



Fall 2022

Course & Session Number	SOWK 660 A B03	Classroom	N/A
Course Name	Advanced Practicum		
Dates and Time	As arranged with practicum site for Fall 2022 and Winter 2023		
Instructor	Marcia McKay MSW, RCSW	Office Hours	As Requested,
UCalgary E-mail	Marcia.mckay2@ucalgary.ca	UCalgary Phone	Email Instructor

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](#).

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

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

Refer to the Field Education Policy Manual for additional information relating to the field practicum, including policies, procedures, and roles/responsibilities of all involved. The manual is available at: https://socialwork.ucalgary.ca/sites/default/files/Field_Education/Field_Education_Manual.pdf

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

COURSE LEARNING OUTCOMES

By the end of the practicum, students are expected to exhibit competency in each of five Practice Objectives. These Practice Objectives are closely aligned with all of the Program Learning Outcomes (PLOs) of the MSW Program. Briefly, the five objectives are:

- **Values, Ethics, and Professional Identity:** Learners demonstrate the ability to apply social work values adhere to CASW Code of Ethics & Guidelines for Ethical Practice, and analyze the role of ethics and values in clinical practice.
- **Advanced Clinical Practice:** Learners demonstrate advanced-level knowledge and skills to a specialized practice area
- **Collaborative Practice:** Learners demonstrate the ability to develop collaborative and supportive professional relationships
- **Linking Research to Practice:** Learners understand and appreciate different ways of knowing and effectively use or apply research to guide practice
- **Diversity, Oppression, and Social Justice:** Learners demonstrate an appreciation and critical analysis of human diversity, the dynamics and intersections of oppression, and the implications of social and economic injustice. They will demonstrate the ability to work effectively with diverse individuals and groups within a clinical context using an anti-oppressive framework, and advocating for change at individual, organizational, and systemic levels

Details about each objective are provided below.

PRACTICE OBJECTIVE 1: Values, Ethics, and Professional Identity

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

- Integrate social work values and professional Ethics and guidelines within a clinical context.
- Identify how personal and professional values impact their clinical practice.

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

PRACTICE OBJECTIVE 2: Advanced Clinical Practice

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

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

PRACTICE OBJECTIVE 3: Collaborative Practice

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

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

PRACTICE OBJECTIVE 4: Linking Research to Practice

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

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

PRACTICE OBJECTIVE 5: Diversity, Oppression, and Social Justice

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

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

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

No required textbook

Required readings for weekly seminars on D2L

Use APA (7th edition) formatting for citations

(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

Students are required to be familiar with the information found in the Field Education Manual which is available at:

https://socialwork.ucalgary.ca/sites/default/files/Field_Education/Field_Education_Manual.pdf

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

PRACTICUM STRUCTURE AND IMPORTANT INFORMATION

Each student has a Field Instructor(s) who provides orientation to the field setting, assigns and directs practice activities, provides supervision and opportunities for integrating theory with social work practice, and evaluates the student's progress and learning.

Students are assigned a FSW Faculty Liaison, or instructor of record, for the practicum course. The Faculty Liaison consults as needed with students and Field Instructor(s). They usually meet with the student and Field Instructor(s) at least twice (by Zoom, phone, or possible, face-to-face), typically once during the fall semester and once during the winter semester (or the half-way point). Your Faculty Liaison will also be the instructor for SOWK 662, Integrative Seminar.

PRACTICUM HOURS

Students are in practicum for a minimum of 500 hours starting in the fall term.

SCHEDULE AND ATTENDANCE

See the schedule below for important practicum dates. A specific practicum schedule is to be negotiated with the Field Instructor/agency, approved by the Faculty Liaison, and documented in the IPT system.

The student's time in practicum is spent according to the particular requirements of the setting and the learning needs of the student but must be consistent with the student's area of specialization (Clinical Practice).

