



Spring 2019

Course Number: SOWK 696 B03	Classroom: on-line
Course Name: Advanced Practicum A&B – Leadership Specialization	
Day & Time: See schedule	

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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 course is designed to give students an intensive experience in the provision of social work service in a specific leadership practice setting. Students, as learners, are provided with opportunities to develop their existing social work and leadership knowledge and skills to an advanced level. The purpose of this course is to provide advanced level opportunities for development, integration, and reinforcement of knowledge, values, skills and competence through performance in leadership contexts. The practicum course promotes integration of the theory and skills students are learning in the classroom with their professional practice and social work identity.

Please refer to the Field Education Manual for additional information relating to the field practicum, including policies, procedures and roles/responsibilities of all involved. The Manual is available at: <https://fsw.ucalgary.ca/files/fsw/2017-field-education-manual.pdf>

SOWK 696: *Advanced Practicum A & B* is a full course beginning in the Spring/Summer. It is a combination of practicum and on-line integrative seminars.

Spring/Summer Session (starting in May): 500 hours of practicum/supervision plus 25 hours of seminar.

Total required minimum: 525 hours

Learning Objectives

By the end of the practicum, students are expected to exhibit competency in each of five Practice Objectives. These are described in detail at the end of this document (p. 9). 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 & 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 leadership practice, social/organizational policy, and organizational effectiveness. (PLO 1, 2)

Leading Others: Learners demonstrate the ability to achieve organizational or community goals through processes such as visioning, designing, planning, coordinating, organizing, and evaluating. (PLO 5, 9)

Facilitating Change: Learners demonstrate the ability to think critically and strategically, applying systems thinking to the analysis of an organization and its environment, and assessing the need for and implementing change, when appropriate. (PLO 8)

Managing Resources: Learners demonstrate the ability to manage a project from beginning to end, including managing the resources necessary to achieve project, organizational, or community goals. (PLO 6)

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 leadership context using an anti-oppressive framework, promote diversity-competent organizations and practice, and advocate for change at individual, organizational, and systemic levels. (PLO 3, 4, 7, 9)

Practicum Structure and Schedule

Each student has an agency-based Field Instructor 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. In some cases, the field instructor may be external to the practicum setting. In these cases, students may receive additional instruction and guidance by a staff member in the setting.

I will be your Faculty Liaison, or instructor-of-record for the practicum course. The Faculty Liaison consults as needed with students and field instructor(s), and usually meets with the student and field instructor(s) at least twice during the term (e.g., phone, Skype, Zoom). The Faculty Liaison is also the instructor for the Integrative Seminar (SOWK 696), which is taken concurrently with practicum.

Students are expected to be in field placement for a **minimum of 500 hours**. Students may complete their practice hours on a flexible schedule consistent with their learning needs and resources. The practicum schedule is to be negotiated with the field instructor/agency, approved by the faculty liaison, and documented in the IPT system (more info on next page). The student's time in practicum is spent according to the particular requirements of the setting and learning needs of the student, but must include direct and indirect social work practice opportunities as well as educational supervision.

Educational Supervision

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

Educational supervision includes:

- a. Instruction: integration of knowledge, values, and skills with practice situations;
- b. Supervision: case management and case/project supervision;
- c. Feedback: on progress and professional development; and
- d. Other: instructional seminars/workshops as are available.

Student Attendance in Practicum

It is expected that students will attend their placements as negotiated with the field instructor/ agency. Students are expected to complete at least 2 full days (16 hours) and no more than 5 full days (40 hours)

in placement each week. Students are not expected to attend practicum when they are ill. In the event of illness, please contact your field instructor as soon as possible to inform him/her 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 make up the missed hours required to complete the course.

Integrative Seminars

Integrative field seminars are held primarily on-line and will begin in May 2019.

These sessions are an integral part of the Practicum experience and thus full participation is expected.

These on-line sessions are designed to facilitate the integration and transfer of knowledge, values and skills derived from your other MSW courses, past experiences, and field placements. They provide opportunities to foster professional development and make connections between thinking, feeling and doing in relation to being a social worker in a leadership situation. You will be expected to think critically and to reflect on your own and others' practice experiences. As a result, you will have the opportunity to engage in a collaborative learning process. These seminars focus on assisting students to work towards developing a personal approach to practice, utilizing a consolidation of their own knowledge and a reflection of skills and experience accumulated to date.

Since the major focus in these sessions is on the integration of theory and practice, you will be expected to present and discuss practice experiences from your practicum setting using knowledge about various aspects of social work theory and practice.

