



**THE UNIVERSITY OF BRITISH COLUMBIA**  
**School of Social Work**  
**Course Outline – SOWK 416 (001,002,003)**

**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.

**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.

<b>Year/Term</b>	<b>Fall and Winter, 2017-18</b>		
<b>Course Title</b>	<b>SOWK 416: Advanced Integrative Seminar in Social Work Theory, Policy and Practice</b>		
<b>Course Schedule</b>	<b>Term 2, Fridays, 1:00pm – 4:00pm</b>		
<b>Course Location</b>	<b>Section 001</b>	<b>Ashley Quinn</b>	<b>Room PCOH 1008</b>
	<b>Section 002</b>	<b>Andrea Johnson</b>	<b>Room PCOH 1009</b>
	<b>Section 003</b>	<b>Eleanor Lipov</b>	<b>Room PCOH 1011</b>

<b>Instructors</b>	<b>Office Location</b>	<b>Office Hours</b>	<b>Telephone Number</b>	<b>E-Mail Address</b>
Ashley Quinn	SOWK 224	By appointment	604-822-6622	Ashley.Quinn@ubc.ca
Andrea Johnson	SOWK 222	By appointment	604-767-5763	Andrea.Johnson@ubc.ca
Eleanor Lipov	SOWK 223	By appointment	604-767-2056	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. It is a blended online and in-class course.

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.

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### LEARNING OUTCOMES:

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

- 1) Synthesize field placement experiences and classroom learning through collaborative discussion and reflection.
- 2) Articulate the CASWE core learning competencies for Social Work through the development of practicum learning goals and implementing these learning competencies in practice.
- 3) Consider and examine the practical implementation of the Social Work Code of Ethics.
- 4) Through collaborative class discussion and related learning activities, discuss and consider challenging issues in social work practice and continue the professional development of a social worker.

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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.

**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:**

Without previous discussion with the instructor, late assignments will be deducted .5 mark per day. After one week of being late, the assignment will no longer be accepted. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available.

**FORMAT OF THE COURSE:**

Blended model – online and in-class. Each week will alternate between online and in-class participation.

**COURSE SCHEDULE:**

Each section will discuss topics for the in-class weeks. Readings will be assigned for each section separately as they will fit the topic of each class.

<i>Date</i>	<i>Topic</i>	<i>Assignments</i>
<i>Jan 4<sup>th</sup> In- class</i>	<i>Review of course outline, learning goals and class format</i>	
<i>Jan 11th Online</i>	<i>Reflexive Journal #1</i>	<i>Posting of Journal #1</i>
<i>Jan 18th In-class</i>	<i>Check-in topic as discussed</i>	
<i>Jan 25th Online</i>	<i>Reflexive Journal #2</i>	<i>Posting of Journal #2</i>

<i>Feb 1st In-class</i>	<i>Check-in topic as discussed</i>	
<i>Feb 8th Online</i>	<i>Reflexive Journal #3</i>	<i>Posting of Journal #3</i>
<i>Feb 15<sup>th</sup> In-class</i>	<i>Check-in topic as discussed</i>	
<i>Feb 22nd</i>	<i>READING WEEK</i>	
<i>Mar 1st Online</i>	<i>Reflexive Journal #4</i>	<i>Posting of Journal #4 Paper due</i>
<i>Mar 8th In-class</i>	<i>Check-in Topic as discussed</i>	<i>Presentations</i>
<i>Mar 15th Online</i>	<i>Reflexive Journal #5</i>	<i>Posting of Journal #5</i>
<i>Mar 22nd In-class</i>	<i>Check-in Transitioning from Student to Practitioner</i>	<i>Presentations</i>
<i>Mar 29th Online</i>	<i>Reflexive Journal #6 Final integrative entry</i>	<i>Posting of Journal #6</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, Due March 1, 2019, 40%**

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: March 1, 2019**

**Weight: 40%**

## **2. Case Presentation: Application of a Model or Framework, 40% Power Point**

- 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  
Power Point
- Provide abstract (up to 200 words) to present to instructor.

**Length of presentation: 10 minutes**

**Due date: To be discussed in class**

## **3. Online Journal Entries: 20%**

Students are required to write and upload to Canvas a reflective paper every two weeks starting the week of January 11<sup>th</sup>. 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, and main pressures on social worker. The final entry for the week of March 29<sup>th</sup> 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 your reflections on issues, achievements challenges.

**Length: 500 words**

**Due date: Friday by midnight**

**Weight: 20%**

**Grading Criteria for papers, presentations and reflective journal entries: A rubric will be posted to Canvas in advance of deadlines for each assignment.**

- 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

**UBC GRADING CRITERIA:**

<b>Letter Grade</b>	<b>Percent Range</b>	<b>Mid-Point</b>	
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.