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.

MSW Mission: The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care; and international and social developing, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

<table>
<thead>
<tr>
<th>Year/Term</th>
<th>Fall and Winter 2017-2018</th>
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</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>SOWK 505 (001) - Social Analysis for Social Work Practice</td>
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<tr>
<td>(3 credits)</td>
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<tr>
<td>Course Schedule</td>
<td>Thursdays, 2:00 - 5:00 pm (Term 1)</td>
</tr>
<tr>
<td>Course Location</td>
<td>Room 222, Jack Bell Building for the School of Social Work</td>
</tr>
</tbody>
</table>

Instructor | Office Location | Office Phone | e-mail address |
-------------|-----------------|--------------|----------------|
Ricardo Chaparro-Pacheco | Room 334 | (604) 822-3582 | ricardo.chaparro-pacheco@ubc.ca |

Office Hours: 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 (Cognitive outcome).
2. Propose a structural framework for the critical analysis of personal and social issues (Psychomotor outcome).
3. Recommend practice strategies that are committed with the realization of human dignity and social justice (Psychomotor outcome).
4. Develop critical awareness of social location, professional ethics, and power within the helping relationship (Affective outcome).

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.

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.

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.

COURSE POLICIES [attendance, participation, academic dishonesty]:

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 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 – Sept. 7, 2017
Introductions, course contents and ground rules
Social analysis and social work praxis. Social theory, ideology, and ethics.

Required readings:

Supplemental readings:
Session 2 – Sept. 14, 2017
Functionalism and Critical theory: influences on Social Work

Required readings:

Supplemental readings:

Session 3 – Sept. 21, 2017
Power and Intersectionality

Required readings:

Supplemental Readings:

Session 4 – Sept. 28, 2017
Anti-oppressive practice debates in Social Work

Required readings:

Supplemental Readings:

**Session 5 – Oct. 5, 2017**

**Reflexivity in Social Work**

**Required Readings:**

**Supplemental Readings:**

**Session 6 – Oct. 12, 2017**

**Evidence Based Practice**

**Required Readings:**

**Supplemental Readings:**

**Session 7 – Oct. 19, 2017**

**Strengths Based Perspective**

**Required Readings:**

**Supplemental Readings:**
Session 8 – Oct. 26, 2017
Constructing Identities (1): Gender

Required Readings:

Supplemental Readings:

Session 9 – Nov. 2, 2017
Constructing Identities (2): Race and Faith & Religion

On Race – Required Readings:

Supplemental Readings:

On Religion - Required Readings:
Supplemental Readings:

Session 10 – Nov. 9, 2017
Constructing Identities (3): Age

Required Readings:

Supplemental Readings:

Session 11 – Nov. 16, 2017
Constructing Identities (4): Class

Required Readings:

Supplemental Readings:

Session 12 – Nov. 23, 2017
Constructing Identities (5): Disability

Required Readings:
**Supplemental Readings:**

**Session 13 – Nov. 30, 2017**

**Community, globalization, and Neo-liberalism**

**Conclusions and Class Evaluation**

**Required Readings:**

**Supplemental Readings:**

**ASSIGNMENTS**
1. Weekly blog in Connect on Developing an Approach to Social Analysis – **15%**
2. Presentation and writing: 10 minute panel paper – **30%**
3. Wiki assignment: Critical Class Session Report – **20%**
4. Analysis & Integration final assignment – **35%**

Please find details and due dates for each assignment in the Assignments folder of the Content section of the course’s virtual classroom in UBC – Connect ([connect.ubc.ca](http://connect.ubc.ca)).

**GRADING CRITERIA:**

<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>
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<tr>
<td>B+</td>
<td>76-79</td>
<td>77.5</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>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>
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<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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| D            | 50-54         | 52        | Minimally adequate work, barely at a passing level. Serious flaws in
<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>F</td>
<td>0-49</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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