

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.

Year/Term	Fall and Winter 2016 - 2017
Course Title	SOWK 502 – Social Work Practice (6 credits)
Course Schedule	Thursdays, 9:00 am – 12:00 pm
Location	Room 222, Jack Bell Building

Instructor	Office Location	Office Phone	E-mail address
Dr. Grant Charles	Room 337	604–822-3804	grant.charles@ubc.ca
Ricardo Chaparro-Pacheco	Room 334		ricardo.chaparro-pacheco@ubc.ca
Kelly Allison	TBA	604 626 8834	kelly.allison@telus.net

Each instructor will indicate office hours on the first day of class.

Social work is a practice profession. It is based on a foundation of social values, which include: a commitment to social justice, equity, respect for diversity and for critical thinking. Social workers work with individuals, families, groups and communities to realize their potential to enjoy full, active and creative lives. Social workers assist in dealing with loss and change, as well as creating social and environmental conditions to enhance the quality of people's lives. Social workers are advocates, policy analysts, administrators, activists, counsellors, facilitators, mediators, organizers, educators and researchers. They help people obtain services, assist people in understanding the social contexts within which they live, and work for social change, consistent with the values of the profession.

COURSE DESCRIPTION:

Social Work 502 is a required course and is open only to students accepted to the School of Social Work.

The course is an exploration of the core elements of social work practice methods and the corresponding development of fundamental competencies necessary to prepare the student for practice in a variety of settings and to assist the student in the development of an area of practice interest for year two of the Masters of Social Work.

Students will develop knowledge, skills and values necessary for the provision of professional services to individuals, families, groups, and communities within the framework of generalist practice; the change process; and the impact of diversity and oppression.

Generic principles and the generalist concept of practice will serve as an organizing function for the course. Generalist practice methods are developed through understanding and developing problem solving skills: discovering, utilizing and making connections to arrive at unique, responsive solutions. The key components of the change process in generalist practice will be addressed.

The course will reinforce the development of competency in practice theories underpinning the skills necessary to the generalist supporting role. Specific theories of working with groups, community development, and practice with individuals and families will form the foundational development in this course.

LEARNING OUTCOMES:

1. To develop a conceptual framework that provides the student with the skills and strategies to practice and evaluate her/his own practice in the breadth of contexts, working with communities, groups, and individuals and families.
2. To expand the student's conceptual base and to examine beliefs about:
 - self, people, and society, with a particular sensitivity to issues related to culture, race, class, gender, sexuality, age and (dis)ability
 - the dynamics of planned change
 - the helping process.
3. To be aware of the potential implications of the student's own values for personal growth and for practice.
4. To demonstrate the transferability of a generalist approach to a multiplicity of practice situations.

UNIVERSITY POLICIES:

UBC Calendar: "Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes."

Disabilities: The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

Academic Dishonesty: 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.

Retaining Assignments: Students should retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

COURSE POLICIES:

ATTENDANCE AND PARTICIPATION

For this course to be successful, it is imperative that students attend all classes and are prepared (read the required readings) and are willing to actively participate in learning. This is a practice course and emulates a professional practice reality. Hence, we expect you to function as if you are a professional in a service agency. If you are going to miss a class due to illness, you must notify your instructor. Lateness is not acceptable.

SUBMITTING ASSIGNMENTS:

Students can use the drop box located in the main office to submit their assignments or any correspondence to faculty, sessionals or staff. Items will be date-stamped and distributed to the appropriate mailbox throughout the day.

RETURN OF MARKED STUDENT ASSIGNMENTS:

Instructors coordinate the return of marked assignments. The options are as follows: a) the instructor returns the paper to students in class; b) if the paper has been submitted electronically, the instructor will mark it on-line (with track changes) and return to the student on-line; c) the instructor returns the paper to the student by snail mail (the student provides a self-stamped, addressed envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor. Marked papers will no longer be put in a box outside the instructor's office or at the main office counter.

LATE ASSIGNMENTS:

Late assignments must be discussed ahead of time with the instructor, and you must provide a medical certificate.

