

Fall 2019 & Winter 2020

Course Number:	SOWK 660 A & B B01 & B02
Course Name:	Advanced Practicum
Day & Time:	Mondays to Wednesdays, off-site at practicum placement (500 hours minimum)

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COURSE OUTLINE
Syllabus Statement

Direct and indirect Social Work practice opportunities with professional supervision in student's area of specialization.

Course Description

SOWK 660, Advanced Practicum, is intended to offer practical and supervised opportunities to develop students' existing social work knowledge and skills to an advanced specialized level. The purpose of this course is to provide advanced level opportunities for development, integration, and reinforcement of competence through performance in actual service situations and to foster the acquisition of knowledge, values and skills relevant to emerging conditions of social work practice. Together with the Integrative Seminar (SOWK 662), the practicum promotes integration of research, theory and practice together with the student's social work identity.

Please refer to the Field Education Policy Manual for additional information relating to the field practicum, including policies, procedures and roles/responsibilities of all involved. The Manual is available at: <https://fsw.ucalgary.ca/files/fsw/2019-field-education-manual.pdf>

Co-requisite: This course is taken concurrently with SOWK 662, Integrative Seminar.

Learning Objectives

By the end of the practicum, students are expected to exhibit competency in each of five Practice Objectives. These are described in detail at the end of this document (p. 5-6). These practice objectives are closely aligned with all of the Program Learning Outcomes (PLOs) of the MSW Program. Briefly, the five objectives are:

- *Values, Ethics & Professional identity:* Learners demonstrate the ability to apply social work values, adhere to CASW Code of Ethics & Guidelines for Ethical Practice, and analyze the role of ethics and values in clinical practice. (PLO 1, 2)

- *Advanced Clinical Practice:* Learners demonstrate advanced-level knowledge and skills in a specialized practice area. (PLO 5, 9)
- *Collaborative Practice:* Learners demonstrate the ability to develop collaborative and supportive professional relationships. (PLO 9)
- *Linking Research to Practice:* Learners understand and appreciate different ways of knowing and effectively use or apply research to guide practice. (PLO 6)
- *Diversity, Oppression and Social Justice:* Learners demonstrate an appreciation and critical analysis of human diversity, the dynamics and intersections of oppression, and the implications of social and economic injustice. They will demonstrate the ability to work effectively with diverse individuals and groups within a clinical context using an anti-oppressive framework, and advocating for change at individual, organizational and systemic levels. (PLO 3, 4, 7, 8)

Relationship to Other Courses

The Advanced Practicum provides an opportunity for students to apply classroom learning to social work practice. Therefore, this practicum is related to all other MSW courses. The practicum is taken concurrently with and is directly linked to the Integrative Seminar (SOWK 662).

Required Readings

There are no required readings for this course. Students are recommended to develop a reading list to support their learning in the practicum placement. Students are encouraged to include readings completed in relation to practicum within the activity list in the practicum learning agreement.

Students are required to be familiar with the information found in the Field Education Policy Manual and IPT information booklet, which are available at: <https://fsw.ucalgary.ca/files/fsw/2019-field-education-manual.pdf>

Practicum Structure and Important Information

Each student has a *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.

One of us will be 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 (face-to-face if possible, or by distance if needed - e.g., phone conference) during the practicum - generally at least once during the fall semester and once during the winter semester. We will also be part of the instructional team for SOWK 662, Integrative Seminar.

Schedule and Student Attendance in Practicum

The Advanced Practicum consists of three days per week (generally Monday through Wednesday, eight hours per day). Students are generally in practicum for a minimum of 500 hours over the fall and winter semesters, however, some agencies may require a 600-hour minimum. The dates for practicum are September 16 to December 4, and then January 13 to approximately March for students completing 500 hours in practicum, or early April for students completing 600 hours in practicum. Students are not required to be in practicum during Reading Break (November 10-16 & February 16-22). Please note that 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 be consistent with the student's area of specialization (clinical practice).

Students are not expected to attend practicum when they are ill. In the event of illness, please contact your agency Field Instructor(s) as soon as possible to inform them that 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 to complete the course.

