

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.

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.

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.

Year/Term	Winter 2019 Term 1
Course Title	SOWK 526A: Social Work Practice with Individuals and Couples
Credit Value	3
Course Schedule	Wednesdays, 5:00 – 8:00 p.m.
Course Location	Room 224, Jack Bell Building

Instructor	Office Location	Office Phone	e-mail address
Christiana Bratiotis, PhD, MSW	JBB 236	604-822-2460	Christiana.Bratiotis@ubc.ca

** Please note: Office hours for Dr. Bratiotis are by appointment**

Course Description:

This course provides advanced training in direct practice with individuals. Grounded in social work perspectives, values and ethics, the course focuses on how to enter practice with individuals in ways that are respectful and honour the strengths, vulnerabilities, goals and needs of the client system while being responsive to the many contexts of clients’ lives. Special attention is given to positive engagement, creation of a therapeutic alliance and case conceptualization. Students are prepared for work in various settings addressing a range of emotional, behavioural and mental health concerns through the applied exploration of eight evidence-based theoretical/practice models. Students are supported to connect with their own competence, compassion and hope and to develop self-awareness and intentionality.

Course Objectives & Learning Outcomes:

The course is designed to familiarize students with intervention modalities that make use of evidence-based principles and include brief and longer-term engagement with individuals. Specifically, the course will focus on helping you:

1. Understand, compare, critique and apply evidence-based clinical practice models.
 2. Demonstrate practice competencies in a) multi-dimensional assessment; b) selection of intervention modalities; c) implementation of intervention strategies, d) ability to use techniques to successfully impact individual functioning; and e) evaluation of intervention outcomes.
 3. Create therapeutic alliances that are collaborative, relevant, strength-based, and contextually informed.
 4. Demonstrate capacity to manifest empathy, warmth and genuineness in work with individuals through self-reflexive activities.
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Course Structure:

This course incorporates a combination of lectures, large and small group discussion, experiential activities, and the use of film and other media.

Student participation is expected and you are asked to complete all required readings prior to class. This course seeks to foster a critical pedagogical environment and the development of critical consciousness around knowledge and learning. In approaching discussions and assignments, students are encouraged to share their ideas, academic resources and personal experiences as well as to reflect on their own social locations, including Aboriginal ancestry/settler status, gender, immigrant status, race, national or ethnic origin, social class, religion, gender identity, sexual orientation, age, and ability. Finally, students are expected to approach the learning process in the spirit of praxis—reflection/theory/action—so the rich insights produced in class can inform reflexive social work practice in the community. Respectful dialogue is expected for achieving a safe and productive learning environment.

Professionalism should be evident in classroom conduct and assignments. Students should prepare all work with proper grammar, spelling, formatting and in a manner that reflects preparation for a terminal professional degree at the Master's level. It is the student's responsibility to secure assistance on assignments ahead of their due date. Course work will be evaluated on content, critical thinking, structure/formatting and clarity of presentation. Creativity, the incorporation of social work values and the advancement of multiple perspectives are also expected.

Details on course assignments and evaluation are described in detail below.

Names and Gender Pronouns:

Class rosters are generally provided to the instructor/teaching assistants with students' legal names; however, I am happy to honour your request to address you by the name and/or gender pronoun(s) you use for yourself. Please advise of this as soon as possible so I can ensure use of your correct name and pronouns in this space.

If you need general support around this issue, please also be aware that *Trans and Gender Diversity at UBC* can provide advocacy in ensuring that all of your instructors are using the name/pronouns you use. (<https://students.ubc.ca/campus-life/diversity-campus/trans-gender-diversity>)

A special word about Electronic Devices in the Classroom:

Laptop computers and tablets may be used to support learning activities in the classroom. These learning activities include: taking notes and accessing course readings under discussion. However, non-

academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. This includes e-mailing, texting, social networking, and use of the Internet. If a student is found to be using their electronic device inappropriately, they forfeit the opportunity to use the device for the remainder of the term. The use of cell phones during class time is prohibited. Please turn off cell phones and refrain from taking calls unless you are “on call” and have cleared this with the instructor prior to class.

Course 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 on [the UBC Senate website](#).

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at an equitable learning and working environment and creation of accountability measures for monitoring implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of any form of discrimination and racism and that welcomes and respects different worldviews, ways of knowing and social locations.

Attendance and Assignments: *“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)

The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructors know in advance, preferably in the first week of class, if you 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. Subject to the accommodations above, **there will be no extensions for assignments. Late assignments will not be accepted.**

It is recommended that students 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.

