

	THE UNIVERSITY OF BRITISH COLUMBIA School of Social Work Course Outline – SOWK 3051 Topics in Social Work Practice
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The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the x^wməθk^wəyəm (Musqueam) people.

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	Fall 2019, Term 1
Course Title	SOWK 3051: Topics in Social Work Practice
Credit Value	3 credits
Course Schedule	Fridays, 9:00 am – 12:00 pm
Course Location	Room 124 ,Jack Bell Building

Instructor	Office Location	Office Phone	e-mail address
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Teaching Assistant	Office Location	Office Phone	e-mail address
Rae Morris	By appointment		Raemor@mail.ubc.ca

PREREQUISITE and/or COREQUISITE:

This course is a co-requisite to SOWK 310 and a pre-requisite to SOWK 315/316.

COURSE DESCRIPTION:

Social Work 305I is a required course and is open only to students accepted to the School of Social Work.

Topics in Social Work Practice 3051 is designed to introduce the knowledge, 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.

COURSE STRUCTURE AND LEARNING ACTIVITIES:

This course will utilize lecture, small group discussion, role play, and multimedia as teaching and learning activities.

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 social work practice with individuals and families and how these theories guide engagement, assessment and intervention in the planned change process.
 4. Critically analyze your own social location and be able to articulate how your use of self is incorporated into your direct practice.
 5. Demonstrate the transferability of a generalist approach to a multiplicity of practice situations.
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REQUIRED TEXTBOOK(S) AND LEARNING MATERIALS:

There is no required textbook for this course. The required readings can be accessed through the Library Online Course Reserve through Canvas.

ASSESSMENT OF LEARNING

Assignment #1:	Teaching Tool for Direct Practice (20%) Due Friday October 4 th 2019
Assignment #2	Assessment Paper (35%) Due Friday October 25 th , 2019
Assignment #3:	Case Analysis (35 %) Due November 15 th , 2019
Assignment #4	Summary of Theory Learned Paper (10%) Due November 29 th , 2019

COURSE SCHEDULE:

SESSION 1:	September 6, 2019
TOPIC:	Introduction to the course: direct social work practice in context
READING:	<p>Moore, Kiara. (2016). Living liminal: reflexive epistemological positioning at the intersection of marginalized identities. <i>Qualitative Social Work</i>, 15 (5-6) pp 715-726.</p> <p>Shewell, H. (2018) Troubles and issues: the personal is political; or where from, where to social work? <i>Canadian Social Work Journal</i>, 5 (1), pp15-31.</p>
SESSION 2:	September 13, 2019
TOPIC:	Constructing a generalist practice framework for working with individuals and families
READING:	<p>Baskin, C. (2016). <i>Strong Helpers Teachings: The Value of Indigenous Knowledges in the Helping Professions</i>, (2nd ed pp 75-95) . Toronto, Ont: Canadian Scholars Press.</p> <p>Gorman, J. (1995). Being and doing: practicing a secret profession. <i>Reflections</i>. pp 35 – 40</p> <p>Dewane, C.J. (2006) Use of self: a primer revisited. <i>Clinical Social Work Journal</i> 34 (4) pp 543-558.</p>
SESSION 3:	September 20, 2019
TOPIC:	The Planned change process and assessment in generalist social work practice
READING:	<p>Harms, L. & Pierce, J. (2011). Forming an assessment-setting an agenda. <i>Working with People: Communication Skills for Reflective Practice</i> (pp165-185). Don Mills, Ontario, Oxford Press.</p> <p>Dean,R. & Levitan Poorvu, N (2008). Assessment and formulation: A contemporary social work perspective. <i>Families in Society: The Journal of Contemporary Social Services</i>.89 (4) pp 596-604.</p> <p>Nosowska,G & Fox, J. (Producer) 2018."Assessment". <i>Helpful Social Work</i>. [Audio podcast]. Retrieved from http://www.helpfulsocialwork.com/3a-assessment/</p>
SESSION 4:	September 27, 2019
TOPIC:	Interventions in generalist social work practice
READING:	<p>Poulin, J. et al. (2010). General practice interventions with individual clients. In <i>Strengths Based General Practice: A Collaborative Approach (3rd ed)</i>, (pp 153 – 165). Belmont, California: Wadsworth.</p>

