



THE UNIVERSITY OF BRITISH COLUMBIA
School of Social Work
Course Outline - SOWK 531

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.

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	2018/2019 Term 2
Course Title	Social Work Practice in Aging
Course Schedule	Thursday (2:00pm – 5:00pm)
Course Location	Room222, Jack Bell Social Work building

INSTRUCTOR	OFFICE LOCATION	OFFICE HOURS	OFFICE PHONE	E-MAIL ADDRESS
Deborah O'Connor	Room 332	After class or by appointment	604-822-5299	Deborah.oconnor@ubc.ca

COURSE DESCRIPTION:

The purpose of this course is to develop a critical model for Social Work Practice in the field of Aging which incorporates attention to intra-personal, interpersonal and structural issues associated with aging. Focus will be on discussing and critically analyzing selected topics related to practice with older adults and their families and those professionals who work with them. Students will be exposed to a range of topics intended to stimulate conversation, promote an unsettling of assumptions of what it means to age and 'be old', and to tease out how theory is used to inform Social Work practice. The goal is for students to begin to explicate an advanced-level practice model for working in the field of Aging that is grounded in ideas of social justice and human rights.

LEARNING OUTCOMES AND OBJECTIVES:

1. Begin to articulate the links between theory, policy, research and Social Work practice in the field of Aging.
2. Develop ability to think critically about current policy and practice through reflexive practice and by applying ideas of social justice, human rights, and diversity to understanding issues related to aging.
3. Incorporate current research/interventions into personal Social Work practice.
4. Increase understanding and creativity about the role of Social Work in the field of aging
5. Develop practice skills in the field of aging – I bring a particular expertise related to dementia and issues related to understanding and assessing (in)capacity and while the course will not be limited to exploring these topics, a substantial part of my teaching will be directed toward developing Social Work practice skills in relation to these two topics.

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://schoolofsocialwork.sites.olt.ubc.ca/files/2018/06/2017-08-30_Handbook_2017-18.pdf

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. 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.

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.

Attendance and Participation:

This course depends upon the active participation of all students. You are expected to attend all classes, be on time, and be prepared to engage in classroom discussions and activities. This includes having read all required readings in advance of the class and helping to create a classroom climate of respect and openness. I understand that sometimes life intervenes and classes will be missed: I appreciate being notified in advance of anticipated absences..

Technology is disruptive and can limit participation and learning of others. I request that all phones be turned off at the beginning of class and that if computers/tablets are to be used, they are ONLY used for note-taking or specified course-related activities. I will ask you to leave the class if you find you must attend to other matters on the computer.

Email Policy: I am readily accessed through email. But please bear in mind the following:

- a) I am a believer that as professional we need to integrate strategies for self-care into our daily/weekly regime. For me, this means that I often turn off the computer on the weekends so may not respond to inquiries until the following Monday.
 - b) Questions requiring replies longer than a few sentences are best asked during office hours. I am happy to organize a time to meet with you and discuss questions, concerns and/or thoughts you may have.
 - c) Your email is important to me and I want to make sure it doesn't get lost. Please insure that the subject header
-

contains the course title and you sign your name.

- d) I try to respond as promptly as possible to messages but sometimes emails get lost (and/or I get overwhelmed some days!) So if you have not received a response within two working days, do feel free to resend and remind!

Finally, please note: **If you are not finding the class time helpful I strongly encourage you to talk to me** – my goal is to insure that this is a positive learning experience for everyone and I need your help to do that!

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: Lectures, large and small group discussions and exercises; case study analysis, guest speakers...

COURSE READINGS:

Suggested Overview Text:

Payne, M. (2012) *Citizenship Social Work with Older People*. Chicago: Lyceum Books.

For those interested in having a foundational text, I would recommend this book. I selected it because it is relatively recent and is one of the few texts that clearly takes a critical lens consistent with a social justice approach to social work. Given the diversity of student experiences in this class, my hope is that it will provide us with a coordinated and common foundation.

Highly Recommended Text:

Bartlett, R. & O'Connor, D. (2010) *Broadening the Dementia Lens: Toward Social citizenship*. London: Policy Press.

I will be using several chapters from this text as required reading.

In addition, I have tried to select readings and resources that are mostly available on-line. Students are encouraged to read beyond these readings and share with colleagues readings and resources that they find useful as the course unfolds – an opportunity for sharing this will be offered at the start of each class and students will be encouraged to use UBC CONNECT.

Background General Text (in case you are looking for something more!)

