



**THE UNIVERSITY OF BRITISH COLUMBIA**  
**School of Social Work**  
**Course Outline - SOWK 405 – Social Work Practice II**

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (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.

<b>Year/Term</b>	Fall 2019
<b>Course Title</b>	SOWK 405.001: Social Work Practice II
<b>Credit Value</b>	3
<b>Course Schedule</b>	<b>Wednesdays, 9am – 12pm</b>
<b>Course Location</b>	Jack Bell Building, Room 124

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>e-mail address</b>
Rae Morris	Room 122	n/a	raemor@mail.ubc.ca
<b>Teaching Assistant</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>e-mail address</b>
Madeline Meikle	Room 215	n/a	m.meikle@alumni.ubc.ca

**LAND ACKNOWLEDGEMENT**

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

**COURSE DESCRIPTION**

SOWK 405 is a required course and is open only to students in the School of Social Work.

This course builds on the practice foundations for generalist practice established in SOWK 305. Students will continue their learning by examining more advanced social work skills based on theories and interventions from a wide range of perspectives that can be applied to different practice settings with

individuals, families, groups, and communities. The course uses a collaborative learning community model focusing on relational-collaborative-dialogical perspectives, inviting students to co-create the course, to share responsibility, and to engage in learning with each other and the instructor.

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## LEARNING OUTCOMES

1. Contribute to and learn from a collaborative learning community of practice
  2. Critically explain and reflect on CASWE core learning objectives for BSW students
  3. Integrate multiple perspectives on professional social work practice approaches
  4. Demonstrate a connection between course learnings and professional practice approach
  5. Describe and demonstrate an advanced professional practice identity
  6. Identify areas where future professional growth may be needed
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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)

**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>

**Disabilities:** The University accommodates students with disabilities who have registered with the Center for Accessibility. 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](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.

**Resources to Support Student Success:** 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, spiritual and cultural 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 [senate.ubc.ca/policies-resources-support-student-success/](https://senate.ubc.ca/policies-resources-support-student-success/).

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#### **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.

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#### **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.

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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.

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### **SUBMITTING ASSIGNMENTS**

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

All written assignments of this course must be in 12-size font, double spacing and one-inch margin on all sides. APA referencing style is required. A writer guide with information in APA referencing format and style is recommended. A writer guide with information in APA referencing format and style is recommended. You can find a useful tutorial on the UBC library website. Please also see: <http://wiki.ubc.ca/images/6/6f/Apastyle.pdf>.

**Note:** It is expected that peer-reviewed academic, government and formal reports, and professional literature be cited in assignments. Generally, Wikipedia and web information without credible source are not acceptable as an academic reference.

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### **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.

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### **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 three percentage points per day.

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### **FORMAT OF THE COURSE**

This course is a skill based course. It will involve lectures and be highly participatory (ie. small group work, role plays, etc.)

### **REQUIRED TEXTS**

There is no required textbook for this course. Suggested readings are outlined and are available through UBC Canvas or the UBC Library.

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## Social Work Practice II: Course Schedule

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**SESSION 1: September 4, 2019**

### Introduction to the Course

**Required Reading:**

CASWE-ACFTS (2014). Standards for accreditation. (pg 10-12 only)

**Tasks:**

No Community of Practice (COP) group learning or homework assigned

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**SESSION 2: September 11, 2019**

### Social Work Practice Domains

**Required Reading:**

Howard, A., Katrak, M., Blakemore, T., & Pallas, P. (2016). Chapter 7: Social work roles: The specialist-generalist. In A. Howard, M. Katrak, T. Blakemore, & P. Pallas (Eds.), *Rural, Regional, and Remote Social Work: Practice Research From Australia* (pp. 53-60). London, UK: Routledge.

**Tasks:**

COP Group 1

Homework 1 assigned

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**SESSION 3: September 18, 2019**

**Due: Homework 1, COP notes 1**

### Social Work Values

**Required Reading:**

CASW Code of Ethics Core Social Work Values and Principles ([https://www.casw-acts.ca/sites/default/files/attachements/code\\_of\\_ethics\\_values\\_principles\\_0.pdf](https://www.casw-acts.ca/sites/default/files/attachements/code_of_ethics_values_principles_0.pdf))

Weiss, I. (2005). Is there a global common core to social work? A cross-national comparative study of BSW graduate students. *Social Work, 50*(2), 101-110.

