



JANUARY 2024 - SOWK 531

SOCIAL WORK PRACTICE IN THE FIELD OF AGING

SCHOOL OF SOCIAL WORK

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.

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.

ACKNOWLEDGEMENT

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.

TABLE OF CONTENT

***School of Social Work* 1**

***Acknowledgement*..... 1**

***Table of Content*..... 1**

***About this Course* 2**

***Instructor* 3**

***Learning Objectives* 3**

***Learning Materials* 3**

***Course Structure* 4**

***Learning Assessments*..... 5**

***Course Schedule* 16**



Course Policies and Safety-nets..... 21

Academic Integrity 22

Accessibility, Prevention, Personal Situations and Concessions 23

Other UBC Policies 25

ABOUT THIS COURSE

Course Code and Title:	SOWK 531: Social Work Practice in the Field of Aging
Year/Term:	Winter 2023 Term 2
Credit Value:	3 credits
Course Schedule:	Thursdays, 5 PM to 8 PM
Course Delivery Mode:	In-person
Course Website:	See Canvas

Course Description:

The purpose of this course is to develop a critical model for Social Work Practice in the field of aging, which incorporates attention to intra-personal, interpersonal and structural issues associated with aging. The focus will be on discussing and critically analyzing issues related to practice with older adults, their families and those who work with them. Students will be exposed to a range of topics intended to stimulate conversation, promote an unsettling of assumptions of what it means to age and ‘be old’, and tease out how theory is used to inform Social Work practice. The goal is for students to begin to explicate an advanced-level practice model for working in the field of aging that is grounded in ideas of social justice and human rights.

UBC Calendar Course Description: This course is not eligible for Credit/D/Fail grading.

Pre-requisite and/or Co-requisite: This course is exclusively for MSW students and has no prerequisites or co-requisites.



INSTRUCTOR

Instructor

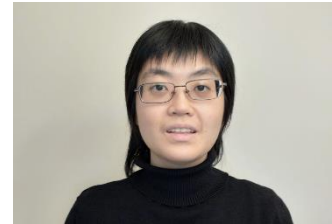
Instructor: Karen Wong (she/her)
Sessional Lecturer

Pronunciation: <https://namedrop.io/karenwong1>

Email: klywong1@mail.ubc.ca

Website: [Karen Wong's Website](#)

Office Hours: By appointment.



Communication

To inquire about or schedule an appointment, kindly send me an email. Group announcements will be made through the Announcements feature on Canvas. Additionally, we may use the discussion function for topics outside of class. Please ensure that you familiarize yourself with Canvas.

LEARNING OBJECTIVES

If you are willing and able to meet the requirements, by the end of this course, you will be able to:

- LO 1. Articulate the links between theory, policy, research and social work practice in the field of aging.
- LO 2. Develop the ability to think critically about current policy and practice in the field of aging through reflexive practice and by applying ideas of social justice, human rights, and diversity to understanding issues related to aging.
- LO 3. Incorporate current research/interventions into social work practice.
- LO 4. Increase understanding and creativity about the role of social work in the field of aging.
- LO 5. Develop practice skills in the field of aging.

LEARNING MATERIALS

Key Text:

Hulko, W., Brotman, S., Stern, L. & Ferrer, I. (2020) *Gerontological Social Work in Action: Anti-Opressive Practice with Older Adults, their Families, and Communities*. Routledge.



This text has been selected as a foundational text for the course. I selected it because it is the most recently published Canadian text that clearly takes a critical lens consistent with a social justice approach to social work. **This text is available online via the UBC Library.**

Each week, I will suggest required and additional learning materials. I have not listed the additional learning materials in the syllabus, but you can find them on the course Canvas site. Kindly note that additional learning materials are not required and are for you to engage if you want to explore the week's topic more.

I have tried to select learning materials that are available online. Apart from the key text, **other required and additional learning materials are also available via the UBC Library, online, or the course Canvas site.**

You are encouraged to engage beyond the learning materials in the syllabus and are welcome to share those that you find helpful or interesting with colleagues in class or via the course Canvas site. I have set up a section on the course Canvas site for you to share.