Fook, J. (2016) *Social Work: A critical approach to practice*, 3rd edition. Los Angeles: SAGE.

In this course, I draw heavily on critical, post-structural/postmodern ideas to ground my approach to social work practice in the field of aging. My lens is consistent with the approach developed in this more generally-focused social work text.

So although this text does not address aging practice per se, it helps to explicate the theoretical foundation I will be developing and provides what I think is one of the best overviews of an approach to critical social work practice that is entirely relevant and applicable to direct practice.

COURSE SCHEDULE:

Jan. 3 Introduction – Setting the stage

Recommended

Spitzer, W. & Davidson, K (2013) Future Trends in Health and Health Care: Implications for Social Work Practice in an Aging Society, *Social Work in Health Care*, 52:10, 959-986, DOI: 10.1080/00981389.2013.834028

Ivanova, I, with S. Daub, M. Cohen and J. Jenkins (April 2017) *Poverty and Inequality Among British Columbia's Seniors*. Vancouver, Canadian Center for Policy Alternatives (CCPA) <https://www.policyalternatives.ca/sites/default/files/uploads/publications/BC%20Office/2017/04/ccpa-bc_seniors-inequality.pdf>

Jan. 10 Thinking Critically: Developing a Context for Social Work Practice

Readings

Chrisler, Barney & Palatino (2016). Ageism can be Hazardous to Women's Health: Ageism, Sexism, and Stereotypes of Older Women in the Healthcare System . *Journal of Social Issues*, Vol. 72, No. 1, 2016, pp. 86--104 doi: 10.1111/josi.12157

Weicht, B (2013) The Making of the Elderly: Constructing the subject of care. *Journal of Aging Studies* 27 (2013) 188–197

Pritchard-jones, L (2017) Ageism and Autonomy in Health Care: Explorations Through a Relational Lens [Health Care Analysis : HCA](#) 25(1): 72-89.

Exemplar: "Normal" Aging, sexuality, sexism and intimacy

DeLamater, J. & E. Koepsel (2015) Relationships and sexual expression in later life: a biospsychosocial perspective. *Sexual and relationship therapy*, 30(1):37-59.

Finkenauer, S, Sherratt, J, Marlow J, & Brodey, A (2012) When Injustice Gets Old: A Systematic Review of Trans Aging, *Journal of Gay & Lesbian Social Services*, 24:4, 311-330, Link: <http://dx.doi.org/10.1080/10538720.2012.72>

Jan 17 Setting the political context

Liang, J. & Baozhen, L. (2012) Toward a discourse shift in social gerontology: From successful aging to harmonious aging. *J. of Aging Studies*, 26, 327-334.

FrameWorks Institute (2017) Framing Strategies to Advance Aging and Address Ageism as Policy Issues *Frame Brief*
http://www.frameworksinstitute.org/toolkits/aging/elements/items/aging_frame_brief.pdf

Leahy, A. (2018) Too many 'false dichotomies'? Investigating the division between ageing and disability in social care services in Ireland: A study with statutory and non- statutory organisations, *J. of Aging Studies*, 44, pp. 34 - 44

Exemplar

Ranzijn, R. (2010) Active Aging - Another way to oppress marginalized and disadvantaged Elders? Aboriginal Elders as a Case Study. *Health Psychology* 15(5), 716 - 723

Wilson, K., Rosenberg, M. & Aboni, S. (2011) Aboriginal peoples, health and healing approaches: The effects of age and place on health , *Social Science & Medicine* 72 355e364

Additional Suggested Reading

Wister A. & Speechley, M (2015). Inherent Tensions Between Population Aging and Health Care Systems: What Might the Canadian Health Care System Look Like in Twenty Years? *Population Ageing* 8:227–243. DOI 10.1007/s12062-015-9123-1

Jan 31 Conceptualizing Practice: Exploring the link between theory and practice for gerontological social work

Required Readings

Cox, C & Pardasani, M. (2017) Aging and Human Rights: a Rights-Based Approach to Social Work with Older Adults, *J. Hum. Rights Soc. Work* (2017) 2:98–106

Teater, Barbra & Chonody, J (2017) Promoting Actively Aging: Advancing a Framework for Social Work Practice With Older Adults. *Families in Society: The Journal of Contemporary Social Services*: 2017, Vol. 98, No. 2, pp. 137-145.

