

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.

<b>YEAR/TERM</b>	Winter, 2016
<b>COURSE TITLE</b>	SOWK 416: Advanced Integrative Seminar in Social Work Theory, Policy and Practice (4 sections)
<b>COURSE SCHEDULE</b>	Term 2, Mondays, 9:00 – 12:00
<b>COURSE LOCATION</b>	Section 003 - Room 224 (Eleanor Lipov)

Instructors	Office Location	Office Hours	Telephone Number	E-Mail Address
Eleanor Lipov		By appointment	604-734-9819	eleanor.lipov@ubc.ca

**COURSE DESCRIPTION:**

Building on third year practice courses, and particularly Social Work 316, this course is designed to continue to facilitate the integration of students' learning from field, practice, and theory courses for the purposes of their professional development. It will provide students the opportunity to critically reflect upon their practicum experience, monitor their practice development, continue to develop practice skills within a social work values and ethical context, and make connections between thinking, feeling, and doing, in relation to being a social worker.

Social Work 416 is a required course and is open only to students accepted into the School of Social Work. All third year courses, including practicum, must be completed before entry into Social Work 416. Social Work 405 must also be completed. Usually, Social Work 416 runs concurrently with Social Work 415.

**COURSE OBJECTIVES:**

Recognizing that dynamic and effective practice is iterative and involves the ability to blend practice methods with theories as well as the corresponding ability to develop working relationships with others, this course will encourage students to continue to examine their own developing skills and awareness of self in this role. Building on Social Work 316, this course will explore philosophical and ethical dilemmas associated with practice and help students to develop the means for considering and dealing with these common conundrums of practice. It will also reinforce students' strengths and gifts.

This course acquaints each student with the various elements of professional development by providing an opportunity to participate in a collaborative discussion about their field placement experiences and the integration of these with their classroom learnings. Throughout the course, students will be working toward developing ways of approaching practice by utilizing a consolidation of their learning in other courses, by continuing self-assessment of skills, by analyzing experiences to date, and by readings which will be identified depending on need and interest.

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## LEARNING OUTCOMES:

1. Students will critically analyze social work practice experiences through peer review, constructive feedback and consultation.
2. Students will participate and contribute in a supportive learning environment.
3. Students will 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.

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## REQUIRED READINGS:

### UNIVERSITY POLICIES:

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.*

**Disabilities:** 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.

**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.

**Retaining Assignments:** Students should 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.

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## COURSE POLICIES:

### Submitting Assignments

Assignments not submitted electronically should be handed in at the beginning of the class on the day they are due.

### 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

### Late assignments

Students must discuss any requests for late assignments directly with their instructor and must be prepared to submit a medical certificate.

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**FORMAT OF THE COURSE:**

Blended model – online and face-to-face.

**COURSE SCHEDULE:**

SOWK 416-Winter, 2016

Advanced integrative Seminar in Social Work Theory, Policy and Practice Blended Model

**Course Schedule**

<i>Date</i>	<i>Topic</i>	<i>Assignments</i>	
<i>Jan 4</i>	<i>IN-CLASS Check-in and discussion on class format; learning goals and supervision</i>		
<i>Jan 11</i>	<i>ONLINE Community &amp; Agency and Community Context</i>	<i>Online Posting</i>	
<i>Jan 18</i>	<i>IN-CLASS Check-in and discussion on ITP Loop and Reflective Practice: Ethical Issues</i>		
<i>Jan 25</i>	<i>ONLINE journal posting</i>	<i>Online Posting</i>	)
<i>Feb 1</i>	<i>IN-CLASS Ethical and Legal Issues :Linking theory and practice</i>	<i>Case Presentations</i>	
<i>Feb 9</i>	<i>ONLINE journal postings</i>	<i>Online Posting</i>	
<i>Feb 15</i>	<i>READING BREAK</i>		
<i>Feb 22</i>	<i>IN-CLASS Check-in and discussion linking theory and practice</i>	<i>Ethical Paper due Case Presentations</i>	
<i>Feb-29</i>	<i>ONLINE journal posting:</i>	<i>Online Posting</i>	
<i>Mar 7</i>	<i>IN-CLASS check-in and discussion on the practice of diversity in a multicultural society: Linking theory and practice</i>	<i>Case Presentations</i>	
<i>Mar 14</i>	<i>ONLINE-journal postings</i>	<i>Online Posting</i>	
<i>Mar 21</i>	<i>IN-CLASS Check-in and discussion on linking theory and practice</i>	<i>Case Presentations</i>	
<i>Mar 29</i>	<i>ONLINE-journal posting-Final integrative entry</i>	<i>Online-Posting</i>	
<i>April 4</i>	<i>IN-CLASS Transitioning from student to professional</i>		

