FACULTY OF Arts **UBC**

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 development, 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.

Year/Term	Fall and Winter 2017 – 18, Term 1-2
Course Title	SOWK 502 – Social Work Practice (6 credits)
Course Schedule	Thursdays, 9:00 am – 12:00 pm
Location	Room 222, Jack Bell Building

Instructor	Office Location	Office Phone	E-mail address
Elizabeth Jones	Room 233	604-822-6220 604-738-0506 (H office)	Elizabeth.Jones@ubc.ca
Ricardo Chaparro-Pacheco, PhD (abd)	Room 334	604-228-3582	ricardo.chaparro-pacheco@ubc.ca
Kate Murray	Room 334	TBA	kmmurray@mail.ubc.ca

Each instructor will indicate office hours on the first day of class.
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Social work is a practice profession. It is based on a foundation of social values, which include: a commitment to social justice, equity, respect for diversity and for critical thinking. Social workers work with individuals, families, groups and communities to realize their potential to enjoy full, active and creative lives. Social workers assist in dealing with loss and change, as well as creating social and environmental conditions to enhance the quality of people's lives. Social workers are advocates, policy analysts, administrators, activists, counsellors, facilitators, mediators, organizers, educators and researchers. They help people obtain services, assist people in understanding the social contexts within which they live, and work for social change, consistent with the values of the profession.

COURSE DESCRIPTION:

Social Work 502 is a required course and is open only to students accepted to the School of Social Work. The course is an exploration of the core elements of social work practice methods and the corresponding development of fundamental competencies necessary to prepare the student for practice in a variety of settings and to assist the student in the development of an area of practice interest for year two of the Masters of Social Work.

Students will develop knowledges, skills, values and ethics necessary for the provision of professional services to individuals, families, groups, and communities within the framework of generalist practice; the change process; and the impact of diversity and oppression.

Generic principles and the generalist concept of practice will serve as an organizing foundational framework for the course. Generalist practice methods are developed through moving beyond problem solving at each level of society, and discovering, utilizing and making connections to arrive at unique, responsive solutions. Specific theories of working with individuals and families, groups, and communities will form the foundational development in each module.

LEARNING OUTCOMES:

1. To develop a conceptual framework that provides the student with the knowledges, skills, values and ethics to practice and evaluate their own practice in the breadth of contexts, working with individuals and families, groups and communities.

2. To expand the student's conceptual base and to examine beliefs about:
   - self, people, and society, with a particular sensitivity to issues related to culture, race, class, gender, sexuality, age and (dis)ability
   - the dynamics of planned change
   - the helping process.

3. To be aware of the potential implications of the student's own values for personal growth and for practice.

4. To demonstrate the transferability of a generalist approach to a multiplicity of practice situations.

UNIVERSITY POLICIES:

Absence and Participation: "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." (UBC Calendar)

Disabilities: The University accommodates students with disabilities who have registered with the Access and Diversity 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.

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.

Retaining Assignments: Students should 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.

COURSE POLICIES:

ATTENDANCE AND PARTICIPATION:

Attendance is expected in Social Work courses, and lateness is not acceptable. Unnecessary absences are a disservice to yourself, as much of the material covered in classes is not readily available elsewhere; to the profession, whose image is enhanced or diminished by the behavior and performance of its members; and to your future clients, who trust that you were conscientious in your studies in order to maximize your understanding of a professional response to their presenting human needs.

Students will attend all class sessions and actively participate by being prepared and engaging in the class material. Failure to attend classes or seminars may constitute a ground for the instructor to refuse to evaluate and grade final papers or other marked course assignment submissions. In this manner, the right to submit work for evaluation is conditional upon regular class attendance and participation in class discussions and/or exercises. An instructor has the authority to refuse to evaluate all or part of a student's work where attendance has not been regular. "Regular" is defined as having no more than two absences from class.

If a student must be absent for whatever reason, it is expected that they contact the instructor and inform them of the absence before class if possible, or as soon as possible thereafter. This communication is the level of professional behavior expected of social workers in the workplace.

Cell phones are not to be used in the classroom for any reason. Computers can be used for notes with permission of the instructor.

