

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, 2015 - 16
COURSE TITLE	SOWK 305 – Social Work Practice I (6 credits)
COURSE SCHEDULE	Fridays, 9:00 a.m. – 12:00 p.m., Term I & II
LOCATION	Jack Bell Building, Room 124

Instructor:	Office Location:	Office Phone:	E-mail Address:
Ally Jamieson	Room 104	604-808-9005	ally.jamieson@alumni.ubc.ca
Natalie Clark	Room 229	604-822-5290	Natalie.Clark@ubc.ca
Elizabeth Jones	Room 233	604-822-6220	Elizabeth.Jones@ubc.ca

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 305 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 theories and methods and the corresponding development of fundamental competencies necessary to prepare the student for entry-level generalist practice in a variety of settings.

Students will develop introductory knowledge, skills and awareness of 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 (issues related to culture, race, class, gender, sexual orientation and disability).

Generic principles and generalist practice will serve as an organizing function for the course. Generalist practice methods

are developed through understanding and developing innovative 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 basic competencies in practice theory underpinning the skills necessary to the generalist helping role. Specific theories of community development, working with groups, and practice with individuals and families will form the foundational theory development in this course.

This course is a co-requisite to SOWK 310, SOWK 315 and SOWK 316.

LEARNING OUTCOMES:

1. Develop a conceptual framework that provides the student with the skills and strategies to begin to practice and evaluate her/his own practice in a range of contexts, working with communities, groups, and individuals and families.
 2. Expand the student's conceptual base and to examine beliefs about:
 - a. self, people, and society, with a particular emphasis on culture, race, class and gender
 - b. the dynamics of planned change
 - c. the helping process.
 3. Be aware of the potential implications of the student's own values for personal growth and for practice.
 4. Demonstrate the transferability of a generalist approach to a multiplicity of practice situations.
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UNIVERSITY POLICIES:

"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." (UBC Calendar)

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, are prepared, have read the required readings, and actively participate in learning in the classroom. Non attendance and lateness for any reason may result in the student being disallowed from submitting final papers or writing exams, or completing make up work as required by the instructor.

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 call your instructor and submit a doctor's note. The use of electronic media for anything other than course requirements will not be accepted.

SUBMITTING ASSIGNMENTS:

Students can submit their assignments to the instructor at the beginning of the class on the due date, or by email, or by placement on the Connect site for the course. The instructor will inform the students as to her preferences.

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 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 for six months and then shredded.

LATE ASSIGNMENTS:

Students must discuss any potential late assignments with their instructor and be prepared to have a medical certificate available.

FORMAT OF THE COURSE:

This course is structured in three modules of eight weeks, each with a different instructor. The first module, community work, is taught by Ally Jamieson. The second module, working with groups, is taught by Natalie Clark. The third module, practice with individuals and families, is taught by Elizabeth Jones. Each module is a discrete section with separate assignments that will be graded by the respective instructors.

REQUIRED TEXTS (available at UBC Bookstore/on line):

There are 3 sets of required readings, one for each of the modules. The readings for each module will be discussed in the first class of the course and again at the beginning of each module. There are texts assigned for Modules 1 and 3.

FIRST CLASS – SEPTEMBER 11, 2015

Introductions
Orientation to Generalist practice
Review of each module by the instructors

Required reading: *Heinonen and Spearman. (2010). *Social Work Practice: problem solving and beyond*, 3rd edition. Nelson: Toronto. Chapters 1 – 4.

*This is the text for Module 3.

MODULE 1 – COMMUNITY PRACTICE

This module introduces students to community practice through reflexivity exercises, 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.

Students are expected to complete required readings before each class and be able to participate in class discussions about course readings.

Reflexivity logs are intended to be an informal form of free-writing to promote personal connections with coursework and community practice approaches. Under the honor system, students are trusted to approach reflexivity logs with professional integrity and honest intentions to examine their own practices. As such, students will not be graded on the content of reflexivity logs but will be graded on length (1 page minimum) and whether reflexivity logs have been electronically submitted to the instructor by the assigned due dates.

