THE UNIVERSITY OF BRITISH COLUMBIA

School of Social Work
Course Outline - SOWK 305

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, 2017 - 18
COURSE TITLE	SOWK 305 – Social Work Practice I (6 credits)
COURSE SCHEDULE	Fridays, 9:00 a.m. – 12:00 p.m., Term I & II
LOCATION	Jack Bell Building, Room 124

Instructor:	Office Location:	Office Phone:	E-mail Address:
Dr. Grant Charles	Room 337	604-822-3804	grant.charles@ubc.ca
Alyson Quinn	Sessional Office	604-734-2535	quinnal@mail.ubc.ca
Kelly Allison	Sessional Office	604-626-8834	Kelly.allison@ubc.ca

Each instructor will indicate office hours on the first day of class.

Social work is a practice profession. It is based on a foundation of social values, which include: a commitment to social justice, equity, and 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 305 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 entry-level generalist practice in a variety of settings.

Students will develop introductory knowledge, skills and awareness of values 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 (issues related to culture, race, class, gender, sexual orientation and disability).

Generic principles and generalist practice will serve as an organizing function for the course. Generalist practice methods are developed through understanding and developing innovative problem solving skills: discovering, utilizing and making connections to arrive at unique, responsive solutions. The key components of the change process in generalist practice will be addressed.

The course will reinforce the development of basic competencies in practice theory underpinning the skills necessary to the generalist helping role. Specific theories of community development, working with groups, and practice with individuals and families will form the foundational theory development in this course.

This course is a co-requisite to SOWK 310, SOWK 315 and SOWK 316.

LEARNING OUTCOMES:

1. Develop a conceptual framework that provides the student with the skills and strategies to begin to practice and evaluate her/his own practice in a range of contexts, working with communities, groups, and individuals and families.
2. Expand the student's conceptual base and to examine beliefs about:
    a. self, people, and society, with a particular emphasis on culture, race, class and gender
    b. the dynamics of planned change
    c. the helping process.
3. Be aware of the potential implications of the student's own values for personal growth and for practice.
4. Demonstrate the transferability of a generalist approach to a multiplicity of practice situations.

UNIVERSITY POLICIES:

"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 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.

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

For this course to be successful, it is imperative that students attend all classes, are prepared, have read the required readings, and actively participate in learning in the classroom. Non attendance and lateness for any reason may result in the student being disallowed from submitting final papers or writing exams, or completing make up work as required by the instructor.

This is a practice course and emulates a professional practice reality. Hence, we expect you to function as if you are a professional in a service agency. If you are going to miss a class due to illness, you must call your instructor and submit a doctor's note.

SUBMITTING ASSIGNMENTS:

Students can submit their assignments to the instructor at the beginning of the class on the due date, or by email. The instructor will inform the students.

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 regular 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.

LATE ASSIGNMENTS:

Students must discuss any potential late assignments with their instructor and be prepared to have a medical certificate available.

FORMAT OF THE COURSE:

This course is structured in three modules of eight weeks, each with a different instructor. The first module, group work, is taught by Dr. Paule McNicoll. The second module, community development, is taught by Dr. Grant Charles. The third module, practice with individuals and families, is taught by Elizabeth Jones. Each module is a discrete section with separate assignments that will be graded by the respective instructors. Exams will be held for Modules 1 and 3.

REQUIRED TEXTS (available at UBC Bookstore/on line):

There are 3 sets of required readings, one for each of the modules. The readings for each module will be discussed in the first class of the course and again at the beginning of each module.

MODULE 1 – COMMUNITY PRACTICE

This module introduces students to community practice through readings, group activities, and discussions on various perspectives and strategies in working with/in communities to achieve change and democratic participation. The focus is on developing an understanding of current approaches to community development, issues in community work, the roles of the social worker and an exploration of a variety of methods for community action. Please note that the articles in this module can be accessed through the UBC Library (Electronic Journals).

SESSION 1:   **September 8, 2017**

Introduction and overview of section: Defining community as a context for practice

Required Reading:

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

Hudson, K.D. (2015) Toward a conceptual framework for understanding community belonging and well-being: Insights from a queer-mixed perspective, *Journal of Community Practice, 23*(1), 27-50.

Rothman, J, (2008). Multi-modes of intervention at the macro level. *Journal of Community Practice,15*(4), 11-40.

