School of Social Work

Course Outline
SOWK 405

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

UBC COVID-19 Protocols for in-class learning

COVID-19 Safety: You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment.

If you are sick, it is important that you stay home.

If you miss class because of illness:

- Ask someone to share their notes if I am lecturing. But in the case of discussions about readings, we will endeavour to record conversations for you to access later through Canvas.

- Be sure to consult the class resources on Canvas.

- If you are concerned that you will miss a key activity due to illness, contact the instructor to discuss.

If I (the instructor) am feeling ill: If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible by email. Our classroom will still be available for you to sit in and attend an online session. In this instance:

- If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an email informing you how to join the class.

- If I am not well enough to teach I may ask you to do an activity or read something in place of class time

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.

Course Info

Year/Term	Term 1, Winter 2021-22, September 8–December 1, 2021
Course Title	SOWK 405: Social Work Practice II
Credit Value	3 credits
Course Schedule	Wednesdays, 9am–12pm
Course Location	Jack Bell Building, Room 124

Instructor	Office Location	Office Phone	Email Address	Office Hours
Jack Makolewski	Room 342		jpmakole@mail.ubc.ca	Wednesdays, 1:30pm-3pm
Teaching Assistant	**Office Location**	**Office Phone**	**Email Address**	**Office Hours**
Karen Wong			klywong1@alumni.ubc.ca	

Prerequisite and/or Corequisite

SOWK 305.

Course Description

SOWK 405 is a required course and is open only to students in the School of Social Work.

This course builds on the practice foundations for generalist practice established in SOWK 305. Students will continue their learning by examining more advanced social work skills based on theories and interventions from a wide range of perspectives that can be applied to different practice settings with individuals, families, groups, and communities. The course uses a collaborative learning community model focusing on relational-collaborative-dialogical perspectives, inviting students to co-create the course, to share responsibility, and to engage in learning with each other and the instructor.

Course Structure and Learning Activities

This course will include a mixture of lecture, discussion, application through case studies, simulation, and a flipped classroom approach, where students pose questions based on material covered. Students will be asked to set personal learning goals and approach the course and assignments with a focus on an area of practice of particular interest to them, and on what will inform their personal, emerging practice framework. Readings will be assigned each week to correspond to material covered in class.

Learning Outcomes

- To become familiar with key social work practice competencies, and identify personal learning goals based on the ongoing development of these competencies.

- To understand and apply key social work theoretical perspectives and models of practice.

- To apply fundamental social work practice competencies to a variety of practice situations.

- To apply ethical decision-making principles to complex practice situations.

- To understand the systems of care that exist in BC, key parts of the legal framework behind this system, and the competencies and theoretical perspectives that inform social work practice in various parts of this system.

- To understand the challenges and opportunities for interventions that promote social justice and are informed by an understanding of power dynamics and intersecting oppressions experienced by client populations, including race, class, gender, sexual orientation, dis(ability), age, and Indigeneity.

- To create and articulate a personal, emerging framework for practice.

Required Textbook(s) and Learning Materials

There is no required textbook for this course. Suggested readings are outlined and are available through UBC Canvas or the UBC Library.

Course Schedule

Session 1:	**September 8, 2021**
Topic:	***Introduction to the Course / Overview of the CASWE Standards*** • Introductions. • Establishing a collaborative learning community. • Learning goals for term: review of learning needs assessment & planning. • Overview of assignments
Reading:	Sussman, T., Bailey, S., Byford Richardson, K., & Granner, F. (2014). How field instructors judge BSW student readiness for entry-level practice. *Journal of Social Work Education,* 50*,* 84-100. CASWE-ACFTS (2021). Educational Policies and Accreditation Standards for Canadian Social Work Education. *Core Learning Objectives* (*pg 13-17 only*)
Session 2:	**September 15, 2021**
Topic:	***Review of Theoretical Practice Frameworks and Key Skills***
Reading:	Mersky, J. P., Topitzes, J., & Britz, L. (2019). Promoting evidence-based, trauma-informed social work practice. *Journal of Social Work Education*, *55*(4), 645–657. McNeill, T., & Nicholas, D. B. (2019). Creating and applying knowledge for critical social work practice: Reflections on epistemology, research, and evidence-based practice. *Journal of Ethnic & Cultural Diversity in Social Work: Innovation in Theory, Research & Practice*, 28(4), 351–369. (For reference) Payne, M., & Reith-Hall, E. (2019) *The Routledge Handbook of Social Work Theory.* Routledge. (For reference) (2019). *Trauma Informed Practice Guide.* British Columbia Centre of Excellence for Women's Health; BC Ministry of Health. Doi: https://bccewh.bc.ca/2014/02/trauma-informed-practice-guide/
Session 3:	**September 22, 2021**
Topic:	***The BC and Canadian Practice Landscape: Government Supports, Key Legislation, Systems of Care, and the Impact of Colonization***