**Tasks:**

COP Group 2

Homework 2 assigned

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**SESSION 4: September 25, 2019**

**Due: Homework 2, COP notes 2**

### Inter-professional Practice

**Assignment #1**

**Required Reading:**

Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative health care teams. *Health & Social Work, 41*(2), 101-109.

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**Tasks:**

COP Group 3  
Homework 3 assigned

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**SESSION 5:      October 2, 2019****Due: Homework 3, COP notes 3****Critical Thinking in Practice****Required Reading:**

Bogo, M. (2006). Chapter 2: The context of practice: Diversity and key concepts. In M. Bogo (Ed.), *Social Work Practice: Concepts, processes, & Interviewing* (pp 35-61). New York, NY: Columbia University Press.

**Tasks:**

COP Group 4  
Homework 4 assigned

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**SESSION 6:      October 9, 2019****Due: Homework 4, COP notes 4****Ethics in Practice****Required Reading:**

BCCSW Code of Ethics and Standards of Practice (<http://www.bccollegeofsocialworkers.ca/wp-content/uploads/2016/09/BCCSW-CodeOfEthicsStandardsApprvd.pdf>)

OCSWSSW Disciplinary Practice Decision and Reasoning (Connie Marangwanda)

[https://www.ocswssw.org/wp-content/uploads/2019/03/Discipline Decision Connie Marangwanda 811318.pdf](https://www.ocswssw.org/wp-content/uploads/2019/03/Discipline%20Decision%20Connie%20Marangwanda%20811318.pdf)

BCASW Ethical Decision Making Toolkit: <https://www.bcasw.org/wp-content/uploads/2014/08/Ethical-Decision-Making-Toolkit.pdf>

**Tasks:**

COP Group 5  
Homework 5 assigned

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**SESSION 7:      October 16, 2019****Due: Homework 5, COP notes 5****Advanced Micro Practice****Required Reading:**

Bogo, M. (2006). Chapter 7: The middle stage: Bringing about change. In M. Bogo (Ed.), *Social Work Practice: Concepts, processes, & Interviewing* (pp 229-282). New York, NY: Columbia University Press.

**Tasks:**

COP Group 6  
Homework 6 assigned

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**SESSION 8: October 23, 2019**

**Due: Homework 6, COP notes 6**

## **Research and Policy in Practice**

**Guest Speaker Erika Ono, PhD Candidate**

### **Required Reading:**

Cheung, M., Ma, A.K., Thyer, B.A., & Webb, A.E. (2015). Research-practice integration in real practice settings: Issues and suggestions. *Research on Social Work Practice, 25*(4), 523-530.

Cummins, L.K., Byers, K.V., & Pedrick, L. (2011). Chapter 1: Defining policy practice in social work. In L.K. Cummins, K.V. Byers, & L. Pedrick (Eds.), *Policy practice for social workers* (pp 1-24).

### **Tasks:**

COP Group 7

Homework 7 assigned

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**SESSION 9: October 30, 2019**

**Due: Homework 7, COP notes 7**

## **Social Justice and Equity in Practice**

**Assignment #2**

**Guest Speaker: Dr. Hannah Kia**

### **Required Reading:**

McLaughlin, A.M. (2011). Exploring social justice for clinical social work practice. *Smith College Studies in Social Work, 81*, 234-251

### **Tasks:**

COP Group 8

Homework 8 assigned

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**SESSION 10: November 6, 2019**

**Due: Homework 8, COP notes 8**

## **Advanced Mezzo and Macro Practice**

**Guest Speaker: Sharnelle Jenkins-Thompson**

### **Required Reading:**

Hill, K.M., Ferguson, S.M., & Erickson, C. (2010). Sustaining and strengthening a macro identity: The association of macro practice social work. *Journal of Community Practice, 18*(4), 513-527.