FORMAT OF THE COURSE:

This course is structured in three modules of eight weeks, each with a different instructor. The first module, Group Work, is taught by Dr. Paule McNicoll. The second module, Community Work, is taught by Dr. Grant Charles. The third module, Practice with Individuals and Families, is taught by Natalie Clark. Each module is a discrete section with separate assignments that will be graded by the respective instructors.

MODULE 1 – COMMUNITY PRACTICE

This module introduces students to community practice through readings, group activities, and discussions on various perspectives and strategies in working with/in communities to achieve change and democratic participation. The focus is on developing an understanding of current approaches to community development, issues in community work, the roles of the social worker and an exploration of a variety of methods for community action. Please note that the articles in this module can be accessed through the UBC Library (Electronic Journals).

SESSION 1: September 8, 2016
Joint Class: Introduction to the course.

SESSION 2: September 15, 2016

Introduction and overview of section: Defining community as a context for practice

Required Reading:

Barman, J. (2007). Erasing Indigenous Indigeneity in Vancouver. *BC Studies*, 155, 3-30.

Hudson, K.D. (2015) Toward a conceptual framework for understanding community belonging and well-being: Insights from a queer-mixed perspective, *Journal of Community Practice*, 23(1), 27-50.

Rothman, J, (2008). Multi-modes of intervention at the macro level. *Journal of Community Practice*, 15(4), 11-40.

Rusch, L. & Swarts, H. (2015) Practices of engagement: Comparing and integrating deliberation and organizing, *Journal of Community Practice*, 23(1), 5-26.

Recommended:

Agnelli, K., Cramer, E.P., Buffington, M. L. Norris, J. & Meeken, L. (2016) Food landscapes: cooking, community service and art-making with teens, *Journal of Community Practice*, 24(2), 205-214.

Coulton, C., Chan, T. & Mikelbank, K. (2011) Finding place in community change initiatives: Using GIS to uncover resident perceptions of their neighborhoods, *Journal of Community Practice*, 19(1), 10-28.

Kang, H-K. (2015) "We're who we've been waiting for": Intergenerational community organizing for a healthy community, *Journal of Community Practice*, 23(1), 126-140.

SESSION 3: September 22, 2016

Overview of approaches to community practice: Models and concepts of community practice/action

Required Reading:

Craig, S.L. (2011) Precarious partnerships: Designing a community needs assessment to develop a system of care for Gay, Lesbian, Bisexual, Transgender and Questioning (GLBTQ) youths. *Journal of Community Practice*, 19(3), 274-291.

Sandoval, G. & Rongerude, J. (2015) Telling a story that must be heard: Participatory indicators as tools for community empowerment. *Journal of Community Practice*, 23(3-4), 403-414.

Recommended:

Badry, D. & Felske, A.W. (2013). An exploratory study on the use of Photovoice as a method for approaching FASD prevention in the Northwest Territories. *First Peoples Child & Family Review*, 8(1),143-160.

Beck, E., Ohmer, M. & Warner, B. (2012). Strategies for preventing neighborhood violence: Toward bringing collective efficacy into social work practice. *Journal of Community Practice*. 20(3). 225-240.

Bucciari, K. & Molleson, G. (2015) Empowering homeless youth: Building capacity through the development of mobile technology, *Journal of Community Practice*, 23(2), 238-254.

SESSION 4: September 29, 2016**Overview of approaches to community practice: Models and concepts of community practice/action****Required Reading:**

Dobbie, D. & Richards-Schuster, K. (2008). Building solidarity through difference: A practice model for critical multicultural organizing. *Journal of Community Practice*, 16(3), 317-337.

Hardina, D. (2014) The use of dialogue in community organization practice: Using theory, values, and skills to guide group decision-making. *Journal of Community Practice*, 22(3), 365-384.

Recommended:

Bagelman, J., Devereaux, F. & Hartley, R. (2016). Feasting for change: Reconnecting with food, place & Camp; Culture. *International Journal of Indigenous Health*, 11(1), 6-17.

Sitter, K.C. & Curnew, A.H. (2016). The application of social media in social work community practice. *Social Work Education*, 35(3), 271–283.

