



**School Vision:** Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

**BSW Mission:** The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

|                        |  |
|------------------------|--|
| <b>Year/Term</b>       | 2017-2018 (Winter)   |
| <b>Course Title</b>    | <b>SOWK 337 (002) - Culture and Race in Social Work Practice</b> |
| <b>Course Schedule</b> | Monday (9:00 am to 12:00 pm)                                     |
| <b>Course Location</b> | Jack Bell Building, Room 124                                     |

| <b>Instructors</b>   | <b>Office Location</b>                       | <b>Office Phone</b> | <b>email address</b>                               |
|----------------------|--|---------------------|--|
| <i>Miu Chung Yan</i> | Jack Bell 235                                | 604 822-3332        | <a href="mailto:miu.yan@ubc.ca">miu.yan@ubc.ca</a> |
| Office Hours         | By appointment (email me or see me in class) |                     |  |

| <b>Teaching Assistant</b> | <b>Office Location</b> | <b>Office Phone</b> | <b>email address</b> |
|---------------------------|------------------------|---------------------|----------------------|
| <i>Tsering Dolka</i>      | Jack Bell              |                     |                      |
| Office Hours              |                        |                     |                      |

---

**Course Description:**

This course examines issues and problems inherent in practicing social work with diverse cultural and racial populations within the Canadian immigration context. This course particularly focuses on how to work cross-culturally/racially with newcomers who are now the major source of population growth in Canada and have been facing numerous challenges as new Canadians. As a foundation course, it not only investigates the policy and service delivery dimensions but also closely examines the socio-political aspects of the context and the immigration reality of Canada, in which cross-cultural/racial social work is practiced. Taking an intersectional perspective, this course will examine relevant the characteristics, predicaments and strengths of different vulnerable groups of newcomers. Different social work practice approaches in serving newcomers will also be discussed.

**Course outcomes:** After satisfactorily completing this course, you will be able to

- 1) appreciate the complexity of multiple oppressions that newcomers to Canada experience;
- 2) understand the intersectional challenges of newcomers in their migration and settlement processes;
- 3) from a social justice perspective, evaluate the Canadian immigration and multicultural policies and professional responses to newcomers, cultural differences and racism;
- 4) have knowledge and understanding of existing services (and gaps) for different vulnerable groups of newcomers;
- 5) apply different approaches to work with newcomers in a cross-cultural/racial practice;
- 6) articulate your standpoints through a reflective-dialogic engagement with other on major debates of these issues.

**Format of the course:**

This course will be conducted in lectures and presentations format with on-going and open dialogues and small group discussions in classroom and in the community. Students are expected to actively participate in classroom and seminar discussions, personal reflection and group projects, through which students are expected to integrate knowledge learned from the readings and their own lived experience and observations. Therefore, students are encouraged to express any idea, belief, thought, and feeling that will result in sincere engagement and critical inquiry with members of the class. The roles of the instructor are to provide guidance for a systematic learning process of individual students and to facilitate the dialogical reflection process within individual and among the group of students.

**Ground Rules For Dialogue And Interactive Learning:**

1. Safety and confidentiality
2. Listen respectfully
3. Be critical in analysis but gentle in expression
4. Seek to learn and have ownership of learning
5. Speak from your perspective
6. Acknowledge oppression exists
7. Distinguish emotion from reasoning
8. Active sharing

---

**Required and Recommended Reading:**

1. Textbook: Yan, M.C. & Anucha, U. (Ed) (2017). *Working with Immigrants and Refugees: Issues, Theories, and Approaches for Social Work and Human Service Practice*. Don Mill: Oxford University Press.
2. Assigned articles with “^” are downloadable via UBC Library system.
3. Reference readings (optional) can be found in the Koerner Library:
  - a) Al-Krenawi, A. Graham, J.R. & Habibov, N. (Ed.) (2016). *Diversity and Social Work in Canada*,

- 
- Don Mills, Oxford University Press.
- b) Bauder, H. (2012). *Immigration & Settlement: Challenges, Experiences, and Opportunities*. Toronto: Canadian Scholars Press.
  - c) Fleras, A. (2014). *Racisms in a Multicultural Canada: Paradoxes, Politics, and Resistance*. Waterloo, Ont: Wilfrid Laurier University Press
  - d) Satzewich, V.N. & Liodakis, N., (2013). *Race & Ethnicity in Canada*, Don Mills, Ont.: Oxford University Press.
  - e) Sisneros, J., Stakeman, C., Joyner, M.C. & Schmitz, C.L. (2008). *Critical Multicultural Social Work*. Chicago, Ill.: Lyceum Books.

