

COURSE OUTLINE

SOWK 526A

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



THE UNIVERSITY OF BRITISH COLUMBIA

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.

MSW Program Mission

The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

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>

Course Information

Year/Term	2020, Term 1
Course Title	SOWK 526A (001): Social Work Practice with Individuals and Couples
Credit Value	3 credits
Course Schedule	Wednesdays, 5:00-8:00 pm
Course Location	Zoom
Course Instructor	Christiana Bratiotis, PhD, MSW christiana.bratiotis@ubc.ca , 604.822.2460, *virtual office hours by appointment

Prerequisites and/or Corequisites

There are no prerequisites for this course.

Course Description

This course provides advanced training in direct practice with individuals. Grounded in social work perspectives, values and ethics, the course focuses on how to enter practice with individuals in ways that are respectful and honour the strengths, vulnerabilities, goals and needs of the client system while being responsive to the many contexts of clients' lives. Special attention is given to positive engagement, creation of a therapeutic alliance and case conceptualization. Students are prepared for work in various settings addressing a range of emotional, behavioural and mental health concerns through the applied exploration of eight evidence-based theoretical/practice models. Students are supported to connect with their own competence, compassion and hope and to develop self-awareness and intentionality.

Course Structure and Learning Activities

This course incorporates a combination of lecture, large and small group discussion, experiential activities, and the use of film and other media.

Student participation is expected and you are asked to complete all required readings prior 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 Aboriginal 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.

Professionalism should be evident in conduct and assignments. Students should prepare all work with proper grammar, spelling, formatting and in a manner that reflects preparation for a terminal professional degree at the Master's level. It is the student's responsibility to secure assistance on assignments **ahead of** their due date. Course work will be evaluated on content, critical thinking, structure/formatting and clarity of presentation. Creativity, the incorporation of social work values and the advancement of multiple perspectives are also expected. Details on course assignments and evaluation are described in detail below.

Learning Outcomes

The course is designed to familiarize students with intervention modalities that make use of evidence-based principles and include brief and longer-term engagement with individuals (and couples).

Specifically, the course will focus on helping you:

1. Understand, compare, critically analyze and apply evidence-based clinical practice models.
2. Demonstrate practice competencies in a) multi-dimensional assessment; b) selection of intervention modalities; c) implementation of intervention strategies, d) ability to use techniques to successfully impact individual functioning; and e) evaluation of intervention outcomes.
3. Create therapeutic alliances that are collaborative, relevant, strength-based, and contextually informed.
4. Demonstrate capacity to manifest empathy, warmth and genuineness in work with individuals through self-reflexive activities.

Required Textbooks(s) and Learning Materials

All required readings and media-based learning materials will be posted/linked on the course Canvas site.

Assessment of Learning

This course emphasizes the process of learning, collectively and individually. While the instructor and students recognize the importance of grades as a formal measure of achievement in a course, students are encouraged to work to their fullest potential and measure their success individually and not in comparison to other learners.

It is anticipated that as learners in a terminal professional Master's degree program, you are interested in attending and participating actively and that you will be prepared to do so upon arrival at each class session. As such, there **will not** be a grade assigned for attendance and participation. The instructor will not make judgments about the reason for absences but does appreciate receiving communication ahead of your absence. A significant amount of learning takes place during class; you are responsible for understanding the material covered during your absence.

Late papers/assignments are not accepted in this course. (With rare exception and prior approval by the instructors, assignments can be submitted one week late for extraordinary circumstances only.) *Standing Deferred* are strongly discouraged and are granted in only extraordinary circumstances. If you recognize the need to request a *Standing Deferred*, a formal letter must be written and submitted to the instructor prior to the final class session. Grading criteria are as follows:

UBC 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	73.5	
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.

Course Schedule

SESSION 1:	9 September
TOPIC:	Introduction to course and each other Syllabus review Honouring ourselves and our clients
READ-WATCH-LISTEN: asynchronous learning	--
DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-7:00 pm

SESSION 2:	16 September
TOPIC:	Core principles of collaborative, strengths-based, relational engagement Core skills of engagement
READ-WATCH-LISTEN: asynchronous learning	Canvas posted readings
DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-6:30 pm Skills lab, 6:30-7:00 pm

SESSION 3:	23 September
TOPIC:	Evidence-based practice Core skills of clinical practice
READ-WATCH-LISTEN: asynchronous learning	Canvas postings
DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-6:30 pm Skills lab, 6:30-7:00 pm

