

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 502 – Social Work Practice I (6 credits)**
COURSE SCHEDULE **Thursday, 9:00 a.m. – 12:00 p.m., Term I & II**
LOCATION **Jack Bell Building, Room 222**

| Instructor: | Office Location: | Office Phone: | E-mail Address: |
|--------------------------|-------------------------|----------------------|---------------------------------|
| Ricardo Chaparro-Pacheco | Room 334 | 778-321-5082 | Ricardo.chaparro-pacheco@ubc.ca |
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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 participation, 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 and 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 contact their instructors as soon as possible.

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 pedagogical purposes. The examination remains the property of the university.

SOWK 502 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.

ASSIGNMENTS

- 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 exams related to the specific module.

SUBMITTING ASSIGNMENTS:

Students can submit their assignments in class or make other arrangements with the instructor.

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 selfstamped, 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.

The first session of this course, *September 10, 2015*, will be held with all three instructors giving an orientation to the course.

MODULE 1- COMMUNITY PRACTICE

LEARNING OUTCOMES FOR THE MODULE

This module introduces class participants to Community Social Work practice & research, aiming towards the realization of human dignity and social justice. It has two components: 1) theoretical foundations, and 2) community assessment and planning tools. This module provides learners with opportunities to develop knowledge, skills, and attitudes related to situating their own practice within a community context from a critical psychosocial approach, as well as to assessing and preparing an action plan for accompanying communities following the ethical standards of the Social Work profession.

2015 has been marked by the release of *Honouring the Truth, Reconciling for the Future*, the Summary of the Final Report of the Truth and Reconciliation Commission (TRC) of Canada. This is a long awaited achievement that calls Social Work as a scholar discipline in general to contribute in the realization of reconciliation, while posing several challenges for Community Social Work practice and research in particular. Such challenges will be explored in this class.

MODULE FORMAT

All sessions will be divided into 2 parts separated by a 15-minutes break. Most sessions will comprehend the following 3 components:

1. A group presentation and class discussion of a section of the TRC's Summary of the Final Report.
2. A Community Work Technique, which will be facilitated and explained by a different group of class participants.
3. A lecture and/or a learning activity on Community Social Work practice and research, applying the topics involved in the other two components.

The order between these three components may be rearranged from time to time. The facilitator (i.e., the instructor) will randomly assign class participants into 5 smaller groups, which will be in charge of presenting a section of the TRC's Report, and facilitating a Community Work Technique. Each group can decide if they do both activities in one same session or two separate sessions, depending on what arrangements they can make with the other groups.

MODULE TEXTBOOKS:

All readings are available online and/or through UBC Library online (e-books & electronic journals*):

- Truth and Reconciliation Commission (TRC) of Canada. (2015). *Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada*. Chapter V: The Challenge of Reconciliation (pp. 239-373). Full document, available at:

* Only the suggested reading for Session 4 is not available online, but it is included here if class participants want to further explore the topic discussed in class.

http://www.trc.ca/websites/trcinstitution/File/2015/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf

- Hyland, Stanley. (2005). *Community building in the twenty-first century*. Santa Fe: School of American Research (SAR) Press. Full document, available through: <http://library.ubc.ca>
- The Society for Community Research and Action (SCRA). (2010). *How to Help Your Community Recover from Disaster: a manual for planning and action*. Full document, available at: http://www.scra27.org/files/2114/0605/7122/SCRA_Disaster_Recovery_Manual.pdf

Suggested book:

- Riaño-Alcalá, Pilar (ed.). (2011). *Remembering and Narrating Conflict: resources for doing historical memory work*. Chapter C: The Methodological Dimension of Memory Work: ways to elicit memory (pp. 60-113), and Appendix: Memory activities in more detail (pp. 150-167). Full document, available at: <http://reconstructinghistoricalmemory.com>

Session 1 – September 17th, 2015

Critical psychosocial approach & Intersectionality: community as context for Social Work's practice and research.

