



School of Social Work

FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the $x^w m \text{ə} \theta k w \text{ə} \dot{y} \text{ə} m$ (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

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.

School Mission Statement: Based on a commitment to fundamental social work values and a vision of social justice, UBC's School of Social Work prepares social work students for generalist and advanced professional practice. We promote the scholarly generation of critical transformative knowledge through research and study relevant to social work theories, practices, social development and social administration.

BSW Mission

The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, disability, 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 INFORMATION

Year/Term/Dates	Winter 2022-23, Term 1, September 8–December 1, 2022
Course Title	SOWK 305C: Social Work Practice (Community)
Course Value	3 credits
Course Schedule	Thursdays, 2-5pm
Course Location	Jack Bell Building, 2080 West Mall, Room 124

Instructor	Office Location	Email Address	Office Hours
Donna Baines	Room 323	donna.baines@ubc.ca	One hour before class or by appointment
TA			
Sheng-Pei Tsai	TBA	shengpei.tsai@gmail.com	By appointment

Prerequisite and/or Corequisite

There are no pre-requisites for SOWK 305C.

Course Description

Communities exist within and across communities. Though we live with the real effects of communities as Benedict Anderson (2020) notes communities are largely imagined and operate as practices of power, that are positive, negative and a mixture of the two. The course is an exploration of communities and the ways that they are about relationships and the intersections of various norms, practices, policies and power relations. The course will introduce students to social work understandings of communities and ways to intervene meaningfully in the many issues encountered by community organizations and settings, and communities within communities.

Students will develop an awareness of the literature related to the complexity and interplay of communities. They will also develop some of the critical skills necessary to working with communities as they seek to define and meet social needs; generate policy and practice change; and work across differences, diversity and oppressions including Indigeneity, race, class, gender, sexual orientation, disability, age, region, etc.

Course Structure and Learning Activities

This course incorporates a combination of lectures, large and small group discussion and experiential learning activities including workshopping, participant observation and class simulation.

Student participation is pivotal to learning and success. To get the most out of the course, students should complete required readings before class, and bring questions and comments 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.

Learning Outcomes

1. Develop an awareness of the centrality of relationship to all aspects of social work practice, particularly community.

2. Develop a conceptual framework that provides the student with the skills and strategies to begin to practice critically and reflexively and to evaluate their own practice and the practices of others in a range of contexts, particularly working with communities.
3. Expand the student's conceptual, theoretical and knowledge base and to examine beliefs about:
 - a. the self, people, power and society
 - b. the dynamics of power, social justice, anti-oppressive approaches, diversity, inclusion, community-led and planned change
 - c. the uses of critical reflection to enhance social justice practices, policies and processes, particularly in regard to communities.

Required Textbook(s) and Learning Materials

There will be one text for this course which is available as an e-book through the UBC library.

Todd, S., & Drolet, J. L. (Eds.). (2020). *Community Practice and Social Development in Social Work*. Springer Singapore, Imprint: Springer.

A second text will be used quite a bit in the course and students may choose to purchase it but readings are available on the Canvas site.

Teater, B. and Baldwin, M. (2012) *Social work in the community. Making a difference*. Bristol: Policy Press.

Additional readings will be available through the UBC Library, google scholar or on our Canvas site.

- **A Canvas site will be available to enhance learning and provide various readings (that are not easily accessible through the course text or the UBC library) and handouts. * denotes readings available on the Canvas site.**

Assessment of Learning (Rubrics)

There are no grading rubrics for this course though expectations for strong scholarly work will be discussed in class for each assignment. This is aimed at fostering and supporting creative intellectual work, as well as innovative and critical thought among students. Sources on the debate on the emergence of rubrics as part of neoliberalism can be found below.

<https://developments.myacpa.org/avoiding-the-threat-of-neoliberalism-in-outcome-based-assessment/>

http://mauraseale.org/wp-content/uploads/2016/03/EfficiencyandNeoliberalism-M.Seale_.pdf

<https://journals.sagepub.com/doi/pdf/10.2304/pfie.2013.11.4.423>

<https://medium.com/human-restoration-project/unpacking-neoliberal-schooling-aa3a2add66e8>

Andrade, H. G. (2005). Teaching with rubrics: The good, the bad, and the ugly. *College teaching*, 53(1), 27-31.