SESSION 5:	October 4, 2019
TOPIC:	Ecological systems theory
READING:	<p>Asakura, K (2016). It takes a village: Applying a social ecological framework of resilience in working with LGBTQ youth. <i>Families in Society: The Journal of Contemporary Social Services</i>, 97 (1), pp 15-22.</p> <p>Langer, C. & Lietz, C. (2015). <i>Applying Theory to Generalist Social Work Practice</i>. (pp 27-55). Hoboken, New Jersey: John Wiley & Sons.</p> <p>Coates, J. Grey, M. & Hetherington, T. (2006). An eco-spiritual perspective: finally a place for indigenous approaches. <i>British Journal of Social Work</i>, 36, pp 381-399.</p>
SESSION 6:	October 11, 2019
TOPIC:	Strengths based social work
READING:	<p>Anderson, Kim. (2013) Assessing strengths: Identifying acts of resistance to violence and oppression. In D. Saleebey (Ed), <i>The Strengths Perspective in Social Work Practice</i>, (6th ed pp 182– 201)). Boston: Allen and Bacon.</p> <p>Grant, J.G., and Cadell, S. (2009). Power, pathological worldviews, and the strengths perspective in social work. <i>Families in Society: The Journal of Contemporary Social Services</i>. 90 (4) pp 425 – 430.</p> <p>Graybeal, Clay. (2001). Strengths –based social work assessment: Transforming the dominant paradigm. <i>Families in Society: The Journal of Contemporary Social Services</i>. 82 (3) pp 233 – 242.</p>
SESSION 7:	October 18, 2019
TOPIC:	Trauma informed social work practice
READING:	<p>Levenson, J. (2017). Trauma informed social work practice. <i>Social Work</i>, 62 (2) pp 1-9.</p> <p>BC Provincial Mental Health and Substance Abuse Planning Council (2013). <i>BC Trauma Informed Practice Guide</i>. Retrieved from: http://bccewh.bc.ca/wpcontent/uploads/2012/05/2013_TIP-Guide.pdf</p>
SESSION 8:	October 25, 2019
TOPIC:	Critical social work practice - feminist practice / structural Social Work

READING:	<p>Carniol, B. (1992). Structural social work: Maurice Moreau's challenge to social work practice. <i>Journal of Progressive Human Services</i>, 3 (1), p 1-20.</p> <p>Payne, M. (2016) <i>Modern Social Work Theory</i>.(4th ed) New York, NY : Oxford University Press. pp 318-372.</p> <p>Weinberg, Merlina. (2008). Structural social work: A moral compass for ethics in practice. <i>Critical Social Work</i>, 9 (1).</p>
SESSION 9:	November 1, 2019
TOPIC:	Indigenous approaches: guest speaker Riel Dupois-Rossi
READING:	<p>Dupois-Rossi, R. & Reynolds, V.(2018) Indigenizing and decolonizing therapeutic responses to trauma-related dissociation. In N. Arthur. (Ed.), <i>Counselling in Cultural Contexts</i>.</p> <p>Dupois-Rossi, R (2018) Indigenous historical trauma: a decolonizing therapeutic framework for indigenous counsellors working with indigenous clients. (pp 275-304) In S. Collins (Ed.), <i>Embracing Cultural Responsivity and Social Justice</i>. Victoria, BC: Counselling Concepts.</p>
SESSION 10:	November 8, 2019
TOPIC:	Working with families in social work: guest speaker Rae Morris
READING:	Worden, M (1999). <i>Family Therapy Basics</i> .(pp 1-14). Belmont, California: Brooks/Cole.
SESSION 11:	November 15, 2019
TOPIC:	Post modern approaches- Narrative therapy
READING:	<p>Buckman,R & Buckman, J.(2016) Narrative therapies. In N. Coady & P. Lehmann (Eds.), <i>Theoretical Perspectives for Direct Social Work Practice</i> (391-416). New York, NY: Springer Publishing.</p> <p>Morgan, A. (2000).<i>What is Narrative Therapy</i>. Retrieved from : https://dulwichcentre.com.au/what-is-narrative-therapy/</p>
SESSION 12:	November 22, 2019
TOPIC:	Group teaching of social work theory

READING:	No readings
SESSION 13:	November 29, 2019
TOPIC:	Putting it all together: review and wrap up!
READING:	No readings

ASSIGNMENTS:

Assignment #1 Teaching Tool for Direct Practice Theory (20%) Due Friday October 4th, 2019

Social work draws from a broad base of knowledge to inform direct practice. In our class time together, we will only be covering the main theories or perspective for generalist, micro level social work. The purpose of this assignment is to allow you to explore other theories that inform direct social work practice and share your knowledge with your peers.

Digital literacy “the ability to comprehend, communicate, create and share content through knowledge and competencies associated with practical understanding and use of the Internet and a range of technology tools” (Iverson Hitchcock, Sage & Smyth, 2019) is also an important skill for social workers in the 21st century. Consequently, this assignment will develop your digital literacy skills to explore other theories for micro level practice. The assignment has 4 steps.

1) The class will be divided into learning groups for this assignment (see groups listed in Canvas). Within your learning group, you will each choose a different theory used in direct social work practice from the list below. (If you have a particular theory that you would like to explore that is not listed, please discuss with the instructor first). Please ensure that each member of your group has chosen a different theory.

2) Each individual will research their theory using at least four different references. Your research should include the following categories of information:

- 1) Brief historical information of this theory including any major contributors to the theory.
- 2) The main concepts or principles of the theory (the major ideas about this theory).
- 3) Outline how the theory guides engagement with clients, the assessment process, our understanding of people’s issues and intervention in social work practice?
- 4) One strength and one weakness of the theory and its use in social work practice.