4. Resource for understanding Canadian immigration policies and programs, please refer to:

1. Citizenship and Immigration Canada at <http://www.cic.gc.ca/english/index-can.asp> -- the federal government department in charge of immigration policies and programs.
2. Affiliation of Multicultural Societies and Service Agencies of BC at <http://www.amssa.org/> -- the umbrella organization of BC settlement service agencies.
3. Metropolis Working Paper Series at (MBC) <http://mbc.metropolis.net/resources-wp.html>, and (CERIS) <http://www.ceris.ca> -- research and academic sites with many good reports of Canadian immigrant studies.
4. Canada Council for Refugees at <http://ccrweb.ca/> -- the national watch-dog organization advocating for refugees and immigrants.
5. UNHCR at <http://www.unhcr.org/cgi-bin/texis/vtx/home> -- United National Agency
6. International Organization of Migration: <http://www.iom.int/> -- International watchdog organization with rich resources regarding international migration.
7. Migration Policy Institute: <http://www.migrationpolicy.org/>.

---

### Course Assignments, Due dates and Grading:

All written assignments of this course must be in 12-size fonts, double spacing and one-inch margin on all sides. APA **referencing style** is required. A writer guide with information in APA referencing format and style is recommended. Please see: <http://wiki.ubc.ca/images/6/6f/Apastyle.pdf>. **Note:** It is expected that peer-reviewed academic, government and formal reports, and professional literature be cited in assignments. Generally, Wikipedia and web information without credible source are not acceptable as an academic reference.

All written assignments should be in MS Words format. *File name should be lastname-assignment #* (e.g., Yan-assignment1.doc). **Please upload your assignments to this course's Connect site.** PAPER COPY will not be accepted.

### Assignments:

#### 1. **Attendance and Participation: 5%**

The School considers class attendance and participation to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is expected in all social work courses. Instructors may count late arrivals or early departures as an absence. Missing class without doctor note or other proper document will lead to a deduction of 1%. Missing a presentation will lead to a deduction of an extra 1%.

You are required to sign in for each class. Please note: any fraudulent signature is a violation of the School's Professional Conduct for Social Work Students. Other than facing possible

disciplinary action, both parties (who signed for other and who have other to sign for them) will also have all the 5% deducted. **Student missing for more than three classes (for whatever reasons) may not be allowed to attend the final examination.**

**2. Presentation 30% (90% Group Grade, 10% Individual Grade)**

Details please refer to the supplementary information.

**3. Mid-term paper: 25% (Due October 15, Sunday, before 10:00pm.)**

In this five-page paper, please critically analyze the citizenship study guide, *Discover Canada: Rights and Responsibilities of Citizenship*. (Please download from <http://www.cic.gc.ca/english/pdf/pub/discover.pdf>)

You are expected to discuss:

1. What purposes will this Guide and the citizenship test serve? How useful is this Guide for newcomers to understand Canada?
2. From a multicultural perspective, whose voices are included in this Guide? How adequate is this Guide in addressing the past and contemporary ethno-racial dynamics of Canada?
3. What suggestions will you make for revising this Guide?

**4. Final examination: 40%**

This will be an open book examination during the university examination period.

Last date for withdrawal without a W on your transcript: **September 22, 2017**

Last date for withdrawal with a W instead of an F on your transcript: **October 13, 2017**

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

---

**Electronic Devices:**

---

Students are not allowed to use cell phone and other communication devices during class time. You may be asked to leave the classroom if you are found using cellphone in class. If you need to keep your cell phone active for urgent matters during class, please seek the approval from the instructor before class. Laptop is allowed but only for a) class exercises and b) note taking. Any inappropriate use of laptop computer in class may lead to a ban on using it again in this course.

