

	<p>THE UNIVERSITY OF BRITISH COLUMBIA School of Social Work Course Outline - SOWK 316 – Integrative Seminar in Social Work Theory, Policy & Practice</p>
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The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the x^wməθk^wəyəm (Musqueam) people.

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.

Year/Term	2019 - 20 Winter, Term 1 & 2
Course Title	SOWK 316: Integrative Seminar in Social Work Theory, Policy & Practice
Credit Value	3
Course Schedule	Fridays 1:00 - 4:00 p.m. commencing Friday, October 11, 2019
Course Location	(001) Room 222 - Jack Bell Bldg. – Hannah Kia (002) Room 223 - Jack Bell Bldg. – Antoine Coulombe (003) Room 224 - Jack Bell Bldg. - Rhea Del Vecchio

Instructor	Office Location	Office Phone	e-mail address
Hannah Kia	Room 240	(604)822-6073	hannah.kia@ubc.ca
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Rhea Del Vecchio	Room 342		rhea.delvecchio@ubc.ca
Office Hours	By Appointment		

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 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.

Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at <https://senate.ubc.ca/policies-resources-support-student-success>

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.

LEARNING ANALYTICS:

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this course.

COPYRIGHT:

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

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 five-percentage point per day.

COURSE SCHEDULE:

SESSION 1:	October 11 th , 2019
TOPIC:	Preparing for practicum and building learning objectives
SESSION 2:	November 1 st , 2019
TOPIC:	Social work identities and roles: Connecting practice with theory
Interprofessional Passport Education	November 8 th 2019
TOPIC:	iEthics workshop: <i>On campus workshop from 2-4pm with a UBC Health Instructor, location TBD</i>
SESSION 3:	November 15 th , 2019
TOPIC:	Professionalism and social work: From ethics to practice
Interprofessional Passport Education	November 22 nd , 2019
TOPIC:	Resiliency workshop: <i>On campus workshop from 2-4pm with a UBC Health Instructor, location TBD</i>
SESSION 4:	November 29 th , 2019
TOPIC:	Difficult conversations
SESSION 5:	January 3 rd , 2020
TOPIC:	Mid-term evaluations
SESSION 6:	January 17 th , 2020

TOPIC:	Ethical dilemmas
SESSION 7:	January 31 st , 2020
TOPIC:	Power and privilege in social work
SESSION 8:	February 14 th , 2020
TOPIC:	Connecting theory to practice
Reading week (February 18-21, 2020)	
SESSION 9:	March 6 th , 2020
TOPIC:	Discussion and presentations
SESSION 10:	March 20 th , 2020
TOPIC:	Discussion and presentations
Session 11	April 3 rd , 2020
TOPIC:	Termination, reflection and celebration

ASSIGNMENTS:

Field Journals – 50%

Field journals should contain reflections about your placement experiences over the course of the two weeks leading up to each submission date and should reflect attention to the themes specified below. Each journal should include three to four of the following sections:

- Situation/context;
- Analysis/integration of relevant theory and/or research;
- Social work practice; and/or
- Self-reflection.

Field journals are to be submitted via Canvas and contain about 500 words (+ or – 50 words).

Mandatory subjects:

- The first two field journals should contain reflections on the agency/organization in which you are placed. Such a reflection may include attention to the values, mission, goals, and/or history of the agency/organization; the structure of the agency/organization, along with a consideration of what

the implications of practicing in this structural context might be; perspectives and approaches used in the agency/organization; social work roles within this agency/organization setting.

- Two field journals should contain case studies of clients (e.g., person, group, family, community), and/or practice situations.
- Two field journals should be reflections on professional growth.
- The remaining field journals could address any subject/theme/topic of your choice, as long as these are relevant to your practicum placement and social work practice.

Grading criteria: rubric will be available on Canvas

Field Journal Due Dates
October 18, 2019 – My Practicum Placement
November 2, 2019 – My Practicum Placement
November 23, 2019
January 11, 2020
January 25, 2020
February 8, 2020
March 8, 2020
March 22, 2020

Assignment 2. Project (30%) and presentation (10%)

For this assignment, you are being asked to plan and lead a small project – which should in some way be relevant for social work practice – within your practicum placement. This project should align with learning objectives developed at the start of your placement, consist of an activity that represents your learning as a social work student, and reflect your contribution(s) to the agency/organization in which you are placed. Examples of projects students may plan and lead include (but are not limited to):

- Planning an event (for example, a bingo game, a dance, a community meeting);
- Organizing resources (for example, creating a directory of agencies/organizations to which staff normally refer clients);
- Facilitating professional learning/development (for example, presenting to staff at your practicum placement on a topic that is relevant to that setting); or
- Any other project that you and your field instructor believe might make a relevant/helpful contribution to the agency/organization in which you are placed.

First, discuss your project idea with your field instructor and build a plan. Once your field instructor has approved your plan, you are required to discuss your project idea with your seminar instructor (in person or over e-mail) by **January 3**, at the latest. After your seminar instructor approves your project, you should plan to have your project completed by **February 28**, at the latest.

On either **March 6** or **March 20**, you will present your project to the class. This presentation should be 10-15 minutes in total, and include:

- A brief (<1 minute) description of your agency/organization, and your role within this setting;
- A summary of your project, including any theory that was used to inform the planning/execution of the project;
- A brief reflection on the relevance of your project to social work;
- A brief reflection on the contributions your project may have made to the agency/organization in which you were placed; and
- A brief reflection on the specific learning gained from your work on this project and, drawing on theory, how this learning has informed your emerging approach to social work.

It is expected that students integrate theory, in the planning and execution of the project, and that students describe their integration of theory during their presentation.

Engagement - 10%

This seminar is highly experiential in nature; therefore, students' attendance, participation, and engagement are essential to individual learning and to the overall 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. Prior to each class, it is expected that students reflect on the topic/theme to be discussed, and to prepare examples from their placement that they may be able to share in relation to that topic/theme.

UBC GRADING CRITERIA:

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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 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.
