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.

MSW Mission

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

COURSE INFORMATION

Year/Term/Dates	Winter 2022-23, Term 1, September 7–December 7, 2022
Course Title	SOWK 526: Social Work Practice with Individuals and Couples
Course Value	3 credits
Course Schedule	Wednesdays 5pm-8pm
Course Location	Jack Bell Building, Room 224 *or* online via Zoom link in Canvas
Course Instructor	Rae Morris, RCSW, PhD Candidate raemor@mail.ubc.ca, virtual office hours by appointment

Course Description

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

Course Structure and Learning Activities

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

Student participation is expected and you are asked to complete all required readings or materials prior to class. This course seeks to foster a critical pedagogical environment and the development of critical consciousness around knowledge and learning. In approaching discussions and assignments, students are encouraged to share their ideas, academic resources and personal experiences as well as to reflect on their own social locations, including Indigenous ancestry/settler status, gender, immigrant status, race, national or ethnic origin, social class, religion, gender identity, sexual orientation, age, and ability. Finally, students are expected to approach the learning process in the spirit of praxis—reflection/theory/action—so the rich insights produced in class can inform reflexive social work practice in the community. Respectful dialogue is expected for achieving a safe and productive learning environment.

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

Learning Outcomes

This course is designed to familiarize students with client-centered therapeutic processes and intervention modalities that make use of evidence-based principles and include brief and longer-term engagement with individuals and couples. Specifically, the course will focus on facilitating your learning to:

1. Understand, compare, critically analyze and apply evidence-based clinical practice models.

2. Demonstrate practice competencies including a) purposeful utilization and critical analysis of therapeutic relationship building skills, c) selection and application of clinical practice models and intervention strategies to client cases, c) theoretically-informed case formulation, and d) reflexive practice

Required Textbook(s) and Learning Materials

No textbook is required for this course. Students are required to bring their own 'notebook' (either physical or digital version) to each class to complete journaling exercises. All other learning materials are available on Canvas or through UBC library course reserves.

Access to Canvas as well as ensuring that you receive email alerts with announcements sent via Canvas is required for this course. Time-sensitive and important information will be shared with students via announcements so it is essential that you ensure that you are set up to receive these. If you have any issues with this please connect with the instructor and/or with UBC Information Technology (https://web.it.ubc.ca/forms/isf/) as soon as possible.

Course Schedule

Session 1:	September 7, 2022
Topic:	Introduction to the Course Therapeutic Alliance
Before Class:	READ (see Canvas modules → Session 1) Yalom, I.D. (2002). Chapter 6: Empathy: Looking out the patient's window. In I.D. Yalom, *The gift of therapy: An open letter to a new generation of therapists and their patients* (pp. 17-22)*.* New York, NY: HarperCollins Publishers.
Session 2:	September 14, 2022
Topic:	Cross-Cultural Practice
Before class:	READ Lee, E. (2014). A therapist's self-disclosure and its impact on the therapy process in cross-cultural encounters: Disclosure of personal self, professional self, and/or cultural self? *Families in Society: The Journal of Contemporary Social Services, 95*(1), 15-23. https://doi.org/10.1606/1044-3894.2014.95.3
Session 3:	September 21, 2022
Topic:	Neurodiversity Perspective
Before Class:	READ Singer, J. (n.d.). What is neurodiversity [blog post]. *Reflections on Neurodiversity.* https://neurodiversity2.blogspot.com/p/what.html (See Canvas Session 3)
Session 4:	September 28, 2022
Topic:	Working with Couples Emotionally Focused Couples Therapy

Before Class:	WATCH Couples Therapy: An Introduction (Ellen Bader & Dan Wile): https://www-psychotherapy- net.eu1.proxy.openathens.net/stream/ubc/video?vid=007 (see Canvas Module 4)
Session 5:	**October 5, 2022** *****ASYNCHRONOUS SESSION – no in-class meeting*****
Topic:	Cognitive-Behavioral Therapy Suicide Awareness and Intervention
Before Class:	REVIEW Please see canvas module for asynchronous material COMPLETE UBC Suicide Awareness and Intervention Training Part 1 (online module): https://wellbeing.ubc.ca/sait (see Canvas module for link)
Session 6:	**October 12, 2022** ***Assignment 1 due Sun Oct 16 11:59pm**
Topic:	Narrative Therapy Guest speaker: Tommy Spence, MSW, RSW
Before Class:	READ Guest speaker biography (see Canvas) Morgan, A. (2002). Beginning to use a narrative approach in therapy. *The International Journal of Narrative Therapy and Community Work, 1,* 85-90. https://dulwichcentre.com.au/wp-content/uploads/2015/06/Beginning-to-Use-a-Narrative-Approach-in-Therapy.pdf Combs, G., & Freedman, J. (2012). Narrative, poststructuralism, and social justice: Current practices in narrative therapy. *The Counselling Psychologist, 40*(7), 1033-1060. https://doi.org/10.1177/0011000012460662
Session 7:	**October 19, 2022**
Topic:	Dialectical Behavior Therapy (DBT) Guest speaker: Liz Kay, MSW, RSW
Before Class:	READ Guest speaker biography (see Canvas) Pederson, L.D. (2015). Chapter 2: Introduction to DBT: Brief background and current controversies. In L.D. Pederson, *Dialectical behavior therapy: A contemporary guide for practitioners* (pp. 4-8). John Wiley & Sons, Ltd. https://doi.org/10.1002/9781118957882.ch2
Session 8:	**October 26, 2022**

