



**Fall 2022**

<b>Course &amp; Session Number</b>	<b>SOWK 411 S06</b>	<b>Classroom</b>	<b>D610</b>
<b>Course Name</b>	<b>Practicum 1</b>		
<b>Dates and Time</b>	Start of Classes: September 10, 2022 End of Classes: December 3, 2022 Dates and Time: Fridays 09:00-11:50 am. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Jody Francis MSW, RSW	<b>Office Hours</b>	Fridays 12:00-1:00pm
<b>UCalgary E-mail</b>	<a href="mailto:jody.francis@ucalgary.ca">jody.francis@ucalgary.ca</a>	<b>UCalgary Phone</b>	Please use 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.

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](#).

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

## **SYLLABUS STATEMENT**

Integration of theory and practice within the context of the field practicum.

## **COURSE DESCRIPTION**

Through in-class discussions, reflective writing, lecture, and supplemental readings, this course will facilitate students' integration of prior learning into their practicum experiences. Students will enrich classroom learning by participating in both small and large group collaborative discussions about professional issues, practice situations, and ethical dilemmas both in person and asynchronously online. Students are encouraged to integrate knowledge and skills from generalist practice frameworks into their own developing practice framework. This will be done by critically reflecting on their practicum experiences.

Emphasis will be placed on integrating social work practice methods with personal and professional development. Students will be expected to:

- Present and discuss practice experiences from their field placement settings using knowledge about social work theory and practice
- Critically reflect upon practice experiences
- Engage in a collaborative learning process
- Demonstrate competence in their ability to identify, apply, critique and evaluate theories and conceptual frameworks while in their practice setting
- Maintain confidentiality within both their practicum and classroom spaces

Co-requisite: SOWK 410

## **COURSE LEARNING OUTCOMES**

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

1. Critically reflect on the self they bring to social work practice.
2. Identify, apply, and reflect on their developing social work knowledge, values, and skills in the areas of generalist practice, reflective practice, competence with diversity, social policy and social justice, and professional identity.
3. Demonstrate beginning social work practice skills in the areas of engagement, assessment, planning, implementation/intervention, evaluation, and termination within the particular area(s), population(s) or context of their practicum.
4. Critically assess social work practice experiences through self reflection, peer review, constructive feedback and consultation.
5. Examine, critically reflect on and discuss the applications of theory in practice and the suitability of various practice methods to particular contexts, populations, or practice situations.
6. Consider and apply the CASW Code of Ethics in their social work practice and discussions.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook for this course. Students will need to access various kinds of resources for their assignments – please see details below.

### 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, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

## RELATIONSHIP TO OTHER COURSES

The emphasis of SOWK 411 is on practice; that is, social work in action. Because students are expected to apply knowledge, skills and values to specific situations, this course can be related to all other BSW courses. The seminar is taken concurrently with, and is directly linked to, the Practicum I: Introductory field practicum (SOWK 410).

## CLASS SCHEDULE

### **Important Dates for Fall 2022**

- Start of Term: Monday, August 29, 2022
- End of Term: Friday, December 23, 2022
- Fee deadline: Friday, September 23, 2022
- Labour Day, no classes: Monday, September 5, 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

For your convenience, we have put the due dates for both SOWK 410 and 411 in the following table:

<b>Date</b>	<b>Topic</b>	<b>Assignments Due</b>
September 9	Orientation; BRAVING and Engaged Feedback	
September 16	Generalist Practice & Learning Agreement	
September 23	Approach, Theory, Model, & Method; Practice IPT Loop	
September 26		Preliminary Impressions due in IPT
September 30	No class: Truth and Reconciliation Day	
October 3		Learning Agreement due in IPT
October 7	Asynchronous Activities (D2L) – must be complete by October 13.	
October 14	Engagement & Assessment;	IPT Loop #1

	IPT Loop	
October 21	Sharing Circle	
October 23-26		Midterm Evaluation due in IPT
October 28	Planning & Intervention; IPT Loop	IPT Loop #2
November 3		Book Talk due in D2L
November 4	Asynchronous activities (D2L) – must be completed by November 17.	
November 11	No class: Remembrance Day	
November 18	Evaluation & Termination; IPT Loop	IPT Loop #3
November 25	Sharing Circle	
December 2	Wrap up; Preparing for Senior Practicum	
December 5-7		Final Evaluation due in IPT
December 9		Self Assessment due in D2L

### ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

#### GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

If external factors necessitate a switch to 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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

### ASSESSMENT COMPONENTS

**Assignment 1: Book Talk (35%) – Selections due September 19; video/audio submissions due (uploaded to D2L) by 11:59 pm November 3, 2021.**

Aligned Course Learning Outcomes: 1, 2, 4, 5, 6

Assignment Description: This assignment is intended to invite focused reflection on the self students are bringing to practice. Each student will select a resource (book, report, podcast series) from the provided list (available on D2L). As this decision is made, students are encouraged to choose a resource from the list that speaks to a personal or professional growth edge. Students will advise their instructors of their choice via email by September 19<sup>th</sup>.

