



COURSE OUTLINE

SW347

SOCIAL WORK PRACTICE II

**45 HOURS
3 CREDITS**

PREPARED BY: Jordan Aslett

DATE: December, 2019

APPROVED BY: Andrew Richardson

DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)

YUKON COLLEGE

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Course Outline prepared by Jordan Aslett, 2019

Yukon College
P.O. Box 2799
Whitehorse, YT
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APPLIED ARTS DIVISION
SW 347
3 Credit Course
Winter Semester, 2019

SOCIAL WORK PRACTICE II

INSTRUCTOR: Jordan Aslett

OFFICE HOURS: Tuesdays 12pm - 1pm

OFFICE LOCATION: A2208

CLASSROOM:

E-MAIL: jaslett@yukoncollege.yk.ca

TIME: Tuesdays, 9am - 12pm

TELEPHONE: 867-456-8535

DATES: January 9th - April 10th, 2019

COURSE DESCRIPTION

This course aims to develop an understanding of the characteristics of organizations, institutions and communities. Students will gain knowledge about macro practice theories and will begin to develop and enhance the social work skills used in various practice settings. Students will think critically about the structural responses to social distress.

ADDITIONAL COURSE DESCRIPTION

This course follows a generalist perspective that emphasizes how micro, mezzo and macro skills are interlinked. Students will learn how all three levels of practice skills are utilized in everyday practice situations. Students will think about clients and their problems in ways that take into account the client's larger environment by considering alternatives beyond individual and small group interventions. Students will learn how to assess and respond to macro targets of change using macro social work skills. This course will specifically examine Yukon and Canadian macro level social issues.

PREREQUISITES

Completion of 30 Social Work credit hours.

EQUIVALENCY OR TRANSFERABILITY

For information on transferability and equivalency please contact the Bachelor of Social Work Office

LEARNING OUTCOMES

Goal: to acquaint the student with the theories and skills of macro social work practice.

Objectives: by the end of the course, the student will be able to:

- 1) describe the structure and characteristics of communities and organizations
- 2) explain theories, values, and ethics relevant to macro social work practice
- 3) think critically about community and organizational issues and needs
- 4) apply ethical principles and theories of change, assessment, program development, and project implementation and evaluation to an organization or community
- 5) articulate the role of social workers as agents of change in macro practice
- 6) understand the ideological, political and social contexts that impact community development, particularly with respect to Indigenous people

ASSESSMENTS

Complete descriptions of each assignment will be handed out in class.

Attendance & Participation Assessment - 5%

5% of the final grade will be assessed through attendance and level of participation. Attendance will be taken at the commencement of each class. A participation assessment form will be given to students on the 2nd last class.

Assignments*

Assignment 1 (Individual Paper) - 25% (Due Week 4)

Students will be required to write brief theory-based critical reflection on their engagement with a community group or event.

Assignment 2 - (Needs Assessment) - 20% (Due Week 7)

In pairs students will be required to conduct a mock Needs Assessment/Asset Evaluation on a community of their choice. A brief (<10m) presentation on the results of the assessment will be presented to the class.

Assignment 2 (Community Based Group Project) - 25% (Due Week 11)

As a class students will be required to plan and execute an event for National Social Work Week. This assignment will also include a critical reflection.

Assignment 3 - (Community Education Workshop) - 25% (Due Weeks 11, 12 or 13)

Students will be required to host a 40-minute activity-based workshop on a skill or concept of their choosing.

***Requirements for # of Pages and # of References**

The requirements outlined for the length and number of references that accompany each assignment are non-negotiable. The purpose of including these requirements is to ensure that students complete the assignment objectives in an academically rigorous manner.

The submission of an assignment that is less than the number of required pages will result in a grade of [F] on the assignment. The number of pages required does not include Cover Page, Appendixes and Reference List. These are not considered part of the page count for academic papers.

The submission of an assignment that does not include the minimum number of peer-reviewed sources will result in a grade of [F] on the assignment.

Peer-reviewed sources are books and journal articles that have undergone the peer-review process. Government publications, reports from NGO's/Think Tanks, and Newspaper articles while relevant and important for the completion of assignments -

do not count as peer-reviewed sources.

For help determining whether or not a source is peer-reviewed please see the following website <https://library.mcmaster.ca/faq/how-can-i-tell-if-a-journal-peer-reviewed>. If students feel that they will not be able to complete the assignment with the required number of pages or references, they are required to discuss this with the instructor no more than 2 weeks before the assignment due date.

