



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 $x^w m \theta k^w \acute{a} y \acute{a} m$ (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	Terms 1 & 2, Winter 2022-23 October 14, 2022–March 31, 2023
Course Title	SOWK 316: Integrative Seminar in Social Work Theory, Policy & Practice; 3 credits
Course Schedule	Fridays, 2-5pm
Course Location	Jack Bell Building, 2080 West Mall Section 1 - Room 222 with Antoine Coulombe Section 2 - Room 223 with Olivia Palomino Section 3 - Room 224 with Harpell (Monty) Montgomery

Instructor	Office Location	Office Phone	Email Address	Office Hours
Olivia Palomino		n/a	ev10oli@mail.ubc.ca	By appointment
Harpell (Monty) Montgomery	Room 239	n/a	montgomh@mail.ubc.ca	By appointment
Antoine Coulombe	Room 231	n/a	antoine.coulombe@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 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:

- Use constructive feedback and clinical supervision/consultation to critically assess social work practice experiences.
- Discuss professional issues, practice situations and ethical dilemmas in relation to professional development.
- Consistently consider and apply the Code of Ethics (BCCSW, 2009) in social work practice and in discussion.
- Consider the applications of theory in practice and the appropriateness and suitability of various practice methods.
- Implement strategies to communicate safely and effectively, while advocating for social work values and maintaining professional boundaries.
- Articulate an emerging approach to social work, drawing on theories, practice methods, knowledge, principles and ethics.
- Begin to develop one's social work identity in the context of practice experiences, self-reflection, and growing theoretical knowledge.

Required Textbooks(s) and Learning Materials

There is no required textbook for SOWK316. Readings and learning materials of this course are all accessible through UBC Library online system and/or Canvas. Please note readings may vary from one section to another.

Assessment of Learning

Assessment of learning is based on:

- a) Field Experience Papers (40%);
- b) Facilitate a group discussion (10%);
- c) Project proposals (5%), Project and implementation plan (25%) and presentation (10%);
- d) Engagement (10%).

For details of the assignments, please see below.

Course Schedule

Session 1:	Friday, October 14, 2022
Topic:	Field Education Orientation and Intro seminar: Preparing for practicum
To Do:	<ul style="list-style-type: none"> • Become familiar with Learning Contract and Canvas.
Session 2:	Friday, October 21, 2022
Topic:	Seminar Learning Contract and building learning objectives
To Do:	<ul style="list-style-type: none"> • Schedule Initial Meeting with Field Instructor and Faculty Liaison • Complete Learning Contract • Make arrangements to attend UBC Health Seminars
Reading:	Critical writing: Descriptive vs critical. https://libguides.hull.ac.uk/criticalwriting/descriptive-critical
	Friday, October 28, 2022
Topic:	UBC Health: Collaborative Decision-Making
	Friday, November 4, 2022
Topic:	UBC Health: iEthics Q1
MIDTERM BREAK: November 9-11, 2022	
Session 3:	Friday, November 18, 2022
Topic:	Social work identities and roles Discussions inspired by FEP

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 4:	Friday, December 2, 2022
Topic:	Professionalism and social work: From ethics to practice Discussions inspired by FEP
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
HOLIDAY BREAK: December 23, 2022-January 9, 2023	
Session 5:	Friday, January 13, 2023
Topic:	Midterm evaluations and 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 6:	Friday, January 27, 2023
Topic:	Connecting theory to practice
Reading	TBD – Refer to SOWK 316 Canvas site
Session 7:	Friday, February 10, 2023
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
MIDTERM BREAK: February 20-24, 2023	
Session 8:	Friday, March 3, 2023
Topic:	Discussion and presentations
Session 9:	Friday, March 17, 2023

Topic:	Discussion and presentations
Session 10:	Friday, March 31, 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 Experience Papers – 40%

Field Experience Papers (FEP) demonstrate descriptive and critical analyses and incorporate personal reflections pertaining to a situation/context in your placement experience. In these FEP, you will demonstrate your ability to: Present relevant social work situations; Analyze situations using appropriate theory; Learn from these experiences through self-reflection and critical self-reflection.

Each FEP should address the following criteria:

- Presentation of the situation/context;
- Discussion of your topic through a SW Analytic lens or a SW Practice lens, and connect your topic to relevant SW theory and/or research;
- Self-reflection and/or critical self-reflection.

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

Required subjects:

1. The first two FEP 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. One or two FEP should contain case studies of clients (e.g., person, group, family, community), and/or practice situations.
3. One or two FEP should be reflections on professional growth.
4. The remaining FEP could address any subject/theme/topic of your choice, as long as these are relevant to your practicum placement and social work practice.
5. Last FEP: Reflect on your essential learning experiences in this placement (topic to be confirmed).

Grading criteria: rubric will be available on Canvas

Field Journal Due Dates

- October 23, 2022 – My Practicum Placement
- November 13, 2022 – My Practicum Placement
- November 27, 2022
- January 22, 2023
- February 5, 2023
- February 19, 2023
- (Skipping the mid-term break. Feb. 20-24)
- March 12, 2023
- March 26, 2023

Facilitate a group discussion – 10%

In Sessions 3 and 4, students will take turns facilitating a short group discussion. To do this, they will choose a topic they explored in one of their FEP and/or in their placement, create a brief outline (max. 1 page) of their discussion that includes how their subject will be introduced, the structure of the discussion and open questions to facilitate the discussion. Dates of the discussion will be assigned at week 1.

Discussion Proposal (1 page) to be submitted via Canvas December 2, 2022.

Placement Project: Proposal (5%), Project and Implementation Plan (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):

- Planning an event (for example, a bingo game, a dance, a community meeting);
- Organizing resources (for example, creating a directory of agencies/organizations to which staff normally refer clients);
- Facilitating professional learning/development (for example, presenting to staff at your practicum placement on a topic that is relevant to that setting); or
- 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 (5%)

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 field instructor approves your project, you

should plan to have your project completed by February 28 at the latest.

Project and Implementation Plan (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 seminars and UBC Health IPE (workshops), be actively involved, be reflective and 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

COVID-19

The School follows UBC health and safety guidelines. Please see <https://covid19.ubc.ca/> for current information and guidance.

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

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	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.