

School of Social Work

# Course Outline

## SOWK 305C

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the [xʷməθkʷəy̓əm](#) (Musqueam) people.



THE UNIVERSITY OF BRITISH COLUMBIA  
Faculty of Arts

[arts.ubc.ca](https://arts.ubc.ca)

## UBC COVID-19 Protocols for in-class learning

**COVID-19 Safety:** You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment.

**If you are sick, it is important that you stay home.**

**If you miss class because of illness:**

- Ask someone to share their notes if I am lecturing. But in the case of discussions about readings, we will endeavour to record conversations for you to access later through Canvas.
- Be sure to consult the class resources on Canvas.
- If you are concerned that you will miss a key activity due to illness, contact the instructor to discuss.

**If I (the instructor) am feeling ill:** If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible by email. Our classroom will still be available for you to sit in and attend an online session. In this instance:

- If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an email informing you how to join the class.
- If I am not well enough to teach I may ask you to do an activity or read something in place of class time

## 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 Bachelor of Social Work (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.

## Course Info

<b>Year/Term</b>	Term 1, Winter 2021-22, September 9–December 2, 2021
<b>Course Title</b>	SOWK 305C: Social Work Practice (Community)
<b>Credit Value</b>	3 credits
<b>Course Schedule</b>	Thursdays, 2–5pm
<b>Course Location</b>	Jack Bell Building, Room 124

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>Email Address</b>	<b>Office Hours</b>
Grant Charles PhD, RSW	Rm 337	604.822.3804	grant.charles@ubc.ca	By appointment

## Prerequisite and/or Corequisite

There are no pre-requisites for SOWK 305C.

## Course Description

Social Work 305C (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 and 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 contribute to 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.

## Course Structure and Learning Activities

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.

## Learning Outcomes

1. Develop a conceptual framework that provides the student with the skills and strategies to begin to practice and evaluate their 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.

## Required Textbook(s) and Learning Materials

There is no text for this course. Weekly course readings can be found on-line through the EBSCO database available through the UBC Library website. The readings for each class are listed with the class schedule.

## Assessment of Learning

The following is a summary of the assignments for this course.

### **Assignment #1:** Community Assessment

Part One – Assessment Plan (20%), due September 23, 2021

Part Two – Assessment Presentation (50%), November 18, 25 and December 2, 2021 (as assigned)

### **Assignment #2:** Reflection Paper (30%), due December 9, 2021

Criteria for Evaluation: The criteria for each assignment will be discussed in class.

**Submitting assignments:** All assignments are to be emailed in a Word document to the instructor at [grant.charles@ubc.ca](mailto:grant.charles@ubc.ca)

**Return of marked assignments:** The instructor will coordinate the return of marked assignments.

**Late assignments:** Generally, extensions for assignments must be negotiated with the instructor prior to the due date except in emergency situations. The date for the presentation cannot be negotiated once it is set as specific class time has been set aside for this assignment.

## Course Schedule

<b>Session 1:</b>	<b>September 9, 2021</b>
<b>Topic:</b>	<b>Introductions and Course Overview</b>
	Building the case for community practice through the understanding of connections.
<b>Required Reading:</b>	<p>Barman, J. (2007). Erasing Indigenous Indigeneity in Vancouver. BC Studies, 155, 3-30.</p> <p>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.</p> <p>Rothman, J, (2008). Multi-modes of intervention at the macro level. Journal of Community Practice, 15(4), 11-40.</p> <p>Rusch, L. &amp; Swarts, H. (2015) Practices of engagement: Comparing and integrating deliberation and organizing, Journal of Community Practice, 23(1), 5-26.</p>
<b>Session 2:</b>	<b>September 16, 2021</b>
<b>Topic:</b>	<b>Community Visit</b>
<b>Required Reading:</b>	<p>Agnelli, K., Cramer, E.P., Buffington, M. L. Norris, J. &amp; Meeken, L. (2016) Food landscapes: cooking, community service and art-making with teens, Journal of Community Practice, 24(2), 205-214.</p> <p>Coulton, C., Chan, T. &amp; 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.</p> <p>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.</p>
<b>Session 3:</b>	<b>September 23, 2021</b>
<b>Topic:</b>	<b>Defining community as a context for practice</b>
<b>Required Reading:</b>	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.