Through collaborative discussion and the sharing of resources, experiences and insights these integrative sessions will enable you to:

1. Critically assess social work practice by presenting, for peer review, experiences from your practicum setting and by providing constructive feedback and consultation to others.
2. Participate and contribute to the creation of a safe learning environment.
3. Actively discuss and debate professional issues and practice problems.
4. Discuss and debate the role and use of theory in practice and the appropriateness of various methods as they relate, particularly to leadership practices in human services.
5. Participate collaboratively and collectively in furthering your learning and promoting professional social work development.
6. Engage in self-reflection and develop your own conceptual and values-based framework for leadership practice in social work.
7. Apply the CASW social work code of ethics in your practice and discussion of social work matters.

Relationship to Other Courses

This course is normally taken concurrently with SOWK 667 and 699: *Leadership Theories in Action and Leading Organizations and Communities* to maximize integration and linkage between field learning and classroom learning and is the direct practice application of all other theoretical material studied in the MSW program.

Course Text(s)

There are no predetermined required readings for SOWK 696. Students will assign themselves to a group and a specific learning objective, and will facilitate a seminar on the learning objective. It will be the

student's responsibility to provide other participants with a slide presentation, case scenario, and/or 1-2 readings related to the objective to enhance group discussion.

Class Schedule

The schedule for the Integrative Seminars is as follows:

#	DATE	TYPE of SESSION	GROUP	TOPIC
1	May 14 6:00 – 8:00pm MTS	D2L Zoom	Sarah	Introduction, setting learning goals/focus of sessions & self care, set up groups
2	June 24 - 28 Summary Due: June 30	D2L	Group 1	Values, Ethics & Professional Identity
3	July 16 2:00 – 4:30	On-campus, face-to-face	Sarah	Leadership Practice
4	July 22 - 26 Summary: July 28	D2L	Group 2	Leading Others
5	Aug 12-16 Summary: Aug 20	D2L	Group 3	Facilitating Change
6	Sept 16-20 Summary: Sept 18	D2L	Group 4	Managing Resources
7	October 8 6:00pm – 8:00 MTS	D2L Zoom	Sarah	Cross country Check Up
8	November 4-8 Summary: Nov 10	D2L	Group 5	Diversity, Oppression and Social Justice
9	December 9-13	D2L	All Groups	Posting of Personal Frameworks of Leadership Practice

Assignments

1. On-line Group Facilitation of a Learning Objective Topic

Each seminar will focus on one of the major learning objectives. Students will choose a group and topic and will lead the discussion on that topic. The other participants are expected to engage in an active discussion around the subject, applying the concepts to their practicum experience.

Each group will be responsible for posting/presenting a slide presentation, suggested readings and/or 1 – 2 scenarios from your practicum experience to illustrate and provoke discussion on the various learning objectives as outlined in the Learning Agreement. You are expected to develop a few questions (2-3) to stimulate discussion. The presentations should be thought provoking and reflect the attempt to merge theory and practice. Be as creative, visual or text based, as you want.

All other participants are expected to read the presentation and participate in the discussion; i.e. go on-line and respond to the discussion questions/learning activity for that topic. The expectation is that you will contribute at least **TWO POSTINGS** per session.

You are also encouraged to keep postings, when presenting the topic, to 400-500 words and when responding to colleagues to 250 words. This will help to keep the volume of reading manageable.

Each group is responsible for summarizing the topic at the end of the session, i.e. go on-line and provide a brief synopsis of the central points in that session's discussion before the next seminar. This way we can build on the information identified and summarized in earlier sessions. A separate discussion board has been created for the summaries (SESSION SUMMARIES). Please limit your review to approximately 400-500 words. Please summarize the comments before the next seminar and post them in the Summary section for that topic. By printing this off, you will have a log of the major themes shared during these integrated seminars which is a useful reference for your capstone development.

2. Leadership Framework

Developing a leadership framework is an important process of learning and growth. It will involve synthesizing all you have learned in the MSW program and developing your own practice model. This model will be an important element of your capstone as well as help you articulate your own practice model in future employment interviews.

The format of this project is entirely up to you. It could be a graphical model, a picture, a ppt, or a one – two page description. You could do a power point presentation or create a webpage. It could include metaphors, music, anecdotes, stories etc. Ultimately, it should be a format that is meaningful to you, one that you will refer to when you are thinking about yourself as a leader in social work practice.

You will be asked to post your personal framework on D2L. The last session of the seminars will provide time for you to post and visit each other's Leadership Frameworks.

