



THE UNIVERSITY OF BRITISH COLUMBIA

**School of Social Work
Course Outline - SOWK 526**

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	2016 Summer
Course Title	SOWK 526 (921): Social Work Practice With Individuals and Couples
Course Schedule	Monday-Wednesday, 5:00-8:00 (Term 1)
Course Location	Jack Bell Bldg 223

Instructor	Office Location	Phone	e-mail address
Dr. Joe Blom	Room 104 - Jack Bell Bldg	(604) 688-5968	Joe.Blom@ubc.ca
Office Hours	After class		

COURSE DESCRIPTION:

Comparative analyses of social work methodologies for the study of intervention with individuals and couples.

Specifically, the course will:

Generally, this course is designed to offer students the opportunity to acquire a comprehensive working knowledge of established and emerging approaches for counselling and psychotherapy with individuals and couples. Special emphasis will be placed on the guiding principles of “starting where the person is,” the case-study method,” and brief therapy. Specifically, the course will help students to:

1. Compare and contrast the purpose, function, and value of foundational treatment approaches with diverse and multicultural clients
2. Learn practical ways and skills to apply this understanding with individuals and couples in terms of their life situations, relationship experiences and self-narratives
3. Develop heightened consciousness of social work issues related to such structural advantages/disadvantages as race, culture, class, gender, able-ness, sexual orientation, and age
4. Draw on the synergy between the therapeutic perspectives of self-psychology, feminist praxis and the narrative approach

5. Be sensitive to the dynamics and nuances regarding the postmodern uses of self, relationship and language

REQUIRED COURSE TEXT: Instructor's course reading package. (Available in the UBC bookstore)

EVALUATION:

- 1) 5 critical reflection papers: 40%. Integrating a weekly reading with relevant practical experiences, previous work/volunteer related experiences (500 words). The last reflection paper should be double in length and comment on the purpose and value of the writing ritual of the reflection papers. Due on the day the reading is covered in class.
- 2) Class participation: 20%
 - a. half hour theory/practice presentation of your choice
 - b. discussion/group presentations
- 3) Term paper (consultation with course instructor is encouraged): 40%
 - a. comparative analysis/integration of 2 foundation theories in terms of an individual/couple situation of your choice
 - b. using one foundation theory, develop and defend a practice approach in terms of a clinical situation of your choice. Ex.: Frankl's Logotherapy, Narrative or Solution-Focused Therapy
 - c. autobiographical, self-narrative-personal myth; details to be discussed later in the term

Term paper a or b should be double-spaced, 12 point font size, typed in APA style, and no more than 12 pages, excluding bibliography, in a form acceptable for journal submission. Reflection papers, term paper and class presentation will be marked in terms of the following criteria:

- Content - thoroughness
- Analysis - comprehension
- Organization - format
- Conciseness - cohesiveness, clarity
- Style and Creativity - grammar/innovativeness

Due date of term paper: June 22.

STRUCTURE OF THE COURSE:

Course objectives will be achieved through mini-lectures, case and group discussions, word studies, role plays, class presentations; psychodrama demonstrations, expressive/art therapy, hypnotherapy, reference to field work, etc.

You are encouraged to use the class as an opportunity for consultation to learn effective/flexible ways to apply a variety of practice theories, principles and techniques, to the best of your comfort and ability.

OUTLINE AND READINGS: A detailed schedule will be distributed on the first day of classes

May 9: Introduction

Course overview and expectations

May 11: "The Talking Cure:" Post-Modern Synergy of Contemporary Healing Practices

Day, Susan X (2nd ed., 2008), "Effective Ingredients of Counseling and Psychotherapy," **Theory and Design in Counseling and Psychotherapy**. Belmont, California: Brooks/Cole, pp. 1-21.

Frame, Marsha Wiggins (2003), "Religion and Spirituality in Counseling," **Integrating Religion and Spirituality into Counseling**. Pacific Grove, California: Brooks/Cole, pp. 1-33.

'Moodley, Roy and William West (2005), "Psychotherapy as Ritual," **Integrating Traditional Healing Practices into Counseling and Psychotherapy**. Thousand Oaks: Sage Publications. pp. 282-292

May 16: Freud's Topography of Conflict Resolution

Archer, James and Christopher McCarthy (2007), "Psychoanalytic and Psychodynamic Theories," in **Theories of Counseling and Psychotherapy**. Upper Saddle River, New Jersey: Pearson/Merrill Prentice Hall, pp. 20-62.

Sayers, Janet (1991). "Introduction: From Patriarchy to Mothering," in **Mothers of Psychoanalysis**. New York: W.W. Norton & Company, pp. 1-19.

May 18 Jung's Symbols and Language of Transformation

Douglas, Claire (2000), "Analytical Psychotherapy," in Raymond J. Corsini and Danny Wedding, (6th ed.) **Current Psychotherapies**. Itasca, Illinois: F.E. Peacock Publishers, pp. 99-132.

Pearson, Carol, S. (3rd Edition, 1998), "Choosing Freedom," **The Hero Within: Six Archetypes We Live By**. New York: HarperSanFrancisco, pp. 17-32.

