



Course Number:	SOWK 604 S01	Classroom:	Residency: SA 124 Online: Zoom & D2L
Course Name:	Advanced Practice Theories in Context		
Day(s) & Times:	Residency: January 24, 6:00-9:00 pm; January 25 9:00 am- 4:00 pm & January 26 9:00 am- 4:00 pm	Zoom Sessions: Mondays 6:30 – 9:00pm January 13 & 20, February 10 & 24	
Instructor:	Charlene Richard	Office Hours:	By appointment
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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 is a blended course.**

COURSE LEARNING OUTCOMES

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.

LEARNING RESOURCES		
REQUIRED TEXTBOOKS		
Coady, N., & Lehmann, P. (Eds.). (2016). <i>Theoretical perspectives for direct social work practice</i> (3rd ed.). New York, NY: Springer.		
Dorr, C. (2014). Social work live: Theory and practice in social work using videos. Retrieved from http://ebookcentral.proquest.com		
LEARNING TECHNOLOGIES AND REQUIREMENTS		
A D2L site is set up for this course which contains other relevant class resources and materials.		
A laptop, desktop or mobile device with Internet access and speaker/sound is required for D2L and Zoom access.		
RELATIONSHIP TO OTHER COURSES		
This course is one of four courses that make up the Advanced Social Work Practice Certificate.		
CLASS SCHEDULE		
Date	Topic	Readings/Activities/Assignments Due
Zoom Session: January 13, 2020 6:30 to 9:00 p.m.	<ul style="list-style-type: none"> • Introductions & review of syllabus, assignment expectations and primary case example; includes discussion of how this course is intricately connected to the other three Advanced Social Work Practice courses • Introduction to social work theory and direct practice • Generalist Perspective • Problem Solving Model • Trauma-Informed Education 	Readings Coady: Chapters 1, 2 and 3 Dorr: Chapter 1 Overview of Practice in Social Work Dorr: Case example transcript pages 400-405
Zoom Session: January 20, 2020 6:30 to 9:00 p.m.	<ul style="list-style-type: none"> • Ecological systems theory • Empowerment theory • Social work practice with families 	Readings Coady: Chapters 4 and 17 Dorr: Chapter 6 Practice with families Participation Small group discussion Dyad activities

<p>Residency:</p> <p>January 24, 2020 6:00 to 9:00 p.m.</p> <p>January 25 & 26, 2020 9:00 a.m. to 4:00 p.m.</p>	<ul style="list-style-type: none"> • Individual and family development theory • Adverse childhood experiences and introduction to trauma-informed social work practice • Attachment theory • Social Work practice with children • Cognitive behavioral theory and treatment • Task centered model • Solution focused therapy • Practice with adults 	<p>Readings</p> <p>Coady: Chapters 5, 7,10, 12, 20</p> <p>Dorr:</p> <p><u>Chapter 5 Practice with children</u></p> <p><u>Chapter 7 Practice with domestic violence</u></p> <p>Participation</p> <p>Small group activity Small group discussions Dyad activities</p>
<p>D2L Activity:</p> <p>January 27, 2020</p>	<ul style="list-style-type: none"> • Research supporting clinical application of Social Work theory or model on Social Work issue 	<p>Activity</p> <p>D2L Post</p>
<p>D2L Activity:</p> <p>February 3, 2020</p>	<ul style="list-style-type: none"> • Narrative Therapy • Narrative Therapy Practice Skills 	<p>Readings</p> <p>Coady: Chapter 18</p> <p>Videos: Narrative Therapy Practice Skills - Developing Curiosity, Decision Making and Externalizing.</p>
<p>Zoom Session:</p> <p>February 10, 2020 6:30 to 9:00 p.m.</p>	<ul style="list-style-type: none"> • Crisis intervention model • Practice with at risk populations 	<p>Readings</p> <p>Coady: Chapters 11</p> <p>Dorr: <u>Chapter 4 Practice with at risk populations: The elderly and public assistance</u></p> <p>Participation</p> <p>Dyad activity Small group discussion</p>
<p>Zoom Session:</p> <p>February 24, 2019 6:30 to 9:00 p.m.</p>	<ul style="list-style-type: none"> • Client centered theory • Revisiting generalist social work practice • Intentional use of theory in social work practice 	<p>Readings</p> <p>Coady: Chapter 13 and 21</p> <p>Participation</p> <p>Dyad practice Small group discussion</p>

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time. Respectful use of mobile phones for personal emergencies during class time is required.

