



Spring & Summer 2019

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| Course Number: SOWK 696 A & B S01 | Classroom: Online (Zoom) and In-person (PF 3236) |
| Course Name: Advanced Practicum (Laboratory) | |
| Day & Time: Fridays (See page 3 for details) | |

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| <p>Instructor: Jacqueline Fields TA: Vibha Kaushik</p> <p>Telephone: Jackie – 403.890.9228 Vibha – TBA</p> | <p>Office Hours: By appointment</p> <p>Email: Jackie - jafields@ucalgary.ca Vibha – vkaushik@ucalgary.ca</p> |
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COURSE OUTLINE

Syllabus Statement

Direct and indirect Social Work practice opportunities with professional supervision in student's area of specialization or interest.

Course Description

This component of the SOWK 696 course is intended to provide an opportunity to maximize integration, sharing knowledge, and linkage between field and classroom learning for students in the International & Community Development (ICD) specialization. SOWK 696 students will complete a field component in the Spring and Summer terms and are invited to participate in voluntary Ethics Cafés both in person and online during the times specified in the Class Schedule on page 3. The purpose of the Cafés is to supplement the Pre-Practicum Seminars and to facilitate sharing and discussion during practicum placements. The Ethics Café component includes practicum sharing, critical thinking, values and ethics, capstone preparation and any other topic suggested by the students. These seminar discussions will be led by the students in collaboration with the Course Instructor and Teaching Assistant.

The course includes a total of 13 seminar sessions (2 hours each, online and in-person) over the Spring and Summer terms. Students' attendance is mandatory, and participation hours may be counted towards the practicum.

The field placement comprises 525 hours of direct and indirect advanced local and international social work practice. Students may spend longer periods in the field depending upon the circumstances of the placement, the expectations of the host organization and the student's preferences.

Learning Objectives

The content Core Learning Objectives of the Practicum, Pre-Practicum Seminar and Practicum Cafés are to develop:

1. An enhanced capacity for self-analysis, reflexivity and interrelational reflexivity.
2. An enhanced ability to analyze the concept and impact of intersectionality within local to global contexts.

3. A deepened understanding of the concepts and politics of liberation, democratization, ally work, solidarity and the social work role.
4. A critical assessment of developmental work and the social work role.
5. An understanding of politics, economics and social policy as the framework within which development occurs.
6. A greater appreciation for social work ethics, the International Federation of Social Work, and the human rights and liberatory aspirations of the profession as they relate to macro practice.
7. Greater access and knowledge of community practice tools to be utilized across local and global contexts.
8. Experiential knowledge of mentorship relationships as an element of personal and professional growth.
9. Greater access to resources, contacts and networks related to the student's professional aspirations.
10. The ability to articulate a purpose, intent, goals and a detailed plan related to the ICD practicum experience.
11. The creation of a framework for the Capstone presentation, which occurs in August 2019.

This course is designed to reflect and adhere to the following MSW Program Level Learning Outcomes (PLOs) as outlined by the CASWE Core Learning Objectives for Accreditation Standards (2014) and the Faculty of Social Work, University of Calgary:

- 1.2) Acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities.
- 2.1) Demonstrate knowledge of the relevant social work codes of ethics in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.
- 3.1) Social work students understand their professional role in advancing human rights and responsibilities and social justice in the context of the Canadian society and internationally.
- 4.1) Recognize diversity and difference as a crucial and valuable part of living in a society.
- 5.3) Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.
- 8.1) Acquire knowledge of organizational and societal systems.
- 9.2) Actively promote empowering and anti-oppressive practice.

Relationship to Other Courses

Pre-requisites: Theory and Methods I (SOWK 679) & II (SOWK 675) and the Pre-Practicum Seminar.

Prior to undertaking the Advanced International Field Practicum students should have successfully completed ALL of the courses associated with their MSW in the International and Community Development Specialization. The various core and a well-chosen elective course represent important opportunities for students to build the skill and knowledge base that is critical to a successful ICD practicum. Systematic reflection on the combination of courses and the field experience is the process that leads to a meeting the expectations of a portfolio or a case study.

Course Text(s)

There are no mandatory readings for this course.

