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| Course Number | SOWK 696 A&B S01 | Classroom | Online |
| Course Name | Advanced Practicum | | |
| Day(s) & Time | Practicum schedule – to be negotiated with the placement Seminars – see detailed schedule below | | |
| Instructor | Carly-Ann Haney | Office Hours/Location | By appointment |
| E-mail | camhaney@ucalgary.ca | Phone | 403-330-8129 |
| SYLLABUS STATEMENT | | | |
| Direct and indirect Social Work practice opportunities with professional supervision in student's area of specialization or interest. | | | |
| COURSE DESCRIPTION | | | |
| <ul style="list-style-type: none"> • SOWK 696 is intended to provide an opportunity to maximize integration, sharing knowledge, and linkage between field and classroom learning for students in the International & Community Development (ICD) specialization. • SOWK 696 students will complete a field practicum component in the Spring and Summer terms and attend online integrative sessions during specific times. • The sessions include practicum sharing, critical thinking, values and ethics, and any other topic suggested by the students. These seminar discussions will be led by the students in collaboration with the Course Instructor. | | | |
| COURSE LEARNING OUTCOMES | | | |
| <p>Upon completion of this course, students will have developed:</p> <ol style="list-style-type: none"> 1. An enhanced capacity for self-analysis, reflexivity and interrelational reflexivity. 2. An enhanced ability to analyze the concept and impact of Intersectionality within local to global contexts. 3. A deepened understanding of the concepts and politics of liberation, democratization, ally work, solidarity and the social work role. 4. A critical assessment of developmental work and the social work role. 5. An understanding of politics, economics and social policy as the framework within which development occurs. 6. A greater appreciation for social work ethics, the International Federation of Social Work, and the human rights and liberatory aspirations of the profession as they relate to macro practice. 7. Greater access and knowledge of community practice tools to be utilized across local and global contexts. | | | |

8. Experiential knowledge of mentorship relationships as an element of personal and professional growth.

9. Greater access to resources, contacts and networks related to the student's professional aspirations.

10. The ability to articulate a purpose, intent, goals and a detailed plan related to the ICD practicum experience.

Learning Plan Practice Objectives- International and Community Development Specialization

1. Values, Ethics, and Professional Identity
2. International/Community Practice
3. Collaborative Practice
4. Facilitating Change
5. Diversity, Oppression, and Social Justice

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

- There are no mandatory readings for this course.
- A list of recommended readings will be provided in D2L.

LEARNING TECHNOLOGIES AND REQUIREMENTS

- A D2L site is set up for this course which contains recommended readings and other relevant class resources and materials.
- A laptop, desktop or mobile device with Internet access, microphone, and speaker is required for Zoom and D2L access.

RELATIONSHIP TO OTHER COURSES

Pre-requisites: Theory and Methods I (SOWK 679) & II (SOWK 675)

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

CLASS 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.

I will be your *Faculty Liaison*, or instructor-of-record for the practicum course. Faculty liaisons consult as needed with students and field instructor(s), and usually meet with the student and field instructor(s) at least twice (by distance e.g., phone, zoom) during the practicum. I will also be the instructor for the integrative seminar portion of the practicum.

Educational Supervision

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

Integrative Seminars

Integrative seminars begin in the first weeks of practicum and are held for 2 hours approximately every 3 weeks, as indicated in the class schedule. Led by the Faculty Liaison, seminars are designed to promote self-directed learning and integration of theory and practice. Students discuss professional issues and practice problems while critically reflecting on experiences in practicum. The context is collaborative, as students engage in furthering each other's learning and professional development.

Integrative seminars form part of the required hours of the practicum and are considered the professional responsibility of the student. Students are expected to participate actively in all Zoom sessions. 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. All students are expected to behave in a professional manner during the session.

If you are unable to attend a Zoom session, please contact your instructor as soon as possible to arrange a make-up assignment. As an example, you may be responsible for submitting a 3-5 page journal entry to the Faculty Liaison, outlining your progress in the field, interesting practice issues, questions or concerns. The journal entry must be submitted within a week of the missed seminar. Repeated absence from the seminar may result in the student being placed at risk of failing the practicum course.

External Supervision

Students who do not have an RSW supervisor for their practicum will require external supervision. I will be the external supervisor for those who require it. As an external supervisor, I will provide educational supervision from a social work perspective, support students in integrating theory and practice, to critically reflect on their practicum and practice, and develop as a professional. I will

provide feedback on the creation of the learning agreement and participate in evaluation meetings. I will not directly observe the students in practice or assign students roles or tasks in the agency.

For those who require external supervision, we will meet every three weeks as a large group in Zoom. Individual supervision will be offered as needed during the weeks where there is no seminar or group supervision. Please see the class schedule for details.

