



Course & Session Number	SOWK 604 S04	Classroom	Online
Course Name	Advanced Practice Theories in Context		
Day(s) & Time	September 7th – October 15th, 2021 Mondays and Wednesdays from 6:30-8:30PM		
Instructor	Megan Mierau, MSW, RSW		
U of C E-mail	mmierau@ucalgary.ca	Office Hours	By appointment

SYLLABUS STATEMENT

Theoretical models, philosophical frameworks and ethical foundations of social work practice are examined and assessed as a means to facilitate change. The role and relationship of social work and social welfare, including its development and current practice in historical, economic, political, social and cultural contexts are examined.

COURSE DESCRIPTION

This course will explore and examine various theories and clinical social work methods, assessing their underlying assumptions, values and claims to effectiveness. Students 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 and social contexts that may transcend particular or convenient dichotomies. Students will incorporate comparative approaches to change into their professional social work practice frameworks and identities.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Bolton, K., Hall, J., & Lehmann, P. (Eds.). (2021). *Theoretical perspectives for direct social work practice*. (4th ed.). Springer Publishing Company.

Additional required readings will be posted to the D2L course site.

RECOMMENDED READINGS

Logan McCallum, M.J., & Perry, A. (2018). *Structures of indifference: An Indigenous life and death in a Canadian city*. University of Manitoba Press.

LEARNING TECHNOLOGIES AND REQUIREMENT

This is an online course. A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

The Advanced Practice Core curriculum consists of 4 theme courses, SOWK 600, 602, 604, and 606, which will explore core elements of social work knowledge and practice within the specializations. This curriculum will examine social justice, research strategies, social work practice models, and public policy with the intent of further developing student’s unique social work perspective and strengthening their social work identity and personal practice framework.

CLASS SCHEDULE

*Please note that the University of Calgary recognizes Thursday, September 30, 2021, as the National Day of Truth and Reconciliation. This is a federal holiday. University operations are closed on this day.

DATE	TOPIC	NOTES / REQUIRED READINGS
Wednesday, September 8, 2021 6:30 – 8:30PM	<ul style="list-style-type: none"> Welcome & Introductions Review of Syllabus and assignments for SOWK 604 <p>The Generalist – Eclectic Approach to Direct Practice Critical theories</p>	<ul style="list-style-type: none"> Bolton, K., Hall, J., & Lehmann, P. (2021), Chapters 1, 15, 16 &17 Additional recommended readings may be posted to D2L
Monday, September 13, 2021 6:30 – 8:30PM	<p>Practice Frameworks Worldview Metatheories</p>	<ul style="list-style-type: none"> Bolton, K., Hall, J., & Lehmann, P. (2021), Chapters 3, 4, 5, & 6 Additional recommended readings may be posted to D2L

Wednesday, September 15, 2021 6:30 – 8:30PM	Zoom meetings for Group presentation assignment	
Monday, September 20, 2021 6:30 – 8:30PM	Psychodynamic Approach Attachment Theory Cognitive Behavioural Theory	<ul style="list-style-type: none"> • Bolton, K., Hall, J., & Lehmann, P. (2021), Chapters 7, 8,9, 10 & 11 • Additional recommended readings may be posted to D2L
Wednesday, September 22, 2021 6:30 – 8:30PM	Zoom meetings for Group presentation assignment	
Monday, September 27, 2021 6:30 – 8:30PM	Client Centered Theory Emotion focused therapy Mindfulness Based Approaches	<ul style="list-style-type: none"> • Bolton, K., Hall, J., & Lehmann, P. (2021), Chapters 12, 13 & 21 • Additional recommended readings may be posted to D2L
Wednesday, September 29 th 6:30 – 8:30PM	Zoom meetings for Group presentation assignment Note: Annotated Bibliography due on October 1, 2021, at 11:59PM	
Monday, October 4, 2021 6:30 – 8:30PM	D2L – No Zoom Session on this date Discussion question will be posted as per assignment – due on this date by 11:59PM Narrative Therapy Solution Focused Therapy	<ul style="list-style-type: none"> • Bolton, K., Hall, J., & Lehmann, P. (2021), Chapters 18 & 20 • Additional recommended readings may be posted to D2L
Wednesday, October 6, 2021 6:30 – 8:30PM	Zoom meetings for Group presentation assignment	
Monday, October 11, 2021	HOLIDAY – No class on this date	
Wednesday, October 13, 2021 6:30 – 8:30PM	Group presentations – Application of Theory to Clinical Practice	

	Note: Major paper due on October 17, 2021 at 11:59PM	
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ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

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) for your best learning experiences. 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.