O'Connor, D. (2003) Anti-oppressive practice with older adults: A feminist post-structuralist perspective. In W. Shearer (ed) *Emerging Perspectives on Anti-Oppressive Practice*, Toronto: Canadian Scholars

Exemplar – Abuse against older adults

Jackson, S., & Hafemeister, T. (2016) Theory-based models enhancing the understanding of four types of elder maltreatment. *International review of Victimology*. 22(3), 289-320.

OR

Donovan, K. and Regehr, C. (2010). Elder abuse: clinical, ethical and legal considerations. *Clinical Social Work Journal*, 38(2), 174-182.

or

Abolfathi Momtaz, Y, Hamid, T., 7 Ibrahim, R. (2013) Theories and measures of Elder Abuse *Psychogeriatrics* 33:182-188

Recommended Additional Readings

Hasting, S. & S. Rogowski. (2015) Critical Social Work with older people in neoliberal

times. Challenges and critical possibilities. *Practice: Social Work in Action* 27(1), 21-33

Jan 31 Broadening the lens on Person-centred practice

Readings

Sam Fazio, Douglas Pace, Janice Flinner, Beth Kallmyer; The Fundamentals of Person-Centered Care for Individuals With Dementia, *The Gerontologist*, Volume 58, Issue suppl_1, 18 January 2018, Pages S10–S19, <https://doi.org/10.1093/geront/gnx122>

Bartlett, R. L. & O'Connor, D. (2010) *Broadening the Lens of Dementia Care*, Chapters 2-5. London: Policy Press (Chapter 2&3 are theoretical, chapter 4&5 develop practice)

Exemplar - Dementia

O'Connor, D., Phinney, A., & Hulko, W. (2010) Dementia at the intersections: A unique case study exploring social location. *J. of Aging Studies* 24(1)

O'Connor, D., Mann, J. & Weirsmas, E. (2018) Stigma, discrimination and agency: Diagnostic disclosure as an everyday practice shaping social citizenship, *J. of Aging Studies* 44, March 2018, 45-51.

Feb 7 Practice Issues and Skills - Assessment

Readings

Grossman, M. & Irwin, D. (2016) The Mental Status Examination in Patients with suspected Dementia. *Continuum*, 22(2), 385-403.

Davidson, G., Brophy, L. & Campbell, J. (2016) Risk, Recovery and Capacity: Competing or complementary approaches to mental health social work. *Australian Social Work*, 69(2)

Saczynski, J., Inouye, S., Guess, J., Jones, R., Fong, T., Nemeth, E., Hodara, A., Ngo, L., & Marcantonio, E. (2015) The Montreal Cognitive Assessment: Creating a crosswalk with the mini-mental state examination. *JAGS* 63 (11)

Culo, S. (2011). Risk assessment and intervention for older adults. *British Columbia Medical Journal*, 53(8), 421-425.

www.bcmj.org/articles/risk-assessment-and-intervention-vulnerable-older-adults

Dryjanska, L., Eiello, S., & Guia, M (2017) Social representations, ageing and memory: a holistic approach to cognitive assessment, *Ageing and Society*, 37(4): 804-822. DOI:10.1017/S0144686X15001464

T. J. Welsh, A. L. Gordon, J. R. Gladman (2014) Comprehensive Geriatric Assessment for Non-Specialist. *International Journal of Clinical Psychiatry* 68, 3, 290–293

Exemplar - Mental Health Issues

Roane, D. (2017) Hoarding in the elderly: a critical review of the recent literature, *International psychogeriatrics* Volume: 29 Issue: 7 Page: 1077-1084

Sachs-Ericsson, N, Van Orden, K. & Steven Zarit (2016) Suicide and aging: special issue of *Ageing & Mental Health*, *Ageing & Mental Health*, 20:2, 110-112, DOI: 10.1080/13607863.2015.1099037

Additional Recommended

Gallo, J.J. and Lebowitz, B.D. (1999). The epidemiology of common late-life mental disorders in the community: Themes for a new century. *Psychiatric Services*, 50(9).
www.ps.psychiatryonline.org/article.aspx?articleid=83333.

Karpetis, G. (2013) Employing Assessment systems in social work: A practitioner-researcher approach. *Social Work in Mental Health* 11(6), 542-562.

Fredriksen-Goldsen, K., Cook-Daniels, L., Kim, H-J, Erosheva, E.A., Emlet, C.A., Hoy-Ellis, C., Goldsen, J., & Muraco, A. Physical and Mental Health of Transgender Older Adults: An at-risk and underserved population. *Gerontologist* 43(3), 488-500.