	BC Mental Health Act in plain language: https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/heath-care-partners/colleges-board-and-commissions/mental-health-review-board/mha_plain.pdf

BC CFCSA (Child, Family and Community Service Act): https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96046_01
BC AGA (Adult Guardianship Act): https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96006_01

BC Social Workers Act: https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/08031_01
British Columbia Information on Services:
Family and Social Supports: http://www2.gov.bc.ca/gov/content/family-social-supports ; Health: http://www2.gov.bc.ca/gov/content/health |
| **Session 4:** | **September 29, 2021** |
| **Topic:** | ***Social Work Values, Ethical Practice, and Moral Distress*** |
| **Reading:** | CASW Guidelines for Ethical Practice (2005)
BCASW Ethical Decision Making Toolkit: https://www.bcasw.org/wp-content/uploads/2014/08/Ethical-Decision-Making-Toolkit.pdf
BCCSW Code of Ethics and Standards of Practice: http://bccsw.ca/wp-content/uploads/2016/09/BCCSW-CodeOfEthicsStandardsApprvd.pdf |
| **Session 5:** | **October 6, 2021** |
| **Topic:** | ***Social Justice in Practice – Challenges and Opportunities*** |
| **Reading:** | McLaughlin, A.M. (2011). Exploring social justice for clinical social work practice. *Smith College Studies in Social Work,* 81, 234-251.

Kia, H**.**, MacKinnon, K.R., Legge, M.M. (2016). In pursuit of change: Conceptualizing the social work response to LGBTQ microaggressions in health settings. *Social Work in Health Care, 55*(10), 806-825 |
| **Session 6:** | **October 13, 2021** |
| **Topic:** | ***Crisis intervention, Safety Risk Assessment and Safety Planning***
    - Midterm evaluation |

Reading:	Messing, Jill Theresa. (2019) Risk-informed intervention: Using intimate partner violence risk assessment within an evidence-based practice framework." *Social Work,* 64(2), 103-112. Roush, J.F., Brown, S.L., et al. (2017). Mental health professionals' suicide risk assment and management practices. *Crisis: The Journal of Crisis Intervention and Suicide Prevention*, 39(1), 55-64.
Session 7:	**October 20, 2021**
Topic:	***Recognizing and Responding to Mental Health Challenges and Stigma***
Reading:	Knaak, S., Mantler, E., & Szeto, A. (2017). Mental illness-related stigma in healthcare: Barriers to access and care and evidence-based solutions. *Healthcare Management Forum*, *30*(2), 111–116. Tse, S., Tsoi, E. W. S., et al. (2016). Uses of strength-based interventions for people with serious mental illness: A critical review. *International Journal of Social Psychiatry*, *62*(3), 281–291. Mental Status Examination: https://www.ncbi.nlm.nih.gov/books/NBK546682/
Session 8:	**October 27, 2021**
Topic:	***Recognizing and Responding to Substance Use Challenges and Stigma / Practicing Harm Reduction***
Reading:	Strike, C., Watson, T.S. (2019). Losing the uphill battle? Emergent harm reduction interventions and barriers during the opioid overdose crisis in Canada. *International Journal of Drug Policy,* 71, 178-182. NIDA – Drug Charts: https://www.drugabuse.gov/drug-topics/commonly-used-drugs-charts#methamphetamine
Session 9:	**November 3, 2021**
Topic:	***Working With Diversity*** *(session will be led by TA Karen Wong)*
Reading:	O'Connor, D., Phinney, A., Hulko, W. (2010). Dementia at the Intersections: A unique case study exploring social location. *Journal of Aging Studies,* 24, 30-39. Keuroghlian, A.S., Ard, K.L., Makadon H.J. Advancing health equity for lesbian, gay, bisexual, and transgender (LGBT) people through sexual health education and LGBT-affirming health care environments. *Sexual Health,* 14, 119-122.
(NO SESSION)	**November 10, 2021**

