



Fall 2019

Course Number: SOWK 604 S04	Classroom: Online
Course Name: Advanced Practice Theories in Context (Provincial Cohort)	
Day & Time: Zoom sessions: September 18, October 2 & 30, November 13 & 27, December 4 from 6:30 p.m. to 9:00 p.m. Mountain Time	

Instructor: Charlene Richard	Office Hours: By appointment
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COURSE OUTLINE

Syllabus Statement

Examines theoretical models, philosophical frameworks and ethical foundations of social work practice as a means to facilitate change while locating social work's development and current practice in historical, economic, political, social and cultural contexts.

Course Description

This course will explore and examine various theories and clinical social work methods, assessing their underlying assumptions, values, and claims to effectiveness. You will compare, contrast, and critically assess multiple social work theories, philosophical frameworks, models, and approaches to change in social work practice and research. A major emphasis throughout this course will be to situate theories and the analysis of theories within particular historical, social, and environmental contexts that may transcend particular or convenient dichotomies. You will incorporate comparative approaches to change into your professional social work practice frameworks and identities. **This is a purely online course.**

Learning Objectives

Upon completion of this course, you will be able to:

1. Identify, understand, critically assess, and analyze the influence of historical, social, political, economic, environmental, and other developments on social work theory and practice;
2. Explore the relationship between social work and other theories, generating an awareness of your positioning in relation to theoretical approaches to change and application to your social work practice;
3. Evaluate, analyze, and critique the influence of "discipline-specific" and other theories on your practice;
4. Identify and critique dominant theories in your professional practice, and evaluate alternative theories and methods appropriate for your practice;
5. Create personal learning objectives relating to the development and evaluation of your professional practice framework and social work identity;
6. Understand the relationship between comparative approaches to change and social justice in social work practice at multiple levels; and
7. Apply course learnings to your specialization and the exit requirements of the MSW program.

Relationship to Other Courses

As one of four courses offered at the beginning of the MSW program, this course will support you in further developing skills necessary to critically evaluate social work theories in practice contexts. You will explore connections between this course and your learnings about social justice and theory (SOWK 600) and research and philosophy (SOWK 602) in advanced social work practice. These explorations will be continued as you advance your knowledge about policy in your final course (SOWK 606) of the Advanced Social Work Practice component of your MSW program.

Course Text(s) and Required Readings

Coady, N., & Lehmann, P. (Eds.). (2016). *Theoretical perspectives for direct social work practice* (3rd ed.). New York, NY: Springer.

Richard, C. (2015). *20 quick strategies to help patients and clients manage stress*. Edmonton, AB: Brush Education Inc.

Suggested Readings

Additional social work resources will be reviewed in class.

Class Schedule

Date	Topic/Theme	Reading/Activities/Due Dates
Class 1: September 18 6:30 to 9:00 p.m. Mountain Time	<ul style="list-style-type: none"> • Introductions & review of syllabus and assignment expectations; includes discussion of how this course is intricately connected to the other three core courses in Advanced Social Work Practice • Introduction to social work theory in context • Review Assignments 	Readings Coady Chapters: 1, 2 and 13 Assignments Review Assignments 1, 2, 3
Class 2: October 2, 2019 6:30 to 9:00 p.m. Mountain Time	<ul style="list-style-type: none"> • Ecological Theory • A Strengths-Based Perspective to Social Work practice • Introduction to Trauma-Informed Care Part 1 • Building Resilience with Self-Regulation Skills 	Readings Coady: Chapters: 4 and 6 Richard: Chapters: 1 and 4 Assignments In class time for assignment #3 Participation Dyad Practice: Human Stress Response and Relaxation Strategies

<p>Class 3:</p> <p>October 30, 2019 6:30 to 9:00 p.m. Mountain Time</p>	<ul style="list-style-type: none"> • Problem Solving Model • Solution Focused Theories • Introduction to Trauma-Informed Care Part 2 • Building Resilience with Awareness and Self-Management Skills 	<p>Readings Coady: Chapters 3 and 20 Richard: Pages Chapter 2 and 3</p> <p>Assignments In class time for assignment #3</p> <p>Participation Dyad Practice: Awareness Strategies and Self-Management Strategies</p>
<p>Class 4:</p> <p>November 13, 2019 6:30 to 9:00 p.m. Mountain Time</p>	<ul style="list-style-type: none"> • Cognitive Behavioral Theory • Task Centered Theories • Building Resilience with Sensory Grounding Skills and Cognitive Skills 	<p>Readings Coady: Chapters 12 and 17 Richard: Chapter 5 and 6</p> <p>Assignments In class time for assignment #3</p> <p>Participation Dyad Practice: Sensory Grounding and Cognitive Strategies</p>
<p>Class 5:</p> <p>November 27, 2019 6:30 to 9:00 p.m. Mountain Time</p>	<ul style="list-style-type: none"> • Attachment Theory • Crisis Intervention Theory • Building Compassion Fatigue Resilience for Social Workers 	<p>Readings Coady: Chapters 10 and 11 Richard: Chapter 7</p> <p>Assignments In class time for assignment #3</p> <p>Participation Dyad Practice: Social Worker self-regulation while empathizing with clients</p>
<p>Class 6:</p> <p>December 4, 2019 6:30 to 9:00 p.m. Mountain Time</p>	<ul style="list-style-type: none"> • Revisiting Generalist Social Work Practice • Application and resources for specific populations and topics 	<p>Readings Coady: Chapter 21</p> <p>Assignments Assignment #2 Due In class time for assignment #3</p> <p>Participation Dyad Practice: Reflection on participation in course and application to social work practice.</p>

