



Course Number	SOWK 410 B03	Classroom	Practicum setting
Course Name	Practicum I		
Day(s) & Time	Full days: Monday to Friday		
Instructor	Joyce Crandall, MSW, RSW		
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SYLLABUS STATEMENT

Application of conceptual frameworks, experience, knowledge and skills within a specific practice setting.

COURSE DESCRIPTION

- This course is designed to give students an introductory experience in the provision of social work service in a specific practice setting. Students, as learners, are provided with opportunities to develop practice skills, apply and build knowledge, and acquire a professional identity under the supervision of a field instructor. Registration in this course requires fourth year standing in the Faculty of Social Work. This course must be taken concurrently with SOWK 411: Integrative Seminar.
- The field practicum will focus primarily on the application of the knowledge, values, and skills of a generalist framework to knowledge-directed practice in a purposeful, ethical, and planned way. A learning contract will be completed that addresses core learning areas, such as generalist practice, diversity and professional ethics and values. Emphasis will be placed on integration of theory and social work practice with personal and professional development.
- Between May 5 and June 17, 2021, students enrolled in SOWK 410 are required to complete 225 hours of field practicum (CASWE maintains that 75% threshold for practicum in Spring/Summer 2021). Typically, this is done by being in the field fulltime 4 - 5 days a week. Students are required to complete all SOWK 410 practicum hours before they can begin SOWK 412. This time can be configured in other ways depending on the needs of the Student, Field Instructor and agency, but must include 1 hour of supervision per 15 hours of practicum. Students may be required to complete an additional week (more or less as needed) of practicum time in order to make up missed time (e.g., medical appointments; sick days) or to complete learning activities. Given the limited number of practicum placements available in rural area, learning Circles students may complete the required field practical in one placement.
- Please refer to the BSW 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/student%20-ucalgary-field-education-manual-feb-2020_0.pdf

COURSE LEARNING OUTCOMES

By the end of practicum, students are expected to exhibit beginning competency SOWK 410 in each of five Practice Objectives. These are described in detail further in this document.

Briefly, the five learning objectives for the course are:

1. Professional Social Work Identity: Learners develop a professional identity in accordance with the values and ethics of the social work profession.
2. Generalist Practice: Learners demonstrate knowledge and skills of generalist practice, using a variety of social work roles.
3. Reflective Practice: Learners practice reflectively and apply methods of critical thinking and inquiry to their social work practice.
4. Competence with Diversity: Learners demonstrate knowledge about and ability to provide effective service to diverse clients or communities.
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.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no text for this course. Students are encouraged to review the Field Education Manual 2020 in detail. The Manual can be found https://socialwork.ucalgary.ca/sites/default/files/student%20-ucalgary-field-education-manual-feb-2020_0.pdf

Required readings will be posted to the D2L site as applicable or there may be additional reading requirements by the agency placement.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for Integrative Seminar 411 and information relative to this course will be included. A laptop, desktop or mobile device with Internet access, microphone, speaker and in the case of open settings a headphone is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

BSW field education is intended to be consistent with and complementary to the classroom-based coursework of the BSW curriculum. SOWK 410 is directly linked and taken concurrently with SOWK 411, Integrative Practice Seminar. The introductory practicum also serves as a foundation for SOWK 412 or senior practicum, which is completed in the summer semester.

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 will be required to repeat both the field practicum course and the corresponding Integrative Seminar course.

CLASS SCHEDULE

The first day of practicum is May 5th, 2021.

Each student has an agency-based *Field Instructor/Supervisor* 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 is faculty-based and is the teacher-of-record for the course. In these cases, students may receive additional instruction and guidance by staff in the setting.

Each student has a *Faculty Liaison* who is the instructor-of-record for the practicum course. Faculty Liaisons consult as needed with students and Field Instructors, and usually meet with the student and Field Instructor(s) at least twice during the term (face-to-face if possible, or by distance if needed - e.g., video or phone conference). The Faculty Liaison will also be the instructor for the integrative seminar (SOWK 411), which is taken concurrently with practicum. Due to the pandemic, it is likely that liaison visits will be conducted via phone or zoom.

