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.

<table>
<thead>
<tr>
<th>Year/Term</th>
<th>Fall and Winter 2015-2016</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>SOWK 550 - Social Work and Social Justice (3 credits)</td>
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<td>Section 001 (Health)</td>
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<tr>
<td>Course Schedule</td>
<td>Wednesdays, 2:00-5:00 pm (Term 1)</td>
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<tr>
<td>Course Location</td>
<td>Room 223 - Jack Bell Building</td>
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<tr>
<td>Instructor</td>
<td>Emma Gauvin</td>
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<tr>
<td>Office Hours</td>
<td>By appointment on Wednesdays</td>
</tr>
<tr>
<td>e-mail address</td>
<td><a href="mailto:emma.gauvin@ubc.ca">emma.gauvin@ubc.ca</a></td>
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COURSE DESCRIPTION:

This is a graduate course designed to help students to locate themselves within the constructs of human rights and social justice with a view to developing a comprehensive practice framework consistent with Social Work theory, values, and ethics.

This section is focused on principles of human rights and social justice as they relate to health and mental health social work—policy, practice, and research.

LEARNING OUTCOMES:

- Students will learn to locate themselves in a professional and political context.
- Students will develop a social justice framework for social work practice.
- Students will learn about social justice in historical, theoretical, and practice contexts by exploring theories of human rights and social development from a variety of perspectives.
- Students will learn about social justice by exploring theories of human rights and social development within various fields of practice—including health, mental health, social care, and children and youth services.
- Students will learn to examine sociopolitical patterns of power and privilege and the consequences of accessibility—or lack of accessibility—to structures of socioeconomic opportunities.
- Students will reflect upon ways in which cultural assumptions, beliefs, and value systems enhance or hinder practice with people of diverse backgrounds. Students will develop and nurture approaches and perspectives to practicing social work with and across differences.
- Students will build a framework for validating diversity.
- Students will develop an understanding about how to influence public policy in ways that will limit or reverse social inequality.
COURSE STRUCTURE:

Sessions will include a variety of discussions, small group work, and lectures, and will be supplemented by videos, peer presentations, and guest speakers. Class members are expected to attend every class and to arrive in class prepared to participate. Additionally, there is an expectation that differing opinions, analyses, and life experiences will be discussed in a respectful, professional manner.

COURSE CONTEXT: This course is mandatory for students in the advanced year of the M.S.W.

REQUIRED READING: There are no required texts for this course.

ASSIGNMENTS:

Assignments will be discussed in further detail during the first session.

1. **Reflective Journals (15%)**: At the beginning of class for weeks 2-8 and week 13 (Sept. 16 – Nov. 4 & Dec. 2) students will submit a one-page reflective journal based on their chosen readings for the week. You do not need to use APA formatting for journals.

2. **Group Meetings (15%)**: In Week 2, students will form small groups based on a social justice issue in health care. Groups will meet every other week to discuss relevant articles, data, etc. The course instructor will visit groups and provide support and guidance as needed. Active participation in group planning is the basis for this portion of the student’s final grade. These meetings are opportunities to develop the group presentations described below.

3. **Group Presentations (30%)**: Within their groups, students will critically examine literature, statistics, news media, and other sources of information on their chosen social justice issue. From this analysis, put together a presentation for your colleagues in class to address the following questions:
   1) What is the social justice issue at hand?
   2) What are the health concerns resulting from this issue?
   3) What is the role for the social work profession in addressing this issue?
   4) What measures are already being taken to address the issue?

   Creativity is encouraged (ie. Interview social workers involved in this issue, and/or from different health jurisdictions; review innovative programs that have been designed to address the issue; look at existing research and policies; create a policy or programs to address identified gaps, etc.) Presentations will be on **November 18 and November 25**.

4. **Final Papers (40%)**: Students will submit a paper on a topic that particularly interests them and will be useful for their professional development as social workers in health care. The purpose of this paper is to integrate learning from the course, including social justice frameworks and intersecting social determinants of health.

   Paper limit is 2000 words. Please use APA formatting. Students may hand in papers at any point during the course, but the final date for submission is **Friday, December 11th, 2015 at noon**.
READINGS

September 9, 2015 - Introduction to the Course & Social Justice Theories


RECOMMENDED:


WEBSITES:
Harvard University Justice course: http://www.justiceharvard.org/

September 16, 2015 - Health Inequities, Health Disparities, and the Social Determinants of Health; Intersectionality of Social Justice Issues in Health


RECOMMENDED:


WEBSITES:
Health Equity Institute: [http://healthequity.sfsu.edu/](http://healthequity.sfsu.edu/)

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**September 23, 2015 - Health Care Systems and Approaches to Health Care**


RECOMMENDED:


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**September 30, 2015 - Access to Health Care**


RECOMMENDED:


WEBSITES:

**October 7, 2015 - Social Justice in Physical Health Care**


RECOMMENDED VIDEO:
How to Survive a Plague – Available on Netflix, more info at [http://surviveaplague.com/](http://surviveaplague.com/)

**October 14, 2015 - Social Justice in Mental Health Care**


RECOMMENDED:


October 21, 2015 - Impact of Early Childhood Experiences on Health Outcomes


RECOMMENDED:


October 28, 2015 - Culture and Race as Determinants of Health


WEBSITES:

Health promotion; Prevention; Role of research


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NO CLASS

GROUP PRESENTATIONS

GROUP PRESENTATIONS

Every Day Social Justice in Social Work Practice


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FURTHER RELEVANT READINGS


http://www.megaphonemagazine.com/are_drug_laws_racist.


REPORTS


RELEVANT WEBSITES

Centre for Primary Health Care and Equity: http://www.cphce.unsw.edu.au/
Community Health Needs Assessment: http://www.communitycommons.org/chna/
Homeless Hub: www.homelesshub.ca
National Collaborating Centre on the Determinants of Health http://www.nccdh.ca/
*Resource library: http://nccdh.ca/resources/library
Unnatural Causes http://www.unnaturalcauses.org/
Vancouver Foundation: http://www.vancouverfoundationvitalsigns.ca/society/health-and-wellness/
COURSE POLICIES [as per UBC calendar]:

Attendance:
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.

Accommodations:
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 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.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>95</td>
<td>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.</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>87</td>
<td>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.</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>82</td>
<td>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.</td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td>77.5</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td>83.5</td>
<td>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.</td>
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<tr>
<td>B-</td>
<td>68-71</td>
<td>69.5</td>
<td>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.</td>
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<tr>
<td>C+</td>
<td>64-67</td>
<td>65.5</td>
<td>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.</td>
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<tr>
<td>C</td>
<td>60-63</td>
<td>62.5</td>
<td>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.</td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td>57</td>
<td>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.</td>
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<tr>
<td>D</td>
<td>50-54</td>
<td>52</td>
<td>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.</td>
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<tr>
<td>F</td>
<td>0-49</td>
<td></td>
<td>Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.</td>
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