Course Number	SOWK 604 S01	Classroom	Online (Zoom) & D2L
Course Name	Advanced Practice Theories in Context		
Day(s) & Time	**Day(s):** Zoom Sessions Thursday September 10, 24; October 1, 15, 29; November 5, 19; December 3, 2020 D2L: September 17, October 8, 12; November 26 **Time: S01:** 6:00-8:50 PM		
Instructor	Linda Kongnetiman PhD, RSW		
U of C E-mail	Linda.Kongnetiman@ucalgary.ca	Phone	Provided through D2L

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 for International and Community Development and Leadership MSW students.

COURSE DESCRIPTION

This course will explore and examine various theories and macro, leadership, international and community development 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 and analyze theories within particular historical, social, and environmental contexts. You will incorporate comparative approaches to change into your professional Social Work practice frameworks and identities. This course is delivered in an online format using Zoom sessions.

COURSE LEARNING OUTCOMES

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

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS
Payne, M. (2016). *Modern Social Work theory (4TH Ed.)*. Chicago, IL: Lyceum Books.

An ebook I available in the library, however, it's a Single-User licensed ebook. Only one student can access the ebook at a time.

https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4764057

Recommended Textbook

Mullaly, R. (2007). The new structural Social Work: Ideology, theory and practice (3rd Ed). Toronto, ON: Oxford University Press.

For students who would prefer to rent an e-copy this Fall go to this address on the U of C's VitalSource e-store:

https://calgary-store.vitalsource.com/products/the-new-structural-social-work-bob-mullaly-marilyn-dupre-v9780199022953

Additional readings outlined in the class schedule may be accessed through the University of Calgary Library system

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop or desktop with Internet access is required for D2L access.

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.

CLASS SCHEDULE

Date	Topic	Readings/Assignments Due
September 10, 2020	**Class 1** Introductions & review of syllabus, structure, and assignment	Payne, 2016- Chapter 1 & 2 **Guest Speaker Marva Ferguson PhD (c) Leading with Compassion** Gibbons, J & Gray, M (2004). Critical thinking as an integral to social work practice. *Journal of Teaching in Social Work*, *24*(1/2), 19-38.

	expectations Introduction to social work theory in context Critical Thinking	http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=13950685&site=ehost-live
September 17, 2020	**D2L** Group work and Asynchronous Time	**log Post Reply – Theory identification Peer Feedback**
September 24, 2020	**Class 2** **Critical Reflexive Practice** **Macro Theories** Leadership/ ICD Introduction to Leadership Theories	Payne, 2016 -Chapter 3, 7 & 8 **Select ONE Reading from the Following:** Butler, A., Ford, D., & Tregaskis, C. (2007). Who do we think we are? Self and reflexivity in social work practice. *Qualitative Social Work Practice, 6*(3), 281-299. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/1473325007080402 D'cruz, H., Gillingham, P., & Melendez, S. (2007). Reflexivity, its meaning and relevance for social work: A critical review of the literature. *British Journal of Social Work, 37*(1), 73-90. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcl001 Trevelyan, C., Crath, R., & Chambon, A. (2014). Promoting critical reflexivity through arts-based media: A case study. *British Journal of Social Work, 44*(-), 7-26. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcs090
October 1, 2020	**Class 3** Transformational Leadership Ecological Theory Systems Theory A Strengths-Based Perspective to social work practice	Guest Speaker Jessica Naidu - Media and Refugees: Racism as a Social Determinant of Health Payne,2017 - Chapter 9 & 10 Peters, S., C. (2017). Social Work Leadership: An Analysis of Historical and Contemporary Challenges. *Human Service Organizations: Management, Leadership & Governance*, 41:4, 336-345, DOI: http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=125435897&site=ehost-live Rank, M. G., & Hutchison, W. S. (2000). An analysis of leadership within the social work profession. *Journal of Social Work Education*, 36, 487–502. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10437797.2000.10779024
October 8, 2020	**D2L** Group work and Asynchronous Time	**log Post Reply – Theory identification Peer Feedback**
October 15, 2020	**Class 4** **Empowerment** **Feminist Theories** **Indigenous Theories**	Payne, 2016 - Chapter 11 & 12 Community Toolbox, Center for Community Health and Development, University of Kansas, World Health Organization Collaborating Centre for Community Health and Development