Student Attendance in Practicum

It is expected that students will attend their placements at least three days per week (or as negotiated with the Field Instructor/agency). However, students are not expected to attend practicum when they are ill. In the event of illness, please contact your Field Instructor/Supervisor as soon as possible to inform them you will not be at your practicum due to illness. For more extended absences from practicum (more than two days), please contact your Faculty Liaison as well. Students are responsible for arranging with the agency a convenient time to complete missed practicum hours required to complete the course. Please ensure that you follow all public health and agency guidelines around COVID-19 precautions. For some sites, this may include mandatory daily screenings prior to starting your shift.

Educational Supervision

This is an integral part of the field practicum as it provides opportunities (two hours per week) 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/Supervisor. 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
- d. Other: instructional seminars/workshops as are available

Please note important dates for Spring 2021:

- **Start of Classes: Wednesday, May 5, 2021**
- **Victoria Day: Monday, May 24, 2021**
- **End of Classes: Thursday, June 17, 2021 Add/Drop/Swap and Withdraw deadlines: Check the Student Centre**

Date	Topic	Readings/Assignments Due
On or before 75 hours	Preliminary impressions form	(on IPT system)
On or before 75 hours	Learning Agreements due	(on IPT system)
Close to 125 hours	Mid-course evaluation due	(on IPT system)
Close to 225 hours	Final evaluation due	(on IPT system)

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

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). 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. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use 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 COMPONENTS

Evaluation of Students in Practicum

Evaluation of students in practical 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 410 are detailed in the BSW Field Practicum Manual. Deadlines for submission of these documents will vary depending on if the practicum is full or part time and if it is a UT or PD path. See D2L for required document submission deadlines. Briefly, these are:

1. **Preliminary Impressions** – Field Instructors/Supervisor and students are asked to evaluate preliminary impressions of the practicum at around the end of the second - third week depending on whether the practicum is part or full time or is a PD or UT path. 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. (Learning Outcomes; 1,2,3)
2. **Learning Agreement** – During the first two to three weeks in practicum, the student, in consultation with the Field Instructor/Supervisor, develops a plan for development toward achieving the five practice objectives of SOWK 410 of which must be downloaded into the Faculty of Social Work Field Education IPT database system. The plan, approved by the Faculty Liaison, is tailored to meet the particular context of the practicum and the student's interests and needs. The Learning Agreement serves to guide the learning activities and focus of the practicum, and helps the Field Instructor/Supervisor 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. (Learning Outcomes; 1,2,3)
3. **Mid-Course Evaluation** – At about the halfway point in the practicum, a written mid-practicum report is prepared by the student and Field Instructor/Supervisor and submitted to the Faculty Liaison. The student's progress may be discussed at a mid-semester meeting between the student, Field Instructor/Supervisor and Faculty Liaison. A determination regarding whether the student is meeting or failing to meet practicum requirements at mid-course is made. (Learning Outcomes; 1,2,3,4,5)
4. **Final Evaluation** – At the end of the practicum (near or upon completion of required hours), the written report is repeated, and another meeting may take place between the student, Field Instructor/Supervisor and Faculty Liaison. The student, Field Instructor/Supervisor, and Faculty Liaison discuss and provide ratings and overall comments regarding the student's performance. A

determination regarding whether or not the student has met or failed to meet practicum requirements is made. (Learning Outcomes; 1,2,3,4,5).

Please refer to the BSW Field Education Manual for details regarding student assessment in practicum, including students-at-risk of failing practicum.

IPT Online System for Completing Practicum and Evaluation Forms

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. The IPT is available online at: <http://www.runiptca.com>

Instructions and login information will be provided at the beginning of the term (e.g., during orientation or first class). A detailed IPT instruction 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/files/fsw/2014-ipt-instructions-booklet_0.pdf

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

EXPECTATIONS FOR WRITING

All writing is expected to be written to social work professional standards. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

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

GRADING

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 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.

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 Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k.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 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). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. 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. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

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 (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) 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 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>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> 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**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**