Text: Delgado, M., Humm-Delgado, D., & University Press Scholarship Online - Frontfile. (2013; 2012). *Asset assessments and community social work practice*. Oxford; New York: Oxford University Press. (Available online through the UBC Library).

Rath, T. (2007). *Strengths Finder 2.0*. New York, NY: Gallup Press (Available at the UBC Bookstore)

Additional articles on SOWK 305 CONNECT Site or available at the UBC Library

SESSION 1: September 18, 2015

Defining “community” and “assets” in the context of community social work practice.

[Students **MUST HAVE COMPLETED** the *Strengths Finder 2.0* assessment online **PRIOR TO CLASS** and **BRING BOOK** to class.]

Reflexivity log #1: Practice Strengths (Due Wednesday, September 23rd). 1 page minimum.

- What are some of your strengths that you bring to social work practice? How have you gained those strengths and what do you do to develop and maintain those strengths? In what ways do you recognize assets in communities you belong to?

Required reading:

Delgado and Humm-Delgado (2013;2012). **Chapter 2** Definitions, History, Elements, and Boundaries

Green, J.J. (2008). Community Development as Social Movement: A Contribution to Models of Practice. *Community Development*. 39(1), pp. 50-62.

Roth, T. (2007). *Strengths Finder 2.0*, Finding Your Strengths – Introduction, pp 1-31

SESSION 2: September 25, 2015

Adversity and changing contexts

Reflexivity log #2: Practice Contexts (Due Wednesday, September 30th). 1 page minimum.

What communities do you belong to? How might adversity affect communities in terms of both challenges and resiliency? How has adversity in your life influenced your approach to community practice?

Required reading: Delgado and Humm-Delgado (2013;2012) **Chapter 3** Values and Principles Underpinning Asset Assessments; **Chapter 4** Rewards, Challenges, and Ethical Dilemmas in Undertaking Community Asset Assessments

SESSION 3: October 2, 2015

Models on approaching community practice

Reflexivity log #3: Community Assets (Due Wednesday, October 7th). 1 page minimum.

- What does "community asset" mean to you? Discuss how the different types of human capital (social, human, and moral assets) might be both visible and invisible in a community you are a member of.

Required reading: Delgado and Humm-Delgado (2013;2012) **Chapter 5** Analytical Framework for Undertaking Assessments; **Chapter 6** Community Asset Assessment Methods

SESSION 4: October 9, 2015

Community Asset Mapping and Assessments

COMMUNITY ASSESSMENT GROUP PLAN DUE

Reflexivity log #4: Community Ethics (Due Wednesday, October 14th). 1 page minimum.

- How does your group's assigned community appear to respond to challenges that appear to have no clear solution? How do you respond to ethical dilemmas? Describe differences and similarities between your personal response to ethical dilemmas and the potential response of your groups assigned community. Has your group identified group project goals and a vision for completion? If so, in what ways were each group member part of that process? If not, what were some of the struggles preventing common purposes from being realized and how might those challenges been addressed differently?

Required reading: Delgado and Humm-Delgado (2013;2012) **Chapter 7** Community Mapping Strategies

SESSION 5: October 16, 2015

Community Activism and Reflexivity

Reflexivity log #5: Community Practice and Leadership (Due Wednesday, October 21th). 1 page minimum.

- What kinds of leadership styles are present in your group and how do you approach each style? What style of leadership do you possess and how does this approach interact with other styles? If you are more task-oriented, how do you adapt to changes as the group project evolves? If you are more change-oriented, how do you adapt to group needs for stability in task management?

Required reading:

Delgado and Humm-Delgado (2013;2012) **Chapter 8** Reporting Findings

Bent-Goodley, T.B. (2015). A Call for Social Work Activism. *Social Work*. 60(2), pp. 101-103

Clark, C. (2006). Moral Character in Social Work. *The British Journal of Social Work*, 36:1, p. 75-89

SESSION 6: October 23, 2015

Leadership and community social work

Reflexivity log #6: Community Integrity (Due Wednesday, October 28th). 1 page minimum

- In what ways were you able to “walk the talk” in your groups community assessment? How connected did you feel personally with the community you were assigned and what factors influenced the degree of personal investment you felt to the project?

