

School Vision: Building upon a foundation of social justice and ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

BSW Mission Statement: The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

**YEAR/TERM:** 2018 - 19 Winter

**COURSE TITLE:** SOWK 316: Integrative Seminar in Social Work Theory, Policy & Practice

**COURSE SCHEDULE:** Fridays 1:00 - 4:00 p.m. commencing Friday October 12, 2018

**COURSE LOCATION:** (001) Room 222 - Jack Bell Bldg. - Erika Ono  
 (002) Room 223 - Jack Bell Bldg. - Pascale de Kerckhove  
 (003) Room 224 - Jack Bell Bldg. - Rhea Del Vecchio

INSTRUCTOR(S)	OFFICE LOCATION	OFFICE HOURS	E-MAIL ADDRESS
Erika Ono	By appointment	By appointment	<a href="mailto:erikaono@alumni.ubc.ca">erikaono@alumni.ubc.ca</a>
Pascale de Kerckhove	By appointment	By appointment	<a href="mailto:pascale.de.kerckhove@ubc.ca">pascale.de.kerckhove@ubc.ca</a>
Rhea Del Vecchio	By appointment	By appointment	<a href="mailto:rhea.delvecchio@ubc.ca">rhea.delvecchio@ubc.ca</a>

## 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 their practice skill development. Students who withdraw from SOWK 315 are also required to do so from SOWK 316.

## LEARNING OUTCOMES

By the end of the course students will be able to:

- Use constructive feedback and clinical supervision/consultation to critically assess social work practice experiences.
- Discuss professional issues, practice situations and ethical dilemmas in relation to professional development.
- Consistently consider and apply the Code of Ethics (British Columbia, 2003) in social work practice and in discussion.

- Consider the applications of theory in practice and the appropriateness and suitability of various practice methods.
- Implement strategies to communicate safely and effectively, while advocating for social work values and maintaining professional boundaries.
- Articulate an emerging approach to social work, drawing on theories, practice methods, knowledge, principles and ethics.
- Begin to develop one's social work identity in the context of practice experiences, self-reflection, and growing theoretical knowledge.

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## UNIVERSITY POLICIES

*"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."* (UBC Calendar)

**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

### Attendance

The attendance policy is in the student handbook on page 11:

<https://socialwork.ubc.ca/current-students/>

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is *required* in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student.

The University accommodates students with disabilities who have registered with Access and Diversity. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor, and if necessary, to contact Access and Diversity preferably not later than the first week of class. The School will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments, must notify their instructors in writing at least two weeks in advance, and preferably earlier. This reflects expectations for professional social workers in their place of employment.

If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

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### SUBMITTING ASSIGNMENTS:

Assignments are due as noted in this course outline, unless otherwise informed by the instructor.

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### RETURN OF MARKED STUDENT ASSIGNMENTS:

All assignments are to be submitted via the UBC Canvas course site. Assignments will be marked with track changes and comments provided in the same manner.

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### LATE ASSIGNMENTS:

Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available. Assignments submitted after the deadline with no documentation will be penalized by one percentage point per day.

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**COURSE SCHEDULE**

SESSION 1:	October 12, 2018
TOPIC:	Building <i>Learning Objectives</i>
SESSION 2:	October 26, 2018
TOPIC:	Social worker identity and roles
	<i>November 2 (UBC Health Module)</i>
	<i>Professionalism: On campus workshop from 2-4pm with a UBC Health Instructor, location TBD</i>
	<i>November 9, 2018 (UBC Health Module)</i>
	<i>iEthics Q1 Part 2: On campus workshop from 2-4pm with a UBC Health Instructor, location TBD</i>
	<i>November 16, 2018 (UBC Health Module)</i>
	<i>Indigenous Q1: On campus workshop from 2-4pm with a UBC Health Instructor, location TBD</i>
	<i>November 23, 2018 (UBC Health Module)</i>
	<i>Resiliency: On campus workshop from 2-4pm with a UBC Health Instructor, location TBD</i>
SESSION 3:	November 30, 2019
TOPIC:	Power and privilege
SESSION 4:	January 4, 2019
TOPIC:	Preparing for midterm evaluations
SESSION 5:	January 18, 2019
TOPIC:	Difficult conversations
SESSION 6:	February 1, 2019
TOPIC:	Ethical dilemmas
SESSION 7:	February 15, 2019
TOPIC:	Integration slides
	<i>Reading week (February 18-22, 2019)</i>
SESSION 8:	March 1, 2019
TOPIC:	Integration slides
SESSION 9:	March 15, 2019
TOPIC:	Integration slides
SESSION 10:	March 29, 2019
TOPIC:	Termination, reflection and celebration

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**ASSIGNMENTS**
**Assignment 1. Field Journal**

Field journals should be 500 words in 12-point Times New Roman font double spaced and contain reflections about your placement experiences over the course of the last 2 weeks or the alternative set topic.

Field journals should be submitted via UBC Canvas. Field journals will be marked and returned via UBC Canvas.