Please note that the readings for this course are top-loaded – in other words, they are much heavier at the beginning of the course and get lighter as the course unfolds.

COURSE STRUCTURE

Course structure: The first month of the course will set the context of social work practice in the field of aging. The second month will focus on application. The final month will provide you with opportunities to explore topics you are interested in through class presentations.

Class structure: Classroom activities incorporate diverse approaches, such as lectures, case studies, small group discussions, and guest speakers. This course is planned as in-person but may integrate some virtual class time depending upon class preferences.

Case studies: I and guest speakers will bring up case studies for you to apply your integration of theories, policies, research, and practices. You are welcome to bring case studies to class for discussion.

Critical review of learning materials: You will have the opportunity to discuss your learning materials in class. I hope the discussions will support you in developing your skills in critical engagement of learning materials in a practice context.

To facilitate the discussions, I will invite the class to discuss the required learning materials by referring to the following questions. I would also encourage you to think about these questions:

1. What have you learned from the learning material?



2. What would you suggest improving the learning material?
3. How may your learning inform your practice in aging?

Discussion on class presentation and major paper: A major component of this course is to develop a class presentation and a major paper based on a topic of your interest in aging. The class presentation and major paper are connected and developing them is a good opportunity to integrate and incorporate your learning from this course. Therefore, **I will reserve time in class for you to work together on the class presentation and major paper.** I will suggest questions to facilitate your discussions. I will also join your discussions and give opportunities for you to ask questions for clarification and support about the class presentation and major paper.

Guest speakers: I selected guest speakers from diverse backgrounds and hope that this gives you opportunities to learn from diverse voices and perspectives, which support you to think critically about different topics and inspire you to explore the breadth and depth of social work practice in the field of aging.

How this Course Fits in Your Degree

I encourage you to think about how SOWK 531 may connect with your broader MSW program, for example, how you can draw from learning from courses in Term 1 to facilitate learning in SOWK 531, how learning from SOWK 531 and other courses you are taking in Term 2 complement, and how learning in SOWK 531 inform practice after graduation. The following are some examples of questions which may guide you to think about the connection between SOWK 531 and other courses in your MSW program.

SOWK 550 Social Work and Social Justice: How do critical concepts such as social justice, human rights, oppressions and power, and decolonization you learned, reflected, and applied in SOWK 550 inform your understanding of and practice in aging?

SOWK 551 Health and Social Care Praxis: Given that older adults account for a significant proportion of health and social care users, how did/do learning from SOWK 551 and SOWK 531 inform and complete each other?

SOWK 560 Field Practicum: Your practicum may or may not be directly related to aging. How does it intersect with aging if it is not directly related to aging? How does learning in SOWK 531 broaden your mind about what fields of practice you consider related to aging?

LEARNING ASSESSMENTS



Assessments Overview

Learning Assessment	Due Date	Value (% of final grade)
Class presentation	Presentations will occur between March 21, March 28, and April 4.	30%
Major paper	April 18	50%
Class participation	April 18	20%
Total		100%

Assignment Descriptions

Purposes of assignments 1 class presentation and assignment 2 major paper:

Assignments 1 and 2 are related, and you will build assignment 2 from your work on assignment 1. Through assignments 1 and 2, you will demonstrate your grasp of the five learning outcomes of this course. In particular, I hope you can build your ability to integrate theory, policy, and practice critically in the field of aging. I also hope, through assignment 1, you can practice teaching/presentation skills, as many social workers in the field of aging may be involved in some forms of clinical and public education.

The class presentation and major paper are connected and developing them is a good opportunity to integrate and incorporate your learning from this course. **Therefore, I strongly suggest you think about them starting from week 1.** As suggested, I will reserve time in class for you to discuss them, suggest questions to facilitate the discussions, and provide opportunities for you to ask questions for clarification and support.

Assignment 1 – Class presentation

How to complete:

Step 1: You will think about a topic in the field of aging you are interested in and prepare to bring it to the third week of class.

Step 2: In the third week of class, we will develop themes for each of the class presentation dates together, and you will select or be assigned a relevant theme based on your interest.



