

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.

MSW Mission: The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

YEAR/TERM: 2018 - 19 Winter

COURSE TITLE: SOWK 559: SOWK 559 – Advanced MSW Integrative Seminar (Sections 001, 002 & 003)

COURSE SCHEDULE: Fridays, 1:00-4:00 pm, 2 terms

COURSE LOCATION ROOM #'s
 124 (section 001)
 324 (section 002)
 326 (section 003),

| INSTRUCTOR(S) | OFFICE LOCATION | OFFICE HOURS | TELEPHONE NUMBER | E-MAIL ADDRESS |
|--------------------------------|-----------------|-----------------|------------------|--|
| Alyson Quinn Section 002 | 342 | By appointment | 604-822-9302 | quinnal@mail.ubc.ca |
| Marie Nightbird Sectin 001 | 335 | By appointment | 604-822-3520 | Marie.Nightbird@ubc.ca |
| Mohamed Ibrahim Section 003 | 241 | Thurs 1:00-2:00 | 604-822-2100 | Mohamed.ibrahim@ubc.ca |

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

Please ensure these are updated in current pedagogical language. The Chairs can help you with this.

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 the integration of a social justice lens into practice at all levels.
- 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.

COURSE STRUCTURE:

This course includes bi-weekly in-person meetings over two terms. Students will be expected to discuss their experiences within their practicum settings during in-person meetings. An objective of each class will be to:

- a) Identify and address issues that are arising in practicum setting;
- b) Begin to articulate 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 but will normally include three site visits: one within 3-5 weeks of the practicum start to develop and finalize learning objectives; a mid-term evaluation/discussion; and a final evaluation/review meeting.

Professionalism should be evident in classroom conduct and assignments. Students should prepare all work with proper grammar, spelling, formatting and in a manner that reflects preparation for a terminal professional degree at the bachelor level. It is the student's responsibility to secure assistance on assignments ahead of their due date. Course work will be evaluated on content, critical thinking, structure/formatting and clarity of presentation. Creativity, the incorporation of social work values and the advancement of multiple perspectives are also expected.

Details on course assignments and evaluation are described in detail below.

NAMES AND GENDER PRONOUNS

Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by the name and/or gender pronoun(s) you use for yourself. Please advise me of this as soon as possible so I can ensure use of your correct name and pronouns in this space.

If you need general support around this issue, please also be aware that *Trans and Gender Diversity at UBC* can provide advocacy in ensuring that all of your instructors are using the name/pronouns you use. (<https://students.ubc.ca/campus-life/diversity-campus/trans-gender-diversity>)

A special word about ELECTRONIC DEVICES IN THE CLASSROOM:

Laptop computers and tablets may be used to support learning activities in the classroom. These learning activities include: taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic

devices are to be used in the classroom for non-academic reasons. This includes e-mailing, texting, social networking, and use of the Internet. If a student is found to be using their electronic device inappropriately, they forfeit the opportunity to use the device for the remainder of the term. The use of cell phones during class time is prohibited. Please turn off cell phones and refrain from taking calls unless you are “on call” and have cleared this with the instructor prior to class.

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 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

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.

SUBMITTING ASSIGNMENTS:

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

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.

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.

FORMAT OF THE COURSE:

The format of the course is a blend of instructor and peer sharing and collaboration through classroom discussions and action based learning anchored to readings, videos, case scenarios and guest presentations.

REQUIRED TEXTBOOK:

There is no required textbook, however, course readings will be assigned by the Instructor in consultation with student colleagues

ASSESSMENT, GRADING, EVALUATION:

There will be no formal examinations. Students will be awarded a grade based on the three major assignments.

This course emphasizes the process of learning, collectively and individually. While the instructor and students recognize the importance of grades as a formal measure of achievement in a course, students are encouraged to work to their fullest potential measure their success individually and not in comparison to other learners.

It is anticipated that as learners in a terminal professional masters degree program, you are interested in attending and participating actively and that you will be prepared to do so upon arrival at each class session. As such, there **will not** be a grade assigned for attendance and participation. The instructor will not make judgments about the reason for absences but does appreciate receiving communication ahead of your absence. A significant amount of learning takes place during class; you are responsible for understanding the material covered during your absence and obtaining any in-class handouts.

Late papers/assignments **are not accepted in this course**. (With rare exception and prior approval by the instructor, assignments can be submitted one week late for extraordinary circumstances only.) Grading criteria are as follows:

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. |

Evaluation of student performances will be based on assignment completion during Term 1 and 2 and weighted in the following

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| Assignment 1: Integrating theory and practice (term 1) | 30% |
| Assignment 2: Reflexive journals (term 1 and 2) | 30% |

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| Assignment 3: Case presentation (term 2) | 30% |
| Assignment 4: Class Participation (5% for @ term) | 10% |
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| Total | 100% |

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| Assignment 1: Integrating Theory and Practice – 1 st Term | 30% |
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Practice demonstration: the purpose of this assignment is to allow you to explore, analyze and document the theoretical orientations that guide practice in your practicum agency.

