

School of Social Work

Course Outline

SOWK 316

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the [x̣ẉṃə̣θ̣ḳẉə̣ỵəm](#) (Musqueam) people.



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Arts

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UBC COVID-19 Protocols for in-class learning

COVID-19 Safety

You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. UBC Respectful Environment Statement.

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.

Course Info

Year/Term	Terms 1 & 2, Winter 2021-22 October 15, 2021–April 1, 2022
Course Title	SOWK 316: Integrative Seminar in Social Work Theory, Policy & Practice
Credit Value	3 credits
Course Schedule	Fridays, 1–4pm
Course Location	Section 1 (Room 222)

Instructor	Office Location	Office Phone	Email Address	Office Hours
Miu Chung Yan	Room 235	N/A	miu.yan@ubc.ca	By appointment

Prerequisite and/or Corequisite

This is a required course and is open only to students accepted into the School of Social Work and is a co-requisite to SOWK 310, SOWK 305 and SOWK 315.

Course Description

This course is designed to facilitate the integration of students' learning from field, practice, and theory courses for the purposes of their professional development. It provides students the opportunity to critically reflect upon their practicum experience, monitor their practice development and make connections among the ethical, theoretical and skill elements of social work practice.

This is a required course and is open only to students accepted into the School of Social Work and is a co-requisite to SOWK 310, SOWK 305 and SOWK 315. This course complements and builds on the Interviewing Skills course (SOWK 310) and Field Education component (SOWK 315), providing the student the opportunity to integrate social work theory along with their practice skill development. Students who withdraw from SOWK 315 are also required to do so from SOWK 316.

Course Structure and Learning Activities

This course is mainly conducted through classroom discussion and group discussion. Students are expected to share and discuss their own reflection of placement activities and experiences in class.

Learning Outcomes

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

1. Use constructive feedback and clinical supervision/consultation to critically assess social work practice experiences.
2. Discuss professional issues, practice situations and ethical dilemmas in relation to professional development.
3. Consistently consider and apply the Code of Ethics (British Columbia, 2003) in social work practice and in discussion.
4. Consider the applications of theory in practice and the appropriateness and suitability of various practice methods.
5. Implement strategies to communicate safely and effectively, while advocating for social work values and maintaining professional boundaries.
6. Articulate an emerging approach to social work, drawing on theories, practice methods, knowledge, principles and ethics.
7. Begin to develop one's social work identity in the context of practice experiences, self-reflection, and growing theoretical knowledge.

Required Textbook(s) and Learning Materials

Readings of this course are all accessible through UBC Library online system.

Assessment of Learning

Assessment of learning are based on a) biweekly reflective journals (48%); b) Project proposals (7%), implementation (25%) and presentation (10%); c) engagement (10%). Details of the assignments, please see below.

Course Schedule

Session 1:	October 15, 2021
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Topic:	Preparing for practicum
Reading:	Yan, M. C., Lauer, S., & Riano-Alcala, P. (2017). Incorporating individual community assets in neighbourhood houses: Beyond the community-building tradition of settlement houses. <i>International Social work</i> , 60(6), 1591–1605. DOI: 10.1177/0020872816633889
Session 2:	October 22, 2021: 2:15 pm-3:45 pm
Topic:	UBC Health Workshop: Collaborative Decision-Making (Online pre-readings (1 hour) and Interprofessional Zoom session (1.5 hour))
Session 3:	November 5, 2021 (Zoom class)
Topic:	1:00 pm – 2:00pm: Developing Learning Activities 2:15 pm-3:45 pm: UBC Health Workshop: iEthics Q#1 (Online pre-readings (1 hour) and Interprofessional Zoom session (1.5 hour))
Session 4:	November 19, 2021
Topic:	Social work identities and roles: Connecting practice with theory
Reading:	Trevithick, P. (2008). Revisiting the Knowledge Base of Social Work: A Framework for Practice. <i>British Journal of Social Work</i> , 38(6), 1212-1237. doi: 10.1093/bjsw/bcm026.
Session 5:	December 3, 2021
Topic:	Professionalism and social work: From ethics to practice
Reading:	Assor, Y., & Goodman, Y. C. (2020). Beyond Ethics: Professionalism and Social Belonging in Social Workers' Moral Deliberations. <i>Ethnos</i> , 85(1), 168-187. doi:10.1080/00141844.2019.1575889
Session 6:	January 14, 2022
Topic:	Ethical dilemmas
Reading:	Sobočan, A. M., Banks, S., Bertotti, T., Strom, K., de Jonge, E., & Weinberg, M. (2020). In Conversation with a Case Story: Perspectives on Professionalism, Identity and Ethics in Social Work. <i>Ethics and social welfare</i> , 14(3), 331-346. doi:10.1080/17496535.2020.1726982
Session 7:	January 28, 2022