Rusch, L. & Swarts, H. (2015) Practices of engagement: Comparing and integrating deliberation and organizing, *Journal of Community Practice, 23*(1), 5-26.

Recommended:

Agnelli, K., Cramer, E.P., Buffington, M. L. Norris, J. & Meeken, L. (2016) Food landscapes: cooking, community service and art-making with teens, *Journal of Community Practice, 24*(2), 205-214.

Coulton, C., Chan, T. & Mikelbank, K. (2011) Finding place in community change initiatives: Using GIS to uncover resident perceptions of their neighborhoods, *Journal of Community Practice, 19*(1), 10-28.

Kang, H-K. (2015) "We're who we've been waiting for": Intergenerational community organizing for a healthy community, *Journal of Community Practice, 23*(1), 126-140.

SESSION 2:   **September 15, 2017**

Overview of approaches to community practice: Models and concepts of community practice/action

Required Reading:

Craig, S.L. (2011) Precarious partnerships: Designing a community needs assessment to develop a system of care for Gay, Lesbian, Bisexual, Transgender and Questioning (GLBTQ) youths. *Journal of Community Practice, 19(*3), 274-291.

Sandoval, G. & Rongerude, J. (2015) Telling a story that must be heard: Participatory indicators as tools for community empowerment. *Journal of Community Practice, 23*(3-4), 403-414.

Recommended:

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.

Beck, E., Ohmer, M. & Warner, B. (2012). Strategies for preventing neighborhood violence: Toward bringing collective efficacy into social work practice. *Journal of Community Practice. 20*(3). 225-240.

Buccieri, K. & Molleson, G. (2015) Empowering homeless youth: Building capacity through the development of mobile technology, *Journal of Community Practice, 23*(2), 238-254.

SESSION 3:   **September 22, 2017**

Overview of approaches to community practice: Models and concepts of community practice/action

Required Reading:

Dobbie, D. & Richards-Schuster, K. (2008). Building solidarity through difference: A practice model for critical multicultural organizing. *Journal of Community Practice, 16*(3), 317-337.

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.

Recommended:

Bagelman, J., Devereaux, F. & Hartley, R. (2016). Feasting for change: Reconnecting with food, place & Camp; Culture. *International Journal of Indigenous Health, 11*(1), 6-17.

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

Tunison, S. (2013). The Wicehtowak Partnership: Improving student learning by formalizing the family-community-school partnership. *American Journal of Education, 119,* 565-590.

SESSION 4:   **September 29, 2017**

Resources and communities: Capacity building, social capital and strength based approaches

Required Reading:

Murphy, J.W. (2010) Service delivery, community development, and disability, *Journal of Social Work in Disability & Rehabilitation, 9*(2-3),223-233.

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

Recommended:

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.

Richards-Schuster, K. & Dobbie, D. (2011) Tagging walls and planting seeds: Creating spaces for youth civic action, *Journal of Community Practice, 19*(3), 234-251.

Wernick, L.J., Woodford , M.R.& Kulick, A. (2014) LGBTQQ youth using participatory action research and theater to effect change: Moving adult decision- makers to create youth-centered change, *Journal of Community Practice, 22(*1-2), 47-66.

SESSION 5: **October 6, 2017**

Methods and Strategies: Assessment

Required Reading:

Woodford, M.R. & Preston, S. (2011). Developing a strategy to meaningfully stakeholders in program/policy planning: A guide for human services managers and practitioners. *Journal of Community Practice, 19*(2), 159-174.

Kaiser, K.L. (2011) Food Security: An ecological–social analysis to promote social development, *Journal of Community Practice,19*(1), 62-79.

Recommended:

Cronley, C. Madden, E. & Davis, J.B. (2015) Making service- learning partnerships work: Listening and responding to community partners, *Journal of Community Practice, 23*(2), 274-289.

Ohmer, M.L., Meadowcroft, P., Freed, K., & Lewis, E. (2009). Community gardening and community development: Individual, social and community benefits of a community conservation program, *Journal of Community Practice, 17*(4), 377-399.

SESSION 6: **October 13, 2017**

Methods and Strategies: Community Action

No readings

SESSION 7: **October 20, 2017**

Methods and Strategies: Community Assessments

No readings

SESSION 8: **October 27, 2017**

Methods and Strategies: Community Assessments

No readings

Session 9: **November 3, 2017**

Methods and Strategies: Community Assessments

No readings

This section of Social Work 305 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, relational-cultural and empowerment models, and the specific skills and strategies for effective facilitation.