FORMAT OF THE COURSE:

This course is structured in three modules of eight weeks, each with a different instructor. The first module, Individuals and Families, is taught by Elizabeth Jones. The second module, Groups, is taught by Ricardo Chaparro-Pacheco. The third module, Community,is taught by Kate Murray. Each module is a discrete section with separate assignments that will be graded by the respective instructors. The final grade is the average marks from the three sections.

The course will begin (September 7, 2017) with the three instructors.

FIRST CLASS, SEPTEMBER 7, 2017, ALL INSTRUCTORS: INTRODUCTION TO THE COURSE

MODULE 1 – INDIVIDUAL AND FAMILIES

This module of Social Work 305 is designed to introduce the knowledges, skills, concepts, and competencies necessary for beginning generalist practice with individuals and families. Through lectures, simulations, role play, discussions, readings (both current and classic), and other media, students will explore key ideas about effective generalist practice with a social justice orientation at the micro level.

Text: Coady N., Lehmann, P., (2016). Theoretical Perspectives for Direct Social Work Practice, Third Edition. New York: Springer.

Additional articles and books available through UBC Library

SESSION 1: **September 14, 2017**

Constructing a generalist practice framework for working with individuals and families

> *Required Reading:*
>> Text, Chapter 1 and 2
>> Baskin, C. (2016). Strong Helpers Teachings: The Value of Indigenous Knowledges in the Helping Professions, 2nd edition. *Chapter 4: Current theories and models of social work as seen through an indigenous lens.*
>> Moore, Kiara. (2016). Living liminal: reflexive epistemological positioning at the intersection of marginalized identities. *Qualitative Social Work.*doi:10.1177/1473325016652681
>> Walsh, Joseph, Interview: Theories for Clinical Social Work Practice, Episode 52: socialworkpodcast.blogspot.ca/2009/08/theories-for-clinical-social-work.html

SESSION 2: **September 21, 2017**

Problem Solving Model

> *Required Reading:*
>> Text, Chapter 3
>> Gorman, J. (1995). Being and Doing: Practicing a Secret Profession. *Reflections.* 35 – 40.

SESSION 3: **September 28, 2017**

Metatheories: Ecological, individual and family development, and Strengths based

> *Required Reading:*
>> Choose one of Chapters 4, 5, or 6 in the text
>> Anderson, Kim. (2013) Assessing Strengths: Identifying Acts of Resistance to Violence and Oppression. In Saleebey, D., *The Strengths Perspective in Social Work Practice*, 6th edition, 182 - 201.
>> Grant, J.G., and Cadell, S. (2009). Power, Pathological Worldviews, and the Strengths Perspective in Social Work. *Families in Society: The Journal of Contemporary Social Services.*90 (4) 425 – 430.
>> Graybeal, Clay. (2001). Strengths –Based Social Work Assessment: Transforming the Dominant Paradigm. *Families in Society: The Journal of Contemporary Human Services.* 82 (3) 233 – 242.

SESSION 4:   October 5, 2017

Mid level theories: psychodynamic, cognitive behavioural, humanistic, critical

Required Reading:

Text, Chapters 16, 17

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

SESSION 5:   October 12, 2017

Postmodern theories: narrative, collaborative, solution-focused

Required Reading:
Chapter 18

Prepare ecomap (p. 100, text), genogram (p. 121, text), culturagram (p. 122, text)

SESSION 6:   October 19, 2017

Aboriginal Approaches

Required Reading:

Baskin, Cyndy. (2006). Aboriginal World Views as challenges and Possibilities in Social Work Education. *Critical Social Work, 7*, 2.

Verniest, Laura. (2006). Allying with the Medicine Wheel: Social Work Practice with Aboriginal Peoples. *Critical Social Work,* Vol. 7, No. 1.

SESSION 7:   October 26, 2017

Interventions with Individuals and Families

Required Reading:

Poulin, John et al., (2010). General practice interventions with individual clients in Strengths Based General

Practice: A Collaborative Approach, Third edition. Itasca, Illinois: Peacock. 153 – 165.

