



Winter 2019

Course Number: SOWK 657 / S06	Classroom: PF 3208
Course Name: Clinical Social Work Applications	
Day & Time: Wednesdays 9am-11:50am	

Instructor: Patrick Griffin, MS, RCSW	Office Hours: By Appointment
Telephone: 403 827 1650	Email: pcgriffi@ucalgary.ca

COURSE OUTLINE

Syllabus Statement

Specific issues involved in the effective application of clinical approaches will be studied.

Course Description

This required clinical graduate course extends the practice applications of approaches to change learned in SOWK 653 including the application to various problems and issues encountered by social workers within a chosen specialization.

This course provides opportunities for students to extend their knowledge of various approaches to change utilized in social work practice, as well as the opportunity to further integrate previously acquired knowledge of change approaches and practice their application to diverse populations. Students will be encouraged to utilize a stance of critical openness to new ideas, as well as to systematically interrogate ideas they already embrace. Students will work to develop an integrated personal framework for social work practice and specific effective ways to appraise their work. The course will use a combination of instructor-led and student-led discussions, clinical demonstrations, clinical simulations, small group and problem-based formats, guest lectures, visiting clinicians, and community members.

Learning Objectives

Course Objectives

Upon completion of this course, students will be able to

1. Explore and assess current clinical theory grounded in the person-in-environment perspective for understanding clinical social work.
2. Develop a personal professional practice model based upon theory and evidence that can be articulated.
3. Be equipped with the necessary knowledge to understand issues of diversity and critically examine the social structures and systems that facilitate experiences of diverse and marginalized communities. In addition, students will develop skills and necessary tools to facilitate accessible, inclusive and social justice oriented social work practice with these communities.
4. Practice fundamental clinical social work skills (e.g., engagement, assessment, formulation; intervention design, implementation and evaluation), within the learning environment through participation in experiential learning activities and interactions with classmates and instructors including, but not limited to, intentional listening, critical reflexivity/personal reflection, and intentional interactions, consistent with social work values.

Program Learning Outcomes:

- 1) Professional Identity.
 - 1.1) Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.
 - 2) Acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities.
 - 3) Develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work services users.
- 2) Values and Ethics in Professional Practice.
 - 2.1) Demonstrate knowledge of the relevant social work codes of ethics in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.
 - 2.2) Demonstrate skills to monitor and evaluate their own behaviors in relation to the relevant codes of ethics.
- 3) Promote Human Rights and Social Justice.
 - 3.1) Understand their professional role in advancing human rights and responsibilities and social justice in the context of the Canadian society and internationally.
 - 3.2) Understand the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.
- 4) Diversity.
 - 4.1) Recognize diversity and identify how difference acts as a crucial and valuable part of living in a society.
 - 4.2) Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations.
 - 4.3) Generate plans that thrive to end injustice (identified above), social injustice, and oppression.
- 5) Critical Thinking in Professional Practice.
 - 5.1) Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments.
 - 5.2) Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.
 - 5.3) Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.

- 6) Research.
 - 6.2) Critique, apply, and/or participate in elements of social work research.
 - 6.3) Apply social work knowledge and other ways of knowing (including but not limited to Indigenous knowledge) from other disciplines, to advance professional practice, policy development, research, and service provision.

- 7) Policy Analysis and Development.
 - 7.1) Demonstrate comprehension of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.
 - 7.2) Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.
 - 7.3) Contribute to the development and implementation of new and more equitable social policies.

- 8) Change.
 - 8.1) Acquire knowledge of organizational and societal systems.
 - 8.2) Identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions. This includes working with Francophone, Indigenous and newcomer populations.
 - 8.3) Critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.

- 9) Engage with Individuals, Families, Groups, and Communities through Professional Practice.
 - 9.1) Competently perform interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy, and evaluation.
 - 9.2) Actively promote empowering and anti-oppressive practice.
 - 9.3) Acquire skills to practice at individual, family, group, organization, community, and population levels including advocacy and activism. This includes skills in working with Francophone, Indigenous and newcomer populations.
 - 9.4) Participate effectively in interprofessional practice, community collaboration, and team work.
 - 9.5) Acquire knowledge and develop skills in advanced practice, and/or in specialized practice with individuals, families, groups, and/or communities.

