



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 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.

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 2023, Term 2, January-April 2024
Course Title	SOWK 532A: Social Work Practice with Families
Course Schedule	Wednesdays, 2:00-5:00 pm

Instructor	Office Location	Office Phone	Email Address
Christiana Bratiotis, PhD, MSW	Pond A, 208	604.822.2460	Christiana.bratiotis@ubc.ca
Office hours	(Virtually) By appointment		

UBC Calender Description

This course considers the family context as a system for therapeutic intervention. The family unit and its diverse forms are defined; theories for assessment and understanding family's interactions across the lifespan are considered, and the alternative modalities useful for treating families are presented. As a practice-oriented course, it emphasizes the development of professional skills in working with the family across the lifespan.

Pre-requisites

There are no pre-requisites for this course.

Learning Outcomes

The course is designed to assist you in developing a systems perspective for practice with families. You are invited to learn how to position yourself as a facilitating force when working with family systems charged with emotion, influenced by invisible forces, and framed by a powerful history. Specifically, the course will focus on helping you:

1. Demonstrate knowledge and understanding of oneself within the context of the family of origin, one's personal value base and the integration of oneself as a social worker practicing family therapy.
2. Demonstrate practice competencies in the selection and application of multiple theories of family therapy including assessment, intervention, and evaluation of the theory.
3. Demonstrate the skillful use of self-reflective practice.
4. Analyze and compare issues related to diversity and family forms including race, ethnicity, national origin, age, gender, sexual orientation, ability, socioeconomic, class, and religion/spirituality.
5. Apply the skillful use of self in working cross culturally with diverse families.
6. Integrate current research relevant to family therapy in assessment, treatment and evaluation of practice issues and modalities.
7. Demonstrate practice competencies in the use of classification systems such as the DSM and ICD in family therapy.
8. Exhibit skill in the use of evidence-based research and practice theories relevant to social policies impacting families.
9. Demonstrate practice competencies in the assessment, selection of intervention modalities, implementation of intervention strategies, and ability to use technique to successful.

Course Structure and Learning Activities

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

Student participation is expected and you are asked to complete all required readings 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 Aboriginal 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.

Required and Recommended Readings

Gehart, D. *Mastering competencies in family therapy: A practical approach to theories and clinical case documentation*. Belmont, MA: Brooks/Cole.

All other required readings and media-based learning materials will be posted/linked on the course Canvas site.

Assignments

See Assignment Addendum

Grading Breakdown

See Assignment Addendum

Course Schedule

SESSION 1:	Wednesday, 10 January, 2024
TOPIC:	<ul style="list-style-type: none"> • Introduction to course and each other • Syllabus review
TO DO BEFORE THIS SESSION:	--
SESSION 2:	Wednesday, 17 January, 2024

TOPIC:	<ul style="list-style-type: none"> • Basic concepts of family therapy • Family system assessment and formulation
TO DO BEFORE THIS SESSION:	Gehart Canvas postings
SESSION 3:	Wednesday, 24 January, 2024
TOPIC:	<ul style="list-style-type: none"> • Treatment planning, evaluating progress, and documentation in family therapy
TO DO BEFORE THIS SESSION:	Gehart Canvas postings
SESSION 4:	Wednesday, 31 January, 2024
TOPIC:	<ul style="list-style-type: none"> • Indigenous ways of knowing in work with families • Working with neuro-divergent families
TO DO BEFORE THIS SESSION:	Canvas postings
SESSION 5:	Wednesday, 7 February, 2024
TOPIC:	<ul style="list-style-type: none"> • Intergenerational family therapy
TO DO BEFORE THIS SESSION:	Gehart Canvas postings
SESSION 6:	Wednesday, 14 February, 2024
TOPIC:	<ul style="list-style-type: none"> • Missing and Murdered Indigenous Women & Children March
TO DO BEFORE THIS SESSION:	--
	Reading Week (February 19 – 23, 2024)
SESSION 7:	Wednesday, 28 February, 2024
TOPIC:	<ul style="list-style-type: none"> • Strategic family therapy
TO DO BEFORE THIS SESSION:	Gehart Canvas postings
SESSION 8:	Wednesday, 6 March, 2024
TOPIC:	<ul style="list-style-type: none"> • Structural family therapy

TO DO BEFORE THIS SESSION:	Gehart, Canvas postings
SESSION 9:	Wednesday, 13 March, 2024
TOPIC:	<ul style="list-style-type: none"> • Brief and solution focused family therapy
TO DO BEFORE THIS SESSION:	Gehart Canvas postings
SESSION 10:	Wednesday, 20 March, 2024
TOPIC:	<ul style="list-style-type: none"> • Collaborative and narrative family therapy
TO DO BEFORE THIS SESSION:	Gehart Canvas postings
SESSION 11:	Wednesday, 27 March, 2024
TOPIC:	<ul style="list-style-type: none"> • Termination with families • Supervision and consultation in family therapy work
TO DO BEFORE THIS SESSION:	Gehart Canvas postings
SESSION 12:	Wednesday, 3 April, 2024
TOPIC:	<ul style="list-style-type: none"> • Working with families with complex health/differing abilities • Working with families impacted by incarceration (?)
TO DO BEFORE THIS SESSION:	Canvas postings
SESSION 13:	Wednesday, 10 April, 2024
TOPIC:	<ul style="list-style-type: none"> • Course wrap-up • End-of-term celebration!
TO DO BEFORE THIS SESSION:	--

Academic Integrity

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have *prior* approval of the instructors). All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

It is plagiarism to lift words, sentences, and paragraphs from websites, books and journals or to summarize another person's ideas and present them as yours without proper citations. It is plagiarism to use another student's work (current or past) as your own.

Violations of academic honesty will be taken seriously. Please review the UBC Calendar "Academic regulations" for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students' section for useful information on avoiding plagiarism and on correct documentation. Consequences may include failure in the course and suspension from your academic program.

Late Assignments or Late Penalty

Late assignments are not accepted.

Academic Concession

To determine if you're eligible for an Academic Concession, you can check the criteria outlined in the UBC Calendar. This includes Medical circumstances, Compassionate grounds, or Conflicting responsibilities. Some examples include sudden illness, injury, death in the family, or mental health crises. You **must** contact your instructor to apply for an Academic Concession. If you need to request concurrent academic concessions for multiple courses, you should request them directly from Christine Graham at (Christine.Graham@ubc.ca).

Accommodation of Students

The University accommodates students with disabilities who have registered with the Centre for Accessibility. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor and, if necessary, to contact the Centre for Accessibility, preferably not later than the first week of class. 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.

Attendance

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. ([Student Handbook](#)).

Other school policies can be accessed through the [School of Social Work student handbook](#).

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, please share your preferred pronouns. 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.

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. This course will be using Canvas. Canvas can 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; Review statistics on course content being accessed to support improvements in the course; Track participation in team discussion; Assess your participation in the course.

Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. It

is not permitted to record classes, unless permission has been granted by the instructor.

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.