



School of Social Work

FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

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 Information

Year/Term/Dates	Winter 2021-22, Term 2, January 14–April 8, 2022
Course Title	SOWK 305I: Topics in Social Work Practice (Working with Individuals and Families)
Course Schedule	Fridays, 9am–12pm
Course Location	Jack Bell Building, Room 124

Instructor	Office Location	Office Phone	Email Address
Kelly Allison	Room 233	604.822.6220	kelly.allison@ubc.ca
Office Hours	Fridays, 12-1pm or by appointment		

Teaching Assistant	Office Location	Email Address
Kayla Kenney		kkenney5@mail.ubc.ca
Office Hours	By appointment	

Prerequisite and/or Corequisite

This course is a corequisite with SOWK 310A and a pre-requisite for 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 B.S.W. program.

Course Structure and Learning Activities

This course will utilize lecture, small group discussion, role play and multimedia in a face to face learning environment.

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.

Required Textbook(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.

Course Schedule

Session 1:	January 14, 2022
Topic:	Introduction to the course: direct social work practice in context
Reading:	<p>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.</p> <p>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.</p>
Session 2:	January 21, 2022
Topic:	Constructing a generalist practice framework for working with individuals and families
Reading:	<p>Banks, S. (2016) Everyday ethics in professional life: social work as ethics work, <i>Ethics and Social Welfare</i>, 10:1, 35-52, DOI: 10.1080/17496535.2015.1126623</p> <p>Baskin, C. (2016). <i>Strong Helpers Teachings: The Value of Indigenous Knowledges in the Helping Professions</i>, (2nd ed pp 75-95). Toronto, Ont: Canadian Scholars Press.</p> <p>Gorman, J. (1995). Being and doing: practicing a secret profession. <i>Reflections</i>. pp 35–40.</p>
Session 3:	January 28, 2022
Topic:	The Planned change process and assessment in generalist social work practice
Reading:	<p>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.</p> <p>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.</p>
Session 4:	February 4, 2022
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 11, 2022
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.
Session 6:	February 18, 2022
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, C. (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.
	READING WEEK – February 21-25 – NO CLASS
Session 7:	March 4, 2022
Topic:	Trauma informed social work practice
Reading:	Levenson, J. (2017). Trauma informed social work practice. <i>Social Work</i> , 62 (2) pp 1-9. Levenson,J. (2020). Translating trauma-informed principles into social work

	practice. <i>Social Work</i> , 65 (3), pp 288–298, https://doi.org/10.1093/sw/swaa020
Session 8:	March 11, 2022
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 348-372.</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 18, 2022
Topic:	Social work with Indigenous People
Reading:	<p>Blackstock, C. (2009). The Occasional Evil of Angels: Learning from the Experiences of Aboriginal Peoples and Social Work. <i>First Peoples Child & Family Review</i>, 4(1), 28–37. https://doi.org/10.7202/1069347ar</p> <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>Stewart, S. (2009). Family counseling as decolonization: Exploring an indigenous social-constructivist approach in clinical practice. <i>First Peoples Child & Family Review</i>, 4(1), 62-70.</p>
Session 10:	March 25, 2022
Topic:	Working with families in social work
Reading:	<p>Worden, M (1999). <i>Family Therapy Basics</i>. (pp 1-14). Belmont, California: Brooks/Cole.</p> <p>Horwitz, M. & Marshall, T (2015) Family engagement in child protection social work. <i>Journal of Family Social Work</i>, 18(4), 288-301, DOI: 10.1080/10522158.2015.1079584</p>

	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.
Session 11:	April 2, 2021
Topic:	The Life Course Perspective
Reading:	Congress, E. (2016). Individual and family development theory. In Coady, N. & Lehman, P. (eds.). <i>Theoretical Perspectives for Direct Social Work Practice</i> . (p 109-129) Springer Publishing. Hutchinson, E. (2019). An update on the relevance of the life course perspective for social work. <i>Families in Society: The Journal of Contemporary Social Services</i> , 100(4) 351–366.
Session 12:	April 9, 2021
Topic:	Wrap up and Reflections on our Practice Framework
Reading:	No readings

Assignments

Assignment #1

Psycho-social Assessment Part 1: Client Information and Reflection (30%) Due February 18, 2022

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. Setting up a context (a reason the client is seeing a social worker and a setting in which you are working is crucial to this assignment). Using the outline provided on Canvas as a guide, you will determine what "areas of inquiry" (which areas of a client's situation and life) are relevant to your context to ask about in this assessment 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 (there will be no references). The information you gathered should be synthesized and succinctly organized under heading names that reflect the main areas of inquiry (there are no set correct headings- it is dependent on your context and reason for seeing this client). Written information should be as specific and detailed as possible.

