



THE UNIVERSITY OF BRITISH COLUMBIA
School of Social Work
Course Outline - SOWK 405 – Social Work Practice II
3 Credits

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the x^wməθk^wəyəm (Musqueam) people.

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 Statement: 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.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

Year/Term	Fall 2019
Course Title Credit Value	SOWK 405.001: Social Work Practice II 3
Course Schedule	Wednesdays, 9am – 12pm
Course Location	Online

Instructor	Office Location	Office Phone	e-mail address
Donna Baines	Virtual	n/a	donna.baines@ubc.ca

Teaching Assistant	Office Location	Office Phone	e-mail address
	Virtual	n/a	

LAND ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyə m (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

COURSE DESCRIPTION



SOWK 405 is a required course.

In this capstone 4th year course, students are asked to imagine themselves as an emerging social worker practitioner. The course provides added depth and analysis to the diversity of social work practice with various populations and aims to further develop the critical capacity to practice generic social work skills in a variety of sub-fields. The course addresses the theory-practice relationship and provides students with opportunities to engage with critically reflexive practice. The course emphasizes a deeper understanding social work values, particularly social justice, and the complexity of ethical practice. Students will have opportunities to learn about important social justice practices in their area of interest and will be encouraged to explore their own personal or interpersonal connections to power, privilege and oppression. Students are also encouraged to build upon the social science and social work skills and knowledge they already have, and to develop their capabilities for acquiring further knowledge and critical insights.

Students are expected to attend synchronist sessions and complete a-synchronist sessions. They are also expected to complete their readings and attend course sessions with at least one question or comment prepared in advance to contribute to the group learning.

Course Objectives/Learning Goals

1. Deepen the ability and capacity to analyse how the context for practice shapes opportunities, possibilities, ethical dilemmas and spaces for thinking of and acting on social issues.
 2. Deepen the ability and capacity to analyse how power, privilege, and multiple oppressors such as race, class, gender, (dis)ability, age, sexual orientation, region, and Indigeneity shape experience and possibilities within the social work and larger social world.
 3. Extend one's understanding and use of social analysis and reflexivity as critical social work skills.
 4. Become more closely acquainted with critical theory and to use theory in everyday practice contexts.
 5. Improve one's ability to use research and knowledge as part of everyday social work practice.
 6. Improve high level writing skills and capacity to work effectively verbally and in written form with social work theory, concepts, and evidence.
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UNIVERSITY POLICIES

“Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.” (UBC Calendar)

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>

Disabilities: The University accommodates students with disabilities who have registered with the Center for Accessibility. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

Academic Dishonesty: Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

Retaining Assignments: Students should retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Resources to Support Student Success: 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, spiritual and cultural 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 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. No learning analytics are being used in 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.

COURSE POLICIES:

Attendance: The attendance policy is in the student handbook on page 11:
<https://socialwork.ubc.ca/currentstudents/>.

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.

The University accommodates students with disabilities who have registered with Access and Diversity. Students who will require accommodation for attendance due to disability are encouraged to inform the instructor, and if necessary, to contact Access and Diversity preferably not later than the first week of class. The School will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments, must notify their instructors in writing at least two weeks in advance, and preferably earlier. This reflects expectations for professional social workers in their place of employment.

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.

SUBMITTING ASSIGNMENTS

Assignments are due as noted in this course outline, unless otherwise informed by the instructor.

All written assignments of this course must be in 12-size font, double spacing and one-inch margin on all sides. APA referencing style is required. A writer guide with information in APA referencing format and style is recommended. A writer guide with information in APA referencing format and style is recommended. You can find a useful tutorial on the UBC library website. Please also see: <http://wiki.ubc.ca/images/6/6f/Apastyle.pdf>

Note: It is expected that peer-reviewed academic, government and formal reports, and professional literature be cited in assignments. Generally, Wikipedia and web information without credible source are not acceptable as an academic reference.

