



The University of British Columbia
School of Social Work
 Course Outline – SOWK550 (002)

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	2015-2016
Course Title	Social Work and Social Justice (3 credits)
Course Schedule	Term 1, Wednesdays, 2:00-5:00 p.m.
Course Location	SOWK 124, Jack Bell building for the School of Social Work

Instructor	Office Location	Office Phone	e-mail address
Deborah OConnor	332	604-822-5299	deborah.oconnor@ubc.ca
Office Hours	By appointment		

COURSE DESCRIPTION:

This is a graduate course designed to help students locate themselves as Social Workers within the constructs of human rights and social justice. The goal is to assist students to develop a critically-informed, comprehensive practice framework that is consistent with Social Work theory, values, and ethics.

This section will focus on principles of human rights and social justice as they relate to Social Work practice within the contexts of health, aging and disability.

LEARNING OUTCOMES:

- Students will begin to locate themselves in a professional and political context of Social Work within the context of health and social care;
- Students will begin to develop a conceptual framework for integrating ideas of social justice, equity, and human rights into their ongoing Social Work practice lens.
- Students will be familiar with the social determinants of health and be able to articulate how these influence their own practice;
- Students will reflect upon ways in which cultural assumptions, beliefs, and value systems enhance or hinder practice and policy with people of diverse backgrounds.
- Students will develop an understanding about how to influence public policy in ways that will address social inequality.

REQUIRED AND RECOMMENDED READING:

Canadian Social Work Code of Ethics: <http://www.casw-acts.ca/en/what-social-work/casw-code-ethics>

BC Social Work Code of Ethics: <http://www.bccollegeofsocialworkers.ca/wp-content/uploads/2013/02/BCCSW-CodeOfEthicsStandardsApprvd.pdf>

Truth and Reconciliation Report – link to be provided

Ife, J. (2012) Human Rights and Social Work: Towards rights-based practice, 3rd edition. Melbourne: Cambridge University Press.

In addition, there are a number of journal articles assigned to each class – these are all in ejournals.

ASSESSMENT, GRADING, EVALUATION:

1. **Reflective Journals (20%):** Weekly one-page reflective journal that demonstrates integration of course material (both readings and class discussions). The purpose of these journals is to allow students dialogical space in which to respond affectively, think critically, and integrate the main ideas of the readings into their ideas about practice. Creativity is invited, and genuine engagement with ideas is expected and appreciated.

Criteria for evaluation:

- Prescribed number of entries done periodically throughout the term;
- Demonstration of engagement with readings including identifying outstanding questions that emerge through readings;
- Ability to use course readings and discussions to critically reflect upon one's own practice

Due Dates:

- October 7 – subject line must be: Journal 1, NAME
- December 2 (last class) – subject line: Journal 2, NAME

2. **Meaningful Participation (10%):**

Criteria for evaluation: attendance and punctuality; coming to class prepared by having read assigned readings, respectful engagement in large and small group interactions and discussions;

3. **Case-study Group Presentations (30%):** Small groups will be formed by the third week of the course, based on student interests. Within their groups, students will research and critically examine the literature and/or current popular debates regarding one timely social justice topic that raises questions about full inclusion and equality—economic, political, or cultural—for the social work field within the context

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of health, aging and/or disability. A list of these will be identified over the first three weeks.

Each group will have one hour to present their work to the class. Presentations should: 1) describe the issue from a social justice/human rights perspective; and 2) discuss and/or enact one or more approaches to remediate the injustice at the personal, community and/or structural level. In other words, the presentations should focus on actionable steps that can be taken to restore justice in the “real” world of social work practice. The point is to engage the class in the issue and its discussion. Further guidance on group presentations will be provided in class. As part of this exercise, audience class members will comment on the strengths of classmates’ group presentations and provide helpful comments for incorporation into the final paper.

Due: Presentations will take place between November 4 and December 2 – the instructor will develop a roster by October 14.