Relationship to Other Courses

Prerequisite for this course is SOWK 653. This course provides an opportunity to analyze and integrate knowledge from other core courses (models of practice, policy, and research) and elective courses in each student's program of study. Although this course centers on theories, students will have ample opportunities to discuss and enact practice implications during class and in written assignments.

Course Text(s)

None

Class Schedule

Week 1 (Jan 16) – Interventions in Clinical Social Work (Evidence-based)

- Beyond CBT: Critical examination of the theory, principles, practices and process of DBT
- Clinical social work and DBT: Anti-oppressive, strength-based and collaborative approaches to working with dysregulated and at-risk populations
- Practice Model(s) Critically Examined: Dialectical Behavioural Therapy (DBT)

Required readings:

- Brodsky, B. S., & Stanley, B. (2013). The ABC's of DBT- the theoretical perspective. In B.S Brodsky and B. Stanley (Eds.), *The dialectical behavior therapy primer: How DBT can inform clinical practice* (pp. 63-74). New York, NY: Wiley-Blackwell. Retrieved from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1186872>
- Brodsky, B. S., & Stanley, B. (2013). The ABC's of DBT- overview of the treatment. In *The dialectical behavior therapy primer: How DBT can inform clinical practice* (pp. 75-82). New York, NY: Wiley-Blackwell. Retrieved from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1186872>
- Brodsky, B.S., & Stanley, B. (2013). The DBT tool kit: The essential DBT strategies and what happens in the individual session. In *The dialectical behavior therapy primer: How DBT can inform clinical practice* (pp. 101-124). New York, NY: Wiley-Blackwell. Retrieved from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1186872>

Recommended readings:

- Linehan, M. M., & Wilks, C. R. (2015). The course and evolution of dialectical behavior therapy. *American Journal of Psychotherapy*, 69(2), 97-110.
- Ritschel, L. A., Lim, N. E., & Stewart, L. M. (2015). Transdiagnostic applications of DBT for adolescents and adults. *American Journal of Psychotherapy*, 69(2), 111-128.

Course Objectives: 1, 2, 3, 4

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 8.1, 8.3, 8.4, 9.1, 9.3, 9.4, 9.5

Week 2 (Jan 23) – Interventions in Clinical Social Work - Practice & Applications

- Experiential learning and critical examination of the applications to diverse populations/contexts: DBT

Course Objectives: 2, 3, 4, 5

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 8.1, 8.3, 8.4, 9.1, 9.3, 9.4, 9.5

Week 3 (Jan 30) – Interventions in Clinical Social Work (Evidence-based): MBCT

- Mindfulness and Mindfulness Based Cognitive Therapy (MBCT)
- Beyond CBT: Examining Eastern influences/philosophies on Western-centric clinical social work practices and theory, principles, practices and process of MBCT
- Critical examination of mindfulness-based approaches to clinical social work
- Developing mindfulness and applications to clients
- Practice Model(s) Critically Examined: Mindfulness Based Cognitive Therapy

Course Objectives: 1, 2, 3, 4

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 8.1, 8.3, 8.4, 9.1, 9.3, 9.4, 9.5

Required readings:

- Crane, R. S., Brewer, J., Feldman, C., Kabat-Zinn, J., Santorelli, S....Kuyken, W. (2017). What defines mindfulness-based programs? The warp and the weft. *Psychological Medicine, 47*, 990-999.
- Farb, N. A. S., Anderson, A. K., & Segal, Z. (2012). The mindful brain and emotion regulation in mood disorders. *Canadian Journal of Psychiatry, 57*(2), 70-77.
- Kuyken, W., Watkins, E., Holden, E., White, K., Taylor, R. S....Dalgleish, T. (2010). How does mindfulness-based cognitive therapy work? *Behaviour Research and Therapy, 48*(11), 1105-1112.