Part C: Self Reflection on Social Location: 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

Part D: Assessment Tool

Include your assessment tool (ecomap, genogram, culturagram). You can use an online tool or scan a handwritten drawing. The tool should include some information and a legend to define lines or symbols.

Format: The total page count for the assignment is approximately 9 pages. The written assessment should be approximately 4–6 pages in length, the self reflection should be 1-2 pages (double spaced) and the assessment tool 1 page.

Please refer to the marking rubric in Canvas.

Assignment #2

Psychosocial Assessment Part 2: Analysis, Summary and Intervention Plan (40%) Due March 25, 2022

Part A: Analysis: After learning about various theoretical approaches you will choose two theories/approaches to apply to your client assessment. First, you will briefly describe each theory/ approach and outline their main ideas. Please include some key scholars in the development of the theory, the basic premise of the theory/approach and some of the key ideas of the theory. You will then apply them to your case and describe how these theories would inform your work with this client. For **engagement**, describe how your theories guide you in developing a relationship with your client. For example, does the theory require you to take an expert role or build a collaborative relationship with your client. Specifically describe *how* you would build a working relationship with your client. To discuss how your theory/approach informs **assessment**, describe how the theories guide what further information you would inquire about as well as how you understand their situation (an explanation of what is happening for this client). Finally you should be able to describe how your theoretical approach would guide your strategies for helping the client address the situation- your **intervention plan**. You should be able to justify what kinds of interventions this theory or approach suggests. If your theoretical approach does not give you guidance in one of the bolded areas, please indicate this. Please include at least two strengths and weaknesses of using each approach with this client/family.

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

should include references.

Part B: For the second part of this assignment, I want you to go back to the first assignment and add a section called **Summary and Intervention Plan:** In this section, you will summarize the patient's main issues, and demonstrate some analysis of the previous outlined information by considering possible contributing factors to their issue and/or possible implications of the gathered information. This analysis should include a consideration of both risk and protective factors. Lastly, you should include a list of specific interventions that is guided by your theoretical framework. Your interventions should reflect generalist social work interventions outlined in the Poulin article. The summary and interventions section should be 1-2 pages at most (double spaced). The plan for intervention can be written in bullet points.

Assignment #3

My Beginning Practice Framework (30%)

Due: April 15, 2022

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. I want you to focus on your practice framework at a **micro** (working with individuals and families) level.

This assignment requires students to reflect on both 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, as well as integrate their learning from this class in relation to theories and methods as well as other social work learning from their first year of the BSW program (i.e., use of self (emotional intelligence, self-care strategies, listening and interpersonal skills) and how this will impact your developing way of practicing social work.

Students should reflect on these four areas and be specific in *how* these will guide your practice.

- 1) Knowledges that will guide your micro level practice (lived experience, cultural knowledge, knowledge of theories used in social work)
- 2) Skills that you will use in micro level practice (interpersonal skills, organizational skills or any other relevant skills you have developed)
- 3) Ethics and values and how you will enact these values in practice (values I feel most strongly about, personal ethics or rules that I live by)
- 4) Use of self and how this will be used in micro level practice (personal assessment of emotional intelligence, awareness of triggers, strategies for self-care etc.)

The purpose of this assignment is to integrate your personal strengths and knowledges with your social work learning. As practice frameworks will change and evolve over time, this should be composed as a starting place for reflection rather than a finished narrative.

As we do so much writing as social workers and students, I would like you to use a multimedia format. This could be a Prezi presentation, a podcast, incorporating art, doing an infographic etc. If using a visual presentation, be sure to include enough information (orally or written) to meet the criteria of the assignment. You have some freedom to think about how you would like to express your practice framework. Please discuss your idea with your instructor before proceeding.

Please refer to marking rubric in Canvas

Assignment Submission Process

Please submit all assignments on Canvas if possible. Any multimedia assignments that cannot be submitted on Canvas (most can include a link or a scan) can be submitted in class. Any extensions must be discussed with the instructor prior to the deadline. Deductions for late assignments are .5 of a mark/day.

SCHOOL/COURSE POLICIES

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 for both the lecture and the class discussions and exercises.
- 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

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 may not record group discussions without prior permission of all individuals in attendance.

Support

During the term, I will do my best to offer support if I am concerned about your academic performance or wellbeing. I also encourage you to contact me or your academic advisor if you need assistance. In addition, I may identify concerns using the UBC [Early Alert](#) system which provides students with the earliest possible connection to resources like academic advising, financial advising, counseling, or other support services to help you get back on track. Any information transmitted through early alert is treated as confidential (see [earlyalert.ubc.ca](#)).

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	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.