

# Social Work 2CC3: Introduction to Community Practice

* September 3 to December 4, 2019, 2:30 – 5:20 pm.
* Instructor: Jennie Vengris
* Office: KTH-314
* Office hours: Wednesdays 12:30 – 1:30 p.m.
* Email: vengris@mcmaster.ca
* Phone: 905-525-9140 ext. 23784

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# Course Overview

## Course Description:

Community practice is about harnessing the collective knowledge, strengths and energy of people to effect social change and improving the ways in which we live together. This introductory course will demonstrate that community work is important both for effecting change and supporting collective well-being.

## Course Objectives:

The objective of this course is to introduce social work and labour studies students to justice- oriented community practice. The course will explore an analysis of the theoretical underpinnings of community practice grounded in real-world examples.

By the end of this course you will be able to…

1. Identify and discuss key concepts in understand the community and community practice
2. Demonstrate a beginning knowledge of forms of community practice including: engagement, development, organizing, advocacy and research
3. Be able to explain how communities and collectivities fit in relation to your own life and emerging community practice
4. Identify, practice and reflect on the skills necessary for effective and justice-oriented community work

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy**:

*As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.*

## Course Format

Each class will run for three hours on Wednesday afternoons from 2:30 p.m. – 5:20 p.m. Most weeks will be structured as follows:

* 2:30 – 4:00 pm – Lecture and small/large group discussion on an identified topic, linked to the readings. This will cover theoretical perspectives, issues of power and equity, skills and roles and community work practices.
* 4:00 – 5:20 pm – Group work

There may be some weeks that do not follow this format. The lectures will not be traditional – they will be interspersed with paired and small group discussions, large group discussions and other activities. Students are expected to actively engage in class. We will have guest speakers throughout the term. If you have any ideas about who you would like to see or perspectives represented in our guest speakers, please email Jennie.

## Required Texts:

There is no required text for this course. All required readings and course materials are available on Avenue to Learn and the websites are indicated in the weekly outline.

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# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. Reflections on Community Part 1 – a brief overview of your understanding of community. Due Sept 11, 2019
2. Community Practice Skills Sharing – a presentation to a small group that teaches a skill important to community practice. Various deadlines.
3. Self Care Event Analysis – a brief reflection on your participation and learning from the in-class self care event. Due Oct 23, 2019.
4. Reflections on Community Part 2 – a follow up to the Part 1 assignment that asks you to reflect on your end of term understanding of community. Due Dec 4, 2019.
5. Final Assignment – you will choose between a variety of assignments that demonstrate your learning in the course. Due anytime before Dec 9, 2019.

## Requirement/Assignment Details

### Reflections on Community

* Part 1 - Write a 2 page (double spaced) or 5 minute video reflection on your understanding of the concept of community. How did you learn about it? How have experienced community? How do you understand the idea of membership? And what kind of community member do you endeavour to be? Worth: 10%
* Part 2 - Review your initial thinking about community from Part 1 and indicate which parts have been confirmed, challenged, deepened by the class or by experiences you’ve had over the past couple of months. 4 – 5 pages or 8 – 10 minute video. You should reference learning explicitly from the course (4 - 5 sources). Worth: 20%

### Community Practice Skills Sharing

* Individual Presentation: In groups of six, you will brainstorm skills needed for community practice, talk as a group about which skills you want to learn more about, everyone will pick one and present to each other. The presentations will happen once per week. They will be 45 minutes each (following a basic format of: overview of skill, activity and debrief). Worth 25%
* Group Analysis: After all of the presentations, the group will have a discussion (and document notes on the discussion) about what was learned broadly about the skills needed for community practice. Worth 10%
* Group Self Evaluation: The group will have an opportunity to assign themselves a participation mark. Worth 5%

### Self Care Event Analysis

* Following the in-class self-care event, you will write a 2 – 3 page reflection that talks about your personal philosophy of self-care, reflections on the self-care event, your role in the event, what you are taking away and how you can integrate the concept of community into your self-care practice moving forward. Worth 10%