Course Schedule

Week 1:	September 8, 2022
Topic:	Introduction – meeting each other, what is a community and what are communities within communities, forming our own communities within communities. Impacts of neoliberalism on everyday life and community. Basic backgrounding: Discussion of diversity of communities and within communities: how do social workers respond?
Reading:	Required reading: Teater, B. and Baldwin, M. (2012) <i>Social work in the community. Making a difference.</i> Bristol: Policy Press. Pp. 1-12. * In-class reading: Rodriguez, M. (2020). More than one pandemic: How New York City community members fight against coronavirus and systematic oppression. <i>Social Work Education</i> , 39(8), 983-992.
Week 2:	September 15, 2022
Topic:	Further introduction to communities Community profiling, needs assessment, communities within communities Workshop: participant observations and field notes Exercise: Flash participant observation
Reading:	Required reading: Todd & Drolet, p. 3-16. Teater, B. and Baldwin, M. (2012) <i>Social work in the community. Making a difference.</i> Bristol: Policy Press. Pp.75 – 98.* Please review (found on the Canvas site): • Participant observation handout* Supplemental reading: Torelli, J. (2019). On entering the field: Notes from a neophyte researcher. <i>Qualitative Sociology Review</i> , 15(3), 64-92.
Week 3:	September 22, 2022
Topic:	Critical allyship

	<p>Working across differences</p> <p>Please undertake your observation no later than this week. We will have a shorter class to provide you with time to undertake the observation or to compensate for the time you will set aside for it.</p>
Reading:	<p>Required reading: Gates, T. G., Bennett, B., & Baines, D. (2021). Strengthening critical allyship in social work education: opportunities in the context of # BlackLivesMatter and COVID-19. <i>Social Work Education</i>, 1-17.*</p> <p>Rebecca Howe, Amy Harper and Sekneh Hammoud-Beckett. (2019) Uncovering Games of Truth: A Collaborative Exploration of the Ways Transgender and Non-Binary Young People Access Health Care and Support. In Baines, D., Bennett, B., Goodwin, S. and Rawsthorne, M. (eds). <i>Working Across Difference and Inequity in Social Work and Policy Studies</i>. London: Palgrave/MacMilan. 137 -153. *</p> <p>Supplemental Readings: Sharma, A. (2019) Allyship and Social Justice: Men as Allies in Challenging Men's Violence and Discrimination Against Women. In Baines, D., Bennett, B., Goodwin, S. and Rawsthorne, M. (eds). <i>Working Across Difference and Inequity in Social Work and Policy Studies</i>. London: Palgrave/MacMilan. p. 103 – 119.*</p>
Week 4:	September 29, 2022
Topic:	<p>Community Development</p> <p>Workshop: Roberts Rules, Chairing a meeting, setting agendas and taking minutes</p> <p>Please Form simulation groups</p>
Reading:	<p>Required reading: Teater and Baldwin, <i>Community Development</i>, p. 57-76.*</p> <p>Readings for Workshop*: https://paparksandforests.org/wp-content/uploads/2022/02/2022-roberts-rules-cheat-sheet.pdf https://asana.com/resources/meeting-agenda https://www.resourcecentre.org.uk/information/taking-minutes/#:~:text=Minutes%20are%20simply%20notes%20taken,going%20to%20carry%20them%20out.</p> <p>Supplemental Readings: Sansfaçon, A. P., Hébert, W., Lee, E. O. J., Faddoul, M., Tourki, D., & Bellot, C. (2018). Digging beneath the surface: Results from stage one of a qualitative analysis of factors influencing the well-being of trans youth in Quebec. <i>International Journal of Transgenderism</i>, 19(2), 184-202.</p>

Week 5:	October 6, 2022
Topic:	Simulation Prep: We will meet with our groups to develop your position paper. * Participant Observation Paper due
Reading:	Handouts* will be available on the roles for the simulation. Please organize yourselves with your group and begin to assign roles (if needed) and to discuss your position paper. Resource Readings for Simulation: Baines, D., Clark, N. and Riley, J. (Accepted) "Rethinking Regulation: Inclusions, Exclusions and Struggles". Canadian Social Work Review.* Jones, E. (2019). Social work regulation in British Columbia: A developmental history 2008–2015. Perspectives, 41(3), 4–6.* Nash, P. (2019). Social Work Regulation in British Columbia: A Developmental History 1956–2008. Perspectives, 41(2), 4–6.* Please refer to the websites of the Government of BC, the BCASW, and the BC College of Social Work for further documents related to the topic of social work licensure and regulation.
Week 6:	October 13, 2022
Topic:	Guest Lecture: Karl Urban Civil society and nonprofit organizations
Readings:	Required reading: TBA
Week 7:	October 20, 2022
Topic:	Decolonizing Community Social Work Workshop: doing simulations. Handout available on Canvas.
Readings:	Required reading: Todd & Drolet, chapters 5 and 12. Time to work on position paper and possible simulation strategies. Supplemental reading: Sigrid Herring and Jo Spangaro (2019) Invisible from the Start: Australian Aboriginal People's Experiences of Difference and Aboriginal Community-Controlled Organisations. 1 In Baines, D., Bennett, B., Goodwin, S. and Rawsthorne, M. (eds). Working Across Difference and Inequity in Social Work and Policy Studies. London: Palgrave/MacMilan.p.13 – 25.*
Week 8:	October 27, 2022