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

Integrative Seminars (SOWK 662)

Faculty liaisons will also be leading some of the integrative seminars, as indicated in the SOWK 662 class schedule. These seminars are designed to promote collaborative learning, peer consultation, and integration of research, theory and practice. Students discuss professional issues and practice problems while critically reflecting on experiences in practicum. The context is collaborative, as students engage in furthering each other's learning and professional development. Seminar attendance and participation is crucial and expected.

IPT Online System for Completing Practicum and Evaluation Forms

The learning agreement and all other forms relating to practicum, including practicum evaluation forms for SOWK 660, are available for students, Field Instructors and Faculty Liaisons to complete online. The IPT system is available online at: <http://www.runiptca.com>

Instructions and login information will be provided by the beginning of the term (e.g., during orientation or via e-mail). Please contact Amy Fulton at aefulton@ucalgary.ca if you do not receive this information. A detailed IPT instructions booklet on how to use the IPT database is also available at: <https://fsw.ucalgary.ca/files/fsw/2017-ipt-instructions-booklet.pdf>

Important Practicum Dates

Practicum Dates	Normally three days per week (Mon-Wed), 8 hours per day
First day of practicum	September 16
Learning Agreement Due on IPT	October 4th
Learning agreement meeting – to be scheduled	Approximately October 1 - 15
Reading Break (no practicum)	Nov 10-16
Midterm progress meeting	Approximately November 18-Dec 4
IPT midterm evaluation due	December 4

Last day of practicum for fall term	December 4 (or as negotiated with field instructor)
First day of practicum for winter term	January 13 (or as negotiated with field instructor)
Reading Break (no practicum)	February 16-22
Final evaluation meeting – to be scheduled	Approx. March 1 – April 8
IPT final evaluation due	No later than April 15

Evaluation of Students in Practicum

Evaluation of students in practicum is considered an ongoing process intended to highlight the student's strengths and learning needs. The assessment of the student's educational needs and progress in practicum are formally articulated at the beginning, middle, and end of the placement. Evaluation processes and policies for SOWK 660 are detailed in the Field Education Manual, available online at: <https://fsw.ucalgary.ca/files/fsw/2019-field-education-manual.pdf>

Briefly, these include:

1. Learning Agreement (to be completed online in the Learning Agreement form)– During the first three weeks in practicum, the student, in consultation with the Field Instructor and Faculty Liaison, develops a provisional plan for professional development toward achieving each of the learning outcomes of SOWK 660. The Agreement is intended to help the student develop a personal learning plan. Although the student is expected to coordinate and provide an initial draft, responsibility for completing the learning agreement is shared by the student, Field Instructor and Faculty Liaison. The educational activities specified should be clear and measurable. The learning agreement is to be negotiated, documented and signed by all parties. It should be reviewed as part of the evaluation and may be revised as needed.
2. Mid-Course Evaluation Report (to be completed online in the Learning Agreement form) – At about the halfway point in the practicum, an online written midcourse report is prepared by the student and Field Instructor. The student's achievement of the activities described in the learning agreement is reviewed, and the student and instructor rate and comment on the student's performance in each practice area. The student's progress is discussed during the mid-semester meeting with the Faculty Liaison. A determination regarding whether the student is meeting or failing to meet practicum requirements at midcourse is made. Minimum achievements for meeting practicum requirements are included in the Field Education Manual.
3. Final Evaluation Report (to be completed online in the Learning Agreement form) – At the end of the practicum, the student, Field Instructor, and Faculty Liaison provide online ratings and comments regarding the student's performance. A determination regarding whether the student has met or failed to meet practicum requirements is made. Standards for meeting practicum requirements are included in the Field Education Manual.

The student is recommended to keep an electronic or hard copy of the signed IPT Learning Agreement upon completion of the practicum.

Grading

The Faculty Liaison, as instructor-of-record, has final responsibility for assigning grades. Students receive a CR (Completed Requirements) or F (Fail) for this course. The grade assigned by the Faculty Liaison is guided by the Field Instructor's final evaluation of the student's achievement in practicum.

