SOCW 571: MSW Capstone

THIS IS A SAMPLE OUTLINE. ACTUAL COURSE OUTLINE MAY VARY IN STRUCTURE, REQUIRED READINGS, TEXTS AND ASSIGNMENTS

Course Description

A culminating educational experience to consolidate learning and demonstrate preparation for advanced social work practice. Students will integrate, articulate, and evaluate learning from the courses and practica prior academic experiences. Normally, 571 should be taken concurrently with 506/506A to enhance reciprocal learning in class and in field

The Canadian Association for Social Work Education-Association canadienne pour la formation en travail social (CASWE-ACFTS), through its Standards for Accreditation, accredits Baccalaureate and Master level social work programs. In these Accreditation Standards, the requirements to complete either a practicum or a thesis are outlined as follows:

1. ii) “An advanced study component of at least 6 one-semester courses or equivalent, a practicum of at least 450 hours and/or a thesis or mémoire, as defined by the program’s university, such as to provide for the integration and demonstration of advanced social work skills in practice and/or policy analysis and/or research”. http://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE-ACFTS-Standards-11-2014.pdf

To comply with the CASWE Standards, the MSW program has two degree completion options – the Thesis (6.0 units) or the Practicum plus Capstone option (4.5 units plus 1.5 units). Both options comprise a total of 6.0 units of academic credit and are evaluated on a COM/INC/Fail basis. In order to receive a passing grade in either degree completion option (thesis or practicum plus capstone) students must fully engage in all required activities.

The SOCW 571 Capstone course is designed to be taken concurrently with or after Advanced Practicum.

Pedagogical Approach

The following readings have been used by the course development team as a guide to the pedagogic approach to the capstone course:


**Course Format**

This is an online course. The *CourseSpaces* learning management system is used to outline expectations, deliver most content, provide you with an interactive learning environment and serve as the communication platform between the instructor and the students. A second learning platform (*FOLIOZ*) will be available to design, build and share your e-Portfolio (assignment 2). **NOTE:** This is a highly interactive course requiring both group and individual work.

**Required Readings Collection**

All assigned readings are required and will be clearly identified in the detailed instructions for the learning activities in specific units. Access to the UVic Libraries databases (including full text materials) requires a Netlink ID and password.

The *Required Readings Collection* has been obtained from University of Victoria library electronic journal collections. All readings can be accessed by clicking on the PDF icon under the relevant Unit heading.

**NOTE:** In addition to the *Required Readings Collection*, you will be expected to actively search the journal holdings for recent and relevant material that suits your own interests and informs your assignments in the course.

**Technological Requirements**

It is **essential** that you have access to your own computer for this course and that this computer allows you to log on to the course site, access the internet as well as all forms of documents (eg. WORD, Adobe Acrobat).

You may also be required to download other types of material (including but not limited to MP3 audio files, podcasts and streaming video). If you have any concerns or questions about this please be in touch with the UVic computing help desk **as soon as possible** and resolve these issues well before the 2nd week of the term.
Course Assignments

There will be two major assignments for this course.

1. The first assignment (the three “Assigned Discussion Topic Forums”) are variations of the same type.

NOTE:
These online activities associated with Assignment One are extremely time sensitive and involve required and graded group work throughout the duration of the academic term.

Assignment 1:
Discussion Topic Forums

Three “Assigned Discussion Topic Forums” (3 in total during the term - details of which specific Units involve Assigned Discussion Topics can be found on the CourseSpaces home page)

Overall Value – 45% (15% for each Assigned Discussion Forum)

Due: The 3 required and graded Assigned Discussion Topic Forums activities have been scheduled to occur in specific units of the course. Detailed instructions for what to do and when for each of these Assigned Discussion Topics can be found on the course homepage.

NOTE: You must actively engage in all three Assigned Discussion Topic activities within the established time frames to complete this course.

The Assigned Discussion Topic Forum assignments are designed to assist you to deepen your understanding of particular course content, reflect on important issues, and give you opportunities to discuss both the course content and your own professional practice framework with the other students in the class.