Grading criteria: See the marking rubric on page 6.

**Marks: 50%**

Field Journal Due Dates
October 19, 2018
November 2, 2018
November 23, 2018
January 11, 2019
January 25, 2019
February 8, 2019
March 8, 2019
March 22, 2019

### **Assignment 2. Presentation of Integration Slide**

Create one 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 analyze 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.

- Your presentation should highlight the connections you have been able to make over the course of your practicum between the ethical, theoretical, and skill elements of social work practice. This is your opportunity to demonstrate how you are integrating these components as well as your ability to engage in self-reflection about your own social work practice.

Grading criteria: See the marking rubric on page 7.

**Due date: TBA**

**Marks: 40%**

### **Attendance**

This seminar is highly experiential in nature; therefore, students' attendance and participation 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.

**Marks: 10%**

### UBC 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.

MARKING RUBRICS

Marking Rubric for Assignment 1. Field Journals

*\*\*The grade for the field journals is an overall grade (not graded per entry).*

CRITERIA	Unsatisfactory	Average	Good quality	Exceptional	Total mark out of 50
Content Reflection	<b>0-9</b> Reflection lacks critical thinking. Superficial connections are made with social work concepts and theories.	<b>10-14</b> Reflection demonstrates limited critical thinking in applying, analyzing, and/or evaluating social work concepts and theories. Minimal connections made through explanations, inferences, and/or examples.	<b>15-17</b> Reflection demonstrates some degree of critical thinking in applying, analyzing, and/or evaluating social work concepts and theories. Connections made through explanations, inferences, and/or examples.	<b>18-20</b> Reflection demonstrates a high degree of critical thinking in applying, analyzing, and evaluating social work concepts and theories. Insightful and relevant connections made through contextual explanations, inferences, and examples.	/ 20
	Personal Growth	<b>0-9</b> Conveys inadequate evidence of reflection on own work in response to the self-assessment questions posed. Personal growth and awareness are not evident and/or demonstrates a neutral experience with negligible personal impact. Lacks enough inferences, examples, personal insights and challenges, and/or future implications are overlooked.	<b>10-14</b> Conveys limited evidence of reflection on own work in response to the self-assessment questions posed. Demonstrates less than adequate personal growth and awareness through few or simplistic inferences made, examples, insights, and/or challenges that are not well developed. Minimal thought of the future implications of current experience.	<b>15-17</b> Conveys evidence of reflection on own work with a personal response to the self-assessment questions posed. Demonstrates satisfactory personal growth and awareness through some inferences made, examples, insights, and challenges. Some thought of the future implications of current experience.	
Organization	<b>0-3</b> Poor clarity and organization of writing; thought processes are not clear.	<b>4-6</b> Some clarity and organization of writing and thought processes. Writing is sometimes unclear.	<b>7-8</b> Above average clarity and organization of writing. Thought processes are clear.	<b>9-10</b> Well written and clearly organized.	/ 10

**Marking Rubric for Assignment 2. Integration Slides**

CRITERIA	Unsatisfactory	Average	Good quality	Exceptional	Total mark out of 40
<b>Content &amp; Analysis</b>	<b>0-9</b> Practicum challenges and strategies proposed are minimally articulated on slide and in oral presentation; serious weaknesses are present.  Analysis of challenges is at a minimal level; selection of theories as well as application of theories uses poor degree of critical thinking and does not address social work values and ethics of care.	<b>10-14</b> Practicum challenges and strategies proposed are adequately articulated on slide and in oral presentation; some weaknesses are present.  Analysis of challenges is at an adequate level; selection of theories as well as application of theories uses minimal degree of critical thinking and superficially addresses social work values and ethics of care.	<b>15-17</b> Practicum challenges and strategies proposed are well articulated on slide and in oral presentation.  Analysis of challenges is at a proficient level; selection of theories as well as application of theories uses some degree of critical thinking and is mostly in line with social work values and ethics of care.	<b>18-20</b> Practicum challenges and strategies proposed are clearly and thoroughly articulated on slide and in oral presentation.  Analysis of challenges is at a high level; selection of theories as well as application of theories uses sound critical thinking and is in line with social work values and ethics of care.	<b>/ 20</b>
	<b>Self-Reflection</b>	<b>0-3</b> Self-reflection demonstrates poor personal and professional engagement.	<b>4-6</b> Self-reflection demonstrates adequate personal and professional engagement.	<b>7-8</b> Self-reflection demonstrates good personal and professional engagement.	
<b>Presentation Skills &amp; Integration</b>	<b>0-3</b> Presentation and slide demonstrate minimal integration of ethical, theoretical and skill elements of social work practice	<b>4-6</b> Presentation and slide demonstrate some integration of ethical, theoretical and skill elements of social work practice.	<b>7-8</b> Presentation and slide demonstrate more than satisfactory integration of ethical, theoretical and skill elements of social work practice.	<b>9-10</b> Presentation and slide demonstrate clear integration of ethical, theoretical and skill elements of social work practice.	<b>/ 10</b>