Criteria for Evaluation

a. Content (30)

- Selection of a topic and approach that is relevant to course objectives;
- develop a salient overview of the issue (be careful about providing too much detail/information!);
- contextualize issue (ie. Identifies theoretical lens being used...);
- identify relevance to Social Work practice/policy

b. Analysis/Integration and Creativity (40)

- critical analysis of issue using a social justice lens;
- insightful application of theory to understanding;
- offer suggestions for practice/policy directives

c. Communication/Presentation skills (30)

- engage class participation;
 - clear, coherent presentation;
 - innovative, interesting presentation;
 - realistic amount of material presentation
 - equitable involvement of all team members in some way
- *Grading of class presentations will be based in part on feedback from classmates.*

4. Major Paper (50%): Each student will develop his/her ideas of a particular aspect of the topic of the group presentation and present it the form of a major paper. Papers should incorporate feedback received from colleagues during the group presentation and/or refinement of ideas brought about by the presentation itself. Papers should be about 18-20 pages, double-spaced. ***Since the purpose of this paper is to reflect a critical integration of the course readings, discussions and group presentations, failure of it will result in a course failure.***

Due Date: December 15, 2015

Subject heading: SOWK 550 FINAL , Your last NAME

Criteria for Evaluation: Major paper

- a. Content (20 points max.)
- 20 - clear, comprehensive description of topic including the lens being used to understand the issue; selection of appropriate references - up-to-date, clearly relevant to focus of paper; breadth of sources including representation for contrasted perspectives and reliance on primary sources;
 - 16 - major attendance to most of above
 - 12 - minor attendance to most of above
- b. Originality and Analysis (30 points max.)
- 30 - original idea or approach: effort to integrate previously unintegrated material; clear application of a relevant social justice theoretical and analytic lens; perceptive critique of relevant literature; integration of class readings and discussions
 - 22 - major attendance to most of the above
 - 16 - minor attendance to most of the above - ie. repetition of material from references with only minor modification
- c. Relationship to Social Work (maximum 30 points)
- 30 - clear, creative and relevant application of theoretical understandings to Social Work practice
 - 22 - moderate link between content of paper to Social Work practice/policy
 - 16 - minor attention given to connection/relevance between content and Social Work
 - 0 - no connection made between content and Social Work
- d. Written Communication Skills (20)
- Logical Development (eg well developed and logically sequenced; continuity between initial orientation, body and final summary, clear progression between paragraphs);
 - Style (eg. excellent sentence construction and choice of words, spelling correct, good transitions between paragraphs, correct use of technical terms, correct use of abbreviations)
 - includes all format and style requirements (eg. abstract) per APA guide
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Week 1: Introduction: Beginning to consider 'social justice' and social work practice

Required Reading:

Healy, C.M. (2008). "Exploring the history of social work as a human rights profession." *International Social Work*, 55 (6), 735-748.

Kam, P. K. (2014) Back to the 'social' of social work: Reviving the social work profession's contribution to the promotion of social justice *International Social Work* 57(6) 723 –74

Recommended:

Ife, J. (2013) Human Rights and Social Work, chapter 1

Week 2 - What is 'Social Justice'?

Required Reading:

Bannerjee, M (2011) Social work scholars representation of Rawls: A critique. *Journal of Social Work Education*. 47(2), 189-211.

Solas, J. (2008). Social work and social justice: What are we fighting for? *Australian Journal of Social Work*, 61 (2): 124-136.

Ife, J. (2008). Comment on John Solas' *What are We Fighting For?* *Australian Journal of Social Work*, 61 (2): 137-140.

Hugman, R. (2008). Social work values: Equity or equality? A response to Solas. *Australian Journal of Social Work*, 61 (2): 141-145.

Solas, John. 2008. Is equity just enough for social work? A response to those who think it is! *Australian Journal of Social Work*, 61(2): 146-149.

Recommended:

Solas, J. (2008). What kind of social justice does social work seek? *International Social Work*, (51): 813 - 822.

