



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.

Year/Term	Fall and Winter, 2015 - 16
Course Title	SOWK 516 – Foundation Integrative Seminar (3 credits)
Course Schedule	Biweekly: Thursdays, 2 pm – 5 pm (Term 2)
Course Location	Room 223 - Jack Bell Building (School of Social Work) and 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	Thursdays 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 understanding of their role as a graduate level social work practitioner through the integration of knowledge 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 specialization;
- Demonstrate 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 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.

COURSE STRUCTURE:

This course consists of a blended model of bi-monthly in-person group seminar sessions and online

work on UBC Connect. Online requirements of the course are met through UBC Connect and the establishment of an online community. 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.

REQUIRED TEXT:

There is no required text, although several required readings are posted on Connect. Other readings may be negotiated as required throughout the course.

CLASS SCHEDULE:

DATE	SUBJECT	RESOURCE(S)
January 7, 2016	In class Building on community already established in cohort Setting goals in practicum	Clark chapter on Connect, p. 148 - 158
January 14, 2016	Journal Entry #1 Getting started	Clark chapter on Connect, p. 80 - 86
January 21, 2016	In class Orientation to the agency Integrating theory and practice The skills of consultation and feedback	
January 28, 2016	Journal Entry #2 Beginning work	Larson chapter on Connect
February 4, 2016	In class Ethics Supervision	Reamer article on Connect
February 11, 2016	Journal Entry #3 Interprofessional practice	Review competencies for interprofessional practice found at www.chd.ubc.ca/teaching.../competency/bc-framework-interprofessional
February 18, 2016	READING BREAK	
February 25, 2016	In class Presentations as determined by class	
March 3, 2016	Journal Entry #4	
March 10, 2016	In class Presentations as determined by class	
March 17, 2016	Journal Entry #5	
March 24, 2016	In class Presentations as determined by class	
March 31, 2016	Journal Entry #6	
April 7, 2016	In class Transitions	

ASSESSMENT, GRADING, EVALUATION:

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

Paper 1: Your practicum agency's approach to practice
Weight 30%
Due: February 11, 2016

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.

Paper 2: Analysis of a piece of work at practicum
Weight 30%
Due: TBA based on practicum conclusion dates

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.

In a paper of 1200 - 1500 words, briefly outline a piece of work you have completed in your practicum to demonstrate critical awareness of your developing social work lens in practice. You may want to provide a before and after analysis. (For example, what are you doing differently now you are a social work student than you did before you entered the School of Social Work).

In writing this paper, use the following framework, which also is the criteria for grading:

- Description of the piece of work
- Why you have chosen it
- How do you locate yourself (how do you view human nature and potential), and therefore what assumptions underlie your approaches to practice.

- What social work skills, knowledges, values and ethics are now being integrated into your approach to practice that you used. (Use citations of sources where appropriate).
- Conclude with a statement about your emerging practice framework.
- Use APA, 6th edition, accurately when required.
- Papers are written clearly, succinctly, with excellent syntax and no punctuation or typographical errors.

Online Journal, Weight 40%

Students are required to write and upload to Blackboard Connect a one page reflective paper every two weeks starting the week of January 14th and every other week until 2 weeks prior to conclusion of practicum. Do a final integrative one page 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 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.
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COURSE POLICIES [attendance, participation, academic dishonesty]:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). 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 Blackboard system or email to submit their assignments or any correspondence to instructor.

Return of marked student assignments -

Instructors coordinate the return of marked assignments by the Blackboard system.

Late assignments-

Generally, late assignments will not be accepted except in medical emergencies.

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.