		Visit Chapter 3: Assessing Community Needs and Resources using the following link http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources
		University of Calgary. (2017). Together in a good way: A journey of transformation and renewal, Indigenous Strategy. Calgary, AB. https://live-ucalgary.ucalgary.ca/sites/default/files/teams/136/Indigenous%20Strategy_Publication_digital_Sep2019.pdf
		Lazzari, M. M., Colarossi, L., & Collins, K. S. (2009). Where have all the feminist leaders gone? *Affilia*, 24, 348–359. doi:10.1177/0886109909343552 https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0886109909343552
October 22, 2020	**D2L** Group work and Asynchronous Time	**log Post Reply – Theory identification Peer Feedback**
October 29, 2020	**Class 5** Anti-oppressive Practice Critical and Postmodern Theories Psychodynamic Theories Cognitive-Behavioural Theories Humanistic Theories	Payne, 2016 - Chapter 13 & 14 Sakamoto, I. (2007). An anti-oppressive approach to cultural competence. *Canadian Social Work Review, 24*(1), 105-114. http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/41669865 Kamizaki, K. (2013). Linking community organizing with policy change initiatives: Implications for future community practice in Toronto. Social Planning Toronto, Toronto, ON. https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/239672 Lawler, J., & Bilson, A. (2013). *Social work management and leadership: Managing complexity with creativity*. New York, NY: Routledge. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=460263 Irizarry, C., Gameau, B., & Walter, R. (1993). Social work leadership development through international exchange. *Social Work in Health Care*, 18, 35–46. doi:10.1300/J010v18n03_04 https://doi-org.ezproxy.lib.ucalgary.ca/10.1300/J010v18n03_04
November 5, 2020	**Class 6 Structural**	**Panel Discussion**
November 8-14, 2020	**Fall Break**	No Classes

November 19, 2020	Class 7	Panel Discussion
November 26, 2020	D2L Group work and Asynchronous Time	Final Reflections
December 3, 2020	Class 8 Course wrap-up and moving forward	Panel Discussion Assignment 3 Due at 11:59 PM

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

Email Communication

- Email communication is a form of professional communication and reflects a culture of respect and professional mannerism. ***Students are expected to adhere*** to professional codes of conduct when communicating via email with their peers as well as their instructors
- As per the university policy, please note that all communication with the instructor ***must be done through the U of C email address***, and the instructor maintain the rights not to respond to communications through personal email addresses
- Please allow up to ***48 hours*** for response time to your email communications

The instructor will ***not respond*** to email communications during weekends or official holidays

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment				
Assignment	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcomes
Assignment 1	**Weekly Reading and Engagement** The purpose of this assignment is to engage students in active participation during synchronous and asynchronous sessions, and to develop their critical reflections and reflexivity of assigned course readings. Grades will be based on student's submission of five K-W-L Charts. In particular, students will be expected to contribute new insights and critique, to weekly readings as well as connections to their field of practice and theory development. Read and complete the K-W-L Chart for the weekly required readings. Submit a K-W-L Chart on the days listed in the next column. The K-W-L Chart will be posted in D2L for ease to download. Each assignment is one page in length. References are based on assigned readings. Additional references as appropriate based on critical reflections. **Submit through DROPBOX in D2L.**	**September 24, October 1, 15, 29; November 5 11:59 pm**	**4% x 5=20%**	**1-5**
Assignment 2	**log Post Reply – Theory identification Peer Feedback** Students will participate in three (3) discussion board activities. Students will choose a new Social Work theory each submission day to discuss on D2L and respond to one (1) post shared by another student. Responses should be constructive and critical, provide a new perspective or insight, and pose a question for further reflection. As a leader developing your own skills in social work theories working within your cohort you will be required to provide feedback. This assignment provides multiple benefits such as you have the opportunity to give and receive constructive peer feedback from two colleagues. This assignment also provides you with an opportunity to learn about how others understand theory and its' application. Finally, you will receive feedback from more than one source so that you can see how your work is being received by others. You will be graded on the feedback that you provide to each of the two colleagues. Your feedback will be constructive, highlighting the strengths of your	**September 17, October 8 & 22 11:59 pm**	**3 posts at 10% each= 30%**	**1-6**