Required reading:

TBA

SESSION 7: October 30, 2015

Community social work: Lessons Learned

Reflexivity log #7: Reflection on Community Practice (Due Wednesday, November 4th). 1 page minimum

- What ‘new’ personal strengths have become more visible over the past couple of months? How will you nurture and further develop your personal strengths for the remaining modules of this course? Have you seen anyone else’s strengths emerge since early September? How has it felt to watch that person’s strengths develop over time? Can personal assets become community assets?

Required reading:

TBA

SESSION 8: November 6, 2015

Community Assessment: Group Poster Presentations

MODULE 2 – GROUP WORK

This section of Social Work 305 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, relational-cultural and empowerment models, and the specific skills and strategies for effective facilitation.

MODULE FORMAT

The first hour of most classes will be a review of the topic of the week, with time allotted for questions. After a break, student will practice the new learning in small groups. The end of the class will be a plenary with time for questions and discussion. The order between lecture and practice class may be reversed from time to time. On the first week of the course, the instructor will assign you to a group of 6 to 7 students. Members of each group will be facilitating/participating in exercises, providing/accepting feedback, and generating discussion questions for the whole class.

Text:

Gitterman, A. (2008). *Encyclopedia of Social Work with Groups*. Routledge Member of the Taylor and Francis Group.

Gitterman, A. & Shulman, L. (Eds.). (2005). *Mutual aid groups, vulnerable and resilient populations, and the life cycle*. 3rd Edition. New York: Columbia University Press.

Journals:

Social Work with Groups

Both books and all readings available on-line and/or through UBC Library.

SESSION 1: November 13th 2015

History of social work with groups - Grounding in our own experience: Reflexivity, values & ethical principles

Required reading:

Text: Encyclopedia of Social Work with Groups – Chapter 1 pp. 1 – 39 and Chapter 2 pp. 39-45.

Text: Mutual aid groups, vulnerable and resilient populations, and the life cycle Chapter 21

Baskin, C. (2011). *Strong Helpers Teachings: The Value of Indigenous Knowledges in the Helping Professions*. Chapter 2: The Self is Always First in the Circle pp. 25-45.

Suggested Readings:

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,

Graveline, J. F. *Circle Works: Transforming Eurocentric Consciousness* (1998). Revitalizing a Traditional Worldview pg. 49-70 and Talking Circle as Pedagogy pg. 136 -152.

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.

SESSION 2: November 20th, 2015

The knowledge base of group work practice -Relational Model and Boston Model - types of groups & skills

Required reading:

Text: Encyclopedia of Social Work with Groups: Major Models pp. 45 – 59, Approaches pp. 59 - 99 and Group Stages of Development pp. 99 – 109

Text: Mutual aid groups, vulnerable and resilient populations, and the life cycle Chapter 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.

SESSION 3: November 27th, 2015

Group dynamics – Relational Model and Pre-group planning

Required reading:

Text: Encyclopedia of Social Work with Groups. Preliminary pp. 109-112

Text: Mutual aid groups, vulnerable and resilient populations, and the life cycle Chapter 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.

Suggested Readings:

Anneliese A. Singh & Carmen F. Salazar (2010) Six Considerations for Social Justice Group Work, *The Journal for Specialists in Group Work, 35*:3, 308-319.

Exemplary paper. I will email you this paper ahead of time.

SESSION 4: December 4th, 2015

Beginning Stage & Convening stage

Required reading:

Text: Encyclopedia of Social Work with Groups – Beginning Phase pp. 112 – 114

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.

