

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

BSW Mission Statement: The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

YEAR/TERM: 2018 - 19 Winter

COURSE TITLE: SOWK405.001: Social Work Practice II (3 credits)

COURSE SCHEDULE: Wednesdays, 9-12

COURSE LOCATION: Jack Bell Building, Room 124

INSTRUCTOR	OFFICE LOCATION	OFFICE HOURS	TELEPHONE NUMBER	E-MAIL ADDRESS
Parminder Nizher	Room 342	Weds after class by appointment	604-822-9302	parminder.nizher@ubc.ca
TEACHING ASSISTANT	OFFICE LOCATION	OFFICE HOURS	TELEPHONE NUMBER	E-MAIL ADDRESS
Joshua Apland	room 215	weds after class by appointment	n/a	joshua.apland@alumni.ubc.ca

COURSE DESCRIPTION

This course builds on the practice foundations for generalist practice established in SOWK 305. Students will continue their learning by examining more advanced social work skills based on theories and interventions from a wide range of perspectives that can be applied to different practice settings with individuals, families, groups, and communities. The course uses a collaborative learning community model focusing on relational-collaborative-dialogical perspectives, inviting students to co-create the course, to share responsibility, and to engage in learning with each other and the instructor.

LEARNING OUTCOMES

Upon completion, students will be able to:

- Critically explain and display various aspects of the particular advanced social work skills covered in this course;
- Explain the various ways that these skills may be applied to various practice settings and service-user systems;
- Describe the relationship between theoretical perspectives and practice approaches with respect to the social work skills covered in this course;
- Describe ways to evaluate the effectiveness of the application of these advanced skills in the various settings in which these may be applied; and
- Explain and analyze ways to apply ethical decision-making principles to complex client situations.

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)

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

The attendance policy is in the student handbook on page 11: <https://socialwork.ubc.ca/current-students/>.

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is *required* in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student.

The University accommodates students with disabilities who have registered with the Centre for Accessibility. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor, and if necessary, to contact the Centre for Accessibility preferably not later than the first week of class. The School will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments, must notify their instructors in writing at least two weeks in advance, and preferably earlier. This reflects expectations for professional social workers in their place of employment.

If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

SUBMITTING ASSIGNMENTS:

Assignments are due as noted in this course outline, unless otherwise informed by the instructor.

All written assignments of this course must be in 12-size font, double spacing and one-inch margin on all sides. APA referencing style is required. A writer guide with information in APA referencing format and style is recommended. A writer guide with information in APA referencing format and style is recommended. You can find a useful tutorial on the UBC library website. Please also see: <http://wiki.ubc.ca/images/6/6f/Apastyle.pdf>.

Note: It is expected that peer-reviewed academic, government and formal reports, and professional literature be cited in assignments. Generally, Wikipedia and web information without credible source are not acceptable as an academic reference.

RETURN OF MARKED STUDENT ASSIGNMENTS:

All assignments are to be submitted via the UBC Canvas course site. Assignments will be marked with track changes and comments provided in the same manner.

LATE ASSIGNMENTS:

Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available. Assignments submitted after the deadline with no documentation will be penalized by one percentage point per day.

FORMAT OF THE COURSE:

This course is a skill based course. It will be highly participatory and conducted in workshop format (ie. small group work, case scenarios, role plays, etc.)

REQUIRED TEXTBOOK:

There is no textbook for this course. Suggested readings are outlined and are available through UBC Canvas or the UBC Library.

COURSE SCHEDULE:

SESSION 1:	September 5, 2018
TOPIC:	Introduction to the Course
	<ul style="list-style-type: none"> - Introductions - Setting group guidelines - Course Design, Class format - Collaborative learning community - Identifying learning gaps and class assignments
SESSION 2:	September 12, 2018
TOPIC:	Intersectionality and Decolonising our Social Work Practice: Application through self-reflexivity
READING:	<p>Balra-Ulloa, A.J. Chapter 4: Why decolonized social work is more than cross-culturalism. In Gray, M., Coates, J., Yellow Bird, M., & Hetherinton, T., (2013). <i>Decolonizing Social Work</i>. England: Ashgate</p> <p>Barlett, C., Marshall, M. & Marshall, A. (2012). Two-eyed seeing and other lessons learned within a co-learning journey of bringing together Indigenous and mainstream knowledges and ways of</p>

	knowing. AESS: Journal of Environmental Students and Sciences, 2(4), 331- 340.
SESSION 3:	September 19, 2018
TOPIC:	Social Worker as Educator: Designing an Education Course
READING:	DeGennaro, D. (2018). Toward Transformative Praxis: Fostering A Teacher/Leader/Learner Disposition. <i>Journal of Transformative Education</i> . 16(3). Goulet, L., Linds, W., Episkenew, J., Schmidt, K. (2011). Creating a space for decolonization: Health through theatre with Indigenous youth. <i>Native Studies Review</i> , 20(1), 89 – 116.
SESSION 4:	September 26, 2018
TOPIC:	Social Worker as Ally and Advocate
READING:	Hunt, S. (2012). Speaking for, speaking beside: thoughts about consensual allyship. http://becomingcollective.wordpress.com/2013/07/12/speaking-for-speaking-beside-thoughtsabout-consensual-allyship/ D'Elio of Akahata, F. (2015) Action Canada for Sexual Health and Rights: https://www.actioncanadashr.org/intersectionality-in-lgbti-advocacy/
SESSION 5:	October 3, 2018
	NO CLASS TODAY
	Students are to use this time to complete Q4 of iEthics.
READING:	No readings. Q4 worksheet to be submitted with final assignment.
SESSION 6:	October 10, 2018
TOPIC:	The BC Mental Health Act: Joshua Apland (SOWK 405 TA) presentation and discussion on interactions with social work practice
READING:	Canadian Mental Health Association, <i>BC's Mental Health Act in Plain Language</i> : https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/health-care-partners/colleges-board-and-commissions/mental-health-review-board/mha_plain.pdf Pallaveshi, L., Rudnick, Abraham (2017). Mental Health Acts in Relation to Ambulatory Patients in Canada: a legal comparison and ethical analysis of Ontario's Community Treatment Order and British Columbia's Extended Leave. <i>Journal of Ethics in Mental Health</i> 10, 1-21.
SESSION 7:	October 17, 2018
TOPIC:	Orientation to the DSM V
READING:	The DSM V: Available online through UBC library journal link: http://dsm.psychiatryonline.org.ezproxy.library.ubc.ca/doi/book/10.1176/appi.books.970890425596 Critiques on the DSM V: http://socialworkpodcast.blogspot.com/2016/01/DSM5critique.html
SESSION 8:	October 31, 2018
TOPIC:	Mental Health Assessment and Considerations for Treatment

READING:	Biopsychosocialspiritual Assessment and the Mental Status Exam: http://socialworkpodcast.blogspot.com/2007/02/bio-psychosocial-spiritual-bpss.html Developing Treatment Plans: The Basics: http://socialworkpodcast.blogspot.com/2007/03/developing-treatment-plans-basics.html
SESSION 9:	November 7, 2018
TOPIC:	Suicide Risk Assessment and Prevention
READING:	Crisis Intervention and Suicide Assessment: Part 1 – History and Assessment: http://socialworkpodcast.blogspot.com/2007/01/crisis-intervention-and-suicide.html Part 2 – Intervention and Crisis Assessment: http://socialworkpodcast.blogspot.com/2007/01/crisis-intervention-and-suicide_29.html
SESSION 10:	November 14, 2018
TOPIC:	Trauma Informed Care and Social Work Practice
READING:	Canadian_Centre on Substance Abuse: Trauma in Formed Care Toolkit: http://www.ccsa.ca/Resource%20Library/CCSA-Trauma-informed-Care-Toolkit-2014-en.pdf Klinic Community Health Centre: The Trauma Toolkit, a Resource for service organisations and providers to deliver services that are trauma –informed: https://gbsurvivors.org/wp-content/uploads/2017/05/Trauma-Toolkit.pdf
SESSION 11:	November 21, 2018
TOPIC:	Social Work Practice with Families Guest Speaker: Farahnazz Jamal, MCFD Child Protection Social Worker
READING:	A Social Workers Tool Kit for Working with Immigrant Families: https://bettercarenetwork.org/sites/default/files/A%20Social%20Worker%27s%20Toolkit%20for%20Working%20with%20Immigrant%20Families.pdf Rothbaum, F., Rosen, K., Ujiie, T., Uchida, N. (2002) Family Systems Theory, Attachment Theory and Culture. <i>Family Process</i> , 41(3).
SESSION 12:	November 28, 2018
TOPIC:	LGBTTIQQ2SA issues and Social Work Practice Guest Speaker: Athena Affan
READING:	Resources from guest speaker will be uploaded onto Canvas

