



# 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.*

## BSW Mission

The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, disability, 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 Info

<b>Year/Term</b>	2023-24 Winter, Terms 1 & 2, September 5 2023 to April 12 2024
<b>Course Title</b>	SOWK 315: Practicum I
<b>Course Value</b>	6 credits
<b>Course Schedule</b>	Field Days are Tuesdays and Wednesdays starting mid-October, Term 1 (The exact start date is to be negotiated with the agency) 350 hours
<b>Course Location</b>	Host agency

Instructor	*Office Location	Office Phone	Email Address
Kelly Allison Chair of Field Education	Room 233	604.822.2255	<a href="mailto:kelly.allison@ubc.ca">kelly.allison@ubc.ca</a>
Jacky Coates Field Education Coordinator	Room 116	604.822.5302	<a href="mailto:sw.field@ubc.ca">sw.field@ubc.ca</a>
Tina Buttar Field Education Coordinator	Room 116	604.822.2977	<a href="mailto:sowk.fielddeduction@ubc.ca">sowk.fielddeduction@ubc.ca</a>

Faculty Liaisons	*Office Location	Office Phone	Email Address
<i>Section 001</i> Harpell Montgomery (Monty)	Room 239		<a href="mailto:montgomh@mail.ubc.ca">montgomh@mail.ubc.ca</a>
<i>Section 002</i> Tina Wilson	Room 238		<a href="mailto:tina.wilson@ubc.ca">tina.wilson@ubc.ca</a>
<i>Section 003</i> Antoine Coulombe	Room 231		<a href="mailto:antoine.coulombe@ubc.ca">antoine.coulombe@ubc.ca</a>

\*Office information valid for Term 1 only; Office locations for Term 2 TBA.

## UBC Calendar Description

A supervised practicum in an assigned social service, two days a week throughout the program year. Limited to students in the B.S.W. program.

## Pre-requisites

Prerequisite: SOWK 310.

## Course Description

The purpose of SOWK 315 is to learn the core elements of social work, with a focus on macro social work practice and social justice. All students will be placed in a community agency and will contribute to community priorities and the amelioration of complex community-based challenges. The practicum experience will also support the development of competencies necessary for generalist social work practice.

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## Learning Outcomes

The 9 core learning objectives for students found in the Canadian Association of Social Work Education (CASWE) Council on Accreditation Standards (page 10) form the basis for evaluation in all programs.

Specifics will vary according to the student's program (third year or fourth year BSW, MSW), personally identified learning goals, specific placement and agency, within the 9 areas highlighted below.

1. Identify as a professional social worker and adopt a value perspective of the social work profession.
2. Adhere to social work values and ethics in professional practice.
3. Promote human rights and social justice.
4. Support and enhance diversity by addressing structural sources of inequity.
5. Employ critical thinking in professional practice.
6. Engage in research.
7. Participate in policy analysis and development.
8. Engage in organizational and societal systems change through professional practice.
9. Engage with individuals, families, groups and communities through professional practice.

Four key areas guide the development of learning objectives and learning activities for field placements: (1) Placement context, (2) Placement content, (3) Personal and professional development and (4) Agency expectations. These key areas align with the above CASWE learning objectives.

## Course Evaluation

Students, in conjunction with their field instructor will post the learning activities that will meet the learning objectives outlined on the Intern Placement Tracking platform (IPT) within four weeks of starting practicum. These learning objectives and outlined evidence of achievement form the basis for evaluation throughout the practicum experience.

Evaluations of learning objectives and evidence of achievement are completed formally by the field instructor and student twice during the practicum – the Midterm Practice Performance Evaluation and the Final Practice Performance Evaluation. The field instructor and student will complete the Midterm Performance Evaluation form prior to the completion of approximately one-half the hours of the placement and 'sign' the form, which will then be reviewed and signed by the faculty liaison. The Final Performance Evaluation Form will similarly be completed within one week of the completion of the required hours. The hours tally sheet should be completed daily, and 'signed' at the completion of practicum by the student, the field instructor, and the faculty liaison.

