



Summer 2019

Course Number: SOWK 604 S01	Classroom: TI Studio B
Course Name: Advanced Practice Theories in Context	
Day & Time: July 3, 5, 8, 10, 12, 15 from 9:00 a.m. to 4:00 p.m.	

Instructor: Charlene Richard	Office Hours: By appointment
Telephone: 403-220-5942 (leave a message)	Email: charlene.richard@ucalgary.ca

COURSE OUTLINE

Syllabus Statement

Examines theoretical models, philosophical frameworks and ethical foundations of social work practice as a means to facilitate change while locating social work's development and current practice in historical, economic, political, social and cultural contexts.

Course Description

This course will explore and examine various theories and clinical social work methods, assessing their underlying assumptions, values, and claims to effectiveness. You will compare, contrast, and critically assess multiple social work theories, philosophical frameworks, models, and approaches to change in social work practice and research. A major emphasis throughout this course will be to situate theories and the analysis of theories within particular historical, social, and environmental contexts that may transcend particular or convenient dichotomies. You will incorporate comparative approaches to change into your professional social work practice frameworks and identities. This course is delivered in a face to face format.

Learning Objectives

Upon completion of this course, you will be able to:

1. Identify, understand, critically assess, and analyze the influence of historical, social, political, economic, environmental, and other developments on social work theory and practice;
2. Explore the relationship between social work and other theories, generating an awareness of your positioning in relation to theoretical approaches to change and application to your social work practice;
3. Evaluate, analyze, and critique the influence of "discipline-specific" and other theories on your practice;
4. Identify and critique dominant theories in your professional practice, and evaluate alternative theories and methods appropriate for your practice;
5. Create personal learning objectives relating to the development and evaluation of your professional practice framework and social work identity;
6. Understand the relationship between comparative approaches to change and social justice in social work practice at multiple levels; and
7. Apply course learnings to your specialization and the exit requirements of the MSW program.

Relationship to Other Courses

As one of four courses offered at the beginning of the MSW program, this course will support you in further developing skills necessary to critically evaluate social work theories in practice contexts. You will explore connections between this course and your learnings about social justice and theory (SOWK 600) and research and philosophy (SOWK 602) in advanced social work practice. These explorations will be continued as you advance your knowledge about policy in your final course (SOWK 606) of the Advanced Social Work Practice component of your MSW program.

Course Text(s) and Required Readings

Coady, N., & Lehmann, P. (Eds.). (2016). *Theoretical perspectives for direct social work practice* (3rd ed.). New York, NY: Springer.

Richard, C. (2015). *20 quick strategies to help patients and clients manage stress*. Edmonton, AB: Brush Education Inc.

Suggested Readings

Additional social work resources will be reviewed in class.

Class Schedule

Date	Topic/Theme	Reading/Activities/Due Dates
<p>Class 1:</p> <p>July 3, 2019 9:00 a.m. – 4:00 p.m.</p>	<ul style="list-style-type: none"> • Introductions & review of syllabus and assignment expectations; includes discussion of how this course is intricately connected to the other three core courses in Advanced Social Work Practice • Introduction to social work theory in context • Introduction to Trauma-Informed Care 	<p>Readings Coady Chapters: 1, 2 and 13</p> <p>Assignments Review Assignment #1 Due July 4</p>
<p>Class 2:</p> <p>July 5, 2019 9:00 a.m. – 4:00 p.m.</p>	<ul style="list-style-type: none"> • Ecological Theory • BioPsychoSocial Assessment • A Strengths-Based Perspective to Social Work practice 	<p>Readings Coady: Chapters: 4 and 6 Richard: Pages 1-23</p> <p>Assignments Review Assignment #2 and #3 In class time for Assignment #3</p> <p>Participation Dyad Practice – Human Stress Response and Awareness Strategies</p>

<p>Class 3:</p> <p>July 8, 2019 9:00 a.m. – 4:00 p.m.</p>	<ul style="list-style-type: none"> • Problem Solving Model • Solution Focused Theories • Self-Management Skills 	<p>Readings Coady: Chapters 3 and 20 Richard: Pages 24-29</p> <p>Assignments In class time for Assignment #3</p> <p>Participation Dyad Practice – Self-Management Strategies</p>
<p>Class 4:</p> <p>July 10, 2019 9:00 a.m. – 4:00 p.m.</p>	<ul style="list-style-type: none"> • Task Centered Theories • Empowerment Theories • Application and resources for specific populations and topics (stress, anxiety, anger) 	<p>Readings Coady: Chapters 12 and 17 Richard: Pages 40-60</p> <p>Assignments In class time for Assignment #3</p> <p>Participation Dyad Practice – Relaxation and Sensory Grounding Strategies</p>
<p>Class 5:</p> <p>July 12, 2019 9:00 a.m. – 4:00 p.m.</p>	<ul style="list-style-type: none"> • Cognitive Behavioural Theory • Crisis Intervention Theory • Application and resources for specific populations and topics (depression and grief) 	<p>Readings Coady: Chapters 10 and 11 Richard: Pages 61-74</p> <p>Assignments In class time for Assignment #3</p> <p>Participation Dyad Practice - Cognitive Strategies</p>
<p>Class 6:</p> <p>July 15, 2019 9:00 a.m. – 4:00 p.m.</p>	<ul style="list-style-type: none"> • Revisiting Generalist Social Work Practice • Additional theories, models and resources for generalist social work • Social Worker Wellness – preventing compassion fatigue and vicarious trauma 	<p>Readings Coady: Chapter 21 Richard: Pages 75-86</p> <p>Assignments Review and complete Assignment #4</p> <p>Participation Dyad Practice – Self-Regulation while engaging with clients</p>