MODULE FORMAT

The first half of most classes will include a review of course readings, explore the topic of the week, and spend time examining questions that arise from course readings and lecture. After a break, students will practice new learning in small groups. The end of the class will be a plenary with time for questions and discussion. The order between lecture and practice class may be reversed from time to time. On the first week of the course, the instructor will assign you to a group of 6 to 7 students. Members of each group will be facilitating/participating in exercises, providing/accepting feedback, and generating discussion questions for the whole class.

Text:
- Gitterman, A. (2009). *Encyclopedia of Social Work with Groups*. New York: Routledge.

- Gitterman, A. & Shulman, L. (Eds.). (2005). *Mutual aid groups, vulnerable and resilient populations, and the life cycle*. 3rd Edition. New York: Columbia University Press.

- Komives, S. R., Wagner, W., & Ebrary Academic Complete (Canada) Subscription Collection. (2012;). *Leadership for a better world: Understanding the social change model of leadership development* (2nd ed.). San Francisco, California: Jossey-Bass.

Journals:
- *Social Work with Groups*

- All books and readings are ***available on-line*** through UBC Library.

Suggested Readings for Final Papers:
- 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.

- 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.

- Kurland, R. (2006). Planning: The Neglected Component of Group Development. *Social Work with Groups, 28:3-4, 9-16*

- Kurland, R., Salmon, R. (1999). Purpose: A Misunderstood and Misused Keystone of Group Work Practice. *Social Work with Groups,* 21:3, 5-17.

- Turner, H. (2011). Concepts for Effective Facilitation of Open Groups, *Social Work with Groups,* 34:3-4, 246-256

SESSION 1:   November 10[h], 2017

History of Social Work with Groups - Grounding Experience: Reflexivity, Values & Ethical Principles
Required reading:
Text: Encyclopedia of Social Work with Groups – Chapter 1 pp. 1 – 39 and Chapter 2 pp. 39-45.

Text: Mutual aid groups, vulnerable and resilient populations, and the life cycle Chapter 21

Text: Fincher, J. (2009). Consciousness of Self. In S.R. Komives & W. Wagner (Eds.), *Leadership for a Better World: Understanding the Social Change Model of Leadership Development,* Chapter 9, pp. 398-334.

(Quiz #1 content begins with this weeks required reading)

SESSION 2:   November 17th, 2017

Group Work Models and Approaches

Required reading:
Text: Encyclopedia of Social Work with Groups: Major Models pp. 45 – 59, Approaches pp. 59 - 99

Rosenberger, J.B. (Ed.). (2014). Orientation to and Validation of Relational Diversity Practice. In J.B. Rosenberger (Ed.), *Relational Social Work Practice with Diverse Populations* (pp. 13-29). New York: Springer.

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.

Knight, C. (2015). Trauma-Informed Social Work Practice: Practice Considerations and Challenges. *Clinical Social Work Journal,* 43(1), pp. 25-37.

Quinn, A. (2012). Experiential Unity theory and Model: Reclaiming the Soul. Maryland. Jason Aronson. pp 23 - 52

 (Quiz #1 content through this weeks required reading)

SESSION 3:   November 24th, 2017

Group Work Phases and Stages of Development

Required reading:
Text: Encyclopedia of Social Work with Groups. Group Stages of Development pp. 99 – 109, Preliminary pp. 109-112, Beginning Phase pp. 112-114, Middle Phase pp. 114 – 116

Text: Mutual aid groups, vulnerable and resilient populations, and the life cycle Chapter 1 & 2

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

Quinn, A. (2012). Experiential Unity theory and Model: Reclaiming your Soul. Maryland. Jason Aronson pp 64 - 87

(Quiz #1 content through this weeks required reading)

SESSION 4:   December 1st , 2017

Treatment groups - Conflict, Connection/Disequilibrium, and Creativity

Required reading:
Text: Mutual aid groups, vulnerable and resilient populations, and the life cycle Chapter 3

Text: Alvarez, C. (2009). Controversy with Civility. In S.R. Komives & W. Wagner (Eds.), *Leadership for a Better World: Understanding the Social Change Model of Leadership Development,* Chapter 8, pp. 263-298.

Cannon, K. B., Hammer, T. R., Reicherzer, S. & B. 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.