ASSIGNMENTS

ALL ASSIGNMENTS TO BE SUBMITTED THROUGH CANVAS.

PAPER COPIES of assignments will not be accepted. All assignments submitted past midnight on the due date will be considered late. Three percent will be deducted from your assignment for each day an assignment is late, unless prior arrangements have been made with the instructor.

**ASSIGNMENT #1 – SOWK 405 SKILLS DEVELOPMENT INITIATIVES AND PORTFOLIO (WEIGHT 50%)
DUE NOVEMBER 30, 2018, 12 MIDNIGHT**

SKILLS DEVELOPMENT INITIATIVES:

Each student will choose three (3) of the skills covered in class or ones you choose on your own that you want to develop for yourself. You will then undertake an activity or activities that will facilitate this. These activities need to be in social work/service settings involving work with service-users, if possible. Some examples of these are: interviewing a practitioner of your choosing who is engaged in the practice of these skills; creation of a manual related to the use of these skills; participation in actual steps/activities towards skills development in a small project form; facilitating a workshop/group or designing a workshop/group; practicing a skill from this course with a client/family and/or community. It is recommended that the skills that you will work on developing are ones that you hope to use in your fourth year practicum or in a practice area that they want to develop competency in.

PORTFOLIO:

Each student will create a portfolio (11-12 pages total excluding reference pages) on these skills development initiatives. Each portfolio will include:

1. An Introduction page – an introduction page to help the reader locate the student within their work. The introduction should include an overview of what you hope to accomplish articulated in your learning goals with respect to the activities you will undertake and a brief discussion on how this relates to your current practice framework.
2. Three portfolio entries - each of these 3 skills development activities will be written about in individual portfolio entries (3 pages maximum each, not including references) to provide students with opportunities to determine what skills they have acquired, reflect on/evaluate these efforts, and identify what aspects of developing these skills may still need additional work and how to go about addressing this need. Each entry will include a discussion on the activity and the concrete steps undertaken in skills development (i.e., exactly what was done which indicates skills acquisition) and the student's reflections on this including micro, mezzo, and/or macro practice issues related to these skills development efforts. At least 3 scholarly articles and/or books must be used for each portfolio entry. Readings are provided in the course schedule for some class topics, which include significant and current ideas from macro, mezzo and micro perspectives. These are offered as ideas only – you may use one or more of them for your work in the portfolio, or you may search out different sources to better match your area of focus.
3. A Summary page – a summary page is the integration of all the pieces of work in the portfolio which includes your reflections on these activities and your experiences related to this course. This is aimed at helping you articulate valuable learnings as you move forward into your practicum.
4. Completed worksheet for Q4 of iEthics.

Students' portfolios will be graded on the following criteria:

1. Are the materials well organized and presented clearly and professionally?
2. Do the contents speak to the course and individual student learning outcomes?
3. To what extent does the student show professional sophistication and elaboration on significant aspects?
4. To what extent does the student show evidence of critical thought, analysis, and scholarship?
5. To what extent does the portfolio indicate the student's honesty and professional integrity?
6. To what extent does the portfolio show evidence of the student's understanding of the social work profession, its core values, its code of ethics, and its basic principles and methods?
7. To what extent does the portfolio indicate the student's self-awareness or an ability to engage in self-reflection?
8. What is the evaluator's general impression of the portfolio and portfolio analysis?

