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.

School Mission Statement: Based on a commitment to fundamental social work values and a vision of social justice, UBC's School of Social Work prepares social work students for generalist and advanced professional practice. We promote the scholarly generation of critical transformative knowledge through research and study relevant to social work theories, practices, social development and social administration.

BSW Mission

The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, disability, 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	Winter 2022-23, Term 1, September 7–December 7, 2022
Course Title	SOWK 405: Social Work Practice II
Credit Value	3 credits
Course Schedule	Wednesdays, 10am-1pm
Course Location	Jack Bell Building, 2080 West Mall, Room 124

Instructor	Office Location	Office Phone	Email Address	Office Hours
Jack Makolewski	Room 342		jpmakole@mail.ubc.ca	By appointment

Teaching Assistant	Office Location	Office Phone	Email Address	Office Hours
Karen Wong			klywong1@mail.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. Additional readings may be added during the course of the semester, above and beyond those listed int eh course outline. The expectation is that students will review all of the readings and determine which readings will best meet their individual learning goals, not that they will read each reading in its entirety.

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, and develop skills to manage moral distress stemming from ethical dilemmas encountered in practice.
- 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 these systems.
- 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 7, 2022*
Topic:	*Introduction to the Course / Core Competencies / Goal Setting* • Introductions. • Establishing a collaborative learning community. • Learning goals for term: review of learning needs assessment & planning. • Overview of assignments
Readings:	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. Association of Social Work Boards (2018). Content Outlines and KSAS. *Bachelors Social Work Licencsing Examination.* DOI: https://www.aswb.org/wp-content/uploads/2020/12/2018-Bachelors.pdf CASWE-ACFTS (2021). Educational Policies and Accreditation Standards for Canadian Social Work Education. *Core Learning Objectives* (*pg 13-17 only*)

Session 2:	*September 14, 2022*
Topic:	***Reviewing and Practicing Theoretical Practice Frameworks and Key Skills***
Readings:	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. Wampold, B.E. (2015). How important are the common factors in psychotherapy? An update. *World Psychiatry,* 14, 270-277. (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 21, 2022*
Topic:	***The BC and Canadian Practice Landscape: Government Supports, Key Legislation, Systems of Care, and the Impact of Colonization***
Readings:	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 28, 2022*
Topic:	***Social Work Values, Ethical Practice, and Moral Distress***

Readings:	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 5, 2022**
Topic:	***Social Justice in Practice – Challenges and Opportunities***
Readings:	McLaughlin, A.M. (2011). Exploring social justice for clinical social work practice. Smith College Studies in Social Work, 81, 234-251.
Session 6:	**October 12, 2022**
Topic:	***Crisis intervention, Safety Risk Assessment and Safety Planning*** - Midterm evaluation
Readings:	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. Roberts A.R., Ottens, A.J. (2005). The Seven-Stage Crisis Intervention Model: A Road Map to Goal Attainment, Problem Solving, and Crisis Resolution. *Brief Treatment and Crisis Intervention,* 5(4), 329-339. Samra, J., Bilsker, D. (2007). Coping with Suicidal Thoughts. (Lead Authors; 2007), Consortium for Organizational Mental Health (COMH; www.comh.ca), Faculty of Health Sciences, Simon Fraser University.
Session 7:	**October 19, 2022**
Topic:	***Recognizing and Responding to Mental Health Challenges and Stigma***

Readings:	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/ For reference: NIMH (National Institute for Mental Health – US): https://www.nimh.nih.gov/health Here To Help (BC): https://www.heretohelp.bc.ca/
Session 8:	**October 26, 2022**
Topic:	***Recognizing and Responding to Substance Use Challenges and Stigma / Practicing Harm Reduction***
Readings:	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 2, 2022**
Topic:	***Advanced Family Practice (session will be led by Michelle O'Kane)***