Quiz # 1
(Quiz #2 content begins with this weeks required reading)

SESSION 5:   January 5th, 2018

Group Work Approaches and Leadership

Required reading:
Text: England, J. (2009). Collaboration. In S.R. Komives & W. Wagner (Eds.), *Leadership for a Better World: Understanding*

 the Social Change Model of Leadership Development, Chapter 6, pp. 192-235.

Text: Teh, A. (2009). Common Purpose. In S.R. Komives & W. Wagner (Eds.), *Leadership for a Better World: Understanding the Social Change Model of Leadership Development,* Chapter 7, pp. 237-262.

Text: Shalka, T.R. (2009). Congruence. In S.R. Komives & W. Wagner (Eds.), *Leadership for a Better World: Understanding*

 the Social Change Model of Leadership Development, Chapter 10, pp. 335-364

(Quiz #2 content through this weeks required reading)

SESSION 6:   January 12ʰ, 2018

Social Justice, Empowerment, and Social Action Groups – Groups across the lifespan

Required reading:
Text: Drechsler, M.J., Jones, W.A. (2009). Becoming a Change Agent. In S.R. Komives & W. Wagner (Eds.), *Leadership for a Better World: Understanding the Social Change Model of Leadership Development,* Chapter 12, pp. 397-443

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

(Quiz #2 content through this weeks required reading)

SESSION 7: **January 19th, 2018**

Ending Stage and Evaluation

Required reading:

Text: Kerkhoff, A.M., Ostick, D.T. (2009). Commitment. In S.R. Komives & W. Wagner (Eds.), *Leadership for a Better World: Understanding the Social Change Model of Leadership Development,* Chapter 11, pp. 365-391.

Text: Encyclopedia of Social Work with Groups: Endings and Termination pp. 117-122.

Text: Mutual aid groups, vulnerable and resilient populations, and the life cycle – Chapter 22.

Blog: https://starinhereye.wordpress.com/2016/07/05/on-radical-acceptance-not-fixing-your-kid/

(Quiz #2 content through this weeks required reading

SESSION 8: **January 26th, 2018**

Quiz # 2 and Group celebration (endings)

MODULE 3 – INDIVIDUALS 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 on SOWK 305 Connect Site or available at the UBC Library

SESSION 1: **February 2, 2018**

Constructing a generalist practice framework for working with individuals and families

   Required Reading:

   Text, Chapter 1 and 2

   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: **February 9, 2018**

Problem Solving Model

   Required Reading:

   Text, Chapter 3

   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.*

   Gorman, J. (1995). Being and Doing: Practicing a Secret Profession. *Reflections*. 35 – 40.

SESSION 3:   **February 16, 2018**

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

> **Required Reading:**
>
>> 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.

NO CLASS FEBRUARY 23, 2018, READING BREAK

SESSION 4:   **March 2, 2018**

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

> **Required Reading*:***
>
>> Text, Chapters 16
>>
>> Weinberg, Merlina. (2008). Structural social work: A moral compass for ethics in practice. *Critical Social Work,* 9 (1).
>>
>> Carniol, B. (1992). Structural Social Work: Maurice Moreau's Challenge to Social Work Practice. *Journal of Progressive Human Services* 3(1), p1-20.

SESSION 5:   **March 9, 2018**

Postmodern theories: narrative, collaborative, solution-focused

> **Required Reading*:***
>
>> Chapter 18

SESSION 6:   **March 16, 2018**

Aboriginal Approaches

> **Required Reading*:***
>
>> Baskin, Cyndy. (2006). Aboriginal World Views as challenges and Possibilities in Social Work Education. *Critical Social Work, 7*, 2.
>>
>> Heinonen, T., and Spearman, L., (2010) Social Work Practice: Problem Solving and Beyond. Third Edition. Nelson: Toronto. *Chapter 12: An Aboriginal Approach to Social Work Practice.* (Written by Michael Hart)

SESSION 7*:*   **March 24, 2018**

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.

NO CLASS March 30, 2018 EASTER BREAK

SESSION 8:   **April 1, 2018**

Putting it all Together: Review and preparation for the exam

   Required Reading:

    Text, Chapter 21

The exam for this section of the course will be held during the university exam period in April.

PREAMBLE

- All written assignments are to be typed, double-spaced, and demonstrate sound writing skills (grammar, spelling and sentence structure).

- Please submit assignments stapled in the top left-hand corner only. No folders, duo-tangs or plastic covers please.