Assignments

1. Learner Self-Care Plan

Due: October 1, 2019 by 11:59 p.m.

Value: 10% of final course grade

Length: 400 to 600 words

Format: APA 6th Edited Publication Manual will be the basis of assessing style and grammar. 12-point font. Double spaced.

Submission: Upload to Dropbox in D2L

In relation to the work you are doing in SOWK 604 – Advanced Practice Theories in Context, a trauma-informed educational framework recognizes that while this course will not share graphic details of trauma, the subject of trauma will be discussed, and each learner would benefit from creating a plan to deal with any distress that may be experienced.

As part of your skill development in monitoring and evaluating your own experiences in social work practice, please write a one-page learner self-care plan that addresses the possibility of a class discussion or reading causing you distress and how you will take care of yourself if that happens.

Please include the following:

1. What you will do if you begin to feel distressed during a discussion or reading, such as leaving the room for a break or taking a break from the reading material?
2. How you will care for yourself if you feel distressed, such as: practicing relaxation or mindfulness, spiritual practice, connecting with a support, exercise, music etc.?
3. What resources will you connect with if you feel your distress is increasing and you're not able to manage it, such as local resources, school resources, community resources?
4. How will you approach your instructor should you want additional support (e.g., email or phone)?

Learning Objectives: #2 and #5

Grading: This assignment will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.

Assignment 2: Critical Literature Review

Due: December 4, 2019 by 11:59 p.m.

Value: 50% of final course grade

Length: 9-11 pages (excluding references)

Format: APA 6th Edition Publications Manual referencing is required. APA 6th Edition will also be the basis of assessing style, grammar, and citations. 12-point font. Double Spaced.

Submission: Upload to Dropbox in D2L

Drawing upon relevant research, you will identify a specific topic and population that is of interest to your social work practice. Describe some of the primary problems that this population experiences in their daily lives that could lead them to meet with a social worker. Analyze the issues they experience as it relates to individual, institutional, and systemic levels of oppression.

You will then identify one social work theory that you have reviewed in this course. Explain the historical development of this theory in social work, the important principles and concepts of this theory and how this theory contributes to social justice. Critically reflect on the relevance and utility of the theory to understand and treat your topic and population, including the perspective this theory takes to explain the

problems your population struggles with and the treatment approach that is taken to help alleviate these struggles.

Explain how this theory contributes to the development of your social work practice. Clearly differentiate your voice, reflections and ideas from the ideas of the scholars featured in your paper. Include a minimum of eight references in your literature review. Adhere to APA Publication Manual 6th Edition guidelines.

Learning Objectives: #1, #2, #3, #4, #5, #6, #7

Grading:

This assignment will be graded according to criterion outlined in the grading rubric corresponding to this assignment, which is posted in D2L.

3. Participation – Experiential learning activities and reflection in classes 2, 3, 4, 5 and 6.

Due: The day after each class (except class 1)

Value: 40% of final

Format: Summary/reflection template will be provided

Submission: Upload into D2L Dropbox

In each class you will review theories used in Social Work. You will then participate in a dyad activity where you will practice using strategies related to the theories or social work topics.

In dyads, each person will choose 1-2 strategies from *20 Quick Strategies to Help Patients and Clients Manage Stress* (required text) to teach their partner. Your partner will then teach you 1-2 strategies. You will then reflect on your experience of teaching the strategies as well as your experience as someone who was taught the strategies. In the final class you will be given discussion points to reflect on your learnings in this course and how you will apply it to your social work practice. This will be the topic of your dyad activity and reflection for class number six. Your summary reflections (template to be provided) will be uploaded in D2L at the end of each class.

Learning Objectives: #1, #2, #3 and #7

Grading: Participation will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.

Late Submissions Policy:

The total possible grade of an assignment will be reduced by 10% for each day/partial day (including weekend days) the assignment is handed in beyond the due time or beyond a negotiated extension date.

Example: If an assignment is worth 40 marks, the student will lose 4 marks for each day it is late. So, if the student would have received a grade of 36/40 and the assignment is one day late, the student receives a grade of $36 - 4 = 32$ marks, if 2 days late $36 - 8 = 28$ marks.

Assignments may NOT be rewritten for a higher grade.