SESSION 8:   November 2, 2017

Putting it all Together: Social Work Generalist Practice with Individuals and Families

Required Reading:
Text, Chapter 21

This section of Social Work 502 is designed to introduce the theories, concepts and experiences necessary to develop an understanding of group dynamics and effective group skills. Emphasis is placed on the group work continuum from individual to social change goals, the mutual-aid and empowerment models, and the specific skills and strategies for effective facilitation. By the end of the module, students will be able to:

- Appraise the theories and concepts that support social work practice with groups (cognitive outcome)
- Devise strategies for following up and assessing group dynamics (psychomotor outcome)
- Integrate effective group facilitation skills within social work practice (affective outcome).

MODULE TEXTBOOKS:
All readings are available through UBC Library online (e-books & electronic journals):
1. Gitterman, A., Salmon, R., & MyiLibrary. (2009). *Encyclopedia of social work with groups.* New York: Routledge.
2. Gitterman, A., Shulman, L., & Ebrary Academic Complete (Canada) Subscription Collection. (2005). *Mutual aid groups, vulnerable and resilient populations, and the life cycle* (3rd ed.). New York: Columbia University Press.
3. Journal: *Social Work with Groups.*

Suggested book:
- Freud S. *Group Psychology and the Analysis of the Ego.* Boni and Liveright; 1920.

SESSION 1:   November 9, 2017

History of social work with groups
Values & ethical principles

Required
1. Judith A. B. Lee and Carol R. Swenson 573 Breton, M. (1990). Learning from social group work tradition. *Social Work with Groups*, 13(3), 21–34.
2. Wright, W. (2003). "But I want to do a *real* group": A personal journey from snubbing to loving to theorizing to demanding activity-based group work. *Social Work with Groups, 25,* 1-2: 107-12.
3. Standards of social work practice with groups (to be distributed by the instructor via Blackboard).

Suggested
- *Encyclopedia of Groups*, Chapter 1: Group Work History: Past, Present, and Future (pp. 1 – 39), and Chapter 2: Group Work Values (pp. 39-45).
- *Mutual aid groups, vulnerable and resilient populations, and the life cycle,* Chapter 21: Mutual Aid: a buffer against risk (pp. 573 – 596).
- Anneliese A. Singh & Carmen F. Salazar (2010) The Roots of Social Justice in Group Work, *The Journal for Specialists in Group Work*, 35:2, 97-104.

SESSION 2:   November 16, 2017

The knowledge base of group work practice – Relational Model and Boston Model
Types of groups & skills

Required
1. *Encyclopedia of groups*: Group Work Major Models (pp. 45–59), Group Work Approaches and Methods (pp. 59 – 99), and Group Stages of Development (pp. 99 – 109)

Suggested
- *Mutual aid groups, vulnerable and resilient populations, and the life cycle* Chapters 1 & 2
- Schiller, L. (2007). Not for women only: Applying the relational model of group development with vulnerable populations. *Social Work with Groups, 30*(1), 11–26.
- Malekoff, A. (2009). Gatekeepers, gatecrashers, and getaways in groups with kids: A mystery story. Social Work with Groups, 32,3: 193-208

SESSION 3:   November 23, 2017

Group dynamics – Relational Model - pre-group planning
GROUP 1

1. Encyclopedia of groups: Preliminary (pp. 109-112)
2. Mutual aid groups, vulnerable and resilient populations, and the life cycle – Chapter 3: Group Formation: tasks, methods, and skills (pp. 73 – 110).
3. Comstock, D. L., Duffey, T. & H. St. George (2002) The Relational-Cultural Model: A Framework for Group Process, The Journal for Specialists in Group Work, *27*:3, 254-272

SESSION 4:   November 30, 2017

Beginning Stage & Convening stage
GROUP 2
GROUP QUIZ – PART 1

Required
1. Encyclopedia of groups, Beginning Phase (pp. 112 – 114)
2. Gitterman, A. (2003). Reflections on Dealing with Group Member's Testing of My Authority: Oy Vey. Social Work with Groups, *25*, 1-2: 185-192.
3. Singh, A. A. & C. F. Salazar (2010) Six Considerations for Social Justice Group Work, The Journal for Specialists in Group Work, *35*:3, 308-319

Suggested
- Berman-Rossi, Toby (1993). The tasks and skills of the social worker across stages of group development. Social Work with Groups, 16C (1/2), 69 - 82.