Feb 14 Assessment continued: Risk, Decision-making and CapacityRequired

Moye, J. & Marson, D. C. (2007). Assessment of decision-making capacity in older adults : An emerging area of practice and research. *Journal of Gerontology: Psychological Sciences*, 62B(1), P3–P11 and/or

ABA- APA Guidelines for Assessing Capacity.

O'Connor, D. (2010) Personhood and Dementia: Toward a relational framework for assessing decision-making capacity. *Journal of Mental Health Training, Education & Practice*. 5(3):22-38.

Xavier Cattarinicha, Nancy Gibsonb, & Andrew J. Cave (2001) Assessing mental capacity in Canadian Aboriginal seniors , *Social Science & Medicine* 53 (2001) 1469–1479

O'Connor, D., Hall, M. & Donnelly, M. (2009) Assessing capacity in a context of abuse. *Journal of Elder Abuse and Neglect*.

Cairncross, M., Peterson, A., Lazosky, A., Gofton, T., & Weijer, C. (2016) Assessing Decision-making capacity in patients with communication impairments: a Case study. *Cambridge Quarterly of Healthcare ethics*, 25, 691-699. Doi:10.1017/S0963180116000414

Recommended

O'Connor, D. (2010) *Incapacity Assessments: A review of Assessment and Screening Tools, Final Report*. Report commissioned by the Public Guardian and Trustee's Office.
http://www.trustee.bc.ca/documents/STA/Incapacity_Assessments_Review_Assessment_Screening_Tools.pdf

BC Adult Guardianship Act including Practice Guidelines for Part 2 and Part 3

WE will be working through the incapacity module in this class. It can be found at:
<http://www.trustee.bc.ca/reports-and-publications/Pages/certificate-of-incapability-guidelines.aspx>

Other Relevant Readings

Spreng, R.N., Karlawish, J. & Marson, D. (2016) Cognitive, social, and neural determinants of diminished decision-making and financial exploitation risk in aging and dementia: A review and new model. *J. of Elder Abuse and Neglect* 28 (4-5),

Exemplar: Margot Bentley case

<http://www.vancouversun.com/health/Pete+McMartin+Court+rules+year+Abbotsford+Alzheimer+patient+must+spite+living+will/9464670/story.html>

Judge's ruling regarding Margot Bentley (PDF – to be provided)

http://www.academia.edu/31060531/Editorial_on_Ethics_Evolving_ethical_and_legal_implications_for_feeding_at_the_end_of_life

Feb 21 No Class - Spring Break

Feb 28 Caring, caregiving and Community Caring**

Readings

Chen, Sheying (2012) Historical and Global Perspectives on Social Policy and “Aging in Community”. *Ageing International*, 37:1-15 DOI 10.1007/s12126-011-9136-x

Black, K., Dobbs, D., & Young, T. (2015) Aging in Community: Mobilizing a new paradigm of older adults as a core social resource. *J. of Applied Gerontology*, 34(2), 219-243

Evelyn Durocher, Elizabeth Anne Kinsella, Barbara E. Gibson, Susan Rappolt & Carolyn Ells (2018): Engaging older adults in discharge planning: case studies illuminating approaches adopted by family members that promote relational autonomy, *Disability and Rehabilitation*, DOI: 10.1080/09638288.2018.1483430

Recommended

Plouffe, L., S. Garon, J. Borwnoff, E. Doneida,, M Foucault (2012/2013) Advancing Age-Friendly Communities in Canada. Canadian Review of Social Policy 68/69, p. 24 – 38.

Ward-Griffin, C. & Marshall, V.W. (2003) Reconceptualizing the relationship between “public” and “private” eldercare. *Journal of Aging Studies*, 17 (2), 189–208

Yee, B.W.K. (2009). The social and cultural context of adaptive aging by South-Eastern Asian elders in *The Cultural Context of Aging: Worldwide Perspectives*, (ed) J. Sokolovsky, Westport, Conn.: Greenwood Publishing. www.faculty.usfsp.edu/jsokolov/webbook/yee.pdf

Phinney, A., Kelson, E., Baumbusch, J., O'Connor, D., & Purves, B. (2016) Walking in the Neighbourhood: Performing Social Citizenship in Dementia. Dementia: International Journal of social research and practice 15(3)

Background reading

O'Connor, D. L. (1999) Constructing Community Care: (Re)Storying Support. In S. Neysmith (ed) Critical Issues for Future Social Work Practice with Aging Persons. New York: Columbia Press