Tunison, S. (2013). The Wicehtowak Partnership: Improving student learning by formalizing the family-community-school partnership. *American Journal of Education*, 119, 565-590.

SESSION 5: October 6, 2016**Resources and communities: Capacity building, social capital and strength based approaches****Required Reading:**

Murphy, J.W. (2010) Service delivery, community development, and disability, *Journal of Social Work in Disability & Rehabilitation*, 9(2-3),223-233.

Yan, M.C. & Sin, R. (2011). The resilience of the settlement-house tradition in community development: A study of neighborhood centers in San Francisco. *Community Development*, 42(1), 106-24.

Recommended:

Penney, J. (2013) Eminently visible: The role of t-shirts in gay and lesbian public advocacy and community building, *Popular Communication*, 11(4), 289-302.

Richards-Schuster, K. & Dobbie, D. (2011) Tagging walls and planting seeds: Creating spaces for youth civic action, *Journal of Community Practice*, 19(3), 234-251.

Wernick, L.J., Woodford, M.R. & Kulick, A. (2014) LGBTQQ youth using participatory action research and theater to effect change: Moving adult decision-makers to create youth-centered change, *Journal of Community Practice*, 22(1-2), 47-66.

SESSION 6: October 13, 2016

Methods and Strategies: Assessment

Required Reading:

Woodford, M.R. & Preston, S. (2011). Developing a strategy to meaningfully stakeholders in program/policy planning: A guide for human services managers and practitioners. *Journal of Community Practice*, 19(2), 159-174.

Kaiser, K.L. (2011) Food Security: An ecological–social analysis to promote social development, *Journal of Community Practice*, 19(1), 62-79.

Recommended:

Cronley, C. Madden, E. & Davis, J.B. (2015) Making service-learning partnerships work: Listening and responding to community partners, *Journal of Community Practice*, 23(2), 274-289.

Ohmer, M.L., Meadowcroft, P., Freed, K., & Lewis, E. (2009). Community gardening and community development: Individual, social and community benefits of a community conservation program, *Journal of Community Practice*, 17(4), 377-399.

SESSION 7: October 20, 2016

Methods and Strategies: Community Assessments

No readings

SESSION 8: October 27, 2016

Methods and Strategies: Community Assessments

No readings

SESSION 9: November 3, 2016

Methods and Strategies: Community Assessments

No readings

MODULE 2– GROUP PRACTICE

This section of Social Work 502 is designed to introduce the theories, concepts and experiences necessary to develop an understanding of group dynamics and effective group skills. Emphasis is placed on the group work continuum from individual to social change goals, the mutual-aid and empowerment models, and the specific skills and strategies for effective facilitation.

Module Format

All sessions will be divided into 2 parts separated by a 15-minute break. Most sessions will comprehend the following 2 components:

1. A lecture or learning activity, and class discussion on Social Group Work practice.
2. A Group Work Technique, which will be facilitated and explained by a different group of class participants.

The order between these components may be rearranged from time to time. The facilitator (i.e., the instructor) will randomly assign class participants into smaller groups, which will be in charge of facilitating and explaining a Group Work Technique. Members of each group will be facilitating/participating in exercises, providing/accepting feedback, and generating discussion questions for the whole class.

SESSION 1 November 10, 2016

History of social work with groups Values & ethical principles

Required

1. Judith A. B. Lee and Carol R. Swenson 573 Breton, M. (1990). Learning from social group work tradition. *Social Work with Groups*, 13(3), 21–34.
2. Wright, W. (2003). "But I want to do a *real* group": A personal journey from snubbing to loving to theorizing to demanding activity-based group work. *Social Work with Groups*, 25, 1-2: 107-12.
3. Standards of social work practice with groups (to be distributed by the instructor via Blackboard).

Suggested

- *Encyclopedia of Groups*, Chapter 1: Group Work History: Past, Present, and Future (pp. 1 – 39), and Chapter 2: Group Work Values (pp. 39-45).
- *Mutual aid groups, vulnerable and resilient populations, and the life cycle*, Chapter 21: Mutual Aid: a buffer against risk (pp. 573 – 596).
- Anneliese A. Singh & Carmen F. Salazar (2010) The Roots of Social Justice in Group Work, *The Journal for Specialists in Group Work*, 35:2, 97-104.

