

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	2016-2017
Course Title	SOWK 559 – Advanced MSW Integrative Seminar
Course Schedule	Friday afternoons, 1 – 4, Fall and Winter semester
Course Location	TBA – first meeting in room 200 on Sept. 9, 2016

Instructor	Office Location	Office Phone	E-mail address
Deborah O'Connor Barbara Casson Alyson Quinn	Room 332	604-822-5299	deborah.oconnor@ubc.ca Barbara.Casson@ubc.ca quinnal@mail.ubc.ca
Office Hours	By appointment		

COURSE DESCRIPTION:

This course is designed to facilitate the integration of students' learning in their field practicum with their learning in practice, research, policy and theory courses. The purpose of the course is to promote advanced professional development. The course will provide students the opportunity to critically reflect upon their academic learning experiences, to analyze their development in their graduate studies, and to incorporate new theories, policies, and practices into their work. This is a required course and is open only to graduate students in the School of Social Work.

LEARNING OUTCOMES:

Upon completion of this course students will have developed an advanced understanding of their role as a graduate level social work practitioner through the integration of knowledge and skills from their courses and field education. The students will be able to:

- Demonstrate the integration of a social justice lens into practice at all levels.
- Demonstrate integration of advanced level practice and theory within their area of specialization.
- Demonstrate advanced comprehension of social work practice within their area of specialization.
- Articulate the role of social work values and ethics on the development and implementation of micro and macro interventions and social policy formulation.
- Demonstrate advanced level skills in self-reflection, self-awareness, and self-understanding in relation to the origins and foundations of their own world view as it influences their practice.

- Demonstrate the ability to critically reflect upon the ways in which practice, policy, and research inform their social work practice
- Demonstrate an appreciation of human diversity—particularly in relation to persons of different mental or physical ability, age, culture, ethnicity, gender, sexual orientation, language and socio-economic group.

COURSE STRUCTURE:

This course is a blended model which includes of bi-weekly in-person meetings over two semesters and on-line work using UBC connect. Students will be expected to discuss their experiences within their practicum settings during in-person meetings. An objective of each class will be to:

- Identify and address issues that are arising in practicum setting;
- Begin to articulate the link between theory, course readings and advanced practice; and
- Peer feedback and development.

Additionally, students will meet with their faculty field liaison throughout the practicum. The number of individual meetings between the instructor and the student is subject to the individual student's learning needs but will normally include three site visits: one within about 3 weeks of the practicum start to develop and finalize learning objectives; a mid-term evaluation/discussion; and a final evaluation/review meeting.

COURSE READING:

Course readings will be assigned by the Instructor.

ASSESSMENT, GRADING, EVALUATION:

There will be no formal examinations. Students will be awarded a grade based on the three major assignments and on their participation during in-person meetings and on the class discussion boards.

1. Integrating theory and practice 50%
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The purpose of this two-part assignment is to help students to document, reflect, and monitor their progress integrating theories with practice within the context of the practicum site.

1st Assignment: Your practicum' agency's approach to practice

In a paper of 3,000 – 4,500 words (including citations), identify, discuss and critically analyze the social and/or psychological theories that appear to be guiding practice interventions in the agency in which you are working. Included as part of this assignment specific examples related to your work within the organization and how theory informed your understanding and actions. If there appears to be no coherent theory in place, what is the implication of this lack of theory? Please describe implications of theory (or its lack): 1) for clients; 2) for you as a social worker in training; and 3) for the organization. If appropriate, identify and discuss alternate approaches that you conclude would be better or best suited to the agency and why.

DUE: December 8, 2015.

Value: 20%

Criteria for evaluating:

- Students demonstrate understanding of what theoretical orientations are and how they manifest in an agency.
- Students are able to give specific practice examples to support their arguments.
- Students clearly analyze implications in practice.
- Student uses APA, 6th edition, accurately.
- Papers are written clearly, succinctly, with excellent syntax and no punctuation or typographical errors.

2nd semester assignment: Case presentation:

Prepare for discussion in the class a case study related to a situation/client with whom you are working. Discuss the lens/approach/theory that you are using to understand this case, and how it is informing your practice. Include a critical analysis including how different approaches may fit together.

DUE: schedule to be developed in early January.

Value: 30%

Criteria for Grading: see attached

2. Bi-weekly reflective Journal and Integrative Summary, Weight 30%

There are three components to this reflective assignment:

- a) Students are required to write and upload to Blackboard Connect a *one page reflective paper every two weeks starting the week September 12* and continuing until the conclusion of practicum. The overall purpose of this assignment is to continually expand self-awareness and reflection.
- b) At the *end semester 1*, provide a one-two page summary which should be integrative and reflective of your developing advanced-level professional social work identity and approach, using experiences and learning across the courses and practicum.
- c) Upon *completion of your practicum*, pull together your reflections with a one–two page overview or *Social Work Manifesto* in which you describe your practice approach/philosophy and outline your goals for your social work career. Ideally, this exercise will help you to appreciate the scope of your work in the program; identify themes, interests, and theories that will help you narrate your practice philosophy in job interviews; and get feedback on your cv or resume before you begin applying for employment.

These entries will serve as a main way to keep the instructor aware of practicum progress and to share with the instructor your reflections on achievements, challenges, and overall work.

Criteria for marking:

- Demonstrates integrity and ethical behavior in practicum and in the reporting of activities.
- Writes clearly and succinctly, uses appropriate syntax, no typing errors
- Provides both a descriptive and analytic lens to the work being done in practicum
- Demonstrates the effective use of supervision and peer consultation.

3. Participation, Weight 20%

Student participation and attendance are essential to individual learning and to the success of the course. As the seminar is student driven, each student is expected to be involved actively and to share experiences in classroom and online discussions. Students are expected to be critically reflective and to engage in the collaborative learning process. Students are also expected to support the learning of classmates by encouraging their participation, hearing their perspectives, and giving feedback (respecting the confidentiality of the shared material). This portion of the grade is based upon attendance and active participation in all aspects of the course. Missing three or more classes over the period of the course (ie. Both semesters combined) may result in a grade of zero.

COURSE SCHEDULE:

There will be in-class meetings approximately every other week beginning September 9, 2016. Students are requested however to keep Friday afternoons available to accommodate special circumstances around scheduling changes/additional classes and site visits – you will know at least two weeks in advance if a class time is going to change. Will be distributed in class.

ASSIGNMENTS:

Submitting Assignments-

Students can use UBC email to submit their assignments or any correspondence to instructor. Please insure that all email messages are signed and that the subject heading always includes the course number (SOWK559) and integrates any further directions provided for each assignment. (So that assignments can be easily located).

Return of marked student assignments -

Instructors coordinate the return of marked assignments by email.

Late assignments-

Generally, late assignments will not be accepted and if requested, must be negotiated with the instructor.

Email Policy: Email is an important means of communication. However, please bear in mind the following:

- a) Please note that I don't as a rule work on the weekend and holidays, so may not respond to inquiries until the following Monday.
- b) Questions requiring replies longer than a few sentences are best asked during office hours. I am happy to organize a time to meet with you and discuss questions, concerns and/or thoughts you may have.
- c) I receive A LOT of emails! In order to insure that yours does not get lost, please insure that the subject header contains the course number and you sign your name.
- d) I make every effort to respond as promptly as possible. However, if you have not received a response within two working days, do feel free to resend and remind!

UBC COURSE POLICIES [attendance, participation, academic dishonesty]:

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.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

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 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.

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	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.