CLASS RECORDINGS

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. 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

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Assignment 1: Social Work Identity and use of theory	<p>Length: 400 to 600 words</p> <p>Format: APA 6th Edited Publication Manual will be the basis of assessing style and grammar. 12-point font. Double spaced.</p> <p>Submission: Upload to Dropbox in D2L</p> <p>Eclectic social work practice allows for the use and integration of high, mid and low-level social work perspectives, theories and models. As you develop your practice and integrate more theories into your work with clients, it's important to be able to identify which theories and models you are using and why.</p> <p>As part of your skill development in monitoring and evaluating your own experiences in social work practice, please reflect on the theories you</p>	Jan 17, 2020 by 11:59pm	10%	#2 and #5

	<p>use and the theories you want to learn more about in your advanced social work practice.</p> <p>In a 400-600 word summary of your social work identity, please include the following:</p> <ol style="list-style-type: none"> 1. What social work perspectives, theories or models guide your practice now? 2. Do you regularly identify which theory you are using with clients and why? 3. What social work theory do you want to deepen your area of expertise in for your social work practice? <p>Grading: This assignment will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.</p>			
<p>Assignment 2: Theory application in social work practice</p>	<p>Length: 9-11 pages (excluding references)</p> <p>Format: APA 6th Edition Publications Manual referencing is required. APA 6th Edition will also be the basis of assessing style, grammar, and citations. 12-point font. Double Spaced.</p> <p>Submission: Upload to Dropbox in D2L</p> <p>Choose a population and issue relevant to social work. You may choose the population and issue from one of the case studies reviewed in class, one of your previous professional experiences or a new population and issue that you want to learn more about.</p> <p>Drawing upon relevant research, describe some of the primary problems that this population experiences in their daily lives that could lead them to meet with a social worker. Analyze the issues they experience as it relates to individual, institutional or systemic levels of oppression.</p> <p>Then choose one social work theory, from this course, that you would like to learn more about</p>	<p>Feb 14, 2020 by 11:59</p>	<p>45%</p>	<p>#1, #2, #3, #4, #5, #6, #7</p>

	<p>and apply to your population and issue.</p> <p>From your literature review, please explain the historical development of the theory, the important principles and concepts of the theory and how this theory promotes social justice.</p> <p>Critically reflect on the relevance and application of the theory to understand and treat your issue and population including; how this theory explains the issue (problem) that you've chosen and how this theory explains the change process (treatment) for the issue you have chosen.</p> <p>Explain how this theory contributes to the development of your social work practice.</p> <p>Clearly differentiate your voice, reflections and ideas from the ideas of the scholars featured in your paper. Include a minimum of eight references in your literature review. Adhere to APA Publication Manual 6th Edition guidelines.</p> <p>Grading:</p> <p>This assignment will be graded according to criterion outlined in the grading rubric corresponding to this assignment, which is posted in D2L.</p>			
<p>Assignment 3: Participation Activities with Reflections</p>	<p>Format: Summary/reflection template will be provided for six classes, including: January 20, 24, 25, 26 and February 10 and 24.</p> <p>Submission: Upload into D2L Dropbox</p> <p>You will discuss the application of theories used in social work practice. You will then participate in either a small group discussion on the application of theory or in a dyad activity to practice strategies related to social work practice.</p> <p>You will be given discussion points to reflect on your learnings in this course and how you will apply it to your social work practice. You will complete your summary reflection sheet (template to be provided) at the end of the above</p>	<p>February 25, 2020</p>	<p>45%</p>	<p>#1, #2, #3 and #7</p>

	<p>stated classes and compile them into one document that you submit via D2L by the due date.</p> <p>Grading: Participation will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.</p>			
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ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox or discussion board in D2L as directed by the instructor. Dropbox assignments may be submitted in Word format only. Dropbox assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). **Assignments are due by 11:59 p.m. on their due date.** Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

The total possible grade of an assignment will be reduced by 10% for each day/partial day (including weekend days) the assignment is handed in beyond the due time or beyond a negotiated extension date. Assignments may NOT be rewritten for a higher grade.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. 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

Recommended: "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

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 **Graduate Grading System** and Faculty of Social Work Percentage

Conversion will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		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.

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**