SESSION 2 November 17, 2016

The knowledge base of group work practice – Relational Model and Boston Model Types of groups & skills

Required

1. *Encyclopedia of groups: Group Work Major Models* (pp. 45–59), *Group Work Approaches and Methods* (pp. 59 – 99), and *Group Stages of Development* (pp. 99 – 109)

Suggested

- *Mutual aid groups, vulnerable and resilient populations, and the life cycle* Chapters 1 & 2
- Schiller, L. (2007). Not for women only: Applying the relational model of group development with vulnerable populations. *Social Work with Groups*, 30(1), 11–26.
- Malekoff, A. (2009). Gatekeepers, gatecrashers, and getaways in groups with kids: A mystery story. *Social Work with Groups*, 32,3: 193-208

SESSION 3: November 24, 2016

Group dynamics – Relational Model - pre-group planning

1. Encyclopedia of groups: Preliminary (pp. 109-112)
 2. Mutual aid groups, vulnerable and resilient populations, and the life cycle – Chapter 3: Group Formation: tasks, methods, and skills (pp. 73 – 110).
 3. Comstock, D. L., Duffey, T. & H. St. George (2002) The Relational-Cultural Model: A Framework for Group Process, *The Journal for Specialists in Group Work*, 27:3, 254-272
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SESSION 4 December 1, 2016
Beginning Stage & Convening stage

****GROUP QUIZ****

Required

1. Encyclopedia of groups, Beginning Phase (pp. 112 – 114)
2. Gitterman, A. (2003). Reflections on Dealing with Group Member's Testing of My Authority: Oy Vey. *Social Work with Groups*, 25, 1-2: 185-192.
3. Singh, A. A. & C. F. Salazar (2010) Six Considerations for Social Justice Group Work, *The Journal for Specialists in Group Work*, 35:3, 308-319

Suggested

- Berman-Rossi, Toby (1993). The tasks and skills of the social worker across stages of group development. *Social Work with Groups*, 16C (1/2), 69 - 82.
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SESSION 5 January 5, 2017

Treatment groups

Middle stage: Conflict, Connection/disconnection and creativity

Required

1. *Encyclopedia of groups*, Middle Phase (pp. 114 – 116)
 2. Kristi B. Cannon , Tonya R. Hammer , Stacey Reicherzer & Billie J. Gilliam (2012) Relational-Cultural Theory: A Framework for Relational Competencies and Movement in Group Work With Female Adolescents, *Journal of Creativity in Mental Health*, 7:1, pp. 2-16
 3. Shulman, L. (2003). Learning to talk about taboo subjects: a lifelong professional challenge. *Social Work with Groups*, 25, 1-2: 139-150.
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SESSION 6 January 12, 2017

Social Justice, Empowerment and social action groups

Groups across the lifespan

Required

1. Marcia B. Cohen PhD & Audrey Mullender (2006) The Personal in the Political: Exploring the Group Work Continuum from Individual to Social Change Goals, *Social Work with Groups*, 28:3-4, 187-204.
 2. Manivong J. Ratts, Loni Anthony & KristiAnna Nicole T. Santos (2010) The Dimensions of Social Justice Model: Transforming Traditional Group Work Into a Socially Just Framework, *The Journal for Specialists in Group Work*, 35:2, 160-168
 3. Group work: Select 1 reading from the book *Mutual aid groups, vulnerable and resilient populations, and the life cycle (childhood, adolescent, adult or older adult) come prepared to discuss.*
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SESSION 7 January 19, 2017

Ending stage and evaluation

Required

1. *Encyclopedia of Groups*, Sessional Endings (pp. 117 – 118), and Termination Phase (pp. 118 – 121)
2. *Mutual aid groups, vulnerable and resilient populations, and the life cycle*, Chapter 22: Contemporary Group Practice (pp. 597 – 613).