	colleagues' work in each of the six following areas identified below and also ideas/comments/suggestions for how your colleagues could strengthen their work. 1. Identification of a theory, 2. Understanding of/description of the theory, 3. How/why the theory relates to social work practice, 4. Rationale for use of the theory with a specific population (literature justification), 5. Application – how would you apply this theory into practice and 6. Critique. **Length: 500 to 600 words Format: Discussion post References: Minimum of two (2) resources, cite according to APA 7th Edition. Submit through D2L**			
	Part A (30%) For your final assignment you are asked to use the three social work theories that you have discussed in your D2L submission and demonstrate your knowledge and application of its use in social work practice. Using a case study, provided by the instructor on D2L, you will develop a process based on the three theories chosen and apply each lens separately to the case study example. This will provide you the opportunity to consider the same case study from a variety of lenses and include the following information: 1. Identification of a theory, 2. Understanding of/description of the theory, 3. How/why the theory relates to social work practice, 4. Rationale for use of the theory with a specific population (literature justification), 5. Application – how does this theory help to explain the challenge experienced in the case study, how would you apply this case study in practice and 6. Critique. **Submit your process (visual) as well as a 1250-word summary with references in APA 7th edition. Submit through DROPBOX.** **Part B (20%)** Panel Presentation You will receive 20 minutes to present your process to the class and facilitate a discussion. on one of the following dates November 5, 19 or December 3.	December 3 **11:59 PM** November 5, 19 or December 3.	**50%**	**1-7**

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS
- Students are expected to attend class, read assigned required readings, to be fully present and engaged in class activities and discussions, and adhere to class requirements and expectations as well as follow social work's ethical guidelines and professional codes of conduct in their class participation and engagement.
- Students are expected to work together on their group projects and assignments are to be submitted on time.
- Make up assignments are subject to the instructor of the section and it is the student'

GUIDELINES FOR SUBMITTING ASSIGNMENTS
- Please submit all assignments electronically through their respective Dropbox in D2L.
- Assignments may be submitted in Word.
- Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2).
- Assignments are due before midnight on their due date.
- Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS
- Assignments and papers are to be submitted on time, absolutely ***NO extensions***, unless legitimate reasons are provided and supported by official documentation.
- Late assignments will be accepted only in exceptional circumstances and at the discretion or the instructor.
- Late assignments will be ***downgraded by 2%*** of the assignment grade ***per day*** including weekends, holidays and study weekdays.
- There is a ***seven-day*** maximum limit by which to accept late assignments where students have not asked for extension. No assignments will be accepted beyond this seven-day limit.

EXPECTATIONS FOR WRITING
- Throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria.
- All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization.
- All submitted work **must follow proper APA format within the text and in the reference list** Failure to do so will result in significant deduction of grades.
- If you need writing support, please connect with the Student Success Centre, at: https://www.ucalgary.ca/student-services/student-success/writing-support

ACADEMIC MISCONDUCT
It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: https://www.ucalgary.ca/pubs/calendar/current/k.html

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 **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average 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. Note: 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	2.0		65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0		50 – 54
F	0.0		Below 50

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. An effort will be made to do regular check in at different stages of the course during the term.

ADDITIONAL SUGGESTED READINGS

In addition to the required readings, students are encouraged to further expand their readings as relevant to their theoretical and practice frameworks.

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/ . 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) 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

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**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**