



# 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 Sim, 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 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

<b>Year/Term/Dates</b>	Winter 2023, Term 2, January 12, 2024- April 12, 2024
<b>Course Title</b>	SOWK 305I Topics in Social Work Practice (Working with Individuals and Families)
<b>Course Schedule</b>	Fridays, 10 am - 1 pm

Instructor	Office Location	Office Phone	Email Address
Kelly Allison	Pond A 210	604-822-6220	Kelly.allison@ubc.ca
<b>Office Hours</b>	Fridays 9-10 am, 1-2 pm 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.

## Assessment of Learning

Psychosocial Assessment Part 1	30%	Due: Feb 16, 2024
Psychosocial Assessment Part 2	40%	Due: March 22, 2024
My Emerging Practice Framework	30%	Due: April 12, 2024

## OPTIONAL ASSIGNMENT

Reading List Article Summary	2%	Due: Varies
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## Course Schedule

<b>SESSION 1:</b>	<b>January 12, 2024</b>
<b>TOPIC:</b>	<b>Introduction to the course: direct social work practice in context</b>
<b>READING:</b>	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.  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.
<b>SESSION 2:</b>	<b>January 19, 2024</b>
<b>TOPIC:</b>	<b>Constructing a generalist practice framework for working with individuals and families</b>
<b>READING:</b>	Banks, S. (2016) Everyday ethics in professional life: social work as ethics work, <i>Ethics and Social Welfare</i> , 10(1), 35-52, DOI: <a href="https://doi.org/10.1080/17496535.2015.1126623">10.1080/17496535.2015.1126623</a>  Baskin, C. (2016). <i>Strong Helpers Teachings: The Value of Indigenous Knowledges in the Helping Professions</i> , (2 <sup>nd</sup> ed pp 75-95). Toronto, Ont: Canadian Scholars Press.  Gorman, J. (1995). Being and doing practicing a secret profession. <i>Reflections</i> . pp 35 – 40.

<b>SESSION 3:</b>	<b>January 26, 2024</b>
<b>TOPIC:</b>	<b>The Planned change process and assessment in generalist social work practice</b>
<b>READING:</b>	<p>Heinonen, T., Burton, A. &amp; Taylor, L. (2022). Chapter 1: What is social work assessment?. In Burton, A., Halonen, D. &amp; Heinonen, T., (Eds) <i>Social Work Assessment and Practice: A Wholistic Approach</i>. Northrose.</p> <p>Heinon, T. &amp; Halonen, D. (2022). Chapter 2: Concepts and Ideas. In Burton, A., Halonen, D. &amp; Heinonen, T., (Eds) <i>Social Work Assessment and Practice: A Wholistic Approach</i>. Northrose.</p> <p>Dean, R. &amp; 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>
	<b>February 2, 2024</b>
<b>TOPIC:</b>	<b>Interventions in generalist social work practice</b>
<b>READING:</b>	Poulin, J. et al. (2010). General practice interventions with individual clients. In <i>Strengths Based General Practice: A Collaborative Approach (3<sup>rd</sup> ed)</i> , (pp 153 – 165). Belmont, California: Wadsworth.
<b>SESSION 5:</b>	<b>February 9, 2024</b>
<b>TOPIC:</b>	<b>Ecological systems theories</b>
<b>READING:</b>	<p>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.</p> <p>Akesson, B., Burns, V. &amp; 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</p> <p>Teater, B. (2014). Social work practice from an ecological perspective. In C.W. LeCroy (Ed.) <i>Case Studies in Social Work Practice (3<sup>rd</sup> Ed)</i>. Brooks/Coles.</p>

