



## Winter 2019

<b>Course Number:</b> SOWK 641	<b>Classroom:</b>
<b>Course Name:</b> Models of Practice	
<b>Day &amp; Time:</b> Saturday, January 19, February 10, March 2, March 23, 9:00 am – 4:00 pm	

<b>Instructor:</b> Carolyn Barker MSW RCSW	<b>Office Hours:</b> TBA
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## COURSE OUTLINE

### Syllabus Statement

This course provides the conceptual and theoretical foundation for students to acquire the knowledge and skills to practice as social workers.

### Course Description

This course examines principles and processes of social work practice theory. Students experience and demonstrate the integration of theory and practice required for generalist social work at a professional level through assignments and a combination of instructor/guest/student lectures, which incorporate dyadic and group discussions. Based on prior learning and life experience, students learn to reflect critically on the many different ways we conceptualize practice and the choices available for assessment, intervention, and evaluation. The course will draw upon examples of social work practice from many perspectives. Students are encouraged to take responsibility for their own learning, critically review, reflect on, and explore creative ways of using current theories and practice methods.

### Learning Objectives

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- Students will explore a variety of social work practice theory models.
- Students will develop a critical understanding of generalist and anti-oppressive social work practice.
- Students will be able to demonstrate an understanding of human diversity and develop sensitivity to individual and group differences including issues of race, economic condition and class, ethnicity, disability, sexual orientation, age and gender.
- Students will be able to demonstrate an advanced understanding of the dynamics of worker/client relationship, issues of power and control within relationships and the critical importance of relationship for effective social work practice.
- Students will develop an understanding of the forms and dynamics of oppression at personal, cultural and structural levels.
- Students will develop a commitment to the principles of anti-oppressive generalist social work practice.

## Relationship to Other Courses

This course is an integral part of the MSW Foundation program. It will enable students to critically appraise theories and methods covered in other parts of the MSW Foundation program. Consent of the Social Work Faculty is required for registration in SOWK 641. This course is delivered in conjunction with the field practicum and some crossover may occur.

## Course Text(s)

Healy, K. (2014). Social work theories in context: Creating frameworks for practice (2<sup>nd</sup> Edition). Palgrave Macmillan; London, UK.

## Class Schedule

### **Class 1 January 19, 2019:**

Introductions  
Review of the course outline and expectations  
Student scan of interests  
Lecture  
Group work

### **Class 2 February 10, 2019**

Lecture  
Group work  
Due: Journal #1

### **Class 3: March 2**

Class Facilitations  
Due: Journal #2

### **Class 4: March 23**

Lecture  
Due: Journal # 3

## Assignments

Please Note: The grade for this course will be based on three assignments (i.e., one paper, a group - class facilitation, and an oral integration final presentation. Letter grades will be used to mark each assignment. Final grades will be computed based on weighted values of letter grades for each assignment.

Please complete your writing submissions using APA style/format. Information on APA can be accessed via the American Psychological Association (2009) Publication Manual of the American Psychological Association (6th Ed.). Washington, DC: American Psychological Association. Other APA style resources can be accessed via the U of C Student Success Centre website at <http://www.ucalgary.ca/ssc/APA>.

Grading criteria for paper: • demonstration of theoretical integration. • synthesis and integration of required readings. • critical analysis; analytical thinking; critique. • self-reflection; insights. • organization, coherence and clarity of writing and facilitation. • proper and consistent citation of references in the text and in the reference list.

Late Assignments and Extensions: Assignments are due on the date stipulated in the course syllabus and will not be accepted unless prior arrangement has been confirmed with the instructor and a new date has been agreed upon.

### 1. Reflective Journals – 30% of final grade

Due: Beginning of class February 10, March 3 and March 23

Length: 2 pages each

The reflective journals are intended to give graduate-level students a beginning experience with the process of reflexive practice that integrates theoretical approaches to social work practice. A model for linking theory with practice will be reviewed and provided to students as a template for this assignment.

### 2. Class Facilitations

**Weight:** 40% of Final Grade

**When:** March 2, 2019

During the first class, we will divide into groups for the purpose of preparing student led class facilitations. Each group will facilitate the application of one of the following social work practice approaches:

- a) **Systems Theories:** Corresponding reading: Healy Chapter 6
- b) **Problem-solving approaches** Corresponding reading: Healy Chapter 7
- c) **Strengths and solution-focused theories:** Corresponding reading: Healy Chapter 8
- d) **Modern critical social work:** Corresponding reading: Healy Chapter 9
- e) **Postmodern approaches to practice:** Corresponding reading Healy Chapter 10

Dates for Facilitations: Some class time will be provided to assist students to complete this assignment. All groups will present on March 2. The order of the facilitations will be determined during class, after students have selected their approaches of interest and have formed into groups.