****CONFIDENTIALITY: IN CLASS MEETINGS AND COURSE ASSIGNMENTS**

Students are expected to adhere to the guidelines for confidentiality of the CASW Code of Ethics. No information that could potentially identify a client in any capacity will be used in class discussions. Furthermore, the seminar is a confidential teaching milieu. No issues discussed in the seminar will be discussed outside of the seminar setting. The social worker must take reasonable care to thoroughly disguise confidential information when using it for teaching, public education, accountability, and research purposes.

Evaluation of Students in Practicum

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 are detailed in the Field Education Policy Manual. Briefly, these are:

1. Learning Agreement

During the first two to three weeks in practicum (or 75 hours), the student, in consultation with the field instructor, develops a plan for development toward achieving the five practice objectives of SOWK 696. 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 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.

Responsibility for completing the learning agreement is shared by the student, field instructor and faculty field liaison. 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 shall keep a copy of the learning agreement.

The Learning Agreement is to be completed online via the IPT field database. The field instructor also accesses the IPT database.

2. Preliminary Impressions

Field instructors and students are asked to evaluate preliminary impressions of the practicum by the end of the second to third week in practicum (or 75 hours). 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.

3. Mid-course Evaluation

A mid-course evaluation is conducted in the IPT system. The student conducts a mid-term evaluation of their progress within the learning contract. The supervisor then does the same. This is then reviewed by the Faculty Liaison. A meeting is established to review the mid-term progress, discuss any challenges and to determine if the student is on track to meet practicum requirements.

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 sign the mid-course evaluation.

4. Final Evaluation

At the end of the practicum (near or upon completion of required hours), a final evaluation is conducted in IPT within the learning contract following the same process described above. A final meeting is held where accomplishments, reflections and key learnings are discussed and a final determination about practicum requirements is made.

IPT Online System for Completing Practicum and Evaluation Forms

The learning agreement and all other forms relating to practicum, including practicum evaluation forms for, are available for students, field instructors and faculty liaisons to complete online. The IPT is available online at: <http://www.runiptca.com>

Grading

The Faculty Liaison, as instructor-of-record, has final responsibility for assigning student grades. Students receive a CR (Completed Requirements) or F (Fail) as a grade for this course. Concerns regarding a student's performance in practicum at any point in the semester may result in the student being identified as at-risk for failing the practicum, and such concerns should be discussed with the Faculty Liaison immediately. Policies and procedures related to at-risk situations are detailed in the Field Education Policy Manual.

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/p8lqb1nucdh/>

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>

Program Learning Objectives (PLOs)

Graduates of the MSW program will be expected to:

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| 1) Professional Identity | 1.1) Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.

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.

1.3) Develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users. |
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| 2) Values and Ethics in Professional Practice | 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.

2.2) Demonstrate skills to monitor and evaluate their own behaviours in relation to the relevant codes of ethics. |
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| 3) Promote Human Rights and Social Justice | 3.1) Understand their professional role in advancing human rights and responsibilities and social justice in the context of the Canadian society and internationally.

3.2) Understand the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities. |
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| 4) Diversity | 4.1) Recognize diversity and identify how difference acts as a crucial and valuable part of living in a society. |

4.2) Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations.

4.3) Generate plans that strive to end injustice (identified above), social injustice, and oppression.

5) Critical Thinking in Professional Practice

5.1) Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments.

5.2) Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.

5.3) Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.

6) Research

6.1) Acquire knowledge and skills in conducting social work research and competence in evaluating professional practices.

6.2) Critique, apply, and/or participate in elements of social work research.

6.3) Apply social work knowledge and other ways of knowing (including but not limited to Indigenous knowledge) from other disciplines, to advance professional practice, policy development, research, and service provision.

7) Policy Analysis and development

7.1) Demonstrate comprehension of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.

7.2) Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.

7.3) Contribute to the development and implementation of new and more equitable social policies.

8) Change

8.1) Acquire knowledge of organizational and societal systems.

- 8.2) Identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions. This includes working with Francophone, Indigenous and newcomer populations.
- 8.3) Critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.
- 8.4) Develop leadership skills in organizational and societal systems and to work towards changing oppressive social conditions

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| <p>9) Engage with Individuals, Families, Groups, and Communities Through Professional Practice</p> | <ul style="list-style-type: none"> 9.1) Competently perform interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy, and evaluation. 9.2) Actively promote empowering and anti-oppressive practice. 9.3) Acquire skills to practice at individual, family, group, organization, community, and population levels including advocacy and activism. This includes skills in working with Francophone, Indigenous and newcomer populations. 9.4) Participate effectively in interprofessional practice, community collaboration, and team work. 9.5) Acquire knowledge and develop skills in advanced practice, and/or in specialized practice with individuals, families, groups, and/or communities. |
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