\*Additional readings may be added by guest speaker, see Canvas for updates

### **Tasks:**

COP Group 9

Homework 9 assigned

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**SESSION 11: November 13, 2019**

**Due: Homework 9, COP notes 9**

## **Advanced Practice Simulation in Child Welfare**

**Guest Instructors: Dr. Barbara Lee, Michelle O’Kane, Daniel Ji**

**\*ROOM 028 (basement – Jack Bell Building)\***

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**Required Reading:**

\*Readings may be added by guest speaker, see Canvas for updates

**Tasks:**

No COP Group

Homework 10 assigned

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**SESSION 12: November 20, 2019****Due: Homework 10****Professional Social Work Identity****Required Reading:**

Sussman, T., Bailey, S., Byford Richardson, K., & Granner, F. (2014). How field instructors judge BSW student readiness for entry-level practice. *Journal of Social Work Education, 50*, 84-100.

Pullen Sansfacon, A., & Crete, J. (2016). Identity development among social workers, from training to practice: Results from a three-year qualitative longitudinal study. *Social Work Education, 35*(7), 767-779.

**Tasks:**

COP Group 10

No Homework assigned

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**SESSION 13: November 27, 2019****Due: COP notes 10****Student-Led Session****Assignment #3**



## Social Work Practice II: Assignments

**ALL ASSIGNMENTS TO BE SUBMITTED THROUGH CANVAS.**

**PAPER COPIES of assignments will not be accepted. All assignments submitted past 9am (weekly homework and COP notes) or midnight (assignment #1, #2, #3) on the due date will be considered late. Homework and Community of Practice submissions will not be graded if submitted late. Three percent will be deducted from major assignments for each day an assignment is late, unless prior arrangements have been made with the instructor.**

### **WEEKLY HOMEWORK (20%)**

***Due weekly – with some exceptions, see below***

The goal of the weekly homework is to engage in a short activity that connects the weekly learning back to your own professional social work identity or future practice. Each weekly activity will be included in your final mini-portfolio submission and should give you concrete information to look back on when completing your final assignment, preparing for practicum, and preparing for employment post-graduation. Homework activities that are not completed before the beginning of the next lecture (9am on the due date) will not be graded and you will be given a zero for that particular activity. This will not be negotiable.

#### Criteria for grading

2% per submission

- Homework is completed and is on time (1%)
- Depth and quality of completed homework is clearly demonstrated (1%)

	Homework Topic	Assigned	Due at 9am
1	Social Work Practice Domains	Sept 11, 2019	Sept 18, 2019
2	Social Work Values	Sept 18, 2019	Sept 25, 2019
3	Inter-professional Practice	Sept 25, 2019	Oct 2, 2019
4	Critical Thinking in Practice	Oct 2, 2019	Oct 9, 2019
5	Ethics in Practice	Oct 9, 2019	Oct 16, 2019
6	Advanced Micro Practice	Oct 16, 2019	Oct 23, 2019
7	Research and Policy in Practice	Oct 23, 2019	Oct 30, 2019
8	Social Justice and Equity in Practice	Oct 30, 2019	Nov 6, 2019
9	Advanced Mezzo and Macro Practice	Nov 6, 2019	Nov 13, 2019
10	Advanced Practice Simulation	Nov 13, 2019	Nov 20, 2019

### **WEEKLY COMMUNITY OF PRACTICE DISCUSSION NOTES (10%)**

***Due weekly – with some exceptions, see below***

The goal of the weekly community of practice submission is to capture the discussions you will have in your small groups both for the instructor as well as yourselves to look back on. Each weekly submission will be included in your final mini-portfolio submission and should give you concrete information to look back on when completing your final assignment, preparing for practicum, and preparing for employment post-graduation. Submissions that are not received before the beginning of the next lecture will not be

graded and you will be given a zero for that particular submission. This will not be negotiable. Please refer to your syllabus to see which week's there will be community of practice discussions assigned and due. Be sure to include the names of all participating group members on each submission.