EVALUATION

Assignments	95%
Midterm Exam	N/A
Participation Assessment	5%
Final Exam	N/A
Total	100%

Assignments, Exams and Quizzes will be graded using the criteria set out by the University of Regina. See below for the description of how your assignments will be graded.

90-99 An outstanding performance with very strong evidence of:

- *An insightful and comprehensive grasp of the subject matter;*
- *A clear ability to make sound and original critical evaluation of the material given;*
- *Outstanding capacity for original creative and/or logical thought;*
- *An excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.*

80-89 Very good performance with strong evidence of:

- *A comprehensive grasp of the subject matter;*
- *An ability to make sound critical evaluation of the material given;*
- *A good capacity for original, creative, and/or logical thinking;*
- *A very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.*

70-79 Above average performance with evidence of:

- *A substantial knowledge of the subject matter;*
- *A good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;*
- *Some capacity for original, creative, and/or logical thinking;*
- *An above-average ability to organize, to analyse and to examine the subject material in a critical and constructive manner, and to express thoughts both in*

speech and in writing.

60-69 *A generally satisfactory and intellectually adequate performance with evidence of:*

- *An acceptable basic grasp of the subject material;*
- *A fair understanding of the relevant issues;*
- *A general familiarity with the relevant literature and techniques;*
- *An ability to develop solutions to moderately difficult problems related to the subject material;*
- *A moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.*

50-59 *A barely acceptable performance with evidence of:*

- *Familiarity with the subject material;*
- *Some evidence that analytical skills have been developed;*
- *Some understanding of relevant issues;*
- *Some familiarity with the relevant literature and techniques;*
- *Partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;*
- *Basic competence in writing.*

0-49

- *An unacceptable performance.*

WRITING COMPETENCE/LATE ASSIGNMENTS/STYLE

Writing Competence: Competency in written work is a basic requirement for all students at a college or university level. Wherever possible, instructors are expected to obtain evidence of students' writing skills, and to require that students meet a reasonable standard of competence in their written work before they can be given a passing grade. Students who require additional academic assistance and/or wish to improve their writing skills may find it useful to contact the Writing Centre. Free 30-minute one-on-one coaching sessions are available in the YC Library. Appointments are arranged online dl1.yukoncollege.yk.ca/writingcentre.

Late Assignments: Five (5) % of the assignment's value will be deducted for every day it is late, up to a maximum of five days, after which the assignment will not be accepted

Style: Assignments must be typed and written using appropriate language. Carefully proof your work. Errors in spelling, grammar, and punctuation will affect your mark.

American Psychological Association 6th Edition (APA): You must use APA 6th Edition format when submitting your work. For general information on APA please visit Purdue Owl <https://owl.english.purdue.edu/owl/section/2/10/>.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations. It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

REQUIRED TEXTBOOKS AND MATERIALS

Readings for this class draw from 2 textbooks (available in the college bookstore).

Textbooks

Kelly, K., & Caputo, T. (2011). *Community: A contemporary analysis of policies, programs and practices*. Toronto: University of Toronto Press

Parada, H., Barnoff, L., Moffatt, K., & Homan, M. (2011). *Promoting community change: Making it happen in the real world* (1st Canadian Ed.). Toronto: Nelson Education.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism.

Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

PROFESSIONAL CONDUCT, PREPARATION, PARTICIPATION AND ATTENDANCE

Social workers are expected to behave in courteous, mature and respectful ways towards others. This is also the expectation of social work students. Appropriate behaviour is required between students in the classroom, with the instructor and at any time when students are approaching others in relation to projects originating from this class.

Part of professional conduct involves being punctual, prepared and self-aware. Being present in class, prepared for class (by completing the readings and assignments on the dates due) and fully participating in class activities is expected.

Regular and punctual attendance is expected. Students who are persistently tardy (this includes arriving late, leaving early, taking extended breaks) or absent or who neglect academic work may be asked to withdraw from the class, or be excluded from the final examination. Students who miss more than 2 classes will have 5% of their final grade deducted for each additional class missed.

If a student misses more than two classes, they may choose to speak with the instructor and ask for an additional assignment to complete in lieu of this missed class, thereby avoiding a deduction in your term grade. The instructor has discretion over a) whether to grant this option to the student and b) the content and format of the assignment. Without exception, this additional assignment must be completed prior to the end of term.