RETURN OF MARKED STUDENT ASSIGNMENTS:

All assignments are to be submitted via the UBC Canvas course site. Assignments will be marked with track changes and comments provided in the same manner.

LATE ASSIGNMENTS:

In emergency situations, students must discuss any potential lateness with their instructor. Assignments submitted after the deadline with no documentation will be penalized by three percentage points per day.

FORMAT OF THE COURSE

The course will be a mix of lectures, readings, group discussions, and written assignments.

REQUIRED TEXTS

The required texts for this course are:

Baines, D. (2017) Doing Anti-Oppressive Practice. Social Justice Social Work. Halifax: Fernwood Press (available on Canvas).

Brown, C. and MacDonald, J. (eds). Critical Clinical Social Work: Counterstorying for Social Justice. Toronto: Canadian Scholars Press. It can be ordered here: <https://www.canadianscholars.ca/books/critical-clinical-socialwork>

Other readings are available on Canvas as a PDF or via a link.

Social Work Practice II: Course Schedule

SESSION 1: September 9, 2020

Introduction to the Course and The Neoliberal Context of Practice

Reading:

Baines, D. (2020) Foreword. In Brown, C. and MacDonald, J. (eds). Critical Clinical Social Work: Counterstorying for Social Justice. Toronto: Canadian Scholars Press.

Part I: Synthesizing Themes in Advanced Practice

SESSION 2: September 16, 2020

Theory Recap – Anti-Oppressive Theory, Critical Theory and Critical Clinical Theory

Required Reading:

Brown, C. (2020) Critical Clinical Social Work: Theoretical and Practical Considerations. In Brown, C. and MacDonald, J. (eds). Critical Clinical Social Work: Counterstorying for Social Justice. Toronto: Canadian Scholars Press. Chapter 1.

Baines, D. (2017) An Overview of Anti-Oppressive Social Work Practice: Neoliberalism, Inequality and Change. In Baines, D. (ed) Doing Anti-Oppressive Practice. Social Justice Social Work. Third edition. Halifax: Fernwood. Chapter 2.

Additional Reading:

Campbell, C., & Baikie, G. (2012). Beginning at the beginning: An exploration of critical social work. *Critical Social Work*, 13(1), 67-81. <https://ojs.uwindsor.ca/index.php/csw/article/download/5849/4822?inline=1>.

SESSION 3: September 23, 2020**Power and privilege – Black Lives Matter, Defund police, Decolonize****Tutorial:**

- Please review: <https://www.socialwork.career/2020/06/anti-racism-resources-for-socialworkers-and-therapists.html>
- Please bring a media story or blog to class on power and privilege.

Required Reading

Gail Baikie (De)Colonizing Indigenous Social Work Praxis within the Borderlands. In Brown, C. and MacDonald, J. (eds). *Critical Clinical Social Work: Counterstorying for Social Justice*. Toronto: Canadian Scholars Press. Chapter 14.

Mbakogu, I. (2020) The Whole or the Part? Postcolonial Theory versus Clinical Approaches to Marginalized Groups' Quest for Social Services. In Brown, C. and MacDonald, J. (eds). *Critical Clinical Social Work: Counterstorying for Social Justice*. Toronto: Canadian Scholars Press. Chapter 9.

Additional:

Thomas Bernard, W., Etowa, J., and Clow, B. (2020) Spirituality as a Resource for Well-Being in African Canadian Communities. In Brown, C. and MacDonald, J. (eds). *Critical Clinical Social Work: Counterstorying for Social Justice*. Toronto: Canadian Scholars Press. Chapter 13.

Freeman, B. (2017) Soup Days and Decolonization. Indigenous Pathways to Anti-Oppressive Practice. In Baines, D. (ed) *Doing Anti-Oppressive Practice. Social Justice Social Work*. Third edition. Halifax: Fernwood. Chapter 6.