Recommended readings:

- Eisendrath, S. J., Gillung, E., Delucchi, K. L., Segal, Z. V., Nelson, J. C....Feldman, M. D. (2016). A randomized controlled trial of mindfulness-based cognitive therapy for treatment-resistant depression. *Psychotherapy and Psychosomatics, 85*(2), 99-110.
- Parsons, C. E., Crane, C., Parson, L. J., Fjorback, L. O., & Kuyken, W. (2017). Home practice in mindfulness-based cognitive therapy and mindfulness-based stress reduction: A systematic review and meta-analysis of participants' mindfulness practice and its association with outcomes. *Behavioural Research and Therapy, 95*, 29-41.
- Segal, Z. V., Bieling, P., Young, T., MacQueen, G., Cooke, R....Levitan, R. D. (2010). Antidepressant monotherapy vs sequential pharmacotherapy and mindfulness-based cognitive therapy, or placebo, for relapse prophylaxis in recurrent depression. *Archives of General Psychiatry, 67*(12), 1256-1264.

Week 4 (Feb 6) – Interventions in Clinical Social Work - Practice & Applications

- Experiential learning and critical examination of the applications to diverse populations/contexts: MBCT

Course Objectives: 1, 2, 3, 4

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 8.1, 8.3, 8.4, 9.1, 9.3, 9.4, 9.5

Week 5 (Feb 13) – Strength-based Assessment in Clinical Social Work

- Critical examination of strength-based approaches to engagement and assessment
- Re-examining biopsychosocial assessment from a strengths-based perspective
- Practice Approaches/Model(s) Critically Examined: Strength-based Assessment

Required readings:

- Graybeal, C. (2001). Strengths-based social work assessment: Transforming the dominant paradigm. *Families in Society, 82*(3), 233-242.
- Rashid, T., & Osterman, R. F. (2009). Strength-based assessment in clinical practice. *Journal of Clinical Psychology, 65*(5), 488-498.

Saleebey, D. (2000). Power in the people: Strengths and hope. *Advances in Social Work*, 1(2), 127-136.

Course Objectives: 1, 2, 3, 4

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.1, 5.2, 5.3, 6.2, 6.3, 8.1, 8.3, 8.4, 9.1, 9.3, 9.4, 9.5

Reading Week – No Class on 20 February 2019

Week 6 (Feb 27) – Interventions in Clinical Social Work: Practice & Applications

- Experiential learning & critical examination of the applications to diverse populations/contexts: Strength-based Assessment

Course Objectives: 1, 2, 3, 4

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 8.1, 8.3, 8.4, 9.1, 9.3, 9.4, 9.5

Week 7 (Mar 6) – Interventions in Clinical Social Work (Brief / Strengths-based)

- Critical examination of strength-based psychotherapy models
- Single session and solution-focused approaches
- Use of consultation/observation teams
- Practice Model(s) Critically Examined: Brief Solution-Focused Therapy (BSFT)

Required readings:

Greenberg, G., & Ganshorn, K. (2001). Solution-focused therapy: Counseling model for busy family physicians. *Canadian Family Physician*, 47, 2289-2295.

Harper-Jaques, S., McElheran, N., Slive, A., & Leahey, M. (2008). A comparison of two approaches to the delivery of walk-in single session mental health therapy. *Journal of Systemic Therapies*, 27(4), 40-53.

Turnell, A., & Hopwood, L. (1994). Solution-focused brief therapy: An outline for second and subsequent sessions. *Case Studies in Brief and Family Therapy*, 8(2), 52-64.

Recommended readings:

Gingerich, W. J., & Peterson, L. T. (2012). Effectiveness of solution-focused brief therapy: A systematic qualitative review of controlled outcome studies. *Research on Social Work Practice*, 23(3), 266-283.

Myers, S. (2008). Solution-focused approaches and anti-oppressive practice. In S. Myers (Ed.), *Solution-focused Approaches* (pp. 77-90). Dorest, UK: Russell House. Retrieved from <http://www.russellhouse.co.uk/pdfs/solution.pdf>

Nelson, T. S., Thomas, F. N. (Eds.). *Handbook of solution-focused brief therapy: Clinical applications*. New York, NY: Routledge.

Slive, A., McElheran, N., & Lawson, A. (2008). How brief does it get? Walk-in single session Therapy. *Journal of Systemic Therapies*, 27(4), 5-22.

