



The University of British Columbia  
**School of Social Work**  
 SOWK559 – Advanced MSW Integrative Seminar

*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
Course Title	SOWK 559 – Advanced MSW Integrative Seminar
Course Schedule	
Course Location	

Instructor	Office Location	Office Phone	e-mail address
Deborah O'Connor	Room 332	604-822-5299	<a href="mailto:deborah.oconnor@ubc.ca">deborah.oconnor@ubc.ca</a>
Office Hours	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 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.
- Articulate the role of social work values and ethics on the development and implementation of micro and macro interventions and social policy formulation.
- 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, and research 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, sexual orientation,

language and socio-economic group.

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## **COURSE STRUCTURE:**

This course consists of bi-weekly meetings over two semesters. Students will be expected to discuss their experiences within their practicum settings. An objective of each class will be to:

- a) identify issues that are arising;
- b) begin to make the link between theory, course readings and advanced practice; and
- c) peer feedback and development.

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.

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## **COURSE READINGS:**

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

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## **ASSESSMENT, GRADING, EVALUATION:**

There will be no formal examinations. Students will be awarded a grade based on the two major assignments and on their participation during in-person meetings and on the class discussion boards.

<b>1. Major Assignment: Learning Portfolio, Weight 70%</b>
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The purpose of this four-part assignment is to help students to document, reflect, and monitor their progress integrating theories with practice within the context of the practicum site.

### TERM 1

1. In a paper of 1200 words (including citations), briefly outline a piece of work you have completed in your practicum to demonstrate critical awareness of how your personal and professional values and beliefs impacted and guided your practice. This work should be supported by relevant theory around your intervention and provide an account of the reflective cycle used. Please be sure to include in your account the assumptions that underlie your approach to practice. Why have you chosen this approach? What does this choice say about how you view human nature and potential? What does it say about how you view the goal of social work practice? If you do not have an example from your current practicum placement, provide an example using a setting where you have worked in the recent past. DUE October 27, 2015.
  
2. In a paper of 1200 words (including citations), identify, discuss and critically analyze the social and/or psychological theories that appear to be guiding practice interventions in the agency in which you are working. If there appears to be no coherent theory in place, what is the implication of this lack of theory? Please describe implications of theory (or its lack): 1) for clients; 2) for you as a social worker in training; and 3) for the organization. DUE: December 8, 2015.

## TERM 2

3. 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 January.
4. For your final assignment, create a portfolio (online or hard copy) that compiles all of your work in the MSW program. The portfolio should be accompanied by: 1) a one-page overview or *Social Work Manifesto* in which you describe your practice approach/philosophy and outline your goals for your social work career; 2) a resume/CV. Ideally, this exercise will help you to appreciate the scope of your work in the program; 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: April 19, 2016.

## 2. Major Assignment: Reflective Journal, Weight 10%

Students are required to write a monthly one-page reflective journal. Students can use journals to build their Learning Portfolio by reflecting on the learning process. 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 practicum process, achievements, and challenges.

## 3. Participation, Weight 20%

Student participation and attendance are essential to individual learning and to the success of the course. As the seminar is student driven, each student is expected to be involved actively and to share experiences in classroom and online discussions. Students are expected to be critically reflective and to engage in the collaborative learning process. Students are also expected to support the learning of classmates by encouraging their participation, hearing their perspectives, and giving feedback (respecting the confidentiality of the shared material). This portion of the grade is based upon attendance and active participation in all aspects of the course. Missing three or more classes will result in a grade of zero.

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**COURSE POLICIES [attendance, participation, academic dishonesty]:**


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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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#### **COURSE SCHEDULE:**

Will be distributed in class.

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#### **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.

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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.