Topic:	Working with Diverse Groups and Interests Workshop: Anti-Black Racism Toolkit * Position paper due
Readings:	Required reading: Todd & Drolet, chapter 4 and 13. In class reading (available on Canvas): Anti-Black Racism in Canada: a foundational informational Toolkit for the UBC School of Social Work to engage in internal critical reflection.* Supplemental Readings: Shah, K., Boatswain-Kyte, A., & Lee, E. (2021). Anti-Racist Education in Social Work: An Exploration of Required Undergraduate Social Work Courses in Quebec. Canadian Social Work Review/Revue canadienne de service social, 38(2), 141-157.
Week 9:	November 3, 2022
Topic:	Green issues and community Simulation: Meeting One
Readings:	Required reading: Todd & Drolet, chapters 20 & 8. Supplemental reading: Brazeau-Béliveau, N., & Cloutier, G. (2021). Citizen participation at the micro-community level: The case of the green alley projects in Quebec City. Cities, 112, 103065.
Week 10:	TERM BREAK – NO CLASS
Week 11:	November 17, 2022
Topic:	Working with Social Movements and Coalitions Simulation: Meeting Two
Readings:	Required reading: Todd & Drolet, Chapter 10 Baines, D. (2017) Unions: A Vehicle for Anti-Oppressive Resistance. In Baines, D. (ed) Doing Anti-Oppressive Practice. Social Justice Social Work. Halifax: Fernwood. Pp. 337 -350.* Supplemental reading: Ross, M. (2017) Social Work Activism Within Neoliberalism: A Big Tent Approach? In Baines, D. (ed) Doing Anti-Oppressive Practice. Social Justice Social Work. Halifax: Fernwood. Pp. 337-350.*

Week 12:	November 24, 2022
Topic:	Global Community Practice Simulation: Meeting Three
Readings:	Required reading: Todd & Drolet, chapters 17 & 21. Supplemental reading: Todd & Drolet, chapters 16 & 22
Week 13:	December 1, 2022
Topic:	Recap and anything we missed

Assignments

1. Participant Observation Project, due Oct 6, 30%

Form a group of 2-3 students. Choose a community setting that you will observe together for at least 1.5 hours. Take notes. Debrief after with group and identify themes.

Write up findings in an individual reports of 1000 word or ~3 pages on what you saw and how this links with the readings in weeks 1 & 2.

12-point font, double spaced, use headings and subheadings as appropriate, APA or a recognizable referencing system. Please submit on Canvas before midnight.

Remember you are not seeking conversations with people in the setting but if they happen naturally, then respond appropriately.

Look for:

- Diversity and Inclusion: Ages present? Racial groups? Genders? Class? Other markers of diversity?
- What communities seem to be present and who is missing?
- What are people doing? Are there multiple things happening or only one or two? Who is involved in which ones?
- Is the environment inviting? Does it represent a particular group or set of interests?
- Do people communicate openly? Or are they quite limited in their interactions and formal?
- What might be the priorities or interests of the communities and individuals you observe?

Possible Headings and Subheadings:

Introduction

Description of the Setting (physical setting – where are you?)

Narrative (who are the people there and what is going on?)

 What happened?

 What was your sense of the communities present and how they interacted?

 Reflect on the questions above.

Conclusions

2. Group Position Paper, due Oct 27, 30%, 1000 words or ~3 pages, not including references

Draw on academic literature and grey literature or policy documents, position papers, credible websites to argue a position in relation to the group role you have been assigned.

12-point font, double spaced, paginated, use headings and subheadings as appropriate, APA or a recognizable referencing system. Please submit on Canvas before midnight.

3. Final Paper, due Dec 12, 40%, 6 pages or 2100 words, not including refs

This should be a reflective paper on the simulation experience with links to course themes and literature (at least 7 sources from this course and/or other places).

This paper is NOT primarily an exploration of your identity or emotions. Rather it is an exploration of the experiential learning simulation exercise and what it taught you about process, relationship, power and working with communities and communities within communities. Please describe the events and process of the simulation the purpose for reflection and connection to the literature and course themes. Please analyze the contexts for meaning making and what will be important in community practice. The role of emotion should be analyzed for how they shaped ideas or impacted actions, reactions, dynamics and practices of power.

The paper should include an introduction to the role you played in the simulation, a quick summary of your group's position paper, the strategies your group used and your role/reflections within these strategies, the impacts and effects of these strategies on process, relationships, power and working with communities within the simulation. The paper should conclude with further reflections on the compromises made and lessons you will take with you into social work practice.

12-point font, double spaced, use headings and subheadings as appropriate, APA or a recognizable referencing system. Please submit on Canvas before midnight.

SCHOOL/COURSE POLICIES

COVID-19

The School follows UBC health and safety guidelines. Please see <https://covid19.ubc.ca/> for current information and guidance.

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

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. Canvas is the learning technology system used for this course.

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.

Students may not record class or group discussions without prior permission of all individuals in attendance.

Support

During the term, I will do my best to offer support if I am concerned about your academic performance or wellbeing. I also encourage you to contact me or your academic advisor if you need assistance. In addition, I may identify concerns using the UBC [Early Alert](#) system which provides students with the earliest possible connection to resources like academic advising, financial advising, counseling, or other support services to help you get back on track. Any information transmitted through early alert is treated as confidential (see [earlyalert.ubc.ca](#)).

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	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.