



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 xʷməθkʷəyəm (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 2022-23, Term 2, January 13–March 31, 2023
Course Title	SOWK 305I: Topics in Social Work Practice (Working with Individuals and Families)
Course Schedule	Fridays, 10am-1pm
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 9-10am, 1-2pm 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 13, 2023
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 20, 2023
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 27, 2023
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 3, 2023
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 10, 2023
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 17, 2023
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 20-24 - NO CLASS	
SESSION 7:	March 3, 2023
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

	<p>practice. <i>Social Work</i>, 65 (3), pp 288-98, https://doi.org/10.1093/sw/swaa020</p> <p>For a cursory view:</p> <p>BC Provincial Mental Health and Substance Abuse Planning Council (2013). <i>BC Trauma Informed Practice Guide</i>. Retrieved from:</p> <p>https://bcewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf</p>
SESSION 8:	March 10, 2023
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 17, 2023
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> <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.</p> <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>

SESSION 10:	March 24, 2023
TOPIC:	Working with families in social work
READING:	Simulation Experience continued from SOWK 310
SESSION 11:	March 31, 2023
TOPIC:	Social work with Indigenous People
READING:	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> 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

Assignments

Assignment #1 Psycho-social Assessment Part 1: Client Information and Reflection (30%) Due February 17, 2023

The goal of this assignment is to engage in an assessment process with a simulated client, gather relevant information given your context and the reason for referral and document this synthesized information. 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 who will role play, you will conduct a 45-60-minute assessment interview to explore the client's reason for seeking social work help. Setting up a context (outlining the setting in which you are working as a social worker and the client's reason for meeting with a social worker 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 using one of the assessment tools discussed in class (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. Be sure to take notes.

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 specific and detailed without be extraneous.

Part C: Analysis: This part of the paper should be written in essay format and be a separate document from your formal written assessment of the client. In this analysis, you will provide a rationale for the assessment tool used with your client. You will also describe how you locate yourself (gender, race, social class, age, ability, religion, sexual orientation) and discuss how your social location may have impacted both the assessment content (e.g., information shared by the client and your understanding of it as the social worker) as well as the assessment process (e.g., your approach to gathering information, your perception of the client's experiences throughout the assessment). 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 client or simulated client. You will also reflect on the process of doing this assessment and any insights gained from this process.

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 written information (point form) about either the people in the genogram or information about the various systems or aspects of culture. The information included in the assessment tool should correspond with information in your formal assessment. A legend should be included.

Format: The total page count for the assignment is approximately 10 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.

<p>Assignment #2 Psychosocial Assessment Part 2: Analysis, Summary and Intervention Plan (40%) Due March 24, 2023</p>

Part A: Understanding of Theory: After learning about various theoretical approaches/frameworks you will choose two theories/approaches to apply to your client assessment. I recommend choosing two theories that we have discussed, but if you would like to explore other frameworks, you **must** first discuss your idea with the instructor and be given approval to do so.

First, you will describe each theory/ approach and outline their main concepts and ideas. Please include at least two key scholars who were influential in the development of the theory, the basic premise of the theory/approach and some of the key concepts of the theory (approximately 1 page/ theory).

You will then *retrospectively* apply your theoretical approach to the client scenario in your psychosocial assessment (assignment #1) and describe how these theories would inform your work with this client. For **engagement**, describe specifically how your theories will 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 *what you*

do and how you would build a working relationship with your client. To discuss how your theory/approach informs the **assessment** phase, describe how the theories would both guide what information you should inquire about with this client 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 **interventions**. Do not offer your specific intervention plan for this client yet, but instead describe how this approach guides intervention strategies in general.

If your theoretical approach does not give us specific guidance in one of the bolded areas, please indicate this. Please describe at least two strengths and weaknesses of using each approach, *and some analysis of how these strengths/weaknesses may impact working with your specific client/family*. Scholarly sources should be used to support your claims.

This part can be written in essay style and should be approximately 6-8 pages in length and should include original references. Your writing should not use more than 3 direct quotes and you should reference original sources.

Part B: For the second part of this assignment, I want you to go back to the first assignment and make an addendum by adding a section to the formal assessment called **Summary and Intervention Plan**: *This part should again be written “as if “for a case file*. In this section, you will choose one of your theories to apply to this case. You will summarize the patient’s main concerns or issues and demonstrate some analysis of the gathered information using your theoretical approach. Your analysis should reflect an analysis of protective factors as well as risk factors and outline any other implications you draw from this information. Your summary and clinical impressions should reflect your theoretical approach without you explicitly stating your approach. Lastly you should include a point form list of specific interventions that are guided by your theoretical framework. Your interventions should reflect generalist social work interventions outlined in the Poulin article. The number of interventions will be determined by the issues outlines (generally 3-6). The summary and interventions section should be 1-2 pages at most (double spaced). The plan for intervention can be written in bullet points.

<p>Assignment #3 My Emerging Practice Framework (30%) Due: April 14, 2023</p>

A practice framework is a narrative of the knowledges, skills, values, and experiences that inform our own unique 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 what they have learned in this class and in their first year of social work education as well as 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.

Students should reflect on and describe a few key areas (in these four aspects of a practice framework and discuss **how** these will guide your micro level practice. Be as specific as possible and include examples where applicable. For example, within the skills domain, active

listening is one possible interpersonal skill that students might identify as important to their practice. Students would describe how they see the role of active listening in their micro social work practice, and provide an example that illustrates how they approach actively listening to individuals and families

- 1) Knowledges that will guide your micro level practice (theories and approaches to micro level practice, lived experience, cultural knowledge)
- 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 social work learning with your personal strengths and knowledges. 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. Feel free to be creative. Your assignment should have an oral component (audio recording approximately 15 minutes in length) 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.

All assignments (**except the last one**) have 5 flex days attached to them. This means that students can submit within 5 days of the deadline without requesting an extension or contacting the professor. Any extensions beyond the flex deadline must be discussed with the instructor prior to the deadline and will be reviewed on a case-by-case basis. Deductions for late assignments are .5 of a mark/day.

SCHOOL/COURSE POLICIES

UBC COVID-19 Protocols

The school follows UBC health and safety guidelines. Please see <https://covid19.ubc.ca/>

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 will fail the course.

If you miss three classes, I will request a meeting with you to discuss your absences.

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>

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).

Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning.

This course will be using the following learning technologies: Canvas.

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

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

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.

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.