Compiling and Presenting the Portfolio

The checklist below provides additional guidelines on how to present your work and what other items would help to illustrate your learning in this course.

- Clearly present and organize your work – Your portfolio should be clearly organized.

-Address power, difference, and oppression – The portfolio should evidence understandings of power, difference and oppression personally and in the delivery of services and social and community change strategies and their implementation. Students will need to demonstrate the ability to reflect critically on their own practice and personal and professional development in this area.

- Provide evidence of your own learning, including your challenges – The portfolio is more than an opportunity to demonstrate your competence in analysis and integration. It is also an opportunity to illustrate what you learned from what you have chosen to explore.

- Demonstrate the integration of theory, practice, and research – The portfolio should illustrate the student's knowledge of relevant literature, how knowledge informs practice, and the linkages between theory and practice. It is important that students integrate the knowledge learned in the classroom, their sources searched for entry, and social work practice.

- Demonstrate ability in self-evaluation – The portfolio provides an opportunity for critical self-appraisal. Students are not expected to become a “perfect social worker” but rather individuals who cherish inquiry in its own right and understand the importance of self-critique and examination.

ASSIGNMENT #2 – INSTRUCTIONAL VIDEOS FOR SERVICE-USERS ON CANVAS WEIGHT = 40%. VIDEO IS DUE ON OCTOBER 17, 2018, 12 MIDNIGHT

In small groups (maximum of 4), the students will create an instructional skills video for use by service-users. The content and setting for the use of the video will be whatever you choose. You are encouraged as much as possible to base the video on your interests and experiences, as well as ones that are related to your proposed practicum and future practice.

As a small group, you will develop the content for and create this video and post it on Canvas. The objective of the presentation is to both learn more on skills needs relevant to service-users and how to assist service-users in their efforts to develop their skills in addressing their needs through video instruction.

Part 1: The Presentation (Weight 80% of assignment)

1. The first task is to choose a topic that you would like to do an instructional video on and find small group to create this with. **You must clear the topic with your instructor.**

2. The next task is to develop a 12-minute presentation on your topic. Your presentation should:

- Include a short introduction to the topic and the focus of the presentation, including the expected outcomes of this video.
- If applicable, identify around 3 contributing theoretical perspectives that are used in the identified field of practice and provide a critique of them.
- Conclude with a synthesis of what you hope the service-user is able to do based on your video.
- Include references and other pertinent information that may be of use to service-users.

While this is a relatively ‘linear’ model for the presentation and with some required elements, please challenge it by thinking outside the box and developing any creative elements that will assist both knowledge transfer and engagement.

Please think about your presentation as a way of contributing to efforts at enhancing access to information and services by service-users.

You must include audio for your presentation. The presentation should be a recording, not a live presentation/event.

Some viable formats include:

- Prezi (with voice)
- Powerpoint (with voice)
- Rocketslider
- Camtasia
- Screencast-o-matic: <http://www.screencast-o-matic.com/>
- Digital storytelling software such as imovie.

3. Submit your video on Canvas and upload to CLAS. Instructors will make videos available for all students to view in order to complete assignment. Please include a short description of your video. Your fellow students will access your presentation from this discussion area. If your presentation is a website, you can simply direct students to it in your posting.

4. Because we will have a large number of groups, please view 3 – 4 of your colleagues' presentations which are most relevant to you and provide substantial feedback on this, which is to be part of your grade.

Students' presentations will be graded on the following criteria:

- Accuracy and depth of understanding of the video content and user setting
- Appropriate organization and use of resources, adherence to the time frame of 12 minutes
- Use of adult learning techniques: clearly defined learning outcomes and activities which are achieved in the timeframe
- Effectiveness of presentation in terms of clarity, succinctness, sophistication and creativity.

ASSIGNMENT #3 – ATTENDANCE AND PARTICIPATION – WEIGHT 10%

Regular attendance and critical engagement with course and related material; attention and participation in class discussions will be monitored and deductions will be given as following: 1 .5 percent for each absence to a maximum of 3 absences. Students absent for more than 3 classes will receive 0 for attendance.

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	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.