SESSION 4: September 30, 2020**Critical Reflexivity and Professional Practice**

Tutorial: bring an experience from your field placement or other social service paid or volunteer work to use in critical reflection exercise.

Required Reading:

Morley, C., & Dunstan, J. (2013). Critical reflection: A response to neoliberal challenges to field education? *Social Work Education*, 32(2), 141-156.

Massaquoi, N. (2017) Crossing Borders to Radicalize Social Work Practice and Education. In Baines, D. (ed) Doing Anti-Oppressive Practice. Social Justice Social Work. Third edition. Halifax: Fernwood. Chapter 16.

Additional:

Smith, K. (2017) Occupied Spaces: Unmapping Standardized Assessments. In Baines, D. (ed) Doing Anti-Oppressive Practice. Social Justice Social Work. Third edition. Halifax: Fernwood. Chapter 15.

LaRose, T. (2017) Reflection as Resistance YouTube, Digital Stories and Critical Reflexivity. In Baines, D. (ed) Doing Anti-Oppressive Practice. Social Justice Social Work. Third edition. Halifax: Fernwood. Chapter 18.

SESSION 5: October 7, 2020

ASSIGNMENT ONE DUE – Reflective theory letter

Exhausting Ethics

Required Reading:

Weinberg, M. (2020) Critical Clinical Ethics. In Brown, C. and MacDonald, J. (eds). Critical Clinical Social Work: Counterstorying for Social Justice. Toronto: Canadian Scholars Press. Chapter 2.

Baines, D. (2017) Is Progressive, Critical, Anti-Oppressive Social Work Possible in Today's Context? Exhausting Ethical Action + Revitalizing Resistance. In Spencer, E., Gough, J. and Massing, D. (eds) Progressive, Critical, Anti-Oppressive Social Work: Ethical Action. Toronto: Oxford University Press.

Additional

Pullen-Sansfacon, A. (2010). Virtue ethics for social work: A new pedagogy for practical reasoning. Social Work Education, 29(4), 402-415.

SESSION 6: October 14, 2020

Bridging the Activist-Practice Divide and Creative Resistance

Ross, M. (2017) Social Work Activism Within Neoliberalism: A Big Tent Approach? In Baines, D. (ed) Doing Anti-Oppressive Practice. Social Justice Social Work. Third edition. Halifax: Fernwood. Chapter 17.

Baines, D. (2017) Bridging the Activist-Practice Divide. In Baines, D. (ed) Doing Anti-Oppressive Practice. Social Justice Social Work. Third edition. Halifax: Fernwood. Chapter 5.

Additional:

Baines, D. (2017) Unions: A Vehicle for Anti-Oppressive Resistance. In Baines, D. (ed) Doing Anti-Oppressive Practice. Social Justice Social Work. Third edition. Halifax: Fernwood. Chapter 19.

SESSION 7: October 21, 2020

Working Across Difference

Required Readings

Spears, Y. and Deloach, L. (2020) Black Women Resistance to Whiteness in Social Work. *Social Work & Policy Studies: Social Justice, Practice & Theory*. 3 (1):

<https://openjournals.library.sydney.edu.au/index.php/SWPS/article/view/14353/12850>

Bennett, B., Zubrzcki, J. and Bacon, V. (2011) What Do We Know? The Experiences of Social Workers Working Alongside Aboriginal People. *Australian Social Work* (March), 64 (1), pg. 20-37.

Additional

Tahir, F. (2020) How to (Un)-Learn Cultural (In)-Competency in Social Work: A Critical Discourse Analysis of Cultural Competency Trainings in Community Mental Health. *Social Work & Policy Studies: Social Justice, Practice & Theory*. 3 (1): <https://openjournals.library.sydney.edu.au/index.php/SWPS/article/view/14409/12852>

SESSION 8: October 28, 2020

Professional identify and being a social work leader

Required Readings

Baines, D. Charlesworth, S. Turner, D. and O'Neill, L. (2014) Lean social care and worker identity: The role of outcomes, supervision and mission. *Critical Social Policy* 34 (4): 433-453.