<b>SESSION 6:</b>	<b>February 16, 2024</b>
<b>TOPIC:</b>	<b>Strengths based social work</b>
<b>READING:</b>	<p>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<sup>th</sup> ed pp 182– 201)). Boston: Allen and Bacon.</p> <p>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.</p> <p>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.</p>
	<b>READING WEEK – February 19-23<sup>rd</sup>- NO CLASS</b>
<b>SESSION 7:</b>	<b>March 1, 2024</b>
<b>TOPIC:</b>	<b>Trauma informed social work practice</b>
<b>READING:</b>	<p>Levenson, J. (2017). Trauma informed social work practice. <i>Social Work</i>, 62 (2) pp 1-9.</p> <p>Levenson, J. (2020). Translating trauma-informed principles into social work practice. <i>Social Work</i>, 65 (3), pp 288–298, <a href="https://doi.org/10.1093/sw/swaa020">https://doi.org/10.1093/sw/swaa020</a></p> <p>Wilson, J. M., Fauci, J. E., &amp; Goodman, L. A. (2015). Bringing trauma-informed practice to domestic violence programs: A qualitative analysis of current approaches. <i>American journal of orthopsychiatry</i>, 85(6), 586.</p>
<b>SESSION 8:</b>	<b>March 8, 2024</b>
<b>TOPIC:</b>	<b>Critical social work practice at the micro level - feminist practice / structural Social Work</b>
<b>READING:</b>	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>Payne, M. (2016) Chapter 12: Feminist Practice. In <i>Modern Social Work Theory</i>. (4<sup>th</sup> 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>
<b>SESSION 9:</b>	<b>March 15, 2024</b>
<b>TOPIC:</b>	<b>Social work with Indigenous People- Hali McLennan</b>
	<p>Bourke, B. (2020). Leaving behind the rhetoric of allyship. <i>Whiteness and Education</i>, 5(2), 179-194.</p> <p>Dupois-Rossi, R. &amp; 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 &amp; Family Review</i>, 4(1), 62-70</p>
<b>SESSION 10:</b>	<b>March 22, 2024</b>
<b>TOPIC:</b>	<b>Working with families in social work</b>
<b>READING:</b>	<p>Worden, M (1999). <i>Family Therapy Basics</i>. (pp 1-14). Belmont, California: Brooks/Cole.</p> <p>Horwitz, M. &amp; Marshall, T (2015) Family engagement in child protection social work. <i>Journal of Family Social Work</i>, 18(4), 288-301, DOI: <a href="https://doi.org/10.1080/10522158.2015.1079584">10.1080/10522158.2015.1079584</a></p> <p>Hudak, J., &amp; Giammattei, S. V. (2014). Doing family: Decentering heteronormativity in "marriage" and "family" therapy. In T. Nelson &amp; 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</p>

	<p>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 &amp; Family Review</i>, 4(1), 28–37. <a href="https://doi.org/10.7202/1069347ar">https://doi.org/10.7202/1069347ar</a></p>
	<b>March 29<sup>th</sup> - Good Friday- No class</b>
<b>SESSION 11:</b>	<b>April 5th, 2024</b>
<b>TOPIC:</b>	<b>Working with families in social work</b>
<b>READING:</b>	<p>Congress, E. (2016). Individual and family development theory. In Coady, N. &amp; Lehman, P.(eds.). <i>Theoretical Perspectives for Direct Social Work Practice</i>. (p 109-129) Springer Publishing.</p> <p>Hutchison, E. D. (2019). An update on the relevance of the life course perspective for social work. <i>Families in Society</i>, 100(4), 351-366.</p> <p>Muir, N. M., Bohr, Y., Shepherd, M. J., Healey, G. K., &amp; Warne, D. K. (2019). Indigenous parenting. <i>In Handbook of Parenting</i> (pp. 170-197). Routledge.</p>
	<b>April 12, 2024</b>
<b>TOPIC:</b>	<b>Wrap Up and Review</b>
<b>READING:</b>	

## Assignments

**Assignment #1 Psycho-social Assessment Part 1: Client Information and Analysis (30%) Due February 16th, 2024**

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: Assessment Tool**

Include a diagram of 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 but not be identical. A legend should be included. The assessment tool can be a photograph of a handwritten assessment tool, or you can make a digit tool.

