



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

Year/Term/Dates	2023 Winter, Term 1, September 5 – December 7, 2023
Course Title	SOWK 405: Social Work Practice II
Course Value	3 credits
Course Schedule	Wednesdays, 10am – 1pm
Course Location	GEOG 147 – Geography Building, Room 147

Instructor	Office Location	Office Phone	Email Address
Nadia Kyba		604.788.3547	nkyba@mail.ubc.ca
Office hours	Here is a link to book an appointment time that works for you via Zoom or in person.		

Teaching Assistant	Office Location	Office Phone	Email address
Ernest Gleeson			ejgleeso@student.ubc.ca

UBC Calendar Description

This course examines the principles of optimal social work process with individuals, small groups, families and larger collectivities.

Pre-requisites

SOWK 305: Social Work Practice I

Course Description

This course builds on the practice foundations for generalist practice established in SOWK 305. Students will continue their learning by examining more advanced social work skills based on theories and interventions from a wide range of perspectives that can be applied to different practice settings with individuals, families, groups, and communities. The course uses a collaborative learning community model focusing on relational-collaborative-dialogical perspectives, inviting students to co-create the course, to share responsibility, and to engage in learning with each other and the instructor.

Learning Strategy

Class Structure:

The class will use a combined studio and traditional teaching framework. Students will have the opportunity to share knowledge, expertise and new insights with peers and support one another's growth as emerging practitioners.

Collaborative Learning Community:

Building on the Community of Practice best practices established in Social Work 335 and 337, students will work collaboratively in several ways. They will share knowledge through experience and research, give one another appreciative feedback on their work, and at the end of the semester create a group presentation.

Individual Work:

Students will have the opportunity to explore an area of interest and develop a portfolio which can be accessed as a resource as they move forward in their social work careers.

Learning Outcomes

Social Work practice emerges as practitioners gain experience. This course will provide students an opportunity to advance their existing knowledge of theory, practice and skill by examining specific case examples using a collaborative learning model. Utilizing feedback from peers and professional social work practitioners, students will have an opportunity to assess practice, modify approaches and design interventions in an interested area of practice.

Upon completion of this course students will be able to:

1. Describe the relationship between theoretical perspectives, models of practice, relevant legislation and policy as it relates to an interested area practice
2. Apply and assess efficacy of social work frameworks to complex practice situations with individuals, small groups, families and communities
3. Apply ethical decision-making principles to complex practice situations
4. Demonstrate a heightened awareness of issues that are important in professional social work and related to structural advantage/disadvantage such as race, culture, gender, able-ness, sexual orientation and age
5. Demonstrate an advanced ability to anticipate and navigate inter-professional conflict in order to establish a collaborative working relationship
6. Articulate clearly their emerging framework of practice

Course Schedule

SESSION 1:	September 6, 2023
TOPIC:	<p>Introduction to 405</p> <ul style="list-style-type: none"> • Introductions • Establishing a collaborative learning community • Individual learning vision for the term • Overview of assignments
TO DO BEFORE THIS SESSION:	<p>1. Optional Reading:</p> <p>Sussman, T., Bailey, S., Byford Richardson, K., & Granner, F. (2014). How field instructors judge BSW student readiness for entry-level practice. <i>Journal of Social Work Education</i>, 50, 84-100.</p> <p>CASWE-ACFTS (2021). <i>Educational Policies and Accreditation Standards for Canadian Social Work Education. Core Learning Objectives (pg 13-17 only)</i></p>

	2. Other readings will be added on Canvas
SESSION 2:	September 13, 2023
TOPIC:	Advanced Conflict Management and Interprofessional collaboration
TO DO BEFORE THIS SESSION:	<p>1. Begin to create your complex case study</p> <p>2. Optional Readings:</p> <p><i>Honouring the truth, reconciling for the future.</i> Honouring the Truth, Reconciling for the Future, Summary of the Final Report of the Truth and Reconciliation Commission of Canada Unofficial web version. (n.d.). https://web-trc.ca/</p> <p>Downey, M.M., Neff, J., Dube, K. (2019). Don't Just Call the Social Worker: Training in Structural Competency to Enhance Collaboration between Healthcare Social Work and Medicine. <i>Journal of Sociology & Social Welfare.</i> 46, 77.</p> <p>Skye's legacy - office of the representative for children and youth. (n.d.). https://rcybc.ca/wp-content/uploads/2021/06/RCY_Skyes-Legacy_REVISED-FINAL_21-June-2021.pdf</p> <p>3. Other readings will be added on Canvas</p>
SESSION 3:	September 20, 2023
TOPIC:	Building a holistic framework to integrate Practice, Theory, Policy and Legislation
TO DO BEFORE THIS SESSION:	<p>1. Depending on your area of interest peruse one or more of each of the following: applicable policy, applicable legislation, applicable practice modal and applicable theory to share with your group.</p> <p>2. Optional Readings: Readings will be added on Canvas</p>

