



THE UNIVERSITY OF BRITISH COLUMBIA
School of Social Work
Course Outline - SOWK 505

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.

Year/Term	Fall and Winter, 2015-2016
Course Title	SOWK 505 - Social Analysis for Social Work Practice (3 credits)
Course Schedule	Thursdays, 2:00-5:00 p.m. (Term 1)
Course Location	Room 222 - Jack Bell Building (School of Social Work)

Instructor	Office Location	Mobile Phone	E-mail Address
Craig Norris	By appointment		craig.norris@ubc.ca
Office Hours	By appointment		

The objective of this course is to help students develop a general practice framework based on a critical analysis of the structural context of personal and social problems. The course aims to increase students' knowledge of, and analytical skills in working with individuals, families, and groups around the intersecting vectors of race, class, age, disability, gender identity and expression, and sexual orientation.

COURSE OBJECTIVES:

1. To examine theoretical and practice contributions to structural approaches within their historical context.
2. To examine the function of ideology in shaping ways that individual and social problems are constructed, perceived, defined, and addressed through practice responses.
3. To examine ways of redefining/renaming "social problems" from a structural perspective.
4. To critically examine one's own personal value orientations and practices that are linked to the maintenance and perpetuation of oppression.
5. To develop a structural theoretical framework for social analysis and social work intervention with individuals, families, and groups.
6. To develop a critical awareness of worker social location, professional ethics, and power within the helping relationship and to identify attitudes, behaviours, and practices that contribute to strength-based strategies in social work practice.

COURSE STRUCTURE:

This course will include a combination of lecture, seminar, small group presentations and action based learning. Class members 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.

REQUIRED READINGS:

Please see the required and supplemental readings listed within the course schedule.

COURSE SCHEDULE

Week 1: Sept 10, 2015

Introductions

Course Overview

Introduction to the SOWK 505 Reflection Tool Handout

Group Assignment: Needs & Interest Assessment

Sign up for reading facilitation assignment (Available week 1 and 2)- See Assignment #2 for more information.

Critical Social Work

Readings:

Weinberg, M. (2008). Structural social work: A moral compass for ethics in social work. *Critical Social Work*, 9(1).

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.

Campbell, C. and Baikie, G. (2012). Beginning at the beginning: An introduction to critical social work. *Critical Social Work*, 13(1).

Supplemental Readings:

Noble, C. (2004) "Postmodern thinking: Where is it taking social work?" *Journal of Social Work*. 289-304.

Dominelli, Lena (2007) "The postmodern 'turn' in social work: The challenges of identity and equality", *Social Work and Society International Online Journal*, Vol 5 (3), 173-186

Week 2: Sept 17, 2015

*Assignment #1 Due: "Personal Social Theory" Statements (Sharing Circle)
(Refer to Assignment #1 for full details)*

Sign up for reading facilitation assignment (Available week 1 and 2)- See Assignment 2 for more information.

Readings:

Hulko, W. (2009). The time and context contingent nature of intersectionality and interlocking oppressions. *Affilia*, 24(1), 44-55.

Williams, Dana. 2011. "Why Revolution Ain't Easy: Violating Norms, Re-socializing Society." *Contemporary Justice Review*. 14 (2), 167-87.

You tube video: Unpacking the Invisible Knapsack: <https://youtu.be/DRnoddGTMTY>

Week 3: September 24, 2015

Anti-Oppressive Practice Debates in Social Work

Readings:

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), 121-125.

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), 127-132.

Poole, Jennifer M. 2010. "Progressive until graduation? Helping BSW students hold onto anti-oppressive and critical social work practices." *Critical Social Work* 11 (2): 1-11.

Supplemental Reading:

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).

Student reading facilitation – See Assignment 2

Week 4: October 1, 2015

Social Work Reflexivity

Readings:

De Montigny, G. (2012). Beyond anti-oppressive practice: Investigating reflexive social relations. *Journal of Progressive Human Services*, 22(1): 8-30.