Step 3: You will then work collaboratively with colleagues of the same theme to develop the content for that day's class. You may work as a group around one presentation or as a group of individuals with multiple presentations who have coordinated your work efforts to avoid content duplication.

Step 4: Each of you will upload at least one learning material (e.g., journal article, book chapter, report, website, video, podcast) for anyone who wants to know more about your presentation to the course Canvas site two weeks before your presentation.

Step 5: On the day of the presentation, please

1. Give an overview of the topic,
2. Suggest (a) theoretical lens(es) and explain how the lens(es) help understand the topic, and
3. Informed by the theoretical lens(es), propose social work practices and/or policies to address the topic.

Please feel free to be creative and try different classroom activities, such as lectures, case studies, small group discussions, and more.

Notes/Reminders: If you have any PowerPoint slides and/or handouts you would like to share with your colleagues, you are welcome to share them via the folder on the course Canvas site or printouts.

1. This presentation is expected to form the foundation for your final paper (see assignment 2), so it will undoubtedly contain considerable overlapping content. However, be careful not to present too much content during your presentation. An important part of this class presentation is developing your teaching/presentation skills, including involving your colleagues in their own learning. It is recognized that this presentation will reflect 'work in progress,' so do feel free to use the class presentation as an opportunity for exploring/developing your ideas on the topic, including seeking input from your colleagues on questions you might have.
2. Ethics and confidentiality: "A social worker shall protect the confidentiality of all professionally acquired information by disclosing such information only when required or allowed by law to do so or when clients have consented to the disclosure." BCCSW Code of Ethics (<https://bccsw.ca/registrants/code-of-ethics-and-standards-of-practice/>) It is common in social work to discuss cases. This is a great way to learn about social work practice and improve our understanding of situations and what to do. However, when discussing real situations with colleagues who are not required or allowed to know about this information, you must change enough elements of the situation so that



the person(s) in the situation cannot be identified. For example, you could change the age, nationality, gender, dates, etc., while keeping the situation’s circumstances and conditions plausible.

Due: Presentations will occur between March 21, March 28, and April 4.

Value: 30% of final grade

Criteria for class presentation:

Marking rubric for class presentation:*

Grading criteria	Excellent 80-100%	Good 68-79%	Average 55-67%	Poor Below 55%
a) Content (10 points max.)	<p>The presentation develops a salient overview of the issue/case, articulating the topic's significance and being careful not to provide too many details.</p> <p>This presentation articulates the theoretical lens.</p> <p>This presentation articulates relevance and significance to social work practice and/or policy.</p>	<p>The presentation develops a good overview of the issue/case, identifying the topic's significance and being careful not to provide too many details.</p> <p>This presentation identifies the theoretical lens.</p> <p>This presentation identifies relevance and significance to social work practice and/or policy.</p>	<p>The presentation develops an overview of the issue/case but cannot identify the topic's significance or provide too many details.</p> <p>The theoretical lens is unclear.</p> <p>The relevance and significance of social work practice and/or policy are unclear.</p> <p>This presentation recommends learning material to other students,</p>	<p>The presentation does not give an overview of the issue/case.</p> <p>This presentation does not identify the theoretical lens.</p> <p>This presentation does not show relevance and significance to social work practice and/or policy.</p> <p>This presentation does not recommend any learning material.</p>



	<p>This presentation recommends learning material related to the topic to other students, facilitating their learning, engagement, and/or further exploration.</p>	<p>This presentation recommends learning material related to the topic to other students.</p>	<p>but how it relates to the topic is unclear.</p>	
<p>b) Analysis (10 points max.)</p>	<p>This presentation provides contrasted perspectives to understand the topic with presenters' insights in light of theory, personal experiences and/or professional experiences.</p> <p>This presentation provides an insightful application of the theory to understand the topic.</p> <p>This presentation</p>	<p>This presentation provides contrasted perspectives to understand the topic in light of theory, personal experiences and/or professional experiences.</p> <p>This presentation applies the theory to understand the topic.</p> <p>This presentation offers relevant suggestions for practice/policy directives.</p>	<p>This presentation attempts to analyze the topic but does not provide contrasted perspectives to understand it or does not understand it in light of theory, personal experiences and/or professional experiences.</p> <p>This presentation attempts but struggles to apply the theory to understand the topic.</p>	<p>This presentation does not show analysis of the topic.</p> <p>This presentation does not apply any theory to understand the topic.</p> <p>This presentation does not offer suggestions for practice/policy directives.</p>