3) You will then design a teaching tool to use in your presentation to your learning group. Your theory can be presented using an infographic, a videoscribe video, a prezzi presentation with voice or another presentation method of your choice. (Please discuss with the instructor before proceeding). There is an instruction guide in Canvas for using these technologies **This teaching tool will be what you will hand in and be graded on. Please refer to the marking rubric in Canvas.**

4) You will prepare a 15-20 minute presentation using your teaching tool about your theory to present to your learning group in Week #12 of the course. Your presentation should have an introduction, the

four main components listed above and discussion questions for the group about this theory. This presentation will happen on **November 22nd, 2019** in class.

Your teaching tool is due on Friday October 4th, 2019 by 5 pm and can be submitted via Canvas by uploading a link to your tool.

Theories you can choose from are: task centred theory, client centered theory, cognitive behavioral theory, empowerment theory, brief solution focused theory, trans-theoretical model of change, motivational interviewing, attachment theory, family development theory. If you have a particular theory that you want to explore that is not on this list, please discuss with your instructor to get approval.

Assignment #2 Assessment Paper: Due Friday October 25th, 2019 (35%)

The goal of this assignment is to engage in an assessment process with a simulated client. It is an opportunity for you to demonstrate that you understand the process and purpose of a social work assessment.

Part A: Assessment Interview: Working with a 4th year student that will be assigned to you, you will conduct a 30-60 minute assessment interview to explore the client's reason for seeking social work help. Using the outline provided on Canvas as a guide, you will determine what areas of inquiry (parts of the psychosocial assessment) are relevant to this interview. You will conduct an interview, and use a genogram, ecomap or culturagram to facilitate the interview. Using your emerging communication skills you will facilitate the client telling their story and inquire about relevant areas of the client's story.

Part B: Written Assessment: Using the psychosocial assessment outline on Canvas as a guide, you will then write up the client information. The information should be written in the third person and written as if you are writing it for a case file. Please see examples on Canvas. The information you gathered should be synthesized and succinctly organized under the heading names that reflect the main areas of inquiry. Please include a section titled "Possible Interventions" where you outline your suggested possible social work generalist intervention strategies for this client. Please include a copy of your ecomap, genogram or culturagram.

Part C: Self Reflection: In this section of the paper, you will describe how you locate yourself (gender, race, social class, age, ability, religion, sexual orientation) including any intersection of privilege, oppression and any personal biases and strengths you were aware of that affected both the content and the process of the assessment with your simulated client.

Format: The assessment should be approximately 5 – 6 pages in length and the self reflection should be 2 pages (double spaced). **Please refer to the marking rubric in Canvas.**

This assignment will be handed in via Canvas and is due on Friday October 25th, 2019 by 5 pm.

Assignment #3 Case Study Analysis : Due Friday November 15th, 2019 (35%)

A case study will be available on Canvas on Friday October 25th, 2019. Using the case study provided, choose two social work approaches discussed in class to apply to this case study. (Eco-systems, Strengths Perspective, Trauma Informed Practice, a critical approach (Feminism or Structural social work), a postmodern approach (Narrative theory) or an Indigenous approach). Give a brief overview of each approach/theory you have chosen describing their main ideas. Compare and contrast how working

with this family from the two different perspectives would guide you in building a client-social worker relationship (**engagement**), guide what information you would inquire about and your understanding of the situation (**assessment**) and how the theory would guide your strategies for helping the client address the situation(**intervention**). Please include at least two strengths and weaknesses of using each approach with this family.

Format :The case study analysis should be approximately 6-8 pages (double spaced) and have an introduction and a conclusion. **Please refer to the rubric in Canvas.**

This assignment will be handed in via Canvas and is due on Friday November 15th, 2019 by 5 pm.

Assignment #4 Summary of Theory Learned Paper: Due Friday November 29th, 2019 (10%)

After participating in your learning group and hearing your classmate's presentations about other theories for direct social work practice, each student will hand in a 2 page summary of one of the theories you learned about from the group presentations (not the one you researched), and why you think it is a useful theories for direct social work practice. **Please refer to the marking rubric in Canvas.**

Format: The summary of a theory learned paper should be approximately 2 pages in length (double spaced) and have an introduction and a conclusion. **Please refer to the rubric in Canvas.**

This assignment will be handed in via Canvas and is due on Friday November 29th by 5 pm.

SCHOOL/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. 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.

Other school policies can be accessed through the school of social work student handbook https://schoolofsocialwork.sites.olt.ubc.ca/files/2018/07/Handbook_2018-19.pdf

LEARNING RESOURCES:

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (**APA Citation Guide**), writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>

UNIVERSITY POLICIES:

Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at

<https://senate.ubc.ca/policies-resources-support-student-success>

LEARNING ANALYTICS:

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this class.

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UBC GRADING CRITERIA:

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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
C	60-63	62.5	
C-	55-59	57	

			critical awareness or personal involvement in the work. Adequate use of literature.
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.