



Course & Session Number	SOWK 410 B01, B02, B03, B04	Classroom	Field Placement
Course Name	Practicum I		
Dates and Time	Start of Practicum: Tuesday, September 6, 2022 End of Practicum: Wednesday, December 7, 2022 (approximate) Dates and Time: 300 hours, typically Tuesday - Thursday each week Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	B01: Sarah Winstanley, MSW, RSW B02: Olufunmilola Emiko, MSW, RSW B03: Erin McFarlane, MSW, RSW B04: Jolene Wright, MSW, MHSX, RSW	Office Hours	As requested
UCalgary E-mail	slwinsta@ucalgary.ca olufunmilola.emiko@ucalgary.ca erin.mcfarlane@ucalgary.ca jolene.wright@ucalgary.ca	UCalgary Phone	Please contact instructor via email

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion, and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving, and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Application of conceptual framework, experience, knowledge and skills within a specific practice setting.

COURSE DESCRIPTION

This course supports students' preparation for entry-level professional social work positions. Students have opportunities to apply generalist knowledge, values, and skills in purposeful and ethical ways through participation in actual practice situations. Emphasis is placed on integrating theory and practice, and on personal and professional development.

Field practicum placements are intended to provide students with generalist social work practice learning experiences. Students are expected to develop knowledge and skills at both the micro and macro levels. Each student is assigned a Faculty Liaison. As the teacher-of-record, the liaison facilitates the seminar that accompanies the course and is ultimately responsible for student evaluation. Each student also has a Field Instructor, who is the agency-based social worker from whom the student receives formal supervision, as well as indirect guidance and feedback throughout the practicum. Students' learning in the field is structured to attain five Practice Objectives (see following pages).

Early in the practicum placement, the student, in consultation with the Field Instructor and Faculty Liaison, develops activities designed to facilitate each objective's achievement. The Field Education Manual and IPT Instructions Booklet contain documents related to various components of the practicum course (e.g. the Learning Agreement, evaluation). Students are encouraged to review the Field Education Manual and IPT Instruction Booklet found online at: <https://socialwork.ucalgary.ca/field-education/policy-manual-other-documents>.

Course hours: 300 hours within one term.

Pre-requisite(s): completion of all required 300 level Social Work courses.

Co-requisite(s): SOWK 411: Integrative Seminar I.

COURSE LEARNING OUTCOMES

Students are expected to exhibit competency in each of five Practice Objectives. These practice objectives are closely aligned with all Program Level Outcomes (PLOs) of the BSW Program. Upon completion of this course students will be able to:

Outcome 1: Professional Social Work Identity

Learners develop a professional identity in accordance with the values and ethics of the social work profession (PLO 1, 2, 3):

- Demonstrate and articulate a professional identity in accordance with the values and ethics of the social work profession
- Practice with integrity and demonstrate professionalism in the practicum setting
- Demonstrate an understanding of the CASW Code of Ethics and the ACSW Standards of Practice
- Use the CASW Code of Ethics and ACSW Standards of Practice to guide practice and to identify ethical dilemmas in practice and apply ethical decision-making processes
- Develop professional relationships and demonstrate respect for clients, research participants, colleagues, administrative personnel, and other stakeholders
- Work with clients in ways that respect their right to make independent decisions and participate actively in the helping process
- Follow professional and agency protocols for protecting confidentiality
- Develop processes for reviewing and evaluating practice

Outcome 2: Generalist Practice

Learners demonstrate knowledge and skills of generalist practice, using a variety of social work roles (PLO 9):

- Perform generalist practice roles across settings and populations
- Communicate effectively in both oral and written formats
- Demonstrate the ability to effectively engage others
- Complete comprehensive social work assessments
- Demonstrate professional planning and goal setting skills
- Intervene effectively at the individual, group, family, organizational and/or community level
- Collaborate effectively with social work colleagues and professionals from other disciplines
- Evaluate outcomes and services provided
- Recognize and effectively address termination issues

Outcome 3: Reflective Practice

Learners practice reflectively and apply methods of critical thinking and inquiry to their social work practice (PLO 5, 6, 10):

- Consider the impact of their personal culture, values and beliefs on practice
- Describe areas for personal and professional development
- Identify issues and social structures that influence them, and clients/communities served
- Articulate how various forms of knowledge and different research methods contribute to social work practice
- Identify and critically evaluate theories used to inform their social work practice
- Discuss practice, organizational or project constraints or limitations
- Use supervision effectively

Outcome 4: Competence with Diversity

Learners demonstrate knowledge about and ability to provide effective service to diverse clients or communities (e.g., diversity of race, class, age, gender, religion, culture, sexual orientation, age, ethnicity, national origin, ability) (PLO 4):

- Demonstrate knowledge about and ability to provide effective service to diverse clients or communities

- Identify how personal and social factors influence professional practice with diverse clients and communities
- Identify and challenge their own assumptions, views and stereotypes regarding diversity
- Describe how they show respect for and work effectively with diverse populations
- Analyze how the practicum setting responds to the needs of diverse clients or communities
- Adapt generalist practice models to meet the needs of diverse individuals or communities

Outcome 5: Social Policy and Social Justice

Learners understand how social policies, in various forms, influence the services provided by the agency and, ultimately, clients and communities. Learners understand various forms of oppression and use anti-oppressive frameworks as a basis for practice (PLO 3, 4, 7, 8, 10):

- Demonstrate and understanding of how social policies influence the services provided by the agency and ultimately clients and communities
- Articulate an understanding of oppression and use anti-oppressive frameworks as a basis of their practice
- Describe the field agency including its relevant history, organizational structure, policies, funding sources, key stakeholders, and roles in the community
- Identify how historical and/or current dynamics and the impact of oppression on populations being served by the practicum site
- Describe the role of the social worker within a society that perpetuates systemic oppression
- Identify systemic barriers in the organization and/or community that perpetuate oppression and social injustice
- Advocate for change and justice at the micro, mezzo and macro levels or practice
- Discuss potential social action strategies

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

A textbook is not required for this course.

