

	<p style="margin: 0;">THE UNIVERSITY OF BRITISH COLUMBIA School of Social Work Course Outline – SOWK 559 Advanced MSW Integrative Seminar</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 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.

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	2019/2020, Term 1 & 2
Course Title	SOWK 559 – Advanced MSW Integrative Seminar
Credit Value	3 credits
Course Schedule	Friday afternoons, 1:00 – 4:00 pm
Course Location	Section 001: Room 124, School of Social Work, Jack Bell Building Section 002: Room 324, School of Social Work, Jack Bell Building

Instructor	Office Location	Office Phone	e-mail address
Deborah O’Connor Section 002	Room 332	604-822-5299	Deborah.Oconnor@ubc.ca
Office hours	By appointment		
Instructor	Office Location	Office Phone	e-mail address
Marie Nightbird Section 001	Room 335	604-822-3520	Marie.Nightbird@ubc.ca
Office hours	By appointment		

PREREQUISITE and/or COREQUISITE:
 There is no pre-requisite or course that is required to be taken concurrently.

COURSE DESCRIPTION:
 This course is designed to facilitate the integration of students’ learning in their field practicum with their learning in practice, research, policy and theory courses. The purpose of the course is to promote advanced professional development. The course will provide students the opportunity to critically reflect upon their academic learning experiences, to analyze their development in their graduate studies, and to incorporate theories, policies, and practices into their work. This is a required course and is open only to graduate students in the School of Social Work.

COURSE STRUCTURE AND LEARNING ACTIVITIES:

This course is a blended model which includes bi-weekly in-person seminars over two semesters and on-line work using UBC Canvas. Students will be expected to discuss their experiences within their practicum settings during in-person seminars. An objective of each class will be to:

- a) Identify and address issues that are arising in practicum setting;
- b) Begin to articulate the link between theory, course readings and advanced practice; and
- c) Use peer feedback for professional development.

Seminars may include work in dyads; small and large group activities; experiential exercises; reading and reflection; lectures; and guest speakers.

Additionally, students will meet with their faculty field liaison throughout the practicum. The number of individual meetings between the instructor and the student is subject to the individual student's learning needs but will normally include 2 – 3 site visits: one within about 3 weeks of the practicum start to develop and finalize learning objectives; a mid-term evaluation/discussion; and/or a final evaluation/review meeting. When there is not a site visit there will be a conference call with faculty liaison, field instructor and the student.

LEARNING OUTCOMES:

Upon completion of this course students will have developed an advanced understanding of their role as a graduate level social work practitioner through the integration of knowledge and skills from their courses and field education. The students will be able to:

- Demonstrate the integration of a social justice lens into practice at all levels.
- Demonstrate integration of advanced level practice and theory within their area of specialization.
- Demonstrate advanced comprehension of social work practice within their area of specialization.
- Articulate the role of social work values and ethics on the development and implementation of micro and macro interventions and social policy formulation.
- Demonstrate advanced level skills in self-reflection, self-awareness, and self-understanding in relation to the origins and foundations of their own world view as it influences their practice.
- Demonstrate the ability to critically reflect upon the ways in which practice, policy, and research inform their social work practice.
- Demonstrate an appreciation of human diversity—particularly in relation to persons of different mental or physical ability, age, culture, ethnicity, gender, sexual orientation, language and socio-economic group.

REQUIRED TEXTBOOK(S) AND LEARNING MATERIALS:

Course readings will be assigned by the Instructor to reflect and respond to issues and needs that arise during the class.

UBC Canvas is the online management system used.

ASSESSMENT OF LEARNING:

Students will be awarded a grade based on the following three major assignments. There will be no formal examinations.

1. Integrating theory and practice, Total Weight 60% (1st semester 20%; 2nd semester 40%)
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The purpose of this two-part assignment is to help students to document, reflect, and monitor their progress integrating theories with practice within the context of the practicum site.

1st semester assignment: Your practicum agency's approach to practice 20%

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. Include 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 the lack of): 1) for clients; 2) for you as a social worker in training; and 3) for the organization. If appropriate, identify and discuss alternate approaches that you conclude would be better or best suited to the agency and why.

Due: December 6, 2019.

Value: 20%

Criteria for grading:

- 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.
- Students use APA, 6th edition, accurately.
- Papers are written clearly, succinctly, with excellent syntax and no punctuation or typographical errors.

2nd semester assignment: Case presentation 40%

Prepare for discussion 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. On the day of your presentation, distribute an annotated reference document with a minimum of 2 and no more than 4 references for the lens/approach/theory you are discussing. Each annotated reference is to be 4–6 sentences.

Due: Schedule to be developed in early January.

Value: 40%

Criteria for grading: See grading rubric provided.

2. Bi-weekly reflective Journal and Integrative Summary, Weight 30%

There are three components to this reflective assignment:

- a) Students are required to write and upload to Canvas *a one page reflective paper every two weeks* and continuing until the conclusion of practicum. The overall purpose of this assignment is to continually expand self-awareness and reflection.
- b) At the *end of semester 1*, provide a one - two page summary which should be integrative and reflective of your developing advanced-level professional social work identity and approach, using experiences and learning across courses and practicum.
- c) Upon *completion of your practicum*, prepare a one – two page overview in which you describe your practice approach/philosophy. Discuss how your ideas have changed over the course of the year. Ideally, this exercise will help you to appreciate the scope of your work in the program; identify themes, interests, and theories that will help you narrate your practice philosophy in situations such as job interviews.

These entries will serve as a main way to keep the instructor aware of practicum progress and to share with the instructor your reflections on achievements, challenges, and overall work.

Due: As noted above.

Value: 30%

Criteria for grading:

- 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.

3. Participation, Weight 10%

Student participation and attendance are essential to individual learning and to the success of the course. As the seminar is student driven, each student is expected to be involved actively and to share experiences in classroom. Students are expected to be critically reflective and to engage in the collaborative learning process. Students are also expected to support the learning of classmates by encouraging their participation, hearing their perspectives, and giving feedback (respecting the confidentiality of the shared material). This portion of the grade is based upon attendance and active participation in all aspects of the course. Missing three or more classes over the period of the course (i.e. both semesters combined) may result in a grade of zero.

ASSIGNMENTS:**Submitting Assignments**

Students use UBC Canvas to submit their assignments.

Return of marked student assignments

Instructors coordinate the return of marked assignments by UBC Canvas or email.

Late assignments

Generally, late assignments will not be accepted. Unless otherwise arranged with the instructor, assignments submitted after the due date with no prior agreement may be penalized by one percentage point per day.

COURSE SCHEDULE:

There will be in-class seminars approximately every other week. Students are requested however to keep Friday afternoons available to accommodate special circumstances around scheduling changes/additional classes and site visits – you will know at least two weeks in advance if a class time is going to change. Schedule will be distributed in class.

SCHOOL/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. 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.

Other school policies can be accessed through the school of social work student handbook

https://schoolofsocialwork.sites.olt.ubc.ca/files/2018/07/Handbook_2018-19.pdf

LEARNING RESOURCES:

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (**APA Citation Guide**), writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>

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>

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 class.

COPYRIGHT:

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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	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.