SESSION 4:	September 27, 2023
TOPIC:	Ethics and Decision making
TO DO BEFORE THIS SESSION:	<p>1. Optional Readings:</p> <p><i>CASW code of Ethics and scope of Practice</i>. Canadian Association of Social Workers. (2022, May 20). https://www.casw-acts.ca/en/Code-of-Ethics%20and%20Scope%20of%20Practice</p> <p>BCCSW Code of Ethics and Standards of Practice: http://bccsw.ca/wp-content/uploads/2016/09/BCCSW-CodeOfEthicsStandardsAprvd.pdf</p> <p>CBC/Radio Canada. (n.d.). <i>BBC Reith lectures #1: Chimamanda Ngozi Adichie</i>. CBCnews. https://www.cbc.ca/player/play/2185812547642</p> <p>2. And/ Or a piece of work of your choosing on this topic to share with the group and our resource library. Can include a podcast, article, fiction or non-fiction book, You Tube, Ted Talk.</p> <p>3. Other readings may be added on Canvas</p>
SESSION 5:	October 4, 2023
TOPIC:	Evidence Based Practice and measures of success
READING:	<p>1. Optional Readings:</p> <p>Developing and tracking recommendations https://rcybc.ca/reports-and-publications/recommendations/</p> <p>Scurlock-Evans, L., Upton, D. (2015). The Role and Nature of Evidence: A Systematic Review of Social Workers' Evidence-Based Practice Orientation, Attitudes, and Implementation. <i>Journal of Evidence-Informed Social Work</i>. 12(4), 369-399.</p> <p>A Field of Dreamers on Stolen Land: Practices of Unsettling on the Recreational Softball Diamonds of Tkaronto. Craig Fortier; Colin Hastings <i>Journal of Sport History</i> (2019) 46 (2): 302–31)</p> <p>2. And/ Or a piece of work of your choosing on this topic to share with the group and our resource library. Can include a podcast, article, fiction or non-fiction book, You Tube, Ted Talk.</p> <p>3. Other readings may be added on Canvas</p>

SESSION 6:	October 11, 2023
TOPIC:	Presentation by TA Ernest Gleeson
TO DO BEFORE THIS SESSION:	<p>1. Optional Readings:</p> <p>Asakura, K., Lundy, J., Black, D., & Tierney, C. (2020). Art as a transformative practice: A participatory action research project with trans* youth. <i>Qualitative Social Work</i>, 19(5-6), 1061-1077.</p> <p>2. Other readings may be added on Canvas</p>
SESSION 7:	October 18, 2023
TOPIC:	Social Work Service Design as informed by theory, policy and legislation
TO DO BEFORE THIS SESSION:	<p>1. Review one of the Representative Reports and consider the recommendations for change.</p> <p>https://rcybc.ca/reports-and-publications/reports/reviews-and-investigations/broken-promises-alex-s-story/</p> <p>2. Other readings may be added on Canvas</p> <p>October 22, 2023 11:59pm Assignment 1 due</p>
SESSION 8:	October 25, 2023
TOPIC:	Collaborative Design Session
TO DO BEFORE THIS SESSION:	<p>1. Complete portfolio (due October 22, 2023 11:59pm)</p> <p>2. Consider any missing information that you may require and need help with from your group.</p> <p>October 22, 2023 11:59pm Assignment 1 due</p>
SESSION 9:	November 1, 2023
TOPIC:	Collaborative Design Session
SESSION 10:	November 8, 2023

TOPIC:	Presentations with community professionals
READING BREAK: November 15, 2023 (NO CLASS)	
SESSION 11:	November 22, 2023
TOPIC:	Presentations with community professionals
SESSION 12	November 29, 2023
TOPIC:	Presentations with community professionals
SESSION 13	December 6, 2023
TOPIC:	Wrap-up, Lessons Learned, Celebration
TO DO BEFORE THIS SESSION:	December 3, 2023 11:59pm Assignment 2 due

Assignments

Assignment 1

40%

Social Work practice depends on applying a critical lens to complex case situations. When we are working in complexity, each experience is unique with diverse stakeholders and the cause and effect of a problem is at times unclear. Problems can be difficult to frame and the dynamics of the issues evolve (Snowden, 1999). When undertaking this work, ongoing learning, collaboration and reflection are essential.

The goal of this assignment is to give students an opportunity to develop competency in an area of interest while considering factors that impact efficacy and planning such as policy, legislation, resource availability, potential inter-professional conflict etc.

To meet this goal, students will prepare a portfolio for a specific area of practice. The area of practice may be one that the student hopes to work in during their fourth-year practicum, or a practice area they want to develop competency in. The portfolio will contain a framework to support both initial planning, assessment of efficacy and options if a course correction is needed while working in collaboration with key stakeholders including clients, colleagues and community professionals. Students will support their peers in small groups by providing feedback, resources and ideas that can be applied to their work.