Heron, B. (2005). Self-reflection in critical social work practice: Subjectivity and the possibilities of resistance. *Reflective Practice*, 6(3): 341-51.

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.

Supplemental Readings:

Butler, A., Ford, D., & Tregaskis, C. (2007). Who do we think we are? Self and reflexivity in social work practice. *Qualitative Social Work*; 6; 281.

Yip, K-S. (2006). Self-reflection in reflective practice: A note of caution. *British Journal of Social Work*, 36(5), 777-788.

Student reading facilitation – See Assignment 2

Week 5: October 8, 2015

Evidence Based Practice

Readings:

Plath, D. (2006) “Evidence-based practice: Current issues and future directions” *Australian Social Work*. 59 (1). 56-72.

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. doi:10.1007/s10615-014-0492-3

Regehr, C., Stern, S., & Shlonsky, A. (2007). Operationalizing evidence-based practice. *Research on Social Work Practice*, 17(3), 408-416. doi:10.1177/1049731506293561

Supplemental Reading:

Petr, C. G., & Walter, U. M. (2009). Evidence-based practice: A critical reflection. *European Journal of Social Work*, 12(2), 221-232. doi:10.1080/13691450802567523

Student reading facilitation – See Assignment 2

Week 6: October 15, 2015

Strengths Based Perspective

Readings:

Christine Kelly & Chris Chapman (2015) Adversarial Allies: Care, Harm, and Resistance in the Helping Professions, *Journal of Progressive Human Services*, 26:1, 46-66, DOI: 10.1080/10428232.2015.977377

Grant, J.G. & Cadell, S. (2009) “Power, pathological worldviews, and the strengths perspective in social work”, *Families in Society*, 90(4) 425-430.

Gray, M. (2011) “Back to basics: A critique of the strengths perspective in social work”. *Families in Society*, 92(1), 5-11.

Guo, Wei-he (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. doi:10.1606/1044-3894.236

Student reading facilitation – See Assignment 2

Week 7: October 22, 2015

Race Theory

Readings:

Furlong, M. & Wight, J. (2011) Promoting “critical awareness” and critiquing “cultural competence”: Towards disrupting received professional knowledges. *Australian Social Work*, 64(1), 38-54.

Siddiqui, S. (2011). Critical social work with mixed-race individuals: Implications for anti-racist and anti-oppressive practice. *Canadian Social Work Review*, 28 (2), 255-272.

Supplemental Reading:

Sakamoto, I. (2007). An anti-oppressive approach to cultural competence. *Canadian Social Work Review*, 24 (1): 105-114.

Student reading facilitation – See Assignment 2

Week 8: October 29, 2015

Constructing Identities Part 1

Readings:

Herman, Elis L. (2015). “Tranarchism: Transgender Embodiment and Destabilization of the State.” *Contemporary Justice Review* 18 (1): 76–92.

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.

Burdge, B.J. (2007) “Bending Gender, Ending Gender: Theoretical Foundations for Social Work Practice with the Transgender Community”. *Social Work*. 52(3), 243-250.

Jeppesen, Sandra. (2010). “Queer Anarchist Autonomous Zones and Publics: Direct Action Vomiting against Homonormative Consumerism.” *Sexualities* 13 (4): 463–78.

Supplemental Readings:

Brotman, S. and Ou Jin Lee, E. (2011). Exploring gender and sexuality through the lens of intersectionality: Sexual minority refugees in Canada. *Canadian Social Work Review*, 28 (1), 151-156.

Callahan, R. (2009). Bending gender, ending gender: Theoretical foundations for social work practice with the transgender community: Commentary, *Social Work*, 54(1), 88-90. doi:10.1093/sw/54.1.88

MacKinnon, K. V. (2011). Thinking about queer theory in social work education: A pedagogical in(query). *Canadian Social Work Review*, 28 (1), 139-143.

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. doi:10.1300/J041v14n04_05

Student reading facilitation – See Assignment 2

Week 9: November 5, 2015

Constructing Identities Part 2

Readings:

Mladenov, Teodor. (2015). "Neoliberalism, Postsocialism, Disability." *Disability & Society* 30 (3): 445–59.

