



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 xʷməθkʷəy̓ əm (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

Year/Term/Dates	Winter 2023, Term 2, January 12 – April 12, 2024
Course Title	SOWK 416: Advanced Integrative Seminar in Social Work Theory, Policy and Practice
Course Schedule	Fridays, 10 am-1 pm

Instructor	Office Location	Office Phone	Email Address	Office Hours
Grant Charles	Rm 204 POND A	604.822.3804	grant.charles@ubc.ca	Before or after seminars and by appointment
Nadia Kyba	N/A	604.788.3547	nkyba@mail.ubc.ca	Before or after seminars and by appointment
Sydney Beatty- Mills	N/A	604.720.3347	sydneybm@mail. ubc.ca	Before or after seminars and by appointment

UBC Calendar Description

Development of professional judgment, evaluation, and self-evaluation in practice.

Prerequisites

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 Social Work 415.

Course Description

Building on third-year practice courses, particularly SOWK 316, this course is designed to continue to facilitate the integration of students' learning from field, practice, and theory courses for the purposes of their professional development. It will provide students with the opportunity to critically reflect on their practicum experience, monitor their practice development and develop practice skills within the context of social work values and ethics. Students will start to make connections between thinking, feeling, and doing in relation to being a social worker.

Learning Outcomes

By the end of this course, students will be able to:

1. Explore field placement experiences and classroom learning through collaborative discussion and reflection.
2. Articulate the Canadian Association for Social Work Education (CASWE) core learning objectives through the development of practicum learning goals and implementing these learning competencies in practice.

3. Consider and examine the practical implementation of the Social Work Code of Ethics.
4. Through collaborative class discussion and related learning activities, discuss and consider challenging issues in social work practice and continue the professional development of a social worker.

Course Format

This course is facilitated through classroom and group discussions. Students are expected to share and discuss their reflections on placement activities and experiences in class.

Required and Recommended Readings

Readings of this course are all accessible through UBC Library online system or Canvas.

Course Schedule

Session 1:	January 12, 2024
Topic:	Getting to know each other and sharing the first days of placement experiences Review of the course outline, learning goals and class format
Assignments:	<ul style="list-style-type: none"> • Schedule Initial Meeting with Field Instructor and Faculty Liaison • Start Learning Contract
Session 2:	January 19, 2024
Topic:	Placement Context and Structures in Social Work
Assignments:	<ul style="list-style-type: none"> • Complete Learning Contract
Session 3:	January 26, 2024
Topic:	Exploring Placement Content
Assignments:	<ul style="list-style-type: none"> • Post FEP #1 due February 4 • Plan and Schedule Mid-Term Evaluation
Session 4:	February 2, 2024
Topic:	Exploring Personal and Professional Development, Wellbeing, and Self-Care
Assignments:	<ul style="list-style-type: none"> • Schedule a Second Meeting with Field Instructor and Faculty Liaison

Session 5:	February 9, 2024
Topic:	Ethical Foundations of Social Work Practice – Part 1
Assignments:	<ul style="list-style-type: none"> • Post FEP #2 due February 18
Session 6:	February 16, 2024
	Ethical Foundations of Social Work Practice – Part 2
Assignments:	<ul style="list-style-type: none"> • Post FEP #3 due March 3
February 19 - 23 Mid-Term Break	
Work in teams on Ethical dilemma	March 1, 2024 Prep session
	<ul style="list-style-type: none"> • In this session, you will meet with your team to prepare your Ethical Dilemma presentation.
Session 7:	March 8, 2024
Topic:	Presentations/Discussion – Ethical Dilemmas and Decision-Making
Assignments:	<ul style="list-style-type: none"> • Ethical Dilemma Presentations
Session 8:	March 15, 2024
Topic:	Presentations/Discussions: Ethical Dilemmas and Decision-Making
Assignments:	<ul style="list-style-type: none"> • Ethical Dilemma Presentations • Plan and Schedule Final Evaluation with field supervisor
Session 9:	March 22, 2024
Topic:	Presentations/Discussion: Ethical Dilemmas and Ethical Decision-Making
Assignments:	<ul style="list-style-type: none"> • Ethical Dilemma Presentations • Final Evaluations with field placements
March 29, 2024 Good Friday – No Class	

