



Spring 2022

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| Course & Session Number | SOWK 410 B03 | Classroom | Practicum Setting |
| Course Name | Practicum I | | |
| Dates and Time | Schedule determined by the student, field instructor and placement setting | | |
| Instructor | Tara-Leigh Blankenstein, MSW MALM RSW | Office Hours | By appointment |
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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](#), [Statements on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

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.

Depending on the path of learning, students are expected to be in the field placement as follows. Beginning May 2nd to August 31st students are required to complete:

Post Diploma (PD) (400 hours) can be completed part time or full time at eight hours per day up to 40 hours per week. University Transfer (UT) (300 hours) can be completed part time or full time at, eight hours per day up to 40 hours per 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.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to exhibit beginning competency in each of the five practice objectives:

a) Practice objective 1: Professional Social Work Identity

Learners develop a professional identity in accordance with the values and ethics of the social work profession. Learners will be able to:

- Demonstrate an understanding of the CASW Code of Ethics and ACSW Standards of Practice.
- Use the CASW Code of Ethics and ACSW Standards of Practice to guide practice, including:
 - 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 practice.
- Identify ethical dilemmas in practice and apply ethical decision-making processes.
- Practice with integrity and demonstrate professionalism in the practicum setting.

BSW Program Level Learning Outcomes: 1, 2, 3, 4, 5, 6, 8, 9, 10

b) Practice objective 2: Generalist Practice

Learners demonstrate knowledge and skills of generalist practice, using a variety of social work roles. Learners will be able to:

- Perform generalist practice roles across settings and populations (resource developer, advocate, educator, clinician, consultant, broker, researcher, project leader, etc.).
- Communicate effectively in both oral and written formats.
- Demonstrate the ability to effectively engage others.
- Complete comprehensive social work assessments (clinical/community).
- 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.

BSW Program Level Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

c) Practice objective 3: Reflective Practice

Learners practice reflectively and apply methods of critical thinking and inquiry to their social work practice. Learners will be able to:

- 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 (e.g., scientific, intuitive, experiential) and different kinds of research methods (e.g., qualitative, quantitative, participatory) contribute to social work knowledge and practice.
- Identify and critically evaluate theories used to inform their social work practice.
- Discuss practice, organizational or project constraints or limitations (e.g., funding, scope, optimization of resources).
- Use supervision effectively (e.g., prepare by developing questions request and remain open to feedback integrate feedback into practice, etc.).

BSW Program Level Learning Outcomes: 1, 2, 3, 4, 5, 10

d) Practice objective 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). Learners will be able to:

- Identify how personal and social factors (e.g., personal identities, values, experiences, socialization, social structures, stereotypes, media) influence professional practice with diverse clients and communities.

- Identify and challenge their own personal assumptions, views and stereotypes regarding diversity.
- Describe how they show respect for and work effectively with diverse populations.
- Analyze how the practicum agency/project responds to the needs of diverse clients or communities.
- Adapt the generalist practice model to meet the needs of diverse individuals or groups.

BSW Program Level Learning Outcomes: 1, 2, 3, 4, 5, 6, 10

e) Practice objective 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. Learners will be able to:

- 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 agency/project.
- Describe the role of the social worker within a society structured to benefit some groups at the expense of others (e.g., because of race, class, gender, age, etc.).
- Evaluate the impact of agency/social policies on clients and communities, including access to opportunities and quality of life.
- Identify systemic barriers in the organization and/or community that perpetuate oppression and social injustice.
- Advocate for change and justice at individual, organizational and systemic levels.
- Discuss potential social action strategies.
- Describe how they use anti-oppressive frameworks as a basis for practice.

BSW Program Level Learning Outcomes: 1, 4, 5, 7, 8, 10

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/UofC/research/html/ethics/ethics.html> before beginning the assignment.

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

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 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 the classroom-based coursework of the BSW curriculum. SOWK 412 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

Important Dates for Spring 2022

- Start of Term: Monday, May 2, 2022
- End of Term: Friday, June 24, 2022
- Fee deadline: Wednesday, May 11, 2022
- Victoria Day, no classes: Monday, May 23, 2022

The first day of practicum is May 2, 2022.

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

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). 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 412 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 412 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). Please contact Wendy Sera at Wendy.Sera@ucalgary.ca if you do not receive this information. 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 need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/studentsuccess/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.

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 | 95 - 100 |
| A | 4.0 | Excellent – superior performance, showing comprehensive understanding of subject matter | 95 – 100 |
| A- | 3.7 | | 90 – 94 |
| B+ | 3.3 | | 85 – 89 |
| B | 3.0 | Good – clearly above average performance with knowledge of subject matter generally complete | 80 – 84 |
| B- | 2.7 | | 75 – 79 |
| C+ | 2.3 | | 70 – 74 |
| C | 2.0 | Satisfactory – basic understanding of subject matter | 65 – 69 |
| C- | 1.7 | | 60 – 64 |
| D+ | 1.3 | | 55 – 59 |
| D | 1.0 | Minimal Pass – marginal performance | 50 – 54 |
| F | 0.0 | Fail – unsatisfactory performance or failure to meet course requirements | Below 50 |

COURSE EVALUATION

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

ADDITIONAL SUGGESTED READINGS

Additional suggested readings will be posted to the 411/413 D2L course.

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