

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.

BSW Mission: The BSW program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

Year/Term	Fall 2018
Course Title	SOWK 335 – Social Analysis and Social Work Practice (Community)
Course Schedule	Thursdays, 2:00-5:00 pm
Course Location	Jack Bell Building, Room 124

Instructor	Office Location	Office Phone	Office Hours	E-mail address
Grant Charles Ph.D., RSW	Room 337	604-822-3804	By Appointment	grant.charles@ubc.ca

COURSE DESCRIPTION:

Social Work 335 (Community) is a required course and is open only to students accepted to the School of Social Work.

The course is an exploration of a 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 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 will form the foundational theory development in this course.

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

COURSE OBJECTIVES AND 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..
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 community approach to a multiplicity of practice situations.

COURSE STRUCTURE:

This course incorporates a combination of lectures, large and small group discussion and experiential activities.

Student participation is expected and you are asked to complete required readings prior to class. This course seeks to foster a critical pedagogical environment and the development of critical consciousness around knowledge and learning. In approaching discussions and assignments, students are encouraged to share their ideas, academic resources and personal experiences as well as to reflect on their own social locations, including Indigenous ancestry/settler status, gender, immigrant status, race, national or ethnic origin, social class, religion, gender identity, sexual orientation, age, and ability. Finally, students are expected to approach the learning process in the spirit of praxis—reflection/theory/action—so the rich insights produced in class can inform reflexive social work practice in the community. Respectful dialogue is expected for achieving a safe and productive learning environment.

Professionalism should be evident in classroom conduct and assignments. Students should prepare all work with proper grammar, spelling, formatting and in a manner that reflects preparation for a terminal professional degree at the bachelor level. It is the student's responsibility to secure assistance on assignments ahead of their due date. Course work will be evaluated on content, critical thinking, structure/formatting and clarity of presentation. Creativity, the incorporation of social work values and the advancement of multiple perspectives are also expected.

Details on course assignments and evaluation are described in detail below.

NAMES AND GENDER PRONOUNS:

Class rosters are generally provided to the instructor/teaching assistants with students' legal names; however, we are happy to honour your request to address you by the name and/or gender pronoun(s) you use for yourself. Please advise us of this as soon as possible so we can ensure use of your correct name and pronouns in this space.

If you need general support around this issue, please also be aware that *Trans and Gender Diversity at UBC* can provide advocacy in ensuring that all of your instructors are using the name/pronouns you use. (<https://students.ubc.ca/campus-life/diversity-campus/trans-gender-diversity>)

A special word about Electronic Devices in the Classroom:

Laptop computers and tablets may be used to support learning activities in the classroom. These learning activities include: taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. This includes e-mailing, texting, social networking, and use of the Internet. If a student is found to be using their electronic device inappropriately, they forfeit the opportunity to use the device for the remainder of the term. The use of cell phones during class time is prohibited. Please turn off cell phones and refrain from taking calls unless you are "on call" and have cleared this

with the instructor prior to class

COURSE POLICIES:

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at 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.

Attendance and Assignments: Students are expected to attend every class session. Absences should be used for rare and unusual circumstances. Students who are unavoidably absent because of illness or disability should report to the instructors upon return to class. Attendance will be taken during each class session. Students are asked to conduct themselves with professional integrity when completing the attendance sheet.

The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructors know in advance, preferably in the first week of class, if you 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. Subject to the accommodations above, there will be no extensions for assignments. Late assignments will not be accepted.

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 Honesty and Integrity: All work submitted in this course must be our own and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have *prior* approval of the instructors). All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

It is plagiarism to lift words, sentences, and paragraphs from websites, books and journals or to summarize another person's ideas and present them as yours without proper citations. It is plagiarism to use another student's work (current or past) as your own.

Violations of academic honesty will be taken seriously. 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. Consequences may include failure in the course and suspension from your academic program.

ACCESS AND DISABILITY ACCOMMODATIONS:

UBC School of Social Work and the instructor/teaching assistant for this course are committed to providing accommodations for students with disabilities. Accommodations are collaborative efforts between students, faculty, and the Centre for Accessibility Office. Students with accommodations approved through the Access and Disability Office are responsible for contacting the course instructors prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet registered with the Access and Disability Office should do so immediately (<http://you.ubc.ca/ubc-life/campus-community/students-disabilities/>).

