



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

Year/Term/Dates	2023-2024 Winter, Terms 1 and 2, September 5 2023 to April 12 2024
Course Title	SOWK 559: Advanced MSW Integrative Seminar
Course Value	3 credits
Course Schedule	Alternating Fridays, beginning September 15, 2pm – 5pm
Course Location	Section 001: SCRF 210 - Neville Scarfe Building, Room 210 Section 002: SCRF 1020 - Neville Scarfe Building, Room 1020

Instructors	Office Location	Email Address
Section 001: Dr. Mohamed Ibrahim	TBD	mohamed.ibrahim@ubc.ca
Section 002: Dr. Hannah Kia	TBD	hannah.kia@ubc.ca
Office hours	TBD	

UBC Calendar Description

Advanced development of professional judgment, critical reflection, and integration of theory, practice, research, policy.

Pre-requisites

Students are expected to be in practicum for the MSW program (SOWK 560C) while enrolled in this course.

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 selfunderstanding 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.

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 Format

This course involves bi-weekly in-person seminars over two semesters, and may include online 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 group reflections and check-ins, work in dyads, small and large group activities, experiential exercises, reading and reflection, and lectures.

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 may be a conference call with faculty liaison, field instructor and the student.

Required and Recommended Reading

Course readings will be made available on Canvas.

Assignments

Students will be awarded a grade based on the following assignments. There will be no formal examinations.

1. Reflexive papers, total weight: 40%
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You will be asked to write **four** 1,000 word reflexive papers intended to capture your integration and application of theory in practicum. The due dates for reflexive papers will be **November 3, December 1, February 16, and March 29.**

Your **first** reflexive paper (**due November 3**) should include an overview of your practicum organization, and a brief discussion of social work, psychological, and/or social theories you believe might be used at your agency to inform practice. If there appears to be no coherent theory in place, you will be expected to discuss the implications of the lack of theory for clients, for yourself (as a social work student), and for the organization.

Your **subsequent** reflexive papers will represent opportunities for you to keep your instructor

aware of your progress in practicum, and to share your reflections on achievements, challenges, and your developing approach to practice. For each reflexive paper, you will be expected to explore your application of theoretical perspectives and concepts covered in SOWK 559 and other MSW course work to your practice. If opportunities are limited for applying theory to practice, you will be invited to consider how the application of theory and/or relevant concepts could have informed your practice in specific situations and/or client encounters.

Due: November 3, December 1, February 16, and March 29

Value: 40% (10% each)

Criteria for grading: See rubric on Canvas.

2. Integrating field learning, total weight: 50%

Case presentation (term 2)

Prepare a ~25 minute discussion in class a case study related to a practice situation and/or a client with whom you are working. Discuss the theoretical perspectives that you are using to understand this case, and how they are informing your practice. Include a critical analysis of how different perspectives may fit together to inform practice. On the day of your presentation, distribute a point-form summary of your discussion and annotated reference document with a minimum of 2 and no more than 4 references for the theoretical perspectives you are discussing. Each annotated reference is to be 4–6 sentences.

Due: Schedule to be developed in early January.

Value: 40%

Criteria for grading: See grading rubric on Canvas.

Brief evaluation of practicum (term 2)

In a short (~500 word) double-spaced paper, discuss your practicum organization, your responsibilities at the agency, and your overall learning in this context. Additionally, briefly identify any social work, psychological, and/or social theories that appear to be guiding interventions at your organization, and candidly evaluate opportunities you have had in practicum for applying theory to practice. Finally, conclude your evaluation with any recommendations you have for future students interested in this practicum in one or two sentences (e.g., is there anything you'd like for future students to know about this placement, and/or are there any particular kinds of learners who would be best suited to this practicum?)

Due: April 12, 2024

Value: 10%

Criteria for grading: See grading rubric on Canvas.

3. Participation, total weight: 10%

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). This portion of the grade is based upon attendance and active participation in all aspects of the course. Missing three or more classes over the period of the course (i.e. both semesters combined) may result in a grade of zero.

Grading Breakdown

Reflexive papers: 40% (4 at 10% each)

Case presentation: 40%

Brief evaluation of practicum: 10%

Participation: 10%

Course Schedule

The first day of class will coincide with a mandatory orientation to field education on September 15. On this day, students will be expected to attend the orientation from 2 to 3:30PM, and then meet in their respective sections of SOWK 559 from 3:45PM to 5PM for a brief introduction to the course. Thereafter, the class will be scheduled on every alternating Friday.