PRACTICE CONFERENCE JANUARY 3 AND 4, 2018
ATTENDANCE MANDATORY
NO CLASS

SESSION 5:   January 11, 2018

Treatment groups
Middle stage: Conflict, Connection/disconnection and creativity
GROUP 3
GROUP QUIZ – PART 2

Required
1. *Encyclopedia of groups*, Middle Phase (pp. 114 – 116)
2. Kristi B. Cannon , Tonya R. Hammer , Stacee Reicherzer & Billie J. Gilliam (2012) Relational-Cultural Theory: A Framework for Relational Competencies and Movement in Group Work With Female Adolescents, *Journal of Creativity in Mental Health*, 7:1, pp. 2-16
3. Shulman, L. (2003). Learning to talk about taboo subjects: a lifelong professional challenge. *Social Work with Groups, 25,* 1-2: 139-150.

Suggested

Resource: Gadsby, C., Clark.N, & Hunt, S. (2006). *It's a Girl Thang* (available in http://mcs.bc.ca/pdf/its_a_girl_thang.pdf)

SESSION 6:   January 18, 2018

Social Justice, Empowerment and social action groups
Groups across the lifespan
GROUP 4

Required
1. Marcia B. Cohen PhD & Audrey Mullender (2006) The Personal in the Political: Exploring the Group Work Continuum from Individual to Social Change Goals, *Social Work with Groups*, 28:3-4, 187-204.
2. Manivong J. Ratts, Loni Anthony & KristiAnna Nicole T. Santos (2010) The Dimensions of Social Justice Model: Transforming Traditional Group Work Into a Socially Just Framework, *The Journal for Specialists in Group Work*, 35:2, 160-168
3. Group work: Select 1 reading from the book *Mutual aid groups, vulnerable and resilient populations, and the life cycle (childhood, adolescent, adult or older adult) come prepared to discuss.*

SESSION 7:   January 25, 2018

Ending stage and evaluation – Therapeutic Endings
GROUP 5

Required
1. *Encyclopedia of Groups*, Sessional Endings (pp. 117 – 118), and Termination Phase (pp. 118 – 121)
2. *Mutual aid groups, vulnerable and resilient populations, and the life cycle*, Chapter 22: Contemporary Group Practice (pp. 597 – 613).

SESSION 8:   February 1, 2018

Formation/Instructional Endings
Conclusions and Class Evaluation

No required readings

MODULE 3 – COMMUNITY

This module introduces students to various approaches, issues, and practices for working with/in communities to address social issues and pursue justice-oriented social change. Emphasis will be placed on critical traditions and analysis, the social and political contexts of community work, and exploring strategies for practice in diverse contexts. Readings, lectures, exercises and discussions, videos and guest speakers will be the methods of instruction. Most of the readings in this module can be accessed through the UBC Library. The rest will be made available to students by the instructor.

SESSION 1:   February 8, 2018
Introduction to module, and exploring community work in North American context

Shragge, E. (2003). Exploring Models, Theory, and Learning from History. In *Activism and Social Change: Lessons for Community and Local Organizing* (Chapter 2, pp. 39-73). Toronto: Broadview Press.

Ahmed, S. and A. Fortier (2003). Re-Imagining Communities. *International Journal of Cultural Studies*, 6 (3), 251-259

DeFilippis, J., Fisher, R., and Shragge, E. (2010). History Matters: Canons, Anti-Canons, and Critical Lessons From the Past. In *Contesting Community: The Limits and Potential of Local Organizing* (Read pp. 41-66 of Chapter 2.) New Brunswick, NJ: Rutgers University Press

> *Note: the MUSE online pdfs do not correspond exactly to the chapters of this book. To read the assigned chapter / pages, you need to begin several pages into the pdf for chapter 2, and continue reading the first several pages of chapter 3.

Barman, J. (2007). Erasing Indigenous Indigeneity in Vancouver. BC Studies, 155, 3-30.

SESSION 2:   February 15, 2018

Traditions of and approaches to community practice: Land and place-based orientations

Lee, J.-A. (2007). Gender, Ethnicity, and Hybrid Forms of Community-Based Urban Activism in Vancouver, 1957-1978: The Strathcona story revisited. *Gender, Place & Culture*, 14(4), 381-407.

