



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.

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 (Term 2)
Course Title	SOWK 559 – Advanced MSW Integrative Seminar
Credit Value	3 credits
Course Schedule	Fridays, 1 – 4pm, <i>January 22-April 2, 2021</i>
Course Location	Online (Zoom)

Instructor	Office Location	Office Phone	Email Address
Mohamed Ibrahim Section 001	Online		mohamed.ibrahim@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.
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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.

SEE CANVAS FOR DETAILS

COURSE SCHEDULE

There will be online-class meetings approximately every other week beginning January 22, 2021. Students are requested however to keep Friday afternoons available to accommodate special circumstances around scheduling changes/additional classes and site visits.

Below is the schedule for Term 2:

Week	Date	Topic/Activities
1	1/22	Introduction to course ,syllabus and assignment review Student Counselling Workshop (3 to 4 PM)
2	02/5	Check-in: Case presentations (3 students)
3	02/19	Mid-term break (no class)
4	03/5	Check-in: Case presentations (4 students)
5	03/19	Check-in: Case presentations (4 students)
6	04/2	Check-in: Case presentations (4 students)

SCHOOL/COURSE POLICIES

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.

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.

Attendance

The attendance policy is in the 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 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.

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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.