PROTECTING CONFIDENTIALITY:

The student must respect all guidelines of confidentiality as outlined in the Canadian Association of Social Workers (CASW) Code of Ethics (<https://casw-acts.ca/en/Code-of-Ethics>). No information that could potentially identify a client of any service system will be used in class discussions or assignments. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality and to always disguise case material.

For all assignments, your work is respected as private. However, if the instructors/teaching assistant have reason to believe your professional and/or academic development are of concern, or if client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, program administrators, or any other person who may need to be involved as part of the process of resolution.

COURSE CONTENT:

This course is required for completion of the BSW Program.

READINGS:

The readings for each class are listed with the class schedule. Readings are available electronically through the UBC Library.

COURSE SCHEDULE:

This course 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 and development.

Session 1: September 6, 2018

Introduction and overview of section: Building the case for community practice through the understanding of connections.

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.

Session 2: September 12, 2018**Defining community as a context for practice****Required Reading:**

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 3: September 20, 2018**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 4: September 27, 2018**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 5: October 4, 2018**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 Francisco. *Community Development, 42*(1), 106-24.

Session 6: October 11, 2018**Resources and communities: Capacity building, social capital and strength-based approaches****Required 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.

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 7: October 18, 2018
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.
- 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 8: October 25, 2018
Methods and Strategies: Assessment

Required Reading:

- 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 9: November 1, 2018
Community Visit

No readings

Session 10: November 8, 2018
Methods and Strategies: Community Assessments

No readings

Session 11: November 15, 2018
Methods and Strategies: Community Assessments

No readings

Session 12: November 22, 2018
Methods and Strategies: Community Assessments

No readings

SESSION 13: November 29, 2018
Conclusions and Next Steps

No readings

ASSIGNMENTS:

Assignment #1: Community Assessment
Part One – Assessment Plan (20%), due September 25, 2018
Part Two – Assessment Presentation (50%), November 8, 15 and 22, 2018 (as assigned)

Assignment #2 : Reflection Paper (30%), due December 5, 2018

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 25, 2018

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: November 8, 15 and 22, 2018 (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 four of the class readings during your presentation.

CRITERIA FOR GRADING:

You will be provided with a copy of the rubric that will be used to evaluate this assignment but in general the following will be taken into account for grading:

Content:

- 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:

- 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:

- 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%
December 5, 2018

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. Remember that your paper requires a proper introduction and conclusion.

Student Evaluation:

This course emphasizes the process of learning, collectively and individually. While the instructor and students recognize the importance of grades as a formal measure of achievement in a course, students are encouraged to work to their fullest potential and measure their success individually and not in comparison to other learners.

It is anticipated that as learners in a terminal professional degree bachelor program, you are interested in attending and participating actively and that you will be prepared to do so upon arrival at each class session. As such, there **will not** be a grade assigned for attendance and participation. The instructor will not make judgments about the reason for absences but

does appreciate receiving communication ahead of your absence. A significant amount of learning takes place during class; you are responsible for understanding the material covered during your absence and obtaining any in-class handouts.

Late papers/assignments are not accepted in this course unless prior approval is granted by the instructor. Incomplete Grades are strongly discouraged and are granted in only extraordinary circumstances. If you recognize the need to request an incomplete grade, a formal letter must be written and submitted to the instructors prior to the final class session. Grading criteria are as follows:

Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.

All written assignments should adhere to the APA Writing Guide, 6th Edition. This includes but is not limited to APA formatting, font, text size, spacing, page numbering and reference citation. It is expected that students have a title page with running head, per APA. An abstract however is not required for any assignment.

Assignments in this course are graded on both content (thoroughness, clarity, completeness, depth, substantiation) and style and organization (grammar, spelling, editing, cohesion, clarity, creativity, APA style). Specifically, assignments should be:

- Relevant and understandable with logical flow and organizational structure
- Smooth and clear with transitions between/among ideas
- Clear and cohesive
- Interesting, independent and creative
- Salient and appropriately use the literature in support of your arguments
- Expressions of your thoughts and beliefs, using your voice

Students are welcome to visit with the instructor/teaching assistant in advance of submission deadline. For assistance with writing, please consider the following resources:

- Writing assistance at UBC
<http://learningcommons.ubc.ca/improve-your-writing/>
- Online Writing Lab (OWL) at Purdue
<http://owl.english.purdue.edu/owl>

The best resource is the American Psychological Association *Publication Manual* (6th edition). It is not available online. You can find a copy at the UBC library or you may wish to purchase a copy for yourself.