

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>	<b>Fall and Winter, 2019 -20</b>
<b>Course Title</b>	<b>SOWK 415 – Practicum 2</b>
<b>Credit Value</b>	<b>6</b>
<b>Course Schedule</b>	<b>Field Days are Mondays to Thursdays, Term 2, starting January 6, 2020</b>
<b>Course Location</b>	<b>378 hours</b> <b>Host Agency</b>

<b>Contacts</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>e-mail address</b>
Kelly Allison Chair of Field Education	Room 233	604-822-6220	Kelly.Allison@ubc.ca
Jacky Coates Field Education Coordinator	Room 116	604-822-5302	Sw.field@ubc.ca
Tina Buttar Field Education Coordinator	Room 116	604-822-2977	Sowk.fielddeduction@ubc.ca
Faculty liaisons: <b>Section 001</b> Ashley Quinn	PCOH 1011 (for 416)	604-822-6622	Ashley.Quinn@ubc.ca
<b>Section 002</b> Edward Kruk	PCOH 1215 (for 416)	TBA	Edward.Kruk@ubc.ca
<b>Section 003</b> Kelly Allison	PCOH 1302 (for 416)	604-822-6220	Kelly.Allison@ubc.ca

## COURSE DESCRIPTION

The purpose of SOWK 415 is to build on the learning in SOWK 315 and to enhance the development of theoretical knowledge and applied skills, values, and ethics at the macro, mezzo and micro levels, which are expected of a beginning social work practitioner. Students will be placed in a wide range of

organizations delivering such services as health care, family and child welfare, addiction, and others. Students will conclude the practicum with the demonstration of competencies necessary for generalist social work practice.

## **LEARNING OUTCOMES**

The 9 core learning objectives for students found in the Canadian Association of Social Work Education (CASWE) Council on Accreditation Standards (page 10) form the basis for evaluation in all programs. Specifics will vary according to the student's program (third year or fourth year BSW, MSW), personal identified learning goals, specific placement and agency, within the 9 areas highlighted below.

1. Identify as a professional social worker and adopt a value perspective of the social work profession.
2. Adhere to social work values and ethics in professional practice.
3. Promote human rights and social justice.
4. Support and enhance diversity by addressing structural sources of inequity.
5. Employ critical thinking in professional practice.
6. Engage in research.
7. Participate in policy analysis and development.
8. Engage in organizational and societal systems change through professional practice.
9. Engage with individuals, families, groups and communities through professional practice.

---

## **COURSE EVALUATION**

Students will post the specific learning objectives and evidence of achievement within the above framework on the Intern Placement Tracking platform (IPT) within four weeks of starting practicum. These form the basis for evaluation throughout the practicum experience and may vary over time. Assignments of work in practicum to meet the objectives will be made by the field instructor.

Evaluations of learning objectives and evidence of achievement are completed formally by the field instructor and student twice during the practicum – the Midterm Practice Performance Evaluation and the Final Practice Performance Evaluation. The field instructor and student will complete the Midterm Performance Evaluation form prior to the completion of approximately one-half the hours of the placement and 'sign' the form, which will then be reviewed and signed by the faculty liaison. The Final Performance Evaluation Form will similarly be completed within one week of the completion of the required hours. The hours tally sheet should be completed daily, and 'signed' at the completion of practicum by the student, the field instructor, and the faculty liaison.

The faculty liaison will visit the site a minimum of two times in person during the practicum, the specific times mutually negotiated, but usually two of beginning, middle, and end of practicum.

SOWK 415 is graded as a Pass or Fail. The faculty liaison assigns the standing, taking into consideration the field instructor's evaluation and recommendation. A grade will only be submitted when all assignments, evaluations and hours tally sheets have been signed off by the student, the field instructor, and the faculty liaison.

## **COURSE SCHEDULE AND ATTENDANCE**

The required field component for Practicum 2, SOWK 415, is 378 hours minimum. Practicum days are Mondays to Thursdays, Term 2, starting the first week of classes following holiday break. Students can negotiate to increase hours over reading break in February.

Full and consistent attendance is required in practicum based on the hours the agency is open, and the required number of hours per day as set and as negotiated with the field instructor.

Students are allowed one day per term for illness without a make-up requirement. In those circumstances, the student must notify the field instructor, or designate, as soon as possible. If further leave time is required, both the faculty liaison and field instructor must be notified and hours made up. For an extension of deadline, all parties must agree to a make-up arrangement, including a new deadline. Time taken off for personal reasons must be approved by the field instructor and faculty liaison and no credit for hours will be received.

---

## **UNIVERSITY POLICIES:**

**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>

---

## **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.

---

**FURTHER DETAILS FOR FIELD PRACTICUM ACROSS ALL PROGRAMS CAN BE FOUND IN THE FIELD EDUCATIONAL MANUAL AT <http://socialwork.ubc.ca/field-education-2/>**

---

## **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.