



# 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.*

*School Mission Statement: Based on a commitment to fundamental social work values and a vision of social justice, UBC's School of Social Work prepares social work students for generalist and advanced professional practice. We promote the scholarly generation of critical transformative knowledge through research and study relevant to social work theories, practices, social development and social administration.*

## 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>	Winter 2022-23, Terms 1 & 2, September 9, 2022–April 7, 2023
<b>Course Title</b>	SOWK 559.002: Advanced MSW Integrative Seminar
<b>Course Value</b>	3 credits
<b>Course Schedule</b>	Alternative Fridays, 2-5pm
<b>Course Location</b>	Ponderosa Commons North (PCN), Room 1011 (in-person)

<b>Instructor</b>	<b>Office Location</b>	<b>Email Address</b>
Tina Wilson	Jack Bell, Room 237	tina.wilson@ubc.ca
<b>Office Hours</b>	Before or after class, or by appointment	

## Prerequisite and/or Corequisite

The co-requisite for this class is SOWK 560 MSW Field 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 bi-weekly in-person seminar over two semesters, with some 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 articulate the link between theory, course readings and advanced practice; and
- c) Use peer feedback for professional development.

Seminars may include work in dyads; small and large group activities; experiential exercises; reading and reflection; lectures; and guest speakers. The instructor will assign weekly topical readings to help structure learning and reflection. Student presentations and emergent practicum issues may be prioritized over the planned weekly topic/focus.

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 classroom. Students are expected to be critically reflective and to engage in the collaborative learning process. Students are also expected to support the learning of classmates by encouraging their participation, hearing their perspectives, and giving feedback (respecting the confidentiality of the shared material). Missing three or more classes over the period of the course may result in a grade of zero. It will also make it much more difficult to achieve a passing grade on assignments.

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 site visits: one within about 4 weeks of the practicum start to develop and finalize learning objectives; a mid-term evaluation/discussion; and/or a final evaluation/review meeting. When there is not a site visit there will be a conference 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 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 can be found on Canvas, the on-line course management system used at UBC. Additional or alternative readings may be assigned throughout the year, based on student interests and emergent practicum issues.

## Course Schedule

\*\*\*Note: this course meets approximately *every other week* for the fall and winter semesters.

<b>Session 1:</b>	<b>September 9, 2022</b>
<b>Topic:</b>	<b>Orientation to Field Education</b> <i>NOTE: This a combined session with the Field Team in Jack Bell Rm 124, rather than in our normal classroom.</i>

<b>Session 2:</b>	<b>September 23, 2022</b>
<b>Topic:</b>	<p><b>Get to know each other; Course overview; Learning goals</b></p> <p>Assignments:</p> <ol style="list-style-type: none"> <li>1. Case Presentation sign-up</li> <li>2. Reflective journal due next week</li> </ol> <p>Practicum Tasks:</p> <ol style="list-style-type: none"> <li>1. Draft learning goals/contract</li> <li>2. Schedule first site visit</li> </ol>
<b>Readings:</b>	A Guide to Creating a Field Education Learning Contract. MSW Student Version
<b>Session 3:</b>	<b>October 7, 2022</b>
<b>Topic:</b>	<p><b>Professional Identity and Practice</b></p> <p>Assignments: Reflective journal due next week</p> <p>Practicum Tasks: Finalize learning goals/contract</p>
<b>Readings:</b>	Lane, S., & Roberts, C. (2021). Reflective practice and professional identity. In R. Ellis & E. Hogard (Eds.) <i>Professional identity in the caring professions: Meaning, measurement and mastery</i> (pp. 239-252). Routledge.
<b>Session 4:</b>	<b>October 21, 2022</b>
<b>Topic:</b>	<p><b>Reflection</b></p> <p>Assignments: Reflective journal due next week</p>
<b>Readings:</b>	Fook, J., White, S., & Gardner, F. (2007). Critical reflection: A review of contemporary literature and understandings. In S. White, J. Fook, & F. Gardner (Eds.) <i>Critical reflection in health and social care</i> (pp. 3-20). Open University Press.
<b>Session 5:</b>	<b>November 4, 2022</b>
<b>Topic:</b>	<p><b>Critical reflection</b></p> <p>Assignments:</p> <ol style="list-style-type: none"> <li>1. Presentations x2</li> <li>2. Reflective journal due next week</li> </ol>

<b>Readings</b>	Fook, J. & Askeland, G. A. (2007). The 'critical' in critical reflection. In S. White, J. Fook, & F. Gardner (Eds.) <i>Critical reflection in health and social care</i> (pp. 40-53). Open University Press.
<b>Session 6:</b>	<b>November 18, 2022</b>
<b>Topic:</b>	<b>The reflective self</b> Assignments: <ol style="list-style-type: none"> <li>1. Presentations x2</li> <li>2. Reflective journal due next week</li> </ol> Practicum tasks: Plan for mid-point (December) site visit
<b>Readings:</b>	Grimwood, T. (2016). Self: Who am I, and what do I actually do? In <i>Key debates in social work and philosophy</i> (pp, 127-150). Routledge.
<b>Session 7:</b>	<b>December 2, 2022</b>
<b>Topic:</b>	<b>Reflection and 'common sense'</b> Assignments: <ol style="list-style-type: none"> <li>1. Presentations x2</li> <li>2. Reflective journal due next week</li> </ol>
<b>Readings:</b>	Hedges, F. (2010). How our stories influence therapeutic conversations. In <i>Reflexivity in therapeutic practice</i> (pp. 15-29). Palgrave.
<b>WINTER BREAK</b>	
<b>Session 8:</b>	<b>January 13, 2023</b>
<b>Topics:</b>	<b>Limits of reflection</b> Assignments: <ol style="list-style-type: none"> <li>1. Presentations x2</li> <li>2. Reflective journal due next week</li> </ol>
<b>Readings:</b>	Ferguson, H. (2018). How social workers reflect in action and when and why they don't: The possibilities and limits to reflective practice in social work. <i>Social Work Education</i> , 37(4), 415-427. <a href="https://doi.org/10.1080/02615479.2017.1413083">https://doi.org/10.1080/02615479.2017.1413083</a>
<b>Session 9:</b>	<b>January 27, 2023</b>