Aronson, J., & Smith, K. (2010). Identity work and critical social service management: Balancing on a tightrope? *British Journal of Social Work*, 41(3), 432-448.

Additional

McAllan, W., & MacRae, R. (2012). Learning to lead. *Social Work and Social Sciences Review*, 14(2), 55-72.

Beddoe, L. (2010). Surveillance or reflection: Professional supervision in 'the risk society'. *British Journal of Social Work* 40(4), 1279-1296.

SECTION II: BIG AREAS OF PRACTICE

SESSION 9: November 4, 2020 Child Welfare

Readings:

Dumbrill, G. (2017) Efficacy and Alliance: Anti-Oppressive Social Work in Child Protection. In Baines, D. (ed) *Doing Anti-Oppressive Practice. Social Justice Social Work*. Third edition. Halifax: Fernwood. Chapter 19

Pon, G., Phillips, D., Clarke, J. and Abdillahi, I. (2017) Who's Protecting Whom?: Child Welfare and Policing Black Families. In Baines, D. (ed) *Doing Anti-Oppressive Practice. Social Justice Social Work*. Third edition. Halifax: Fernwood. Chapter 4.

Additional

Ruch, G. (2012). Where have all the feelings gone? Developing reflective and relationship-based management in child-care social work. *British Journal of Social Work*, 42(7), 1315-1332.

<https://academic.oup.com/bjsw/article/42/7/1315/1731232>

Torres, S. Nutter, M. Ford, DM., Chiu, Y., and Campbell, K. (2020) Critical Intercultural Communication and Practice: Applying Knowledge and Skills to Prevent Entry or re-entry of Children and Youth into State Care. In Brown, C. and MacDonald, J. (eds). *Critical Clinical Social Work: Counterstorying for Social Justice*. Toronto: Canadian Scholars Press. Chapter 9.

SESSION 10: November 11, 2020 Narrative Therapy & CBT

Required Readings

O'Neill, L. (2017) Cognitive Behavioural Therapy and Anti-Oppressive Practice: Compatible or Irreconcilable Differences? In Baines, D. (ed) *Doing Anti-Oppressive Practice*. Social Justice Social Work. Third edition. Halifax: Fernwood. Chapter 14.

Catrina Brown (2020) Feminist Narrative Therapy and Complex Trauma: Critical Clinical Work with Women Diagnosed as Borderline. In Brown, C. and MacDonald, J. (eds). *Critical Clinical Social Work: Counterstorying for Social Justice*. Toronto: Canadian Scholars Press. Chapter 3.

Additional

MacDonald, J. (2020) Counterbalancing Life with Chronic Pain Through Storying Women's Experiences of (dis)ability. In Brown, C. and MacDonald, J. (eds). *Critical Clinical Social Work: Counterstorying for Social Justice*. Toronto: Canadian Scholars Press. Chapter 15.

SESSION 11: November 18, 2020 Violence

Required Readings

Brown, M. (2020) Critical Clinical Approaches with Girls and their Experiences of Sexualized Violence. In Brown, C. and MacDonald, J. (eds). *Critical Clinical Social Work: Counterstorying for Social Justice*. Toronto: Canadian Scholars Press. Chapter 4.

Augusta-Scott, T. (2020) Exploring Trauma and Masculinity Among Men Who Perpetrate Intimate Partner Violence. In Brown, C. and MacDonald, J. (eds). *Critical Clinical Social Work: Counterstorying for Social Justice*. Toronto: Canadian Scholars Press. Chapter 5.

Additional:

Brown, C. (2017) Creating Counter-Stories Critical Clinical Practice and Feminist Narrative Therapy. In Baines, D. (ed) *Doing Anti-Oppressive Practice*. Social Justice Social Work. Third edition. Halifax: Fernwood. Chapter 12.