A group grade will be assigned to the group after completion of the facilitation. The same grade will be assigned to each individual in the group; however if you have not contributed to the group to the same extent as the other group members - a demonstration of professionalism and fair practice is required on your part – the instructor expects you, as an individual, to professionally state to the instructor the reasons for your reduced participation and then recommend to the instructor a lower grade for yourself individually than for your group peers.

**Grading criteria for class facilitations:** • quality, clarity and creativity of facilitation; • understanding of the generalist practice approaches; • summarizing the most significant concepts; • appropriate use of the approach and use of language appropriate to that model; • engaging the class in meaningful activities to facilitate learning.

#### **Framework for the Facilitations:**

Length: Maximum 1-hour (60 minutes) facilitation (includes class involvement and class discussion)

This is a class facilitation, not a presentation. It is designed to actively engage your class colleagues in the learning process. The class facilitation will include; a) 1-page handout, b) a brief overview of key factors associated with this approach, c) learning activities (e.g., case studies, role plays, experiential/interactive exercises) that provide opportunities for class discussion and for the class to apply significant concepts in the selected social work approach. The intent is for the class to experience techniques and processes unique to each approach and to further learning about each approach and its application.

An introduction could briefly describe the key concepts and underlying assumptions of the theory, its historical context, its application to social work practice, and a brief critique (its strengths, its limitations, ethical and cultural implications, and empirical support for the theory). Explore how this

social work approach addresses such influences as power, oppression, social justice, social change and community within the context of such factors as class, race, gender, sexual orientation, age and ability. No more than 10 minutes of video (if used) should be included as part of the facilitation.

The required one-page handout (single space including references, minimum 12-point font, 1 inch margins) should cover key concepts of the selected approach, draw on key sources of information (e.g., course texts), and provide any relevant examples that bring your chosen approach to life. The intention of this one-page document is to act as a 'quick reference' guide for the approach that will serve as a resource for your colleagues in class.

### **3. Integrating Approaches with Practice Paper**

Papers must be submitted via email: [carolynbarker@sostx.ca](mailto:carolynbarker@sostx.ca)

Due date: March 31, 11:59 pm.

Weight: 30% of Final Grade.

See paper formatting requirements and grading criteria described above.

This paper will promote examination of theoretical perspectives to complement your personal 'approach' of practice and broaden the use of theory in your practice.

First, from the approaches to social work discussed in this course (e.g., Strengths-based or post-modern approaches, etc.), select an approach of interest to you. You will use this approach for both part A and B of this paper.

**Part A (3-4 pages):** The intention in part A of this assignment is to examine the interface between you as the practitioner and your 'approach to practice' in order to explore the 'goodness-of-fit'. Discuss why this approach is congruent with who you are as a social work practitioner. Identify how this approach is consistent with your personal values, beliefs and worldview, as well as the social work values/principles that underpin the profession. Discuss how the issues considered in class and/or the course readings have influenced your development of your evolving 'approach to practice'. You may discuss why you are interested in this approach and/or what it is about this approach that resonates or 'fits' with you. You may also choose to explore the future challenges/struggles you might encounter applying this approach to your practice as a social worker.

You must include at least four references from scholarly texts (e.g., journals, texts and/or community-based policy documents) to support your discussion.

**Part B (3-4 pages):** Select a population (e.g., children, adolescents, geriatrics, child welfare involved families, marginalized communities) of interest to you as a social worker or a presenting concern/area of social issue (e.g., addictions, poverty, racism). Discuss why your selected approach to social work (e.g., Strengths-based or Postmodern, etc.), in your opinion would be a 'good fit' for your future social work practice with this population or presenting concern/social issue. You may describe, in brief, the nature of the presenting concern/social issue, drawing upon relevant literature (e.g., scholarly articles, book chapter, and social policy reports). However, the intention of the paper is to apply this approach to your selected population by exploring why you believe this social work approach may be beneficial in working with (i.e., remediating, reducing or preventing) your population and/or chosen presenting problem/social concern.

