

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	Summer 2016
Course Title	SOWK559 – Advanced MSW Integrative Seminar
Course Schedule	Held on the following Mondays, 1-4pm May 9th May 30th June 13th June 20th July 11th July 18th Aug 8th
Course Location	Room 028, Jack Bell Building

Instructor	Office Location	Office Phone	E-mail address
Meera Dhebar			Meera.dhebar@.ubc.ca
Office Hours	By appointment on Mondays		

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 integration of advanced level practice and theory within their area of specialization.
- Demonstrate advanced comprehension of social work practice within their area of specialization.
- 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, values and ethics 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 identity, sexual orientation, language and socio-economic group.

COURSE STRUCTURE:

This course consists of online postings to Blackboard Connect and seven in-person group seminar sessions. Students will be expected to discuss in online assignments and in-person group settings their experiences within their practicum settings. 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.

COURSE READINGS:

Course readings may be assigned by the Instructor and uploaded to Blackboard Connect.

CLASS SCHEDULE:

Date	Topic	Assignments	Peer led
May 9 th	In class		
May 16 th	Online	Journal posting	
May 23 rd	Stat holiday		
May 30 th	In class		Discussion
June 6 th	Online	Journal posting	
June 13 th	In class		Discussion
June 20 th	In class		Case presentation Discussion
June 27 th	Online	Journal posting	
July 4 th	Online	Journal posting	
July 11 th	In class		Case presentation Discussion
July 18 th	In class		Case presentation Discussion
July 25 th	Online	Journal posting	
Aug 1 st	Stat holiday		
Aug 8 th	In class	Last class! Closing ritual and celebration	Case presentation Discussion
Aug 15 th			
Aug 22 nd		Final paper due	
Aug 29 th	Practicum ends		

ASSESSMENT, GRADING, EVALUATION:

There will be no formal examinations. Students will be awarded a grade based on the assignments and presentations.

1. Reflective Journal, Weight 30%

Students are required to write 5 one-page reflective journals. This journal 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 understanding in practicum and in the reporting of activities.
- Written clearly and succinctly, use of 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.

Considers one of these areas in each journal page:

- Reflection of how one of your values, beliefs, practice or ethics may be challenged in the practicum.
- Considers a time when engaged, challenged, or frustrated by course material, presentation, discussion or practicum.

DUE: May 16th, June 6th, June 27th, July 4th, July 25th

2. Case presentation, Weight 20%

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 that you are using to understand this case, and how it is informing your practice.

DUE: Schedule to be developed in class.

3. Peer led discussion, Weight 20%

Facilitate a discussion in class where you pose an ethical dilemma, an experience of moral distress or an area of clinical practice. Initially you will discuss the challenge you are experiencing, and then pose some key questions before opening it up the class for discussion. You will also be practicing your group facilitation skills.

DUE: Schedule to be developed in class.

4. Final paper, 1200 words, Weight 30%

The purpose of this assignment is to help students to document, reflect, and monitor their progress.

For your final assignment, write a paper that represents your learning in your practicums and journal pages. This is a reflective paper and is an opportunity to describe your practice approach, philosophy, ethics and values, and outline your goals for your social work career. This should also include your resume/CV.

Ideally, this exercise will help you to appreciate the scope of your work in the practicum; 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.

DUE: August 22, 2016

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.

COURSE SCHEDULE:

Will be distributed in class.

ASSIGNMENTS:

Submitting Assignments-

Students can use email to submit their assignments or any correspondence to instructor.

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.

GRADING CRITERIA:

Letter Grade	Percent Range	Mid-Point	
A+ A A-	90-100 85-89 80-84	95 87 82	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.
B+ B B-	76-79 72-75 68-71	77.5 83.5 69.5	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.
C+ C C-	64-67 60-63 55-59	65.5 62.5 57	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.
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.