Topic:	Midterm evaluations / Difficult conversations
Reading:	Oliver, C., Jones, E., Rayner, A., Penner, J., & Jamieson, A. (2017). Teaching social work students to speak up. <i>Social Work Education</i> , 36(6), 702-714. doi:10.1080/02615479.2017.1305348
Session 8:	February 11, 2022
Topic:	Power and privilege in social work
Reading:	Fargion, S., Nagy, A., & Berger, E. (2019). Access to social services as a rite of integration: Power, rights, and identity. <i>Social policy & administration</i> , 53(5), 627-640. doi:10.1111/spol.12447
Session 9:	March 4, 2022
Topic:	Discussion and presentations
Session 10:	March 18, 2022
Topic:	Discussion and presentations
Session 11:	April 1, 2022
Topic:	Termination, reflection and celebration
Reading:	Baum, N. (2004). Social work students' treatment termination as a temporary role exit. <i>Clinical Supervisor</i> , 23(1): 165-177.

Assignments

Field Journals – 48% (6% each)

Field journals should contain reflections about your placement experiences over the course of the two weeks leading up to each submission date and should reflect attention to the themes specified below. All journals should be submitted via Canvas.

Each journal should include three to four of the following sections:

- Situation/context;
- Analysis/integration of relevant theory and/or research;
- Social work practice; and/or
- Self-reflection.

Field journals are to be submitted via Canvas and contain about 500 words (+ or – 50 words).

Mandatory subjects:

1. The first two field journals should contain reflections on the agency/organization in which you are placed. Such a reflection may include attention to the values, mission, goals, and/or history of the agency/organization; the structure of the agency/organization, along with a consideration of what the implications of practicing in this structural context might be; perspectives and approaches used in the agency/organization; social work roles within this agency/organization setting.
2. Two field journals should contain case studies of clients (e.g., person, group, family, community), and/or practice situations.
3. Two field journals should be reflections on professional growth.
4. The remaining field journals could address any subject/theme/topic of your choice, as long as these are relevant to your practicum placement and social work practice.

Grading criteria: rubric will be available on Canvas

Field Journal Due Dates

October 22, 2021 – My Practicum Placement

November 12, 2021 – My Practicum Placement

November 26, 2021

January 21, 2022

February 4, 2022

February 18, 2022

(Skipping the mid-term break)

March 11, 2022

March 25, 2022

Assignment 2: Proposal (7%), Project (25%) and presentation (10%)

For this assignment, you are being asked to plan and lead a small project – which should in some way be relevant for social work practice – within your practicum placement. This project should align with learning objectives developed at the start of your placement, consist of an activity that represents your learning as a social work student, and reflect your contribution(s) to the agency/organization in which you are placed. Examples of projects students may plan and lead include (but are not limited to):

1. Planning an event (for example, a bingo game, a dance, a community meeting);
2. Organizing resources (for example, creating a directory of agencies/organizations to which staff normally refer clients);
3. Facilitating professional learning/development (for example, presenting to staff at your practicum placement on a topic that is relevant to that setting); or
4. Any other project that you and your field instructor believe might make a relevant/helpful contribution to the agency/organization in which you are placed.

Proposal (7%)

Prepare a brief (~150-300 word) proposal describing what you intend to do for your practicum project. This proposal is due by January 14. After your instructor approves your project, you should plan to have your project completed by February 28 at the latest.

Project (25%) and presentation (10%)

This presentation should be 10-15 minutes in total, and include:

1. A brief (<1 minute) description of your agency/organization, and your role within this setting;
2. A summary of your project, including any theory that was used to inform the planning/execution of the project;
3. A brief reflection on the relevance of your project to social work;
4. A brief reflection on the contributions your project may have made to the agency/organization in which you were placed; and
5. A brief reflection on the specific learning gained from your work on this project and, drawing on theory, how this learning has informed your emerging approach to social work.

It is expected that students integrate theory, in the planning and execution of the project, and that students describe their integration of theory during their presentation.

Engagement - 10%

This seminar is highly experiential in nature; therefore, students' attendance, participation, and engagement are essential to individual learning and to the overall success of the course. As the seminar is student driven, each student is expected to attend, to be actively involved, to be reflective and to share practicum experiences with the class. Students will be expected to be critically reflective and to be engaged in the collaborative learning process. Students are also required to support the learning of classmates by encouraging their participation, hearing their perspectives and giving feedback, while respecting the confidentiality of the shared material. Prior to each class, it is expected that students reflect on the topic/theme to be discussed and to prepare examples from their placement that they may be able to share in relation to that topic/theme.

School/Course Policies

Attendance

The attendance policy is in the student handbook on page 8. You can find the student handbook on the Advising page of our website: <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.

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

No learning analytics are being used in this class.

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 will need the permission from the instructor and consent from classmates to record classes.

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.