

COURSE OUTLINE

SOWK 305I Topics in Social Work: Individuals and Families

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.



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

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>

Course Info

Year/Term	Winter 2020-21 (Term 2)
Course Title	SOWK 305I Topics in Social Work Practice: Individuals and Families
Credit Value	3 credits
Course Schedule	Fridays, 9am-12pm, January 15 – April 9, 2021
Course Location	Online

Instructor	Office Location	Office Phone	Email address
Kelly Allison	Friday 12-1	604-626-8834	Kelly.Allison@ubc.ca
Teaching Assistant	Office Location	Office Phone	Email address
Rae Morris	By appointment		Raemor@mail.ubc.ca

Prerequisite and/or Corequisite

This course is a co-requisite with SOWK 310 and a pre-requisite to SOWK 415/416.

Course Description

Examinations of the foundation, knowledge and competencies underlying various topics in generalist social work practice. Enrolment is limited to students in the BSW program.

Course Structure and Learning Activities

This course will utilize lecture, small group discussion, and role play and multimedia in both synchronous and asynchronous learning activities.

Learning Outcomes

1. Develop and articulate a “beginning” professional practice framework that outlines how you will engage in direct generalist practice in a range of contexts working with individuals and families.
 2. Develop critical thinking skills in direct generalist practice by applying ideas of social justice, human rights and diversity to micro level social work.
 3. Articulate theories used in generalist social work practice with individuals and families and how these theories guide engagement, assessment and intervention in the planned change process.
 4. Critically analyze your own social location and be able to articulate how your use of self is incorporated into your direct practice.
 5. Demonstrate the transferability of a generalist approach to a multiplicity of practice situations.
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Required Textbooks(s) and Learning Materials

There is no required textbook for this course. The required readings can be accessed through the Library Online Course Reserve through Canvas.

Assessment of Learning

My Beginning Practice Framework	15%	February 5, 2021
Psychosocial Assessment Part 1	30%	March 5, 2021
Psychosocial Assessment Part 2	40%	April 2, 2021
Revisiting My Practice Framework	15%	April 16, 2021

Course Schedule

SESSION 1:	January 15, 2021
TOPIC:	Introduction to the course: direct social work practice in context
READING:	Moore, Kiara. (2016). Living liminal: reflexive epistemological positioning at the intersection of marginalized identities. <i>Qualitative Social Work</i> , 15 (5-6) pp 715-726. Shewell, H. (2018) Troubles and issues: the personal is political; or where from, where to social work? <i>Canadian Social Work Journal</i> , 5 (1), pp15-31.
SESSION 2:	January 22, 2021
TOPIC:	Constructing a generalist practice framework for working with individuals and families
READING:	Baskin, C. (2016). <i>Strong Helpers Teachings: The Value of Indigenous Knowledges in the Helping Professions</i> , (2 nd ed pp 75-95). Toronto, Ont: Canadian Scholars Press. Gorman, J. (1995). Being and doing: practicing a secret profession. <i>Reflections</i> . pp 35–40. Dewane, C.J. (2006) Use of self: a primer revisited. <i>Clinical Social Work Journal</i> 34 (4) pp 543-558.
SESSION 3:	January 29, 2021
TOPIC:	The Planned change process and assessment in generalist social work practice
READING:	Harms, L. & Pierce, J. (2011). Forming an assessment-setting an agenda. <i>Working with People: Communication Skills for Reflective Practice</i> (pp165-185). Don Mills, Ontario, Oxford Press.