Week 3 – Toward an Ethics of Care

Hankivsky, Olena (2004) *Social Policy and the Ethic of Care*. Vancouver: UBC Press. Chapters 1 and 2 and last chapter

Wada (2014) Relational Care Ethics from a Comparative Perspective: The Ethics of Care and Confucian Ethics *Ethics and Social Welfare*, Vol. 8, No. 4, 350–363,

Week 3 - The social determinants of health

Moniz, C. (2010). Social work and the social determinants of health perspective: good fit. *Health & Social Work*, 35 (4): 310-313.

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Ashcroft, R. (2010). Health inequities: Evaluation of two paradigms. *Health & Social Work, 35* (4): 249-256.

Engster, D (2014) The social determinants of health, care ethics and just health care. *Journal, Contemporary Political Theory*. Volume, 13. Issue number, 2 <http://dx.doi.org/10.1057/cpt.2013.14>

Hooeyman, N. (2014) Gender Social and Health Disparities in Aging: Gender Inequities in Long-Term Care. *Generations 38*(4), 25 - 32

Week 5 - Intersectionality in practice

O'Connor, D., Phinney, A. & Hulko W. (2010) *Dementia at the intersections: Exploring social location in the dementia experience*. *Journal of Aging Studies 24*(4)

de Leeuw, S., Greenwood, M., & Cameron, E. (2010). Deviant constructions: How governments preserve colonial narratives of addictions and poor mental health to intervene into the lives of indigenous children and families in Canada. *International Journal of Mental Health and Addiction, 8* (2): 282-295.

<http://link.springer.com/article/10.1007%2Fs11469-009-9225-1#page-2>

Tang, S.& Browne, A. (2008): 'Race' matters: racialization and egalitarian discourses involving Aboriginal people in the Canadian health care context. *Ethnicity & Health, 13*(2): 109-127.

Mattsson, T. (2014) Intersectionality as a useful tool: Anti-oppressive social work and critical reflection. *AFFILIA: J. of Women and Social Work, 29*(1), 8-17.

Recommended:

Hankivsky, O. ed. (2012) *An intersectionality-based policy analysis framework. Introduction – chapters 1 and 2, p.7- 46*

http://www.sfu.ca/iirp/documents/IBPA/IBPA_Framework_Complete%20Collection_Hankivsky_2012.pdf

Week 6: Community Care, Risk and Competence

Required

Mclaughlin, A.M. (2011) Exploring Social Justice for Clinical Social Work Practice. *Smith College Studies in Social Work. 81*, 234 – 251.

Lymbery, M. (2014) Understanding Personalization: Implications for Social Work. *Journal of Social Work. 14*(3), 295-312.

Duffy, S (2010) The citizenship theory of social justice: exploring the meaning of personalization for social work. *J. of Social Work Practice, 24* (3), 253-267.

Recommended

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George, P., Coleman, B., Barnoff, L. (2007). Beyond “providing services:” Voices of service users on structural social work practice in community-based social service agencies. *Canadian Social Work Review*, 24 (1): 5-22.

Week 7 – Evidence-based practice in health care

McMullen, E. (2014) Translating Social Work Research for Social Justice: Focusing Translational research on equity rather than market. *Journal of Evidence-Based Social Work*, 11:1-2, 149-156.

Gambrill, E. (2010). Evidence-informed practice. *Research on Social Work Practice*, 20, 302–320.

Furman, R. (2009) Ethical considerations of evidence-based practice. *Social Work* 54.1:82

Recommended

Cristofalo, M. (2013) Implimentation of health and mental health evidence-based practices in safety net settings. *Social Work in Health Care* 52(8): 728-740.

Week 8 – Beginning to develop a framework: Diverse Models for conceptualizing practice

E Martinez, 2014 - Chapter 1 – Theory of liberation Social Work (downloadable)

Wakefield, J. (2013) DSM-5 and Clinical Social Work: Mental Disorder and Psychological Justice as Goals of Clinical Intervention. Guest Editorial. *Clinical Social Work Journal*, 41:131-138.