Class Schedule

| Date | Time | Theme | Process |
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| <i>May 3 Zoom</i> | TBA | <ul style="list-style-type: none"> - Welcome: All students - Getting started | Group discussion |
| <i>May 10 Zoom</i> | TBA | <ul style="list-style-type: none"> - Practicum updates – All students - A critical assessment of the social workers role in the organization | Group discussion |
| <i>May 17 In- Person</i> | 10:00 a.m.- 12 Noon | <ul style="list-style-type: none"> - Practicum updates – At-home students | Group discussion |
| <i>May 24 Zoom</i> | TBA | <ul style="list-style-type: none"> - Practicum Updates – Overseas students | Group Discussion |
| <i>May 31 Zoom</i> | TBA | <ul style="list-style-type: none"> - Practicum Updates – All students - Experiences in the field | Guest speaker |
| <i>June 14 Zoom</i> | TBA | <ul style="list-style-type: none"> - Practicum updates – Overseas students - Diversity (culture and environment in the organization) - Values and ethics in practice | Presentation and Group discussion |
| <i>June 21 In- Person</i> | 10:00 a.m.- 12 Noon | <ul style="list-style-type: none"> - Practicum updates – At-home students - Diversity (culture and environment in the organization) - Values and ethics in the practice | Presentation and Group discussion |
| <i>July 5 Zoom</i> | TBA | <ul style="list-style-type: none"> - Practicum updates – All students | Group discussion |
| <i>July 12 Zoom</i> | TBA | <ul style="list-style-type: none"> - Practicum updates – All students - Challenges and opportunities in the field - Capstone preparation | Group discussion Instructor & TA |
| <i>July 19 Zoom</i> | TBA | <ul style="list-style-type: none"> - Practicum updates – All students - Capstone preparation | Group discussion Instructor & TA |
| <i>July 26 Zoom</i> | TBA | <ul style="list-style-type: none"> - Practicum updates – All students | Group discussion |
| <i>August 09 In-Person</i> | 10:00 a.m.- 12 Noon | <ul style="list-style-type: none"> - Practicum updates – At-home students - Choice of topic and process by the students - Wrap-up | Sharing stories Group discussion |
| <i>August 16 Zoom</i> | TBA | <ul style="list-style-type: none"> - Practicum updates – Overseas students - Choice of topic and process by the students - Wrap-Up | Sharing stories Group discussion |

Learning Agreement and Related Paperwork

The learning agreement is an internal document and its purpose is entirely educational. It is designed to allow students, field instructors, and the Faculty of Social Work (through the faculty liaison) to articulate and agree on what the learning focus and educational goals of the practicum will be for the student, and in this way ensure that the practicum is focusing on and prioritizing learning that is consistent with the expectations (e.g., for skills, knowledge, values, etc.) of their degree and specialization, as well as the students' individual needs and interests. The Learning Agreement is composed of several parts and can be accessed through IPT:

1. Formal agreement between practicum agency and the university: Due prior to the commencement of practicum.
2. Preliminary Impressions: Due approximately two weeks after the commencement of practicum.
3. Learning Agreement – due three weeks after commencement of practicum.
4. Mid-term evaluation: Due approximately at practicum half-point.
5. Final evaluation: Due at the completion of practicum hours.
6. Timesheet and Supervision record: Due at the completion of practicum hours.

The Learning Agreement is designed to: 1) specify the responsibilities of the student and the field instructor in the field placement; 2) to assist in the formulation of an individual educational plan; 3) to ensure that the student has appropriate opportunities to learn and demonstrate competence on each of the evaluation criteria identified on the student evaluation form. The student, field instructor and faculty field liaison share responsibility for completing the placement proposal and learning contract. The learning contract is to be negotiated, documented and signed by all parties. It should be reviewed as part of the evaluation and may be revised as need arises. The student, field instructor and the faculty field liaison shall keep copies of the placement proposal and learning contract.

The Learning Agreement should also contain the following additional information:

- An estimate of the average days per week and hours per day the student is planning to be in the field placement;
- Special arrangements, if any, for the student;
- Day, time, and methods of educational supervision;
- The number and type of case or project assignments the student is to be involved with over a specific period of time; and
- Documentation and recording procedures expected of the student.

Considerations:

- In the case of international practica, it can be difficult to find a field instructor who is a registered social worker. In these cases, the Faculty Liaison will act in the dual role of field instructor and faculty liaison.
- When there is concern about the progress or potential of a student to successfully complete the course, the student, field instructor and faculty liaison must all be informed and a remedial plan specified. All parties must sign the mid-term progress report.

IPT Online System for Completing Practicum and Evaluation Forms

The learning agreement and all other forms relating to the 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>

IPT instructions and login information will be provided at the beginning of the term (e.g., during orientation or first class). Please contact Amy Fulton (aefulton@ucalgary.ca) if you do not receive this information. A detailed IPT instructions manual, as well as online tutorials (about 5 minutes each) on how to use the IPT database, are also available at: <http://fsw.ucalgary.ca/practicum/database>

Assignments

There are no assignments for this course.

Recommended Readings

There are no required readings for this course.

Grading

A Pass/Fail grade is administered for this 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.

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>. Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment.

Consistent with the aims of the Social Work Program, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf. Students are expected to ensure they are both familiar with, and comply with these standards.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lgb1nucdh/>

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: <http://ucalgary.ca/ssc/graduatestudent>

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

Wellness Centre 24 hours/day Phone Support (403) 210-9355

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com).

Appeals: If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil

requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

Building Evacuations

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App:

<http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

SAFEWALK (403) 220-5333

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

Supports for Mental Health

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, ucalgary.ca/wellnesscentre/counselling/personal/) and the Campus Mental Health Strategy website (ucalgary.ca/mentalhealth).

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>