Academic Honesty and Integrity: All work submitted in this course must be your own and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have *prior* approval of the instructors). All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

It is plagiarism to lift words, sentences, and paragraphs from websites, books and journals or to summarize another person's ideas and present them as yours without proper citations. It is plagiarism to use another student's work (current or past) as your own.

Violations of academic honesty will be taken seriously. 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. Consequences may include failure in the course and suspension from your academic program.

Access and Disability Accommodations:

UBC School of Social Work and the instructor/teaching assistants for this course are committed to providing accommodations for students with disabilities. Accommodations are collaborative efforts between students, faculty, and the Centre for Accessibility. Students with accommodations approved through the Centre for Accessibility Office are responsible for contacting the course instructors prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet registered with the Centre for Accessibility should do so immediately (<http://you.ubc.ca/ubc-life/campus-community/students-disabilities/>).

Protecting Confidentiality:

The student must respect all guidelines of confidentiality as outlined in the Canadian Association of Social Workers (CASW) Code of Ethics (<https://casw-acts.ca/en/Code-of-Ethics>). No information that could potentially identify a client of any service system will be used in class discussions or assignments. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality and to always disguise case material.

For all assignments, your work is respected as private. However, if the instructors/teaching assistant have reason to believe your professional and/or academic development are of concern, or if client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, program administrators, or any other person who may need to be involved as part of the process of resolution.

Required Texts:

Yalom, I.D. (2002). *The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients*. Harper Collins: New York.

**All other readings will be posted on the course electronic site (Canvas).

Student Evaluation:

This course emphasizes the process of learning, collectively and individually. While the instructor and students recognize the importance of grades as a formal measure of achievement in a course, students are encouraged to work to their fullest potential and measure their success individually and not in comparison to other learners.

It is anticipated that as learners in a terminal professional Master's degree program, you are interested in attending and participating actively and that you will be prepared to do so upon arrival at each class session. As such, there **will not** be a grade assigned for attendance and participation. The instructor will not make judgments about the reason for absences but does appreciate receiving communication ahead of your absence. A significant amount of learning takes place during class; you are responsible for understanding the material covered during your absence and obtaining any in-class handouts.

Late papers/assignments **are not accepted in this course.** (With rare exception and prior approval by the instructors, assignments can be submitted one week late for extraordinary circumstances only.) *Standing Deferred* are strongly discouraged and are granted in only extraordinary circumstances. If you recognize the need to request a *Standing Deferred*, a formal letter must be written and submitted to the instructor prior to the final class session. Grading criteria are as follows:

Evaluation of student performances will be based on assignment completion and weighted in the following way:

Assignment 1: Practicing Client Centred Listening	25%
Assignment 2: Practice Portfolio	35%
Assignment 3: Individual Assessment and Treatment Planning	40%
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Total	100%

Assignment description and requirements are detailed on the course assignment addendum.

Course Schedule:

	Date	Topic	Reading	Special Notes
1	9/4	Introduction to course and each other Syllabus review Honouring ourselves and our clients	--	
2	9/11	Core principles of collaborative, strengths-based, relational engagement Core skills of engagement and assessment Reflective listening and empathy	Canvas	
3	9/18	Assessment of individual clients (and couples) Case conceptualization of individual clients (and couples)	Canvas	
4	9/25	Crisis Theory Suicide Assessment and Intervention	Canvas	Assignment 1: Watch Video in Class
5	10/2	Humanistic and Client-Centred Therapies	Canvas	Assignment 1 Due
6	10/9	Narrative Therapy	Canvas	
7	10/16	Brief and Solution Focused Therapy	Canvas	
8	10/23	Cognitive Behavioural Therapy (Behaviour)	Canvas	
9	10/30	Cognitive Behavioural Therapy (Cognitions)	Canvas	Assignment 2 Due
10	11/6	Problem Solving Therapy Motivational Interviewing and Enhancement	Canvas Yalom, CH 1-23	Book Club
11	11/13	Dialectical Behavioural Therapy	Canvas Yalom, CH 24-44	Book Club
12	11/20	Burn-out and Vicarious Trauma Professional Growth and Development Using Supervision and Consultation	Canvas Yalom, CH 45-65	Book Club
13	11/27	Wrap up and Review Celebration!	Yalom, CH 66-85	Book Club Assignment 3 Due

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	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 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.

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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 course.