	offers innovative and relevant suggestions for practice/policy directives.		This presentation attempts to offer suggestions for practice/policy directives, but it is unclear how they relate to the topic.	
c) Communication /Presentation skills (10 points max.)	<p>The presenter(s) engage(s) the class to participate in learning.</p> <p>The presentation is clear and coherent to follow.</p> <p>The presentation is innovative and interesting to the class.</p> <p>The presentation shows a realistic amount of material.</p> <p>The presentation integrates previous course</p>	<p>The presenter(s) involve(s) the class to participate in learning.</p> <p>The presentation can be followed.</p> <p>The presentation is interesting to the class.</p> <p>The presentation shows a realistic amount of material.</p> <p>The presentation considers previous course learning materials and/or</p>	<p>The presenter(s) involve(s) the class to participate in learning.</p> <p>The presentation is not easy to follow.</p> <p>The presentation has too much or too little material.</p> <p>The presentation does not consider previous course learning materials and/or other presentations.</p>	<p>The presenter(s) do(es) not involve the class to participate in learning.</p> <p>The presentation cannot be followed.</p> <p>The presentation has too much or too little material.</p> <p>The presentation does not consider previous course learning materials and/or other presentations.</p>



	learning materials and/or other presentations.	other presentations.		
--	--	----------------------	--	--

*Grading of class presentations will be based in part on feedback from classmates.

Assignment 2 – Major paper

How to complete and notes:

- The previous assignment (class presentation) is a building block for this paper. Please write this paper by extending your previous assignment (i.e., Think about: How does your class presentation inform your major paper?) That is, in this paper, please 1. give an overview of the topic, 2. suggest (a) theoretical lens(es) and explain how the lens(es) help understand the topic, and 3. informed by the theoretical lens(es), propose social work practices and/or policies to address the topic.
- Please feel free to base this paper around a case study developed from your practice if you think this is helpful.
- The length of the paper is 4000 to 5000 words (This word count does not include references.)
- For citations and references, please refer to APA 7th Edition.
- Please submit the paper via the submission folder on the course Canvas site.
- This can be a group or individual paper. If you are submitting the paper as a group, please assign one person to submit the paper. For each member in the group, including the person submitting the paper, please upload a note to the submission folder on the Canvas site that you are submitting the paper as a group and the names of all group members.

Due: April 18

Value: 50% of final grade

Marking rubric for major paper:

Grading criteria	Excellent 80-100%	Good 68-79%	Average 55-67%	Poor Below 55%
-------------------------	------------------------------	------------------------	---------------------------	---------------------------



<p>a) Content (20 points max.)</p>	<p>The paper shows a clear and comprehensive description of the topic.</p> <p>The paper selects comprehensive and up-to-date references relevant to the paper's focus.</p> <p>The paper includes contrasted perspectives and shows reliance on primary sources.</p> <p>The paper clearly identifies a theoretical lens.</p> <p>The paper draws on course learning materials and external sources.</p>	<p>The paper shows a clear description of the topic.</p> <p>The paper selects references relevant to the paper's focus.</p> <p>The paper includes contrasted perspectives.</p> <p>The paper identifies a theoretical lens.</p> <p>The paper draws on course learning materials or external sources.</p>	<p>Some parts of the description of the topic are unclear.</p> <p>Some references selected are irrelevant to the paper's focus.</p> <p>The paper does not include contrasted perspectives.</p> <p>The theoretical lens taken is unclear.</p> <p>The paper draws on course learning materials or external sources, although some are irrelevant to the paper's focus.</p>	<p>The description of the topic is unclear.</p> <p>References selected are irrelevant to the paper's focus.</p> <p>The paper does not include any perspective.</p> <p>The paper does not identify a theoretical lens.</p> <p>The paper does not draw on any source.</p>
<p>b) Originality and Analysis (30 points max.)</p>	<p>The paper thoroughly integrates previously unintegrated materials, demonstrating an original idea or approach.</p> <p>The paper well incorporates the theoretical lens.</p> <p>The paper provides thorough perspective</p>	<p>The paper integrates previously unintegrated materials.</p> <p>The paper incorporates the theoretical lens.</p> <p>The paper provides perceptive critiques of the literature.</p> <p>The paper integrates</p>	<p>The paper shows an effort to integrate previously unintegrated materials, although some parts show segregation or disconnection.</p> <p>The paper attempts to incorporate the theoretical lens, although it is unclear how some parts integrate or are informed by the lens.</p>	<p>The paper does not integrate previously unintegrated materials.</p> <p>The paper does not incorporate the theoretical lens.</p> <p>The paper does not provide perspective critiques of the literature.</p>