You must include four references from scholarly texts (e.g., journals, texts and/or community-based policy documents) to support your application of your selected approach of social work practice to your selected presenting problem/area of concern. You are encouraged to go to the U of C Library and look through recent social work practice journals or access these journals via online portals. These articles should help support your discussion and/or substantiate your position as to why your selected approach is a 'good fit' for your social work practice with your chosen population/area of social concern. For example, you might select articles written from a structural approach to social work that discuss how poverty is built into the Canadian system/social landscape and how social workers can act to alter these structures in order to support and empower families living in chronic poverty.

This paper (both part A and B together) will be no longer than eight (8) double-spaced typed pages in total excluding references with a minimum of 12-point font and 1-inch margins. References throughout the paper and in the reference page are required to conform to APA format [American Psychological Association, 2010 Publication Manual (6th ed.)].

### Recommended Readings

- Bishop, A. (2002). *Becoming an ally: Breaking the cycle of oppression in people*. New York, NY: Fernwood.
- Cox, D. R. (2013). *International Social Work: issues, strategies and programs* (2nd ed.). London, UK: Sage.
- Delgado, M. (2000). *Community social work practice in an urban context: The potential of a capacity enhancement perspective*. London, UK: Oxford University Press.
- Kirst-Ashman, K., & Hull, G. H. (2012). *Understanding generalist practice* (6th ed.). Pacific Grove, CA: Brooks/Cole Cengage Learning.
- Lawler, J. (2010). *Social work management and leadership: Managing complexity with creativity*. London, UK: Routledge.
- Miley, K. K., O'Melia, M. W., & DuBois, B. L. (2013). *Generalist social work practice: An empowering approach* (7th ed.). Boston, MA: Pearson.
- Sheafor, B. W., & Horejsi, C. R. (2012). *Techniques and guidelines for social work practice*. (9th ed.). Toronto, ON: Allyn & Bacon.
- Zastrow, C.H. (2013). *The practice of social work: a comprehensive work text* (10th ed.). Belmont, CA: Brooks/Cole Cengage Learning.

These recommended texts are not required. They provide a good overview of practice approaches, theories and models of generalist practice. Students are required to supplement their reading, beyond the course texts, with relevant literature and other materials.

## Grading

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary Graduate Grading System will be used.

<b>University of Calgary</b> Faculty of Social Work, Central and Northern Alberta Region MSW Grading System 2018-2019			
Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. <b>Note:</b> Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

### Withdrawal

No refunds for withdrawal from **winter session half-courses** after January 17, 2019. The last day to add or swap winter session half-courses is January 18, 2019. The last day to withdraw with permission from winter session half-courses is April 12, 2019.

The last day to drop **winter session block week courses** is January 2, 2019 or the last day to withdraw with permission from winter session block week courses is January 8, 2019. The Graduate Academic Schedule for 2018-2019 can be viewed at <http://www.ucalgary.ca/pubs/calendar/grad/current/index.html>. The online version of the academic schedule supersedes the information on this course outline.

## Course Evaluation

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

### 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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): [http://www.acsw.ab.ca/document/1327/final\\_standardsofpractice\\_20131104.pdf](http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf). Students are expected to ensure they are both familiar with, and comply with these standards.

### RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she 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."

### WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

### IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

#### **Wellness Centre Phone Support (403) 210-9355 24 hours/day**

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to [copyright@ucalgary.ca](mailto:copyright@ucalgary.ca).

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

The Social Work representative to the Students Union is to be determined ([swsa@ucalgary.ca](mailto:swsa@ucalgary.ca)).

Appeals: If there is a concern with the course, academic matter, or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process in the Calendar. <http://www.ucalgary.ca/pubs/calendar/current/i.html>

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

#### **ACADEMIC ACCOMMODATION**

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: [access@ucalgary.ca](mailto:access@ucalgary.ca). Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

#### **SUPPORTS FOR MENTAL HEALTH**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available and the Campus Mental Health strategy website ([ucalgary.ca/mentalhealth](http://ucalgary.ca/mentalhealth)).

#### **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. Of 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>

#### **SAFEWALK**

Safewalk provides a safe and reliable alternative to walking alone at night around and on the U of A campus. Located at 0-22 SUB, phone (780) 492-5563 or 4-WALK-ME. In addition to the UofA's Safewalk program, security personnel at Enterprise Square will provide an escort from the main lobby between 6:00 p.m. and 11:00 p.m., any day that the building is open. Arrangements to be accompanied can be made at the security desk opposite the elevators on the main floor at the time the escort is required – reservations ahead of time are not possible. Security will escort you within a two-block radius of Enterprise Square.