This assignment has 3 components.

1. Develop a complex case study based on past personal experiences, placements, workplaces, media stories, podcasts, television, movies or anecdotes from family or friends. The case study may include a genogram or other graphic to make it clear and easily shared.

Length: 1 page.

Due: September 20, 2023 (Session 3)

2. During Sessions 4, 5, 6, 7 and 8, students will bring relevant readings and resources to their practice groups and collaboratively analyze how these apply to their case study. The group should apply a critical thinking lens and consider the unique aspects of each case. Based on these discussions, students will develop individual portfolios. Portfolios should include the following sections:

- a. Introduction
- b. Personal connection
- c. Theory & Practice
- d. Applicable Policy and Legislation
- e. Ethics
- f. Anticipation of interprofessional/client conflict and how it will be prevented and managed when it arises
- g. Assessment of efficacy
- h. Conclusion including implications for your emerging professional practice framework

Each of the above sections should be 1 – 2 pages double spaced.

Compiling and Presenting the Portfolio

The checklist below provides guidelines for deciding what materials should be contained in the portfolio, how to present the work, and what other items would help to illustrate your learning in this course.

- *Include an introduction* – An introduction helps the reader locate the student within their work. The introduction should include an overview of what you hope the portfolio will demonstrate, what your current practice framework is (a brief comment), and your learning goals for this portfolio. Write this the first week of class.
- *Clearly present and organize your work* – Your portfolio should be clearly organized.
- *Be selective* – Big does not always mean best. Think carefully about what you want to include in the portfolio.
- *Address power, difference, and oppression* – The portfolio should evidence understandings of power, difference and oppression personally and in the delivery of services and social and community change strategies and their implementation. Students will need to demonstrate the ability to reflect critically on their own practice and personal and professional development in this area.
- *Provide evidence of your own learning, including your challenges* – The portfolio is more than an opportunity to demonstrate your competence in analysis and integration. It is also an opportunity to illustrate what you learned from your experiences.
- *Demonstrate the integration of theory, practice, and research* – The portfolio should illustrate the student's knowledge of relevant resources, how knowledge informs

practice, and the linkages between theory and practice. It is important that students integrate the knowledge learned in the classroom and social work practice.

- *Demonstrate ability in self-evaluation* – The portfolio provides an opportunity for critical self-appraisal. Students are not expected to become a “perfect social worker” but rather individuals who cherish inquiry in its own right and understand the importance of self-critique and examination.

Due October 22, 2023 at 11:59pm.

Assignment 2

40%

The second assignment will give students an opportunity to summarize relevant information in order to collaborate with peers and community professionals in creating an intervention design utilizing information and research compiled in Assignment 1. This assignment will include three parts.

1. Presentations

Groups will take turns presenting their designs to community professionals who can be invited by the students or by the instructor to attend their session. This is an opportunity to collaborate with and receive feedback from practitioners working in their area of interest.

Presentations will include the following:

- a. Introduction that includes the scope of intervention
- b. Examples of the populations the design could serve
- c. Rationale for design including applicable theories, policy, legislation and practice
- d. Consideration of diversity and how this design addresses diverse needs
- e. Description of how your emerging practice framework has been impacted
- f. Conclusion

Presentations should be engaging, clear and simple. They can be done utilizing tools such as but not limited to mind mapping graphics, power points or menti.

Presentations should include provisions to receive concrete and relevant feedback from peers and community professionals.

2. Incorporation of feedback into design.

After each presentation, students will consider the feedback received and incorporate it into their design.

3. Final design to be handed in for grading.

This should include the presentation material, the feedback and the final design. This should be in the form of a document that includes slides and comments. Each slide will include text and script with 1 – 2 pages of script per slide.

Due December 3, 2023 at 11:59pm

Participation

20%

The collaborative learning model requires full participation by students in order to make each session meaningful. Students are required to attend classes prepared, actively participate and engage in class discussions. They should give and receive appreciative feedback during each class.

Students will lose 5% (of final grade) for each absence (with the exception of legitimate reason for the absence given prior to the start of class).

Late Assignments

Generally late assignments will incur a penalty except in an emergency situation.

In an emergency situation, students must discuss any potential lateness ahead of deadlines with their instructor and be prepared to have written proof available to avoid deductions as outlined below.

If submitted after the deadline there will be 5% deducted per 24-hour period for both assignments.

AI Generated Content

It's essential to remember that if you rely on AI writing tools to aid you in completing your assignments, you must ensure to reference the tool in APA style properly. Moreover, it's important to clearly explain the reasons behind using the tool, its intended purpose, and how it contributed to improving the quality of your assignment. Failing to provide accurate referencing and a description can result in a breach of academic integrity and misconduct. Here is a good description of how to cite AI using APA: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

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 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.