Discussion Board

On the weeks where you do not have seminar or group supervision, you will be required to post at least two discussion board postings to our D2L site and engage with classmates in practicum related discussions. You can post one main post and one reply to the discussion board. Keep in mind that just logging on is not the same as actively participating. Contribution to discussions should be thoughtful and professional, such as sharing experiences and ideas with the class, making linkages between theory and practice, providing links to relevant resources, supporting the learning of peers by encouraging their participation, considering different perspectives and giving relevant feedback.

IPT Online System for Completing Practicum and Evaluation Forms

The learning agreement and all other forms relating to practicum, including practicum evaluation forms for SOWK 696, are available for students, Field Instructors and Faculty Liaisons to complete online. The IPT system is available online at: <http://www.runiptca.com>

Instructions and login information will be provided by the beginning of the term (e.g., during orientation or via e-mail). Please contact Amy Fulton at aefulton@ucalgary.ca if you do not receive this information. A detailed IPT instructions booklet on how to use the IPT database is also available at: <https://fsw.ucalgary.ca/files/fsw/2017-ipt-instructions-booklet.pdf>

Schedule

| Date | Process | Topic |
|-----------------------|--|--------------------------------|
| May 6 th | Integrative Seminar: Zoom 7:00-9:00pm MST | Orientation Getting started |
| May 13 th | Group Supervision: Zoom 7:00-9:00pm MST | Large and small group check-in |
| May 20 th | Discussion Board Posts Due Individual supervision available | |
| May 27 th | Integrative Seminar: Zoom 7:00-9:00pm MST | TBA |
| June 3 rd | Group Supervision: Zoom 7:00-9:00pm MST | Large and small group check-in |
| June 10 th | Discussion Board Posts Due Individual supervision available | |

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| June 17 th | Integrative Seminar: Zoom 7:00-9:00pm MST | TBA |
| June 24 th | Group Supervision: Zoom 7:00-9:00pm MST | Large and small group check-in |
| July 1 st | Mid-course break- no postings or sessions | |
| July 8 th | Integrative Seminar: Zoom 7:00-9:00pm MST | TBA |
| July 15 th | Group Supervision: Zoom 7:00-9:00pm MST | Large and small group check-in |
| July 22 nd | Discussion Board Posts Due Individual supervision available | |
| July 29 th | Integrative Seminar: Zoom 7:00-9:00pm MST | TBA |
| August 5 th | Group Supervision: Zoom 7:00-9:00pm MST | Large and small group check-in |
| August 12 th | Discussion Board Posts Due Individual supervision available | |

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

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.). 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.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

EVALUATION OF STUDENTS IN PRACTICUM

Evaluation of students in practicum is considered an ongoing process intended to highlight the student's strengths and learning needs. The assessment of the student's educational needs and progress in practicum are formally articulated at the beginning, middle, and end of the placement. Evaluation processes and policies for SOWK 696 are detailed in the Field Education Manual, available online at: <https://fsw.ucalgary.ca/files/fsw/2019-field-education-manual.pdf>

Briefly, these include:

1. Learning Agreement (to be completed online in the Learning Agreement form)– During the first three weeks in practicum, the student, in consultation with the Field Instructor and Faculty Liaison, develops a provisional plan for professional development toward achieving each of the learning outcomes of SOWK 696. The Agreement is intended to help the student develop a personal learning plan. Although the student is expected to coordinate and provide an initial draft, responsibility for completing the learning agreement is shared by the student, Field Instructor and Faculty Liaison. The educational activities specified should be clear and measurable. The learning agreement is to be negotiated, documented and signed by all parties. It should be reviewed as part of the evaluation and may be revised as needed.

2. Mid-Course Evaluation Report (to be completed online in the Learning Agreement form) – At about the halfway point in the practicum, an online written midcourse report is prepared by the student and Field Instructor. The student’s achievement of the activities described in the learning agreement is reviewed, and the student and instructor rate and comment on the student’s performance in each practice area. The student’s progress is discussed during the mid-semester meeting with the Faculty Liaison. A determination regarding whether the student is meeting or failing to meet practicum requirements at midcourse is made. Minimum achievements for meeting practicum requirements are included in the Field Education Manual.

3. Final Evaluation Report (to be completed online in the Learning Agreement form) – At the end of the practicum, the student, Field Instructor, and Faculty Liaison provide online ratings and comments regarding the student’s performance. A determination regarding whether the student has met or failed to meet practicum requirements is made. Standards for meeting practicum requirements are included in the Field Education Manual. Students are recommended to keep an electronic or hard copy of the signed IPT Learning Agreement upon completion of the practicum.

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-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 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 (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.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**