Criteria for grading

1% per submission

- Community of practice notes are completed and are submitted on time (.5%)
- Depth and quality of group discussion is clearly demonstrated (.5%)

	COP Topic	In class	Notes Due at 9am
1	Social Work Practice Domains	Sept 11, 2019	Sept 18, 2019
2	Social Work Values	Sept 18, 2019	Sept 25, 2019
3	Inter-professional Practice	Sept 25, 2019	Oct 2, 2019
4	Critical Thinking in Practice	Oct 2, 2019	Oct 9, 2019
5	Ethics in Practice	Oct 9, 2019	Oct 16, 2019
6	Advanced Micro Practice	Oct 16, 2019	Oct 23, 2019
7	Research and Policy in Practice	Oct 23, 2019	Oct 30, 2019
8	Social Justice and Equity in Practice	Oct 30, 2019	Nov 6, 2019
9	Advanced Mezzo and Macro Practice	Nov 6, 2019	Nov 13, 2019
10	Professional Social Work Identity	Nov 20, 2019	Nov 27, 2019

**ASSIGNMENT #1 – EMERGING PROFESSIONAL PRACTICE IDENTITY (20%)**

***Due midnight September 25, 2019***

The goal of assignment #1 is to engage in a self-reflection on your emerging professional identity at the start of the course, to identify your strengths and areas where growth may be needed, and to identify personal learning goals to focus on during this course. This paper will be included in your final mini-portfolio submission.

Based on the 9 CASWE core learning objectives we will explore in class, write a 3-5 page (double-spaced) paper about your emerging professional identity in relevance to these objectives. Identify for each (1) How do you identify with this learning objective (i.e., is it a strong component of your professional identity? Do you feel confident about your skills in this area? Etc), (2) How you meet this learning objective currently (i.e., what are your current strengths in this area? What do you already do?), and (3) What growth do you hope to gain or do you need in relevance to this particular learning objective? Based on this self-review, identify 3 top priorities for your learning over the duration of this course.

Your writing should be clear and professional and should demonstrate depth of self-reflection and ability to take responsibility for your own learning goals and needs. Depth and quality of your writing is more important than is the quantity of space you fill or your level of knowledge/skill within each learning objective (i.e., Depth will be graded in priority over number of pages). Your grade will **not** be determined by how well you understand, identify, feel confident, or are skilled in each learning objective – but how well you can identify your current status and future goals.

Use headings throughout for clarity. Use first person writing (“I”). If you provide any citations, please include a reference list at the end.

### Criteria for grading

15%

- All nine CASWE core learning objectives are identified and all three questions above are addressed in depth within each learning objective
- Three learning goals/priorities are identified and are consistent with the information shared

5%

- Depth of self-awareness is clearly demonstrated, and no unnecessary information is included
- Paper is clearly written in APA style, free of grammar, syntax, and spelling errors; and quality of writing style is in line with 4<sup>th</sup> year BSW level
- Effective use of headings and integrated information below each and all citations are referenced

### **ASSIGNMENT #2 – CLIENT PERSPECTIVE PAPER (20%)**

***Due midnight October 30, 2019***

The goal of assignment #2 is to engage in self-reflection of your experience in the client role in a simulation scenario with a third-year BSW student who you will be paired with.

PART A: Assessment Interview: Working with a third-year student that will be assigned to you, you will participate in a 30-60 minute assessment interview where you will take on the role of a client seeking social work supports at a youth drop-in centre. It is up to you to come up with a reason for seeking social work supports. Please be conscious that this is a learning experience for both of you, and try to use a situation that is not so complex that more than a 60 minute assessment would be needed before the social worker would be able to come up with potential intervention strategies. It is up to you and the other student to coordinate where and when the interview will take place. If you experience any difficulties with this process, please bring these to the attention of your TA or instructor as soon as possible.

PART B: Written Reflection: Write a reflection paper of approximately 3-5 pages about your experience with the social worker from the client perspective. Include (1) Reflection on how it felt to be in the client position (for example emotions/feelings this may have brought up for you, the impact of therapeutic rapport including use of language, times where you felt heard or supported and why, and times where you felt silenced or unheard and why); (2) Reflection on the CASWE core learning objectives and whether you noticed any of these being practiced, and how it impacted you as a client; and (3) Identify three particular learnings from this experience that you would like to implement into your own future practice. Make reference to at least 3 readings from your syllabus (or external readings) to support your reflections and future learnings. Please note this paper is not about critiquing or complimenting the other students' abilities, approach, or traits. The focus should be on your experience of being in the position of the client and how this experience could be relevant to your own learning goals and professional practice. This paper will be included in your final mini-portfolio submission.