	<p>critiques of the literature.</p> <p>The paper integrates course learning materials and class discussions.</p>	<p>course learning materials or class discussions.</p>	<p>The paper tries to provide perspective critiques of the literature, although it is unclear how the critique integrates or is informed by the lens.</p> <p>The paper shows attempts to integrate course learning materials or class discussions, although it is unclear how the course learning materials or class discussions are integrated.</p>	<p>The paper does not integrate course learning materials or class discussions.</p>
<p>c) Relationship to Social Work (maximum 30 points)</p>	<p>The paper makes a clear, relevant, and creative link between the topic and social work practice and/or policy.</p> <p>The paper shows a clear, relevant, and creative application of the theoretical lens to social work practice and/or policy.</p>	<p>The paper makes a relevant link between the topic and social work practice and/or policy.</p> <p>The paper shows a relevant application of the theoretical lens to social work practice and/or policy.</p>	<p>The paper suggests social work practice and/or policy, but how they are linked to the topic is unclear.</p> <p>The paper suggests social work practice and/or policy, but how the theoretical lens informs them is unclear.</p>	<p>The paper does not suggest social work practice and/or policy.</p>
<p>d) Written Communication Skills (20 points)</p>	<p>The paper demonstrates a clear and logical development (e.g., well-developed and logically sequenced; continuity between</p>	<p>The paper demonstrates a logical development.</p> <p>The paper demonstrates a good style of</p>	<p>Some parts of the paper are not logical.</p> <p>The style of writing shows some apparent problems.</p>	<p>The paper is not logical.</p> <p>The paper has a poor writing style (e.g., many spelling mistakes).</p>



	<p>initial orientation, body and final summary, and clear progression between paragraphs).</p> <p>The paper demonstrates a professional style of writing (e.g., excellent sentence construction and choice of words, correct spelling, good transitions between paragraphs, correct use of technical terms, and correct use of abbreviations).</p>	<p>writing (e.g., correct sentence structure and spelling).</p>		
--	--	---	--	--

Assignment 3 – Self-evaluation paper on class participation

Purpose:

- The success of this course will depend upon creating a supportive, interactive environment where everyone feels comfortable and willing to contribute and participate. Therefore, I hope you can evaluate your participation in the course.
- In addition, I hope this assignment allows you to practice self-evaluation. Self-reflection is not an easy skill to learn but is crucial in practice, especially in the field of aging. In a field with limited resources, you may not have a person who has a social work background to evaluate your work.

How to complete and notes:

- In this paper, please suggest and explain 1. what you think you did well in class participation, 2. what you think you could do better in class participation, and 3. suggest a mark out of 20 on your class participation
- Up to 1,000 words



- When I am grading, I will consider your self-evaluation in addition to my observations.

Due: April 18 (same date as the major paper)

Value: 20% of final grade

See next page



COURSE SCHEDULE

Week 1

Date	Thursday, January 11, 2024
Topic	Introduction – Setting the stage Set up a collaborative learning community
To do before class	Review the syllabus and familiarize yourself with the course Canvas site.