- 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.

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

ASSIGNMENTS: COMMUNITY MODULE

Assignment #1:	**Community Assessment**
	Part One – Assessment Plan (20%), due September 28, 2017
	Part Two – Assessment Presentation (50%), due October 20, 27, and November 3, 2017 (as assigned)
Assignment #2:	**Reflection Paper (30%), due November 10, 2017**

ASSIGNMENT #1 – COMMUNITY ASSESSMENT

The purpose of this assignment is to complete an assessment of a geographic community as well as choose an issue for which a community development intervention would be appropriate. Working in teams of 7-8 people, you will develop a strategy to address the issue. From the time you attend your first class, you should begin to observe your community and reflect on whether there are some specific needs, tensions or concrete problems that could mobilize this community.

PART ONE- Assessment Plan   20%
DUE: September 28, 2017

You and your team will develop and hand in an eight to ten page written outline identifying the community you will be assessing as well as how you plan to gather the information needed for your community assessment. Included in this plan will be a rationale for choosing the identified community, projected sources of information, outcome timelines, roles and responsibilities of team members and a tentative presentation outline. This should be submitted electronically to the instructor at grant.charles@ubc.ca by the person designated by the team to be the main contact for the assignment.

PART TWO - Assessment Presentation   50%
DUE: October 20, 27, and November 3, 2017 (as assigned)

Using the format developed in class in combination with your team's experience, observations, readings and field research you and your team will assess and map the community. You will also identify an issue in the community and suggest

strategies to address it. You will be assigned 50 minutes of class time to present in an agreed upon format the key findings of your assessment along with a plan for beginning to address the identified issue. Please note you will be stopped at the 50 minute mark regardless of whether you have finished your presentation. You and your team are expected to demonstrate an understanding and critical analysis of the principles underlying your selected approach to the issue and of the suggested methods and strategies for dealing with it. You are also expected to refer to at least two of the required and two of the recommended readings during your presentation. The 50 minutes should include at least five minutes for questions from the audience.

CRITERIA FOR GRADING

Content (50%):

- A coherent overview of the community is provided
- Issue is clearly explained
- Addresses and discusses the areas for development outlined in the description of the assignment
- Demonstrates an understanding and critical analysis of the principles underlying the selected approach and of the strategies suggested
- Presentation/materials include enough description to familiarize the listeners with the community and the issues
- Proper integration of readings from course

Organization and Coherence (25%):

- There is a clear organization, logical sequence and adequate location of the sections of the presentation as well as of its ideas
- Clearly stated central purpose which is logically and adequately developed.
- Use of acquired knowledge to construct a well argued and coherent view about the issue.

Presentation Style (25%):

- Creative presentation of materials that engage the audience
- Able to engage the audience during the presentation and the question period.
- Stays away from use of jargon
- Stays within required timelines

ASSIGNMENT #2: REFLECTION PAPER   30%
November 10, 2017

You will write an eight to ten page paper on your experiences as a member of your community assessment team. Within the paper you will discuss the process your team went through completing the assignments, your role on the team, how your contribution added and/or detracted from team functioning and what you think you learned about yourself. Specifically, you will address the following questions in your paper:

1. How satisfied were you with how your team performed during the community assessment and the presentation? In what ways did the team do well? What were the strengths of the team? Where do you think the team could have performed better? In what ways did your group perform well? What were strengths? What could your team have done more effectively and why?

2. What roles and responsibilities did you take on in the team? Do you believe there was an equal sharing of roles and responsibilities? If not, why? If not, what did you do to address the issue?

3. How did your team deal with such issues as: (a) determining roles and responsibilities (b) leadership, (c) conflict and collaboration and (d) communication effectiveness?

4. If your team was to do the assessment over again what would you suggest the team do differently and why? What did you learn from the presentations from the other teams that you would incorporate in your assessment if given another chance?

5. What did you learn about yourself doing the assessment assignment? What would you personally do differently as a team member if you were to do the assessment assignment over again?

6. What are the implications of what you have learned in the assessment for your practice as a social worker? Make reference to at least two of the required or assigned readings in this section of the paper.

The reflective paper should be submitted electronically to the instructor at grant.charles@ubc.ca

ASSIGNMENTS: GROUP WORK MODULE

Assignment #1: 2 quizzes December 1st 2017 and January 19th 2018 (25% each).