Students are not expected to attend practicum when they are ill. In the event of illness, please contact your Field Instructor(s) as soon as possible to inform them that you will not be at your practicum due to

illness. For more extended absences from practicum (more than 2 days), please contact your Faculty Liaison as well. Students are responsible for arranging with the agency a convenient time to fulfill the remainder of the practicum hours to complete the course requirements.

EDUCATIONAL SUPERVISION

Educational supervision is an integral part of the field practicum as it provides opportunities (2 hours per week or 1 hour per 15 hours in practicum) for reflection, review, instruction, and feedback. Students are expected to prepare for and participate fully in the supervision, according to the requirements of the Field Instructor(s). This may be structured as individual and/or group sessions directed by your Field Instructor(s) and/or others depending on your placement. Educational supervision includes:

- Instruction: integration of knowledge, values, and skills with practice situations
- Supervision: case management and case/project supervision
- Feedback: on progress and professional development
- Other: instructional seminars/workshops as might be available

INTEGRATIVE SEMINAR (SOWK 662)

The integrative seminars are designed to promote collaborative learning, peer consultation, and integration of research, theory, and practice. Students discuss professional issues and practice problems while critically reflecting on experiences in the practicum. The context is collaborative, as students engage in furthering each other’s learning and professional growth and development. Seminar attendance and participation is crucial and expected. Refer to the SOWL 662 course outline for further details.

IPT ONLINE SYSTEM FOR COMPLETING PRACTICUM AND EVALUATION FORMS

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

Instructions and login information will be provided by the beginning of the term (e.g., during orientation or via email). Please contact Wendy Sera at wendy.sera@ucalgary.ca if you do not receive this information.

IMPORTANT DATES FOR PRACTICUM

First day of practicum (Standard start date)	September 12, 2022 (Or another date between August 29 – October 1, as confirmed by the Field Education Coordinator)
Learning Agreement due in IPT	October 3, 2022 (Or approx. 3 weeks after practicum start date)
Student/Field Instructor/Faculty Liaison meeting re: Learning Agreement	Between approx. October 3 and October 14, 2022

Term Break (no practicum unless student and field instructor agree for student to remain in practicum during this break)	November 6-12, 2022
Mid-course progress meeting (optional)	Between November 21 and December 8, 2022
Mid-course Evaluation due in IPT	This evaluation should be completed when the student has completed 250 hours in practicum and no later than December 8, 2022
Last day of practicum for Fall term (or as negotiated with Field Instructor)	December 8, 2022 (students may remain in practicum after this date and throughout winter break if they wish)
First day of practicum for Winter term (or as negotiated with Field Instructor)	January 9, 2023 (Students may start January 2 if desired)
Term Break (no practicum, unless student and field instructor agree for student to remain in practicum during this break)	February 19-25, 2023
Final Evaluation meeting with Student/Field Instructor/Faculty Liaison	On or before April 14, 2023
IPT Final Evaluation due (Practicum must be completed no later than this date)	By April 14, 2023

CLASS SCHEDULE

Fall 2022 Dates	Topics	Readings & Assignment Due Dates
Sept. 9 1-3:50 PM MT	Introductions- Practicum Orientation Mind, body, spirit, emotions: Maintaining balance as professionals. Developing self-care commitment	McCloy. (2019). Stress Management and Self Care Practices Among CSULB Social Work Graduate Students: A Quantitative Study. ProQuest Dissertations Publishing. Edwards, Janice Berry. "Cultural intelligence for Clinical Social Work Practice." Clinical Social