Skegg, A. (2005). “Human rights and social work: A western imposition or empowerment to the people?” *International Social Work*, 48.

Barkley, J. (2009). Biopsychosocial assessment: Why the biopsychosocial and rarely the social? *Journal of Canadian Academy of Child Adolescent Psychiatry* 18 (4): 344-347.

OR

Ife, J. (2013) *Human Rights and Social Work*, 3rd edition. Melbourne: Cambridge University press.

Recommended:

Larson, G. (2008). Anti-oppressive practice in mental health. *Journal of Progressive Human Services*, 19(1): 39-54.

O'Connor, D. (2003) Anti-oppressive practice with older adults: A feminist post-structuralist perspective. In W. Shearer (ed) *Emerging perspectives in Anti-oppressive practice*. Toronto: Canadian Scholars Press.

Chu, W. C. K. Tsui, M-S and Yan, M.C. (2009). Social work as a moral and political practice. *International Social Work*, 52(3): 287–298

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Week 9 Group presentations – Aboriginal Issues

Van Westen, J (2014) Social Determinants of Health: Is it race or racism? Unpublished (at this point) final paper for SOWK 550

Week 10 No Class (Remembrance Day)

Week 11 Group presentations – Addictions and Mental Health Issues

Week 12: Group presentations – Aging, Health and (Dis)Abilities Issues

Week 13 Panel: Achieving Social Justice through Social Work Practice?

O'Brien, M. (2010). Social justice: Alive and well (partly) in social work practice? *International Social Work*, 54 (2): 174-190.

Aronson, J., & Smith, K. (2011). Identity work and critical social service management: Balancing on a tightrope? *British Journal of Social Work* (2011) 41, 432–448

Ferguson, I. & Lavalette, M. (2007). Dreaming a great dream: Prospects for a new, radical social work. *Canadian Social Work Review*, 24(1): 55-68.

Reisch (2013) What is the future of social work: *Critical and Radical Social Work* 1(1) 67085

COURSE POLICIES [attendance, participation, academic dishonesty]:

According to UBC policy, regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.)...Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes. **If you miss 3 classes or more, you may be deemed not to have completed the course requirements.**

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. **Assignments may be submitted on-line providing they utilize the subject-line guidelines provided.**

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

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the permission of the instructor and must have the wireless capacity of the device turned off. You may be asked to leave the class if you are using a computer or technology (ie. Cell phone, i-pad) for anything that is not directly linked to participating in this course.

Please turn your cell phone off at the beginning of class.

- Email: I am readily accessed through email. But please bear in mind the following:
- a) I am a believer that as professional we need to create boundaries as a method of self-care. Hence please note that I don't as a rule work on the weekend, so may not respond to inquiries until the following Monday.
 - b) Questions requiring replies longer than a few sentences are best asked during office hours. I am happy to organize a time to meet with you and discuss questions, concerns and/or thoughts you may have.
 - c) I receive A LOT of emails! In order to insure that yours does not get lost, please insure that the subject header contains the course number and you sign your name.
 - d) Do not expect an immediate response to email. However, if you have not received a response within two working days, do feel free to resend and remind! (Emails get lost and/or I get crazy some days!)

ASSIGNMENTS

Submitting Assignments-

Students can use the drop box located in the main office on the reception counter to submit their assignments or any correspondence to faculty, sessionals or staff. Items will be date-stamped and distributed to the appropriate mailbox throughout the day. If submitting on-line PLEASE INSURE THAT YOU USE THE REQUIRED SUBJECT HEADING so that I can easily search and find emails pertaining to the class, and mark them on-line.

Also, please insure that ALL ASSIGNMENTS can readily be saved using the same subject heading as the email.

Return of marked student assignments-

I generally mark and return all assignments on-line. Please insure that assignments are in WORD and can be readily saved using the subject heading provided.

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	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 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.