Required readings:

- SCRA. (2010). *How to Help Your Community Recover from Disaster: a manual for planning and action*. Parts I. Introduction, and II. Communities, the Effects of Disasters, and Resilience (pp. 3-21)
- Canada's TRC. (2015). *Honouring the truth, reconciling for the future*. Chapter VI: Calls to Action (pp. 393-411).

Suggested reading:

- Austin, M.J., Coombs, M. & Barr, B. (2005). Community-centered clinical practice: Is the integration of Micro and macro social work practice possible? *Journal of Community Practice*, 13(4), 9- 29.

1st. Community Work Technique: Spiderwebs & Sample Workshop Agenda (by the facilitator)

Session 2 – September 24th, 2015

Questioning notions on “Community”

Required readings:

- Oliver-Smith, Anthony. (2005). Communities after Catastrophe: reconstructing the material, reconstituting the social. In: Hyland, S. (2005). Pp. 45-70.
- Canada’s TRC. (2015). *Honouring the truth, reconciling for the future*. The Challenge of Reconciliation, Part 1 (pp. 239-265: Setting the Context; Treaties: honouring the past and negotiating the future; Revitalizing Indigenous Law: truth, reconciliation, and access to justice; Reconciliation and Accountability).

Suggested reading:

- Baba, M. (2005). Virtual Community: an oxymoron at work? Creating community in a globally distributed work group.
 - SCRA. (2010). *How to Help Your Community Recover from Disaster: a manual for planning and action*. Parts VI. Types of Communities and Outreach to Diverse Groups (pp. 43-58)
- 2nd. Community Work Technique: Bodymaps

Session 3 – October 1st, 2015

International Social Work (ISW): Questioning notions on “Development”

Required reading:

- Von Willigen, John. (2005). Community Assets and the Community-Building Process: historic perspectives. In: Hyland, S. (2005). Pp. 25-44.
- Canada’s TRC. (2015). *Honouring the truth, reconciling for the future*. The Challenge of Reconciliation, Part 2 (pp. 265-290: Moving from Apology to Action).

Suggested readings:

- Galeano, Eduardo. (s.f.). To be like them.
- Schmidt, Glen. (2014). Resource development in Canada’s North: impacts on families and communities. *Journal of Comparative Social Work*, 9 (2).

3rd. Community Work Technique: Walking Maps

Session 4 – October 8th, 2015

Do No-Harm I: Ethical principles in community practice

Required reading:

- Wessells, M. (2008). Do No Harm: challenges in organizing psychosocial support to displaced people in emergency settings. *Refuge*, 25 (1), pp. 6-14.
- Canada's TRC. (2015). *Honouring the truth, reconciling for the future*. The Challenge of Reconciliation, Part 3 (pp. 290-323: Education for Reconciliation; Role of Canada's Museums and Archives in Education for Reconciliation).

Suggested reading:

- Anderson, Mary. (1999). *Do No Harm: how aid can support peace – or war*. Boulder, Colo.: Lynne Rienner Publishers (not available online).

4th Community Work Technique: Timelines

Session 5 – October 15th, 2015

Do No-Harm II: Community in Context

Required reading:

- SCRA. (2010). *How to Help Your Community Recover from Disaster: a manual for planning and action*. Part III. Working Together with Others in your Community (pp. 22-32)
- Canada's TRC. (2015). *Honouring the truth, reconciling for the future*. The Challenge of Reconciliation, Part 4 (pp. 323-348: Public memory: Dialogue, the Arts, and Commemoration).

Suggested reading:

- Inter-Agency Standing Committee (IASC). (2007). *IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings*, pp. 93-114.

5th Community Work Technique: Image & Memory Quilts

Session 6 – October 22nd, 2015

Participative diagnostics & Community planning

Required reading:

- SCRA. (2010). *How to Help Your Community Recover from Disaster: a manual for planning and action*. Parts IV. Assessing Community Needs and Assets, and V. Making an Action Plan (pp. 33-42)
- Canada's TRC. (2015). *Honouring the truth, reconciling for the future*. The Challenge of Reconciliation, Part 5 (pp. 348-371: Media and Reconciliation; Sports: inspiring lives, healthy communities; Corporate sector: Land, sustainability, and economic development; We are all Treaty people: Communities, alliances, and hope).