Week 2

Date	Thursday, January 18, 2024
Topic	Thinking critically: Developing a context for social work practice – Polices related to aging
Guest speaker	Marcy Cohen, research associate, Canadian Centre for Policy Alternatives
To do before class	Read: <ul style="list-style-type: none">• Hulko et al., chapter 12• Centre for Disease Control and Prevention. (2022, December 8). Loneliness and Social Isolation Linked to Serious Health Conditions.• Kadowaki, L., & Cohen, M. (2017). Raising the Profile of the Community-based Seniors' Services Sector in B.C.: A Review of the Literature. pp4-12.

Week 3

Date	Thursday, January 25, 2024
Topic	Thinking critically: Developing a context for social work practice – Aging experiences
Guest speaker	Elder Richard Vedan, Associate Professor Emeritus and First Nations Advisor, UBC School of Social Work
To do before class	Read: <ul style="list-style-type: none">• Hulko et al., chapter 1, 4



	<ul style="list-style-type: none"> • Meiko, M., Mas-Bleda, A., Stuart, E. et al. (2021) Ageing, old age and older adults: a social media analysis of dominant topics and discourses. Ageing and Society, Volume 41, Issue 2. • Changfoot, N., Rice, C., Chivers, S., Williams, A. O., Connors, A., Barrett, A., Gordon, M., & Lalonde, G. (2022). Revisioning aging: Indigenous, crip and queer renderings. Journal of Aging Studies, 63, 100930. <p>Visit:</p> <ul style="list-style-type: none"> • Revisioning Aging: Indigenous, Crip and Queer Renderings project website (password: revisioning) <p>Think of:</p> <ul style="list-style-type: none"> • An issue in the field of aging which you would like to work on for assignment 1: class presentation. We will develop themes for each class presentation date together in Week 3.
--	--

Week 4

Date	Thursday, February 1, 2024
Topic	Conceptualizing practice: Exploring the link between theory and practice for gerontological social work
To do before class	<p>Read:</p> <ul style="list-style-type: none"> • Hulko et al., chapters 2 & 3 • Payne, M. (2019) Social work theory and older people. In The Routledge handbook of social work theory. Routledge.

Week 5

Date	Thursday, February 8, 2024
Topic	Assessment (Mental Health, Risk, Decision-making, Capacity & Undue Influence)
Guest speakers	Marla McCormack, Social Worker, Parkview Older Adult Tertiary Mental Health
To do before class	<p>Read:</p> <ul style="list-style-type: none"> • Hulko et al., chapters 8, 9



	<ul style="list-style-type: none"> Rasiah, J., O'Rourke, T., Dompé, B., Rolfson, D., Mansell, B., Pereira, R., Chan, T., McDonald, K., & Summach, A. (2021). Customizing a Program for Older Adults Living with Frailty in Primary Care. <i>Journal of Primary Care & Community Health</i>, 12, 215013272110348.
--	---

Week 6

Date	Thursday, February 15, 2024
Topic	Beyond the biomedical: Human rights (citizenship) and person-centered approaches using dementia as the exemplar
Guest speaker	Granville Johnson, Flipping the Stigma Action Group
To do before class	<p>Read:</p> <ul style="list-style-type: none"> Bartlett, R. L. & O'Connor, D. (2010) <i>Broadening the Lens of Dementia Care</i>, Chapters 2-5. London: Policy Press (Chapter 2&3 are theoretical, chapter 4&5 develop practice) Dementia Charter of Rights <p>Visit:</p> <ul style="list-style-type: none"> Flipping the Stigma Toolkit website

Week 7 – Thursday February 22, 2024, mid-term break, no class

Week 8

Date	Thursday, February 29, 2024
Topic	Assessment (mental health, risk, decision-making, capacity & undue influence) Continued
Guest speaker	Natasha Marriette, Social Worker, Home Health Team, Fraser Health
To do before class	<p>Complete:</p> <ul style="list-style-type: none"> Provincial module on incapacity <p>Note: If you do not have a health authority staff account, you can still sign up as a general public member for an account in the Learning Hub. Search</p>



for the course “Consent to Health Care in British Columbia: A Course for Health Care Providers.” Go to “Module 3: Capability and Incapability.”