	Dean,R. & Levitan Poorvu, N (2008). Assessment and formulation: A contemporary social work perspective. <i>Families in Society: The Journal of Contemporary Social Services</i> .89 (4) pp. 596-604.
SESSION 4:	February 5, 2021
TOPIC:	Interventions in generalist social work practice
READING:	Poulin, J. et al. (2010). General practice interventions with individual clients. In <i>Strengths Based General Practice: A Collaborative Approach (3rd ed)</i> , (pp 153–165). Belmont, California: Wadsworth.
SESSION 5:	February 12, 2021
TOPIC:	Ecological systems theory
READING:	Asakura, K (2016). It takes a village: Applying a social ecological framework of resilience in working with LGBTQ youth. <i>Families in Society: The Journal of Contemporary Social Services</i> , 97 (1), pp 15-22. Akesson,B., Burns,V. & Hordyk,S. (2017) The Place of Place in Social Work: Rethinking the Person-in-Environment Model in Social Work Education and Practice, <i>Journal of Social Work Education</i> , 53:3, 372-383, DOI: 10.1080/10437797.2016.1272512 Teater, B. (2014). Social work practice from an ecological perspective. In C.W. LeCroy (Ed.) <i>Case Studies in Social Work Practice (3rd Ed)</i> . Brooks/Coles.
	READING WEEK – February 15-19 – NO CLASS
SESSION 6:	February 26, 2021
TOPIC:	Strengths based social work
READING:	Anderson, Kim. (2013) Assessing strengths: Identifying acts of resistance to violence and oppression. In D. Saleebey (Ed), <i>The Strengths Perspective in Social Work Practice</i> , (6 th ed pp 182– 201)). Boston: Allen and Bacon. Grant, J.G., and Cadell, S. (2009). Power, pathological worldviews, and the strengths perspective in social work. <i>Families in Society: The Journal of Contemporary Social Services</i> .90 (4) pp 425 – 430. Graybeal, Clay. (2001). Strengths –based social work assessment: Transforming the dominant paradigm. <i>Families in Society: The Journal of Contemporary Social Services</i> . 82 (3) pp 233 – 242.
SESSION 7:	March 5, 2021
TOPIC:	Trauma informed social work practice
READING:	Levenson, J. (2017). Trauma informed social work practice. <i>Social Work</i> , 62 (2) pp 1-9.

	BC Provincial Mental Health and Substance Abuse Planning Council (2013). <i>BC Trauma Informed Practice Guide</i> . Retrieved from: http://bcewh.bc.ca/wpcontent/uploads/2012/05/2013_TIP-Guide.pdf
SESSION 8:	March 12, 2021
TOPIC:	Critical social work practice - feminist practice / structural Social Work
READING:	<p>Carniol, B. (1992). Structural social work: Maurice Moreau's challenge to social work practice. <i>Journal of Progressive Human Services</i>, 3 (1), p 1-20.</p> <p>Payne, M. (2016) <i>Modern Social Work Theory</i>. (4th ed.) New York, NY: Oxford University Press. pp 318-372.</p> <p>Valentich, M. (2011). On being and calling oneself a feminist social worker. <i>Affilia: Journal of Women and Social Work</i> 26(1) 22-31</p> <p>Weinberg, Merlina. (2008). Structural social work: A moral compass for ethics in practice. <i>Critical Social Work</i>, 9 (1).</p>
SESSION 9:	March 19, 2021
TOPIC:	Indigenous approaches: guest speaker TBA
READING:	<p>Dupois-Rossi, R. & Reynolds, V. (2018) Indigenizing and decolonizing therapeutic responses to trauma-related dissociation. In N. Arthur. (Ed.), <i>Counselling in Cultural Contexts</i>.</p> <p>Dupois-Rossi, R (2018) Indigenous historical trauma: a decolonizing therapeutic framework for indigenous counsellors working with indigenous clients. (pp 275-304) In S. Collins (Ed.), <i>Embracing Cultural Responsivity and Social Justice</i>. Victoria, BC: Counselling Concepts.</p>
SESSION 10:	March 26, 2021
TOPIC:	Post Modern approaches- Narrative Therapies
READING:	<p>Buckman, R & Buckman, J. (2016) Narrative therapies. In N. Coady & P. Lehmann (Eds.), <i>Theoretical Perspectives for Direct Social Work Practice</i> (391-416). New York, NY: Springer Publishing.</p> <p>Morgan, A. (2000). <i>What is Narrative Therapy</i>. Retrieved from : https://dulwichcentre.com.au/what-is-narrative-therapy/</p>
SESSION 11:	April 2, 2021
TOPIC:	Working with families in social work: guest speaker Rae Morris

READING:	Worden, M (1999). Family Therapy Basics. (pp 1-14). Belmont, California: Brooks/Cole. Hudak, J., & Giammattei, S. V. (2014). Doing family: Decentering heteronormativity in "marriage" and "family" therapy. In T. Nelson & H. Winawer (Eds.), <i>AFTA Springer Briefs in Family Therapy. Critical Topics in Family Therapy: AFTA Monograph Series highlights</i> (p. 105–115). Springer Science + Business Media. https://doi.org/10.1007/978-3-319-03248-1_12
SESSION 12:	April 9, 2021
TOPIC:	Wrap up and Reflections on our Practice Framework
READING:	No readings

Assignments

Assignment #1 My Beginning Practice Framework (15%) Due: February 5, 2021
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A practice framework is a personal narrative of our own approach to social work practice. It encompasses the social work knowledge, theories, skills, ethics and values that we are learning in our social work education, but it should also integrate our previous knowledges, skills and lived experience that we bring with us to our education.

