



THE UNIVERSITY OF BRITISH COLUMBIA
 School of Social Work
 Course Outline – SOWK 416 (001, 002, 003)

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.

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>

Year/Term	Winter 2020-21 January 15 - April 9, 2021
Course Title	SOWK 416 Advanced Integrative Seminar in Social Work Theory, Policy and Practice
Credit Value	3 credits
Course Schedule	Fridays, 1:00 – 4:00 pm
Course Location	001-Lea Caragata 002-Edward Kruk 003-Antoine Coulombe

Instructor	Office Location	Office Phone	Email address
Edward Kruk	Rm 237	604-822-2383	edward.kruk@ubc.ca
Lea Caragata	Rm 331	604-822-3171	Lea.caragata@ubc.ca
Antoine Coulombe	Rm 231	604-822-2703	Antoine.coulombe@ubc.ca
Office hours	By appointment		

PREREQUISITE and/or CO-REQUISITE

SOWK 416 is a required course and is open only to students accepted into the School of Social Work. All third year courses, including practicum, must be completed before entry into SOWK 416. SOWK 405 must also be completed. SOWK 416 runs concurrently with SOWK 415.

COURSE DESCRIPTION

Building on third year practice courses, and particularly SOWK 316, 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 critically reflect upon their practicum experience, monitor their practice development, continue to develop practice skills within the context of social work values and ethics, and make connections between thinking, feeling, and doing, in relation to being a social worker. It is a blended online and in-class course.

COURSE STRUCTURE AND LEARNING ACTIVITIES

This course is a blended model. Each week we will alternate between online and in-class participation.

LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Synthesize field placement experiences and classroom learning through collaborative discussion and reflection.
 2. Articulate the CASWE core learning objectives for social work through the development of practicum learning goals and implementing these learning competencies in practice.
 3. Consider and examine the practical implementation of the Social Work Code of Ethics.
 4. Through collaborative class discussion and related learning activities, discuss and consider challenging issues in social work practice and continue the professional development of a social worker.
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ASSESSMENT OF LEARNING

Online Journal Entries (6 journal entries)- 20% -Jan 15, Jan 29, Feb 12, Mar 5, Mar 19, Apr 2, 2021
Connecting Theory to Practice Paper- 40% - February 28th, 2021
Ethical Issue In-Class Presentation- 40% - TBD

COURSE SCHEDULE

SESSION 1:	January 15 – Zoom online class
TOPIC:	Review of course outline, learning goals and class format
ASSIGNMENTS:	Schedule Initial Meeting with Field Instructor and Field Liaison
SESSION 2:	January 22 – online posting
TOPIC:	Reflexive Journal #1
ASSIGNMENTS:	Posting of Journal #1
SESSION 3:	January 29 – Zoom online class
TOPIC:	Theoretical Foundation of Social Work Practice
ASSIGNMENTS:	
SESSION 4:	February 5 – online posting
TOPIC:	Reflexive Journal #2
ASSIGNMENTS:	Posting of Journal #2
SESSION 5:	February 12 – Zoom online class
TOPIC:	Integrating Theory and Practice
ASSIGNMENTS:	Schedule Midterm Meeting with Field Instructor and Faculty Liaison
	February 19 - READING WEEK
SESSION 6:	February 26 – online posting
TOPIC:	Reflexive Journal #3
ASSIGNMENTS:	Posting of Journal #3

SESSION 7:	March 5 – Zoom online class
TOPIC:	Ethical Foundation of Social Work Practice
ASSIGNMENTS:	Connecting Theory to Practice Paper Due
SESSION 8:	March 12 – online posting
TOPIC:	Reflexive Journal #4
ASSIGNMENTS:	Posting of Journal #4
SESSION 9:	March 19 – Zoom online class
TOPIC:	Ethical Dilemmas and Ethical Decision-Making
ASSIGNMENTS:	Presentations
SESSION 10:	March 26 – online posting
TOPIC:	Reflexive Journal #5
ASSIGNMENTS:	Posting of Journal #5
SESSION 11:	April 2 – Zoom online class
TOPIC:	Transitioning from Student to Practitioner
ASSIGNMENTS:	Presentations
SESSION 12:	April 9 – online posting
TOPIC:	Reflexive Journal #6 Final integrative entry
ASSIGNMENTS:	Posting of Journal #6

ASSIGNMENTS

Linking Theory to Practice Paper and Ethical Issue In-Class Presentation Goals:

The assignments together should demonstrate your:

- Understanding of the placement and agency context and of your role within it;
- Competence in social work 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; and
- Awareness of ethical and professional issues.

1. Paper: Linking Theory to Practice-Application of a Model or Framework, Due March 5, 2021 –40%

The purpose of this assignment is to be able to demonstrate the application of theory to practice in your practicum setting. To write your paper:

- 1) Select one practice situation/piece of work in which you used a specific model/framework. Clearly and succinctly, describe the field 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: 8-10 pages in length and use APA formatting including references.

Due date: March 5, 2021

Weight: 40%

2. Ethical Issue In-Class Case Presentation, 40% Power Point Presentation

Your presentation should include:

- Clear summary of ethical dilemma/challenge/issue faced in your placement
 - why it is an ethical dilemma/issue; who is affected (clients, self, organization); evident value conflicts
- Options available to resolve the dilemma
 - Options you support and why
- Analysis of issue **using an ethical model**, including discussion and recommendations
- How you did or would attempt to resolve the dilemma
 - Values you relied on to make your decision and why
 - How your reflexivity and understanding of diversity and intersectionality applies to this situation
 - Possible consequences your decision has on the other people involved
- How this analysis can change your practice in the future

Length of presentation: 30 minutes (maximum)

Due date: To be assigned in class

3. Online Journal Entries: 20%

Students are required to write a reflective paper every two weeks and upload it to Canvas starting the week of January 17th. 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 final entry for the week of March 29th should be integrative and reflective of your emerging professional social work identity, using experiences and learning across the courses and practicum. 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.

Length: 500 words

Due dates: Jan 22, Feb 5, Feb 26, Mar 12, Mar 26, Apr 9, 2021 before 11:00 pm

Weight: 20%

Grading Criteria for papers, presentations and reflective journal entries: A rubric will be posted to Canvas in advance of deadlines for each assignment.

SCHOOL/COURSE POLICIES:

Attendance

The attendance policy is in the School of Social Work Student Handbook on page 11.

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.

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 accommodates 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.

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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	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.