Course Objectives: 1, 2, 3, 4

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.1, 5.2, 5.3, 6.2, 6.3, 7.2, 8.1, 8.3, 8.4, 9.1, 9.3, 9.4, 9.5

Week 8 (March 13) – Interventions in Clinical Social Work – Practice & Application Week

- Experiential learning & critical examination of the applications to diverse populations/contexts: Brief Solution-focused Therapy

Course Objectives: 1, 2, 3, 4

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 8.1, 8.3, 8.4, 9.1, 9.3, 9.4, 9.5

Week 9 (March 20) – Interventions in Clinical Social Work (Social Constructionist - Part I)

- Critical examination of social constructionist approaches to clinical social work
- Collaborative, curiosity-based approaches to clinical practice- multiple ways of being/knowing
- Use of consultation/observation teams
- Practice Model(s) Critically Examined: Narrative Therapy

Course Objectives: 1, 2, 3, 4

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.2, 8.1, 8.3, 8.4, 9.1, 9.3, 9.4, 9.5

Required readings:

- Madigan, S. (2012). Anti-individualist narrative practice: listening to the echoes of cultural histories. *International Journal of Narrative Therapy and Community Work*, 1, 27-34.
- Morgan, A. (2000). *What is narrative therapy?* Adelaide, South Australia: Dulwich Centre. Retrieved from <http://dulwichcentre.com.au/what-is-narrative-therapy/>
- Young, K. (2008). Narrative practice at a walk-in therapy clinic: Developing children's worry wisdom. *Journal of Systemic Therapies*, 27(4), 54-74.

Recommended readings:

- Brownlee, K., Vis, J., & McKenna, A. (2009). Review of the reflecting team process: Strengths, challenges, and clinical implications. *The Family Journal: Counseling and Therapy for Couples and Families*, 17(2), 139-145.
- Morgan, A. (2002). Beginning to use a narrative approach in therapy. *The International Journal of Narrative Therapy and Community Work*, 1, 85-90.
- Young, K. (2013). When all the time you have is now: Narrative practice at a walk-in therapy clinic. Retrieved from <http://www.narrativeapproaches.com/resources/narrative-therapy-archive/374-2/>
- Zimmerman, J., & Beaudoin, M. N. (2015). Neurobiology for your narrative: How brain science can influence narrative work. *Journal of Systemic Therapies*, 34(2), 59-74.

Week 10 (March 27) Interventions in Clinical Social Work (Social Constructionist Part II / AOP)

- Critical examination of critical and anti-oppressive practice (AOP) to clinical social work the theory
- How to employ critical and AOP into clinical setting
- Practice Model(s) Critically Examined: Critical Social Work-Critical Incidents

Course Objectives: 1, 2, 3, 4

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 8.1, 8.3, 8.4, 9.1, 9.3, 9.4, 9.5

Required readings:

- Fook, J., & Gardner, F. (2007). *Practicing critical reflection*. Berkshire, UK: McGraw-Hill Education. Retrieved from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=332676>

Recommended readings:

- Baines, D. (2011). Bridging the practice-activism divide in mainstream social work. In D. Baines (Ed.), *Doing anti-oppressive practice* (pp. 79-84). Black Point, NS: Fernwood.

- Brown, C. G. (2012). Anti-oppression through a postmodern lens: Dismantling the master's conceptual tools in discursive social work practice. *Critical Social Work*, 13(1). Retrieved from <http://www1.uwindsor.ca/criticalsocialwork/anti-oppression-through-a-postmodern-lens-dismantling-the-master%E2%80%99s-conceptual-tools-in-discursive-so>
- Campbell, W., Tamasese, K., & Waldegrave, C. (2003). *Just therapy- a journey: A collection of papers the just therapy team*. Adelaide, South Australia: Dulwich Centre.
- Dumbrill, G. (2012). Anti-oppressive child welfare: How do we get there from here? *The Ontario Association of Children's Aid Societies Journal*, 57(1), 2-8.
- Freeman, B. (2011). Indigenous pathways to anti-oppressive practice. In D. Baines (Ed.), *Doing anti-oppressive practice* (pp. 119-131). Black Point, NS: Fernwood.
- Parker, L. (2003). A social justice model for clinical social work practice. *Affilia*, 18(3), 272-288

