School of Social Work
FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

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 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 INFORMATION

Year/Term/Dates	Winter 2021-22, Term 2, January 14–April 8, 2022
Course Title	SOWK 416: Advanced Integrative Seminar in Social Work Theory, Policy and Practice
Course Schedule	Fridays, 1-4pm
Course Location	001: Tommy Spence – Ponderosa Commons North – Oak/Cedar House Room 1009 002: Nadia Kyba – Neville SCARFE (SCRF) – Room 210 003: Antoine Coulombe – Ponderosa Commons North – Oak/Cedar House Room 1002

Instructor	Office Location	Office Phone	Email Address	Office Hours
Tommy Spence			tespence@mail.ubc.ca	Before or after seminars and by appointment
Nadia Kyba		604.788.3547	nkyba@mail.ubc.ca	Before or after seminars and by appointment
Antoine Coulombe	Room 231	604.822.2703	antoine.coulombe@ubc.ca	Before or after seminars and by appointment

Prerequisite and/or Corequisite

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

Course Description

Building on third-year practice courses, 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 with the opportunity to critically reflect on their practicum experience, monitor their practice development and develop practice skills within the context of social work values and ethics. Students will start to make connections between thinking, feeling, and doing in relation to being a social worker.

Course Structure and Learning Activities

This course is facilitated through classroom and group discussion. Students are expected to share and discuss their reflections of placement activities and experiences in class.

Learning Outcomes

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

1. Explore field placement experiences and classroom learning through collaborative discussion and reflection.
2. Articulate the Canadian Association for Social Work Education (CASWE) core learning objectives 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.

Required Textbook(s) and Learning Materials

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

Course Schedule

Session 1:	January 14, 2022
Topic:	Getting to know each other and sharing first days of placement experiences Review of the course outline, learning goals and class format
Assignments:	• Schedule Initial Meeting with Field Instructor and Faculty Liaison • Complete Learning Contract
Session 2:	January 21, 2022
Topic:	Placement Context and Structures in Social Work
Assignments:	Post Journal #1 **due January 23**
January 28, 2022 – BSW Conference – no seminar	
Session 3:	February 4, 2022
Topic:	Exploring Placement Content
Assignments:	• Post Journal #2 **due February 6** • Plan and Schedule Mid-Term Evaluation
Session 4:	February 11, 2022
Topic:	Exploring Personal and Professional Development, Wellbeing and Self-Care
Assignments:	• Schedule Second Meeting with Field Instructor and Faculty Liaison
Session 5:	February 18, 2022

Topic:	Ethical Foundations of Social Work Practice
Assignments:	• Post Journal #3 **due February 20**
February 21–25 READING WEEK	
Session 6:	March 4, 2022
Topic:	Ethical Foundations of Social Work Practice
Assignments:	• Post Journal #4 **due March 6**
Session 7:	March 11, 2022
Topic:	Presentations/Discussion – Ethical Dilemmas and Decision-Making
Assignments:	• Ethical Dilemma Presentation
Session 8:	March 18, 2022
Topic:	Presentations/Discussions: Ethical Dilemmas and Decision-Making
Assignments:	• Ethical Dilemma Presentation • Plan and Schedule Final Evaluation • Post Journal #5 **due March 20**
Session 9:	March 25, 2022
Topic:	Presentations/Discussion: Ethical Dilemmas and Ethical Decision-Making
Assignments:	• Ethical Dilemma Presentation • Final Evaluation
Session 10:	April 1, 2022
Topic:	Transitioning from Student to Practitioner and Celebration
Assignments:	• Ethical Dilemma (if necessary) • Final Evaluation • Post Journal #6 **due April 3**

Assignments

- Six Online Journal Entries and One Discussion – 40% – See dates for Journal Entries in Course Schedule

- Ethical Dilemma : Presentation and Discussion – 40% – March 11, 18, 25 and April 1 if necessary

- Seminar Participation and Engagement – 20%

1. <u>Six Online Journal Entries and One Discussion: 40%</u>

Starting January 24, students are required to write a journal entry every 2 weeks and upload to Canvas. Each week, between sessions 2 and 6, students will take turns leading a short discussion inspired by a topic from their Journal and/or Placement.

<u>Suggested subjects:</u>

1. Reflections on the agency/organization in which you are placed. This may include an analysis of the values, mission, goals, and/or history of the agency/organization; the structure of the agency/organization, along with 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/organizational setting.

2. Case studies of clients (e.g., individuals, groups, families, communities) and/or practice situations.

3. Reflections on professional growth.

4. Address any subject/theme/topic of your choice, as long as it is relevant to your practicum placement and social work practice.

Grading criteria: rubric will be available on Canvas

Each journal should consider **one** **situation/topic** of your choice and include:

- A description of the situation/topic;

- An application of relevant Social Work theory and/or research;

- Consideration of your Social Work practice; and/or self-reflection.

<u>Discussion:</u>

Each week, students will take turns facilitating a short group discussion. To do this, they will choose a topic explored in one of their journal entries and/or in their placement, create a brief outline (max. 1 page) of their discussion including how their subject will be introduced and develop open ended questions to facilitate the discussion. Dates of the discussion will be assigned on week 1.

Length of Journals: 500 words (+/- 50 words)

Due dates: See Course Schedule

Weight: 40% (5% per journal and 10% for leading a discussion)

Rubric: Available in Canvas

2. __Ethical Issue In-Class Case Presentation and Discussion - 40%__

Your presentation should include:

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

Length of Presentation and Discussion: 25-35 minutes – the time allowed may vary and be confirmed as we plan the presentation schedule. The presentation will include a structured and facilitated discussion, about 10-15 minutes and can be integrated at any step of the presentation.

Due date: To be assigned in class. Presentations will take place on sessions 7-10.

Assignment Submission Process

Assignments are due as noted in this course outline unless otherwise informed by the instructor. Written assignments will be uploaded in Canvas.

SCHOOL/COURSE POLICIES

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.

If you are sick, it is important that you stay home.

If you miss class because of illness:

- Ask someone to share their notes if I am lecturing. In the case of discussions of readings, we will endeavour to record conversations for you to access later through Canvas.
- Be sure to consult the class resources on Canvas.
- If you are concerned that you will miss a key activity due to illness, contact the instructor to discuss asap.

If the instructor is ill: If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible by email. Our classroom will still be available for you to sit in and attend an online session. In this instance:

- If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an email informing you how to join the class.
- If I am not well enough to teach I may ask you to do an activity or read something in place of class time

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

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.

Support

During the term, I will do my best to offer support if I am concerned about your academic performance or wellbeing. I also encourage you to contact me or your academic advisor if you need assistance. In addition, I may identify concerns using the UBC Early Alert system which provides students with the earliest possible connection to resources like academic advising, financial advising, counseling, or other support services to help you get back on track. Any information transmitted through early alert is treated as confidential (see earlyalert.ubc.ca).

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	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.