Quiz # 1

SESSION 5: January 8th, 2016

Treatment groups- Middle stage: Conflict, connection/desequilibrium and creativity

Required reading:

Text: Encyclopedia of Social Work with Groups – Middle Phase pp. 114 – 116

Cannon, K. B., Hammer, T. R., Reicherzer, S. & B. J. Gilliam Relational-Cultural Theory: A Framework for Relational Competencies and Movement in Group Work With Female Adolescents. *Journal of Creativity in Mental*

Suggested reading:

Gadsby, C., Clark, N. & S. Hunt (2006). *It's A Girl thang* available http://mcs.bc.ca/pdf/its_a_girl_thang.pdf

SESSION 6: January 15th, 2016

Social justice, empowerment and social action groups – Groups across the lifespan

Required reading:

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

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

SESSION 7: January 22nd, 2016

Ending stage and evaluation

Required reading:

Text: Encyclopedia of Social Work with Groups: Endings and Termination pp. 117-122

Text: Mutual aid groups, vulnerable and resilient populations, and the life cycle – Chapter 22

SESSION 8: January 29th, 2016

Quiz # 2 and group celebration (endings)

MODULE 3 – INDIVIDUALS AND FAMILIES

This module of Social Work 305 is designed to introduce the knowledges, skills, concepts, and competencies necessary for beginning generalist practice with individuals and families. Through lectures, simulations, role play, discussions, readings (both current and classic), and other media, students will explore key ideas about effective generalist practice with a social justice orientation at the micro level.

Text: Heinonen, T., and Spearman, L., (2010) *Social Work Practice: Problem Solving and Beyond. Third Edition.* Nelson: Toronto

Additional articles on SOWK 305 Connect Site or available at the UBC Library

SESSION 1: February 5, 2016

Generalist practice: focus on individuals and families

Required Reading:

Review Text, Chapters 1 - 4

Harris, Barbara. (2006) A First Nations' Perspective on Social Justice in Social Work Education. *The Canadian Journal of Native Studies.* XXVI, 2: 229 – 263.

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

SESSION 2: February 12, 2016

Constructing Practice Framework: important theoretical orientations

Required Reading:

Text, Chapters 9, 10.

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

Larson, Grant. (2012). Theories and Values in Action, in *Shifting Sites of Practice*, Drolet, J., Clark, N., and Allen, H. Pearson: Toronto.

Walsh, Joseph, Interview: Theories for Clinical Social Work Practice, Episode 52: socialworkpodcast.blogspot.ca/2009/08/theories-for-clinical-social-work.html

NO CLASS FEBRUARY 19, 2016, READING BREAK

SESSION 3: February 26, 2016

Problem Solving in Social Work Practice

Required Reading:

Text, Chapter 8

On line: research genogram, eco-map

SESSION 4: March 4, 2016

Strengths Based Practices

Required Reading:

Anderson, Kim. (2013) Assessing Strengths: Identifying Acts of Resistance to Violence and Oppression. In Saleebey, D., *The Strengths Perspective in Social Work Practice*, 6th 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 (3) 233 – 242.

SESSION 5: March 11, 2016

Feminist and Structural Approaches

Required Reading:

Text, Chapters 13, 14

SESSION 6: March 18, 2016

Aboriginal Approaches

Required Reading:

Text, 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.

NO CLASS, March 25, 2016, GOOD FRIDAY

SESSION 7: April 1, 2016

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.

Birkenmaier, J., Berg-Weger, M., & Martha, P. (2011). The Practice of Generalist Social Work. Taylor and Francis. Chapter 5, *Intervening in Context*. 173 – 188.

SESSION 8: April 8, 2016

Putting it all Together: Review and preparation for the exam

Required Reading:

Text, Chapter 15

The exam for this section of the course will be held during the university exam period in April.

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 has specific assignments and exams.