The faculty liaison will meet with the student and field instructor three times (in person or virtually) during the practicum. The specific times will be mutually negotiated, but usually two of beginning, middle, and end of practicum.

SOWK 315 is graded as a Pass or Fail. The faculty liaison assigns the standing, taking into consideration the field instructor's evaluation and recommendation. A grade will only be submitted when all assignments, evaluations and hours tally sheets have been signed off by the student, the field instructor, and the faculty liaison.

## Course Schedule and Attendance

UBC School of Social Work normally requires students to complete 350 hours for their 3rd year placement and 378 hours for their 4th year placement, to meet the requirement of the Canadian Association for Social Work Education (CASWE) of 700 minimum hours of practicum for the BSW degree.

Practicum days are Tuesdays and Wednesdays starting mid-October and continuing until around mid-April. Changes to the practicum schedule need to be discussed and approved by faculty liaison and field instructor.

Full and consistent attendance is required in practicum based on the hours the agency is open, and the required number of hours per day as set and as negotiated with the field instructor.

Students are allowed one day per term for illness without a make-up requirement. In those circumstances, the student must notify the field instructor or designate as soon as possible. If further leave time is required, both the faculty liaison and the field instructor must be notified, and hours made up. For an extension of the deadline, all parties must agree to a make-up arrangement, including a new deadline. Time taken off for personal reasons must be approved by the field instructor and faculty liaison and no credit for hours will be received.

## SCHOOL/COURSE POLICIES

### 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/>

### Academic Concession

To determine if you're eligible for an Academic Concession, you can check the criteria outlined in the [UBC Calendar](#). This includes [Medical circumstances, Compassionate grounds, or Conflicting responsibilities](#). Some examples include sudden illness, injury, death in the family, or mental health crises. You should first contact your instructor to apply for an Academic Concession. Alternatively, and as may be required, you can contact the Program Advisor, Christine Graham. If you need to request concurrent academic concessions for multiple courses, you should request them directly from Christine Graham. If you require more information about concessions, please don't hesitate to contact Christine Graham ([Christine.Graham@ubc.ca](mailto:Christine.Graham@ubc.ca)).

## Accommodation of Students

The University accommodates students with disabilities who have registered with the Centre for Accessibility. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor and, if necessary, to contact the Centre for Accessibility, preferably not later than the first week of class. The School of Social Work also permits accommodations for religious observances and Indigenous cultural duties requested by students (see [UBC Policy J-136](#)). Students are expected to inform their instructor if they require accommodation on such grounds. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments must notify their instructors in writing at least two weeks in advance, preferably earlier. This reflects expectations for professional social workers in their place of employment.

## Names and Gender Pronouns

At the School of Social Work, we are committed to providing an inclusive learning environment for all our sexual and gender diverse students, faculty, staff and community members. If you are comfortable sharing with us, please provide the pronouns you would like to use in this space. If you have questions or need support, please also be aware that *the Equity & Inclusion Office at UBC* can provide information and advocacy to ensure that all of your instructors use the name/pronouns you use. For more information: <https://equity.ubc.ca/>

## Equity and Respect

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at an equitable learning and working environment and the creation of accountability measures for monitoring the implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of discrimination and racism and welcoming and respecting different worldviews, ways of knowing and social locations.

## 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>

## Retaining Assignments

Students should retain a copy of all submitted assignments (in case of loss) and should also retain their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

## Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas. Canvas can capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to: view overall class progress; review statistics on course content being accessed to support improvements in the course; assess your participation in the 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. It is not permitted to record classes, unless permission has been granted by the instructor.

**FURTHER DETAILS FOR FIELD PRACTICUM ACROSS ALL PROGRAMS CAN BE FOUND IN THE FIELD EDUCATIONAL MANUAL AT <http://socialwork.ubc.ca>**