CLASS SCHEDULE AND READINGS

Part I *Weeks 1-2* *Orientation to Course Practice Components*

Week 1 *January 8th, 2019* Working as Part of a Team

In addition to being oriented to the course design, students will also be asked to apply their knowledge of teamwork to an ongoing project to design and a National Social Work Month event.

Required Reading

Moodle:

Baskin, C. (2016). *Strong helper's teachings: The value of Indigenous knowledges in the helping professions (2nd Ed.)*. Toronto, ON: Canadian Scholars Press.

Chapter 8 - The Answers Are in the Community

Moodle:

Weber, Z., & Levine, K. (2016). Working effectively in teams. In A. O'Hara, Z. Weber & K. Levine (Eds.), *Skills for Human Service Practice: Working with Individuals, Groups and Communities*. Toronto, ON: Oxford University Press

Week 2 *January 15th, 2019* Doing Community Education

Through analysis of the work of educator and philosopher Paolo Freire, students will be introduced to the practice of 'community education'. Students will utilize this skill in their semester end presentations.

Required Reading

Moodle:

Healy, K., & Levine, K. (2016). Community education. In A. O'Hara, Z. Weber & K. Levine (Eds.), *Skills for Human Service Practice: Working with Individuals, Groups and Communities*. Toronto, ON: Oxford University Press.

Moodle:

Carroll, J., & Minkler, M. (2000). Freire's Message for Social Workers: Looking Back, Looking Ahead. *Journal of Community Practice*, 8(1), 21-36.

Part II
Weeks 3 - 4
Theoretical Foundations of Community-Based Social Work

Week 3
January 22nd, 2019
Conceptualizing Community
Assessing Needs, Strengths and Assets

Required Readings:

Textbook

Parada, Barnoff, Moffatt & Homan - Chapter 1

Parada, Barnoff, Moffatt & Homan - Chapter 6

Week 4
January 29th, 2019
Understanding Community Change

* ASSIGNMENT 1 DUE

Required Readings:

Textbook

Parada, Barnoff, Moffatt & Homan - Chapter 2

Parada, Barnoff, Moffatt & Homan - Chapter 3

Part III
Weeks 5 - 8
The Practice of Community-Based Social Work

Week 5
February 5th, 2019
The Productive Use of Power

Students will critically assess how power has and can be used within community-based social work practice. This discussion will take place within the context of the conducting of needs assessments.

Required Reading:

Parada, Barnoff, Moffatt & Homan - Chapter 4

Parada, Barnoff, Moffatt & Homan - Chapter 5

Recommended Reading (Practical Examples)

Parada, Barnoff, Moffatt & Homan - Chapter 13

Week 6
February 13th, 2019
Planning for Change & Gathering Resources

Required Reading:

Textbook

Parada, Barnoff, Moffatt & Homan - Chapter 7

Parada, Barnoff, Moffatt & Homan - Chapter 8

Reccomended Reading (Practical Examples)

Parada, Barnoff, Moffatt & Homan - Chapter 14

Week 7
February 26th, 2019
Public Awareness and Advocacy

*ASSIGNMENT 2 DUE

Required Reading:

Textbook

Parada, Barnoff, Moffatt & Homan - Chapter 9

Parada, Barnoff, Moffatt & Homan - Chapter 10

Recommended Reading (Practical Examples)

Parada, Barnoff, Moffatt & Homan - Chapter 15

Week 8
March 5th, 2019
Tactics for Community Action

Required reading:

Textbook

Parada, Barnoff, Moffatt & Homan - Chapter 11

Parada, Barnoff, Moffatt & Homan - Chapter 12

Part IV
The Politics of Community
Weeks 9 - 10

Week 9
March 12th, 2019
The Role of Ideology in Community-Based Practice
* SOCIAL WORK WEEK EVENT

Required Readings:
TBD

Week 10
March 19th, 2017
Indigenous Perspectives on Community and Community Change

Required Readings:
TBD

Week 11
March 26th, 2019
Engaging in Politicized Community-Based Practice
* ASSIGNMENT 3 DUE

Required Reading:
TBD

Part V
Community Education - Learning from One Another

Week 12
April 2nd, 2019
Workshops 1, 2, 3 & 4

Required readings:
Students who are running workshops this week will assign readings/at-home activities to the rest of the class prior to the workshop.

Week 13
April 9th, 2019
Workshops 5, 6, 7 & 8

Required readings:
Students who are running workshops this week will assign readings/at-home activities to the rest of the class prior to the workshop.