Week 11 (April 3) Interventions in Clinical Social Work – Practice & Application Week

- Experiential learning & critical examination of the applications to diverse populations/contexts: Narrative Therapy & Critical Social Work

Course Objectives: 1, 2, 3, 4

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 8.1, 8.3, 8.4, 9.1, 9.3, 9.4, 9.5

Week 12 (April 10) – Interventions in Clinical Social Work (Indigenous)

- Critical examination of Indigenous approaches to clinical social work
- Indigenous knowledge and ways of knowing
- Practice Approach Critically Examined: Indigenous Informed Clinical Practice

Course Objectives: 1, 2, 3, 4

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 8.1, 8.3, 8.4, 9.1, 9.3, 9.4, 9.5

Required reading: TBA

Recommended Readings: TBA

Assignments

Assignment 1: Critical Comparison of Practice Models OR Mindfulness Practice Plan (Grade value 30%, Due February 7, 9am MST). Select only one of the following options:

Option A: In order to work intentionally with clients in clinical social work practice, it is important to be able to identify which model(s)/approaches may be best indicated to inform your clinical work with a particular client(s) and/or client groups/populations. In deciding between models social workers are required to understand the features that make treatment models/approaches similar and/or unique. Having covered CBT, DBT and MBCT you are to complete a critical comparison of these models (using a template provided in class) that will draw upon course materials and other scholarly and clinical sources. Maximum 6 pages in length. Consistent with the template please use single space and 11 Font. References throughout the paper and in the reference page are required to conform to APA format [American Psychological Association, 2010 Publication Manual (6th ed.)].

OR

Option B: As mindfulness is a central component for the effective practice of DBT and MBCT, you are invited to engage in an 'experiment' related to incorporating mindfulness into your life/practice. Specifically, you are invited to draw upon the course materials (e.g., readings, lectures) and other scholarly, practice-based and/or community-knowledge, to develop a detailed plan as to how you will incorporate mindfulness into your daily practices, including, but not limited to your clinical practice. When references are employed they should be referenced throughout the paper and in the reference page conforming to the current APA format [American Psychological Association, 2010 Publication Manual (6th ed.)].

Building on this plan you are invited to engage in this 'experiment' and implement your plan for mindfulness in your daily practice, for a period of 5-7 days. You will engage in a reflective journaling processes throughout this week and at the end of the week to share your observations about the impact that mindfulness has had on your daily practice, including your scope of practice as a social work student and your daily experience pertaining to the person-of-the-social-worker (i.e., your life outside of your professional role). These reflections may including, but are not limited to reflecting on barriers and/or facilitators to engaging in mindfulness, the impact mindfulness has on your way of thinking, feeling, behaving, and/or being. You may also reflect on any challenges and/or tension points that arise in relation to your values (personal, professional) in engaging mindfulness, and how you navigating these tensions. The reflective journal component of this assignment does not require references, however, should you employ resources (scholarly, academic, practice-based/community-based) in this section, please ensure these references are properly cited using the current APA format [American Psychological Association, 2010 Publication Manual (6th ed.)].

This paper will be **no longer than six (6) double-spaced typed pages in total** excluding references in 11-point font and 1 inch margins. Submissions will **only** be accepted via the D2L Dropbox.

Course Objectives: 1, 2, 3, 4

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 8.1, 8.3, 8.4, 9.1, 9.3, 9.4, 9.5

Assignment 2: Strength-based Assessment & Formulation (Grade value 30%, due February 28 at 9am MST)

From the case vignette (i.e., a virtual case file/record) materials provided, construct both of the following;

1.) A written assessment document that conforms to a strengths-based assessment format examined in the course. This document should be written as if you were writing a professional assessment report to be placed in the client file and will be based on, and accurately representative of, the materials (i.e., virtual case file) that have been gathered during the assessment process. Your assessment report should organize information effectively using headings/subheadings and written using language consistent with social work values.

