

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.

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 - 2019 Winter
COURSE TITLE	SOWK 305 – Social Work Practice with Individuals and Families (3 credits)
COURSE SCHEDULE	Fridays, 9:00 a.m. – 12:00 p.m
LOCATION	Jack Bell Building, Room 124

Instructor:	Office Location:	Office Phone:	E-mail Address:
Kelly Allison		604-626-8834	Kelly.allison@ubc.ca

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.

Social Work with Individuals and Families 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.

Students will develop introductory knowledge, skills and awareness of values necessary for the provision of professional services to individuals and families 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 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 and articulate a “beginning” professional practice framework that outlines how you will engage in direct generalist practice in a range of contexts working with individuals and families.
2. Develop critical thinking skills in direct generalist practice by applying ideas of social justice, human rights and diversity to micro level social work.
3. Articulate theories used in generalist practice with individuals and families and how these theories guide engagement, assessment and intervention in the changed planned process.
4. Critically analyze your own social location and be able to articulate how your use of self will be incorporated into your direct practice.
5. Demonstrate the transferability of a generalist approach to a multiplicity of practice 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)

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

The attendance policy is in the student handbook on page 11:

https://schoolofsocialwork.sites.olt.ubc.ca/files/2018/06/2017-08-30_Handbook_2017-18.pdf

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:

Students can submit their assignments to the instructor at the beginning of the class on the due date, or via Canvas (if indicated by 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 regular mail (the student provides a self-stamped, addressed envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor.

LATE ASSIGNMENTS:

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

FORMAT OF THE COURSE:

Lecture, small group discussion, role play, multimedia.

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

Text: Coady N., Lehmann, P., (2016). *Theoretical Perspectives for Direct Social Work Practice*, Third Edition. New York: Springer.

There is a free online copy at the library.

Additional articles on SOWK 305 CANVAS Site or available at the UBC library.

COURSE SCHEDULE

SESSION 1: January 4, 2019

Introduction to the Course: Direct Social Work Practice in Context

Required Reading:

Text, Chapter 1

Moore, Kiara. (2016). Living liminal: reflexive epistemological positioning at the intersection of marginalized identities. *Qualitative Social Work*.doi:10.1177/1473325016652681

SESSION 2: January 11, 2019

Constructing a generalist practice framework for working with individuals and families:

Required Reading:

Text, Chapter 2

Baskin, C. (2016). *Strong Helpers Teachings: The Value of Indigenous Knowledges in the Helping Professions*, 2nd edition. *Chapter 4: Current theories and models of social work as seen through an indigenous lens.*

Gorman, J. (1995). Being and doing:: practicing a secret profession. *Reflections*. 35 – 40.

Heydt, M. & Sherman, N. (2005). Conscious use of self' tuning the instrument of social work practice with cultural competence. *The Journal of Baccalaureate Social Work, Vol 10. No 2. pg 25-40.*

SESSION 3: January 18, 2019

The Planned Change Process and Assessment in Generalist Social Work Practice

Required Reading:

Text, Chapter 3

Dean, R. & Levitan Poorvu, N (2008). Assessment and formulation: A contemporary social work perspective. *Families in Society: The Journal of Contemporary Social Services*. 89 (4) pg 596-604.

SESSION 4: January 25, 2019

Interventions in Generalist Social Work Practice

Required Reading:

Poulin, John et al., (2010). General practice interventions with individual clients in Strengths Based General Practice: A Collaborative Approach, Third edition. Itasca, Illinois: Peacock. 153 – 165.

SESSION 5: February 1, 2019

Metatheories I: Ecological Systems Theory and Developmental Theories

Quz #1

Required Reading:

Chapter 4 and 5 in the text

Suggested Reading:

Asakura, K (2016). It takes a village: Applying a social ecological framework of resilience in working with LGBTQ youth. *Families in Society: The Journal of Contemporary Social Services*, 97 (1), 15-22.

SESSION 6: February 8, 2019

Metatheories II: Strengths Based Social Work /A Trauma Informed Lens

Required Reading:

Chapters 6 in the text

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 Social Services*. 82 (3) 233 – 242.

BC Trauma Informed Practice Guide (2013) Retrieved http://bccewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf

Suggested Reading:

Vasques, M. and Boel-Studt, S (2017) Integrating a trauma informed care perspective in baccalaureate social work education: Guiding principles. *Advances in Social Work* , 18 (1) 1-24.

SESSION 7: February 15, 2019

Midlevel Theories- Attachment Theory/ Crisis Theory/ Emotional- Focused Therapy

Required Reading:

Text Chapter 7, 11, 15

Suggested Reading;

Kendell, E. (2016) . Interpreting children's best interest: needs, attachment and decision-making. *Journal of Social Work* 1-10. doi:10.1177/1468017316644694

SESSION 8: March 1, 2018

Quiz #2

Midlevel Theories- Critical Theories- Feminist Theory/ Empowerment Theory

Required Reading:

Text Chapter 16, 17

Turner, S & Maschi,T (2015) Feminist and empowerment theory and social work practice. *Journal of Social Work Practice*, 29 (2) 1512-162.

SESSION 9: March 8, 2019

Postmodern Theories- Narrative Therapy/ Solution Focused Therapy

Required Reading:

Text Chapter 18, 20

SESSION 10 March 15, 2019

Aboriginal Approaches: Guest Speaker Jennifer Lee Koble

Required Reading:

Baskin, Cyndy. (2006). Aboriginal world views as challenges and possibilities in social work education. *Critical Social Work*, 7, 2.