Suggested reading:

- Inter-Agency Standing Committee (IASC). (2007). *IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings*, pp. 93-114.

6th Community Work Technique: Mental Maps

Session 7 – October 29th, 2015***Community & Collaborative Research*****Required reading:**

- Riaño-Alcalá, Pilar (ed.). (2011). *Remembering and Narrating Conflict: resources for doing historical memory work*. Chapter A: Introduction (pp. 12-21)
- Schensul, Jean J. (2005). Strengthening Communities through Research Partnerships for Social Change. In: Hyland, S. (2005). Pp. 191-218.

Suggested reading:

- Riaño-Alcalá, Pilar, and Baines, Erin. (2011). The Archive in the Witness: Documentation in settings of chronic insecurity. *International Journal of Transitional Justice*, 5 (3), pp. 412-433.

7th Community Work Technique: Theatre of the Oppressed (by special guest)

Session 8- November 5th, 2015***Conclusions and Class evaluation*****Required reading:**

- Arriaza, L., & Roht-Arriaza, N. (2008). Social Reconstruction as a Local Process. *The International Journal of Transitional Justice*, 2, 152-172

8th Community Work Technique: Focused Groups & Closing Activities (by the facilitator).

ASSIGNMENTS & MODULE ASSESSMENT

- Group presentation of a section of the TRC's Summary of the Final Report: **30%**
- Group facilitation and explanation of a Community Work Technique: **30%**
- Individual final paper on the ethical standards for applying the recommendations of Canada's TRC, from the perspective of Community Social Work practice and research: **40%.**

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

MODULE 2 - GROUP WORK

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, 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

Alex Gitterman. (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.

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

Journals:

Social Work with Groups

SESSION 1

November 12th, 2015

History of social work with groups

Grounding in Our own experience: reflexivity

Values & Ethical principles

Required readings:

- *Encyclopedia of Groups* – Chapter 1 pp. 1 – 39 and Chapter 2 pp. 39-45.
- *Mutual aid groups, vulnerable and resilient populations, and the life cycle* Chapter 21
- 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,
- 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.
- Standards of social work practice with groups (emailed out)

Suggested Readings:

- 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.
- 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.

SESSION 2

November 19th, 2015

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

Required reading:

- *Encyclopedia of groups*: Major Models pp. 45 – 59, Approaches pp. 59 - 99
- and Group Stages of Development pp. 99 – 109
- *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.

Suggested Readings:

- 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 26th, 2015

Group dynamics – Relational Model Pre-group planning

Required readings:

- *Encyclopedia of groups* Preliminary pp. 109-112
- *Mutual aid groups, vulnerable and resilient populations, and the life cycle* Chapter 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,
- 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,
- Magtoto, Joanne (2012). Support and Education group for cancer survivors. Exemplary paper submitted last year. I will email you this paper ahead of time.

SESSION 4

December 3rd, 2015

Beginning Stage & Convening stage

Required readings:

- *Encyclopaedia of 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.
- 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.

Quiz #1

SESSION 5 January 7th, 2016***Treatment groups******Middle stage: Conflict, Connection/disconnection and creativity*****Required reading:**

- *Encyclopaedia of 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 Health*
- Shulman, L. (2003). Learning to talk about taboo subjects: a lifelong professional challenge. *Social Work with Groups*, 25, 1-2: 139-150.
- Resource: 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 14th, 2016***Social Justice, Empowerment and social action groups***
Groups across the lifespan**Required reading:**

- Cohen, M. B. and Mullender, A. (1999). The personal in the political: Exploring the group work continuum from individual to social change goals. *Social Work with Groups*, 22: 13-31.
- 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 21st, 2016***Ending stage and evaluation***

