



**Winter 2023**

<b>Course &amp; Session Number</b>	<b>SOWK 412 B10</b>	<b>Classroom</b>	<b>Field placement</b>
<b>Course Name</b>	<b>Practicum II</b>		
<b>Dates and Time</b>	TBD by Agency, Field Instructor, and Student Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Jolene Wright, BSW, MSW, MHSX, RSW	<b>Office Hours</b>	As Requested
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**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**

Application of professional theory and skills in supervised social work practice settings.

## COURSE DESCRIPTION

As the final field experience in the BSW program, Practicum II supports students' preparation for entry-level professional social work positions. Students have opportunities to apply generalist knowledge, values and skills to practice in purposeful and ethical ways. Emphasis is placed on integrating theory and practice, and on personal and professional development. A learning agreement will be developed by the student that addresses five core learning areas.

Please 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/field-education/policy-manual-other-documents>

## COURSE LEARNING OUTCOMES

Students are expected to exhibit competency in each of five Practice Objectives. 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

- 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

- 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

- 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).

- 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.

- 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

Please refer to the Field Education Policy Manual

<https://socialwork.ucalgary.ca/field-education/policy-manual-other-documents>

Readings may be assigned by field instructors throughout placement.

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. Go to: <http://www.runiptca.com>

### 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

BSW field education is intended to be consistent with and complementary to classroom-based coursework of the BSW curriculum. SOWK 412 is directly linked and taken concurrently with SOWK 413, Integrative Practice Seminar.

## CLASS SCHEDULE

### **Important Dates for Winter 2023**

- Start of Term: Tuesday, January 3, 2023
- End of Term: Friday, April 28, 2023

- Fee Deadline: Friday, January 27, 2023
- Alberta Family Day, no classes: Monday, February 20, 2023
- Good Friday, no classes: Friday, April 7, 2023
- Easter Monday, no classes: Monday, April 10, 2023
- Term Break: Sunday, February 19 – Saturday, February 25, 2023

Date	Topic
On or before 75 hours	Preliminary impressions form due
On or before 75 hours	Learning agreement due
Close to 150 hours	Mid-course evaluation due
Close to 300 hours	Final evaluation due

### 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.

### 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 412 are detailed in the Field Education Policy 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 412. 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- practicum report is prepared by the student and field instructor and submitted to 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 submitted to the faculty liaison. A determination regarding whether or not the student has met or failed to meet practicum requirements is made. The completed evaluation forms are due at the end of term.

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.

**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 performance	95 - 100
A	4.0	Excellent performance	95 – 100
A-	3.7	Approaching excellent performance	90 – 94
B+	3.3	Exceeding good performance	85 – 89
B	3.0	Good performance	80 – 84
B-	2.7	Approaching good performance	75 – 79

C+	2.3	Exceeding satisfactory performance	70 – 74
C	2.0	Satisfactory performance	65 – 69
C-	1.7	Approaching satisfactory performance	60 – 64
D+	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject	55 – 59
D	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	50 – 54
F	0.0	Failure. Did not meet course requirements	Below 50
CG		Credit Granted	
CR		Completed Requirements	

**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