Read:

- Webb, P., Davidson, G., Edge, R., Falls, D., Keenan, F., Kelly, B., McLaughlin, A., Montgomery, I., Mulvenna, C., Norris, B., Owens, A., & Irvine R. (2020) Key components of supporting and assessing decision making ability. *International Journal of Law and Psychiatry*, 27

Week 9

Date	Thursday, March 7, 2024
Topic	Caring, caregiving and community caring
Guest speaker	Joey Wong, Project Manager, Demscape project
To do before class	<p>Read:</p> <ul style="list-style-type: none"> • Hulko et al., chapter 6 & 11 • Kiwi, M., Hydén, L.-C., & Antelius, E. (2018). Deciding upon transition to residential care for persons living with dementia: Why do Iranian family caregivers living in Sweden cease caregiving at home? <i>Journal of Cross-Cultural Gerontology</i>, 33(1), 21–42. <p>If you are presenting on March 21, upload:</p> <ul style="list-style-type: none"> • At least one learning material related to your presentation that you would like to share with your colleagues on the course Canvas site by March 7

Week 10

Date	Thursday, March 14, 2024
Topic:	End of life
Guest speaker	Marisa Tuzi MSW RSW, Therapist with the Burnaby Older Adult Team, Fraser Health, and Health Services Unit, Vancouver Detachment, Department of National Defense



To do before class	<p>Read:</p> <ul style="list-style-type: none"> Brown, L. & Walter, T. (2014) Towards a Social Model of End-of-Life Care, The British Journal of Social Work, Volume 44, Issue 8, 1 Pages 2375–2390 <p>Visit:</p> <ul style="list-style-type: none"> Culturally appropriate end-of-life care planning with Indigenous people resource website <p>If you are presenting on March 28, upload:</p> <ul style="list-style-type: none"> At least one learning material related to your presentation that you would like to share with your colleagues on the course Canvas site by March 14
---------------------------	---

Week 11

Date	Thursday, March 21, 2024
Topic:	Student class presentations
To do before class	<p>Review:</p> <ul style="list-style-type: none"> Learning materials uploaded by presenters on the course Canvas site. <p>If you are presenting on April 4, upload:</p> <ul style="list-style-type: none"> At least one learning material related to your presentation that you would like to share with your colleagues on the course Canvas site by March 21

Week 12

Date	Thursday, March 28, 2024
Topic:	Student class presentations
To do before class	<p>Review:</p> <ul style="list-style-type: none"> Learning materials uploaded by presenters on the course Canvas site.



Week 13

Date	Thursday, April 4, 2024
Topic:	Student presentations
To do before class	Review: <ul style="list-style-type: none"> • Learning materials uploaded by presenters on the course Canvas site.

Week 14

Date	Thursday, April 11, 2024
Topic	Pulling it together: Where to from here? Integration, Evaluation and Celebration Support session on the final assignment
To do before class	Think of: <ul style="list-style-type: none"> • Questions of your major paper and self-evaluation paper. We will discuss more in class.

COURSE POLICIES AND SAFETY-NETS

Several safety nets are built into the course for everyone to use without question, thereby supporting your experience of autonomy and privacy. If you need more support beyond this, please reach out. I will offer patience, flexibility, and compassion and expect honesty and flexibility in return.

- **Attendance** – “The School considers class attendance to be an essential component of integrated learning in professional social work education” (Student Handbook). Attendance is essential to learning at the School of Social Work, and regular attendance is expected in all courses. We understand that sometimes attending may be difficult or impossible. For this reason, you can miss up to three classes, no questions asked. If you experience a difficult personal or health situation and miss more, you may be able to receive an Academic Concession.
- **Late Assignments:** Should you require additional time for assignments 2 and 3, you can use a late pass. Each student will receive two 1-day-late passes, which can be used together (for one assignment) or separately (for two). If you have used a late pass,



please note this in your assignment. Once these passes have been used, a standard 5% per day (including weekends) deduction will apply for late submissions (unless an Academic Concession applies). Please note that I cannot accept assignments submitted more than ten days past the due date.