---

---

**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.

---

## Course Outline

- September 11:**
- a. Theories of Migration
  - b. Canadian immigration history, policies

#### Readings:

1. Chapter 1
2. Chapter 2

#### Reference Materials:

1. AMSSA, Migration Matters: Immigration Numbers and Statistics – Trends for Canada and BC: <http://www.amssa.org/wp-content/uploads/2015/05/AMSSA-Info-Sheet-Issue-2-Final.pdf>
2. IRCC Settlement and Integration Program: <http://www.cic.gc.ca/english/department/paa/activity-05.asp>.
3. Immigration and Refugee Protection Act (Access: <http://laws-lois.justice.gc.ca/eng/acts/I-2.5/>).

**September 18:** Psycho-social challenges from Migration to Settlement

#### Readings:

1. Introduction Chapter
2. Chapter 6
3. Chapter 7

#### Recommended Readings:

1. AMSSA (2016) Migration Matters: Newcomer Housing: Barriers, needs, and experiences: <http://www.amssa.org/wp-content/uploads/2016/07/InfoSheet31-Housing.pdf>.
2. AMSSA (2016) Migration Matters: Diet, Health, and Settlement: <http://www.amssa.org/wp-content/uploads/2016/05/InfoSheet30-DietHealthSettlement.pdf>.

**September 25:** Multiculturalism, integration and Racism

**Readings:**

1. Chapter 5
2. ^Li, P. (2003). Deconstructing Canada's discourse of immigrant integration. *Journal of International Migration and Integration*. 4(3):315-334.
3. ^Fleras, A. (2014) Chapter 12, Official multiculturalism: Anti-racism, or another racism in *Racism in a Multicultural Canada: Paradoxes, Politics, and Resistance* (pp. 243-262). Waterloo, ON: Wilfrid Laurier University Press. (Available in UBC Lib as an e-book). (Note: After you download the chapter, please return the book immediately for your classmates' access.)

**Recommended Reading:**

1. AMSSA (2013). Info Sheet: The intersection of Poverty and Immigration in BC and Canada: <http://www.amssa.org/wp-content/uploads/2015/05/AMSSA-Info-Sheet-Issue-6-Final.pdf>.

**Reference Materials:**

1. Canadian Charter of Rights and Freedoms: <http://laws-lois.justice.gc.ca/eng/Const/page-15.html>.
2. Canadian Multiculturalism Act: (Access: <http://laws-lois.justice.gc.ca/eng/acts/c-18.7/>.)
3. British Columbia Multiculturalism Act ([http://www.bclaws.ca/EPLibraries/bclaws\\_new/document/ID/freeside/00\\_96321\\_01](http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96321_01))
4. Canadian Human Rights Act (<http://laws-lois.justice.gc.ca/eng/acts/h-6/>)
5. Employment Equity Act (<http://laws-lois.justice.gc.ca/eng/acts/E-5.401/index.html>)

**October 2:** Community Services for Newcomers (MOSAIC)

*This class will be held at MOSAIC located at 5575 Boundary Road, Vancouver, B.C., Canada V5R 2P9, which is 10-minute walk from either Joyce or Patterson Station.*

**Readings:**

1. Chapter 4
2. Smith, S. (2010). *CIC's Modernized Approach to Settlement Programming: A Brief Description*. International Settlement Canada, 23(3): 1-4. ([http://www3.carleton.ca/cimss/inscan-e/v23\\_3e.pdf](http://www3.carleton.ca/cimss/inscan-e/v23_3e.pdf))
3. AMSSA (2016), Migration Matters, *Special Edition: Local Immigration partnerships*: [http://www.amssa.org/wp-content/uploads/2016/08/Infosheet33\\_LIPs.pdf](http://www.amssa.org/wp-content/uploads/2016/08/Infosheet33_LIPs.pdf).