	Embracing cultural intelligence and justice for equity-deserving groups	Work Journal, vol. 44, no.3, 2015, pp.211-20, https://doi.org/10.1007/s10615-015-0543-4 .
Sept. 16 1 – 3:50 PM MT	Reflective Practice	
Sept. 23 1-3:50 PM MT	<p>Clinical Practice: Interdisciplinary Collaboration: Role of Social Work</p> <p>Navigating the mental health and addictions system</p>	<p>Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative health care teams. <i>Health & Social Work</i>, 41 (2),101-109. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=114833976&site=ehost-live https://academicoupcom.ezproxy.lib.ucalgary.ca/hsw/article/41/2/101/2356236</p> <p>Freedman, G. (2014). Weaving net-works of hope with families, practitioners and communities: Inspiration from systemic and narrative approaches. <i>The International Journal of Narrative Therapy and Community Work</i>, 4(1), 34-44.</p> <p>Toula Kourgiantakis, Sandra R. McNeil, Amina Hussain, Judith Logan, Rachelle Ashcroft, Eunjung Lee & Charmaine C. Williams (2022) Social work's approach to recovery in mental health and addiction policies: a scoping review, <i>Social Work in Mental Health</i>, 20:4, 377-399, DOI: 10.1080/15332985.2021.2019169</p>
Oct 7 1-3:50 PM MT	Reflective Practice	

<p>Oct. 14</p> <p>1-3:50pM</p> <p>MT</p>	<p>Clinical Practice Session:</p> <p>Understanding Indigenous Practices (Guest Speaker: TBA)</p>	<p>Dupuis-Rossi, Riel. "The Violence of Colonization and the Importance of Decolonizing Therapeutic Relationship: The Role of Helper in Centering Indigenous Wisdom." <i>International Journal of Indigenous Health</i>, vol. 16, no. 1, 2020, pp. 108–17, https://doi.org/10.32799/ijih.v16i1.33223.</p> <p>Alberta College of Social Workers (2019), <i>Honouring Sacred Relationships: Wise practices in Indigenous Social Work</i>. Alberta, Canada. https://acsw.in1touch.org/uploaded/web/RPT_IndigenousSocialWorkPracticeFramework_Final_20190219.pdf</p>
<p>Oct. 21</p> <p>1-3:50 PM</p> <p>MT</p>	<p>Reflective Practice</p>	
<p>Oct. 28</p> <p>1-3:50 PM</p> <p>MT</p>	<p>Clinical Practice Session</p> <p>Considering professional ethics, values and self-awareness.</p>	<p>Reading available in D2L</p> <p>www.casw-acts.ca</p> <p>Batsleer, J. (2021). Re-Assembling Anti-Oppressive Practice (1): The Personal, the Political, the Professional. <i>Education Sciences</i>, 11(10), 645. https://doi.org/10.3390/educsci11100645</p>
<p>Nov 4</p> <p>1-3:50 PM</p> <p>MT</p>	<p>Reflective Practice</p> <p>Guest Speaker: Lateef Habib</p> <p>Eating Disorders and related treatments</p>	<p>See D2L for pre-reading requirements</p>

Nov. 18 1-3:50 PM MT	Clinical Practice Session: Theories and modalities: Techniques and interventions Case Study discussion	See D2L for pre-reading requirements
Nov. 9-13	**No classes – Fall Term Break**	
Dec 2nd 1-3:50 PM MT	Reflective Practice	Assignment #2 Due (15 min presentations) Schedule TBD
Dec 9th 1-3:50 PM MT	Clinical Practice Session: Building and maintaining therapeutic relationships	Assignment #2 -Presentation time (as needed) Paré, D. (2014). Social justice and the word: keeping diversity alive in therapeutic conversations. <i>Canadian Journal of Counseling and Psychotherapy</i> , 48(3), 206-217. Wulff, D., & St. George, S. (2011). Family therapy with a larger aim. In S. Witkin (Ed.), <i>Social construction and social work practice: Interpretations and innovations</i> (pp. 211-239). New York, NY: Columbia University Press. [a local and small-scale way of inserting social justice]. Retrieve from https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=226&docID=908964&tm=1544126929840
Dec. 9 - Jan. 6 2023	**No classes – Holiday Break**	
Winter 2023 Dates	Topics	Readings & Assignment