Your writing should be clear and professional and should demonstrate depth of self-reflection, connection between readings and practice, and ability to take responsibility for your own ongoing learning goals and professional practice. Depth and quality of your writing is more important than is the quantity of space you fill (i.e., Depth will be graded in priority over number of pages). If it is helpful, you may use headings throughout for clarity. Use first person writing ("I"). Please include a reference list at the end.

### Criteria for grading

15%

- All three areas of reflection above are addressed in depth from the perspective of 'client'
- Focus of reflection is the client experience rather than the abilities, approach, or traits of the student in the social work role
- Three learning goals are identified for your own future practice and are consistent with the reflection shared above
- At least 3 readings from the syllabus (or external) are identified and connect well with your reflections

5%

- Depth of self-awareness is clearly demonstrated, and no unnecessary information is included
- Paper is clearly written, free of grammar, syntax, and spelling errors; and quality of writing style is in line with 4<sup>th</sup> year BSW level
- Effective use of headings and integrated information below each (if used)
- Paper is written in APA style and all citations are referenced

### **ASSIGNMENT #3 – ADVANCED PROFESSIONAL PRACTICE IDENTITY (30%)**

***Due midnight November 27, 2019***

The goal of assignment #3 is to engage in a capstone self-reflection on your advanced professional identity after completing the course, to identify areas where you have grown and shifted throughout your time in this course, and to identify your current strengths and areas where growth may be needed as you move forward into your professional role in practicum and workplace settings. This paper will be included in your final mini-portfolio submission.

PART A: Reflection on Assignment #1 (approximately 2 pages): Review your submission for assignment #1 and (1) Reflect on what has changed for you since submitting that assignment. Consider for example your perspective, depth of knowledge, experience, new ideas, level of confidence, or direct practice identity or approaches; (2) Review the 3 learning priorities you identified in assignment #1 and reflect on if you were able to achieve these learnings or if any of them are learnings you will need to continue taking forward.

PART B: Application to Professional Practice (approximately 4 pages): Provide a summary of your learnings in the course as applicable to your advanced professional practice identity in your COP area. Include (1) Direct application of each CASWE core learning objective to your practice as a social worker in your COP area (i.e., how do you or will you apply or demonstrate each competency in advanced practice?); (2) Identify for each core learning objective a learning goal or area of growth that you intend to gain during your practice experience; (3) Make reference to at least 4 readings (in syllabus or external) to demonstrate your competency in linking the course learnings to your practice identity (at least one of these readings must be related to theory). You can choose if you prefer to stay within the COP area that you joined for this course, or whether you are writing for your role outside of this COP. If you do choose to shift outside of your COP, be sure to consider how your knowledge and skills gained from your COP can be generalized to other areas.

Your writing should be clear and professional and should demonstrate depth of self-awareness of your advanced practice identity, linking this identity to theory and research, and ability to take responsibility

for your future learning goals and needs. Depth and quality of your writing is more important than is the quantity of space you fill or your level of knowledge/skill within each competency (i.e., Depth will be graded in priority over number of pages). Your grade will be determined less by how well you understand, identify, feel confident, or are skilled in each competency than how well you can clearly articulate your current status and future goals.

Use headings throughout for clarity. Use first person writing ("I"). Please include a reference list at the end.

#### Criteria for grading

##### PART A: 5%

- Reflection on assignment #1 is clear and demonstrates a depth of self-awareness
- Areas of growth or development since submitting assignment #1 are identified clearly
- Reflection on original learning goals is clear and demonstrates a depth of self-awareness

##### PART B: 20%

- All nine CASWE core learning objectives are identified and both an application to practice and a practice-grounded learning goal are addressed within each
- At least four references are used and are aligned well with the rest of the paper (including at least one reference which is about theory)

##### PART C: 5%

- Depth of self-awareness is clearly demonstrated, and no unnecessary information is included
  - Paper is clearly written, free of grammar, syntax, and spelling errors; and quality of writing style is in line with 4<sup>th</sup> year BSW level
  - Effective use of headings and integrated information below each
  - Paper is written in APA style and all citations are referenced
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**UBC GRADING CRITERIA:**

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 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.