Readings:	Tait, A. & Dunn, B. (2018). Chapter 2: Preparation. In *Conversation starters for direct work with children and young people: Guidance and activities for talking about difficult subjects*. Jessica Kingsley Publishers. (pp. 11-18). Neven, R. S. (2010). Chapter 1: Finding the meaning in communication: setting the scene for work with children, young people and their parents. In *Core principles of assessment and therapeutic communication with children, parents and families: Towards the promotion of child and family wellbeing* (pp. 7-20). Neven, R. S. (2010). Chapter 4: How the child `speaks' the family and Practicalities of therapeutic communication: How to continue In *Core principles of assessment and therapeutic communication with children, parents and families: Towards the promotion of child and family wellbeing* (pp. 74-96). For Reference: Government of BC (2017). The B.C. Handbook for Action on Child Abuse and Neglect. DOI: https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_serviceprovider.pdf Tait, A. & Wosu, H. (2012). Direct Work with Vulnerable Children: Playful Activities and Strategies for Communication. UBC Press. Tait, A. & Wosu, H. (2015). Direct Work with Family Groups: Simple, Fun Ideas to Aid Engagement and Assessment and Enable Positive Change. Jessica Kingsley.
November 9, 2022: NO SESSION – NO READINGS	
Session 10:	**November 16, 2022**
Topic:	*Case Management and Interprofessional / Inter-Systems Collaboration*

Readings:	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 23, 2022**
Topic:	***Working with Diversity (session will be led by TA Karen Wong)***
Readings:	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. (2017). 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. 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 12:	**November 30, 2022**
Topic:	***Evidence Informed Practice***

Readings:	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. Nevo, I., Slonim-Nevo, V. (2011). The Myth of Evidence-Based Practice: Towards Evidence-Informed Practice. *British Journal of Social Work.* 41, 1176-1197.
Session 13:	**December 7, 2022**
Topic:	***Shared Reflections on Identity in Practice*** ***Course evaluation.***
Readings:	No readings.

Assignments

ASSIGNMENT #1 – Goal setting   **WEIGHT 5%**

Students will be asked to identify one or two areas of focus / interest in practice, and at least three personal learning goals for the course, with a brief description of how they hope to achieve them. No use of sources or citations is required for this component of the assignment.

Graded for completion of components, not content (which is entirely student-driven).

Length: No more than 500 words

Due: September 18, 2022 by midnight

ASSIGNMENT #2 – Ethical dilemma analysis   **WEIGHT 25%**

Students will be asked to identify and describe an ethical dilemma that they might encounter in an area of practice that is of interest to them. (approx. 1 page)

Students will apply a specific ethical decision-making tool (either one covered in class or one that they search out in other literature), to the ethical dilemma they described. Students will be asked to clearly identify multiple values associated with the ethical dilemma identified, including potential values on the part of other professionals on an interdisciplinary team, and by the client and family members encountering such a dilemma. Students will identify a realistic course of action that aligns most closely with values identified and prioritized through the application of this tool, and will be asked to reflect on the deficits or unintended consequences of this course of action. (approx. 2-3 pages)

Students will reflect on the sources of moral distress that might emerge from the ethical

dilemma they identified, and will be asked to consider how they will address this moral distress to prevent compassion fatigue and moral burnout. (approx. 1 page)

This assignment will be graded on the following criteria:

- Ability to identify and accurately describe an ethical dilemma likely to be encountered in their chosen area of practice.

- Ability to effectively apply an ethical decision-making tool to the ethical dilemma in question, and ability to clear identify key values being challenged and course of action that align with those values, and realistically assess unintended consequences.

- Ability to reflect meaningfully on how one would cope with the moral distress that might emerge from the ethical dilemma in question.

- 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 16, 2022

ASSIGNMENT #3 – Skills practice simulation	**WEIGHT 25%**

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: November 6, 2022

ASSIGNMENT #4 – Capstone synthesis paper **WEIGHT 40%**

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. This paper may focus on one particular area of practice, or on generalist 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: December 4, 2022

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.

Due: December 7, 2022 (last day of class)

Assignment Submission Process

All assignments to be submitted through CANVAS, before midnight, on the day the assignment is due.

SCHOOL/COURSE POLICIES

COVID-19

The School follows UBC health and safety guidelines. Please see https://covid19.ubc.ca/ for current information and guidance.

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 class or 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+ 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 83.5 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.