After reading and reflecting on the resource, students will prepare a book talk for video or audio submission. The book talk should be 8-10 minutes in length (really - no longer than 10 minutes!) and address the following questions:

- What is this resource about? (This section should be no more than 2 minutes).
- For whom, or in what situations, would this resource be useful?
- In your experience, how does the resource connect (or not) with the theory and practices of social work?
- How did/will your practice change because of interacting with this resource?

Assessment Criteria: Book talks will be assessed for their adherence to and accomplishment of the assignment criteria, evidence of critical thinking and reflection, clarity of communication. Please see rubric in D2L for further information.

**Assignment 2: Integration of Theory and Practice (ITP) Loops (45 %, or 15% each) – Due by 11:59 pm Oct. 14, 28, & Nov. 18.**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

Assignment Description: The intent of this assignment is to engage in reflective, collaborative social work practice using a combination of the ITP Loop and Peer Consultation. The ITP Loop is a model that allows social workers to deconstruct their practice and break it down into its component parts. At first glance, our practice appears holistic and intuitive, but it can be unraveled and articulated with much greater detail. Practice itself is a combination of listening, feeling, thinking, and acting in which all these processes occur simultaneously. The ITP loop allows us to take a closer look at these processes with the goal of integrating social work theory and the field education experience.

The ITP Loop consists of the following phases: retrieval (remembering a practicum situation), reflection, linkage and professional response.

Over the semester, each student will engage in this in-class exercise four times (three of which are graded).

*Step 1: ITP Loop Process and Write-up*

Students will apply the ITP loop (see steps below) to a practicum experience and submit it to the instructor in class or via email. The submission should be made up of the following sections:

1. Retrieval - Recall salient facts of a recent practice experience. In a paragraph or two, briefly describe a significant experience that has taken place in your practicum setting. In telling the story, position yourself as the author using the first person. Things to share may include: interactions with significant others, links between present and past experiences, feelings, ideas or meaning making that occurred. As relevant, include the intellectual, spiritual, social, physical, and aesthetic dimensions in the telling of the story.
2. Reflections - Recall your thoughts and feelings about the situation. Focus on the subjective beliefs and attitudes, personal experiences, and cultural world views that are relevant to the situation.

Identify how these factors influenced your interaction.

3. Linkage - Identify the key actions you took and explain how you chose those actions. Which practice models, practice wisdom, learned techniques or skills did you consider/use?
4. Professional Response – consider whether your response was selected through deliberate or intuitive use of reflection and linkage. Do you feel that your response was effective, appropriate, or sufficient? What could you have done differently? How may that have impacted your work? What did you learn about social work practice?
5. Questions to Peers – What 1-3 questions do you have for your peers about this practice experience? What did you learn about your practice from the peer consultation?

*Step 2: Providing Feedback to Others*

In class, students will be asked to share their ITP loops in a small group. Students are expected to offer helpful, supportive, and resourceful consultation and feedback to their peers.

Students are to submit a copy of the ITP loop to the seminar instructor in class or by the evenings of October 14, 28, and November 18.

Assessment Criteria: ITP Loops are assessed on the linkages made and explained between theory and practice, evidence of critical thinking, quality of questions asked of peers, clarity of communication, and participation in the entirety of the process (i.e., writing, consultation, providing feedback, and write up of feedback received). The first loop done on September 23<sup>rd</sup> will receive feedback from instructors but is not graded.

**Assignment 3: Participation in class and online learning opportunities (20%) – Due to instructor (via D2L) by 11:59pm December 9, 2022.**

Aligned Course Learning Outcomes: 1, 3, 4.

Assignment Description:\* The participation grade reflects your dedication to being an active learner in the different components of the course. The participation grade will be allocated based on your ongoing participation in class discussions. We will be using the BRAVING acronym to guide our learning, and you are encouraged to participate fully by using the engaged feedback format. These concepts will be reviewed in class. We will also use a sharing circle format. Sharing new ideas, giving feedback, and raising issues and questions related to your field experience is encouraged. Participation experiential fieldwork, peer responses, and other online discussions is also included here.

You are requested to write a 250 word self assessment of your class participation for the term: Students should address criteria such as attendance; punctuality; engagement in discussions; level of sharing of practicum experience (new information, ideas, and learning); ability to pose questions; and respectful, professional behaviour in class. Students are asked to refer to participation guidelines above and could briefly discuss how their in-class contributions have demonstrated relevancy, quality, depth, and integration of theory. Students should be prepared to provide examples of how they have contributed in

the above noted areas.

Assessment Criteria: Participation in class discussions will make up 8%, participation in online activities and discussions will make up 8%, and the self assessment will make up 4% of the total 20%.

\*Adapted, with gratitude, from L. Hilsen, (2021).

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. If you are unable to attend class or participate in an activity, please contact the instructor to discuss make-up options.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

The method of submission varies by assignment – please read the assignment descriptions above carefully. Please submit all assignments in Word format, and name them as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm 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 submitted after the deadline may be penalized with a grade reduction.

### **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 7<sup>th</sup> edition 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 [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

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	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	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

To support students in their exploration of the generalist practicum model, additional videos and readings have been uploaded to D2L. Students are encouraged to make use of these resources to deepen their understanding, implementation, and critique of the model as needed.

### 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