Readings may be assigned by field instructors throughout the placement.

Please refer to the Field Education Manual: <https://socialwork.ucalgary.ca/field-education/policy-manual-other-documents>

The Learning Agreement and all other forms relating to practicum, including practicum evaluation forms, are available for students, field instructors, and faculty liaisons to complete online through the IPT (Intern Placement Tracking) system: <http://www.runiptca.com>. IPT instructions and login information will be provided at the beginning of the term by e-mail. Please contact Wendy Sera (wendy.sera@ucalgary.ca) if you do not receive this information.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A laptop, desktop or mobile device with Internet access, microphone and speaker is required for mid-term and final evaluation meetings and to complete the practicum forms in IPT.

RELATIONSHIP TO OTHER COURSES

BSW field education is intended to be consistent with and complementary to the classroom-based coursework of the BSW curriculum. SOWK 410 is taken in conjunction with, and is directly linked to, Integrative Seminar I (SOWK 411).

CLASS SCHEDULE

Important Dates for Fall 2022:

- Start of Term: Monday, August 29, 2022
- Labour Day, no classes: Monday, September 5, 2022
- Fee deadline: Friday, September 23, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Remembrance Day, no classes: Friday, November 11, 2022
- Term Break, no classes: Sunday - Saturday, November 6 - 12, 2022
- End of Term: Friday, December 23, 2022

Course Schedule:

Date	Topic	Readings/Assignments Due
On or before 75 hours	Preliminary Impressions due	(on IPT system)
On or before 75 hours	Learning Agreements due	(on IPT system)
Close to 150 hours	Mid-Course Evaluation due	(on IPT system)
Close to 300 hours	Final Evaluation due	(on IPT system)

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom 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.

ASSESSMENT COMPONENTS

Evaluation of students in practicum is considered an ongoing process intended to highlight students' strengths and learning needs. Formal assessment of students' needs and progress occurs at the

beginning, middle, and end of the placement. Evaluation processes and policies for SOWK 410 are detailed in the Field Education Manual. Briefly, these are:

- **Learning Agreement:** During the first two to three weeks in practicum, the student, in consultation with the field instructor, develops a plan for development toward achieving the five practice objectives of SOWK 410. The plan, approved by the faculty liaison, is tailored to the practicum setting as well as the student's particular learning needs and interests, and includes activities the student will undertake to learn and demonstrate competence in the objectives. The learning agreement serves to guide the focus of the practicum and helps the field instructor and student clarify respective responsibilities and expectations. Learning agreements are intended to be working documents. That is, with the agreement between the student and field instructor (and approval of the faculty liaison), activities can be modified, added, or removed as the practicum progresses and the student's learning interests and needs become clearer.
- **Preliminary Impressions:** Field instructors and students are asked to evaluate preliminary impressions of the practicum by the end of the third week. Recording preliminary impressions is intended to support the student's development of reflective self-evaluation, and to facilitate discussion of the student's strengths and potential areas of concern.
- **Mid-Term Evaluation:** At about the halfway point in the practicum, a written mid-course report is prepared by the student and field instructor and reviewed by the faculty liaison. A determination regarding whether the student is meeting or failing to meet practicum requirements at mid-course is made.
- **Final Evaluation:** At the end of the practicum (near or upon completion of required hours), a written final practicum report is prepared by the student and the field instructor and reviewed by the faculty liaison. A determination regarding whether the student has met or failed to meet practicum requirements is made. The completed evaluation forms are due at the end of term.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- **Term Breaks:** Students and field instructors are encouraged to discuss the student's schedule for the university breaks, including the week-long term break in November. These breaks are a part of our campus mental health strategy, and our policy is that students are not expected to attend practicum during these times. Students and field instructors may negotiate for the student to continue in practicum during some or all of this break, or to be off from practicum during this break, depending on what works best for everyone involved.
- **Illness, Unavoidable Absences and Holidays:** Students must notify the field instructor as soon as possible about unexpected absences from practicum. When a statutory holiday occurs on a practicum day and the practicum office is closed, the student is expected to make up the time during the semester. Students should not attend practicum if they are ill, to prevent contagion. Students will need to make-up practicum time for an absence due to illness or any other reason, except for cases of widespread pandemic or other community emergency situations. In such

situations, please consult the Field Education Coordinator/Associate Director of Field Education for pandemic or emergency-related policies and procedures.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please complete all forms electronically on the IPT system. Discuss with your faculty liaison if completion of these forms will be after the due date.

EXPECTATIONS FOR WRITING

All writing is expected to be written to social work professional standards. 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

The faculty liaison, as instructor-of-record, has final responsibility for assigning student grades. Students receive a CR (Completed Requirements) or F (Fail) as a grade for this course. 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, and such concerns should be discussed with the faculty liaison immediately. 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 a field practicum course normally will be required to repeat both the field practicum course and the corresponding integrative seminar course.

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.

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's [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the

[Copyright Act](#) 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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