



<b>Course Number</b>	<b>SOWK 410</b>	<b>Classroom Off-campus</b>	<b>Medicine Hat BSW Learning Circles</b>
<b>Course Name</b>	<b>Practicum I</b>		
<b>Day(s)</b>	<b>300 hours within the Winter term</b>		
<b>Instructor</b>	<b>Linda Boksteyn linda.boksteyn@ucalgary.ca</b>	<b>Office Hours/Location</b>	<b>By Appointment 403-504-3678</b>
<b>SYLLABUS STATEMENT</b>			
Application of professional theory and skills in a supervised social work practice setting.			
<b>COURSE DESCRIPTION</b>			
<p>The purpose of Practicum I is to provide students with an introduction to professional social work practice in a specific setting. Students, as learners, are provided with opportunities to develop their practice skills, apply and build knowledge, and develop their professional identity under the supervision of a field instructor.</p> <p>The field practicum will focus primarily on the application of the knowledge, values and skills of a generalist framework to knowledge-directed practice in a purposeful, ethical, and planned way. A learning agreement will be developed by the student that addresses five core learning areas. Emphasis will be placed on integration of theory and social work practice with professional and personal development.</p> <p>Please refer to the Field Practicum Manual for additional information relating to the field practicum, including policies, procedures and roles/responsibilities of all involved. The manual is available at: <a href="https://fsw.ucalgary.ca/files/fsw/2017-field-education-manual.pdf">https://fsw.ucalgary.ca/files/fsw/2017-field-education-manual.pdf</a></p> <p>Co-requisite: This course must be taken concurrently with SOWK 411: Integrative Seminar I.</p>			
<b>COURSE LEARNING OUTCOMES</b>			
<p>By the end of practicum, students are expected to exhibit beginning competency in each of five Practice Objectives. These are described in detail on pages 4 and 5. These practice objectives are closely aligned with all Program Level Outcomes (PLOs) of the BSW Program.</p> <ol style="list-style-type: none"><li><i>Professional Social Work Identity:</i> Learners develop a professional identity in accordance with the values and ethics of the social work profession. (PLO 1, 2, 3)</li><li><i>Generalist Practice:</i> Learners demonstrate knowledge and skills of generalist practice, using a variety of social work roles. (PLO 9)</li><li><i>Reflective Practice:</i> Learners practice reflectively and apply methods of critical thinking and</li></ol>			

inquiry to their social work practice. (PLO 5, 6, 10)

4. *Competence with Diversity*: Learners demonstrate knowledge about and ability to provide effective service to diverse clients or communities. (PLO 4)

5. *Social Policy and Social Justice*: Learners understand how social policies, in various forms, influence the services provided by the agency and, ultimately, clients and communities. Learners understand various forms of oppression and use anti-oppressive frameworks as a basis for practice. (PLO 3, 4, 7, 8, 10)

## **BSW LEARNING OBJECTIVES**

### **PRACTICE OBJECTIVE 1: Professional Social Work Identity**

Learners develop a professional identity in accordance with the values and ethics of the social work profession. Learners will be able to:

- Demonstrate an understanding of the CASW Code of Ethics and ACSW Standards of Practice.
- Use the CASW Code of Ethics and ACSW Standards of Practice to guide practice, including:
  - Develop professional relationships and demonstrate respect for clients, research participants, colleagues, administrative personnel, and other stakeholders.
  - Work with clients in ways that respect their right to make independent decisions and participate actively in the helping process.
  - Follow professional and agency protocols for protecting confidentiality.
  - Develop processes for reviewing practice.
- Identify ethical dilemmas in practice and apply ethical decision-making processes.
- Practice with integrity and demonstrate professionalism in the practicum setting.

### **PRACTICE OBJECTIVE 2: Generalist Practice**

Learners demonstrate knowledge and skills of generalist practice, using a variety of social work roles. Learners will be able to:

- Perform generalist practice roles across settings and populations (resource developer, advocate, educator, clinician, consultant, broker, researcher, project leader, etc.).
- Communicate effectively in both oral and written formats.
- Demonstrate the ability to effectively engage others.
- Complete comprehensive social work assessments (clinical/community).
- Demonstrate professional planning and goal setting skills.
- Intervene effectively at the individual, group, family, organizational and/or community level.
- Collaborate effectively with social work colleagues and professionals from other disciplines.
- Evaluate outcomes and services provided.
- Recognize and effectively address termination issues.

