

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: The 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	2017-2018, Terms 1 & 2
Course Title	SOWK 316 Integrative Seminar in Social Work Theory, Policy, and Practice
Course Schedule	Fridays 1:00 - 4:00 p.m. commencing Fri. Oct. 20/2017
Course Location	(001) Room 222 – Jack Bell Bldg – Wayne Nickel (002) Room 223 - Jack Bell Bldg - Rhea Del Vecchio (003) Room 224 - Jack Bell Bldg - Mok Escueta

Instructors	Office Location	Office Phone	e-mail address
Wayne Nickel	by appointment	604-266-0681	Wayne.Nickel@ubc.ca
Rhea Del Vecchio	by appointment	604-616-7620	Rhea.Delvecchio@ubc.ca
Mok Escueta	335	604-822-3520	Mok.Escueta@ubc.ca
Office Hours	by appointment		

COURSE DESCRIPTION:

This course is designed to facilitate the integration of students' learning from field, practice, and theory courses for the purposes of their professional development. It provides students the opportunity to critically reflect upon their practicum experience, monitor their practice development and make connections among the ethical, theoretical and skill elements of social work practice.

This is a required course and is open only to students accepted into the School of Social Work and is a co-requisite to SOWK 310, SOWK 305 and SOWK 315. This course complements and builds on the Interviewing Skills course (SOWK 310) and Field Education component (SOWK 315), providing the student the opportunity to integrate social work theory along with his/her practice skill development. Students who withdraw from SOWK 315 are also required to do so from SOWK 316.

SOWK 316 is taken over 2 terms commencing October 20 2017 & ending Mar 30 2018.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Critically assess social work practice experiences, using constructive feedback and consultation.
 - Actively participate in discussions of professional issues, practice situations and ethical dilemmas, to promote professional development.
 - Consistently consider and apply the Code of Ethics (British Columbia, 2003) in social work practice and in discussion.
 - Discuss the applications of theory in practice and the appropriateness and suitability of various practice methods.
 - Implement strategies to speak up safely and effectively in defence of values and boundaries.
 - Articulate an emerging approach to social work, drawing on theories, practice methods, knowledge, principles and ethics.
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RECOMMENDED COURSE READINGS:

Drolet, J., Clark, N., & Allen, H. (2012). Shifting sites of practice: Field education in Canada. Toronto, ON: Pearson Canada. Chapter 2.

Hugman, R. (2008) But is it social work? Some reflections on mistaken identities. *British Journal of Social Work*, 39(6), 1138-1153. Doi:10.1093/bjsw/bcm158

Trevithick, P. (2008) Revisiting the knowledge based of social work: A framework for practice. *British Journal of Social Work*, 38(6), 1212-1237. Doi: 1093/bjsw/bcm026

Baum, N. (2004). Social work students' treatment termination as a temporary role exit. *Clinical Supervisor*, 23(1), 165-177.

Oliver, C. (2016). The SPEAKER model for difficult conversations.

EVALUATION:

Attendance and Participation

This seminar is highly experiential in nature; therefore, students' attendance and participation are essential to individual learning and the success of the course. As the seminar is student driven, each student is expected to attend, to be actively involved, to be reflective and to share practicum experiences with the class. Students will be expected to be critically reflective and to be engaged in the collaborative learning process. Students are also required to support the learning of classmates by encouraging their participation, hearing their perspectives and giving feedback, while respecting the confidentiality of the shared material.

One half the participation mark will be based on class attendance. Students absent from 3 classes without an acceptable reason will receive no mark for attendance.

The other half of the mark will be based on the quality of student participation, as assessed by the instructor, and based on: the student's interactions with their peers; the student's interactions with their instructor; the student's contributions to the class

Marks: 20%

Assignment 1. Field Journal

Prior to each class, submit your field journal for the last 2 weeks. This should be 1-2 pages and contain your reflections about your placement experiences over the course of the last 2 weeks or the alternative set topic.

Grading dependent on submission: being on time; meeting page length requirement; addressing content relevant to the placement or, if a specific topic has been set for the entry, to that topic.

Marks: 40%

Assignment 2. Presentation of Integration Slide

Create one powerpoint slide to depict:

- The primary challenges you have faced in your practicum, and your strategies to resolve these challenges
- The theories you have used to analyse the challenges, and how you have applied these theories in efforts to resolve the challenges
- The specific learning gained from facing these challenges, and how this learning has informed your emerging approach to social work

Fully explain the slide in a 10 minute presentation.

Grading dependent on: clarity and comprehensiveness of information presented; identification and understanding of relevant theories; quality of critical analysis; reflexivity.

Due date: TBA

Marks: 40%

OUTLINE AND READINGS:

The course is conducted in a seminar format, which means that it is to a large extent process-driven and content is derived through group consultation on students' practice/field experiences.

Week/Date	Topic	Pre-Class
1: Oct 20	Reflective practice	Recommended reading before practicum starts: Chapter 2, Drolet, J., Clark, N., & Allen, H. (2012) <i>Field education in Canada</i> .
2: Nov 3	Setting goals	Field journal 1 due today.
3: Nov 17	Difficult Conversations	Recommended reading: Oliver, C. (2016) <i>The SPEAKER model for difficult conversations</i> .
4: Nov 24	I-Ethics	
5: Dec 1	Social worker identity and roles	Recommended reading: Hugman, R. (2008) <i>But Is It Social Work? Some Reflections on Mistaken Identities</i> . British Journal of Social Work, 39(6), 1138-1153.
6: Jan 12	Preparing for Mid-Point Evaluation	Topic for field journal 5: Readiness to discuss good and bad points of practicum.
7: Jan 26	Applying theory to/in practice	Topic for field journal 6: I-ethics Q2 Recommended reading: Trevithick, P. (2008). <i>Revisiting the Knowledge Base of Social Work: A Framework for Practice</i> . British Journal of Social Work, 38(6), 1212-1237.
8: Feb 9	Integration Slides	
9: Mar 2	Integration Slides	
10: Mar 16	Integration Slides	
11: Apr. 6	Termination, reflection and celebration	Recommended reading: Baum, N. (2004). Social work students' treatment termination as a temporary role exit. <i>Clinical Supervisor</i> , 23(1): 165-177.

COURSE POLICIES [attendance, participation, academic dishonesty]:

Excerpt from the UBC calendar:

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.

ASSIGNMENTS

Submitting Assignments-

Students can use the drop box located by office 116 to submit their assignments or any correspondence to faculty, sessionals or staff. Items will be date-stamped and distributed to the appropriate mailbox throughout the day.

Return of marked student assignments -

Instructors coordinate the return of marked assignments. The options are as follows: a) the instructor returns the paper to students in class; b) if the paper has been submitted electronically, the instructor will mark it on-line (with track changes) and return to the student on-line; c) the instructor returns the paper to the student by snail mail (the student provides a self-stamped, addressed envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor. Marked papers will no longer be put in a box outside the instructor’s office or at the main office counter

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.