Assignments

1. Learner Self-Care Plan

Due: July 4, 2019

Value: 10% of final course grade

Length: 250-500 words

Format: Point form, 12 point font, double spaced

Submission: Upload to Dropbox in D2L

In relation to the work you are doing in SOWK 604 – Advanced Practice Theories in Context, a trauma-informed educational framework recognizes that while this course will not share graphic details of trauma, the subject of trauma will be discussed, and each learner would benefit from creating a plan to deal with any distress that may be experienced.

As part of your skill development in monitoring and evaluating your own experiences in social work practice, please write a 250-500 word learner self-care plan that addresses the possibility of a class discussion or reading causing you distress and how you will take care of yourself if that happens.

Please include the following:

1. What you will do if you begin to feel distressed during a discussion or reading, such as leaving the room for a break or taking a break from the reading material?
2. How will you care for yourself if you feel distressed, such as practicing relaxation or mindfulness, spiritual practice, connecting with a support, exercise, music etc.?
3. What resources will you connect with if you feel your distress is increasing and you're not able to manage it, such as local resources, university resources, community resources?
4. How will you approach your instructor should you want additional support (e.g., email, come early or stay after class)?

Grading: This assignment will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which will be posted in D2L.

2. BioPsychoSocial Assessment

Due: July 11, 2019

Value: 25% of final course grade

Length: 4-6 pages

Format: APA formatting, 12 point font, double spaced

Submissions: Upload to Dropbox in D2L

From the case vignette (materials provided) construct a written assessment document that conforms to the BioPsychoSocial assessment format examined in the course. This document should be written as if you were writing a professional BioPsychoSocial assessment report to be placed in the client file and will be based on, and accurately representative of the materials (i.e., virtual case file) that have been gathered during the assessment process. Your assessment report should organize information effectively using headings/subheadings and written using language consistent with social work values.

Grading: This assignment will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which will be posted in D2L.

3. Social Work Theoretical Toolbox

Due: July 14, 2019

Value: 25% of final course grade

Length: 5-7 pages

Format: Template provided, point form, 12 point font, double spaced

Submission: Upload to Dropbox in D2L

Complete the provided Social Work Theoretical Toolbox by summarizing and critiquing the core theories we review in this course.

Your social work theory toolbox should include:

1. The theory/perspective
2. What does the theory focus on in relation to social work practice?
3. What are the criticisms of using this theory in social work practice?
4. How does the theory promote social justice in social work practice?
5. **Complete this question after the final theory has been reviewed:** Is this a theory you have used or are interested in using in your social work practice? If so, how? If not, why?

Grading: This assignment will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which will be posted in D2L.

4. Reflective Practice – Dyad Activity and Exit Cards

Due: July 15th

Value: 10% of final course grade

Format: Exit cards will be provided, respond using point form

Submissions: Hand in at the end of class

In pairs, please discuss the following:

1. How would you assess your participation and contributions to the class?
2. Please reflect on your experiences of the participation activities for practicing social work interventions. How have your perspectives, thoughts or feelings about your practice shifted, if at all, since the you started this class?
3. What is your biggest take-away from this class?
4. What is your next step in learning about theories used in direct clinical practice?

Grading: This assignment will be graded according to criterion outlined in the grading rubric corresponding to this assignment, which is posted in D2L.

5. Participation – Experiential Learning Activities

Due: Each class

Value: 30% (5% for each of the six classes) of final course grade

Format: Summary/reflection template will be provided

Submission: Hand in at the end of each class

In each class you will review theories used in Social Work. You will then participate in a dyad activity where you will practice using strategies related to the theories or social work topics. In dyads, each person will choose 1-2 strategies from *20 Quick Strategies to Help Patients and Clients Manage Stress* (required text) to teach their partner. Your partner will then teach you 1-2 strategies. You will then reflect on your experience of teaching the strategies as well as your experience as someone who was taught the strategies. Your summary reflections (template to be provided) will be handed in at the end of each class.

Grading: Participation will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which will be posted in D2L.