School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

MSW Mission: The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

Year/Term | 2018 / Summer T1; May 15 to June 28
Course Title | SOWK 526A – Social Work Practice with Individuals and Couples
Course Schedule | Monday & Wednesday, 5:00 p.m. to 8:00 p.m.
Course Location | Jack Bell Room 223

Instructor | Office Location | Office Phone | e-mail address
Dr. Joe Blom | n/a | (604) 688-5968 | djuweblom@gmail.com (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.

LEARNING OUTCOMES:
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 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

COURSE FORMAT:

Course objectives will be achieved through mini-lectures, YouTube clips, 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.

REQUIRED COURSE TEXTS:

Instructor’s course reading package. (Available in the UBC bookstore)

COURSE ASSIGNMENTS AND GRADING:

1) 5 critical reflection papers (Musings) 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.  

   Value: 40 %

2) Class participation
   a. half hour theory/practice presentation of your choice
   b. discussion/group presentations

   Value: 20%

3) Term paper (consultation with course instructor is encouraged)  
   a. comparative analysis/integration of 2 foundation theories in terms of an individual/couple situation of your choice

   Value: 40%

   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 25.

COURSE AND CLASS SCHEDULE:

“All unless I be endowed with wide knowledge and keen judgment, I cannot count myself a counselor among ... people.”

Kahlil Gibran, The Prophet

May 14: Introduction
   Course overview and expectations


May 21: Freud’s Topography of Conflict Resolution (No Class)


May 23 Jung’s Symbols and Language of Transformation


May 28: Adler’s Will to Self-Empowerment


May 30: Roger’s Person-Centered Humanness


June 4: Perl’s “Gestalt” Perception, Intuition and Awareness


June 6: Existential Therapy – Healing through Experiencing Meaning


June 11: Post-Modern Constructivism: Push and Pulls

June 13: East meets West: Principles and Practices

June 18: Mindfulness


June 20: Restoring/Restorying Self-in-Relation


COURSE POLICIES:

Excerpt 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 report to their instructors on return to classes.

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.

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 Standings. 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.

**GRADING CRITERIA:**

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<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
<th>Description</th>
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<tr>
<td>A+</td>
<td>90-100</td>
<td>95</td>
<td>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.</td>
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<tr>
<td>A</td>
<td>85-89</td>
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<td>A-</td>
<td>80-84</td>
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<tr>
<td>B+</td>
<td>76-79</td>
<td>77.5</td>
<td>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.</td>
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<td>B</td>
<td>72-75</td>
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<td>B-</td>
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<tr>
<td>C+</td>
<td>64-67</td>
<td>65.5</td>
<td>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.</td>
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<td>C</td>
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<td>52</td>
<td>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.</td>
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<td>F</td>
<td>0-49</td>
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<td>Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.</td>
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