### Final Assignment

* For the Final Assignment you have a number of choices. Pick one and submit it anytime before December 9, 2019. Whichever assignment you choose must incorporate at least two course readings and should be 3 pages each. A fuller assignment outline for each will be available on A2L. Worth 20%
	+ #2 Bus Observation: Take the HSR #2 Barton Bus and note your observations while you are on the bus. Write a synopsis of what your trip told you about Hamilton as a changing city. Include a page about how your own experiences and history contribute to your observation and analysis.
	+ Community Event Reflection: Attend a community event and reflect on your experience there.
	+ Art + Community – find a piece of art (a collection of photos, a song, a painting, a sculpture, etc.) that challenges you on the concept community. Describe how you understand the concept of community. Describe how you understand the idea of community in the piece of art. Talk about how that piece of art affirms or challenges your concept of community. Talk about how those concepts are the same or different than your initial idea of ‘community’. Provide a link or screen shot of the art in addition to your paper.
	+ Art + Community – you’re the artist! – make a piece of art that reflects your understanding of a community of which you are part. Describe how you understand the concept of community. Describe how you understand the idea of community in the piece of art. Talk about how that piece of art affirms or challenges your concept of community. Talk about how those concepts are the same or different than your initial idea of ‘community’. Provide a link or screen shot of the art in addition to the paper.
	+ Case Study – choose from a set of provided case studies. Describe the problem as you see it, discuss/explore the various perspectives on this issue and talk about the initial steps that you would take as a community worker to engage with and understand the problems facing the community.
	+ Plan an Event – do you have a community event coming up in your activist/volunteer work? Use this opportunity to plan it.

# Assignment Submission and Grading

## Form and Style

* Written assignments must be typed and double-spaced and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page).
* Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as papers not meeting these requirements will not be accepted for grading.
* Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments.

## Avenue to Learn

In this course, we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss with the course instructor.

## Submitting Assignments & Grading

* All assignments should be submitted through Avenue to Learn.
* If you are unable to meet a deadline in the class, please be in touch in advance.
* The teaching team will work hard to get all marking back in two weeks.

### Added Statement for Foundation Course Outlines:

This course is a foundation course. Students must obtain a minimum grade of C+ in all foundation courses and a “Pass” in each placement (as well as maintain a minimum overall GPA of 6.0) in order to remain in the Social Work program.

Please see the Resources section of our [website for details on the policy regarding minimum grade requirements in foundation courses and what happens if these are not met.](https://socialwork.mcmaster.ca/resources/undergraduate-resources/minimum-grade-requirements-in-the-bsw-programs.docx/view)

## Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last five digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

## Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Working Together: Student and Instructor Responsibilities

* Students and the teaching team are expected to contribute to the creation of a respectful and constructive learning environment. Students are invited to take risks with their learning (trying out new ideas, asking for clarification) but do so in way that acknowledges the diversity of experiences and identities in the room.
* Students should be present in the classroom – having read material for the class and participating in the different ways offered.
* In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class, students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place. If you know you will be using your laptop or phone for non-course reasons, I ask that you sit on the periphery of the room so that you don’t disrupt other students.
* Please check with the instructor before using any audio or video recording devices in the classroom.

## Foundation Course Attendance:

Students are expected to attend all classes. If you anticipate difficulty with this, please speak with the instructor. Missing a substantial number of classes often results in essential course requirements not being met (these must be met to pass the course). Students who are close to missing 20% of classes must contact the instructor to discuss.

## Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf)

The following illustrates only three forms of academic dishonesty:

* Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf) policy.

## Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom, and working towards classrooms that welcome diverse learners.

I am working on redesigning my courses with Universal Design principles in mind. If you have accessibility concerns or want to talk about your learning needs, please be in touch early in the term and we can work together to put a plan in place for you to succeed in the class. You will not need to disclose any personal information in order to make a plan that works for you. If you have feedback or suggestions about Universal Design in this class, do not hesitate to reach out.

## Religious, Indigenous and Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar’s Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Please review the [RISO information for students in the Faculty of Social Sciences](https://socialsciences.mcmaster.ca/current-students/riso) about how to request accommodation.

