



The University of British Columbia

**School of Social Work**

**Course Outline – SOWK416.001**

**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>	Fall and Winter, 2015 - 16
<b>COURSE TITLE</b>	SOWK 416: Advanced Integrative Seminar in Social Work Theory, Policy and Practice (4 sections)
<b>COURSE SCHEDULE</b>	Mondays, 9:00 am – 12:00 noon (Term 2)
<b>COURSE LOCATION</b>	Section 001 - Room 222 (Rhea Del Vecchio)

#### **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. 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 learning. Throughout the course, students will be working toward developing ways of approaching practice by utilizing a consolidation of their learning in courses at the School, by continuing a self-assessment of skills, by analyzing experiences to date, and by readings which

will be identified depending on need and interest.

## REQUIRED COURSE TEXT:

Drolet, J., Clark, N., & Allen, H. (2012). *Shifting sites of practice: Field education in Canada*. Toronto, ON: Pearson Canada. *[This was the text for SOWK 316 so there is no need to buy it again]*

## 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.

## COURSE POLICIES:

### Submitting Assignments

Assignments should be submitted electronically or 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 in-class.

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**COURSE SCHEDULE:**

Date	Topic	Assignments
Jan 4 IN CLASS	Review of course outline, learning goals and class format	
Jan 11 ONLINE	Community & Agency and Community Context	Posting
Jan 18 IN CLASS	Check in, Integration of Theory and Practice (ITP) loop and reflective practice	
Jan 25 ONLINE	Bogo in Drolet et al., pp. 11-13; 80-85	Posting
Feb 1 IN CLASS	Ethical and Legal Issues	
Feb 9 ONLINE	Harber-Iles & Seibel in Drolet et al., ch. 3	Posting
Feb 15 Feb 22 IN CLASS	READING BREAK Linking Theory and Practice	Paper due
Feb 29 ONLINE	Larson in Drolet et al., Ch. 4	Posting
Mar 7 IN CLASS	Applying social work values in relation to diversity	
Mar 14 ONLINE	Danso in Drolet et al., Ch. 9	Posting
Mar 21 IN CLASS	Case presentations	
Mar 28 ONLINE	Final integrative entry	Posting
April 4 IN CLASS	Transitioning from student to professional; reflecting	

## ASSIGNMENTS

### Goals:

All 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

Building on in-class discussions and readings, each student will write a paper on an ethical dilemma encountered during their placement. The paper will include:

- An ethical decision making framework
- Ethical challenge/issue faced in your placement
  - why it is an ethical issue; who is affected (clients, self, organization); value conflicts evident
- Options available to resolve the dilemma
  - Options you support; why?
- Analysis of issue using an ethical model, including discussion and recommendations
- How you did or would you attempt to resolve the dilemma
  - Values you relied on to make your decision? Why these ones?
  - How your reflexivity and understanding of diversity and intersectionality applies to this case
  - What consequences do you see your decision has on the other people involved?
- How this analysis can change your practice in the future?

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

**Due date: February 22, 2016**

**Weight: 40%**

### 2. Case Presentation: Application of a Practice Model or Framework

- Select one piece of work in which you used a specific model/framework.
- Clear and succinct description of the situation and model/framework applied
- Theoretical foundations of the model/framework
- Context for use of the model/framework in this case.
- Elements of model/framework most relevant to this piece of work.
- How you used it in this piece of work.
- Value and relevance of the model/framework to the work.
- Brief demonstration of the application of the theory/model/framework (if possible)
- Case presentation can be in any online format to be shared (PowerPoint, Prezi, keynote).
- Provide abstract (up to 200 words) and slides to instructor and students.

**Length of presentation: 10 minutes plus facilitate 10 minutes discussion**

**Due date: To be determined**

**Weight: 40%**

### 3. Online Journal Entries: 20%

Students are required to write and upload to Blackboard Connect a 1–2 page reflective paper every two weeks starting the week of January 11. 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 the 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. The final entry for the week of March 28 should be integrative and reflective of your emerging professional social work identity, using experiences and learning across the courses and practicum. The online journal entries will serve to keep the instructor aware of practicum progress and to share with the instructor your reflections on issues, achievements challenges.

#### Grading Criteria for papers, presentations and reflective journal entries:

- Meeting goals of the assignment
- Analysis: links to theory, use of critical lens where appropriate; discussion of meaning to you – intellectual, emotional, practical
- Implications for your social work practice
- Organization of the paper or presentation
- Quality of the writing; inclusion of scholarly references where appropriate

#### 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.