SESSION 12: November 25, 2020 Social Work with Older People

Required Reading:

Hulko, W., Brotman, S. and Ferrer, I. (2017) Counter-Storytelling: Anti-oppressive Social Work with Older Adults. In Baines, D. (ed) Doing Anti-Oppressive Practice. Social Justice Social Work. Third edition. Halifax: Fernwood. Chapter 11.

Harbison, J. and Pettipas, D. (2020) Validating Voice in Critical Clinical Work with Older People. In Brown, C. and MacDonald, J. (eds). Critical Clinical Social Work: Counterstorying for Social Justice. Toronto: Canadian Scholars Press. Chapter 16.

Additional

Bryan, C. and Barrett, T. (2020) Strategies for Critical Clinical Practice in Veteran's Mental Health. In Brown, C. and MacDonald, J. (eds). Critical Clinical Social Work: Counterstorying for Social Justice. Toronto: Canadian Scholars Press. Chapter 6.

SESSION 13: December 2, 2020

Wrap up and anything we missed.

This session will be a review of course content and we will cover anything that we missed. Students are encouraged to bring their questions and comments regarding course content or assignments.

Social Work Practice II: Assignments

ALL ASSIGNMENTS TO BE SUBMITTED THROUGH CANVAS. PAPER COPIES of assignments will not be accepted due to COVID-19 restrictions. Please submit through Canvas before midnight on the date of the assignment.

Participation – 20% - Students will be asked to contribute one comment or question per week on ONE weekly reading in weeks 2 through 12. They are also asked to comment on one other student's comment on one weekly reading in weeks 2 through 12 for 1% per comment x 2 comments per week (total 20%) . The goal of this assignment is to foster a love of reading and analyzing course materials and to provide a forum for discussion and connection among students.

Do not make the same comment or question each week. Please be convivial and focus on ideas, not the individual sharing the ideas. Points can be deducted for inappropriate and unprofessional comments. Ensure that your comment or question shows that you read the readings and be constructive and engaging with your fellow students. You may draw on other sources or synthesize ideas from other courses in your comments.

Reflective, theory letter – 30% - DUE Oct 7, 2020 - 2000 words (double spaced, APA) not including references.

Imagine you are writing a letter to a friend or a relative. You want to explain anti-oppressive and/or critical clinical social work theory to them. Choose either the Baines or the Brown chapter or both from Week 2 and write a letter drawing on the article or articles to help your friend or relative to get the main points of the theory and to show how it can be exciting in explaining the current context for social work practice as well as providing ways to practice social work in more socially just and empowering ways. Feel free to use examples from your field placement or an area of practice that you feel passionate about. You can draw on sources beyond those used in this course, but you are not required to.

Structure the 4 pages as you would structure a letter, opening with greetings and ending in good wishes and salutations. It helps if you can actually identify someone who might be interested in this letter and can aim your explanations to them. Include references after you sign off.

Essay on practice issue and framework – 50% - DUE Dec 9, 2020 - 4000 words (double spaced, APA) not including references.

Students will be asked to develop their own practice framework drawing on concepts from the theory and practice readings provided as part of this course and applying them to a population or social problem of their choice. Students can include sources or theories beyond this course but this should be cleared with the professor first.

Students will be asked to summarize key points of theory and practice that seem most relevant to them and to the population or social problem they are exploring. Students are also encouraged to identify gaps in theory, to identify ethical complexities, and to draw on other sources to extend their analysis and framework.

Suggested subheadings for this essay include, introduction, practice framework and relevant theory, short introduction to the population or social problem, strengths, and gaps, and areas for further thought and development of skills and knowledge.

Congratulations: you have read to the end of the syllabus. If you send a blank email with the subject line “Read the course outline” to Donna Baines, you will get one bonus mark.

UBC GRADING CRITERIA:

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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.