SESSION 8 January 26, 2017**Conclusions and Class Evaluation**

MODULE 3 – INDIVIDUALS AND FAMILIES

This module of Social Work 502 is designed to introduce the theories, concepts, and competencies necessary to develop an understanding of generalist practice with individuals and families. Through lectures, simulations, role play, readings, discussions, DVD's, students will explore key ideas about effective generalist practice at the micro level. Theories covered will include generalist approaches congruent with a social justice orientation (e.g., Aboriginal social work, ecology, strengths, ecosystems, trauma, wellness, resistance/resiliency and activist frameworks). Consideration of worldview, ethics, and values within social work approaches and how they impact our work with clients. Wise practice approaches and the agency, organizational, and community contexts of practice will be covered. Readings and case examples will include practice from an intersectional perspective, including diversity of age, race, gender, and other interlocking factors.

Text: Healey, K. (2014). *Social Work Theories in Context: Creating Frameworks for Practice* (Second Edition). Palgrave MacMillan.

All articles are available through UBC Library or Connect.

SESSION 1: February 2, 2017**Overview of Generalist Social Work Practice with Individuals and Families****Required Reading:**

Text, Chapter 1,

Heinonen and Spearman (2010) Chapter 2

Harris, Barbara. (2006) *A First Nations' Perspective on Social Justice in Social Work Education*.

SESSION 2: February 9, 2017**Building a Framework****Required Reading:**

Text, Chapters 6

Heinonen and Spearman (2010) Chapter 9.

Gorman, J. (1995). *Being and Doing: Practicing a Secret Profession. Reflections*. 35 – 40.

Swenson, Carol. (1998). Clinical Social Work's Contribution to a Social Justice Perspective. *Social Work*.43 (6).

SESSION 3: February 16, 2017
Problem Solving in Social Work Practice:

Required Reading:

Text, Chapter 7

On-line: research genogram, eco-map

No Class February 23, 2017 Reading Break

SESSION 4: March 2, 2017
Strengths Approach

Required Reading:

Text, Chapter 8

Anderson, K., (2012) Assessing Strengths: Identifying Acts of Resistance to Violence and Oppression. In Saleebey, D. *The Strengths Perspective in Social Work Practice*, Sixth Edition. 182 – 201.

Grant, J.G., and Cadell, S. (2009). Power, Pathological Worldviews, and the Strengths Perspective in Social Work. *Families in Society: The Journal of Contemporary Social Services*.90 (4) 425-430

Graybeal, Clay. (2001). Strengths –Based Social Work Assessment: Transforming the Dominant Paradigm. *Families in Society: The Journal of Contemporary Human Services* (82) 233-242.

SESSION 5: March 9, 2017
Modern/ Critical Approaches

Required Reading:

Text, Chapter 9

Carniol, B. (1992). Structural Social Work: Maurice Moreau's Challenge to Social Work Practice. *Journal of Progressive Human Services* 3(1), p1-20.

SESSION 6: March 16, 2017
Aboriginal Approaches: Guest Speaker TBA

Required Reading:

Heinonen and Spearman, Chapter 12

Verniest, Laura. (2006). *Allying with the Medicine Wheel: Social Work Practice with Aboriginal Peoples*.

Critical Social Work, Vol. 7, No. 1

Sinclair, Raven. (2004) *Aboriginal Social Work Education in Canada – Decolonizing Pedogogy in the*

Seventh Generation. First Nation Child and Family Caring Society of Canada. Vol. 1, #1. 49 – 61

SESSION 7: March 23, 2017
Interventions with Individuals and Families

Required Reading:

Poulin, John et al., (2002). Types of Generalist Social Work Interventions, in Collaborative Social Work: Strengths-Based Generalist Practice. Itasca, Illinois: Peacock. 184 – 193.

SESSION 8: March 30, 2017
Putting It All Together

SESSION 9: April 6, 2017

In-Class Exam

ASSIGNMENTS

PREAMBLE

- All written assignments are to be typed, double-spaced, and demonstrate sound writing skills (grammar, spelling and sentence structure).
- Please submit assignments stapled in the top left-hand corner only. No folders, duo-tangs or plastic covers please.
- Citations and reference style are to follow the guidelines set by the 6th edition of the APA (American Psychological Association) style manual. (Please note that this style cites references in the text of a paper rather than using footnotes. The style guide and a handout describing APA citations are available in the social work reading room.)
- Deadlines for the assignment of grades for grading purposes are established on the basis of the university schedule to assure submission of marks to the Registrar's office. In accordance with university policy, a deadline may be extended only in the event of serious illness or domestic affliction documented by the student's physician and approved by Student Health Services.
- Students who submit papers late in this course will have one mark deducted per day late.

