



THE UNIVERSITY OF BRITISH COLUMBIA
School of Social Work
Course Outline - SOWK 526 – Social Work Practice with
Individuals and Couples

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	2019 Summer, May 6 to June 20
Course Title	SOWK 526 (921): Social Work Practice with Individuals and Couples
Course Schedule	Monday-Wednesday, 5:00-8:00pm (Term 1) {tc "Course Schedule": Thursdays, 9:00 – 12:00pm (Term 1) "\1 5}
Course Location	Jack Bell Bldg 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.

COURSE OBJECTIVES:

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
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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, 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.

COURSE TEXT:

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

COURSE ASSIGNMENTS AND GRADING:

- 1) 5 "Musings," critical reflection papers integrating a weekly reading with relevant life/practice, related work/volunteer experiences (500 words). The last reflection paper should be double in length and comment on the purpose and value of the reflection writing ritual. Due on the day the reading is covered in class. Value: 40 %
- 2) Class participation Value: 20%
 - a. 30 - 45 min. theory/practice presentation of your choice
 - b. discussion/group presentations
- 3) Term assignment (consultation with course instructor is encouraged) Value: 40 %
 - a. comparative analysis/integration of 2 foundation theories in terms of an individual/couple situation of your choice
 - 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; paper or tutorial, 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 27

COURSE AND CLASS SCHEDULE:

“Unless I be endowed with wide knowledge and keen judgment,
I cannot count my self a counselor among ... people.”

Kahlil Gibran, **The Prophet**

May 6: Introduction

Course overview and expectations

May 8: “The Talking Cure:” Post-Modern Synergy of Contemporary Healing Practices

Day, Susan X (2nd ed., 2008), “Effective Ingredients of Counseling and Psychotherapy,” **Theory and Design in Counseling and Psychotherapy**. Belmont, California: Brooks/Cole, pp. 1-21.

Frame, Marsha Wiggins (2003), “Religion and Spirituality in Counseling,” **Integrating Religion and Spirituality into Counseling**. Pacific Grove, California: Brooks/Cole, pp. 1-33.

Moodley, Roy and William West (2005), “Psychotherapy as Ritual,” **Integrating Traditional Healing Practices into Counseling and Psychotherapy**. Thousand Oaks: Sage Publications. pp. 282-292.

May 13: Freud’s Topography of Conflict Resolution

Archer, James and Christopher McCarthy (2007), “Psychoanalytic and Psychodynamic Theories,” in **Theories of Counseling and Psychotherapy**. Upper Saddle River, New Jersey: Pearson/Merrill Prentice Hall, pp. 20-62.

Sayers, Janet (1991). “Introduction: From Patriarchy to Mothering,” in **Mothers of Psychoanalysis**. New York: W.W. Norton & Company, pp. 1-19.

May 15 Jung’s Symbols and Language of Transformation

Douglas, Claire (2000), “Analytical Psychotherapy,” in Raymond J. Corsini and Danny Wedding, (6th ed.) **Current Psychotherapies**. Itasca, Illinois: F.E. Peacock Publishers, pp. 99-132.

Pearson, Carol, S. (3rd Edition, 1998), “Choosing Freedom,” **The Hero Within: Six Archetypes We Live By**. New York: HarperSanFrancisco, pp. 17-32.

May 20: Adler’s Will to Self-Empowerment (No class)

Carlson, Jon D. & Matt Englar-Carlson (2008), “Adlerian Theory,” in Jon Frew and Michael D. Spiegler, **Contemporary Psychotherapies for a Diverse World**. New York: Houghton Mifflin Company, pp. 93-140.

Gerzon, Robert (1997), “Natural, Toxic and Sacred Anxiety,” **Finding Serenity in the Age of Anxiety**. New York: MacMillan, pp. 19-39.

May 22: Roger's Person-Centered Humanness

Murdock, Nancy L. (2004), "Person-Centered Therapy," in **Theories of Counseling and Psychotherapy: A case approach**. Upper Saddle River, New Jersey: Pearson/Merrill Prentice Hall, pp. 108-137.

Miller, Alice (1994), "The Drama of The Gifted Child and How We Became Psychotherapists," in **The Drama of The Gifted Child: The Search for The True Self**. New York: Basic Books, pp. 27-51.

May 27: Perl's "Gestalt" Perception, Intuition and Awareness

Ginter, Earl J. et al (2019), "Gestalt Theory," in **Theories and Applications of counseling and Psychotherapy: Relevance across Cultures and Settings**. Thousand Oaks, California: Sage Publications, pp. 204-244.

Shihoda Bolen, Jean (2007, 10th Ann. Rev. Ed.), "Soul Connections," in **Close to the bone: Life-threatening Illness as a Soul Journey**. California, Conari Press, pp.110-129.

May 29: Existential Therapy – Healing through Experiencing Meaning

Seligman, Linda (2006, 2nd ed.), "Existential therapy," in **Theories of Counseling and Psychotherapy: Systems, Strategies and Skills**. Upper Saddle River, New Jersey: Pearson/Merrill Prentice Hall, pp 192-213.

Blom, Djuwe Joe (2002). **The Autobiography of # 119104: The Lived Theology of Victor Frankl**. Unpublished manuscript.

Faiver, Christopher et. A.I (2001), "Archethemes that Unite Counseling and Spirituality," in **Explorations in Counseling and Spirituality**. Belmont, Ca.: Wadsworth/Thomson Learning, pp. 18-40.

June 3-7, Mid-Term break

June 10: Post-Modern Constructivism: Push and Pulls

Neukrug, Edward S. (1st edition, 2011), "Solution-Focused Brief Therapy," **Counseling Theory and Practice**. Belmont, California: Brooks/Cole Publishing Company, pp. 422-450.

Jones-Smith, Elsie (2012), Narrative therapy," **Theories of Counseling and Psychotherapy: An Integrative Approach**. Thousand Oaks, California: Sage Publications, pp. 425-446.

June 12: East meets West: Principles and Practices

Walsh, Roger (2008), "Contemplative Psychotherapies," in Raymond J. Corsini and Danny Wedding (8th edition). **Current Psychotherapies**. Belmont, California, Thomson: Brooks/Cole, pp. 437-480.

June 17: Mindfulness

Kornfield, Jack (2008), "Behaviorism with Heart," **The Wise Heart: A Guide to the Universal Teachings of Buddhist Psychology**. New York: Bantam Books, pp. 293-307.

Morgan, Stephanie (2005), "Depression: Turning toward Life," in Christopher Germer, et al. **Mindfulness and Psychotherapy**. New York: The Guildford Press, pp. 130-151.

Epstein, Mark, (1995), "Working Through," **Thoughts Without a Thinker: Psychotherapy from a Buddhist Perspective**. New York: Basic Books, pp. 203-222.

June 19: Restoring/Restorying Self-in-Relation

Mehl-Madrona, Lewis, (2005), "Telling your Story," **Coyote Wisdom: The Power of Story in Healing**. Bear & Company: Rochester, Vermont, pp. 131-150.

Jones Thomas, Anita and Sara E. Schwarzbaum (2011), "Katie's Story: Catholic or Jewish," in **Culture and Identity: Life stories for Counselors and Therapists**. Thousand Oaks, California: Sage Publications, pp. 229-249.

COURSE POLICIES:

The calendar says: Regular attendance is expected of all 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 examination. 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 e 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:

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.