## E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, they may not reply.

## Requests for Relief for Missed Academic Term Work

### Extensions and Incomplete Courses

Extensions

All instructors understand that life situations sometimes make it very difficult to hand in an assignment on the date it is due. If you need more time to complete an assignment, talk with your instructor – in advance of the assignment deadline! Once you and your instructor have agreed on a new due date, it is your responsibility to submit your assignment on time. If you find yourself unable to meet deadlines in more than one course, please reach out to Tammy Maikawa, Administrator (millet@mcmaster.ca ) or Sandra Preston, Undergraduate Chair (prestosl@mcmaster.ca ). We are here to support you to think about options (such as reducing your course load) that can take the stress off and contribute to your success in the program overall.

Incomplete courses

If you are not able to complete all of your assignments by the end of term, you have the option of contacting the instructor to request an Incomplete (INC) on the course. If the instructor agrees, (taking into account the amount of outstanding coursework and the time it will likely take to complete), the instructor will enter the grade you have so far in the course (the default grade) and the course will appear in Mosaic as INC (incomplete).

The School’s requirements for completing courses depend on a) the nature of the course (whether it is a foundation course\*, or a social and political context course) and b) when you are hoping to start placement. For example, a student who has an incomplete in a foundation course cannot start placement. Please see the [Policy on Extensions and Incompletes in the BSW Program](https://socialwork.mcmaster.ca/resources/general-school-policies/policy-on-extensions-and-incompletes-october-2017.pdf) for more details.

At approximately 52-60 days after the end of term, the Mosaic system will automatically change an INC to the default grade. Depending on the default grade, this might affect your standing or progress in the program.

*As always, if you have any questions or concerns about your progress in the program, please connect with Tammy Maikawa, Administrator (**millet@mcmaster.ca* *) or Sandra Preston, Undergraduate Chair (**prestosl@mcmaster.ca**).*

# Course Weekly Topics and Readings

## Week 1: September 4

### Topics:

* Introduction to the Course

### Readings:

* None

## Week 2: September 11

### Topics:

* Defining ‘Community’

### Readings:

* Chimamanda, N. (October 2009). The Danger of the Single Story. TED Talk. Find it here: <https://www.youtube.com/watch?v=D9Ihs241zeg>
* Mingus, M. (2012). On Collaboration: Starting with Each Other. Find it here: <https://leavingevidence.wordpress.com/2012/08/03/on-collaboration-starting-with-each-other/>
* Baskin, C. (2016). Chapter Eight: The Answers are in the Community. In Strong Helpers’ Teachings (pp.155 – 168). Toronto, ON: Canadian Scholars Press.

## Week 3: September 18

### Topics:

* The Context of Community Practice

Readings:

* Reddick, L. and Rutland, T. (2019, January). Anti-Black city-building and Black community resistance in Halifax (Audio podcast). Retrieved from <http://rabble.ca/podcasts/shows/talking-radical-radio/2019/01/anti-black-city-building-and-black-community-resistance>
* Baines, D. (2012). An Overview of Anti-Oppressive Social Work Practice: Neoliberalism, Inequality and Change. In Baines, D. (Ed.) Doing Anti-Oppressive Practice: Social Justice Social Work. (pp. 289 – 297). Blackpoint, NS: Fernwood Publishing.
* Lazarovic, S. (2019). This is How Borrowing Things From Our Neighbors Strengthens Society. Yes! Magazine. <https://www.yesmagazine.org/issues/dirt/community-relationships-borrowing-from-neighbors-strengthens-democracy-20190318>

## Week 4: September 25

### Topics:

* Forms of Community Practice

### Readings:

* Austin, M., Coombs, M., Barr, B. (2005). Community-Centered Clinical Practice: Is the Integration of Micro and Macro Social Work Practice Possible? *Journal of Community Practice*, 13(4), 9 – 30.
* Chang, C. (2012). TED Talk: Before I die, I want to… <https://www.ted.com/talks/candy_chang_before_i_die_i_want_to?language=en>