Blom, Djuwe Joe (2012), **Mythic Adventures in Individuation: The Spiritual Quest of Persephone**. Unpublished Manuscript.

May 23: Adler's Will to Self-Empowerment

Carlson, Jon D. & Matt Englar-Carlson (2008), "Adlerian Theory," in Jon Frew and Michael D. Spiegler, **Contemporary Psychotherapies for a Diverse World**. New York: Houghton Mifflin Company, pp. 93-140.

Gerzon, Robert (1997), "Natural, Toxic and Sacred Anxiety," **Finding Serenity in the Age of Anxiety**. New York: MacMillan, pp. 19-39.

May 25: Roger's Person-Centered Humanness

Murdock, Nancy L. (2004), "Person-Centered Therapy," in **Theories of Counseling and Psychotherapy: A case approach**. Upper Saddle River, New Jersey: Pearson/Merrill Prentice Hall, pp. 108-137.

Miller, Alice (1994), "The Drama Of The Gifted Child And How We Became Psychotherapists," in **The Drama Of The Gifted Child: The Search For The True Self**. New York: Basic Books, pp. 27-51.

May 30: Per's "Gestalt" Perception, Intuition and Awareness

James K. Richard and Burl E. Gilliland (2003, 5th ed.), "Gestalt therapy," in **Theories and Strategies in Counseling & Psychotherapy**. Toronto: Allyn and Bacon, pp. 42-68.

Seaward, Brian Luke (2001), "Mountains, Molehills and Muscles of the Soul,' in **Health and the Human Spirit**. Needham Heights, Massachusetts: Allyn and Bacon, pp. 94-119.

June 1: Existential Therapy – Healing through Experiencing Meaning

Seligman, Linda (2006, 2nd ed.), "Existential therapy," in **Theories of Counseling and Psychotherapy: Systems, Strategies and Skills**. Upper Saddle River, New Jersey: Pearson/Merrill Prentice Hall, pp 192-213.

Blom, Djuwe Joe (2002). **The Autobiography of # 119104: The Lived Theology of Victor Frankl**. Unpublished manuscript.

Faiver, Christopher et. A.I (2001), "Archethemes that Unite Counseling and Spirituality," in **Explorations in Counseling and Spirituality**. Belmont, Ca.: Wadsworth/Thomson Learning.

June 6: Post-Modern Constructivism

Neukrug, Edward S. (1st edition, 2011), "Solution-Focused Brief Therapy," **Counseling Theory and Practice**. Belmont, California: Brooks/Cole Publishing Company, pp. 422-450.

Jones-Smith, Elsie (2012), Narrative therapy," **Theories of Counseling and Psychotherapy: An Integrative Approach**. Thousand Oaks, California: Sage Publications, pp. 425-446.

June 8: East meets West: - Principles and Practices

Walsh, Roger (2008), "Contemplative Psychotherapies," in Raymond J. Corsini and Danny Wedding (8th edition). **Current Psychotherapies**. Belmont, California, Thomson: Brooks/Cole, pp. 437-480.

June 13: Mindfulness

Kornfield, Jack (2008), "Behaviorism With Heart," **The Wise Heart: A Guide to the Universal Teachings of Buddhist Psychology**. New York: Bantam Books, pp. 293-307.

Morgan, Stephanie (2005), "Depression: Turning toward Life," in Christopher Germer, et al. **Mindfulness and Psychotherapy**. New York: The Guildford Press, pp. 130-151.

Epstein, Mark, (1995), "Working Through," **Thoughts Without a Thinker: Psychotherapy from a Buddhist Perspective**. New York: Basic Books, pp. 203-222.

June 15: Restoring/Restorying Self-in-Relation

Mehl-Madrona, Lewis, (2005), "Telling your Story," **Coyote Wisdom: The Power of Story in Healing**. Bear & Company: Rochester, Vermont, pp. 131-150.

Campbell, Joseph, (2004), "Personal Myth," **Pathways to Bliss: Mythology and Personal Transformation**. Novato, California: New World Library, pp. 85-108.

UNIVERSITY POLICIES

Excerpted from the 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 make every effort to notify their instructor ahead of time.

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.

It is recommended that students 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.

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.

ASSIGNMENTS: Please see Evaluation

SUBMITTING ASSIGNMENTS: Students will submit their assignments electronically on the due date as stipulated by the instructor.

RETURN OF MARKED STUDENT ASSIGNMENTS: Instructors coordinate the return of marked assignments. The options are as follows: a) the instructor will mark the paper on-line (with track changes) and return to the student on-line; b) the instructor will return hard copies of the assignments to students in class; c) the instructor returns the paper to the student by regular 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.

LATE ASSIGNMENTS: Students must discuss any potential late assignments and request extensions with the instructor ahead of time. Late assignments without prior approval may result in a deduction to the grade on the assignment. The rule of deduction is 2% a day. Any assignment that is more than a week late will not be accepted without prior approval or a medical certificate.

USE OF ELECTRONIC DEVICES: Students who use electronic devices to aid in their learning process (e.g. laptop computers) must have the wireless capacity device turned off. All cell phones must be turned to vibrate.

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.