This assignment requires students to reflect on what they are bringing to their social work education in relation to previous knowledges (lived experience, cultural knowledge, knowledge from other discipline learning), skills, personal ethics and values, and use of self (emotional intelligence, self-care strategies) and how this will impact your developing way of practicing social work.

Students should reflect on these four areas:

- 1) Knowledges (lived experience, cultural knowledge, knowledge from other areas of study)
- 2) Skills (interpersonal skills, organizational skills or any other relevant skills)
- 3) Ethics and values (values I feel most strongly about, personal ethics or rules that I live by)
- 4) Use of self (personal assessment of emotional intelligence, awareness of triggers, strategies for self-care etc.)

The purpose of this assignment is to reflect on what elements you already have in your personal framework for practice and to honour and integrate other knowledges in our work as social workers. As practice frameworks will change and evolve over time, this should be written as a starting place for reflection rather than a finished narrative. Writing should be clear, well-organized with correct grammar and spelling.

Format: A 4-6 page written paper is required, however students are encouraged to compliment this submission with photos, artwork or any other format for expressing their framework.

Please refer to marking rubric in Canvas

Assignment #2 Psychosocial Assessment Part 1: Client Information and Reflection (30%) Due March 5th, 2021

The goal of this assignment is to engage in an assessment process with a simulated client. It is an opportunity for you to demonstrate that you understand the process and purpose of a social work assessment.

Part A: Assessment Interview: Using either a client from practicum, a friend or a classmate, you will conduct a 30-60 minute assessment interview to explore the client's reason for seeking social work help. Using the outline provided on Canvas as a guide, you will determine what areas of inquiry (parts of the psychosocial assessment) are relevant to this interview. You will conduct an interview, and use a genogram, ecomap or culturagram to facilitate the interview. Using your emerging communication skills you will facilitate the client telling their story and inquire about relevant areas of the client's story.

Part B: Written Assessment: Using the psychosocial assessment outline on Canvas as a guide, you will then write up the client information. The information should be written in the third person and written as if you are writing it for a case file. The information you gathered should be synthesized and succinctly organized under the heading names that reflect the main areas of inquiry.

Part C: Self Reflection: In this section of the paper, you will describe how you locate yourself (gender, race, social class, age, ability, religion, sexual orientation) including any intersection of privilege, oppression and any personal biases and strengths you were aware of that affected both the content and the process of the assessment with your simulated client. You will reflect on the process of doing this assessment

Format: The assessment should be approximately 4–6 pages in length and the self reflection should be 1-2 pages (double spaced).

Please refer to the marking rubric in Canvas.

Psychosocial Assessment Part 2: Analysis, Formulation and Intervention Plan (40%) Due April 2, 2021

Analysis: After learning about various theoretical approaches you will choose two to use to theories to apply to your client assessment. First, you will briefly describe each theory/ approach and outline their main ideas. You will then apply them to your case and describe how these theories would inform your work with this client in terms of guiding you in building a client-social worker relationship (**engagement**), guide what further information you would inquire about, your understanding of the situation (**assessment**) and how the theory would guide your strategies for helping the client address the situation (**intervention**). Please include at least two strengths and weaknesses of using each approach with this family.

This part can be written in essay style and should be approximately 4 pages in length.

Formulation and Intervention: Secondly, you will complete your psychosocial assessment by including a formulation section which outlines your understanding of the clients issues and a plan for intervention that is guided by your theoretical framework. The formulation section should be 1-3 paragraphs at most. The plan for intervention can be written in bullet points.

Revisiting My Practice Framework: Integration of Social Work Knowledge (15%) Due April 16, 2021

By the end of the first year of your BSW, you will have new social work knowledge, theories, values and skills. Using the same four components used in the first assignment: knowledge, skills, ethics and values and use of self, outline what your practice framework encompasses for **micro level practice** with an emphasis on what aspects of your social work education have been meaningful to you and you will incorporate as you think about direct practice at the micro level.

Format: This paper should be approximately 4 pages in length (double spaced)

Please refer to the rubric in Canvas.

School/Course Policies

Attendance

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

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. 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.

Other school policies can be accessed through the school of social work student handbook.

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. <https://learningcommons.ubc.ca/>

University Policies

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>

Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies:

Canvas, CLAS.

Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
 - Track your progress in order to provide you with personalized feedback
 - Review statistics on course content being accessed to support improvements in the course
 - Track participation in discussion forums
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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.

UBC Grading Criteria

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.