



THE UNIVERSITY OF BRITISH COLUMBIA

**School of Social Work
Course Outline - SOWK 516**

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.

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.

Year/Term	Winter 2017 - 2018
Course Title	SOWK 516 (001) – Foundation Integrative Seminar (3 credits)
Course Schedule	Term 2, in person and online, Fridays 1:00 – 4:00 pm
Course Location	SOWK 028 Jack Bell Building / ORCH1001 – TBA, & Blackboard Connect

Instructor	Office Location	Phone	e-mail address
Elizabeth Jones	Room 233	604 822 6220 604 738 0506 (home office)	Elizabeth.Jones@ubc.ca
Office Hours	Fridays 12 – 2 and 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 course will provide students the opportunity to critically reflect upon their academic learning experiences, to analyze their development in their graduate studies, to incorporate new theories, policies, and practices into their work, and to set a baseline for future professional development. 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 analysis of their role as a graduate level social work practitioner through the integration of knowledges and skills, values and ethics, from their courses and field education. The students will be able to:

- Demonstrate integration of practice and theory within their area of practice;
- Demonstrate comprehension of social work practice within their area of practice;
- Articulate the role of social work values and ethics on the development and implementation of micro and macro interventions and social policy formulation;
- Demonstrate 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; and
- 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 – and how that affects their practice;
- Analyze and describe what area they will specialize in, in their advanced masters year

COURSE STRUCTURE:

This course consists of a blended model of bi-monthly in-person group seminar sessions and online work on UBC Connect. Students will be expected to discuss experiences within their practicum settings both online and in the classroom. Learning needs that arise based on practicum placements will be addressed through a planned process. Students will also be participating in an iEthics Curriculum with the Office of UBC Health, during the term, with one session in term 1 on November 24th, 2017. Instructions will be provided by the course instructor.

REQUIRED TEXT:

There is no required text. Readings may be negotiated as required throughout the course.

CLASS SCHEDULE:

DATE	SUBJECT	RESOURCE(S)
January 5, 2018	In class Building on community already established in cohort Setting goals in practicum	IPT – bring your electronics to class. Writing learning objectives. Writing journals.
January 12, 2018	Journal Entry #1 Getting started	
January 19, 2018	In class Orientation to the agency The skills of consultation and feedback	Peer supervision. Having difficult conversations.
January 26, 2018	Journal Entry #2 Beginning work	
February 2, 2018	In class Ethics Supervision	Reamer article online . Complete Quartile #2, Ethical Decision Making online (instructions provided in class) by this class. Write reflection required for this quartile as JE#3.
February 9, 2018	Journal Entry #3 Ethical decision making from Q#2	Review competencies for interprofessional practice found at www.chd.ubc.ca/teaching.../competency/bc-framework-interprofessional
February 16, 2018	In class Presentations as determined by class	
February 23, 2018	READING BREAK Journal Entry #4	
March 2, 2018	In class	

	Presentations as determined by class	
March 9, 2018	Journal Entry #5	
March 16, 2018	In class Presentations as determined by class	Option: Quartile #3, MAiD - Interprofessional Ethical Decision Making Write entry required for this quartile as part of JE #6. To be decided by class.
March 23, 2018	Journal Entry #6	
March 30, 2018	GOOD FRIDAY	
April 6, 2018	In class Building resilience	Complete Quartile #4, Moral distress Celebrating resilience!

ASSESSMENT, GRADING, EVALUATION:

There will be no formal examinations. Students will be awarded a grade based on the assignments below. Post each on Connect.

Assignment #1: Paper: Your practicum agency's approach to practice
 Weight 30%
 Due: February 9, 2018

The purpose of this assignment is to help students to analyze theoretical orientations in an agency and their impact on practice.

In a paper of 1200 - 1500 words identify and discuss the social work and/or social science theories that guide practices in the agency in which you are working. Give specific examples in your paper to support your arguments. Use citations where appropriate.

Describe the implications of theory (or its lack), for: 1) clients; 2) for you as a social worker in training; and 3) for the agency. If appropriate, identify and discuss alternate approaches that you conclude would be better or best suited to the agency and why.