Topic:	Model-Based Assessment, Formulation, and Intervention
Before Class:	READ Assignment 1 Learning Tools (see Canvas)
Session 9:	November 2, 2022 *Optional Assignment due Sun Nov 13 11:59pm
Topic:	Single-Session Interventions Advanced Generalist Practice in Healthcare Guest speaker: Justine Little, MSW, RSW
Before Class:	READ Guest speaker biography (see Canvas) Gibbons, J. & Plath, D. (2009). Single contacts with hospital social workers: The client's experiences. *Social Work in Health Care, 48*(8), 721-735. https://doi.org/10.1080/00981380902928935
	Nov 9-11 READING WEEK
Session 10:	November 16, 2022
Topic:	Working with Indigenous Clients *Guest speaker: Olivia Palomino-Meraz, MSW, RSW*
Before Class:	READ Guest speaker biography (see Canvas module) Shaw, S.L., Lombardero, A., Babins-Wagner, R., & Sommers-Flanagan, J. (2018). Counselling Canadian Indigenous peoples: The therapeutic alliance and outcome. *Journal of Multicultural Counselling and Development, 47,* 49-68. https://doi.org/10.1002/jmcd.12120
Session 11:	November 22, 2022
Topic:	Professional Well-Being Debriefing and Supervision
Before Class:	READ Beddoe, L., Davys, A.M., & Adamson, C. (2014). 'Never trust anybody who says, "I don't need supervision": Practitioners' beliefs about social worker resilience. *Practice: Social Work in Action, 26*(2), 113-130. https://doi.org/10.1080/09503153.2014.896888 Toros, K., & Falch-Eriksen, A. (2021). Structured peer group supervision: Systematic case reflection for constructing new perspectives and solutions. *International Social Work* [Advance online publication]. https://doi.org/10.1177/0020872820969774
Session 12:	November 30, 2022 *Assignment 3 due Sun Dec 4 11:59pm
Topic:	Termination

Before Class:	READ Bogo, M. (2006). Chapter 8: The ending stage. In M. Bogo, Social work practice: Concepts, processes, & interviewing (pp.213-225).
Session 13:	**December 7, 2022**
Topic:	To be determined via class discussion
Before Class:	See Canvas Session 13

Assignments

This course has two assignments: (1) Presenting a clinical practice model (40%) and (2) Case formulation and intervention planning (60%).

Students have the option of completing an additional assignment should they wish to engage in more depth in the material and/or spread their grade out across more than two assignments. Students who choose to complete the third assignment will have the grades weighted as follows: (1) Presenting a clinical practice model (30%), (2) Demonstrating and analyzing therapeutic relationship building skills (30%), (3) Case formulation and intervention planning (40%),

All written assignments in this course must be in 12-size font with one-inch margin on all sides. APA referencing style is required. You can find a useful tutorial on APA referencing on the UBC library website. Please also see: http://wiki.ubc.ca/images/6/6f/Apastyle.pdf. It is expected that peer-reviewed academic, government and formal reports, and professional literature be cited in assignments. Generally, Wikipedia and web information without credible source are not acceptable as an academic reference.

ASSIGNMENT ONE: Creating a Clinical Practice Model Learning Tool (40% or 30%)

Due: 11:59pm Sunday October 16

The purpose of this assignment is to provide students an opportunity to explore in-depth and then demonstrate knowledge gained to classmates as relates to a clinical practice model not already covered in class.

In groups of three (or potentially four if needed for class size), students will be responsible for creating a visual learning tool to be shared online with classmates on a specific clinical practice model not covered in class. Acceptable presentation formats include PDF slides, infographic document, or "prezi". Other formats may be acceptable, please contact the instructor for prior approval before moving forward with an alternate format.

Students may choose from the following individual or couple-based models: Trauma-Focused Therapy, Acceptance-Commitment Therapy (ACT), Interpersonal Therapy (IPT), Art Therapy, Play Therapy, Gottman Couples Therapy, or Motivational Interviewing (MI). Other models may be acceptable, please contact the instructor for prior approval before commencing work on any model not listed above.