SESSION 4:	30 September
TOPIC:	Assessment of individual clients and couples Case conceptualization of individual clients and couples
READ-WATCH-LISTEN: asynchronous learning	Canvas postings
DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-6:30 pm Skills lab, 6:30-7:00 pm

SESSION 5:	7 October
TOPIC:	Suicide assessment and crisis intervention
READ-WATCH-LISTEN: asynchronous learning	Canvas postings
DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-6:30 pm Skills lab, 6:30-7:00 pm

SESSION 6:	14 October
TOPIC:	Indigenous therapy
READ-WATCH-LISTEN: asynchronous learning	Canvas postings
DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-6:30 pm Skills lab, 6:30-7:00 pm

SESSION 7:	21 October
TOPIC:	Narrative therapy
READ-WATCH-LISTEN: asynchronous learning	Canvas postings
DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-6:30 pm Skills lab, 6:30-7:00 pm

SESSION 8:	28 October
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TOPIC:	Brief and solution focused therapy Interpersonal therapy
READ-WATCH-LISTEN: asynchronous learning	Canvas postings
DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-6:30 pm Skills lab, 6:30-7:00 pm

SESSION 9:	4 November
TOPIC:	Cognitive behavioural therapy
READ-WATCH-LISTEN: asynchronous learning	Canvas postings
DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-6:30 pm Skills lab, 6:30-7:00 pm

SESSION 10:	11 November
TOPIC:	Stat Holiday: Remembrance Day

SESSION 11:	18 November
TOPIC:	Motivational interviewing
READ-WATCH-LISTEN: asynchronous learning	Canvas postings
DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-6:30 pm Skills lab, 6:30-7:00 pm

SESSION 12:	25 November
TOPIC:	Dialectical behavioural therapy
READ-WATCH-LISTEN: asynchronous learning	Canvas postings
DO TOGETHER: synchronous learning	Zoom class meeting, 5:00-6:30 pm Skills lab, 6:30-7:00 pm

SESSION 13:	2 December
TOPIC:	Using supervision and consultation for continuing professional development Course reflection and celebration
READ-WATCH-LISTEN: asynchronous learning	Canvas postings

DO TOGETHER:
synchronous learning

Zoom class meeting, 5:00-7:00 pm

Assignments

Evaluation of student performances will be based on assignment completion and weighted in the following way:

Assignment 1: Practicing client centered listening	30%
Assignment 2: Demonstrating theoretically-informed practice	30%
Assignment 3: Individual (and couple) assessment and treatment planning	40%

Total	100%
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All assignments must be submitted through the course Canvas site. As a reminder, late papers and re-writes **are not** accepted in this course. Papers should adhere to the APA Writing Guide, 7th Edition. This includes but is not limited to APA formatting, font, text size, spacing, page numbering and reference citation. It is expected that students have a title page with running head, per APA. An abstract however is not required for any assignment. Assignments in this course are graded on both content (thoroughness, clarity, completeness, depth, substantiation) and style and organization (grammar, spelling, editing, cohesion, clarity, creativity, APA style). Specifically, assignments should be: 1) relevant and understandable with logical flow and organizational structure; 2) smooth and clear with transitions between/among ideas and cohesive; 3) interesting, independent and creative ; salient and appropriately use the literature in support of your arguments. Please note: when referring to yourself in writing, use 3rd person (e.g. this writer, this student) and when writing about a client/patient, please always write in past tense.

Assignment 1: Practicing Client Centered Listening

Due: 14 October, 11:59 pm, Canvas submission

This assignment is based on viewing a video recorded interview of a real client. The purpose of the assignment is to simulate a client session where you have the opportunity to practice listening and attend to both content and process as related to the client and to you. This assignment has three parts. It is strongly recommended that you use subheadings to designate each section. This assignment should not exceed 6 pages.

Part I: A 1-2 paragraph summary formulation of the client's demographic information, presenting problem as defined by the client, factors that maintain the problem, past efforts to ameliorate the problem, level of distress, etc. This paragraph should conclude with your hypothesis, stated in 1-2 sentences.

Part II: As you watch the client interview, transcribe verbatim 10-12 statements spoken by the client. The sentences that you select should be those that stand out to you in some way, those that are remarkable. These statements often come from the middle of the session, though not always. Select 6 of the 10-12 statements. For each of the 6, note the following: 1) process communication by the client; 2) therapist thoughts; 3) therapist assumptions; 4) paraphrase statement; 5) reflect feelings; 6) validate (underlying or implicit longings, goals, positive intentions or healthy needs).