Criteria for grading:

- 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.

Assignment #2: CLAS on Connect – Presentation: Analysis of a piece of work at practicum
 Weight 30%
 Due: April 27, 2018

The purpose of this assignment is to help students to document, reflect, and monitor their progress integrating social work skills, knowledges, values and ethics within the context of the work they are doing in practicum.

Choose a piece of work you have completed in your practicum to demonstrate critical awareness of your developing social work lens in practice. Develop a 12 minute presentation on your piece of work. Your presentation should:

- Include a short introduction to the piece of work, why you've chosen it, what is any pertinent history, and what is the focus of the presentation.
- Describe what happened in the piece of work that is important/noteworthy/a challenge.
- Analyze how you locate yourself (how do you view human nature and potential), and therefore what assumptions underlie your approaches to practice in this piece of work, and generally.
- Articulate what social work skills, knowledges, values and ethics are now being integrated into your approach to practice that you used here.
- Describe your emerging practice framework now, and how has this piece of work influenced it.

You'll likely want to create a document/slideshow to accompany your actual 'talk'. Speak slowly and in an engaging way and limit the amount of text on each slide, if you choose to have slides. You must include audio for your presentation. The presentation should be a recording, not a live, real time event.

Some viable formats include:

- Prezi (with voice)
- Powerpoint (with voice)
- Rocketslider
- Camtasia
- Screencast-o-matic: <http://www.screencast-o-matic.com/>
- Digital storytelling software such as imovie.

On the assignment deadline, paste your presentation link (do not upload the file!) in a Post in group discussion area in Connect. Please include a short “Abstract” of your video.

Students’ presentations will be graded on the following criteria:

- Accuracy and depth of understanding, representation and analysis of content
- Appropriate organization and use of resources, adherence to the time frame of 12 minutes
- Effectiveness of presentation in terms of clarity, succinctness, sophistication and creativity.

Online Journals

Weight 40%

Due: Bi weekly unless otherwise specified in course outline

Students are required to write and upload to Blackboard Connect a one page single space (500 words in 12 font Times New Roman) reflective paper every two weeks starting the week of January 12th and every other week until 2 weeks prior to conclusion of practicum.

Complete a final integrative one page single spaced entry for the final week of practicum which should be integrative and reflective of your emerging professional social work identity, using experiences and learning across the courses and practicum. 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. The instructor will respond to each entry.

The actual number of entries will be dependent on the length of your practicum, and will be individually negotiated with the instructor.

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.

COURSE POLICIES

Attendance and Participation:

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)

Attendance is expected in Social Work courses. Unnecessary absences are a disservice to yourself, as much of the material covered in classes is not readily available elsewhere; to the profession, whose image is enhanced or diminished by the behavior and performance of its members; and to your future clients, who trust that you were conscientious in your studies in order to maximize your understanding of a professional response to their presenting human needs.

Students will attend all class sessions and actively participate by being prepared and engaging in the class material. Failure to attend classes or seminars may constitute a ground for the instructor to refuse to evaluate and grade final papers or other marked course assignment submissions. In this manner, the right to submit work for evaluation is conditional upon regular class attendance and participation in class discussions and/or exercises. An instructor has the authority to refuse to evaluate all or part of a student's work where attendance has not been regular. Regular is defined as having no more than two absences from class.

If a student must be absent for whatever reason, it is expected that they contact the instructor and inform her of the absence before class if possible, or as soon as possible thereafter. This communication is the level of professional behavior expected of social workers in the workplace.

Assignments:

Assignments can be submitted on Blackboard Connect and will be returned by the instructor the same way.

Marks are assigned using rubrics and UBC Grading Criteria.

Grades will be reduced by 1 numeric point for each day late without valid reason and medical certificate.

Generally, late assignments will not be accepted. Requests for extensions due to factors beyond the control of the student must be made in writing.

Cell phones are not to be used in the classroom for any reason. Computers can be used for notes with permission of the instructor.

UNIVERSITY POLICIES:

The University accommodates students with disabilities who have registered with the Access and Diversity 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.

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.

UBC 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	83.5	
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.