In a 10 to 15 minumute presentation to the instructor and your classmates, followed by an approx...10 minutes general class discussions you have the opportunity to provide information about and demonstrate a skill or technique you're using in your emerging social work practice. The skill or technique should be one you're currently learning/using in your practicum site and must be informed by an empirically supported theoretical or practice model. Before showing the technique provide the instructor and your classmates with the following:

- Name of technique
- Theoretical or practice model from which the technique emanates
- How the technique is used in the context of the therapeutic/practice model
- The aim of the technique
- Anything for which you'd like us to be watching/listening

On the day of your presentation, please bring an annotated reference document with a minimum of two (no more than 4) references for the technique and skill you're demonstrating. Sign up for during first class.

DUE: In class, in hard copy

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| Assignment 2: Case Presentation – 2 nd Term | 30% |
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This is your opportunity to shine! In the presence of the instructor and your seminar colleagues, you will have the opportunity to make a case presentation that highlights your work with one service user from your practicum agency. Ideally, you will present your work with a service user with whom you had a prolonged or especially impactful experience.

The outline for the case presentation will be distributed at the beginning of Term 2, and will look quite similar to the outline for case consultation used throughout the seminar.

DUE: TBD in term 2

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| Assignment 3: Reflexive Journal 1 st and 2 nd Term | 30% |
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As social work practitioners, we are the instruments of our practice. As such, it is critical that we are engaged in a continuous process of reflection. During each term, you are asked to reflect on your practice in a structured way a minimum of 3 times (6 total for the academic year). This reflection can be done in either written form or by speaking aloud to the instructor and submitting an audio recording.

As you complete your reflexive practice, please address the following:

- 1) Things that are going well, you're proud of, areas of growth and accomplishment
- 2) Things that challenge you, that you're unsure about, that cause you unease
- 3) Your use of self in engagement with service users, colleagues and the organization
- 4) Your attention to social justice, social work ethics and values

Please consider this assignment an opportunity for you to reflect on your practice and me to have a little glimpse into your practice. Complete this assignment for you and not for me!

Minimum 2 -Maximum 3 page written submission or Minimum 5 & Max-10 minute audio recording. No citations are needed.

DUE: Assignment submitted on Canvas as word document or audio file. Due dates on course schedule (highlighted in RED)

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| Assignment 4: Class attendance | 10% |
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**All written assignments** should adhere to the APA Writing Guide, 6<sup>th</sup> Edition. This includes but is not limited to APA formatting, font, text size, spacing, and page numbering and reference citation. It is expected that students have a title page with running head, per APA. An abstract however is not required for any assignment.

Assignments in this course are graded on both content (thoroughness, clarity, completeness, depth, substantiation) and style and organization (grammar, spelling, editing, cohesion, clarity, creativity, APA style). Specifically, assignments should be:

- Relevant and understandable with logical flow and organizational structure
- Smooth and clear with transitions between/among ideas
- Clear and cohesive
- Interesting, independent and creative
- Salient and appropriately use the literature in support of your arguments
- Expressions of your thoughts and beliefs, using your voice

Students are welcome to visit with the instructor in advance of submission deadline (details provided in class). For assistance with writing, please consider the following resources:

- Writing assistance at UBC  
<http://learningcommons.ubc.ca/improve-your-writing/>
- Online Writing Lab (OWL) at Purdue  
<http://owl.english.purdue.edu/owl>

The best resource is the American Psychological Association *Publication Manual* (6<sup>th</sup> edition). It is not available on-line. You can find a copy at the UBC library or you may wish to purchase a copy for yourself.

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### COURSE SCHEDULE

There will be in-class meetings approximately every other week beginning September 7, 2018. Students are requested however to keep Friday afternoons available to accommodate special circumstances around scheduling changes/additional classes and site visits – you will know at least two weeks in advance if a class time is going to change.

**Below is the schedule for Term 1:**

| Week | Date | Topic/Activities                                                                                                     |
|------|------|----------------------------------------------------------------------------------------------------------------------|
| 1    | 9/7  | Introduction to course and each other<br>Syllabus and assignment review<br><b>Sign up for practice demonstration</b> |
| 2    | 9/21 | TBD                                                                                                                  |
| 3    | 10/5 | TBD                                                                                                                  |

| Week | Date  | Topic/Activities                                                            |
|------|-------|-----------------------------------------------------------------------------|
| 4    | 10/19 | TBD                                                                         |
| 5    | 11/2  | TBD<br><u>Journal 2 due today</u>                                           |
| 6    | 11/16 | TBD                                                                         |
| 7    | 11/30 | Evaluation/Celebration!!<br><u>Journal 3 due on December 7<sup>th</sup></u> |

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