Mar 7

End-of-life Issues

Readings

Brown, L. & Walter, T. (2014) Towards a Social Model of End-of-Life Care, *The British Journal of Social Work*, Volume 44, Issue 8, 1 Pages 2375–2390, <https://doi-org.ezproxy.library.ubc.ca/10.1093/bjsw/bct087>

Fujioka, J.K., Mirza, R. M., McDonald, L. & Klinger, C. (2018) Implementation of Medical Assistance in Dying: A Scoping Review of Health Care Providers' Perspectives, *Journal of Pain and Symptom Management* Vol. 55 No. 6 June 2018

Chochinov, H.M. & Frazee, C (2016) Commentary: Finding a balance: Canada's law on medical assistance in dying, *Lancet*, 388 (10044)

Upshur, R (2016) Commentary: Unresolved Issues in Canada's law on physician-assisted dying *Lancet* 388(10044)

Duggleby, W., Kuchera, S., MacLeod, R., Holyoke, P., Scott, T., Holtlander, L., . . . Chambers, T. (2015). Indigenous people's experiences at the end of life. *Palliative and Supportive Care*, 13(6), 1721-1733. doi:10.1017/S147895151500070X

Caxaj, C. S., Schill, K. & Janke, R. (2017) Priorities and challenges for a palliative approach to care for rural indigenous populations: A scoping review *Health and Social Care in the Community*, 26(3)

<https://doi-org.ezproxy.library.ubc.ca/10.1111/hsc.12469>

Mar 14 Student presentations

Mar 21 Student presentations

Mar 28 Student Presentations

April 4 Pulling it together: Where to from here?

Orulv, L (2012) Reframing Dementia in Swedish Self-Help Group Conversations: Constructing Citizenship. *J. Self-Help & Self Care*, Vol. 6(1) 9-41, 2012

Ward, L. & Barnes, M. (2016) Transforming Practice with Older People through an Ethic of Care *British Journal of Social Work* (2016) 46, 906–922

Rizzo, V.& Rowe, J. (2014) Cost-Effectiveness of Social Work Services in Aging: An Updated Systematic Review Research on Social Work Practice 2016, Vol. 26(6) 653-667. DOI: 10.1177/1049731514563578 rsw.sagepub.com

Recommended

*Harford Partnership Program for Aging Research (2010) Social Work Competences: Moving Toward Leadership. www.socialworkleadership.org/nsw/ppp/moving_towards_leadership.pdf

Sweetland, J., Volmert, A., O'Neil, M (2017) Finding the Frame: An empirical approach to reframing Aging and Ageism. Frameworks Institute.
<http://frameworksinstitute.org/assets/files/aging_elder_abuse/aging_research_report_final_2017.pdf>

ASSIGNMENTS

Proposed Assignment(s)

From a list created by the class, select a topic that interests you related to Social Work practice in the field of Aging. I encourage you to use your personal/professional experiences to ground your work - for example, this could include presenting a case/situation which you have encountered (and/or found problematic or puzzling) and then draw upon

selected theoretical perspectives to analyze. Pay particular attention to explicating how this theoretical lens will direct practice. You will work both individually and as part of a group on this topic. Your research on this topic will be presented in four ways:

- a) Find and critique one policy/position paper that is relevant to your general topic. Some suggestions include: the recent BC Ombudsman Report; National Advisory on Aging (NACA) position papers, position papers by Canadian Centre for Policy Alternatives; WHO position on aging and health...

Develop a 1-2 page critical summary and analysis, including a discussion of how this is relevant and/or informs Social Work practice in this area. Please use the class readings to help you with your analysis. Be prepared to discuss in class and share written critique with other colleagues

Due: Jan 17, 2019

Value: 15% of final grade

- b) As a group, prepare eight (8) annotated bibliographies relevant to the theme of the class you will be presenting in. Include a brief overview of the article (provide sufficient detail that colleagues will be able to use this information) and discuss its relevance to social work practice (ie. How does it help you think about your practice?). Note: Move beyond the general abstract to discuss explicitly content in relation to your presentation/paper and provide concrete details around findings or what is being said. These will be distributed to the entire class and used as course readings for second part of the course. Approximate length of each bibliography should be about 1½ - 2 pages single-spaced. Please coordinate as a group to develop a range of readings that compliments and develops the theme of the topic area.