	<p>Hardina, D. (2014) The use of dialogue in community organization practice: Using theory, values, and skills to guide group decision-making. <i>Journal of Community Practice</i>, 22(3), 365-384.</p> <p>Sandoval, G. &amp; Rongerude, J. (2015) Telling a story that must be heard: Participatory indicators as tools for community empowerment. <i>Journal of Community Practice</i>, 23(3-4), 403-414.</p>
<b>Recommended Reading:</b>	<p>Badry, D. &amp; Felske, A.W. (2013). An exploratory study on the use of Photovoice as a method for approaching FASD prevention in the Northwest Territories. <i>First Peoples Child &amp; Family Review</i>, 8(1), 143-160.</p> <p>Bagelman, J., Devereaux, F. &amp; Hartley, R. (2016). Feasting for change: Reconnecting with food, place &amp; Camp; Culture. <i>International Journal of Indigenous Health</i>, 11(1), 6-17.</p> <p>Beck, E., Ohmer, M. &amp; Warner, B. (2012). Strategies for preventing neighborhood violence: Toward bringing collective efficacy into social work practice. <i>Journal of Community Practice</i>. 20(3). 225-240.</p> <p>Buccieri, K. &amp; Molleson, G. (2015) Empowering homeless youth: Building capacity through the development of mobile technology, <i>Journal of Community Practice</i>, 23(2), 238-254.</p>
<b>Session 4:</b>	<b>September 30, 2021</b>
<b>Topic:</b>	<b>Orange Shirt Day/National Day for Truth and Reconciliation</b>
<b>Required Reading:</b>	No readings
<b>Session 5:</b>	<b>October 7, 2021</b>
<b>Topic:</b>	<b>Community Visit</b>
<b>Required Reading:</b>	No readings
<b>Session 6:</b>	<b>October 14, 2021</b>
<b>Topic:</b>	<b>Resources and communities: Capacity building, social capital and strength based approaches.</b>



<b>Required Reading:</b>	<p>Penney, J. (2013) Eminently visible: The role of t-shirts in gay and lesbian public advocacy and community building, <i>Popular Communication</i>, 11(4), 289-302.</p> <p>Richards-Schuster, K. &amp; Dobbie, D. (2011) Tagging walls and planting seeds: Creating spaces for youth civic action, <i>Journal of Community Practice</i>, 19(3), 234-251.</p> <p>Wernick, L.J., Woodford, M.R. &amp; Kulick, A. (2014) LGBTQ youth using participatory action research and theater to effect change: Moving adult decision-makers to create youth-centered change, <i>Journal of Community Practice</i>, 22(1-2), 47-66.</p>
<b>Recommended Reading:</b>	Sitter, K.C. & Curnew, A.H. (2016). The application of social media in social work community practice. <i>Social Work Education</i> , 35(3), 271–283.
<b>Session 7:</b>	<b>October 21, 2021</b>
<b>Topic:</b>	<b>Partnerships, Networks and Integrated Services</b>
<b>Required Reading:</b>	<p>Cronley, C. Madden, E. &amp; Davis, J.B. (2015) Making service-learning partnerships work: Listening and responding to community partners, <i>Journal of Community Practice</i>, 23(2), 274-289.</p> <p>Tunison, S. (2013). The Wicetowak Partnership: Improving student learning by formalizing the family-community-school partnership. <i>American Journal of Education</i>, 119, 565-590.</p> <p>Woodford, M.R. &amp; Preston, S. (2011). Developing a strategy to meaningfully stakeholders in program/policy planning: A guide for human services managers and practitioners. <i>Journal of Community Practice</i>, 19(2), 159-174.</p>
<b>Session 8:</b>	<b>October 28, 2021</b>
<b>Topic:</b>	<b>Social Development</b>
<b>Required Reading:</b>	<p>Kaiser, K.L. (2011) Food Security: An ecological–social analysis to promote social development, <i>Journal of Community Practice</i>, 19(1), 62-79.</p> <p>Ohmer, M.L., Meadowcroft, P., Freed, K., &amp; Lewis, E. (2009). Community gardening and community development: Individual, social and community benefits of a community conservation program, <i>Journal of Community Practice</i>, 17(4), 377-399.</p>
<b>Session 9:</b>	<b>November 4, 2021</b>
<b>Topic:</b>	<b>Neighbourhood Houses and Community Support</b>