**October 9** (Thanksgiving)

**October 16:** Challenges and Services for Refugees

*This class will be held at ISSBC located at 2610 Victoria Dr, Vancouver, BC V5N 4L2. It is 5-minutes from the Broadway and Commercial Skytrain Station.*

**Readings:**

1. Chapter 15
2. AMSSA Migration Matters (2017): *Integration Outcomes of Resettled Refugees*:  
[http://www.amssa.org/wp-content/uploads/2017/06/Infosheet38\\_resettled\\_refugees.pdf](http://www.amssa.org/wp-content/uploads/2017/06/Infosheet38_resettled_refugees.pdf)
3. AMSSA (2013). Info Sheet: *Refugees – Statistics & Trends in Canada and BC*:  
<http://www.amssa.org/wp-content/uploads/2015/08/AMSSA-Info-Sheet-Issue-8-Refugees—Statistics-Trends-in-Canada-and-BC.pdf>

**Recommended Readings:**

1. UN Convention and Protocol Relating to the Status of Refugees: <http://www.unhcr.org/en-us/protection/basic/3b66c2aa10/convention-protocol-relating-status-refugees.html>
2. Please also check out IRCC website:  
<http://www.cic.gc.ca/english/refugees/outside/index.asp> for Government Assisted Refugees and Privately Sponsored Refugees.

**References:**

1. Canada Council for Refugees at <http://ccrweb.ca/> -- the national watch-dog organization advocating for refugees and immigrants.
2. UNHCR at <http://www.unhcr.org/cgi-bin/texis/vtx/home> -- United National Agency
3. International Organization of Migration: <http://www.iom.int/> -- International watchdog organization with rich resources regarding international migration.

**October 23:** Social Work Practice with Newcomers (Tsering)

**Readings:**

1. Chapter 3
2. Conclusion Chapter

**Recommended Readings:**

1. ^Abrams, L. & Moio, J. (2009). Critical race theory and the cultural competence dilemma in social work education. *Journal of Social Work Education*, (45), 2, 245-261.
2. ^Fisher-Borne, M., Cain, J.M. & Martin, S.L. (2015) From Mastery to Accountability: Cultural Humility as an Alternative to Cultural Competence, *Social Work Education*, 34:2, 165-181, DOI: 10.1080/02615479.2014.977244

**October 30:** Working with interpreter (Guest Speaker: Young Joe)

**Readings:**

1. ^Chand, A. (2005). Do you speak English? Language barriers in child protection social work with minority ethnic families. *British Journal of Social Work*, 35, 807-821.

2. ^Schapira, L., Vargas, E., Hidalgo, R., Brier, M., Scanchez, L., Hobrecker, K., et al. (2008).  
 Lost in translation: Integrating medical interpreters into multidisciplinary team. *The Oncologist*,  
 13, 586-592.

**November 6:** Group Presentations (Group a, b and c)

**November 13** (Remembrance Day)

**November 20:** Group Presentations (Group d, e and f)

**November 27:** Group Presentations (Group g and h) and Conclusion

Grading Rubric for Midterm Paper

|   |    |
|---|----|
| <b>Introduction</b><br>Clearly state the background, purpose and main contention of this paper.   | 10 |
| <b>Content:</b><br>The content is comprehensively addressing the proposed questions. Suggestions provided are logically grounded in the analysis.   | 20 |
| <b>Critical Analysis:</b><br>Demonstrate an in-depth and critical analysis of the content, usefulness and inadequacies of the guide. Please note that critical here means a logical deconstruction of underlying causes and impacts of a social practice. | 25 |
| <b>Evidence:</b><br>Provide effective and convincing evidence (theoretical and empirical) from course materials and other reliable sources to support points made.  | 20 |
| <b>Organization and coherence:</b><br>Points presented are in a clear and logical manner. For example, how well do the parts connect with each other and the governing ideas?   | 15 |
| <b>Style and presentation:</b><br>grammars, spelling, referencing, proper formatting (Use of APA 6 referencing format)  | 10 |

## Supplementary information for Presentation

Students are divided into seven groups (7 to 8 people a group). Each group will need to research on one of the following newcomer groups:

1. Immigrant and refugee women and families
2. Immigrant and refugee men
3. Children from immigrant/refugee families
4. Youth from immigrant/refugee families
5. Older immigrants/refugees
6. Immigrant/refugees with disabilities
7. LGBTQ immigrants/refugees

Students of each group are expected to:

### 1. Preparation:

- a. Review literature on the assigned topic. Literature includes the book relevant chapter(s) of the textbook, at least four journal articles and other credible public documents (policies or news articles).
- b. Consult at least two key informants who have direct practice experience with newcomers of the target group to understand:
  - i. Their general impression of the needs, challenges and strengths of this group of newcomers
  - ii. Challenges of serving this group of newcomers
  - iii. Any promising programs and practices available in Metro Vancouver

### 2. Assignments for preparation: Both submit the week before the presentation.

- a. Compile a three page (double space) summary of what you learn in the literature and from the key informants **(15%)**
  - i. What are characteristics of this group of newcomers?
  - ii. What are their major issues, needs, challenges and strengths (supported by empirical data)?
  - iii. What policies, programs and/or practices have been suggested to serve them? And how effective are they?
- b. In not more than two pages, modify and elaborate the case study in the book chapter that is relevant to this topic. The case study should include the following information: **(5%)**
  - i. The demographic, immigration process, other background information of the case (and the family)
  - ii. A description of the issues, an incidence, and/or history of the issue in tangible and behavioral terms. Please DO NOT include any analysis or suggestion of causes.
  - iii. The service context (agency) and your professional position, and under what condition you, as a social worker, is involved with this case.

3. On presentation day: (50%)
  - a. Presentation (20 minutes): Summarized what is found in the literature (in not more than eight slides)
  - b. Small Group Discussion (25 minutes). Dividing the team and the class into four small groups and based on the case study to discuss:
    - i. What are the presenting problems?
    - ii. What are the underlying problems?
    - iii. What are the strengths/assets of this case or family that you may be able to mobilize to help them?
    - iv. How would you prepare yourself in order to work with the case (family)?
    - v. Which social work approach(es) will you find useful in this case? Why?
  - c. Debriefing (5-10 minutes)
  
4. After presentation assignments: both submit the week after presentation
  - a. After the small group discussions, compile a report that synthesize and summarize the discussion results of all four groups into a three-page (double space) summary. **(20%)**
  - b. A one-page illustration of your role in the group project. **(10%)** (Unlike the other 90% which is a group grade, this 10% will be individually assigned.)

### Grading Rubrics

|  |            |
|--|------------|
| <b>1. Presentation</b>   | <b>50%</b> |
| <b>Content:</b><br>Provide a comprehensive introduction of the topic. Thoroughly and systematically addressing the issues in accordance with the guideline in a balanced manner. Provide workable implications for policies, services and practices  | 25         |
| <b>Critical Analysis</b><br>Demonstrate an in-depth and critical analysis of the presented issues and the current policy, service and practice related to these issues from multiple perspectives. Provide effective and convincing evidence from course materials and other reliable sources to support your description (of the issues), analysis and arguments. | 15         |
| <b>Organization and Presentation Style:</b><br>Points presented are in a clear, logical, precise and concise manner. The three-page note is well articulated and submitted on time. The presentation style is engaging. Good time management.  | 5          |
| <b>Discussion facilitation:</b><br>Using appropriate measures to involve classmates in discussion. Effectively open up the space for sharing different ideas. Number of classmates sharing their ideas, thoughts and questions.  | 5          |
| <b>2. Documentations</b>   | <b>40%</b> |
| <b>Case Study:</b><br>A relevant case study with sufficient information for appreciation of the challenges that the specific target group experience and for class discussion.   | 5          |
| <b>Summary and Report:</b><br>Both the summary before and the report after the presentation are systematically articulated and precisely and concisely written. APA 6 formatting, proper style and presentation.   | 35         |
| <b>3. Others</b>   | <b>10%</b> |
| <b>Personal Contribution:</b><br>Demonstrate a clear role and contributions to the project and in the teamwork.  | 10         |