



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 Sim, 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.

BSW Mission

The Bachelor of Social Work (BSW) program addresses issues of power 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 | Winter 2023, Term 2, January 8 – April 12, 2024. |
| Course Title | SOWK 415: Practicum II |
| Course Schedule | Field Days are Mondays to Thursdays, Term 2, starting January 8, 2024 378 hours (minimum) |
| Course Location | Host Agency |

| Contacts | Office Location (Ponderosa A) | Office Phone | Email address |
|---|--------------------------------------|---------------------|----------------------------|
| Kelly Allison Chair of Field Education | Room 210 | 604.822.6220 | kelly.allison@ubc.ca |
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| Tina Buttar Field Education Coordinator | Room 212 | 604.822.2977 | sowk.fieldeducation@ubc.ca |
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| Grant Charles, Faculty Liaison | Room 204 | 604.822.3804 | Grant.Charles@ubc.ca |
| Nadia Kyba, Faculty Liaison | N/A | 604.788.3547 | nkyba@mail.ubc.ca |

UBC Calendar Description

A supervised practicum in an assigned social service, two days a week throughout the program year. Enrolment is limited to students in the B.S.W. program. This course will be graded Pass/Fail.

Pre-requisites

SOWK 416 is a required course and is open only to students accepted into the School of Social Work. All third-year courses, including SOWK 316/315 must be completed before entry into SOWK 416. SOWK 405 must also be completed. SOWK 416 runs concurrently with SOWK 415.

Course Description

The purpose of SOWK 415 is to build on the learning in SOWK 315 and to enhance the development of theoretical knowledge and applied skills, values, and ethics at the macro, mezzo and micro levels, which are expected of a beginning social work practitioner. Students will be placed in a wide range of organizations delivering such services as health care, family and child welfare, addiction, and others. Students will conclude the practicum with the demonstration of competencies necessary for generalist social work practice.

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), personal 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.
10. Participate in policy analysis and development.
11. Engage in organizational and societal systems change through professional practice.
12. Engage with individuals, families, groups and communities through professional practice.

Course Evaluation

Students will post the specific learning objectives and evidence of achievement within the above framework on the Intern Placement Tracking platform (IPT) within four weeks of starting the practicum. These form the basis for evaluation throughout the practicum experience and may vary over time. Any assignment for the practicum should be negotiated between the field instructor and the student.

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 the student will complete the Midterm Performance Evaluation form before completing 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 completing the required hours. The hours tally sheet should be completed daily and 'signed' at the completion of the practicum, by the student, the field instructor, and the faculty liaison.

The faculty liaison will visit the site a minimum of two times during the practicum. The specific times are mutually negotiated, but usually two of the practicum's beginning, middle, and end.

SOWK 415 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

The required field component for Practicum 2, SOWK 415, is 378 hours minimum. Practicum days are Mondays to Thursdays, Term 2, starting the first week of classes following the holiday break. Students can negotiate to increase hours over the reading break in February.

Full and consistent attendance is required in practicum based on the agency's hours 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 supervisor must be notified, and hours made up. For an extension of 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.

Grading

This course has a pass/fail format.

Academic Concession

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 **must** contact your instructor to apply for an Academic Concession. If you need to request concurrent academic concessions for multiple courses, you should request them directly from Christine Graham at (Christine.Graham@ubc.ca).

Accommodation of Students

Accommodations: 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 will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor. 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, please share your preferred pronouns. 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>

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; Track participation in team discussion; 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.

SCHOOL/COURSE POLICIES

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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).