- **Re-grade request process.** If you believe an assignment has been unfairly graded, you can submit a Re-Grade Request. To qualify, you must send me a written request via email or Canvas within one week of the grades being posted. In your request, please clearly state the specific aspects of the assessment that require reevaluation and provide references to the grading criteria. I will carefully consider your request and respond via email as soon as possible. Please note that the re-grade may result in an increase or decrease, and the decision is final.

ACADEMIC INTEGRITY

As a member of the academic community, our currency is ideas. It's how we advance knowledge. To show respect for the rules of this community and highlight our unique ideas, we must represent our contributions and others honestly. [APA style](#) provides a formal way to distinguish our ideas from others. However, academic integrity goes beyond formal citation. As a new community member, we expect you to act honestly and ethically in all academic activities, just like the rest of us. It is essential to comprehend UBC's interpretation of [academic misconduct](#), the resulting repercussions, and the requirement for students to clarify how academic integrity applies to each assignment. If you'd like to know more about Academic Integrity, check out these [learning modules](#).

Did you know? UBC offers all students a Citation Management called Mendeley; more information here: [Mendeley](#)

What about 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](#).

Learning Resources: [UBC Learning Commons](#) has various 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.



ACCESSIBILITY, PREVENTION, PERSONAL SITUATIONS AND CONCESSIONS

Accessibility and Diversity

As your instructor, my goal for this term is to provide an inclusive and accessible learning environment for everyone. I am committed to designing a course that removes barriers to learning and embraces inclusivity. This means that I will work to improve diversity and accessibility so that we can reduce the need for accommodations. Creating an accessible learning experience requires the effort of everyone in the class. I expect you to consider accessibility when completing assignments shared with your classmates. For example, please include close-captioning for videos and alternative text for images shared in the discussion forum. I value your feedback, so please let me know immediately if you encounter any barriers so I can assess potential adjustments to the course design.

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.

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 want 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. For more information, visit [UBC Equity & Inclusion](#).

Prevention

If you are beginning to experience difficulties, please take good care and check out these support resources:

- UBC offers several health and wellbeing services: <https://students.ubc.ca/health>
- Here are more details on the options for mental health support:



1. [Counselling Services at UBC](#). When you contact Counselling Services, you can ask to meet with the Arts Embedded Counsellor, Laura Harvey RSW, MSW, or you can meet with any staff counsellor.
2. You can access the [UBC Student Assistance Program](#). Free 24/7 support with crisis support and connection to free short-term counselling.
3. You can utilize your [AMS Extended Health Benefits](#) (unless you have opted out), which covers up to \$1250 from Sept 1st, 2023 -Sept. 1st, 2024, to see a counsellor of your choosing. You pay upfront for your sessions and get reimbursed.

If you cannot attend class due to illness or a personal situation

If you feel unwell or are facing a personal emergency, seeking appropriate resources and support is important to manage the situation. Assess your health and safety to determine whether staying home or attending class is best. If you need help making this decision, I recommend calling [811 to speak with a nurse](#). Additionally, you can reach out to <https://students.ubc.ca/health> for assistance accessing resources.

Prioritize your well-being and contact me regarding the course when you are safe and ready. I am here to provide patience, flexibility, and compassion as we work towards finding a solution. You do not have to disclose what has happened, but we can explore if the existing safety measures are enough for you.

In the event of a personal emergency experienced by the Teaching Team during the course, we will inform you via the Announcements feature in Canvas. We will do our best to continue the planned learning activities and inform you of any changes affecting availability or feedback response times.

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).

Support for Students with Accessibility Needs



“The Centre for Accessibility facilitates disability-related accommodations and programming initiatives designed to remove barriers for students with disabilities and ongoing medical conditions.” If you have an ongoing need for accommodation, please contact [UBC’s Centre for Accessibility](#).

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 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.

OTHER UBC POLICIES

UBC’s Values Statement

I support UBC’s Values Statement and encourage you to do the same.

“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 on [the UBC Senate website](#).

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	Description
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.