Coulthard, G. S. (2014). For the Land: The Dene Nation's Struggle for Self-Determination. In *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition.* (Read pp. 51- 75 of Chapter 2.) Minneapolis: University of Minnesota Press.

Yan, M.C. & Sin, R. (2011). The resilience of the settlement-house tradition in community development: A study of neighborhood centers in San Francisco. *Community Development Journal*, 42(1), 106-24.

Optional additional reading:

Stiegman, M. (2012). Confessions of a Reluctant Food Activist. In Choudry, A., Hanley, J., and Shragge, E. (Eds.). *Organize! Building from the Local for Global Justice.* (Chapter pp. 266-277.)

SESSION 3:   March 1, 2018

Traditions of and approaches to community practice: Strength, capacity, and asset-based orientations
- DUE: First Reflexive Journal

Kretzmann, J. and Puntenney, D. (2010). Neighborhood Approaches to Asset Mobilization: Building Chicago's West Side. In Green, G. and A. Goetting (Eds.). *Mobilizing Communities: Asset Building as a Community Development Strategy*. (Chapter 6.) Philadelphia: Temple University Press.

DeFilippis, J., Fisher, R., and Shragge, E. (2010). "It Takes a Village": Community as Contemporary Social Reform. In *Contesting Community: The Limits and Potential of Local Organizing* (Read pp. 98 to top of page 128 of Chapter 4.) New Brunswick, NJ: Rutgers University Press.

> *Note: the MUSE online pdfs do not correspond exactly to the chapters of this book. To read the assigned chapter / pages, you need to begin several pages into the pdf for chapter 4.

Pedersen, W., & Swanson, J. (2009). *Our Place & Our Words: Mapping Downtown Eastside community assets and challenges*. Vancouver, BC: Carnegie Community Action Project (CCAP) Available: http://www.carnegieaction.org/wp-content/uploads/2016/08/Our-Place-and-Our-Words.pdf.

> * For other reports relating to the same process, see:
> http://www.carnegieaction.org/community-vision/

Clarke, M. (2011). Re-imagining Capacity Building When Participation is Constrained: Illegal Burmese Migrants in Thailand. In Kenny, S., Clarke, M. (Eds.). *Challenging Capacity Building. Comparative Perspectives*. Hampshire: Palgrave MacMillan.

SESSION 4:   March 8, 2018

Traditions of and approaches to community practice: Popular education, community organizing and social action

Stall, S. and Stoecker, R. (1998). Community Organizing or Organizing Community? Gender and the Crafts of Empowerment. *Gender and Society*, 12(6), p. 729-756

Jara, O. (2010). Popular education and social change in Latin America. *Community Development Journal* 45(3): 287-296

Coulthard, G. S. (2014). Lessons from Idle No More. In *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition* (Read pp. 159-179 of this Conclusion chapter). Minneapolis: University of Minnesota Press.

Optional additional reading:

Penney, J. (2013) Eminently visible: The role of t-shirts in gay and lesbian public advocacy and community building, *Popular Communication*, 11(4), 289-302.

SESSION 5:   March 15, 2018

Strategies and skills for community practice: Community analysis and action planning
- Due: Second Reflexive Journal

Choudry, A., Hanley, J., and Shragge, E. (2012) Organize! Looking Back, Thinking Ahead. In *Organize! Building from the Local for Global Justice*. (Introductory chapter pp. 1-22.)

Speirs, K. (2012). Research Partnerships and Local Community Organizing: Reflections by Evelyn Calugay. In Choudry, A., Hanley, J., and Shragge, E. (Eds.). *Organize! Building from the Local for Global Justice*. (Chapter pp 36-45)

Hardina, D. (2004). Guidelines for Ethical Practice in Community Organization. *Social Work*, 49(4), pp. 595-604.

SESSION 6:   March 22, 2018

Strategies and skills for community practice: Building relationships, coalitions and collective power

Ley, D. (1994). The Downtown Eastside: 'One Hundred Years of Struggle'. In S. Hasson & D. Ley (Eds.), *Neighbourhood Organizations and the Welfare State* (pp. 172-204). Toronto, ON: University of Toronto Press.

> * Note: this reading is not available online, but will be made available to students by the instructor.