	(No readings)
Session 10:	**November 17, 2021**
Topic:	***Case Management and Interprofessional / Inter-Systems Collaboration***
Reading:	Ponka, D., Eric A., et al. (2020). The effectiveness of case management interventions fo the homeless, vulnerably housed and persons with lived experience: A systematic review. *PLoS ONE,* 15(4), e0230896. de Saxe Zerden, Lisa, et al. (2018). Social work: Integral to interprofessional education and integrated practice." *Journal of Interprofessional Education & Practice,* 10, 67-75. Fang, L., Sirotich, F., & Nikolova, K. (2018). Culturally congruent intensive case management service for three refugee communities. *Psychiatric Services*, *69*(10), 1116. Downey, M.M., Neff, J., Dube, K. (2019). Don't Just Call the Social Worker: Training in Structural Competency to Enhance Collaboration between Healthcare Social Work and Medicine. *Journal of Sociology & Social Welfare.* 46, 77.
Session 11:	**November 24, 2021**
Topic:	***Overview of Evidence Based Practice Modalities and Ongoing Learning***
Reading:	Scurlock-Evans, L., Upton, D. (2015). The Role and Nature of Evidence: A Systematic Review of Social Workers' Evidence-Based Practice Orientation, Attitudes, and Implementation. *Journal of Evidence-Informed Social Work.* 12(4), 369-399.
Session 12:	**December 1, 2021**
Topic:	**Summary and Reflection on Identity in Practice** - Course evaluation
Reading:	(No Readings)

Assignments

ALL ASSIGNMENTS TO BE SUBMITTED THROUGH CANVAS.

NOTE: **All assignments should be submitted through Canvas, before midnight on the day the assignment is due.**

ASSIGNMENT #1 – Initial reflection on personal practice framework. WEIGHT 10%

Students will be asked to identify one or two areas of focus / interest in practice, and their initial impressions of what their personal practice framework might be informed by, based on their learning in the BSW program thus far. Students will also identify at least three personal learning goals for the course. No use of sources or citations is required for this component of the assignment.

Length: 500 words

Due: September 19, 2021

ASSIGNMENT #2 – Exploration of area of practice. WEIGHT 20%

Students will be asked to explore the area of practice they identified in assignment #1 in depth. Students are encouraged to cite a variety of resources to inform this assignment, including websites containing reliable information (ie – government websites) and academic sources such as journals and/or books.

Possible areas of practice include (but are not limited to) the following: healthcare/hospital social work, mental health, substance use, child welfare, community development (mezzo practice), policy (macro) practice, or practice with particular populations (ie – youth, older adults, Indigenous communities, sexual and gender minorities, newcomers, racialized communities, sexual and gender minorities). If you are uncertain whether the area of practice you are interested in qualifies for this assignment, check with the instructor.

This assignment will include the following components:

- A brief description of the chosen field of practice.

- An overview of the types of programs and services that exist in this field of practice, and an overview of the system of care in BC, as it relates to this area of practice.

- A description of social work interventions that might by applied to practice in this field, and a reflection on the potential role of social workers in certain practice settings within the chosen field.

- Identification of at least two possible ethical dilemmas that might be experienced when practicing in this field, and/or challenges that might be faced when trying to maintain commitment to the Social Work Code of Ethics, as well as a reflection on how these dilemmas might be addressed or mitigated in practice.

This assignment will be graded on the following criteria:

- Ability to effectively include and address all of the required components.

- Accuracy of content.

- Accurate citation of sources, and clear, concise, and grammatically correct writing.

Length: 1000-1250 words

Due: October 10, 2021

ASSIGNMENT #3 – Skills practice simulation. WEIGHT 20%

Students will be asked to choose a specific practice skill that they would like to further develop through simulated practice. This practice skill should be one which you have not had a chance to practice in previous courses in the BSW program. With 2 partners, students will take turns playing the role of client, practitioner, and observer, with the practitioner striving to utilize the specific practice skill they would like to further develop, and then reflecting on the experience. Practitioners are encouraged to utilize core social work skills like establishing trust and rapport, active listening, non-judgmental stance, and trauma-informed practice, while simultaneously trying to utilize the specific practice skill the chose to focus on. Each session should be approximately 45 – 60 minutes long. Students acting as clients should strive to follow the practitioner's guidance on the kind of client they are trying to practice working with, and those observing should take notes in order to later provide feedback in written form.