### **PRACTICE OBJECTIVE 3: Reflective Practice**

Learners practice reflectively and apply methods of critical thinking and inquiry to their social work practice. Learners will be able to:

- Consider the impact of their personal culture, values and beliefs on practice.
- Describe areas for personal and professional development.
- Identify issues and social structures that influence them and clients/communities served.
- Articulate how various forms of knowledge (e.g., scientific, intuitive, experiential) and different kinds of research methods (e.g., qualitative, quantitative, participatory) contribute to social work knowledge and practice.

- Identify and critically evaluate theories used to inform their social work practice.
- Discuss practice, organizational or project constraints or limitations (e.g., funding, scope, optimization of resources).
- Use supervision effectively (e.g., prepare by developing questions request and remain open to feedback integrate feedback into practice, etc.).

**PRACTICE OBJECTIVE 4: Competence with Diversity**

Learners demonstrate knowledge about and ability to provide effective service to diverse clients or communities (e.g., diversity of race, class, age, gender, religion, culture, sexual orientation, age, ethnicity, national origin, ability). Learners will be able to:

- Identify how personal and social factors (e.g., personal identities, values, experiences, socialization, social structures, stereotypes, media) influence professional practice with diverse clients and communities.
- Identify and challenge their own personal assumptions, views and stereotypes regarding diversity.
- Describe how they show respect for and work effectively with diverse populations.
- Analyze how the practicum agency/project responds to the needs of diverse clients or communities.
- Adapt the generalist practice model to meet the needs of diverse individuals or groups.

**PRACTICE OBJECTIVE 5: Social Policy and Social Justice**

Learners understand how social policies, in various forms, influence the services provided by the agency and, ultimately, clients and communities. Learners understand various forms of oppression and use anti-oppressive frameworks as a basis for practice. Learners will be able to:

- Describe the field agency, including its relevant history, organizational structure, policies, funding sources, key stakeholders, and roles in the community.
- Identify how historical and/or current dynamics and the impact of oppression on populations being served by the agency/project.
- Describe the role of the social worker within a society structured to benefit some groups at the expense of others (e.g., because of race, class, gender, age, etc.).
- Evaluate the impact of agency/social policies on clients and communities, including access to opportunities and quality of life.
- Identify systemic barriers in the organization and/or community that perpetuate oppression and social injustice.
- Advocate for change and justice at individual, organizational and systemic levels.
- Discuss potential social action strategies.
- Describe how they use anti-oppressive frameworks as a basis for practice.

**RELATIONSHIP TO OTHER COURSES**

BSW field education is intended to be consistent with and complementary to the classroom-based coursework of the BSW curriculum. SOWK 410 is directly linked and taken concurrently with SOWK 411, Integrative Practice Seminar.

**CLASS SCHEDULE**

**Important Dates**

- January 13: First day of practicum

- January 31: Preliminary impressions form due and Learning Agreement due (on IPT system)
- February 16-22: Reading Week (students not in practicum unless negotiated with field instructor)
- February 28: Midterm evaluation due (on IPT system)
- April 16: Final evaluation due (on IPT system)

#### **ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

Each student has an agency-based *Field Instructor* who provides orientation to the field setting, assigns and directs practice activities, provides supervision and opportunities for integrating theory with social work practice, and evaluates the student's progress and learning.

Linda Boksteyn will act as your *Faculty Liaison*, or instructor-of-record for the practicum course. Faculty liaisons consult as needed with students and field instructor(s), and usually meet with the student and field instructor(s) at least twice during the term. Linda Boksteyn will also be the instructor for the integrative seminar (SOWK 411), which is taken concurrently with practicum.

#### **Schedule and Student Attendance in Practicum**

Students are expected to be in the field placement for 13 weeks, approximately three days per week, eight hours per day (24 hours per week), January 13 to approximately April 16th, for a total of 300 hours. The specific practicum schedule is to be negotiated with the field instructor/agency, approved by the faculty liaison, and documented in the IPT system. The student's time in practicum is spent according to the particular requirements of the setting and learning needs of the student, but must include direct and indirect social work practice opportunities as well as educational supervision. Students are not required to be in field placement during Reading Week (February 16-22) unless arranged with the agency.

Students are not expected to attend practicum when they are ill, but must make-up the practicum hours missed due to illness. In the event of illness, please contact the field instructor as soon as possible to inform them you will not be at your practicum due to illness. For more extended absences from practicum (more than two days), please contact your faculty liaison as well. Students are responsible for arranging with the agency a convenient time to fulfill the remainder of the practicum hours required for the course and/or to complete learning activities.