Example

Client Statement (CS): My step-dad is such a jerk.

Client Process Communication (CPP): Looking off into distance, fists clenched

Therapist Thought (TT): He's just like every other teenager. He is ungrateful. I wonder if my son talks about me that way. He's really hurting and doesn't understand how much his step-dad wants a relationship with him.

Therapist Assumption (TA): Likeness to other teens, ungrateful, that he's hurt, that his step-dad is altruistic in wanting a relationship, culturally it's okay to have a close relationship with his step-dad

Paraphrase Statement (PS): So you're really upset with your step-dad

Reflected Feeling (RF): You're unhappy and frustrated and maybe a little angry

Validate (V): It's really normal to have strong feelings toward family members, even negative feelings.

*Note: Part II does not need to be written in complete sentences or in narrative text.

Part III: This portion of the assignment provides an opportunity for your overall professional self-reflection in the clinical interaction. It is recommended that you take approximately 2 pages to consider the following:

- 1) How many times did you view the video and why? How do you feel about this decision now?
- 2) What were your initial impressions of the client? How did you form those impressions and what influence did they have on your ability to listen (to both content and process)?
- 3) Were you emotionally present throughout the session? Were you distracted by anything? What was your emotional response?
- 4) Were you able to remain client-centered and non-directive? If so, how did you accomplish this? If not, what interfered?
- 5) How would you assess your clinical confidence? What did you do well? How can you continue to improve?

Assignment 2 – Demonstrating Theoretically-Informed Practice

Due: See below for details, Canvas submission

This assignment provides an opportunity for you to demonstrate core skills for clinical social work practice. Working in partnership with a classmate ("the client"), you will conduct one 30-minute clinical session wherein you apply basic skills of social work engagement, rapport building and active listening and apply a theoretically-informed intervention strategy appropriate to your classmate's 'clinical' situation. You will video record the session for submission. There are three parts to the assignment detailed below.

Part I: A 1-2 paragraph summary formulation of the client's demographic information, presenting problem (should be real and not contrived, and appropriate for a class simulation activity), factors that maintain the problem, past efforts to ameliorate the problem, level of distress, strengths, etc. This formulation should

conclude with your hypothesis, stated in 1-2 sentences. You have the option of writing this formulation a-theoretically or using the language/concepts of the theory of your intervention.

Note: You will need to spend some time in engagement with the client to gather the information necessary to complete this formulation. You are encouraged to practice clinical skills of engagement and assessment in this interaction, rather than it being an informal conversation.

Due: 28 October, 11:59 pm, Canvas submission

Part II: Conduct a 30 minutes clinical session with the client wherein you review the formulation, collaboratively agree on the theoretical model of choice and demonstrate one theoretically-informed strategy appropriate to an early stage of clinical intervention and the client's problem. This session should be video recorded with both the client and clinician visible on the screen. Be sure to attend to the basic principles of social work practice engagement and any ethical issues related to using a video interface for the delivery of clinical services.

Due: 25 November, 11:59 pm, Canvas submission

Part III: Watch the video recording of your clinical session at least once. Write a 4-page (maximum) reflection of the session with a focus on you, as clinician (and not the client). Your assignment should include the following:

1. Reflect briefly on your experience of watching the clinical session and observing yourself in the role of clinical social worker. It may be helpful to observe your thoughts, your affective response, your body sensations, and your behaviour or to notice the story you were telling yourself as you were watching. (<1 page)
2. Discuss in detail one specific area of clinical strength you demonstrated during the session. Select the part of the session of which you are most proud— leave modesty behind and feel free to point out everything you did well! (~1 page)
3. Discuss in detail one area of opportunity for growth. Think about this as “If I got a Do-Over”. What part of the session, specifically, would you like to try again and why? Especially notice if the cue for a Do Over is based on internal or external stimuli. And, what would you like to do differently? (~1 page)
4. Based on your clinical practice in this session (not client-focused), identify one question that you would take to supervision. Be specific. This question may be related to the “Do-Over” or to another area of your practice. This question can be micro or macro in nature. Discuss what information you would need to provide to the supervisor and what self-reflection would facilitate the most productive supervision session. (> 1 page)

Due: 25 November, 11:59 pm, Canvas submission

Assignment 3

Due: 9 December, 11:59 pm, Canvas submission

This assignment provides an opportunity for you to demonstrate your capacity to apply practice theories as a guide to assessment and intervention planning. Using the *Case of Marie*, select 2 practice theories

for which there is an evidence base for use in the case. You are welcome to select from the following practice theories: Narrative, Brief and Solution Focused, Cognitive Behavioural, or Dialectical Behavioural.

