



**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	2015-2016, 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. 16/2015		
Course Location	316-001	Wayne Nickel	SOWK 222
	316-002	Carolyn Oliver	SOWK 223
	316-003	Miu Chung Yan	SOWK 224

Instructors	Office Location	Office Phone	e-mail address
Wayne Nickel	104	604 266-0681	<a href="mailto:wnickel@tru.ca">wnickel@tru.ca</a>
Carolyn Oliver	by appointment	604 786-0956	<a href="mailto:Carolyn.Oliver@ubc.ca">Carolyn.Oliver@ubc.ca</a>
Miu Chung Yan	235	604 822-8688	<a href="mailto:Miu.Yan@ubc.ca">Miu.Yan@ubc.ca</a>
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 16, 2015 & ending April 8, 2016.

**LEARNING OUTCOMES:**

Recognizing that dynamic and effective practice involves the ability to blend practice methodology with the corresponding ability to develop helping relationships with others, the course will encourage students to examine their own developing values, knowledge, skills and awareness of self in the helping role. Particular attention will be given to the development and articulation of a professional value stance and the exploration of the ethical dilemmas inherent in professional practice.

The course is intended to acquaint each student with the various elements of professional development by providing an opportunity for students to participate in a collaborative discussion about their field placement experiences. Throughout the year, students will be working toward developing a personal/professional approach to practice by utilizing a consolidation of course material, self – assessment of skills, experience to date, and identified readings.

During the course, gaps in knowledge and skills will be identified that will provide new learning outcomes for practice in the final year of the BSW Program.

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### **COURSE LEARNING OBJECTIVES:**

1. Students will learn to critically assess social work practice experiences through peer review, constructive feedback and consultation.
2. Students will learn how to participate and contribute in a seminar and create a safe learning environment for sharing with others.
3. Students will be expected to actively participate in discussions of professional issues, practice situations and ethical dilemmas.
4. Students will examine and discuss the applications of theory in practice and the appropriateness and suitability of various practice methods, particularly as they relate to their field practicum.
5. Students will participate collectively and collaboratively in furthering their learning and promoting professional development.
6. Students will consistently consider and apply the Code of Ethics (British Columbia, 2003) in their social work practice and their discussions

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### **REQUIRED 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.

### **EVALUATION:**

#### **PARTICIPATION: Marks: 20%**

This seminar is highly experiential in nature; therefore, students' participation and attendance 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, in terms of the student's interactions with their peers; the student's interactions with their instructor; and the student's contributions to the class.

**Assignment 1) Field Journal Marks: 30% (3% X 10)**

Prior to each class, submit your field journal for the last 2 weeks. This should not exceed 3 pages (double spacing and font size 12) and contain your reflections about your placement experiences over the course of the last 2 weeks.

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

**Assignment 2) Presentation of Integration Slide Marks: 10%**

Create a one-page 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** – To be decided in class

**Assignment 3) Final Paper Marks: 40%**

Now that you have reached the end of the first year of the program, describe your emerging approach to social work. Identify what theories, practice methods, knowledge, principles and ethics have become part of your approach and explain (with reference to specific experiences and insights over the last year) why you have chosen these. Paper should not exceed 8 pages (double spacing, font size 12, APA format) (excluding references) with a minimum of 8 academic references.

Grading dependent on: identification of different components (theories, practice methods, knowledge, principles and ethics) of an approach; description of specific reasons for the inclusion of the different components; quality and coherence of analysis; reflexivity; quality of writing.

**Due Date: April 24<sup>th</sup> 2016.**

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**OUTLINE AND READINGS:**

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

No of Week (Date)	Specific topic to be discussed/reading for discussion
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1 (October 16)	Reflective practice  Reading: Field education in Canada (2012), Drolet, J., Clark, N., & Allen, H. Chapter 2
2 (October 30)	Setting goals  Reading: Field education in Canada (2012), Drolet, J., Clark, N., & Allen, H. Chapter 2
3 (Nov 13)	Social worker identity and roles  Reading: Hugman, R. (2008). But Is It Social Work? Some Reflections on Mistaken Identities. <i>British Journal of Social Work</i> , 39(6), 1138-1153. doi: 10.1093/bjsw/bcm158
4 (Nov 27)	Self-care
5 (Jan 8)	Applying theory to/in practice Reading: Trevithick, P. (2008). Revisiting the Knowledge Base of Social Work: A Framework for Practice. <i>British Journal of Social Work</i> , 38(6), 1212-1237. doi: 10.1093/bjsw/bcm026.
6 (Jan 22)	TBA
7 (Feb 5)	Integration Slides
8 (Feb 26)	Integration Slides
9 (Mar 11)	Integration Slides
10 (Mar 18)	Preparation for termination  Reading: Baum, N. (2004). Social work students' treatment termination as a temporary role exit. <i>Clinical Supervisor</i> , 23(1): 165-177.
11 (Apr 1)	Reflection and celebration. Student-designed class to meet termination goals i.e. process emotions; evaluate progress; plan next steps
Note: Feb 15-19 midterm break, Mar 25 Good Friday	

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## **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](http://www.arts.ubc.ca) and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

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## 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.

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## 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.