Students are required to include:

(1) Key theoretical foundations of & key contributors (people) to this model

(2) Key assumptions about people/clients and the change process

(3) Role/stance of the social worker/therapist

(4) Detailed description of one specific intervention technique/strategy

(5) 2 strengths and 2 critiques of model

(6) Efficacy of model with specific populations (making reference to research)

(7) Where to learn more or get training if interested

Group members and model to be covered should be decided and will be shared with classmates in Canvas by September 21, 2022.

Criteria for Grading (40 points total)

(1) Each of the 7 required elements have been addressed

(2) Depth of understanding of material is evident

(3) Intervention technique/strategy are clearly demonstrated to the point that a trained social worker could apply this technique/strategy to practice right away

(4) Material is presented in an engaging manner and is clear and well-formatted

(5) Information is comprehensive and no extraneous information is included

(6) At least 4 references are included and formatted in APA style

OPTIONAL ASSIGNMENT: Demonstrating and Analyzing Therapeutic Relationship Building Skills (nil or 30%)

Due: 11:59pm Sunday November 13

The purpose of this optional additional assignment is to provide students with the opportunity to simulate a client session and practice and reflect on core therapeutic relationship building skills being learned in the course. This assignment has two parts: recording a role play session with a classmate 'client' based on a given case study and completing a written analysis and reflection.

Based on a case that will be provided to you by the instructor, role play and video record approximately ten minutes of a single-session meeting between a social worker and client (or

clients if you choose to focus on 'couples' work) where you will demonstrate therapeutic relationship building skills. Submit this recording to canvas AND keep it for use for assignment 3. The recording itself will not be graded (eg. for your clinical, videography, or acting skills), but it must be submitted as part of the requirements of the assignment.

Then, complete a written analysis and reflection where you answer the questions below. This written analysis should be approximately 3-4 pages long and can be completed using numbered formatting (does not need to be in essay format). If you use any references they should be in APA style. Transcriptions should be single-spaced and the rest should be double-spaced. Please follow the transcription example* for formatting transcriptions.

1. In a few sentences, share any demographic information you have added to this case study.

2. Based on the aspects of the social work role that single-session clients highlighted in the study by Gibbons & Plath, 2009): *Establishing rapport (feeling quickly 'put at ease'); engagement at a personal level; demonstrating knowledge, confidence, and competence; empathy and non-judgemental stance; offered practical assistance and advocacy*:

    a. Select one of the skills in the list above and transcribe an interaction between yourself and the client(s) where you feel you **demonstrated this skill well**. Include in this transcription (in no particular order): (1) timestamp in the video associated with the transcription (2) the skill you have selected, (3) verbatim statements made by yourself and the client, (4) an internal thought/feeling/assumption, (5) an indicator of the strength of the alliance and (6) a description of how you demonstrated this skill. *See below example

    b. Select a different skill in the list above and transcribe an interaction between yourself and the client(s) where you feel you **missed an opportunity to demonstrate this skill or could have demonstrated this skill better**. Include in this transcription (in no particular order): (1) timestamp in the video associated with the transcription, (2) the skill you have selected (3) verbatim statements made by yourself and the client, (4) an internal thought/feeling/assumption, (5) an indicator of the strength of the alliance and (6) <u>a description of how you could have better demonstrated this skill.</u> ***note that this last guideline is different than 1a** *See below example

3. In a few sentences comment on either the process elements that you observed as relates to the relationship between the two parents in this case (if meeting with a single client – how they spoke about their relationship with the other parent), or a relational pattern of interaction observed (if meeting with both)

4. In a few sentences, reflect on your attention to cultural factors and share one way in which you could have better attended to cultural factors in the session.

5. In a few sentences, reflect on a moment in the session where you and the client may have experienced the session differently (demonstrating seeing through the client's 'window')

6. Use approximately half a page to share a reflection on your overall demonstration of therapeutic alliance. Identify one personal strength as well as one area for growth as relates to your ability to develop rapport with this client in particular OR with clients in general. This should <u>not</u> be about the challenge of developing rapport in a role-play versus real life setting.

<u>*Transcription example</u>

Timestamp: starting at 2:03

Skill: Empathy and non-judgmental stance

Client statement: *No-one understands what I have been through. I have tried everything. I spend so much time and energy even just trying to make it through each day.*

Alliance indicator: Client's body language was rigid and closed (crossed arms, looking down) indicating to me that more effort is needed to form the therapeutic alliance

Therapist automatic thought/feeling/assumption: "They have been through similar experiences to many families I work with so I understand what they have been through and

likely so does the rest of the clinical team". Sadness, hopelessness, some panic. Assumption that I do understand what they have been through and that their experience parallels other families.