SESSION 1:	September 15, 2023
TOPIC:	Field education orientation (2-3:30PM, location TBD) Section-specific introductions (3:45PM-5PM)
READING:	None.
SESSION 2:	September 29, 2023
TOPIC:	Reflexivity in social work practice
READING:	Morley, C. (2015). Critical reflexivity and social work practice. In <i>International Encyclopedia of the Social and Behavioural Health Sciences</i> (pp. 281-286). https://doi.org/10.1016/B978-0-08-097086-8.28021-5
SESSION 3:	October 13, 2023
TOPIC:	Building a context for practicum

READINGS:	<p>Government of Canada. (2023). <i>Canada's health care system</i>. https://www.canada.ca/en/health-canada/services/canada-health-care-system.html</p> <p>Healey, K. (2022). Understanding our context. In <i>Social work theories in context: Creating frameworks for practice</i> (pp. 3-13). Bloomsbury Academic.</p>
SESSION 4:	October 27, 2023
TOPIC:	The role of theory in advanced social work practice
READINGS:	<p>Clark, N. (2016). Shock and awe: Trauma as the new colonial frontier. <i>Humanities</i>, 5(14). https://doi.org/10.3390/h5010014</p> <p>Moniz, C. (2010). Social work and the social determinants of health perspective: A good fit. <i>Health and Social Work</i>, 35(4), 310-313. https://doi.org/10.1093/hsw/35.4.310</p>
SESSION 5:	November 10, 2023
TOPIC:	Critical ethics in social work
READING:	<p>Baltra-Ulloa, A.J. (2017). Speaking of care from the periphery: The politics of caring from the post-colonial margins. In B. Pease, A. Vreugdenhil & S. Stanford (Eds.), <i>Critical ethics of care in social work: Transforming the politics and practices of caring</i> (pp. 129-138). https://doi.org/10.4324/9781315399188</p>
SESSION 6:	November 24, 2023
TOPIC:	Where are we going? Midpoint reflections
READING:	<p>Tang Yan, C., Orlandimeje, R., Drucker, R. & Lang, A.J. (2022). Unsettling reflexivity and critical race pedagogy in social work education: Narratives from social work students. <i>Social Work Education</i>, 41(8), 1669-1692. https://doi.org/10.1080/02615479.2021.1924665</p>
SESSION 7:	January 12, 2024
TOPIC:	Bridging the 'critical' and the 'clinical' in social work practice

READING:	Brown, C. (2021). Critical clinical social work and the neoliberal constraints on social justice in mental health. <i>Research on Social Work Practice</i> , 31(6), 644-652. https://doi.org/10.1177/1049731520984531
SESSION 8:	January 26, 2024
TOPIC:	Revisioning social work roles at the direct practice level
READING:	<p>Pick <u>one</u> of:</p> <p>Doll, K., Brown, C., Johnstone, M. & Ross, N. (2023). Neoliberalism, control of trans and gender diverse bodies and social work. <i>Journal of Evidence-Based Social Work</i>, 20(4), 568-594. https://doi.org/10.1080/26408066.2023.2192707</p> <p>Hill, D.J. & Laredo, E. (2019). First and last and always: Streetwork as a methodology for radical community social work practice. <i>Critical and Radical Social Work</i>, 7(1), 25-39. https://doi.org/10.1332/204986019X15491042559682</p>
SESSION 9:	February 9, 2024
TOPIC:	Revisioning social work in system hierarchies
READING:	Lee, E. & Johnstone, M. (2021). Resisting politics of authoritarian populism during COVID-19, reclaiming democracy and narrative justice: Centering critical thinking in social work. <i>International Social Work</i> , 64(5), 716-730. https://doi.org/10.1177/00208728211011627
NO CLASS ON FEBRUARY 23 (READING WEEK)	
SESSION 10:	March 8, 2024
TOPIC:	Between the personal and the professional: Refining a social work identity
READING:	Guthrie, J. (2023). Swimming with the current but against the tide: Reflections of an autistic social worker. <i>British Journal of Social Work</i> , 53, 1700-1710. https://doi.org/10.1093/bjsw/bcad039

SESSION 11:	March 22, 2024
TOPIC:	Sustaining ourselves: Critical reflections on self-care
READING:	Miller, J.J. & Grise-Owens, E. (2020). Self-care: An imperative. <i>Social Work</i> , 65(1), 5-9. https://doi.org/10.1093/sw/swz049
SESSION 12	April 5, 2024
TOPIC:	Putting it all together: Celebrating our learning and moving forward
READING:	None.

Late Assignments

To ensure equity in grading, late assignments will be subject to a 5% penalty for each day that they are late (inclusive of weekends). Extensions will, in general, only be granted in extenuating circumstances.

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.