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

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.

Supplimental Reading:

DePoy, J. & Gibson, S.F. (2002) "Theoretical Approaches to Disability Content in Social Work Education". *Journal of Social Work Education*. 38(1). 153-165.

Student reading facilitation – See Assignment 2

Week 10: November 12, 2015

Constructing Identities Part 3

Readings:

Hodge, David R. (2002). "Does Social Work Oppress Evangelical Christians? A 'New Class' Analysis of Society and Social Work." *The Social Worker* 47 (4). Oxford University Press: 401–14.

Taylor, Yvette. (2009). "Complexities and Complications: Intersections of Class and Sexuality." *Journal of Lesbian Studies* 13 (2): 189–203.

Block, David, and Victor Corona. (2014). "Exploring Class-Based Intersectionality." *Language, Culture and Curriculum* 27 (1): 27–42.

Supplemental Reading:

Taylor, Susannah. (2013). "Structural Violence, Oppression, and the Place-Based Marginality of Homelessness." *Canadian Social Work Review = Revue Canadienne de Service Social* 30 (2). Canadian Association for Social Work Education: 255.

Student reading facilitation – See Assignment 2

Week 11: November 19, 2015

“Community”, Globalization and Neoliberalism

Readings:

Forde, C., & Lynch, D. (2014). “Critical practice for challenging times: Social workers' engagement with community work.” *British Journal of Social Work*, 44(8), 2078-2094. doi:10.1093/bjsw/bct091

O'Brien, M. (2011; 2010). “Social justice: Alive and well (partly) in social work practice?” *International Social Work*, 54(2), 174-190. doi:10.1177/0020872810382682

Rossiter, Amy, and Barbara Heron. (2011). “Neoliberalism, Competencies and the Devaluing of Social Work Practice.” *Canadian Social Work Review* 28 (2): 305–319.

Supplemental Reading:

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*: 1–18.

Student reading facilitation – See Assignment 2

Week 12: November 26, 2015

Group presentations

Week 13: December 3, 2015

Sharing Circle Closing

Come prepared to share the highlights of your final paper

Assignment #4: Analysis and Integration of Practice Paper Due

ASSIGNMENTS

Submitting Assignments:

Please submit directly to the instructor on due dates. Printed copies of the assignments can be handed to the instructor at the start of class on the due dates or assignments can be submitted electronically by 2pm on the due dates. If you submit electronically, please CC a copy of the email to yourself to ensure that the email has been sent. The instructor will send you a confirmation email acknowledging the receipt of emailed assignments.

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 mail (if this option is preferred the student must provide a self-stamped, addressed envelope to the instructor).

Late assignments-

Extensions must be requested in advance of the due date of the assignment. Grades may be reduced by one point for each day (including weekends) late unless an emergency outside the control of the student prevents meeting deadline. Assignments *must* be handed at the beginning of class on the due date.

Course Assignments, Due Dates, and Grading:

Assignment #1: 'Personal' Social Theory Statement (10%) DUE: September 17, 2015.

In this assignment, you will describe your own 'basic social theory' on life. Your social theory is likely influenced by your social location and your social identity. Make sure to include some thoughts on the ways in which '*who you are in society*' contributes to your beliefs about society, culture, identity, human nature, etc. Briefly describe the implications of your social theory (strengths and challenges) to developing a critical social work practice framework.

The statement should be no longer than one page double-spaced and take no longer than 3-5 minutes to present. You will have the opportunity to share your statement in a Sharing Circle in week 2.

Assignment 2: Readings Facilitation (10%) Due: Weeks 3-11.