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. 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 the practicum normally will be required to repeat both the practicum course (SOWK 660) and the corresponding Integrative Seminar (SOWK 662).

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.

Advanced Practicum (Clinical Specialization) Practicum Learning Objectives

PRACTICE OBJECTIVE 1: Values, Ethics & Professional Identity

Learners demonstrate the ability to apply social work values, adhere to CASW Code of Ethics & Guidelines for Ethical Practice, and analyze the role of ethics and values in clinical practice. Learners will be able to:

- Integrate social work values and professional Ethics and Guidelines within a clinical context.
- Identify how personal and professional values impact their clinical practice.
- Examine organizational values and their impact on staff, programs and service to clients.
- Identify ethical dilemmas in practice and apply ethical decision-making processes.
- Analyze clinical social work practice within a social services context and articulate how it differs from other forms of clinical practice.
- Critically reflect on their social work practice within a clinical context.
- Demonstrate professionalism in the practicum setting.

PRACTICE OBJECTIVE 2: Advanced Clinical Practice

Learners demonstrate advanced-level knowledge and skills in a specialized practice area. Learners will be able to:

- Engage and maintain relationships effectively with diverse clients.
- Demonstrate social work tasks of assessment, planning, intervention and termination.
- Demonstrate critical thinking skills as they apply to the clinical setting.
- Have knowledge of a variety of intervention approaches, including their underlying philosophies and theoretical frameworks.
- Distinguish among intervention approaches relative to client needs/preferences/orientations.
- Apply appropriate intervention strategies given client contexts and needs.
- Perform complex advanced generalist practice roles that are transferable across settings and populations (e.g., resource developer, advocate, educator, clinician, consultant, teacher, supervisor, researcher).

PRACTICE OBJECTIVE 3: Collaborative Practice

Learners demonstrate the ability to develop collaborative and supportive professional relationships. Learners will be able to:

- Establish appropriate, collaborative and empowering relationships with clients, colleagues, and agency and community partners.
- Work effectively as part of a team and contribute to positive organizational culture.
- Develop sustainable professional networks for the purposes of support, networking, consultation, and supervision.
- Contribute a social work perspective in inter-professional contexts.
- Incorporate client feedback into practice.

- Articulate the structure of the agency, its programs, and its relationship to other community programs.
- Communicate effectively orally and in writing.

PRACTICE OBJECTIVE 4: Linking Research to Practice

Learners understand and appreciate different ways of knowing and effectively use or apply research to guide practice. Learners will be able to:

- Appreciate the significance of world-view on people's lives, particularly in the clinical setting.
- Critically reflect on the role of research in developing and informing practice.
- Identify a variety of research approaches (e.g., qualitative, quantitative, appreciative, Indigenous).
- Evaluate research studies and apply results appropriately to clinical practice.
- Evaluate their own practice interventions.
- Engage in continuous practices of accountability with respect to service provision.

PRACTICE OBJECTIVE 5: Diversity, Oppression & Social Justice

Learners demonstrate an appreciation and critical analysis of human diversity, the dynamics and intersections of oppression, and the implications of social and economic injustice. They will demonstrate the ability to work effectively with diverse individuals and groups within a clinical context using an anti-oppressive framework, and advocating for change at individual, organizational and systemic levels. Learners will be able to:

- Identify how personal identities, values, experiences, socialization, attitudes, biases and patterned responses to human diversity intersect with professional values and impact their clinical practice.
- Describe how they, as social workers and leaders, show respect for and work effectively with diverse individuals and populations (e.g., diversity of race, class, gender, religion, culture, sexual orientation, age, ethnicity, national origin, or ability).
- Use an anti-oppressive lens to analyze agency/social policy with regards to diversity, inclusion, oppression and social justice, and make recommendations for change.
- Identify systemic barriers in the organization and/or community that perpetuate oppression and social injustice.
- Discuss potential social action strategies.
- Articulate how they incorporate anti-oppressive frameworks, strategies and skills in their clinical practice to value diversity, promote inclusion, reduce oppression and advocate for organizational and/or social change.