The assignment has three distinct parts. It is strongly encouraged that you use subheadings to designate each section. This assignment should not exceed 8 pages.

Part I: Overview and Comparison of Theories

- Provide a comparative overview of two practice theories. Discuss the theoretical foundation of the theory, assumptions (about people and the change process and role/stance of social worker) and the main intervention techniques and strategies.
- Select one theory for application. Be sure to provide an evidence-based explanation (with appropriate citations) for your selection of this theoretical model for this case. Specify the strengths of the theory you selected.

*Note: This section will be approximately 3 pages in length and should contain no less than 4 unique source citations (course readings are permissible).

Part II: Application of the Selected Theory to Case of Marie

- Write a 1-2 paragraph theory driven case-formulation: Summarize your formulation of the presenting problem using the language and concepts of the theory you've selected.
- Determine 3 realistic treatment goals using the language and concepts of the selected theory. For each goal, list three theory specific activities or techniques that will be used to achieve each goal.
- Based on your formulation and the stated goals/actions, provide a summary of your intervention plan in 1-2 paragraphs (Think: what will be done, who will do it, by when and how will it be evaluated).
- Provide the (~1 page) transcript of a sample intervention that demonstrates use of a theory specific intervention aimed at one of the treatment goals.

Part III: Discussion and Professional Self-Reflection

In approximately 2 pages, discuss the merits and deficits in selection and application of the theoretical model applied to the *Case of Marie*. You may wish to consider the following:

- How well suited is the theoretical approach to this particular client and/or to the setting described in the case overview?
- How does this approach guide you in regard to self-awareness, use of self, and the nature of the therapeutic relationship?
- To what extent does this theoretical approach support the common therapeutic factors?
- How might you hold yourself accountable or evaluate treatment effectiveness and responsiveness?
- What other approaches might you integrate to more effectively address this client's struggles?
- How well are you able to address issues of oppression and diversity working within this theoretical model.

Assignment #3: Case of Marie

You work in community mental health as a therapist. In the initial intake sessions (2), you are able to garner the following history:

Marie was a 25-year-old French-Canadian cis-gendered woman who was encouraged by her daughter's preschool teacher (Anne) to seek mental health services for herself. Marie was a single parent. She had three children (Joseph-5, Annalise-4, Tommy-6 months). The children's father (Joe) lived with Marie

about 5 years ago for the time span of just a little over one year. Joe left without right before Annalise was born. When Marie asked Joe where he was going, his response was “I don’t need to tell you. You don’t need to know where I am. If you’re good, I’ll be back.”

Soon after Joe left, Marie moved in with her maternal aunt where she lived until approximately one year ago. At that time, Joe moved back to town and encouraged Marie to move into an apartment with him. Against her aunt’s expressed wishes, Marie and her three kids moved in with Joe. Marie’s aunt was concerned about Joe’s drug and alcohol use and his “unpredictable life style”. After moving back with Joe, Marie described feeling isolated and overwhelmed. She missed her aunt but described herself as “too proud to beg to go home” (which is what she called her aunt’s house).

Marie had significant trauma in her early childhood. An only child, she was sexually abused by her step father between the ages of 8 and 11 years old. She reported the abuse to her classroom teacher when she was 11. Marie’s mother continued to expose Marie to inappropriate contact with her step-father and other familial perpetrators. The Ministry (of Children and Family Development) became involved. Marie was removed from her mother’s care. Eventually, parental rights were terminated and Marie was sent to live with her aunt. Marie’s mother and step-father are now deceased. Her mother died suddenly of a pulmonary aneurysm when Marie was 18 years old and her step-father died in a car accident about 6 months later. For the six or seven years before their deaths Marie had only very limited contact with her mother (by cards and letters about once or twice a year). Marie reported that her mother was a valium addict for many years and went through life “sleep walking”. Marie reported feeling remorse at the lack of relationship with her mother and indicated that she was “never really loved by a parent”.

Marie was very bonded to her aunt. She described her time with her aunt and her two female cousins (who were 3 and 5 years older than Marie) as “very happy”. Marie and her closest aged cousin cleaned houses together. This is work Marie did periodically since the birth of her first child. After high school she started attending the local college but dropped out due to her first pregnancy. “I wasn’t that good at school anyway,” Marie commented.