Students will be expected to sign up for one article from the required readings by the end of class on week two. During weeks 3-11 the students that have signed up for a required reading in a given week will provide a critical reflection on the article they have chosen. (Refer to the 505 Reflection Tool) My expectation is that all the class will have read the article and that there will be no need to provide a summary. Rather, I expect that the student assigned to an article will undertake a deeper analysis, which will assist in generating class discussion. **(MAX 10 minutes)**

Assignment #3: Group Presentations (35%) Due: November 26, 2015

The class will divide into 4 groups during week 1. As a class we will brainstorm topics and each group will select a topic of relevance to the field. This may be a controversial topic, a social problem, a practice issue that has long stirred controversy in the field, something social workers encounter every day in their work, etc. A few possible examples include: Evidence based practice vs. another practice framework; working with clients from an intersectionality perspective; mental health and addictions practice; child welfare practice; social determinants of health; end of life care; genetic counselling; ethic of care vs. an ethic of justice, social justice vs. human rights; work with newcomer and immigrant families; conceptualizing clients as members of marginalized populations vs. another framework, etc. The groups will describe the problem, answering the following questions: 1) How has this problem/issue typically been framed in social work? 2) What has typically been social work's response to the problem? 3) How might social theory be used to change the problem's conceptualization and response? 4) What are some possible strategies that might begin to mitigate the problem? These strategies may be at an agency, community, provincial, national, or international level. If possible, *show* the class rather than *tell* the class how these solutions might work. While presenting on serious topics, groups should feel that they can incorporate into their presentations humour; current popular culture/media clips; Power Point or other presentation format; role plays/skits; and other techniques that help to engage the audience.

Each group will present on its topic for ½ of the class period. Groups will be evaluated on: 1) coherence/preparation of the presentation; 2) engagement of audience members; and 3) meaningful participation of all group members. **Length: 40 Minutes**

Assignment #4: Analysis and Integration of Practice Paper (35%) DUE December 3

Select one option below:

Option A- Return to your social theory statement and expand or change aspects of it drawing on the material from the course. Show how you have integrated the learning by providing examples or sharing insights.

OR

Option B- Choose an aspect of practice that interests and/or challenges you. Describe the values and theories related to practice. Draw on the material from class to analyze and critique the practice.

OR

Option C- Develop your own paper related to your area of research related to practice. Provide a written proposal (a paragraph) stating your idea for a final paper and submit it to the instructor for approval by week 7.

In all of the above options, you **must** consider the following points **if they apply**:

- How are clients / communities / societal problems defined and constructed? Discuss how and why you might accept or challenge these definitions.
- Think about how current tensions in social work as a profession affect your practice.
- Consider how the organization in which you practice (or have practiced, or will practice) influences both the definition of the “problem” and the practice responses to it.
- What values influence your work? What values would you want to influence your work?
- What theoretical framework(s) are you/were you expected to use?
- Who is best served by these frameworks? Who is not well served by the framework(s)?
- What critical framework(s) might you use to critique or direct your practice?

Maximum 8 pages double-spaced, APA 5th Ed. formatting. Due December 3, 2015

Class participation (10%)

What I expect from you: Regular attendance, promptness, informed participation in class discussions, active participation in facilitation exercises, and demonstrated engagement with members of your sub-group and assigned course readings.

The evaluation of your participation grade will take into consideration the following: Your contributions to classroom-based discussion, sharing, collaborating and asking questions, proposing solutions and partaking in action based learning process. I expect a courtesy contact should you need to miss any scheduled class and to develop an alternative way to address the assigned weekly topic. If you miss a class and do not make contact prior, 2 marks will be deducted from your participation total.

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 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	73.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.

F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.
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COURSE POLICIES [attendance, participation, academic dishonesty]:

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 and go to the students' section for useful information on avoiding plagiarism and on correct documentation.

- Students who miss more than 3 classes may be refused the right to hand in a final assignment. Attendance sheets must be signed during each class.
- Participation is expected of all students beyond simple attendance. Students are expected to read all of the assigned readings before every class and to come to class prepared to discuss the material.
- Students who use electronic devices to aid in their learning process (e.g. laptop computers) must have the permission of the instructor to use the device and, if permission is granted, must have the wireless capacity of the device turned off. All cell phones must be turned off.