Session 10:	April 5, 2024
Topic:	Transitioning from Student to Practitioner
Assignments:	<ul style="list-style-type: none"> • Participation Evaluations • Course Evaluation • Job preparation • Post FEP # 4 due April 7
Session 11	April 12, 2024
Topic	Last Class Wrap-up and Celebration

Assignments

- 4 Online Field Experience Papers (FEPs) – 30% – see dates in Course Schedule
- Lead One Small Group Discussion – 10% on the following dates: January 20, January 27, and February 3.
- Ethical Dilemma: Presentation and Discussion – 40% – March 10, 17, 24 and April 2 if necessary
- Seminar Participation and Engagement – 20%

1. 4 Online Field Experience Paper (FEP) Entries – 30%

Students are required to write 4 Field Experience Papers.

Suggested subjects:

1. Reflections on the agency/organization in which you are placed. This may include an analysis of the values, mission, goals, and/or history of the agency/organization; the structure of the agency/organization, along with 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/organizational setting.
2. Case studies of clients (e.g., individuals, groups, families, communities) and/or practice situations.
3. Reflections on professional growth.
4. Address any subject/theme/topic of your choice, as long as it is relevant to your practicum placement and social work practice.

Grading criteria: rubric will be available on Canvas

Each FEP should consider **one situation/topic** of your choice and include:

- A description of the situation/topic;
- An application of relevant Social Work theory and/or research;
- Consideration of your Social Work practice; and/or self-reflection.

Length of Field Experience Papers: 500 words (+/- 50 words)

Due dates: See Course Schedule

Weight: 30% (per FEP)

Rubric: Available in Canvas

2. Leading a Small Group Discussion – 10%

In sessions 2, 3, and 4, students will take turns facilitating a short group discussion. To do this, they will choose a topic explored in one of their FEP entries and/or in their placement, create a brief outline (max. 1 page) of their discussion. The outline should include engaging and open-ended discussion questions. The dates of the discussion will be assigned on week 1.

3. Ethical Issue In-Class Case Presentation and Discussion – 40%

Your presentation should include:

- A clear summary of the ethical dilemma/challenge/issue faced in your placement
 - why it is an ethical dilemma/issue; who is affected (clients, colleagues, self, organization)
- What options might be available to resolve the dilemma
 - Options you support and why
- An analysis of the issue **using an ethical model**, including recommendations to support resolution
- How you did or would attempt to resolve the dilemma
 - Values you relied on to make your decision and why
 - How your reflexivity, understanding of diversity, and intersectionality apply to this situation
 - Possible consequences your decision has on the people involved
- How this analysis might change your practice in the future

Length of Presentation and Discussion: 25-35 minutes – the time allowed may vary and be confirmed as we plan the presentation schedule. The presentation will include a structured and facilitated discussion, about 10-15 minutes, and can be integrated at any step of the presentation.

Due date: To be assigned in class. Presentations will take place in sessions 7, 8, 9.

4. Participation and engagement – 20%

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. Students must be critically reflective and engaged in the collaborative learning process. Students are also required to support classmates' learning by encouraging their participation, hearing their perspectives and giving feedback while respecting the confidentiality of the shared material. Before each class, students are expected to reflect on the topic/theme to be discussed and prepare examples from their placement that they may be able to share concerning that topic/theme.

During the presentation, peers will record structured feedback noting what they appreciated about the presentation and opportunities for improvement. This provides both the presenter and classmates the opportunity to utilize an essential social work skill in a classroom environment.

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.

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>

Late Assignments or Late Penalty

Generally late assignments will incur a penalty. In an emergency situation, students must discuss any potential lateness ahead of deadlines with their instructor to avoid deductions as outlined below.

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

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 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.

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.