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## **ASSIGNMENTS Practice Project Papers and Presentation:**

### **Goals**

The assignments together should demonstrate your:

- understanding of the placement and agency context and of your role within it
- competence in practice and learning from experience
- ability to explain and reflect critically on your practice
- application of relevant theory, frameworks and research evidence
- ability to integrate practice and theory
- awareness of ethical and professional issues

### **1. Paper: Ethical Issues Paper Due February 22nd 2016, 40%**

- List briefly main ethical and professional challenges you faced on this placement.
- Discuss one ethical issue and how you attempted to resolve it.
- Apply an ethical decision making framework to this issue (from the text or another model)
- Include references and academic sources, in addition to professional consultation.

Building on in-class discussions, on-line discussions, readings and guest speakers, each student will write a paper on an ethical dilemma that they have encountered during their placement. The paper will include a discussion of the following questions: 1) Provide a brief description of the professional challenges you faced in your placement. 2) Describe and discuss one ethical issue and how you attempted to resolve it including - why is it an ethical issue? Who is affected by the dilemma (clients, self, organization)? What value conflicts are evident in the dilemma? What options are available to resolve the dilemma? Which options do you support? Why? How did you or would you attempt to resolve the dilemma? 3) Include reflexive understanding of diversity and intersectionality as it applies to this case. What values did you rely on to make your decision? Why these ones? What consequences do you see your decision has on the other people involved? How will this situation change your practice in the future? 4) Apply the ethical model in a step-by-step process, including discussion and recommendations.

**Length of paper: 8-10 pages**

**Due date: February 22nd, 2016**

**Weight: 40%**

### **2. Case Presentation: Application of a Model or Framework February 22<sup>nd</sup>-March 21<sup>st</sup> 2016**

- Select one piece of work in which you used a specific model/framework.
- Provide a brief context for your use of the model/framework in this case.
- Highlight main elements of model/framework relevant to this piece of work.
- Demonstrate how you used it in this piece of work.
- Briefly evaluate the value and relevance of the model/framework to the work.
- Clear and succinct articulation of the description of the situation and model/framework applied.
- Analysis of theoretical foundations of the model/framework
- Brief demonstration of the application of the theory/model/framework
- Case presentation can be in any online format to be shared (PowerPoint, Prezi, and keynote).
- Prepare a 2 – 3 page summary of your presentation to be handed in to the instructor.

<b>Online Journal, Weight 20%</b>
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Students are required to write and upload to Blackboard Connect a 1 – 2 page reflective paper every two weeks starting the week of January 11th, and every other week up until March 28th (i.e., weeks of January 11, 25, , February 9, 29, March 14, 29, for a total of 6 entries). The first entry will consider your agency and community context including a brief profile of agency and community in which agency/workload is based, e.g. significant geographic, demographic, socio-economic indicators relevant to service or users. Consider equity, diversity and context of placement (rural, international etc.). Consider Place of social work within agency/unit, e .g. primary/secondary, legal base, main pressures on social workers; your role and how typical of social work in the agency. Do a final integrative entry for the week of March28th, 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 and class your reflections on achievements, challenges, and overall work.

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

<b>UBC GRADING CRITERIA:</b>
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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	73.5	
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 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.