

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: The 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.

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	Summer 2019
COURSE TITLE	SOWK 316/416/559: Advanced Integrative Seminar in Social Work Theory, Policy and Practice (3 credits)
COURSE SCHEDULE	Held on the following Mondays 1:00pm-4:00pm: May 13th May 27th June 10th June 24th July 8th July 22nd
COURSE LOCATION	Jack Bell Building Room 222

Instructors	Office Location	Office Hours	Telephone Number	E-Mail Address
Edward Kruk		Arrange a time before class on Monday	604-822-2383	edward.kruk@ubc.ca

COURSE DESCRIPTION:

Building on practice courses, 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

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.

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. 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 learnings. Throughout the course, students will be working toward developing ways of approaching practice by utilizing a consolidation of their learning in other courses, by continuing self-assessment of skills, by analyzing experiences to date, and by readings which will be identified depending on need and interest.

-LEARNING OUTCOMES:

1. Students will critically analyze social work practice experiences through peer review, constructive feedback and consultation.
2. Students will participate and contribute in a supportive learning environment.
3. Students will actively participate in discussions of professional issues, practice situations and ethical dilemmas.
4. Students will examine and discuss the applications of theory in practice and the appropriateness and suitability of various practice methods, particularly as they relate to their field practicum.
5. Students will participate collectively and collaboratively in furthering their learning and promoting professional development.

REQUIRED READINGS: To be discussed.

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 (with track changes) 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:

SOWK316/416/559-Summer 2019

Advanced Integrative Seminar in Social Work Theory, Policy and Practice: Blended

Model: Course Schedule

<i>Date</i>	<i>These are tentative; topics to be discussed in class</i>	<i>Assignments</i>	
<i>May 13th</i>	<i>IN-CLASS Check-in and discussion on class format; learning goals and supervision</i>		
<i>May 20th</i>	<i>ONLINE</i>	<i>Online Posting</i>	
<i>May 27th</i>	<i>IN-CLASS Check-in and discussion on ITP Loop and Reflective Practice:</i>		
<i>June 3rd</i>	<i>ONLINE journal posting</i>	<i>Online Posting</i>	
<i>June 10th</i>	<i>IN-CLASS Check-in Linking theory and practice; Ethical practice</i>		
<i>June 17th</i>	<i>ONLINE journal postings</i>	<i>Online Posting</i>	
<i>June 24th</i>	<i>IN-CLASS Check-in Social Work identity and professional roles</i>		
<i>July 1st</i>	<i>ONLINE journal posting.</i>	<i>Online Posting</i>	
<i>July 8th</i>	<i>IN-CLASS check-in and discussion on the practice of diversity in a multicultural society</i>		
<i>July 15th</i>	<i>ONLINE journal posting</i>	<i>Online Posting</i>	
<i>July 22nd</i>	<i>IN-CLASS check-in Self care and professional boundaries.</i>		

<i>July 29th</i>	<i>ONLINE Journal posting</i>	<i>Online posting</i>	

There are different assignments for SOWK 316; 416; and 559. Check the course number.

ASSIGNMENTS Journal Entries, 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

Assignments for SOWK 316

ASSIGNMENT #1 SOWK 316- Workload (40%)

- List very briefly all cases/ tasks undertaken and length of involvement in each. Summarize 3 - 4 of the main pieces of work you undertook and include for each:
- Brief history/background
- Reason for intervention, task and aims
- Nature of involvement and outcome
- Main method/framework used in practice and how effective it was
- Main personal/professional learning from this piece of work

Length of paper: maximum 8 pages

Due Date: June 24th 2019

ASSIGNMENT #2 SOWK 316- Presentation of Integration Slide (40%)

Create a one-page 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

Length of presentation 15 minutes
Due date to be discussed

Assignments for SOWK 416

ASSIGNMENT #1 SOWK 416 – ETHICAL ISSUES (40%)

The paper will include:

Analysis of an ethical dilemma using an ethical decision making framework

- 1) Brief description of the issue dilemma and why it is an ethical dilemma
- 2) Who is impacted (clients, self, organization)
- 3) Value conflicts evident in the dilemma/issue
- 4) Options available to resolve the dilemma/issue
- 5) Values you relied on to make your decision and why
- 6) How your reflexivity and understanding of diversity and intersectionality applies to this case
- 7) Consequences of your decision on the people involved
- 8) How this analysis can change your practice in the future

Length of paper maximum 8 pages
Due Date: June 24th

ASSIGNMENT #2

Case Presentation: SOWK 416 Application of a Model or Framework (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 (PowerPoint, Prezi, and keynote).
- Prepare a 200 word summary of your presentation to be handed in to the instructor.

Length of presentation 15 minutes
Date to be discussed

Assignments for SOWK 559

ASSIGNMENT #1 (40%)

Integrating theory and practice: Your practicum' agency's approach to practice

In a paper of 3,000-4,500 words (including citations) identify, discuss and critically analyze the social and/or psychological theories that appear to be guiding practice interventions in the agency in which you are working. Included as part of this assignment specific examples related to your work within the organization and how theory informed your understanding and actions. If there appears to be no coherent theory in place what is the implication of this lack of theory? Please describe implications of theory (or its lack): 1) for clients; 2) for you as a social worker in training; and 3) for the organization. If appropriate, identify and discuss alternative approaches that you conclude would be better or best suited to the agency and why.

Due Date June 24

Criteria for evaluation:

- Students demonstrate understanding of what theoretical orientations are and how they manifest in an agency
- Students are able to give specific practice examples to support their arguments
- Students clearly analyze implications in practice
- Student uses APA 6th edition, accurately
- Papers are written clearly, succinctly, with excellent syntax and no punctuation or typographical errors.

ASSIGNMENT #2 (40%)

Integrating Theory and Practice - Case Presentation

Prepare to present in class a case study related to a situation/client with whom you are working. Discuss the lens/approach/theory that you are using to understand this case, and how it is informing your practice. Include a critical analysis including how different approaches may fit together.

Length of presentation 30 minutes

Due dates to be discussed

ASSIGNMENT FOR ALL LEVELS - SOWK 316/416/559

Online Journal, Weight 20% SOWK 316/416/559 every 2 weeks

Students are required to write and upload to CANVAS a 1 – 2 page reflective paper every two weeks to be submitted May 20, June 3, June 17, July 1, July 15, and July 29, related mainly to the topic discussed in the previous class meeting. The final integrative entry for your last journal entry on July 29 should be integrative and reflective of your emerging professional social work identity, using experiences and learning across the courses and practicum. These entries will serve as a main way for you to keep the instructor aware of your 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.