

COURSE OUTLINE

SOWK 316/416/559

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the x^wməθk^wəy̓əm (Musqueam) people.



THE UNIVERSITY OF BRITISH COLUMBIA

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 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.

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.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

Course Info

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| Year/Term | Spring-Summer 2021 |
| Course Title | SOWK 316/416/559: Advanced Integrative Seminar in Social Work Theory, Policy and Practice |
| Credit Value | 3 |
| Course Schedule | Mondays, 1 – 4 pm PST |
| Course Location | Online |

| Instructor | Email address | Virtual Office Hours |
|-------------------|------------------------|-----------------------------|
| Rhea Del Vecchio | Rhea.DelVecchio@ubc.ca | By appointment |

Prerequisite and/or Corequisite

SOWK 316/416/559 are all required courses and open only to students accepted into the School of Social Work. They run concurrently with SOWK 315/415/560C.

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 Structure and Learning Activities

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.

Seminars will be held virtually through Collaborate Ultra.

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 Textbooks(s) and Learning Materials

There are no textbooks required for this course. Articles will be posted through Canvas.

Assessment of Learning

Online journals (20%)

Paper (40%)

Presentation (40%)

Course Schedule

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| SESSION 1: | Monday, May 10, 2021 – virtual seminar |
| TOPIC: | Check-in and review course outline, learning goals and class format |
| ASSIGNMENTS: | |

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| SESSION 2: | Monday, May 17, 2021 |
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| TOPIC: | Online journal posting |
| ASSIGNMENTS: | Post journal to Canvas |

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| SESSION 3: | Monday, May 31, 2021 – virtual seminar |
| TOPIC: | Check-in and discussion as planned |
| ASSIGNMENTS: | |

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| SESSION 4: | Monday, June 7, 2021 |
| TOPIC: | Online journal due |
| ASSIGNMENTS: | Post journal to Canvas |

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| SESSION 5: | Monday, June 14, 2021 – virtual seminar |
| TOPIC: | Check-in and discussion as planned |
| ASSIGNMENTS: | Post papers to Canvas |

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| SESSION 6: | Monday, June 21, 2021 |
| TOPIC: | Online journal due |
| ASSIGNMENTS: | Post journal to Canvas |

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| SESSION 7: | Monday, June 28, 2021 – virtual seminar |
| TOPIC: | Check-in and presentations |
| ASSIGNMENTS: | |

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| SESSION 8: | Monday, July 5, 2021 |
| TOPIC: | Online journal due |
| ASSIGNMENTS: | Post journal to Canvas |

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| SESSION 9: | Monday, July 12, 2021 – virtual seminar |
| TOPIC: | Check-in and presentations |
| ASSIGNMENTS: | |

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| SESSION 10: | Monday, July 19, 2021 |
| TOPIC: | Online journal posting |
| ASSIGNMENTS: | Post journal to Canvas |

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| SESSION 11: | Monday, July 26, 2021 – virtual seminar |
| TOPIC: | Check-in |
| ASSIGNMENTS: | |

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| SESSION 12: | Tuesday, August 3, 2021 |
| TOPIC: | Assignment 2 due |
| ASSIGNMENTS: | Post final paper to Canvas |

Assignments

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 – 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

Slide to be posted to Canvas

Due date: June 28 or July 12

Assignment #2 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

8-10 pages

Due date: August 3

ASSIGNMENTS FOR SOWK 416

Assignment #1 – Case Presentation: 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 submitted to Canvas.

Length of Presentation: 15 minutes

Due date: June 28 or July 12

Assignment #2 SOWK 416 – ETHICAL ISSUES (40%)

The paper is an analysis of an ethical dilemma using an ethical decision making framework. Include the following points:

- 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

8- 10 pages

Due date: August 3

ASSIGNMENTS FOR SOWK 559

Assignment #1 SOWK 559 – Case Presentation (40%)

Prepare to present in class a case study related to a situation/client with whom you are working.

- 1) Clearly and succinctly, describe the situation and model/framework applied.
- 2) Give a brief overview of the theoretical foundations of the model/framework used and the specific elements of model/framework used.
- 3) Provide a justification and the context for use of the model/framework in this case/situation.
- 4) Discuss the value and relevance of the model/framework to the work.
- 5) Reflect on any personal biases, assumptions in relation to using this model/framework.

Length of presentation: 30 minutes

Due date: June 28 or July 12

Assignment #2 SOWK 559 – Integrating theory and practice: Your practicum agency’s approach to practice (40%)

In this paper, identify and critically analyze the social and/or psychological theories that appeared to be guiding practice interventions in your practicum placement. Included as part of this assignment are 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
- 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.

8-10 pages

Due date: August 3

ASSIGNMENT FOR ALL LEVELS – SOWK 316/416/559

Online Journals (20%)

Students are required to write and upload to CANVAS a 1-2 page reflective paper every two weeks as follows: May 17, June 7, June 21, July 5 and July 19.

The online journal entries will serve to keep the instructor aware of practicum progress and to share with the instructor your reflections on issues, achievements and challenges.

The first entry will consider your placement’s context including a brief profile of your placement agency/unit/department and the community in which it is based (significant geographic, demographic, socio-economic indicators relevant to service or users). Consider equity and diversity within the context of your placement agency/unit/department (rural, international, etc.). Consider the place of social work within your placement agency/unit/department, e.g. primary/secondary, legal base, and main pressures on social worker.

The three subsequent journals should discuss examples of ethical dilemmas, complex decision-making and links to theory with observations from your practicum setting.

The final entry on July 19 should be integrative and reflective of your emerging professional social work identity, using experiences and learning across the courses and practicum.

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
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School/Course Policies

Attendance

The attendance policy is in the student handbook: <https://socialwork.ubc.ca/undergraduate/advising/>

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/2019/07/Handbook_2019-20.pdf

Submitting Assignments

Assignments should be submitted electronically through Canvas.

Return of marked student assignments

The instructor will mark assignments 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.

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 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.

Students may not record class or group discussions without prior permission of all individuals in attendance.

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. |