<b>Topics:</b>	<p><b>Social justice reflections</b></p> <p>Assignments:</p> <ol style="list-style-type: none"> <li>1. Presentations x2</li> <li>2. Reflective journal due next week</li> </ol>
<b>Readings:</b>	<p>Thom, K. C. (2021). Righteous callings: Being good, Left orthodoxy, and the social justice crisis of faith. In <i>I hope we choose love: A trans girl's notes from the end of the world</i> (pp. 15-30). Arsenal Pulp Press.</p> <p>Thom, K. G. (2021). I hope we choose love: Notes on the application of justice. In <i>I hope we choose love: A trans girl's notes from the end of the world</i> (pp. 84-91). Arsenal Pulp Press.</p>
<b>Session 10:</b>	<b>February 10, 2023</b>
<b>Topic:</b>	<p><b>Reflection in transnational contexts</b></p> <p>Assignments:</p> <ol style="list-style-type: none"> <li>1. Presentations x2</li> <li>2. Reflective journal due next week</li> </ol>
<b>Readings:</b>	<p>Ruokonen-Engler, M.-K., &amp; Siouti, I. (2016). Biographical entanglements, self-reflexivity, and transnational knowledge production. <i>Qualitative Inquiry</i>, 22(9), 745-752.  <a href="https://doi.org/10.1177/1077800416658071">https://doi.org/10.1177/1077800416658071</a></p>
<b>Session 11:</b>	<b>March 3, 2023</b>
<b>Topic:</b>	<p><b>Generational reflections</b></p> <p>Assignments:</p> <ol style="list-style-type: none"> <li>1. Presentations x2</li> <li>2. Reflective journal due next week</li> </ol> <p>Practicum Tasks: Schedule final site visits</p>
<b>Readings:</b>	<p>Collins, P. H. (1999). Reflections on the outsider within. <i>Journal of Career Development</i>, 26(1), 85-88.</p> <p>Wise, E. (2021). Sister's stories. In J. Hausdoerffer, B. P. Hecht, M. K. Nelson, &amp; K. K. Cummings (Eds.) <i>What kind of ancestor do you want to be?</i> (pp. 51-55). University of Chicago Press.</p>
<b>Session 12:</b>	<b>March 17, 2023</b>

<b>Topic:</b>	<b>Reflection within changing contexts</b> Assignments: 1. Presentations x2 2. Reflective journal due next week
<b>Readings:</b>	Wilson, T. E. (2017). Repairing what's Left in social work, or, when knowledge no longer cuts. <i>British Journal of Social Work</i> , 47(5), 1310-1325. <a href="https://doi.org/10.1093/bjsw/bcw114">https://doi.org/10.1093/bjsw/bcw114</a>
<b>Session 13:</b>	<b>March 31, 2023</b>
<b>Topic:</b>	<b>Course wrap-up</b> Assignments: Practicum Paper

## Assignments

<b>1. Bi-weekly reflective journal (30%)</b>	Due throughout the year on non-seminar weeks
<b>2. Case presentation (40%)</b>	Due throughout the year; sign up early September
<b>3. Paper: Practicum agency approach to practice (30%)</b>	Due March 31

### Goals

The assignments together should demonstrate your:

1. Understanding of the placement and agency context and your role within it
2. Competence in practice and learning from experience
3. Ability to explain and reflect critically on your practice
4. Application of relevant theory, frameworks and research evidence
5. Ability to integrate practice and theory
6. Awareness of ethical and professional issues
7. Consideration of social justice and equity issues

### **Bi-weekly Reflective Journal, Weight 30%**

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Students are required to write and upload to Canvas eight (8) one (1) page reflective papers on non-seminar weeks over term one and two. Aim to submit for the Friday (dates below), or the Thursday prior if the Friday is a holiday. Note there are 12 possible submission dates, but you only need to submit eight (8) journal entries. Aim for four (4) submissions per semester.

1. September 30
2. October 14
3. October 28
4. November 11
5. November 25
6. December 9
7. January 20
8. February 3
9. February 17
10. March 10
11. March 24
12. April 7

The overall purpose of this assignment is to continually expand self-awareness and reflection. 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.

Assignment outline and grading are on Canvas.

### **Integrating Theory and Practice, Total Weight 70% (Presentation 40%; Paper 30%)**

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.

#### **Presentation: Case Presentation (40%)**

Prepare for discussion in class 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. 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.

Assignment outline and grading are on Canvas.

#### **Paper: Your Practicum Agency's Approach to Practice (30%)**

In a paper of 4 to 6 pages double-spaced (not including citations), identify, discuss and critically analyze the social and/or psychological theories that appear to be guiding practice 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 in place, what is the implication of this lack of theory? Please describe implications of theory (or the lack of): 1) for clients; 2) for you as a 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.

Full assignment outline and grading are on Canvas.

## **Assignment Submission Process**

All assignments are submitted via Canvas. In most cases an extension of 1-3 days for written assignments will be granted without penalty. Check with the instructor, however, to ensure an extension does not conflict with other assignments or university deadlines (e.g, grade submission).



## 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

**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](http://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.