		Due Dates
Jan 13 1-3:50 PM MT	Clinical Practice Session: Self-care re-commitment/ Sample case study practice	See D2L for pre-reading requirements
Jan 20th 1-3:50 PM MT	Reflective Practice Session	Assignment #3 Due In class presentations Schedule TBD
Jan. 27 1-3:50 PM MT	Clinical Practice Session: Guest Speaker: Working with transgender families Shared Class	See D2L for pre-reading requirements
Feb. 3 1-3:50 PM MT	Reflective Practice Session-Presenter Shared Class Guest Speaker: Monica Sesma-Vazquez. Using single session, solution focused therapy.	Hoyt, M. F., Young, J., & Rycroft, P. (2020). Single session thinking 2020. <i>Australian and New Zealand Journal of Family Therapy</i> , 41(3), 218–230. https://doi.org/10.1002/anzf.1427 Slive, A., & Bobele, M. (2012). Walk-In counselling services: Making the most of one hour. <i>Australian and New Zealand Journal of Family Therapy</i> , 33(1), 27–38. https://doi.org/10.1017/aft.2012.4
Feb. 10 1-3:50 PM MT	Clinical Practice Session: Case Formulation, Assessment and Intervention	Assignment #3 Presentation time (as needed) Case study from January 13th

Feb. 17 1-3:50pm	Reflective Practice Session	Assignment #4 Due
	No classes – Winter Term Break Feb 24	
Mar. 3 1-3:50 PM MT	Clinical/Reflective Practice Session: Appraising individually based therapeutic interventions Cognitive Behavioural Therapy, Dialectical Behaviour Therapy and Mindfulness. Shared Class presented by Marcia McKay	See D2L for pre-reading requirements
Mar. 10 1-3:50 PM MT	Clinical / Reflective Practice Session Guest Speaker: Using creative, strength-based interventions	See D2L for pre-reading requirements
Mar. 17 1-3:50 PM MT	Final Clinical/Reflective Practice Session: ACSW Designation, Interviews, CV, Philosophy statement	See D2L for pre-reading requirements https://www.acsw.ab.ca/site/registration?nav=sidebar https://taylorinstitute.ucalgary.ca/resources/sample-teaching-philosophy-statements https://taylorinstitute.ucalgary.ca/sites/default/files/Content/Resources/Guides/21-TAY-Teaching-Philosophies-Teaching-Dossiers-Guide.pdf

	Supervision and going beyond borders	Chang, J (2013). A contextual –functional meta-framework for counseling supervision. <i>International Journal for the Advancement of Counseling</i> , 24(2), 71-87.
Mar. 24 No formal class	Capstone Preparation: Interactive Exercise	
Mar 31 1-3:50 PM MT	Capstone Presentations	Schedule TBA
Apr. 7 No Class Good Friday		
Apr. 14 1:00- 3:50 pm MT	Capstone Presentations	Schedule TBA
TBD	MSW Program Closing and Celebration	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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. 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.

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.

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 AND EVALUATION IN PRACTICUM

Evaluation of students in practicum is considered an ongoing process intended to highlight the student's strengths and learning needs. The assessment of the student's educational needs and progress in practicum are formally articulated at the beginning, middle, and end of the placement. Evaluation process and policies for SOWK 660 are detailed in the Field Education Manual available online at: https://socialwork.ucalgary.ca/sites/default/files/Field_Education/Field_Education_Manual.pdf

Briefly, these include:

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

the Learning Agreement. A determination regarding whether the student has met or failed to meet practicum requirements is made. Standards for meeting practicum requirements are included in the Field Education Manual. If desired, at the end of the practicum the student's progress is discussed during a final evaluation meeting with the student, Field Instructor, and Faculty Liaison.

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

GRADING

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

Concerns regarding a student's performance in practicum at any point in either semester may result in the student being identified as at-risk for failing the practicum. Policies and procedures for at-risk situations are detailed in the Field Education Manual.

Students who do not receive a CR (Completed Requirements) grade in the field practicum course may be required to withdraw from the program. A student who is permitted to repeat the practicum normally will be required to repeat both the practicum course (SOWK 660) **and** the corresponding Integrative Seminar (SOWK 662).

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Readings available in 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'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