Required reading:

- *Encyclopaedia of Groups: Endings and Termination* pp. 117-122
- *Mutual aid groups, vulnerable and resilient populations, and the life cycle* – Chapter 22

SESSION 8

January 28th, 2016

Quiz #2 (2 hours) and group celebration (endings)

ASSIGNMENTS: GROUP PRACTICE MODULE

Assignment #1: 2 Quizzes December 3rd 2015 and January 28th, 2016 (**20% each**)

Assignment #2: Final paper (**50%**) due on Friday February 12th, 2016. I will email you an example of an excellent paper from last year, so you will be aware of my expectations for this assignment.

Assignment #3: Class reflexive journals, online weekly submission. (**10%**).

Class participation I am expecting from you: regular attendance, promptness, informed participation in class discussions, active participation in facilitation exercises, and demonstrated engagement with the members of your sub-group and assigned course readings. There won't be participation grades as such, but each absence will cost 1.5 points. Those who email with a valid excuse when absent will be given one free pass. Checking emails and otherwise not fully participating in class will also cost points, as these behaviours disturb your own learning as well as the learning of others and affect the quality of the course.

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.

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 12-15 page long and Due in the Main office by 4:00 p.m. on Friday, February 12th, 2016

Social Work Practice with 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 and discussions, students will explore key ideas about effective generalist practice at the micro level.

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

All articles are available online, through UBC Library.

SESSION 1: February 4, 2016

Overview of Generalist Social Work Practice with Individuals and Families

Required Reading:

- Text, Chapter 1,
- Heinonen and Spearman (2010) Chapter 4
- Harris, Barbara. (2006) *A First Nations' Perspective on Social Justice in Social Work Education*.

SESSION 2: February 11, 2016

Building A Framework of Practice

Required Reading:

- Text, Chapters 2
- 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).
- O'Leary, P., Tsui, M. & Ruch, G. (2013). The Boundaries of the Social Work Relationship Revisited: Towards a Connected, Inclusive and Dynamic Conceptualisation. 43 (1) 135-153.

NO CLASS FEBRUARY 18, 2016, READING BREAK

SESSION 3: February 25, 2016

Problem Solving in Social Work Practice

Required Reading:

- Text, Chapter 6 and 7
- Heinonen and Spearman (2010) Chapter 4.

On line: research genogram, eco-map

SESSION 4: March 5, 2015

Strengths Approach

Required Reading:

- Text, Chapter 8
 - Anderson, K., (2012) Assessing Strengths: Identifying Acts of Resistance to Violence and Oppression. In Saleeby, 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.
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SESSION 5: March 10, 2016

Modern/ Critical Approaches

Required Reading:

- Text, Chapters 9 and 10
 - Carniol, B. (1992). Structural Social Work: Maurice Moreau's Challenge to Social Work Practice. Journal of Progressive Human Services. 3 (1) 1-19.
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SESSION 6: March 17, 2016

Aboriginal Approaches: Guest Speaker TBA

Required Reading:

- 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 Pedagogy in the Seventh Generation. First Nation Child and Family Caring Society of Canada. Vol. 1, #1. 49 – 61.
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SESSION 7: March 24, 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.
 - McLaughlin, A. (2009). Clinical Social Workers: Advocates for Social Justice. Advances in Social Work, 10, 51-68.
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SESSION 8: March 31, 2016

Putting it all Together

SESSION 9: April 7, 2016

In Class Exam

ASSIGNMENTS: INDIVIDUAL AND FAMILIES MODULE

Assignment #1: Assessment paper (50%) due March 17, 2016 at 9:00

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

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. If you are absent 2 times or more, 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 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 alternate plan with you.

The paper has two sections:

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 February 25, 2016.

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 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. 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 assessment is going on 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? Reference your sources.
- 2) Describe the skills you used to conduct the assessment.
- 3) Were you able to be fully collaborative and client centered 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 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

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. |