, J. (2014). The role of social work in the epoch of intergenerational solidarity in society. *Revija za Socijalny Politku*, 21(2): 111 – 31.
- Chonody, J. (2016). Positive and negative ageism: The role of benevolent and hostile sexism. *Affilia*, 31(2): 207 – 18.

## Session 11

### Constructing Identities (4): Class

#### Required Readings:

1. Hodge, D. (2002). Does social work oppress Evangelical Christians?: A 'new class' analysis of society and social work. *Social Work*, 47(4): 401-14. Oxford University Press.
2. Taylor, S. (2013). Structural Violence, oppression, and the place-based marginality of homelessness. *Canadian Social Work Review*, 30(2): 256 – 73.
3. Bock, D., & Corona, V. (2014). Exploring class-based intersectionality. *Language, Culture and Curriculum*, 27(1): 27 – 42.

#### Supplemental Readings:

- Taylor, Y. (2009). Complexities and complications: intersections of class and sexuality. *Journal of Lesbian Studies*, 13(2): 189 – 203.

## Session 12

### Constructing Identities (5): Disability

#### Required Readings:

1. Mladenov, T. (2015). Neoliberalism, Postsocialism, Disability. *Disability & Society*, 30(3): 445 – 59.
2. Poole, J. M., Jivraj, T., Arslanian, A., Bellows, K., Chiasson, S. Hakimy, H., Pasini, J., & Reid, J. (2012). Sanism, 'mental health', and social work/education: A review and call to action. *Intersectionalities*, 1: 20 – 36.
3. DePoy, J., & Gibson, S. F. (2002). Theoretical approaches to disability content in social work education. *Journal of Social Work Education*, 38(1): 153 – 65.

#### Supplemental Readings:

- Campbell, D. (2011). Oppression of the different: Impact and treatment. *International Journal of Applied Psychoanalytic Studies*, 8(1): 28 – 47.

## Session 13

### Community, globalization, and Neo-liberalism

### Conclusions and Class Evaluation

#### Required Readings:

1. Forde, C., & Lynch, D. (2014). Critical practice for challenging times: Social workers' engagement with community work. *British Journal of Social Work*, 44(8): 2078 – 94.
2. Rossiter, A., & Heron, B. (2011) Neoliberalism, competencies and the devaluing of social work practice. *Canadian Social Work Review*, 28(2): 305 – 19.
3. Rush, M., & Keenan, M. (2013). The social politics of social work: Anti-oppressive social work dilemmas in twenty-first-century welfare regimes. *British Journal of Social Work*, 44(6): 1436 – 53.

#### Supplemental Readings:

- O'Brien, M. (2011). Social Justice: Alive and well (partly) in social work practice? *International Social Work*, 54(2): 174 – 90.

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**ASSIGNMENTS**

1. Personal social theory statement – **10%**
2. Readings facilitation – **20%**
3. Critical report of one class – **20%**
4. Peer review of a classmate's first advance on the final paper – **20%**
5. Final paper – **30%**

The will discuss the details, due dates, grading criteria for each assignment in the first session of the class.

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**GRADING CRITERIA:**

<b>Letter Grade</b>	<b>Percent Range</b>	<b>Mid-Point</b>	
A+ A A-	90-100 85-89 80-84	95 87 82	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.
B+ B B-	76-79 72-75 68-71	77.5 83.5 69.5	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.
C+ C C-	64-67 60-63 55-59	65.5 62.5 57	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.
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.