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

Assessment Method	Assessment Description & Criteria	Due Date	Weight
Individual Assignment:	A discussion board will be opened on D2L on the date of October 4, 2021. A reflection question will be posted in response to a video regarding the course	October 4, 2021 at 11:59PM	5%

<p>Discussion participation on October 4, 2021</p>	<p>material that students will be asked to watch. Students will be asked to participate and respond to the initial reflection question or other students in the discussion board. Students will receive a grade based on participation.</p>		
<p>Individual Assignment: Annotated Bibliography</p>	<p>Each student will submit an annotated bibliography listing 6 peer reviewed, academic sources. Students are asked to identify 2 theoretical perspectives and annotate 3 articles per theory. This assignment is intended to provide students with an opportunity to explore, understand, describe and differentiate theories and clinical social work methods.</p> <p>Length: 6- 8 pages not including title page or references, Times New Roman, 12-point font, 1" margins, double- spaced, APA format (7th ed.)</p>	<p>October 1, 2021 at 11:59PM</p>	<p>25%</p>
<p>Group Assignment: Application of theory to clinical practice Class Presentation</p>	<p>Students will be assigned to a group and will collaborate to create a 20 minute presentation to be delivered during the last class. Students will meet with their assigned group via zoom on designated Wednesday classes. Students are expected to complete additional tasks for this assignment outside of Wednesday classes. Groups will submit their chosen topic to the Instructor for approval.</p> <p>The group will choose one social work theory and one social work issue/population. Review a minimum of five academic sources discussing the theory AND five research articles on discussing the application of the theory with the chosen issue/population</p> <p>The group will create a PowerPoint (or similar) presentation briefly describing the key concepts and underlying assumptions of the theory. The presentation will provide a brief introduction to the chosen issue/population and the role for clinical social workers.</p> <p>Explain the main principles, advantages and disadvantages of using this theory with the chosen issue/population</p> <p>Explain how to apply the theory in direct social work practice, including: engagement, assessment, intervention, and evaluation for your chosen population/issue. Provide concrete examples.</p>	<p>October 13, 2021 – in class</p>	<p>30%</p>

	<p>Include a minimum of two clinical resources (for the social worker or for the client) for the use of the theory with the population.</p> <p>Creativity is encouraged.</p>		
<p>Individual Assignment: Social Work Clinical Practice Framework (Academic and Reflective combined) Paper</p>	<p>This paper will be a combination of academic writing and first person narrative. It will provide students an opportunity to articulate their theoretical orientation for advanced social work practice. The paper will include a minimum of eight academic sources.</p> <p>This paper will present a robust understanding of the student’s theoretical practice framework for clinical social work practice. The paper will identify and discuss a metatheory that contributes to the foundation of the student’s practice framework and two direct practice theories the student will incorporate into the approach to practice. The paper will explore the main theoretical constructs, historical contexts, strengths, limitations, ethical and cultural implications, and empirical support for each theory.</p> <p>The paper will explore how each theory address 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.</p> <p>The paper will include a first person narrative identifying elements of the student’s worldview that influenced the choice of the theories and a discussion of the congruence between the assumptions that underlie the theories and the student’s values.</p> <p>Length: 10 to 12 pages not including title page or references, Times New Roman, 12-point font, 1” margins, double- spaced, APA format (7th ed.)</p>	<p>October 17, 2021 at 11:59PM</p>	<p>40%</p>

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

It is expected that students attend class and actively participate in the group assignments. If students are not able to actively contribute to the group assignment, it is important that they let their group and instructor know ASAP.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox in D2L. 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

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

EXPECTATIONS FOR WRITING

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. Sources used in research papers must be properly documented and referenced in APA format. 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: <http://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 **Graduate 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	Very Good Performance	90-94
B+	3.3	Good Performance	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	80-84

		as computed at the end of each year of their program.	
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	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		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.

ADDITIONAL SUGGESTED READINGS

Will be posted to D2L

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.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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.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 AND GENDER-BASED 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

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