**Part D: 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.

**Format:** The total page count for the assignment is approximately 6-9 pages. The written



assessment should be approximately 4– 6 pages in length, the analysis 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: Understanding of Theory, Summary and Intervention Plan (40%) Due March 22nd, 2024**

**Part A: Understanding of Theory:** After learning about various theoretical approaches/frameworks you will choose **two** theories/approaches to apply to your client assessment that you feel would be useful theories in your client case. 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 would do and how* you would build a working relationship with your client (It doesn't matter if you did not do this. This is a retrospective view). To discuss how your theory/approach informs the **assessment** phase, describe how the theories would both guide what further information you would inquire about with this client as well as how you would 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 their situation or concerns- 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.

*You should hand in your initial assessment as well as this addendum so the marking instructor can see how your summary and intervention plan fits with your initial assessment.*

**Please refer to the marking rubric in Canvas.**

<b>Assignment #3 My Emerging Practice Framework (30%)      Due: April 12<sup>th</sup>, 2024</b>
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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 of learning (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 with individuals and families.

- 1) Knowledges that will guide your micro level practice. Describe your understanding of **two theories and approaches** that resonate with you and how you will apply them in your micro level practice using specific examples. Include whichever of the following is most applicable to your practice knowledge: a) what you have learned from your lived experience and how this will inform your micro level practice b) any cultural knowledge and outline how this will help you in working with individuals and families c) any learning you are bringing from other areas of your life and how you will use this knowledge in micro level practice d) any other knowledge source not described here and how it will inform your micro level practice.
  - 2) Skills that you will use in micro level practice (describe what **skills** you have (i.e. interpersonal skills, organizational skills, time management, etc.) and how you will use these skills in your micro level practice. Be sure to discuss skills in this section and not values, or ethics.
  - 3) Ethics and values (can draw upon specific professional ones or personal ones) and how you will enact these values in micro level practice
  - 4) Use of self and how this will be used in micro level practice (describe personal assessment of emotional intelligence, self awareness, awareness of triggers, strategies for self-care etc.) and describe how these will be useful in working with individuals and families.
- You will not be able to cover everything listed here in your assignment. Although you do need to address each of the four domains (and you need to include two theories or approaches) you will need to pick and choose a few key aspects of your framework and give a detailed explanation.

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**

<b>OPTIONAL Assignment- Summarize a Reading from the Reading List (2%)</b>	<b>Due: 5 pm the day before class the reading is assigned</b>
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**Purpose of this assignment:** The purpose of this **optional** assignment is to help students manage the reading required in this course and to have a summary of all the readings used for the course. The other purpose is to hone written summarizing skills. Summarizing information is an important academic skill to learn. Turning complex material into a form that makes it more

readable for others requires the use of paraphrasing and summarizing skills.

If you choose to complete this assignment, you will sign up to summarize one of the articles on the reading list from. I have provided additional readings so that everyone can summarize a reading if they wish, but the readings from the reading list must be chosen first. Students can choose on a first come first serve basis. Once a student has put their name on the Google document, that article will be considered chosen. Please put your name beside an article that has not been chosen by prioritizing the reading list first.

You will read the article closely and provide a **one-page** summary of the article. When writing a summary of the article, the goal is to compose a concise overview of the original article. The summary should focus only on the article's main ideas and important details that support those ideas.

**Your summary should include:**

- Citation of the article in APA 7 format
- Example:

Moore, Kiara. (2016). Living liminal: reflexive epistemological positioning at the intersection of marginalized identities. *Qualitative Social Work*, 15 (5-6) pp 715-726.

- **Introduction**
  - Give an overview of the article, the topic, the question or purpose of the article, and its thesis or findings.
- **Body Paragraphs**
  - Use the body paragraphs to explain either the key points in the article and how the arguments and evidence support the thesis or the study group, methodology and findings of the article.
  - The number of paragraphs will depend on the length of the original article.

Here is a guide that might be helpful in writing your summary.

<https://www.trentu.ca/academicskills/how-guides/how-write-university/how-approach-any-assignment/writing-article-summaries>

Your summary of the article **MUST** be submitted by **5 pm on both platforms** the night before class that the reading is assigned. You will need to submit you article on both the class google document and on upload the assignment on Canvas.