Assignment #2: Final paper (50%) due electronically ONLY on Friday, January 27, 2017 by MIDNIGHT.

Assignment #3: Reflexivity Practice Journal (10%). 5 Reflexivity Practice Journals will be submitted ELECTRONICALLY by 9am on due dates (see below).

Assignment #4: Class Citizenship (15%) Students will contribute to class discussions, group work, and the general experience of a 'just' classroom and group culture through the practice of social work values and ethics. Students will work in groups to promote class citizenship through activities designed within their groups. In addition, students will be asked to evaluate activities facilitated by other peer groups based on activity objective and experience participating in or observing the activity.

Group Work Module Assignment Descriptions:

QUIZZES

Student groups will be asked at the end of each class to submit group quiz question requests (2 questions per week per group) to the instructor or TA. One question will need to be based on topics discussed in class and one question will need to be based on the current week's course reading. Quiz question requests will need to include all present student group member names, the date, and 2 questions the group decides would be fair to include on the quiz. Requests can be hand written on index cards provided by the instructor each week. Not all questions will be included on the quiz, but all questions will be available on CONNECT for students to use to prepare for quizzes.

WEEKLY REFLEXIVITY JOURNALS

Reflexivity practices are the cornerstone for all social work practices. They ground us in our values, ethics, skills, and knowledge about others and ourselves. In doing so, reflexivity practices also help us to adapt to changing environmental and interpersonal dynamics with intentionality, awareness, compassion, and calm resolve.

Topics for reflexivity will be assigned at the end of class one week before the submission deadline. General directions students will be expected to focus reflexivity in will center around social work values, practice skills, general knowledge about the topic, and awareness of self and others. By the time students practice reflexivity in final papers they should be able to attain balance between relevant questioning of self/others and favorable acceptance of self/others.

- Topics for students to address in their Reflexivity Practice Journals will be assigned in class one week prior to submission deadline on the following dates:
  - Friday, November 17th, 2017 by 9am
  - Friday, November 24th, 2017 by 9am
  - Friday, December 1st, 2017 by 9am
  - Friday, January 5th, 2018 by 9am
  - Friday, January 12th, 2018 by 9am
  - ***Make-up Reflexivity Practice Journal submissions*** Friday, January 19th, 2018 by 9am

- Papers will need to be submitted electronically. Submissions should be a minimum of 1 full double-spaced page with your name, date, and course number in the top right header space (no maximum page limit).

- Individual feedback will not be provided, but feedback involving the collective group of submissions will be provided to the class one-week following submissions. Feedback will help students learn how to demonstrate reflexivity practices needed for final course paper.

- Papers submitted after 9am on the submission due date will not receive points. No exceptions will be made. However, there will be an opportunity to submit a make-up journal on January 26th, 2018, if you are unable to meet a submission deadline earlier in the Groups module.

FINAL PAPER OUTLINE

It is strongly recommended that you use the structure provided below for your final paper. For your paper, you will develop a proposal for a specific group with a specific population in a specific setting. You will include the following key components:

1. Introduction (5 POINTS):
   - The introduction should summarize the community context and/or issue your group work intends to address. What issues are confronting your group members within their larger community and how does the group work seek to address those issues at a group work level? No more than 1-2 pages.

2. Grounding in Own Experience (10 POINTS):
   - Discuss ethics and values that will guide your work in the group from an intersectional perspective that considers the impact of gender, race, class and other factors.
   - Include a reflexive statement for how you perceive your role in the group.
   - Exemplary papers will weave elements of reflexivity into most sections, demonstrating the application of reflexivity as a practice in the specific context of group work discussed.

3.

3. Literature review (25 POINTS):
    o   Research the population from an intersectional and social justice perspective, the need for the group and the type of employment/or community setting you think will be appropriate for this group.
    o   Review the literature for examples of similar groups or groups with similar populations and discuss the relevancy to your group work proposal.
    o   All papers will be expected to incorporate course readings as well as literature specific to the group discussed. It is okay to use 'grey' literature (e.g., blogs, public forums, on-line articles), but empirical literature must also be used (e.g., peer reviewed, government reports, course readings).
    o   All papers should include citations throughout to demonstrate support for topics being discussed.
    o   Exemplary papers will demonstrate the ability to critique literature for application to the specific group contexts discussed. Discussions will highlight literature contributions and provide analysis for limitations in the literature to effectively address group member experiences.