Walia, H. (2012). Moving Beyond a Politics of Solidarity toward a Practice of Decolonization. In Choudry, A., Hanley, J., and Shragge, E. (Eds.). *Organize! Building from the Local for Global Justice*. (Chapter pp. 240-253)

Henaway, M. (2012). Immigrant Worker Organizing in a Time of Crisis: Adapting to the New Realities of Class and Resistance. In Choudry, A., Hanley, J., and Shragge, E. (Eds.). *Organize! Building from the Local for Global Justice*. (Chapter pp. 144-155).

SESSION 7:   March 29, 2018
Strategies and skills for community practice: Tools, Methods and Resources
        Due: Third Reflexive Journal

Please read three or more of the following:

Sitter, K.C. & Curnew, A.H. (2016). The application of social media in social work community practice. *Social Work Education*, 35(3), 271–283.

Castelloe, P., & Watson, T. (1999). Participatory Education as a Community Practice Method: A Case Example from a Comprehensive Head Start Program. *Journal of Community Practice*, 6(1), 71 - 89.

Law, A. and Will, J. (2012). Some Comments on Law and Organizing. In Choudry, A., Hanley, J., and Shragge, E. (Eds.). *Organize! Building from the Local for Global Justice.* (Chapter pp 144-155)

Petermann, A. (2012). Fundraising: Politics and Strategies. In Choudry, A., Hanley, J., and Shragge, E. (Eds.). *Organize! Building from the Local for Global Justice.* (Chapter pp 144-155)

Badry, D. & Felske, A.W. (2013). An exploratory study on the use of Photovoice as a method for approaching FASD prevention in the Northwest Territories. *First Peoples Child & Family Review*, 8(1),143-160.

Hardina, D. (2014) The use of dialogue in community organization practice: Using theory, values, and skills to guide group decision-making. *Journal of Community Practice*, 22(3), 365-384.

SESSION 8: April 5, 2018

Putting it all together: learning from case studies as strategies-in-context
- DUE: Issue Paper

Case study readings for this final class will be assigned during an earlier class.

ASSIGNMENTS

PREAMBLE

- All written assignments are to be typed, double-spaced, and demonstrate sound writing skills (grammar, spelling and sentence structure).
- Submit assignments according to the instructor's directions (email, Connect, hard copy).
- Citations and reference style are to follow the guidelines set by the 6th edition of the APA (American Psychological Association) style manual.
- 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.
- Marks are assigned using rubrics and UBC Grading Criteria.
- Grades will be reduced by 1 numeric point for each day late without valid reason and medical certificate.
- Requests for extensions due to factors beyond the control of the student must be made in writing.
- 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 and return to the student on-line; c) the instructor returns the paper to the student by snail mail (the student provides a self-stamped, addressed envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor and deleted or shredded after 6 months of course end.

Each module will have assignments and tests related to the specific module.

ASSIGNMENT #1: GETTING US STARTED
WEIGHT 30%
DUE Various weeks

The class will be divided into 4 groups; each group will facilitate at least one approach to start the class weeks 3, 4, 5, 6. Details and rubric for marking will be provided in class.

ASSIGNMENT #2: ASSESSMENT
WEIGHT 40%
DUE October 26, 2017

Complete an assessment using one or more of the approaches we are covering in class. Details and rubric for marking will be provided in class.

ASSIGNMENT #3: QUIZ 1 AND 2
WEIGHT 10% each
DATES March 3 and March 31

Content required and rubric will be provided in class.

ASSIGNMENT #4: ATTENDANCE AND PARTICIPATION
WEIGHT 10%

Regular attendance, informed participation in class discussions, demonstrated engagement with the assigned course readings.