Marie reported no suicidal ideation or attempts but a deep sense of hopelessness, despair and self-hated. She described crying many times every day. She reported not having much of an appetite and sleeping for only 4-5 hours even now that her youngest was sleeping through the night. Marie said she was ashamed of the way her life turned out, especially moving in with Joe again. She said, “I was so stupid. Everybody warned me about Joe...”

The apartment where Marie and Joe lived with their kids was a good distance from the neighbourhood where she lived with her aunt. That neighbourhood was in the center of a familiar community. “I always felt good being in that neighborhood, like proud you know.” Marie reported having no real friends, “especially since I moved away [from the neighborhood]”.

Marie was very thankful for her daughter’s preschool program. She reported that the teachers and staff treated her with great kindness. She stated that she would not have known there was mental health support available to her without them. The preschool teachers and staff expressed their concern to Marie about her health. They noted that she was often unable to make eye-contact, tearful, and disheveled in appearance. In addition to their concern, they praised Marie for being able to get the kids to school on time, always freshly scrubbed and ready to learn.

The preschool teacher, Anne, reported that Marie was initially reluctant to follow through with the referral for mental health services. Marie was worried she would “lose the children”, be forced to go to hospital or be put on “strong drugs”. Marie also worried that “there won’t be anyone like me” at the community mental health agency.

Maria has no history of medical problems. She reported having the occasional drink with Joe (never while she was pregnant) and has not used illicit drugs. When asked what she hoped for, Marie responded, “I’d like to feel better, more hopeful and happy. I’m not sure that can happen for someone like me, but that’s what I want.”

School/Course Policies

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at an equitable learning and working environment and creation of accountability measures for monitoring implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of any form of discrimination and racism and that welcomes and respects different worldviews, ways of knowing and social locations.

Attendance

The attendance policy is in the student handbook on page 11:

<https://socialwork.ubc.ca/current-students/>.

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance at synchronous Zoom sessions is required in this social work course. 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.

Academic Work

It is recommended that students 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 papers with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes.

Academic Honesty and Integrity: All work submitted in this course must be your own and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have *prior* approval of the instructors). All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

It is plagiarism to lift words, sentences, and paragraphs from websites, books and journals or to summarize another person's ideas and present them as yours without proper citations. It is plagiarism to use another student's work (current or past) as your own.

Violations of academic honesty will be taken seriously. 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. Consequences may include failure in the course and suspension from your academic program.

Appropriate Use of Electronic Devices

Non-academic use of laptops, tablets and other electronic devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other e-devices are to be used during synchronous class sessions for non-academic reasons. This includes e-mailing, texting, social networking, and use of the Internet.

Protecting Confidentiality

The student must respect all guidelines of confidentiality as outlined in the Canadian Association of Social Workers (CASW) Code of Ethics (<https://casw-acts.ca/en/Code-of-Ethics>). No information that could potentially identify a client of any service system will be used in class discussions or assignments. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality and to always disguise case material.

For all assignments, your work is respected as private. However, if the instructors/teaching assistant have reason to believe your professional and/or academic development are of concern, or if client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, program administrators, or any other person who may need to be involved as part of the process of resolution.

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.

Recording of synchronous class sessions, small group discussions or meetings is prohibited unless express permission is obtained from the course instructor and students.

Other school policies can be accessed through the school of social work student handbook https://schoolsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook_2019-20.pdf

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. For learning resources, visit: <https://learningcommons.ubc.ca/>.
- Class rosters are generally provided to the Course Instructor with students' legal names; however, I am happy to honour your request to address you by the name and/or gender pronoun(s) you use for yourself. Please advise of this as soon as possible so I can ensure use of your correct name and pronouns in this space. If you need general support around this issue, please also be aware that *Trans and Gender Diversity at UBC* can provide advocacy in ensuring that all of your instructors are using the name/pronouns you use. (<https://students.ubc.ca/campus-life/diversity-campus/trans-gender-diversity>)
- UBC School of Social Work and the Course Instructor are committed to providing accommodations for students with disabilities. Accommodations are collaborative efforts between students, faculty, and the Centre for Accessibility. Students with accommodations approved through the Centre for Accessibility Office are responsible for contacting the course instructors prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet registered with the Centre for Accessibility should do so immediately (<http://you.ubc.ca/ubc-life/campus-community/students-disabilities/>).