



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.

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.

COURSE INFORMATION

Year/Term/Dates	Winter 2021-22, Term 1 & 2, Sept 17, 2021-April 8, 2022
Course Title	SOWK 559 (002): Advanced MSW Integrative Seminar 3 credits
Course Schedule	Fridays, 1pm-4pm
Course Location	Jack Bell Building

Instructor	Office Location	Office Phone	Email Address	Office Hours
Deb O'Connor	Jack Bell Rm 332	604.822.5299	<a href="mailto:deborah.oconnor@u
bc.ca">deborah.oconnor@u bc.ca	By appointment

Prerequisite and/or Corequisite

There is no pre-requisite or course that is required to be taken concurrently. Students however must be doing a practicum.

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 synchronous on-line seminars over two semesters and asynchronous 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 critically articulate the link between theory, readings and advanced practice especially drawing in a social justice lens; and
- c) Use peer and instructor 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 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. Ideally at least one meeting will take place on site and the remainder may be via conference (ZOOM) 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-level 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.

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.

1. Integrating theory and practice, Total Weight 50%

The purpose of this two-part assignment is to help students to document, reflect, and monitor their progress integrating theories with practice within the context of the practicum site.

1st semester assignment: Your practicum agency's approach to practice 10%

In a paper of 2,500-4,000 words (including citations), identify, discuss and critically analyze the social and/or psychological theories that appear to be guiding the organization and interventions in the agency in which you are working. Include 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/approach in place, what is the implication of this lack of theory? Please describe implications of theory/approach (or the lack of): 1) for clients; 2) for you as a graduate social worker in training; and 3) for the organization. If appropriate, identify and discuss alternate approaches that you conclude would be better or best suited to the agency and why.

Due: December 17, 2021

Value: 10%

Criteria for grading:

- Students demonstrate understanding of what conceptual and organizational orientations are informing this agency and how they

manifest in policy documents and practices.

- Students are able to give specific practice and policy examples to support their arguments.
- Students clearly analyze implications in practice.
- Students use APA, 6th edition, accurately.
- Papers are written clearly, succinctly, with excellent syntax and no punctuation or typographical errors.

2nd semester assignment: Case presentation 40%

Prepare for discussion a case study related to a situation/client with whom you are working. Discuss the lens/approach/theory that you are using to understand this case, and how it is informing your practice. Include a critical analysis including how different approaches may fit together. Please note: you are encouraged to make this interactive, this could include seeking input from your colleagues in relation to the application of theory to practice. On the day of your presentation, distribute an annotated reference document with a minimum of 2 and no more than 4 references for the lens/approach/theory you are discussing. Each annotated reference is to be 4-6 sentences.

Following the presentation (by the end of last class) please submit any notes or power point slides (to be shares with classmates) and **provide a one page summary of how the selected approaches put into practice a social justice lens.**

Due: Schedule to be developed in early January – Please be prepared to present as early as the 1st week in March!

Value: 40% (30% presentation plus 10% handed in materials especially one page summary of how social justice lens is put into practice by selected approach(es).

Criteria for grading: See grading rubric provided.

2. Bi-weekly reflective Journal and Integrative Summary, Weight 30%

A critical component of the integration seminar is to provide an opportunity for you to reflect upon how you are using your graduate education and practicum experience to develop. There are three components to this reflective assignment:

- a) **Bi-weekly reflective journaling:** Students are required to write and upload to Canvas a *one page reflective paper every two weeks* and continuing until the conclusion of practicum. The overall purpose of this assignment is to continually expand self-awareness and reflection. NOTE: this is NOT simply a description of the work being done but rather picks up on issues and areas that are challenging to you. **Due:** 5 per semester on Friday afternoon of the weeks when there is no class
- b) **At the end of semester 1,** provide a 1-2- two page summary which should be integrative and reflective of your developing advanced-level professional social work identity and approach, using experiences and learning across courses and practicum. **Due:** Dec 17,

2021

- c) Upon completion of your practicum, prepare a 1-2 page overview in which you describe your practice approach/philosophy. Discuss how your ideas have changed over the course of the year. Ideally, this exercise will help you to appreciate the scope of your work in the program; identify themes, interests, and theories that will help you narrate your practice philosophy in situations such as job interviews.

Due: April 15, 2022 (or upon completion of practicum hours)

These entries will serve as a main way to keep the instructor aware of practicum progress and to share with the instructor your reflections on achievements, challenges, and overall work.

Due: As noted above.

Value: 30%

Criteria for grading:

- Provides both a descriptive and analytic lens to the work being done in practicum.
- Articulates how social justice lens is being applied.
- Demonstrates the effective use of supervision and peer consultation including incorporating feedback from preceding journal entries.
- Demonstrates integrity and ethical behavior in practicum and in the reporting of activities.
- Writes clearly and succinctly – you do not however need to use APA formatting

3. Participation, Weight 20%

Student participation and attendance are essential to individual learning and to the success of the course. As the seminar is student driven, each student is expected to be involved actively and to share experiences in class discussion as well as through other venues (such as Canvas Discussions) when appropriate. Students are encouraged to be critically reflective and to engage in the collaborative learning process, including using peers for consultation. Students are also expected to support the learning of classmates by facilitating their participation, hearing their perspectives, and giving feedback (respecting the confidentiality of the shared material) as well as sharing resources or new learnings. This portion of the grade is based upon attendance and *active* participation in all aspects of the course. Please do arrive on time. Missing three or more classes over the period of the course may result in a grade of zero.

Due: ongoing – at the end of 2nd semester you will be asked to provide an assessment of your participation including a proposed grade with the rationale.

Value: 20%

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 or email.

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.

Course Schedule

There will be synchronous on-line seminars approximately every other week beginning September 18. **Students are requested however to keep Friday afternoons available to accommodate special circumstances around scheduling changes/additional classes and site visits – you will know at least two weeks in advance if a class time is going to change. Schedule will be distributed in class.**

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 regarding lectures and class discussions about readings.
- 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.

If I (the instructor) am feeling 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.