ASSIGNMENTS: GROUP PRACTICE MODULE

ASSIGNMENTS & MODULE ASSESSMENT
This module requires three group assignments (3 learners per group, **same group each assignment**), and one individual assignment:

1. Facilitation & Teaching of a group work technique / activity, related to the group stage under study for the chosen session *(Learning outcomes No. 1 & 3)* - **30%**
   - With your group, pick a group stage and review all the literature relevant to it (assigned readings and additional material from your own research). Then, prepare a group technique/activity pertinent to that stage, and prepare both for facilitating and for teaching it to the class. Time allotted in class for both presenting and facilitating the group technique: **40 mins. to 1 hour** (*time can be flexible depending on arrangements made with the instructor beforehand*).
   - After facilitating the technique, the group is to make a wiki page explaining it for the rest of the class. Taking advantage of this web based resource, you and your group are invited to be creative with your wiki pages: add links to other web based resources, links to videos, upload a chart or a conceptual map. Add cartoons (draw a cartoon yourself!), prepare a playlist, or write a poem or a song. **The group wiki must be in between 1500 and 4000 words** (the equivalent of a document of 7 to15 pages, 1.5 spaced in Word). The wiki page must be ready for **the session following the one to when the group technique was facilitated**.

- Both your presentation and your wiki must cover the following aspects:
  a) Theoretical rationale behind the technique (e.g.: pertinence to the group stage, group dynamics it enforces, etc.).
  b) Goals / Objective of the technique (e.g.: cohesion builder, progression centered, etc.).
  c) Methodological process.
  d) Feedback questions for participants in the technique.
  e) Assessment on the results of the technique.

2. Group final paper on the follow-up and assessment of a group *(Learning outcomes No. 1 & 2)* - **30%**
   - Each work group will propose a guide for following up and assessing the dynamics and/or the outcomes of a group.
   - This guide can be focused on one type of group (e.g.: therapeutic, team, internet based, etc.), or designed towards any group in general.
   - The guide must reflect a broad & deep understanding of the contents assessed in class: what a group is, what are the group dynamics in regards to cohesion and progression, etc.
   - Extension: **5 to 15 pages**, plus bibliography. Anything beyond this limit will not be taken into account as part of the paper. Use APA style format (check the [UBC Library's APA style guide](#)). First page *must* include an **abstract** of up to **150 words**. Anything beyond this limit will not be taken into account as part of the abstract, and might influence your grade negatively. Also, please include neither less nor more than **5 key words**.
   - **Deadline for submission: February 15th, 2018.** Submit your essay in a Word file, attached to an email message to the course instructor.

3. Group Quiz *(Learning outcome No. 1)* – **30%**
   - This quiz will be developed in two stages: the first one on the last class before the winter break, and the second one the first class right after the winter break.

4. Personal weekly blog: *(Learning outcomes No. 1, 2, and 3)* – **10%**
   - **Every week** please make a post about *how the contents discussed in the immediately preceding class have influenced your understanding and skills for social group work.*
   - Post questions, opinions, assertions, discoveries, or conflicts and disagreements this class has left on your approach. After several weeks you may want to go back and answer or rethink what you previously posted, based on something that called your attention in that week's class. Consider including some thoughts on *"who you are in society"* may be involved in your current comprehension (or dilemma!) of social group work.
   - Posts must have an extension of **no longer than 200 words.** The instructor and class participants can view and comment on your posts.

ASSIGNMENTS: COMMUNITY DEVELOPMENT MODULE

Detailed outlines and grading criteria for these assignments will be provided and discussed on the first day of community module

Reflexive Journal Entries   **30% of Grade**   **Due: March 3, 15, 29, 2018**
Students will submit a series of three short (3-5 page) journal entries addressing aspects of the course and readings that seem important, striking and/or challenging. Journal entries will offer opportunities for students to document and critically reflect on their own learning, social location, sensibilities, and personal histories to articulate a developing orientation to community practice.

Discussion Questions and Group Facilitation   **15% of Grade**   **Due: dates to be assigned**
Students will be asked to choose one course reading, to create 3-5 critical discussion questions, and to facilitate a small group in-class discussion about that reading. Students will submit their questions in writing following the discussion period. Sign up for readings and dates will occur on the first day of class.

Issue Paper   **45% of Grade**   **Due: April 5, 2018**
Students will choose an issue for which community-based strategies would be appropriate and will develop a practice-oriented analysis and plan to address it. The paper should draw from class readings, discussions and supplementary research, and should demonstrate a critical understanding of the principles underlying the selected approach. (Length: 15-18 pages)

Attendance and Participation   **10% of Grade**
Students will receive a participation mark based on regular attendance, informed and respectful participation in class discussions and demonstrated engagement with the assigned course readings.

UBC 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 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.