Hart, M. (2010) An Aboriginal Approach to Social Work Practice(Chapter 12) In Heinonen, T., and Spearman, L.,(Eds) *Social Work Practice: Problem Solving and Beyond*. Third Edition Nelson: Toronto.

SESSION 11 March 22, 2019

Introduction to Family Therapy: Guest Speaker Victoria Hurst- Martin

Required Reading:

Worden, M (1999).The Movement toward Systems and Social Construction. *Family Therapy Basics*. Belmont, California: Brooks/Cole.

SESSION 12 March 28

Working with Families – An Integrative Lens

Quiz #3

Required Reading:

Stewart, S. (2009). Family counseling as decolonization: Exploring an indigenous social-constructivist approach in clinical practice. *First Peoples Child & Family Review*, 4(1), 62-70

Saint-Jacques, Marie-Christine & Turcotte, Daniel & Pouliot, Eve. (2009). Adopting a strengths perspective in social work practice with families in difficulty: From theory to practice. *Families in Society: The Journal of Contemporary Social Services*. 90. 454-461. 10.1606/1044-3894.3926.

SESSION 13 April 4

Putting it all Together: Review and Wrap up!

ASSIGNMENTS

- Assignment #1: Outline of your plan for Assessment paper (10%) Due **February 8, 2019 at 9:00 a.m.** in hard copy with forms of agency (if appropriate) attached.
- Assignment #2 Understanding Theory Paper (20%) Due **February 15th, 2019**
- Assignment #3: Three quizzes throughout term (10 % each- 30%) **.Feb 1, March 1, March 28th**
- Assignment #4: Assessment Paper (30%) Due **April 4, 2019**
- Participation (10%): Regular attendance, informed participation in class discussions, demonstrated engagement with the assigned course readings.

Understanding Theory Paper: Due February 15, 2019 (20%)

You will choose three theories (ones we have discussed in class or another theory of your choosing). Using at least 6 references other than the class textbook, you will critically analyze the theories using the following guidelines:

- 1) Give a brief historical overview of this theory?
- 2) Describe the main assumptions, concepts, principles and hypotheses of these theories?
- 3) Describe how these theory guide engagement, assessment and intervention?
- 4) Discuss the strengths and weaknesses of these theories ? (do they address cultural, ethnic or racial issues, are they applicable across settings, different clients, and problems)

A marking rubric will be available on Canvas. The paper should be 6-8 pages in length.

Outline of Assessment Paper: Due February 8, 2019 (10%)

Your outline will:

- 1) identify the client you will be assessing (basic demographic characteristics), the agency context in which this assessment will take place (what kind of agency do you work in and why is this client seeing a social worker in this agency).
- 2) identify the theoretical framework you will be using to assess this client. What metatheories will guide your assessment. What mid-level theories will inform your understanding of the client's issues, how you work with the client or the interventions that you will recommend?
- 3) What will be your **areas of inquiry**? What aspects of the client's story is important for you to find out about? (i.e. demographic information, family composition or preferred family, employment, housing, health and mental health, emotional wellbeing, social supports, experience of discrimination, marginalization and/or oppression etc). What are some examples of specific questions you will ask to illicit this information (Please include at least 5 specific questions)

Assessment Paper: Due April 4th, 2018 (30%)

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 a theoretical 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.

Complete an interview

- 3) Carry out an assessment interview with the client using the approach you have developed. Complete a genogram, ecomap, or culturagram, 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 as if you are writing it for a case file. The information you gathered should be synthesized and succinctly organized under the main areas of inquiry headings. Your assessment should include basic demographic information, what brought the client to the agency, what his/her perspective is, and relevant background information. Areas of inquiry will be determined by your theoretical perspective and your agency context. Your assessment should include some formulation that demonstrates and application of your theoretical perspective in understanding your client's situation. The assessment should also include tentative goals, and possible interventions for this client.. 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 framework guided your assessment? Briefly describe the theories used and how they informed your engagement, areas of inquiry, or recommended interventions. Justify your reason for using this theoretical framework and critique this approach with this client. Quote your sources using APA.
- 2) Describe the skills you used to conduct the assessment. How did your theoretical framework inform these skills?
- 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 (including any intersection of privilege, oppression), 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 outline you submitted on March 3, outlining choice of client, agency context, your approach and areas of inquiry
- The ecomap, genogram, culturagram 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 (15)

- Writing is “as if” for a file – information is synthesized, not verbatim.
- Effective use of headings and integrated information below each.
- Areas of inquiry and language used reflect the theoretical framework chosen
- Presentation includes enough description but no unnecessary information.
- Well organized, logical sequence and adequate location of the sections of the paper.
- Demonstrates an understanding of the client’s issues and suggests intervention strategies which are consistent with the principles underlying the selected approach.

Part B (15)

- Theories are briefly explained and reasons for using this approach with this client are clearly argued
- Strengths and critique of approach are discussed
- Description of how the theoretical framework informed micro skills used and intervention plan in relationship to the client.
- Discussion of any challenges in being collaborative or not having a real client is included.
- Proper integration of readings from course and/or new information from a broader search.
- Effectively locates self in relation to the work. Describe any intersection of privilege, oppression, biases and strengths you were aware of that affected both the content and the process of the assessment.
- Includes a references page.

Appendices (5)

- 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 (5)

- 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
A	85 – 89	87	

A-	80 – 84	82	the topic.
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.