Students are welcome to record their sessions, however are not obligated to do so. Recording the session can be helpful with writing the required self-assessment.

Each student will be asked to complete both a self-assessment, and provide feedback to a fellow participant.

Each self-assessment should include the following:

- A clear articulation of the specific practice skill that the student was wanting to practice, and a brief description of the opportunities that came up to practice this skill in the simulated session.

- At least 2 areas of strength that the student observed in their simulation.

- At least 2 areas for improvement / continued skill development that the student observed in their simulation.

- At least 1 specific practice question to get feedback on (feedback will be provided by instructor in grading comments)

- Overall impressions / reflections on simulation experience.

Each fellow participant feedback will include the following:

- At least 2 areas of strength that the student observed in their partner's simulation.

- At least one area for improvement / continued skill development that the student observed in their partner's simulation.

- Overall impressions / reflections

Length: Self-assessment: 500 words; Partner feedback: 250 words

Due: October 31, 2021

ASSIGNMENT #4 – Capstone synthesis paper. WEIGHT 30%

Students will be asked to complete a paper combining reflection on course activities and assignments with academic research, with the aim of forming an evidence-informed personal practice framework to inform their practicum and early professional practice.

The Capstone synthesis paper should include the following components:

- A detailed synthesis of the theories, practice frameworks, ethical perspectives, and other insights that will inform your personal practice framework. This section should reference at least three theoretical practice frameworks, with a focus on how these could be incorporated into practice. This section should also explore what will inform your approach to establishing and maintaining ethical practice and responding to ethical dilemmas, as well as a reflection on how to incorporate applied social justice and anti-oppressive work into your practice. This section should reference course readings and lecture materials/activities, as well as outside academic sources, such as journal articles and other academic publications (at least 4 outside academic references should be included in this component). **(approx. 1250-1500 words)**

- A reflection on progress made regarding personal learning goals set in assignment #1. (approx. **250 words)**

- Identification and description of at least three specific goals for ongoing professional development in practicum and early practice. **(approx. 250 words)**

Capstone synthesis papers will be graded on the following criteria:

- Ability to construct and articulate a personal framework for practice.
- Ability to engage in critical self-reflection.
- Ability to identify key pieces of learning, and reflect on how these could be applied to practice.
- Ability to articulate and apply social work theoretical perspectives and practice frameworks.
- Ability to apply social work values and ethics, and ethical dilemmas that might be encountered in practice.
- Ability to reflect on how to incorporate social justice and anti-oppressive work into your practice.
- Ability to reflect on progress regarding learning goals and ability to clearly identify a focus for ongoing professional development.
- Ability to synthesize course content and academic research, and apply these to evidence-informed practice.
- Accurate citation of sources, and clear, concise, and grammatically correct writing.

Length: 1750-2000 words

Due: November 28, 2021

ASSIGNMENT #5 – PERSONAL PRACTICE STATEMENT – WEIGHT 5%

On the final day of class, students will be asked to share a brief personal statement on their emerging practice framework and practice identity, and what informs this. Students are encouraged to reflect on and share the source of their passion for social work practice, and the way they want to be seen as a social worker in practice. Students will have two minutes to share this personal statement, and can choose any way they wish to articulate it. Students are encouraged to write out their statement in some form, so that they can reflect on this statement during their future practice. Students will be given full credit for sharing a personal statement, and this statement will not be graded on any criteria other than completion.

PARTICIPATION – WEIGHT 15%

Students are required to attend classes prepared, actively participate and engage in class discussions. Students will lose 3 marks for each absence (with the exception of legitimate reason for the absence given prior to the start of class).

School/Course Policies

Attendance

The attendance policy is in the student handbook on page 8. You can find the student handbook on the Advising page of our website: https://socialwork.ubc.ca/undergraduate/advising/

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. 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. Students will be asked not to record during class.

UBC Grading Criteria

Letter Grade	Percent Range	Mid-Point	
A+ A A-	90-100 85-89 80-84	95 87 82	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.
B+ B B-	76-79 72-75 68-71	77.5 73.5 69.5	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.
C+ C C-	64-67 60-63 55-59	65.5 62.5 57	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.
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.