

 	School of Health, Education and Human Services Bachelor of Social Work
	SW347 Social Work Practice II
	Term: Winter 2025 Number of Credits: 3 Credit Course
Course Outline	

INSTRUCTOR: Kate Mechan, MSW

LOCATION: A2202

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OFFICE HOURS: TBD

METHOD: Face to Face, Synchronous

TIME: Tuesdays 9:00 – 12:00

DATES: January 7 – April 8, 2025

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.

COURSE REQUIREMENTS

PREREQUISITES

Completion of 30 Social Work credit hours.

RELATED COURSE REQUIREMENTS

Computer & Internet Connection Required

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

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

COURSE FORMAT

Weekly breakdown of instructional hours

Activity	Estimated Time
Synchronous In Person Activities & Discussion	150 minutes
Asynchronous Video Lectures via Moodle	30 minutes
Weekly Readings (2 to 3 per week)	80 minutes
Assignments (varies week to week)	160 minutes
Total	420 minutes (approx. 7.5 hours)

It is important to note that the time required will vary by individual.

DELIVERY FORMAT

This course blends synchronous and asynchronous delivery of content. First, students will be required to prepare for class by watching pre-recorded video lectures that have been uploaded to Moodle by the instructor. Next, students will attend weekly class meetings in person that will focus on discussion of content and learning activities.

EVALUATION

Assignments	100%
Total	100%

ASSIGNMENTS

Assignment 1 – (Individual Annotated Bibliography) - 25% (Week 4)

Students will be required to complete an annotated bibliography on peer-reviewed materials that address a field of community-based practice.

Assignment 2 (Individual Reflective Paper) – 25% (Week 6)

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

Assignment 3 (Students' choice of Individual or Group Application) – 25% (Week 9)

In a group or alone, students are required to complete a Yukon Government 'Community Development Fund' application for a hypothetical or actual community project.

Assignment 4 (Individual Reflective Assignment) – 25% (Week 12)

Using theories, practices, and concepts from the fields of Social Group Work and Community Development, students will complete a reflective assignment on their prior experiences of working in teams towards a common goal and consider the implications for practice of their learning.

COURSE WITHDRAWAL INFORMATION

Last date of withdrawal for this course without academic penalty is Thursday March 13th, 2025

TEXTBOOKS & LEARNING MATERIALS

Spindel, P. (2021). *Changing communities: A guide for social and community activists* (2nd ed.). Canadian Scholars Press.

Physical copy available at YU bookstore, e-version available at canadianscholars.ca

Students will also be assigned articles and chapters from scholarly journals and books on a weekly basis. These will be made available on [Moodle](#) at the start of the course.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

GENERATIVE ARTIFICIAL INTELLIGENCE

Submissions that use Generative Artificial Intelligence (GAI) for the creation of new content or the modification of existing content are not allowed and will be considered a violation of the Academic Regulations and treated the same as an act of plagiarism (see above). The use of GAI for activities like studying for exams, brainstorming ideas, or searching for content are allowed, but students must make a clear declaration (statement) somewhere within the submission stating that they have used it and indicating where and how they have used it.

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](#) for resources or to arrange academic accommodations: access@yukonu.ca.

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.

TOPIC OUTLINE

The following outline contains the main topics of the course and the weeks in which they will be discussed. A full outline containing descriptions, readings, and assignment due dates will be provided two weeks prior to the start of class.

Week 1

January 7th, 2025

That 'Other' Social Work: Community Practice

Social Work practice has historically (and some say unfairly) been split into two categories – clinical/case management work and community work. This week we will explore some definitions of community work, also called macro practice, community development, and social pedagogy. We will examine the similarities and differences between community work and practice individuals and families. In this introductory week we will also be reviewing the course outline and assignments.

Week 2

January 14th, 2025

Theories & Frameworks for Community Practice

Community-based social work and community development is driven by theories of how the world operates, how people react to their circumstances and the ability for citizens to affect change. This week we explore the many theories that inform the practice of community work.

Week 3

January 21st, 2025

Working Effectively in Task Groups

Social Group Work exists in two primary contexts, task groups and therapeutic groups. Task groups are an essential part of community development and learning the theories and practices that inform social group work at this level is critical. This is the first week of three that look at how task groups operate and how to effectively work as a team when doing community development. The second and third weeks deal with decision making and addressing conflict.

Week 4

January 28th, 2025

Assignment 1 Due This Week

Decision Making in Task Groups and the Community

Knowing when and how to 'make a decision' is one of the most difficult aspects of working in groups. In this second week on task groups, we look at several democratic models for making decisions such as consensus, simple-majority and delegated decisions. We will also look at the risks of groupthink and the potential for a 'tyranny of the majority'.

Week 5

February 4th, 2025

Community Education

Community education is a model of pedagogy, leadership, and facilitation that takes the lived experience and grounded knowledge of the community, rather than the supposed 'expertise' of the professional helper, as the essential building block for social work and teaching practice. Through analysis of the work of educator and philosopher Paolo Freire, students will be introduced to the practice of 'community education' and examine ways in which it can help us develop more democratic and effective community-based practices.

Week 6

February 11th, 2025

Assignment 2 Due This Week

The Politics of Community Development

The political environment that we practice in greatly affects what we choose to do and our limitations. This week looks at the politics of community-based practice with a specific focus on how ideology influences our choices and the institutions we work through.

February 18th, 2025

NO CLASSES – READING WEEK

Week 7

February 25th, 2025

Indigenous Perspectives on Community and Community Work

In mainstream social work practice, community is often conceptualized through western European perspectives. This week looks at how Indigenous people in Canada and globally understand what community is and the role of individuals and groups in maintaining healthy relationships.

Week 8

March 4th, 2025

Addressing Task Group and Community Level Conflict

Conflict is a natural and productive aspect of all social work practice, whether at the level of the task group or within the larger community. In this class we will examine theories of why conflicts arise, how to foster constructive conflict, and how to resolve conflicts in a way that helps the group and the community to evolve.

Week 9

March 11th, 2025

Assignment 3 Due This Week

Consultation: Community Strengths and Needs Assessments

Countless mistakes have been made in the realm of community development simply because the 'professionals' have made decisions unilaterally without input or partnerships with community members. However, principled consultation with communities, including strengths-based assessments and meaningful representation, can have profound results for projects. In this class we will look at the meaning of consultation in community contexts as well as at the practice of asset-based community development.

Week 10

March 18th, 2025

Community Work in Practice

This week looks at the specific skills and traits required for doing community based social work. In addition, we will examine issues and social problems that are best suited for intervention at the community level, and at how and why issues impact communities differently.

Week 11

March 25th, 2025

Fundraising and Public Communication

This week looks at tactics for raising funds for community projects, either through donations, grant opportunities, or obtaining core funding from various levels of government. We will also discuss how effective issue framing and communicating to the public can help a project be successful.

Week 12

April 1st, 2025

Assignment 4 Due This Week

Partners: Fostering Relationships & Building Coalitions

This week covers the importance of building coalitions amongst multiple stakeholders when doing community development and community based social work practice.

Week 13

April 8th, 2025

Advocacy

In this final week we look at the advocacy spectrum as it applies to communities. This includes a discussion of who should be advocating for who, when it's appropriate to build advocacy skills from within the community and when a community development worker should be responsible for doing that work themselves.