ASSIGNMENTS: COMMUNITY DEVELOPMENT MODULE

Reflexivity Logs (20%):	#1 due Wednesday, September 23, 2015
	#2 due Wednesday, September 30, 2015
	#3 due Wednesday, October 7, 2015
	#4 due Wednesday, October 14, 2015
	#5 due Wednesday, October 21, 2015
	#6 due Wednesday, October 28, 2015
	#7 due Wednesday, November 4, 2015
Assignment #1 (20%):	Community Assessment Group Plan - due Friday, October 2, 2015
Assignment #2 (30%):	Community Assessment Poster Presentation - due Friday, October 30, 2015
Assignment #3 (30%):	Reflection Paper - due November 13, 2015

REFLEXIVITY LOGS (20% of total Community Module grade) 7 TOTAL/DUE WEEKLY **ELECTRONIC SUBMISSIONS ONLY**

The purpose of your weekly reflexivity log is to help you explore various ways your personal practices connect with your community and how you approach community social work practice. Insights gleaned from these reflexivity experiences can be used to enhance your final reflection paper.

Each reflexivity log will need to be a minimum of 1 page (no maximum) and formatted in the font and spacing of your choosing. To receive full credit reflexivity logs must be submitted electronically to the instructor by midnight of the due date. Late submissions will result in the loss of one percentage point (1%).

GROUP ASSESSMENT PLAN (20% of total Community Module grade) DUE OCTOBER 9, 2015 **ELECTRONIC SUBMISSIONS ONLY**

You and your group will develop an 8 – 10 page written outline identifying the community you will be assessing. Your team will be responsible for submitting its assessment plan to the instructor and TA by the designated primary contact for your group for this assignment.

The following components will need to be included:

1. Which community you will be assessing
2. How you will gather information needed for your community assessment
3. Your groups rationale for choosing the identified community
4. Projected sources of information
5. Timelines for completion of tasks
6. Roles and responsibilities of team members
7. How you will design your poster presentation

COMMUNITY ASSESSMENT POSTER PRESENTATION IN ROOM 124 (30% of total Community Module grade) **DUE NOVEMBER 6, 2015**

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 your assigned community. Your group will need to develop a handout detailing community assets, main issues confronting the community, current strategies and resources used to address main issues, and how community members can actively learn more about those strategies and resources.

SOWK 305 – 2015 - 16

page 14 of 20

Social Work Practice I

The poster board surface area should be 4' (122cm) high and 6' (183 cm) wide. Prepare a label indicating (a) the name identifying your community and (b) the group member names and course name at the top of your poster space. A copy of your handout should be posted in the upper left-hand corner of the poster board. Keep in mind that your illustrations will be

ASSIGNMENTS: GROUP WORK MODULE

Assignment #1: 2 quizzes December 4th 2015 and January 29th 2016 (20% each). I will email you an example of a past examination to help you prepare.

Assignment #2: Final paper (50%) due on Friday, February 12th, 2016.

Assignment #3: Class reflection journal (10%). Online submission every week.

Description:

For your paper, you will develop a proposal for a specific group with a specific population in a specific setting. You will

- Research the population, their needs for group and the type of employment setting you think will be appropriate for this group
- Review the literature for examples of similar groups or groups with similar populations and apply the learning to your own group proposal
- Identify the purpose of the group and describe what type of group would be most appropriate for the situation (open/closed, brief/long-term, mutual-aid/empowerment, etc.)
- Describe potential participants and recruiting strategy
- Describe the content of group sessions. If the group is not structured, provide an example of a possible problematic dynamic and explain how you would address it.
- Describe your plan to evaluate the work of the group
- Include a reflexive statement about your role and the group, consider your intersectional social location, values and ethics important for this group.
- Students will explore these questions: What is the client need? How does it fit into the agency context? How can group work be helpful? What type of groups are indicated and for whom? What are the barriers or obstacles to the development of groups in these cases? How will the obstacles be overcome? What is the group's purpose? What are the recruitment, composition, leadership and evaluation strategies?

