



# 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 xʷməθkʷəyəm (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.

## 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

<b>Year/Term/Dates</b>	Summer 2022; May 16–August 8, 2022 <b>NO CLASS ON JUNE 27 OR AUGUST 1</b>
<b>Course Title</b>	SOWK 316/416/559: Advanced Integrative Seminar in Social Work Theory, Policy and Practice; 6 credits
<b>Course Schedule</b>	Mondays, 1-4pm
<b>Course Location</b>	Jack Bell Building 2080 West Mall, Room 222

Instructor	Office Location	Office Phone	Email Address	Office Hours
Nadia Kyba	n/a	604.788.3547	nkyba@mail.ubc.ca	Before or after seminars and 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.

## 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.

## 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 unique skills.

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.

## Learning Outcomes

1. Students will critically analyze social work practice experiences through peer review, feedback and consultation.
2. Students will participate and contribute in a supportive learning environment.
3. Students will actively participate in discussion 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.

## Required Textbooks(s) and Learning Materials

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

## Assessment of Learning

Online journals (20%)

Paper (40%)

Presentation (please refer to your specific year description) (40%)

## Course Schedule

<b>Session 1:</b>	Monday, May 16, 2022
<b>Topic:</b>	<ol style="list-style-type: none"> <li>1. Field Education Overview</li> <li>2. Introductions – getting to know each other.</li> <li>3. Review of course outline, learning goals and class format</li> </ol>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Post Journal #1 to Canvas by May 22, 2022</li> </ul>
<b>Session 2:</b>	Monday, May 30, 2022
<b>Topic:</b>	<ol style="list-style-type: none"> <li>1. Placement Context and Structures in Social Work</li> <li>2. Learning Contract Workshop</li> <li>3. Journal Discussion #1</li> </ol>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Schedule Initial Meeting with Field Instructor and Faculty Liaison</li> <li>• Complete Learning Contract</li> </ul>
<b>Session 3:</b>	Monday, June 6, 2022
<b>Topic:</b>	<ol style="list-style-type: none"> <li>1. Exploring Placement Content</li> <li>2. Journal Discussion #2</li> </ol>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Post Journal #2 to Canvas by June 5, 2022</li> </ul>
<b>Session 4:</b>	Monday, June 13, 2022

<b>Topic:</b>	<ol style="list-style-type: none"> <li>1. Exploring Personal and Professional Development</li> <li>2. Wellbeing and Self-Care</li> <li>3. Journal Discussion #3</li> </ol>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Schedule Mid-term evaluations</li> </ul>
<b>Session 5:</b>	Monday, June 20, 2022
<b>Topic:</b>	<ol style="list-style-type: none"> <li>1. Ethical Foundations of Social Work</li> <li>2. Journal Discussion #4</li> </ol>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Post Journal #3 to Canvas by June 19, 2022</li> </ul>
<b>JUNE 27, 2022 NO CLASS – TERM BREAK</b>	
<b>Session 6:</b>	Monday, July 4, 2022
<b>Topic:</b>	<ol style="list-style-type: none"> <li>1. Check in</li> <li>2. Presentations and Discussion</li> </ol>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Presentations (students will be assigned in Session 2)</li> <li>• Post Journal #4 to Canvas by July 10, 2022</li> </ul>
<b>Session 7:</b>	Monday, July 11, 2022
<b>Topic:</b>	<ol style="list-style-type: none"> <li>1. Check in</li> <li>2. Presentations and Discussion</li> </ol>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Presentations (students will be assigned in Session 2)</li> <li>• Plan and schedule final evaluation</li> </ul>
<b>Session 8:</b>	Monday, July 18, 2022
<b>Topic:</b>	<ol style="list-style-type: none"> <li>1. Check in</li> <li>2. Presentations and Discussion</li> </ol>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Presentations (students will be assigned in Session 2)</li> <li>• Post Journal #5 to Canvas by July 24, 2022</li> </ul>
<b>Session 9:</b>	Monday, July 25, 2022
<b>Topic:</b>	<ol style="list-style-type: none"> <li>1. Check-in</li> <li>2. Presentations and Discussion</li> </ol>
<b>Assignments:</b>	<ul style="list-style-type: none"> <li>• Presentations (Students to be assigned during session 2)</li> <li>• Assignment 2 (Final Paper) Post to Canvas by August 7, 2022</li> <li>• Post journal #6 to Canvas by August 7, 2022</li> </ul>

<b>Session 10:</b>	Tuesday, August 8, 2022
<b>Topic:</b>	1. Transitioning from Student to Practitioner 2. End of Term Celebration

## 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

#### **Marking Criteria**

All criteria can be found in the Rubrics listed in Canvas.

### **ASSIGNMENTS FOR SOWK 316**

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#### **Assignment #1 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 4, 11, 18 or 25th (date will be assigned during Session 2)

#### **Assignment #2 SOWK 316 – Workload Paper (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

8-10 pages

Due date: August 7, 2022

**Assignment #3 Journal Entries** (please see description below)

## **ASSIGNMENTS FOR SOWK 416**

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### **Assignment #1 – Case Presentation: 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 4, 11, 18 or 25 (date will be assigned during Session 2)

### **Assignment #2 SOWK 416 – ETHICAL ISSUES PAPER (40%)**

The paper is an analysis of an ethical dilemma using an ethical decision-making framework. Include the following points:

- 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

8-10 pages

Due date: August 7, 2022

**Assignment #3 Journal Entries** (please see description below)

## **ASSIGNMENTS FOR SOWK 559**

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### **Assignment #1 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 date: July 4, 11, 18 or 25 (date will be assigned during Session 2)

### **Assignment #2 SOWK 559 – Integrating theory and practice Paper: Your practicum agency's approach to practice (40%)**

In this paper, identify and critically analyze the social and/or psychological theories that appeared to be guiding practice interventions in your practicum placement. Included as part of this assignment are 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
- 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.

8-10 pages

Due date: August 7, 2022

**Assignment #3 Journal Entries** (please see description below)

### **ASSIGNMENT FOR ALL LEVELS – SOWK 316/416/559**

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#### **Online Journals (20%)**

1. Students are required to write and upload to CANVAS a 1–2-page reflective paper every two weeks as follows: May 22, June 5, June 19, July 3, July 17 and July 31.
2. During sessions 2 – 6 students will take turns leading a short, small group discussion inspired by a topic they explored in their journals.

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.

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 three subsequent journals should discuss examples of ethical dilemmas, complex decision-making and links to theory with observations from your practicum setting.

The final two entries should be integrative and reflective of your emerging professional social work identity, using experiences and learning across the courses and practicum.



## 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.
- 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.

## Submitting Assignments

Assignments should be submitted electronically through Canvas.

## Return of marked student assignments

The instructor will mark assignments on-line and return to the student on-line via Canvas.

## Late assignments

Students must discuss any requests for late assignments directly with their instructor prior to the assignment due date and must be prepared to submit a medical certificate.

## 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

**Accommodations for Students with Disabilities:** The University will provide academic accommodation to students with disabilities in accordance with the British Columbia *Human Rights Code*, R.S.B.C. 1996, c. 210 and the *Canadian Charter of Rights and Freedoms*, Part I of the *Constitution Act, 1982*, being Schedule B to the *Canada Act 1982* (U.K.), 1982, c. 11. Provision of academic accommodation shall not lower the academic standards of the University. Academic accommodation shall not remove the need for evaluation and the need to meet essential learning outcomes.

Students with a disability who wish to have an accommodations need to contact [Centre for Accessibility](#) without delay (see [UBC Policy LR7](#)) and provide their instructor with their accommodation letter.

**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.

## 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.