#### **Educational Supervision**

Educational supervision is an integral part of the field practicum as it provides opportunities (two hours per week or 1 hour per 15 hours of practicum) for reflection, review, instruction, and feedback. Students are expected to prepare for and participate fully in supervision, according to the requirements of the field instructor. This may be structured as individual and/or group sessions and directed by your field instructor and/or others depending on the field placement. Educational supervision includes:

- a. Instruction: integration of knowledge, values, and skills with practice situations
- b. Supervision: case management and case/project supervision
- c. Feedback: on progress and professional development
- d. Other: instructional seminars/workshops as are available

## EVALUATION OF STUDENTS IN PRACTICUM INFORMATION

Evaluation of students in practicum is considered an ongoing process intended to highlight students' strengths and learning needs. Formal assessment of students' needs and progress occurs at the beginning, middle, and end of the placement. Evaluation processes and policies for SOWK 410 are detailed in the Field Education Policy Manual. Briefly, these are:

1. Learning Agreement – During the first two to three weeks in practicum, the student, in consultation with the field instructor, develops a plan for development toward achieving the five practice objectives of SOWK 410. The plan, approved by the faculty liaison, is tailored to the practicum setting as well as the student's particular learning needs and interests, and includes activities the student will undertake to learn and demonstrate competence in the objectives.

The Learning agreement serves to guide the focus of the practicum, and helps the field instructor and student clarify respective responsibilities and expectations. Learning agreements are intended to be working documents. That is, with the agreement between the student and field instructor (and approval of the faculty liaison), activities can be modified, added, or removed as the practicum progresses and the student's learning interests and needs become clearer.

2. Preliminary Impressions – Field instructors and students are asked to evaluate preliminary impressions of the practicum by the end of the third week. Recording preliminary impressions is intended to support the student's development of reflective self-evaluation, and to facilitate discussion of the student's strengths and potential areas of concern.
3. Mid-Course Evaluation – At about the halfway point in the practicum, a written mid-practicum report is prepared by the student and field instructor and submitted to the faculty liaison. A determination regarding whether the student is meeting or failing to meet practicum requirements at mid-course is made.
4. Final Evaluation – At the end of the practicum (near or upon completion of required hours), a written final practicum report is prepared by the student and the field instructor and submitted to the faculty liaison. A determination regarding whether or not the student has met or failed to meet practicum requirements is made. The completed evaluation forms are due at the end of term.

Please refer to the Field Education Policy Manual, available online at:

[https://fsw.ucalgary.ca/files/fsw/2019-field-education-manual\\_1.pdf](https://fsw.ucalgary.ca/files/fsw/2019-field-education-manual_1.pdf) for details regarding student assessment in practicum, including students-at-risk of failing practicum.

### **IPT ONLINE SYSTEM FOR COMPLETING PRACTICUM AND EVALUATION FORMS**

The learning agreement and all other forms relating to practicum, including practicum evaluation forms, are available for students, field instructors and faculty liaisons to complete online through the IPT (Intern Placement Tracking) system. Go to: <http://www.runiptca.com>

IPT instructions and login information will be provided at the beginning of the term by e-mail. Please contact Wendy Sera ([wendy.sera@ucalgary.ca](mailto:wendy.sera@ucalgary.ca)) if you do not receive this information.

## GRADING

The faculty liaison, as instructor-of-record, has final responsibility for assigning student grades. Students receive a CR (Completed Requirements) or F (Fail) as a grade for this course. Concerns

regarding a student's performance in practicum at any point in the semester may result in the student being identified as at-risk for failing the practicum, and such concerns should be discussed with the faculty liaison immediately. Policies and procedures related to at-risk situations are detailed in the Field Education Manual.

Students who do not receive a CR (completed requirements) grade in the field practicum course may be required to withdraw from the program. A student who is permitted to repeat a field practicum course normally will be required to repeat both the field practicum course and the corresponding Integrative Seminar course.

## UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

### PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar  
<http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:  
<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

### ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics

Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

### **ACADEMIC MISCONDUCT**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **SEXUAL VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

### **MEDICINE HAT COLLEGE BUILDING EVACUATIONS**

The fire alarm bells mean all users must evacuate the building immediately. Emergency wardens will direct you to the nearest exit and ask that you move away from exit doors and to the assembly areas. The Emergency Broadcast System (EBS) will give direction to evacuate if an event occurs that is not fire related (for example, a chemical spill). Once the nature of the event has been found, you will be given further direction using the EBS. You are encouraged to get acquainted with the MHC Emergency website: <https://www.mhc.ab.ca/AboutMHC/CampusSafety/EmergencyResponse>

**Medicine Hat College SAFEWALK 403-529-3911**

To request a safe-walk, contact security at 403-529-3911. One of the security officers will meet you at your location and escort you to your requested destination on campus. Campus Security is on duty 24 hours a day, 365 days a year. Security is available to support students, employees and visitors, and is located in the main entrance across from the bookstore.

**OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**