



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 INFORMATION

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|------------------------|---|
| Year/Term/Dates | 2023 Winter, Term 1 & 2, October 13 2023 – April 6 2024 |
| Course Title | SOWK 316: Integrative Seminar in Social Work Theory, Policy & Practice |
| Course Value | 3 credits |
| Course Schedule | Fridays, 2pm - 5pm |
| Course Location | Section 001: SWNG 107 – West Mall Swing Space, Room 107 |

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| <p>Section 002: PCN 1003 – Ponderosa Commons North: Oak/Cedar House, Room 1003</p> <p>Section 003: SWNG 207 – West Mall Swing Space, Room 207</p> |
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| Instructor | *Office Location | Office Phone | Email Address | Office Hours |
|--|------------------|--------------|--|----------------|
| Section 001: Harpell Montgomery (Monty) | Room 239 | N/A | montgomh@mail.ubc.ca | By appointment |
| Section 002: Tina Wilson | Room 238 | N/A | tina.wilson@ubc.ca | By appointment |
| Section 003: Antoine Coulombe | Room 231 | N/A | antoine.coulombe@ubc.ca | By appointment |

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

UBC Calendar Description

SOWK 316 integrates students' learning from field, practice, policy and theory courses for the purposes of professional development.

Prerequisite and Co-requisite

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 Textbook(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 that 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, see below and on Canvas.

Course Schedule

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|------------------------------------|---|
| Session 1: October 13, 2023 | Introduction to field education and seminars: Preparing for practicum (<i>note: room to be announced</i>) |
| | <ul style="list-style-type: none"> • Become familiar with learning contract and Canvas |
| Session 2: October 20, 2023 | Seminar – Learning contract and learning activities |
| | <ul style="list-style-type: none"> • Complete learning contract • Make arrangements to attend UBC Health Seminars |

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| <ul style="list-style-type: none"> • Schedule initial meeting with field instructor and faculty liaison • Date sign up – facilitation group assignment (either week 3 or week 4) | |
| UBC Health: October 27, 2023 | Activity - UBC Health: Collaborative decision-making |
| Session 3: November 3, 2023 | Seminar – Professionalism and ethics in social work practice Activity – Facilitation assignments |
| <ul style="list-style-type: none"> • Readings – see Canvas | |
| UBC Health: November 10, 2023 | Activity - UBC Health: iEthics Q1 |
| MIDTERM BREAK - November 13 to 15, 2023 | |
| Session 4: November 24, 2023 | Seminar – Connecting theory to practice and building a project (Placement Project assignment) Activity – Facilitation assignments |
| <ul style="list-style-type: none"> • Readings – see Canvas | |
| HOLIDAY BREAK - December 22, 2023 to January 8, 2024 | |
| Session 5: January 12, 2014 | Seminar – Difficult conversations |
| <ul style="list-style-type: none"> • Mid-term evaluation scheduling • Readings – see Canvas | |
| Session 6: January 26, 2024 | Seminar – Social work identities |
| <ul style="list-style-type: none"> • Readings – see Canvas | |
| Session 7: February 9, 2024 | Seminar – Open topic |
| <ul style="list-style-type: none"> • Readings – see Canvas | |
| MIDTERM BREAK - February 19 to 23, 2024 | |
| Session 8: March 1, 2024 | Activity – Assignment presentations |
| <ul style="list-style-type: none"> • Readings – see Canvas | |
| Session 9: March 15, 2024 | Activity – Assignment presentation |
| <ul style="list-style-type: none"> • Readings – see Canvas | |

| STATUTORY HOLIDAYS - March 29 to April 1 | |
|---|---|
| Session 10: April 5, 2024 | Seminar – Termination, reflection and celebration |
| <ul style="list-style-type: none"> • Submit one page placement review (see outline on Canvas) • Readings – see Canvas | |

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;
- Discuss your topic using ideas and theories introduced in the social work curriculum (e.g., 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, so long as these are relevant to your practicum placement and Social Work practice.

Grading criteria: a grading rubric for each assignment will be made available on Canvas.

Field Journal Due Dates

- October 22, 2023 – My Practicum Placement
- November 12, 2023
- November 26, 2023
- January 21, 2024
- February 04, 2024
- February 18, 2024
- (Skipping the mid-term break)
- March 10, 2024
- March 24, 2024

Facilitate a group discussion – 10%

For sessions 3 and 4, you will be facilitating a group discussion. Each member will take turns facilitating a short discussion on a topic they explored during their FEP or placement. To prepare, you will create an outline and lead a 10-15-minute discussion. After the discussion, you will write a discussion experience paper no longer than one page. The paper will include details on how the topic was introduced, the structure of the discussion, and the open-ended questions you used to guide the conversation. Additionally, reflect on your experience facilitating the discussion. The dates for your discussion will be assigned in week 1. This assignment will be graded based on your one-page document.

The discussion experience paper (1 page) is to be submitted via Canvas on December 01, 2023.

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, comprising an activity that represents your learning as a social work student, and reflecting 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 workshop, 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 words) proposal describing what you intend to do for your practicum

project. This proposal is due by January 13. After your field instructor approves your project, you should plan to have your project completed by February 29 at the latest.

Project and Implementation Plan (25%) and Presentation (10%)

This presentation should include a PowerPoint slide deck and 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.

To help organize the presentation and thinking behind your project's implementation, please prepare a written summary (~600-750 words), specifically documenting your reflections on points 2 through 5. Your written summary should be submitted by April 6.

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. For the final class, complete a one (1) page placement review (see outline on Canvas).

Students are 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.

Assignment Submission Process

Assignments are to be submitted via Canvas. Late assignments and/or extensions may be permitted at the discretion of your instructor.

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 Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work; nor should you help others to do the same. For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when an instructor has not expressly given permission; or spread information through word of mouth, social media, websites, or other channels that subverts the fair evaluation of a class exercise, or assessment.

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).

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.

Attendance

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 set up to discuss this with the student. ([Student Handbook](#)).

Other school policies can be accessed through the [School of Social Work student handbook](#).

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.

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 |

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| | | | 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. |