

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 416 (004): Advanced Integrative Seminar in Social Work Theory, Policy and Practice (Section 4)
COURSE SCHEDULE	Term 2, Mondays, 9:00am – 12:00pm
COURSE LOCATION	Section 004 – PONE 117 (Ponderosa Annex E room 117)

Instructors	Office Location	Office Hours	Telephone Number	E-Mail Address
Edward Kruk	SOWK 237	By appointment	604-822-2383	Edward.Kruk@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. 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.

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 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 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 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.

FORMAT OF THE COURSE:

Blended model – online and in-class.

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 Online</i>	<i>Online journal postings –Community & Agency and Community Context</i>	<i>Online Posting</i>	
<i>Jan 11 Online</i>	<i>Online journal postings – Goal setting, learning goals and supervision</i>	<i>Online Posting</i>	
<i>Jan 18 In Class</i>	<i>In class – Check in and Wellness in Placement</i>		
<i>Jan 25 Online</i>	<i>Online journal postings - Ethical and Legal Issues; giving and receiving feedback</i>	<i>Online Posting</i>	
<i>Feb 1 In Class</i>	<i>In Class – Linking Theory and Practice: Case Presentations</i>	<i>Case Presentations</i>	
<i>Feb 9 Online</i>	<i>Online journal postings - Ethical and Legal Issues; giving and receiving feedback</i>	<i>Online Posting</i>	
<i>Feb 15</i>	<i>READING BREAK</i>		
<i>Feb 22 In Class</i>	<i>In Class – Linking Theory and Practice: Case Presentations</i>	<i>Case Presentations Paper due</i>	
<i>Feb 29 Online</i>	<i>Online journal postings - Ethical and Legal Issues; giving and receiving feedback</i>	<i>Online Posting</i>	
<i>Mar 7 In Class</i>	<i>In Class – Linking Theory and Practice: Case Presentations</i>	<i>Case Presentations</i>	
<i>Mar 14 Online</i>	<i>Online journal postings - Ethical and Legal Issues; giving and receiving feedback</i>	<i>Online Posting</i>	
<i>Mar 21 In Class</i>	<i>In Class – Linking Theory and Practice: Case Presentations</i>	<i>Case Presentations</i>	
<i>Mar 29 Online</i>	<i>Online journal postings – Final integrative entry</i>	<i>Online Posting</i>	
<i>April 4 In Class</i>	<i>In Class – Linking Theory and Practice: Case Presentations</i>	<i>Case Presentations</i>	

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 22, 2016, 40% (Online submission)

- 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
- 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 main ethical and 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 an ethical decision-making framework in a step-by-step process, including discussion and recommendations.

Length of paper: 8-10 pages

Due date: February 22nd, 2016

Weight: 40%

Grading Criteria:

Organization of the paper: 25%

Analysis: discussion of meaning to you – intellectual, emotional, practical: 25%

Implications for your social work practice: 25%

Quality of the writing: 25%

2. Case Presentation: Application of a Model or Framework Feb. 1 - March 21, 2016, 40%

- 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, keynote).
- Prepare a 2 – 3 page summary of your presentation to be handed in to the instructor.

3. Online Journal Entries: 20%

Students are required to write and upload to Blackboard Connect a 1–2 page reflective paper on January 4, and every two weeks starting the week of January 11, up until March 28 (i.e., weeks of January 4, 11, 25, February 9, 29, March 14, 28, for a total of 7 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 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. Do a final integrative entry for the week of March 28, which 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 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

UBC 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	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.