## Week 5: October 2

### Topics:

* Critical Hope and Collective Self-Care

### Readings:

* Reynolds, V. (2011). Resisting burnout with justice-doing. The International Journal of Narrative Therapy and Community Work, 4, 27 – 45.
* Reese, R. (2017). Self Care is Radical. <https://www.ted.com/talks/raymonda_reese_self_care_is_radical>
* Editorial Committee. (2016). Who Cares? The Politics of Care in Radical Organizing. Upping the Anti – a journal of theory and action. <https://uppingtheanti.org/journal/article/18-editorial>

## Week 6: October 9

### Topics:

* Mid Term Evaluation
* Class-Led Self Care Event

### Readings:

* None

## Week 7: October 23

### Topics:

* The Trajectory of a Community Project

### Readings:

* Costa, L. et al. (2012). Recovering our Stories: A Small Act of Resistance. *Studies in Social Justice*, 6(1). 85 – 101.
* Chin, M. (2017). Feelings, Safe Space, and LGBTQ of Color Community Arts Organizing*. Journal of Community Practice, 25*(3 – 4), 391 – 407.
* Bein, S. (2018, September). The Photos Challenging What a Muslim Woman Should Look Like. Retrieved from: <https://www.vice.com/en_ca/article/mbwadp/the-photos-challenging-what-a-muslim-woman-should-look-like>
	+ Also poke around the website for The Sisters Project by Alia Youssef - <https://www.thesistersproject.ca/about>

## Week 8: October 30

### Topics:

* Case Advocacy

### Readings:

* CBC News. (2019). Ontario autism program changes protested by families. CBC News. <https://www.youtube.com/watch?v=m3V0UOkL140>
* Benjamin, A. (2012). Afterword: Doing Anti-Oppressive Social Work: The Importance of Resistance, History and Strategy. In Baines, D. (Ed.) Doing Anti-Oppressive Practice: Social Justice Social Work. (pp. 289 – 297). Blackpoint, NS: Fernwood Publishing.
* Meslin, D. (2010, October). Antidote to Apathy. TED Talk. Find it here: <http://www.ted.com/talks/dave_meslin_the_antidote_to_apathy>

## Week 9: November 6

### Topics:

* Community Based Research

### Readings:

* Durham Community Research Team. (2011). *Connected Communities: Community-based Participatory Research: Ethical Challenges.* Centre for Social Justice and Community Action, Durham University, UK. Find it here: <https://www.dur.ac.uk/resources/beacon/CCDiscussionPapertemplateCBPRBanksetal7Nov2011.pdf>
* Taking Action 4 Youth. Website (explore the website as an example of community research) Find it here: <http://www.takingaction4youth.org/>
* Boydell, K., Cheng, C., Gladstone, B., Nadin, S., Stasiulis, E. (2017). Co-producing Narratives on Access to Care in Rural Communities: Using Digital Storytelling to Foster Social Inclusion of Young People Experiencing Psychosis. *Studies in Social Justice, 11*(2), 298 – 304.

## Week 10: November 13

### Topics:

* Practice Panel

### Readings:

* None

## Week 11: November 20

### Topics:

* Case Study - TBD

### Readings:

* Will be assigned based on the case study

## Week 12: November 27

### Topics:

* Roles and Self-Reflective Practice

### Readings:

* United Way Calgary. (2013). Chapter 3 – Reflection Overview and Chapter 2 – The ‘How To’ of Reflective Practice in Reflective Practice: A Way of Learning for Community Development Practitioners. 11 – 19
* Doyle-Bedwell, P. (2012). And So I Turn to Rita: Mi’kmaq Women, Community Action, Leadership, and Resilience. In Kenny, C. & Ngaroimata Fraser, R. (Eds.), Living Indigenous Leadership: Native Narratives on Building Strong Communities. (pp. 192 – 203). Vancouver, BC: UBC Press.
* Lee, B. (2011). Chapter Six – Roles and Skills in Pragmatic Community Practice in Pragmatics of Community Organization. (pp. 106 – 120). Toronto, ON: CommonAct Press.

## Week 13: December 4

### Topics:

* Wrap up

### Readings:

* None