Each module will have assignments and tests related to the specific module.

ASSIGNMENTS: COMMUNITY MODULE

ASSIGNMENT #1 – COMMUNITY ASSESSMENT

The purpose of this assignment is to complete an assessment of a geographic community as well as choose an issue for which a community development intervention would be appropriate. Working in teams of 5-6 people, you will develop a strategy to address the issue. From the time you attend your first class, you should begin to observe your community and reflect on whether there are some specific needs, tensions or concrete problems that could mobilize this community.

PART ONE- Assessment Plan**20%****DUE: October 5, 2016**

You and your team will develop and hand in an eight-to-ten page written outline identifying the community you will be assessing as well as how you plan to gather the information needed for your community assessment. Included in this plan will be a rationale for choosing the identified community, projected sources of information, outcome timelines, roles and responsibilities of team members and a tentative presentation outline. This should be submitted electronically to the instructor at grant.charles@ubc.ca by the person designated by the team to be the main contact for the assignment.

PART TWO - Assessment Presentation**50%****DUE: October 27 and November 3, 2016 (as assigned)**

Using the format developed in class in combination with your team's experience, observations, readings and field research you and your team will assess and map the community. You will also identify the issue and suggest strategies to address it. You will be assigned 40 minutes of class time to present in an agreed upon format the key findings of your assessment along with a plan for beginning to address the identified issue. Please note you will be stopped at the 40 minute mark regardless of whether you have finished your presentation. You and your team are expected to demonstrate an understanding and critical analysis of the principles underlying your selected approach to the issue and of the suggested methods and strategies for dealing with it. You are also expected to refer to at least three of the required/recommended readings during your presentation.

CRITERIA FOR GRADING**Content (50%):**

- An coherent overview of the community is provided
- Issue is clearly explained
- Addresses and discusses the areas for development outlined in the description of the assignment
- Demonstrates an understanding and critical analysis of the principles underlying the selected approach and of the strategies suggested
- Presentation/materials include enough description to familiarize the listeners with the community and the issues
- Proper integration of readings from course

Organization and Coherence (25%):

- There is a clear organization, logical sequence and adequate location of the sections of the presentation as well as of its ideas
- Clearly stated central purpose which is logically and adequately developed.
- Use of acquired knowledge to construct a well-argued and coherent view about the issue.

Presentation Style (25%):

- Creative presentation of materials that engage the audience
- Able to engage the audience during the presentation and the question period.
- Stays away from use of jargon
- Stays within required timelines

ASSIGNMENT #2: REFLECTION PAPER**30%****November 17, 2016**

You will write an eight to ten page paper on your experiences as a member of your community assessment team. Within the paper you will discuss the process your team went through completing the assignments, your role on the team, how your contribution added and/or detracted from team functioning and what you think you learned about yourself. Specifically you will address the following questions in your paper:

1. How satisfied were you with how your team performed during the community assessment and the presentation? In what ways did the team do well? What were the strengths of the team? Where do you think the team could have improved as a team? In what ways did your group perform well? What were strengths? Where could your team have done more effectively and why?
2. How were you able to incorporate your existing knowledge and skills into the community assessment? Was this a struggle at all and, if so, in what ways?
3. What roles and responsibilities did you take on in the team? Do you believe there was an equal sharing of roles and responsibilities? If not, why? If not, what did you do to address the issue?
4. How did your team deal with such issues as: (a) determining roles and responsibilities (b) leadership, (c) conflict and collaboration and (d) communication effectiveness?
5. If your team was to do the assessment over again what would you suggest the team do differently and why? What did you learn from the presentations from the other teams that you would incorporate in your assessment if given another chance?
6. What did you learn about yourself doing the assessment assignment? What would you personally do differently as a team member if you were to do the assessment assignment over again?
7. What are the implications of what you have learned in the assessment for your practice as a social worker? Make reference to at least two of the required or assigned readings in this section of the paper.

