

	<b>THE UNIVERSITY OF BRITISH COLUMBIA</b> <b>School of Social Work</b> <b>Course Outline – SOWK 316/416/559</b>
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The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the x<sup>w</sup>məθk<sup>w</sup>əyəm (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.

**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.

<b>Year/Term</b>	Spring/Summer 2020
<b>Course Title</b>	SOWK 316/416/559: Advanced Integrative Seminar in Social Work Theory, Policy and Practice
<b>Credit Value</b>	(3 credits)
<b>Course Schedule</b>	Mondays 1-4pm
<b>Course Location</b>	Online

Instructor	Office Location	Office Phone	e-mail address
Rhea Del Vecchio			Rhea.DelVecchio@ubc.ca
<b>Office hours</b>	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.

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## **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.

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## **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 Collaborative Ultra.

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## **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.

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**REQUIRED TEXTBOOK(S) AND LEARNING MATERIALS**

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

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**ASSESSMENT OF LEARNING:**

Online journals (20%)

Paper (40%)

Presentation (40%)

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**COURSE SCHEDULE:**

<b>SESSION 1:</b>	Monday June 8, 2020
<b>TOPIC:</b>	Check- in and review course outline, learning goals and class format
<b>ASSIGNMENTS:</b>	
<b>SESSION 2:</b>	Monday June 15, 2020
<b>TOPIC:</b>	Online journal posting
<b>ASSIGNMENTS:</b>	Post journal to Canvas
<b>SESSION 3:</b>	Monday June 22, 2020
<b>TOPIC:</b>	Check- in and discussion as planned
<b>ASSIGNMENTS:</b>	
<b>SESSION 4:</b>	Monday June 29, 2020
<b>TOPIC:</b>	Online journal due
<b>ASSIGNMENTS:</b>	Post journal to Canvas
<b>SESSION 5:</b>	Monday July 6, 2020
<b>TOPIC:</b>	Check- in and discussion as planned.
<b>ASSIGNMENTS:</b>	Post papers to Canvas
<b>SESSION 6:</b>	Monday July 13, 2020

<b>TOPIC:</b>	Online journal due
<b>ASSIGNMENTS:</b>	Post journal to Canvas
<b>SESSION 7:</b>	Monday July 20, 2020
<b>TOPIC:</b>	Check- in and presentations
<b>ASSIGNMENTS:</b>	
<b>SESSION 8:</b>	Monday July 27, 2020
<b>TOPIC:</b>	Online journal due
<b>ASSIGNMENTS:</b>	Post journal to Canvas
<b>SESSION 9:</b>	Monday August 3
<b>TOPIC:</b>	Check- in and review course outline, learning goals and class format.
<b>ASSIGNMENTS:</b>	
<b>SESSION 10:</b>	Monday August 10
<b>TOPIC:</b>	Online journal posting
<b>ASSIGNMENTS:</b>	Post final journal to Canvas

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**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- 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

**Maximum 8 pages**

**Due Date: July 6<sup>th</sup>, 2020**

### **ASSIGNMENT #2 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 July 20, 2020**

## **Assignments for SOWK 416**

### **ASSIGNMENT #1 SOWK 416 – ETHICAL ISSUES (40%)**

The paper will include:

Analysis of an ethical dilemma using an ethical decision-making framework

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

**maximum 8 pages**

**Due Date: July 6<sup>th</sup>, 2020**

## **ASSIGNMENT #2**

### **Case Presentation: SOWK 416- 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: July 20, 2020**

## **Assignments for SOWK 559**

### **ASSIGNMENT #1 SOWK 559- Integrating theory and practice: Your practicum agency's approach to practice (40%)**

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. Included as part of this assignment 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; and 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.

**Due Date July 6, 2020**

Criteria for evaluation:

- 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
- Papers are written clearly, succinctly, with excellent syntax and no punctuation or typographical errors. APA Style is required.

**ASSIGNMENT #2 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 July , 2020**

**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: June 15, June 29, July 13, July 27 And August 10<sup>th</sup>.

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 July 27th 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.

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 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/2019/07/Handbook\\_2019-20.pdf](https://schoolofsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook_2019-20.pdf)

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### **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.

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## **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>

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## **LEARNING ANALYTICS**

No learning analytics are being used in this course.

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## **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.

Please do not record seminars.

**UBC GRADING CRITERIA:**

<b>UBC GRADING CRITERIA</b>			
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.