2.) A written case formulation from a strengths-based perspective that provides the best hypothesis/hypotheses to explain the current circumstances of the client(s), accounting for biological, cognitive/behavioural, familial, and social/cultural factors. Consistent with your assessment document, your case formulation should be written as if you were writing a professional report to be placed in the client file and written using language consistent with social work values. You may employ the 'formulation grid' (examined in the course) as a tool to help you construct your written case formulation. You may append this 'Grid' to your work (this appendix will not be counted against your page limit for the assignment).

This paper will be **no longer than eight (8) double-spaced typed pages** in 11-point font and 1 inch margins.

Course Objectives: 1, 2, 3, 4

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 8.1, 8.3, 8.4, 9.1, 9.3, 9.4, 9.5

Assignment 3: Video and Process Recording (Grade value 30%, Due April 4 by 9am MST)

Part A: Using a clinical vignette utilized within the course, each student is required to produce a shortened video demonstration (between 30-40 minutes) of a simulated counselling session utilizing **BSFT OR Narrative Therapy**. It is recommended that you use a partner from class to role-play the 'client' due to their familiarity with the clinical vignette. This clinical role-play demonstration should **NOT** be a scripted interaction.

Video materials should be upload to Youtube (a private page is highly recommended) and the link to this Youtube video should be submitted on a MS Word Document or PDF document via to D2L Dropbox. Please ensure that this document contains a) your name, and b) which model you are demonstrating (i.e., BSFT or Narrative). You are encourage to review the link before submitting to ensure that this video is operational and can be viewed without difficulty.

Part B: To accompany the video from Part A, students are required to review their video and create a 'process recording' of their session (a template will be provided). Specifically, students are required to select **two (2)** sub-sections from their video (each approximately 5 minutes in length) in order to analyze/critique key aspects of their interaction with the simulated client and/or application of aspects of the model (i.e., BSFT or Narrative) you selected.

- **Sub-section #1** will reflect on aspect of your selected model and/or interaction with the simulated client that you are pleased/satisfied with and/or accurately demonstrates the intended technique.

- **Sub-section #2** will reflect on aspect of your selected model and/or interaction that you are displeased/dissatisfied with and/or you believe to be a less than full demonstration of the intended technique.

Consistent with 'process recording' formats (template provided in class) students will create a verbatim transcript of two selected sub-sections of their video (including non-verbals/para-verbals) being sure to reference the specific time on your video that these interactions start/stop. In a separate column of the process recording students will provide a critical analysis of their selected interactions that details why you were either pleased/satisfied or displeased/dissatisfied with the interaction or application of the intended technique. Regarding your analysis of sub-section #2, where you were dissatisfied, you may also consider discussing alternative ways of interacting with the simulated client and/or alternative applications of your selected model. Although reflective in nature, this analysis should draw upon and, where applicable, make explicit reference to course materials, including readings, class discourse and in-class experiential activities. References throughout the process recording and in the reference page are required to conform to APA format [American Psychological Association, 2010 Publication Manual (6th ed.)].

Course Objectives: 1, 2, 3, 4

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 8.1, 8.3, 8.4, 9.1, 9.3, 9.4, 9.5

Participation (10%)

Students should actively participate in all classroom activities (lectures, discussions, and experiential exercises).

Apply the same standards of behavior, communication, and courtesy about punctuality, attendance, and readiness for work that would apply to a professional social worker in meeting with clients, supervisors, or in attending agency meetings. In addition to attendance, grades for participation are based on asking questions, sharing experiences, actively participating in class discussions or small group exercises, interacting in the course Desire2Learn (D2L) discussion page, and giving respectful feedback to others during class. It also includes using office hours as needed to ask for help, problem solve, and/or to clarify the assignments, or to identify individual learning needs. Above all, participation means demonstrating personal and professional engagement in the learning process. If a situation arises that precludes class attendance, the student should apprise the instructor. It is neither the instructor's responsibility to determine why a student was not in class nor is it the instructor's responsibility to advise the student of what was missed by a student's absences or tardiness to class. Your absence deprives the class of your participation that day so if you must be absent, there is an expectation that you will find a way to add something extra to the class.