4. Group Model and Description (20 POINTS):
    o   Identify the vision for your group work and how group work values ground this vision. What is the purpose of your group and what kinds of supports will it offer to group members?
    o   Identify the field of practice (agency/community setting) where this group will be facilitated.
        ▪   Describe the composition of the group with consideration of potential participants from an intersectional perspective and recruitment strategy (agency, neighbourhood etc.).
    o   Describe what type of group would be most appropriate for the situation (open/closed, brief/long-term, etc.) and for the community.
    o   Describe the group work model (e.g., CBT, empowerment, mutual aid, psychodynamic, task-centered, etc.) and approach (e.g., anti-oppressive, trauma-informed, psychoeducational, etc.) that will be used and why the model and approach appear to be a good match for the identified vision for your group.
    o   Describe how group work phases will be planned.
    o   All papers should demonstrate a plan for which types of reflexivity practices will be used, how they will be used, and why they are important.
    o   Exemplary papers will demonstrate considerations for intergroup dialogue, group work phases, and compatibility of approaches used with the chosen model.

5. Group Content (20 POINTS):
   o Describe the content of group sessions within this section of your paper. If the group is not structured, provide an example of a possible problematic dynamic and explain how you would address it.
   o Describe how group work leadership will be approached. In what ways will collaboration be supported? In what ways will conflict be anticipated and approached?
   o Describe the types of activities that will be considered. Points won't be determined based on number of activities discussed, rather on the ability to demonstrate connections between the activity/activities with your group vision, group model, and group approach.
   o Please include a one-page group session outline (how many sessions and whether open/closed, brief or long-term, focus of each session, duration of each session) and a one-page activity plan (step-by-step instruction/description of sample activity) in your appendices (2 separate appendices).
   o Exemplary papers will be able to incorporate reflexivity practices, course readings, and literature specific to the group to support content discussed.

6. Evaluation (10 POINTS):
   o Describe your plan to evaluate the work of the group.
   o Discuss how your evaluation strategy will benefit current and/or future group members.
   o **BONUS (5 EXTRA POINTS): Discuss whether your evaluation strategy could inform social work practice research and potential contributions evaluation of this particular group model may offer to the field.

7. Style (10 POINTS):
   o APA formatting (6 points). No abstract required, but you should have a title page with a running header, paper should include running header with page numbers throughout, a reference page, and include appendices for group work session plan and a planned activity following the reference page.
   o Spelling and grammar (2 points)
   o Clear and concise discussions (2 points)

The final paper will be: about 10 pages minimum and 15 pages maximum (not including appendices) and will be due electronically on Friday January 26th 2018 by MIDNIGHT.

NO LATE SUBMISSIONS ACCEPTED without advanced notice to instructor and supporting documentation.

ASSIGNMENTS: INDIVIDUAL AND FAMILIES MODULE

Assignment #1:	Overview of your plan for Assessment paper (10%) due March 2, 2018 at 9:00 a.m. in hard copy with forms of agency (if appropriate) attached
Assignment #2:	Assessment Paper (40%) due March 24, 2018 at 9:00 a.m. on Connect
Assignment #2 :	Exam on Individuals and Families Modules (40%) to be held during the UBC exam period
Assignment #4:	Participation (10%): Regular attendance, informed participation in class discussions, demonstrated engagement with the assigned course readings.

Participation marks will be given to reflect your attendance, promptness, active participation in facilitation exercises and discussions. Be aware that each absence will cost 1.5 points and each lateness will be deducted at .5 point. If you are absent 3 times or more, you will receive 0 and you may not be allowed to take the final exam.

Outline of Assessment Paper: Due March 2, 2018 (10%)

Your outline will:

 1) Identify the client you will be assessing (basic demographic characteristics), the agency context in which this assessment will take place (what kind of agency do you work in and why is this client seeing a social worker in this agency).

2) Identify the theoretical framework you will be using to assess this client. What metatheories will guide your assessment? What mid-level theories will inform your understanding of the client's issues, how you work with the client or the interventions that you will recommend?

3) What will be your *areas of inquiry*? What aspects of the client's story is important for you to find out about? (i.e. demographic information, family composition or preferred family, employment, housing, health and mental health, emotional wellbeing, social supports, experience of discrimination, marginalization and/or oppression etc.). What are some examples of specific questions you will ask to illicit this information (Please include at least 5 specific questions)

Assessment Paper: Due March 24, 2018 (40%)

The goal of Assignment #1 is to engage in an assessment process with a client. It is an opportunity for you to demonstrate that you understand the process and purpose of a social work assessment.