MORE DETAILS ON THE FINAL PAPER

For your paper, you will develop a proposal for a specific group with a specific population in a specific setting. You will include the following key components:

- Grounding in own experience: Include a reflexive statement about your role in the group and ethics and values that will guide your work in the group from an intersectional perspective that considers the impact of gender, race, class and other factors
 - Literature review:
 - Research the population from an intersectional and social justice perspective, the need for the group and the type of employment/or community setting you think will be appropriate for this group and
 - Review the literature for examples of similar groups or groups with similar populations and apply the learning to your own group proposal
 - Group Model and Description:
 - Identify the purpose of the group and an agency/community setting where this group will be facilitated. Describe what type of group would be most appropriate for the situation (open/closed, brief/long-term, mutual-aid/empowerment, etc.) and for the community
 - Describe the composition of the group considering potential participants from an intersectional perspective and pre-group recruiting strategy (agency, neighbourhood etc.)
 - Group Content: Describe the content of group sessions. If the group is not structured, provide an example of a possible problematic dynamic and explain how you would address it.
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- Evaluation: Describe your plan to evaluate the work of the group

Grading criteria for the paper:

Grounding in Own Experience/Reflexivity 10 marks

Literature review = 30 points

Description of group format, themes and process = 30 points

Fit between the literature, group components, format/themes/process and evaluation = 30 points

"I expect papers to be readable, in a good format, with few typos or grammatical errors. If you present something that is not in a reasonable form, I'll talk to you, but be aware that I may deduct points for poor presentation."

The paper will be: about 10-12 pages long and due in hard copy on Friday February 12th 2016 by 4 pm.

ASSIGNMENTS: INDIVIDUAL AND FAMILIES MODULE

- Assignment #1:** Assessment paper (50%) due March 18, 2016 at 9:00 a.m.
- Assignment #2 :** Exam on Individuals and Families Modules (40%) to be held during the UBC exam period
- Assignment #3:** Participation (10%): Regular attendance, informed participation in class discussions, demonstrated engagement with the assigned course readings.

Participation marks will be given to reflect your attendance, promptness, active participation in facilitation exercises and discussions. Be aware that each absence will cost 1.5 points and each lateness will be deducted at .5 point. If you are absent 3 times or more, you will receive 0 and you may not be allowed to take the final exam.

ASSIGNMENT #1

The goal of Assignment #1 is to engage in an assessment process 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 from a current work experience. If you are working with an actual client, please make sure you get informed consent and consent from your practicum supervisor. And as necessary modify the information to protect client confidentiality. A second option is to complete an assessment with a classmate role playing a client. If you cannot complete an assessment with someone in your work or practicum or with a classmate, please talk to the instructor or TA to decide on mutually agreeable option.

The Process of This Assignment

Find a 'client' and research an approach to take for the assessment

- 1) Choose to work with a client from work or practicum, or a classmate role playing a client. If the latter, choose an agency within which to locate the work – preferably your practicum agency.
- 2) Decide on an approach (or a combination of approaches) 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. Research and write your approach up as a series of "lines of inquiry" or areas to cover in the assessment process. You may want to get as specific as what questions to ask.

A summary of #1 and #2 are due FEBRUARY 26, 2016 on Connect. One page single spaced is adequate. 10% of the total grade.

Complete an interview

- 3) 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 (an Appendix). Identify tentative goals with the client, and interventions to meet those goals (although this might not always be possible, depending on the work together).

Write The Paper:

4) **Part A of the Paper: The Assessment.** Write up the assessment of the client, synthesizing the materials, 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 as determined in your design (#2 above). Identify the tentative goals, etc., if you got that far in the assessment interview. Use headings throughout to indicate the areas you are writing about. Write 'as if' the assessment is going on a file.

5) Part B of the Paper: The Analysis

Critically analyze your process of completing the assessment with the client by answering the following questions. Use these questions as headings in this part of the paper.

- 1) What theoretical foundations and sources did you use in the development of your assessment? Quote your sources using APA.

- 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" client, describe the challenges and benefits.
- 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.

5) Appendices to the Paper

The following should be appendices to the paper:

- Your submission of February 27 outlining choice of client and your approach
- The ecomap, genogram, or other additional assessment tools
- A note about informed consent
- Agency forms (if used)

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 sequence and adequate location of the 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.

Effectively locates self in relation to the work.

Includes a references 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 or typing, proper grammar, spelling

Proper use of references and sources of information. Applies properly 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.