<b>Required Reading:</b>	<p>Murphy, J.W. (2010) Service delivery, community development, and disability, <i>Journal of Social Work in Disability &amp; Rehabilitation</i>, 9(2-3),223-233.</p> <p>Yan, M.C., Lauer, S. &amp; Riaño-Alcalá, P. (2017). Incorporating individual community assets in neighbourhood houses: Beyond the community-building tradition of settlement houses. <i>International Social Work</i>, 60(6), 1591-1605.</p> <p>Yan, M.C. &amp; Sin, R. (2011). The resilience of the settlement-house tradition in community development: A study of neighborhood centers in San Francisco. <i>Community Development</i>, 42(1), 106-24.</p>
<b>Session 10:</b>	<b>November 11, 2021</b>
<b>Topic:</b>	<b>Mid-term Break</b>
<b>Required Reading:</b>	No readings
<b>Session 11:</b>	<b>November 18, 2021</b>
<b>Topic:</b>	<b>Methods and Strategies: Community Assessments Team Presentations</b>
<b>Required Reading:</b>	No readings
<b>Session 12:</b>	<b>November 25, 2021</b>
<b>Topic:</b>	<b>Methods and Strategies: Community Assessments Team Presentations</b>
<b>Required Reading:</b>	No readings
<b>Session 13:</b>	<b>December 2, 2021</b>
<b>Topic:</b>	<b>Methods and Strategies: Community Assessments Team Presentations and Class Wrap-up</b>
<b>Required Reading:</b>	No readings

## Assignments

### 1. Community Assessment

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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 6-8 people, you will develop a strategy to address the issue. The issue can be something quite basic and the solution small and grounded. 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 23, 2021**

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](mailto:grant.charles@ubc.ca) by the person designated by the team to be the main contact for the assignment.

**Criteria for Evaluation: This will be discussed in class**

#### **Part Two: Assessment Presentation – 50%**

**Due: November 18, 25 and December 2, 2021 (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. This also must include time to answer some audience questions. 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 Evaluation: Please refer to the Marking Rubric provided by the instructor**

### 2. Assignment #2: Reflection Paper -30%

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**Due: December 9, 2021**

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](mailto:grant.charles@ubc.ca). Remember that your paper requires a proper introduction and conclusion.

**Criteria for Evaluation: This will be discussed in class**

# School/Course Policies

## Attendance

The attendance policy is in the student handbook on page 8. You can find the student handbook on the Advising page of our website: <https://socialwork.ubc.ca/undergraduate/advising/>

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

Other school policies can be accessed through the School of Social Work student handbook.

## Learning Resources

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (APA Citation Guide), writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>

## University Policies

**Support:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at:  
<https://senate.ubc.ca/policies-resources-support-student-success>

## Learning Analytics

No learning analytics are being used in this class.

## Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

## UBC Grading Criteria

Letter Grade	Percent Range	Mid-Point	
<b>A+</b> <b>A</b> <b>A-</b>	90-100 85-89 80-84	95 87 82	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.
<b>B+</b> <b>B</b> <b>B-</b>	76-79 72-75 68-71	77.5 73.5 69.5	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>C+</b> <b>C</b> <b>C-</b>	64-67 60-63 55-59	65.5 62.5 57	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.
<b>D</b>	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.
<b>F</b>	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.