Your client may be real, from your practicum, or from a current work experience. If you are working with an actual client, please make sure you get informed consent and consent from your practicum supervisor. And as necessary modify the information to protect client confidentiality. A second option is to complete an assessment with a classmate role playing a client. If you cannot complete an assessment with someone in your work or practicum or with a classmate, please talk to the instructor or TA to decide on mutually agreeable option.

The Process of This Assignment

Find a 'client' and research an approach to take for the assessment

1) Choose to work with a client from work or practicum, or a classmate role playing a client. If the latter, choose an agency within which to locate the work – preferably your practicum agency.

2) Decide on a theoretical approach (or a combination of approaches) to use with the client, based on class discussions and your reading, to guide your assessment. Check with your agency (practicum or work) to see if any assessment tools are used as you will be guided by the agency's policy.

Complete an interview

3) Carry out an assessment interview with the client using the approach you have developed. Complete a genogram, ecomap, or culturagram, whichever is more appropriate, and include this as part of your paper (an Appendix). Identify tentative goals with the client, and interventions to meet those goals (although this might not always be possible, depending on the work together).

Write The Paper:

4) **Part A of the Paper: The Assessment**. Write up the assessment of the client as if you are writing it for a case file. The information you gathered should be synthesized and succinctly organized under the main areas of inquiry headings. Your assessment should include basic demographic information, what brought the client to the agency, what his/her perspective is, and relevant background information. Areas of inquiry will be determined by your theoretical perspective and your agency context. Your assessment should include some formulation that demonstrates and application of your theoretical perspective in understanding your client's situation. The assessment should also include tentative goals, and possible interventions for this client.. Use headings throughout to indicate the areas you are writing about. Write 'as if' the assessment is going on a file.

5) **Part B of the Paper: The Analysis**

Critically analyze your process of completing the assessment with the client by answering the following questions. Use these questions as headings in this part of the paper.

1) What theoretical framework guided your assessment? Briefly describe your understanding of these theories and how they informed your areas of inquiry, way of working with the client or recommended interventions. Critique this theoretical approach with this client. Quote your sources using APA.

2) Describe the skills you used to conduct the assessment. How did your theoretical framework inform these skills?

3) Were you able to be fully collaborative and client centred in your assessment? Elaborate on your answer. Did you share the paper with the client? What were his/her reactions? . If you didn't have a "real" client, describe the challenges and benefits.

4) Describe how you locate yourself (including any intersection of privilege, oppression), and therefore what personal biases and strengths you were aware of that affected both the content and the process of the assessment.

5) **Appendices to the Paper**

The following should be appendices to the paper:

- Your outline you submitted on March 3, outlining choice of client, agency context, your approach and areas of inquiry

- The ecomap, genogram, culturagram or other additional assessment tools

- A note about informed consent

- Agency forms (if used)

Format: 10-12 page paper; 5 – 6 pages each section

CRITERIA FOR GRADING:

Part A (15)

- Writing is "as if'" for a file – information is synthesized, not verbatim.
- Effective use of headings and integrated information below each.
- Areas of inquiry and language used reflect the theoretical framework chosen
- Presentation includes enough description but no unnecessary information.
- Well organized, logical sequence and adequate location of the sections of the paper.
- Demonstrates an understanding of the client's issues and suggests intervention strategies which are consistent with the principles underlying the selected approach.

Part B (15)

- Main concepts of theoretical framework are explained and reasons for using this approach with this client are clearly argued
- Strengths and critique of approach are discussed
- Description of how the theoretical framework informed your micro skills in relationship to the client.
- Discussion of any challenges in being collaborative or not having a real client is included.
- Proper integration of readings from course and/or new information from a broader search.
- Effectively locates self in relation to the work. Describe any intersection of privilege, oppression, biases and strengths you were aware of that affected both the content and the process of the assessment.
- Includes a references page.

Appendices (5)

- Contains a note about consent (not the consent itself due to confidentiality), an eco-map or genogram, lines of inquiry, agency form(s) if used.

Style (5)

- Writing is clear, succinct, no errors in syntax or typing, proper grammar, spelling
- Proper use of references and sources of information. Applies properly APA

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.