Therapist statement: *Sounds like you have been through a lot and no-one understands this*

Client statement: *Yeah exactly.*

How did I demonstrate skill: I paraphrased the client's statement that no-one understands them without offering an opinion or judgement about whether or not this may not be the case, I validated the underlying sentiment that they have been through a lot which showed empathy for their situation

OR

How I could have better demonstrated skill: I could have more clearly articulated to them that I could hear that they were saying they were struggling even just to make it through each day, as this may have been the aspect that they felt nobody understood about them. This may also have helped them to feel that I wanted to understand them and what they had been through, and may have resulted in a more engaged response from them.

Criteria for Grading (30 points total)

  (1) Video recording is submitted

  (2) All 6 aspects above are included

  (3) Depth of ability to critically reflect on and analyze self is demonstrated

  (4) Formatting follows guidelines and is clear and easy to read

  (5) Information is comprehensive and no extraneous information is included

ASSIGNMENT TWO: Case Formulation and Intervention Planning (60% or 40%)

Due: 11:59pm Sunday December 4

The purpose of this assignment is to provide students the opportunity to demonstrate theoretically-informed practice skills by applying clinical practice approaches to a case assessment and intervention plan.

Using either (1) the case example provided to you by the instructor (the same case as assignment three below), (2) your recorded role play of the single-session with this client if you did complete assignment 2, or (3) a client that you have or currently work with in your practicum or previous employment; imagine that you will be meeting with this client(s) on a recurring basis for counselling/therapy. Complete a written assessment and intervention plan based on a specific clinical practice approach covered in class or in the student presentations from Assignment 1. Alternative models may be accepted, please request permission from the instructor prior to commencing the assignment if you wish to incorporate a model not covered in class or student presentations. This assignment should be written in essay format and should be approximately 5 pages long double-spaced with 12 point font. At least 4 academic references should be included and should be formatted in APA style.

Part 1: Case Description (approximately half page)

Identify if you are using the case example provided, your role play session, or a prior/current client. *If you are using the case example provided:* Share any relevant demographic information about this client that you applied to the case example provided. *If you are using a prior/current client case:* Share a short case overview of the client in a similar format to the example provided, including the context within where you work, your role in this setting, how the client was referred to you, and any relevant information shared at 'intake' including client demographics.

Part 2: Formulation and Hypothesis (approximately half to 1 page)

Provide a short formulation sharing the client(s) key demographic information, presenting problem, key factors that maintain the problem, and client(s) strengths. Conclude the above formulation by providing TWO different hypotheses, using two different clinical practice models (choose two from the models that covered in class and/or peer learning tools). Each hypothesis should be stated in 1-2 sentences. It should be clear from your hypothesis which model you are applying, and the two hypotheses should be observably different from each other.

Part 3: Overview and comparison of practice models (approximately 1.5- 2 pages)

Complete an empirically-based comparison of the two practice models you have selected, as applies to the current case. Be sure to identify for each reasons why they are suited for your client as well as gaps that may arise in the use of each approach. Select one of these models that you will use with this client and conclude this section with a summary statement why you chose this model. Make reference to at least 4 academic sources to support your points.

Part 4: Applying one model to the case (approximately 2 pages)

Select one of the two practice models and apply it to an intervention plan for your client. Using the language and concepts of the model, include the following elements:

1. Your overall treatment goals with this client(s), based in both your formulation of this case as well as the language and concepts of the chosen model.

2. Two areas of inquiry that you would like to explore with the client (what does this model suggest that you still need to know about them in order to effectively provide this intervention?)

3. Two specific intervention techniques/strategies from this practice model that you plan to use with this client (note: You do not need to know how to use this intervention yourself, but you do need to be able to justify WHY you would try this specific strategy)

4. Two alternative referrals or resources that you would recommend for this client as a supplement to your work together or as a next step after working with you. Provide your reasoning for each.

Criteria for Grading (60 points total)

(1) All 4 parts are addressed and depth of knowledge is demonstrated

(2) Depth of ability to critically reflect on practice models

(3) Ability to articulate and appropriately apply practice models to a specific case

(4) Formatting follows guidelines and is clear and easy to read

(5) Information is comprehensive and no extraneous information is included

(6) Application of chosen practice model is empirically and clinically justified

(7) At least 4 references are included and formatted in APA style

Assignment Submission Process

ALL ASSIGNMENTS TO BE SUBMITTED THROUGH CANVAS BY 11:59PM ON THE POSTED DUE DATE.

In emergency situations, students must discuss and receive approval for any potential late assignments with their instructor prior to the due date. Assignments submitted after the 11:59pm deadline with no prior approval will be penalized by five percentage points per day.

SCHOOL/COURSE POLICIES

UBC COVID-19 Protocols for in-class learning

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

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.