Course Objectives: 1, 2, 3, 4

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 8.1, 8.3, 8.4, 9.1, 9.3, 9.4, 9.5

<h3>Recommended Readings</h3>

- Almeida, R., Woods, R., Messineo, T., & Font, R. (1998). The Cultural Context Model: An overview. In M. McGoldrick (Ed.), *Re-visioning family therapy: Race, culture, and gender in clinical practice* (pp. 414-431). New York, NY: Guilford.
- Anderson, H., & Goolishian, H. (1992). The client is the expert: A not-knowing approach to therapy. In S. McNamee & K. J. Gergen (Eds.), *Therapy as social construction* (pp. 25-39). Thousand Oaks, CA: Sage.
- Barry, D. (1997). Telling changes: From narrative family therapy to organizational change and development. *Journal of Organizational Change Management*, 10(1), 30-46.
- Baskin, C. (2005). Storytelling circles: Reflections of Aboriginal protocols in research. *Canadian Social Work Review*, 22(2), 171-187.
- Craig, S., Bejan, R., & Muskat, B. (2013). Making the invisible visible: Are health social workers addressing the social determinants of health? *Social Work in Health Care*, 52, 311-331.
- Duncan, B. L., Miller, S. D., & Sparks, J. A. (2004). *The heroic client: A revolutionary way to improve effectiveness*. San Francisco, CA: Jossey-Bass.
- Gray, M., Coates, J., & Hetherington, T. (2007). Hearing indigenous voices in mainstream social work. *Families in Society*, 88(1), 55-66.
- Green, J. (2007). *Making space for indigenous feminism*. Halifax, NS: Fernwood Press.
- Green, R., Gregory, R., & Mason, R. (2006). Professional distance and social work: Stretching the elastic? *Australian Social Work*, 59(4), 449-461.
- Jenkins, A. (2006). Shame, realization and restitution: The ethics of restorative practice. *Australian and New Zealand Journal of Family Therapy*, 27(3), 153-162.
- Lethem, J. (2002). Brief solution focused therapy. *Child and Adolescent Mental Health*, 7(4), 189-192.
- Lipchik, E. (2002). *Beyond technique in solution-focused therapy*. New York, NY: The Guilford Press.
- Messer, S. B., & Gurman, A. S. (Eds.). (2013). *Essential psychotherapies* (3rd ed.). New York, NY: The Guilford Press.
- Miller, S. D., & Duncan, B. L. (2000). Paradigm lost: From model-driven to client-driven outcome-informed clinical work. *Journal of Systemic Therapies*, 19(1), 20-34.
- National Association for Social Workers (2015). *Standards and indicators for cultural competence in social work practice*. Washington, DC: NASW. Available from <https://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf>
- Opie, A. (2000). *Thinking teams: Thinking clients: Knowledge-based teamwork*. New York, NY: Columbia University Press.
- Parton, N., & O'Byrne, P. (2000). *Constructive social work: Towards a new practice*. London, UK: Palgrave MacMillan.
- Pease, B. (2002). Rethinking empowerment: A postmodern reappraisal of emancipatory practice. *British Journal of Social Work*, 32, 135-147.
- Poulter, J. (2005). Integrating theory and practice: A new heuristic paradigm for social work practice. *Australian Social Work*, 58(2), 199-212.
- Rathus, J., & Miller, A. L. (2002). Dialectical behavior therapy adapted for suicidal adolescents. *Suicide and Life-Threatening Behavior*, 32(2), 146-157.

Grading

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary Graduate Grading System will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

Course Evaluation

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.

Students are welcome to discuss the process and content of the course at any time with the instructor.

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>. Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment.

Consistent with the aims of the Social Work Program, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf

Students are expected to ensure they are both familiar with, and comply with these standards.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) *before* beginning the assignment."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lqb1nucdh/>

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: <http://ucalgary.ca/ssc/graduatestudent>

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

Wellness Centre 24 hours/day Phone Support (403) 210-9355

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com).

Appeals: If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

Building Evacuations

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App:

<http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

SAFEWALK (403) 220-5333

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

Supports for Mental Health

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university

community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, ucalgary.ca/wellnesscentre/counselling/personal/) and the Campus Mental Health Strategy website (ucalgary.ca/mentalhealth).

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>