The reflective paper should be submitted electronically to the instructor at grant.charles@ubc.ca

ASSIGNMENTS: GROUP PRACTICE MODULE

1. Group facilitation and explanation of a Group Work Technique: 30% - As assigned
2. Group Quiz: 30% -December 1, 2016
3. Group final paper on the follow-up and assessment of a group: 30% - January 26,2017
4. Class participation: 10%

The facilitator will discuss with the class group the grading criteria for each assignment in the first session of the module.

ASSIGNMENTS: INDIVIDUAL AND FAMILIES MODULE

Assignment #1: Assessment paper (50%) due March 16, 2017 at 9:00 a.m.

Assignment #2: Exam on Individuals and Families Modules (40%) to be held during last class

Assignment #3: Participation (10%): Regular attendance, informed participation in class discussions, demonstrated engagement with the assigned course readings.

ASSIGNMENT #1

The goal of Assignment #1 is to complete an assessment with a client. It is an opportunity for you to demonstrate that you understand the process and purpose of a social work assessment. Your client may be real, from your practicum, or based upon previous experiences. If you are working with an actual client please make sure you get informed consent. And as necessary modify the information to protect client confidentiality. If you cannot complete an assessment with someone in your work or practicum, then the instructor will work out an alternative plan with you.

The paper has two parts: (a) The formal assessment component:

- 1) Decide on an approach (or a combination) to use with the client based on class discussions and your reading, to guide your assessment. Check with your agency (practicum or work) to see if any assessment tools are used as you will be guided by the agency's policy. Write your approach up as a series of "lines of inquiry" or areas to cover in the interview. You may want to get as specific as what questions to ask. Include this information as Appendix A. **You will also be required to submit a one-page summary of your approach to the instructor by March 2, 2017.**
- 2) Carry out an assessment interview with the client using the approach you have developed. Complete a genogram or ecomap, whichever is more appropriate, and include this as part of your paper as Appendix B. Identify tentative goals with the client if possible, and interventions to meet those goals.
- 3) Write an assessment of the client, synthesizing the material, including comments on what brought the client to the agency, what his/her perspective is and relevant background information. Areas of information might include other demographics, ethnicity and culture, personal characteristics, life experiences, personal strengths, limitations and contextual issues. Identify the tentative goals, possible obstacles, and possible interventions to meet the goals. Use headings throughout to indicate the areas you are writing about. Write 'as if' the information is going in a file.

(b) The analysis component:

Critically analyze your process of completing the assessment with the client by answering the following questions.

1. What theoretical foundations and sources did you use in the development of your assessment? Quote your sources.
2. Describe the skills you used to conduct the assessment.
3. Were you able to be fully collaborative and client centred in your assessment? Elaborate on your answer. Did you share the paper with the client? What were his/her reactions. If you didn't have a "real person", describe the challenges of not having a "real person".
4. Describe how you locate yourself, and therefore what personal biases and strengths you were aware of that affected both the content and the process of the assessment.

Format: 10-12 page paper: 5-6 pages each section

CRITERIA FOR GRADING

Part A (30%)

Writing is "as if" for a file – information is synthesized, not verbatim.
Effective use of headings and integrated information below each.

Presentation includes enough description but no unnecessary information.
 Well organized, logical sequences and adequate location of sections of the paper.
 Demonstrates an understanding and critical analysis of the principles underlying the selected approach of the strategies suggested.

Part B (30%)

Effective analysis answering all 4 questions.

Theoretical section uses sources according to APA (6th Edition).

Proper integration of readings from course and/or new information from a broader search.

Includes a reference page

Appendices (20%)

Contains a note about consent (not the consent itself due to confidentiality), an eco-map or genogram, lines of inquiry, agency form(s) if used.

Style (20%)

Writing is clear, succinct, no errors in syntax, proper grammar, spelling.

Proper use of references and sources of information. Properly applies APA (6th Edition) for references

UBC 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	73.5	
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 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.