Due: February 28, 2019

Value 10% of final grade (see attachment for grading criteria)

- c) Class presentation

By the third week of class, themes will be developed for each of the class presentation dates and you will be assigned (self-selected or by me) to a relevant theme based on your topic of interest. Individuals are then expected to work collaboratively to develop the content for that day's class – you may work as a group or as a group of individuals who have coordinated your work efforts in order to avoid duplication.

It is expected that the content of your presentation may be similar to that of your paper. However, be careful that you do not present too much content!!!! An important part of this assignment it to develop your teaching/presentation skills and that includes getting your colleagues involved in their own learning. It is recognized that this presentation will reflect 'work in progress' so do feel free to use the class presentation as an opportunity for exploring/developing your ideas on the topic, including seeking input from your colleagues on questions you might have.

Due: presentations will take place between Mar 7 and 28, 2019

Value: 25% of final grade (see attachment for suggested grading criteria)

- b) Major Paper: 16-20 pages – this can be a group or individual paper.

Due: April 15

Value: 50% of final grade (See attachment for suggested grading criteria)

Please note: if you have another idea for an assignment that you think would be more relevant to your learning needs AND consistent with the course objectives, please feel free to discuss it with me.

GRADING CRITERIA:

1. Assignment 1 – Policy Review

- a) Content - provides a clear overview that captures the essence of what this policy is about
- b) Analysis - provides a critical overview that recognizes usefulness and limitations, draws on course readings to develop critique;
- c) Implications for social work – addresses how this document informs Social Work practice/policy (ie. How can it be used by social workers/how is it relevant?)
- d) Communication (writing style – uses good grammar, clear and easy to follow, provides at least a brief overview/introduction of policy/position before moving into critique)

2. Assignment 2 - Annotated Bibliographies

- a. Content (6)
 - required number of articles reviewed
 - conveys a salient and useable synopsis of article as related to your topic;
 - promotes depth and understanding of this issue;
 - clear statement as to why this article is being selected as an important source of knowledge in relation to this topic. (IE: why do you think it is important that your colleagues know about this particular citation?)
- b. Usefulness of Annotation (6)
 - Quality of selection (criteria include: current (or 'classic' as opposed to dated), relevant to social work, reflects a diversity of sources;
 - Ability to promote critical thinking;
- c. Communication (3)
 - clear, well-written, good sentence-structure, logical development...

3. Assignment 3 - Class Presentations

- a. **Content (30)**
 - develop salient overview of the issue/case (be careful about providing too much detail/information!);
 - contextualize issue (ie. Identifies theoretical lens being used...);
 - identify relevance to Social Work practice/ and/or policy
- b. **Analysis (40)**
 - critique general understanding of the issue in light of theory, personal and/or professional experience;
 - insightful application of theory to understanding;
 - offer suggestions for practice/policy directives;
 - If covering a topic already presented in class, it extends understanding and/or makes clear links to class materials.
- c. **Communication/Presentation skills (30)**
 - engage class participation;
 - clear, coherent presentation;
 - innovative, interesting presentation;
 - realistic amount of material presentation

- co-ordinated with previous course materials and other presentations;

Grading of class presentations will be based in part on feedback from classmates.

4. Assignment 3 - Major paper

- a. Content (20 points max.)
- 20 - clear, comprehensive description of topic; selection of appropriate references - up-to-date, clearly relevant to focus of paper; breadth of sources including representation for contrasted perspectives and reliance on primary sources; Identifies theoretical lens or perspective taken;
- 16 - major attendance to most of above
- 12 - minor attendance to most of above
- b. Originality and Analysis (30 points max.)
- 30 - original idea or approach: effort to integrate previously unintegrated material; creative development of a theoretical lens or theme; perceptive critique of relevant literature; *integration of class readings and discussions*
- 22 - major attendance to most of the above
- 16 - minor attendance to most of the above - ie. repetition of material from references with only minor modification
- c. Relationship to Social Work (maximum 30 points)
- 30 - clear, creative and relevant application of theoretical understandings to Social Work practice; applies theoretical lens in a meaningful way to practice and/or policy; links topic to social work practice/policy;
- 22 - moderate link between content of paper to Social Work practice/policy;
- 16 - minor attention given to connection/relevance between content and Social Work
- 0 - no connection made between content and Social Work
- d. Written Communication Skills (20)
- Logical Development (eg well developed and logically sequenced; continuity between initial orientation, body and final summary, clear progression between paragraphs);
 - Style (eg. excellent sentence construction and choice of words, spelling correct, good transitions between paragraphs, correct use of technical terms, correct use of abbreviations)
 - includes all format and style requirements (eg. abstract) per APA guide

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.