For this assignment you will be working within a small group (yourself and four to seven other students) for each of the 3 Assigned Discussion Topic Forums. This assignment involves three distinct elements:

1. Individual work (see the details for the individual work required under the detailed instructions for the Assigned Discussion Topic Forums (see Learning Activity 3.2; 5.2 and 7.2),
2. Interactive group work (posting your initial responses to the unit learning activity and engaging on an online dialogue with your fellow group members within a set timeframe using Discussion Forum tool in Moodle.)
3. The preparation and submission of an Individual Synthesis of learning. Your synthesis should be between 750 and 1000 words.
*NOTE:* Merely summarizing the interactive discussion will be insufficient. You must synthesize the “learning experience” which occurred for you during all parts of each Assigned Discussion Topic. The synthesis must:

- Reflect on how well you engaged with the topic under discussion and were able to organize your thoughts and communicate your ideas clearly and concisely to the other learners in this course.
- Outline how you offered a critical examination of the course material (readings, unit notes) and raised questions for group discussion from that content.
- Reflect on the role you took lead the discussion and/or helped to create a respectful and active learning environment for your fellow learners including your efforts to be prompt, thorough and responsive to the postings of others.
- Include a commentary on your own involvement with and learning from the online discussion.

Please refer to the Course Calendar for the exact start and stop dates for all units in the course as well as the start date for specific unit learning activities and assignment due dates.

All students must engage with all aspects of each Assigned Discussion Topic Forums learning activity in the time frame allotted to it (as described in the instructions for each Assigned Discussion Topic). Failure to fully participate in the time frame dedicated to a particular Assigned Discussion Topic Forums may result in the forfeit of the marks for this assignment.

**Grading Criteria for the Assigned Discussion Topic Forums**

Your full participation in all aspects of the three Assigned Discussion Topic Forums is required and will be assessed according to the following criteria:

**Grading Criteria**

1. **Reflects on how well you were able to organize your thoughts and communicate your ideas clearly and concisely to the other learners in this course.**

   1 mark

2. **Outlines how you offered a critical examination of the course material (readings, unit notes) and raised questions for group discussion from that content.**

   3 marks
3. Reflects on the role you took lead the discussion and/or helped to create a respectful and active learning environment for your fellow learners including your efforts to be prompt, thorough, and responsive to the postings of others.

2 marks

4. Includes a reflective commentary on your own learning from the online discussion including the relevance to your social work practice framework.

9 marks

Total = 15

Assignment Two:

The Professional Practice ePortfolio - Developing Reflective Capacity for Advanced Social Work Practice

Due:

Value: 55%

Introduction

The ePortfolio assignment offers you the opportunity to:

- demonstrate your growth in critical thinking and reflection,
- synthesize and document how you have integrated the core concepts in the MSW curriculum
- reflect on past and current practice experiences
- examine your own personal and professional journey.
- use your creativity to illustrate your emerging professional practice framework

The expectations of this assignment highlight the need to be explicit about the approach to learning taken in this course. This approach “requires a shift from a receptive-transmission model in which the instructor is an expert in a particular field and gives information to a passive recipient, to a constructivist and co-constructivist approach. In the constructivist model knowledge is constructed through activities such as participatory learning, open-ended questioning, discussion and investigation. Small group work and facilitation can help learners construct their own schema for internalizing information and organizing it so that it becomes their own”. (Askew and Lodge, 2000, p. 3)

The ePortfolio assignment offers a different perspective on evaluating ‘what is known’ and is meant to be very “learner-centered”. As such, they allow the learner to explore
what you have/are learning and make an assessment of what might be missing in one's own knowledge base.

You will be encouraged to begin working on the professional practice ePortfolio assignment as soon as this course begins. Further details on the ePortfolio assignment using the second digital platform (FOLIOZ) will be made available on the SOCW 571 CourseSpaces homepage on or before the start date for Unit 3.

**Grading Criteria for the Electronic Portfolio**

1. **Objective criteria** - assessment of the relationship/connection of the chosen artifact/event to the core units and readings in SOCW 571

2. **Reflective criteria** - Assessment of the clarity of your articulation of why the artifacts/events were chosen

3. **Interpretive criteria** - Theorizing the Work. An assessment of the sense you have made of the artifacts and clarity of the 'lens' you used to do the interpretation of the relevance of the artifact for your ePortfolio.

4. **Decisional criteria** - Clarity of the statement made about how you will take up these new insights into your practice framework

**Appendix 2**

**Request for Accommodation and Other Guiding Policies**

The School of Social Work’s policy for students with a disability can be found at: http://socialwork.uvic.ca/policies/pwdis.htm

If you are a student with a disability and require assistance with any aspect of the course in order to participate fully, please discuss this with the instructor at the beginning of the term.

Other policies of the School of Social Work or University which are relevant include:

http://socialwork.uvic.ca/policies/accom.htm

http://socialwork.uvic.ca/policies/assess.htm

http://socialwork.uvic.ca/policies/academic.php

http://socialwork.uvic.ca/policies/electronic.php

http://www.uvic.ca/universitysecretary/policies/
References