**The annotation will be marked using a simple rubric- please see Canvas for the marking rubric.**

## **Assignment Submission Process**

Please submit all assignments on Canvas. 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

### Names and Gender Pronouns

At the School of Social Work, we are committed to providing an inclusive learning environment for all our sexual and gender diverse students, faculty, staff, and community members. If you are comfortable sharing with us, please provide the pronouns you would like to use in this space. If you have questions or need support, please also be aware that the Equity & Inclusion Office at UBC can provide information and advocacy to ensure that all of your instructors use the name/pronouns you use. For more information: <https://equity.ubc.ca/>

### Equity and Respect

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at an equitable learning and working environment and the creation of accountability measures for monitoring the implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of discrimination and racism and welcoming and respecting different worldviews, ways of knowing and social locations.

### Attendance

The attendance policy is in the student handbook on page 11:  
<https://socialwork.ubc.ca/current-students/>.

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 set up 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.

Other school policies can be accessed through the school of social work student handbook  
[https://schoolofsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook\\_2019-20.pdf](https://schoolofsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook_2019-20.pdf)

# 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 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/>

## Academic Concession

To determine if you're eligible for an Academic Concession, you can check the criteria outlined in the UBC Calendar. You should first contact your instructor to apply for an Academic Concession. Alternatively, and as may be required, you can contact the Program Advisor, Christine Graham. If you need to request concurrent academic concessions for multiple courses, you should request them directly from Christine Graham. If you require more information about concessions, please don't hesitate to contact Christine Graham ([Christine.Graham@ubc.ca](mailto:Christine.Graham@ubc.ca)).

## Academic Accommodations

The University accommodates students with disabilities who have registered with the Centre for Accessibility. Students, who will require accommodation for learning, attendance or assignments due to disability, are encouraged to inform the instructor and provide their letter of accommodation. Students will need to contact the Centre for Accessibility, preferably not later than the first week of class if they haven't already. The School will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments must notify their instructors in writing at least two weeks in advance, preferably earlier. This reflects expectations for professional social workers in their place of employment.

## Learning Analytics

No learning analytics are being used in this class.

## 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.

## Academic Integrity

As a student, your number one task is to learn new things. Just like your professors, however, you are a member of a university scholarly community. As a part of this community, you are responsible for engaging with existing knowledge and contributing ideas of your own. We build knowledge that expands on the contributions of others, both in the faraway past and around the world today. This is called scholarship. Academic integrity, in short, means being an honest, diligent, and responsible scholar. This includes:

- Accurately reporting the results of your research, e.g., when collecting data in a lab.
- Taking exams without cheating.
- Completing assignments independently or acknowledging collaboration when appropriate. Collaboration through group work is an effective way to learn. I will clearly indicate when you should collaborate, for example during in-class group work and on some online homework assignments.
- Creating and expressing your own original ideas and not using generative artificial intelligence to do so.
- Engaging with the ideas of others, both past and present, in a variety of scholarly platforms such as research journals, books by academics, lectures, etc.
- *Explicitly acknowledging the sources of your knowledge, especially through accurate citation practices.*

Feel free to ask us about academic integrity. Part of our job is to guide your growth as a scholar, and we would much rather you ask for clarification than unintentionally engage in academic misconduct, which has serious consequences. If you are unsure about what constitutes academic misconduct, please discuss this with us.

To help you learn your responsibilities as a scholar, please read and understand UBC's expectations for academic honesty in the UBC Calendar: "[Academic Honesty](#)," "[Academic Misconduct](#)," and "[Disciplinary Measures](#)". Read and reflect on the [Student Declaration and Responsibility](#). There are resources to help you meet these expectations, for example the Chapman Learning Commons "[Understand Academic Integrity](#)".

- For written assignments and help with plagiarism and citation, see the [Centre for Writing and Scholarly Communication](#).

- Additional resources for learning with integrity can be found on the UBC [Academic Integrity Website](#).

## UBC Grading Criteria

Letter Grade	Percent Range	Mid-Point	
<b>A+</b> <b>A</b> <b>A-</b>	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> <b>B</b> <b>B-</b>	76-79 72-75 68-71	77.5 73.5 69.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
<b>C+</b> <b>C</b> <b>C-</b>	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.
<b>D</b>	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.
<b>F</b>	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.