



Course Number	SOWK 616.03 S01	Classroom	SA 124A
Course Name	Clinical Work with Other Professionals		
Day(s)	Thursdays	Time	1pm-3:50pm
Instructor	Sally St. George	Office Hours/Location	By appointment MT 413
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SYLLABUS STATEMENT

Considers complicating factors in applying best, promising and ethical practices and techniques in clinical practice with diverse populations. Students will advocate for the needs of diverse and specific populations, including Indigenous Canadians and other minorities. Students will develop and use self-care practice.

COURSE DESCRIPTION

In this course we will concentrate on learning to see and describe the interprofessional processes taking place in our work with clients in order to facilitate conversations with our co-professionals that benefit clients and help professionals meet their mandates. We will include learning to speak to the discourses and (in)justices that contribute to keeping problems in place as well as ways to study one's own interprofessional work.

The primary focus we hold for this course is to learn about other professional systems and their mandates and agendas and how to work across systems interprofessionally to benefit clients as well as other helpers. Our concentration will be on developing deep listening skills in order to respond in generative ways to create change and high quality service that is socially just, and to offer many opportunities to practice facilitating conversations with other professionals.

COURSE LEARNING OUTCOMES (CLOs)

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

1. Learn the variety of social service systems and their mandates and agendas to understand their practices.
2. Utilize the listening and facilitation skills from the three other classes to converse with fellow professionals toward system change.
3. Learn to institute "Research as Daily Practice" to promote change.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no textbook assigned for this course.

Please see readings listed in the class schedule. You can retrieve journal articles from the Taylor Digital library and/or online.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials.

RELATIONSHIP TO OTHER COURSES

Clinical Practice with Other Professionals fits in with the continuing series of the Clinical Practice courses designed for social workers to develop understandings and skills for Advanced Clinical Practice as part of the Clinical Social Work Specialization.

CLASS SCHEDULE

Date	Topic—Focus and Practice	Preparation/Readings/Assignments Due
January 16		You will be in class all day with Jason as I will be attending a qualitative research conference. Then we reverse next week and we will be in class all day together on January 23 rd .
January 23 am	Focus: Getting familiar with the course, activities, and requirements Focus: Start the conversation about other systems in the helping professions Practice: The Banana Exercise	Preparation: Preview the cluster outline as well as the Clinical Practice with Other Professionals outline. Come prepared with questions about class activities, assignments and other aspects in the outline. Preparation Based on your work and practicum so far, name the helping/services systems with which you have had interactions and what you know/understand about their mandates and agendas (i.e., hospitals, schools, etc.). Assign learning partners
January 23 pm	Focus: Your Philosophical and theoretical stance Focus: Working across value bases (including the clients')	Preparation How do you articulate your stance? How would anyone know what your stance is by watching you work? What did you draw from ASWP in describing your stance? Reading: McNamee, S. (2012). From social construction to relational construction: Practices from the edge. <i>Psychological Studies</i> , 57(2), 150-156.

	<p>Focus: More on system mandates and agendas</p> <p>Focus: The ethics of working together</p> <p>Focus: Attending to micro, mezzo, and macro</p> <p>Practice: Small group discussions</p>	
January 30	<p>Focus: Supervision</p> <p>Practice: “As if” listening exercise</p>	Assignment Due: Process Recording 1
February 6 am and pm	<p>Focus:</p> <p>Practice: With all 4 teachers</p>	<p>Preparation: Read the Anderson article</p> <p>Reading: Anderson, H. (2012). Collaborative relationships and dialogic conversations: Ideas for a relationally responsive practice. <i>Family Process, 51</i>(1), 8-24.</p>
February 13	<p>Focus: Guest speakers: 5 program alumni</p> <p>Focus: Hierarchies/Languages and Terms/Collaborating</p> <p>Practice: Questions and Answers</p>	<p>Preparation: Prepare questions based on the readings and practices you are noticing</p> <p>Reading: Liberati, E. G., Gorli, M., & Scaratti, G. (2016). Invisible walls within multidisciplinary teams: Disciplinary boundaries and their effects on integrated care. <i>Social Science & Medicine, 150</i>, 31-39.</p>
February 20	No Class—Winter Break	
February 27	<p>Focus: Binaries/Taking a Post Oppositional Stance</p> <p>Practice: Using set scenarios, design a third and fourth way out.</p>	<p>Preparation: Bring forward links from ASWP to articulate your theory of transformation. Remember to ground your ideas in your theoretical orientation.</p> <p>Reading: Keating, A. L. (2007). <i>Teaching transformation: Transcultural classroom dialogues</i>. New York, NY: Palgrave Macmillan. [Chapter 2, pp. 22-40, on D2L]</p>

		<p>Maparyan, L., & Keating, A. L. (2014). The promise of post-oppositional politics: A preliminary conversation [an interview]. Retrieved from https://thefeministwire.com/2014/04/post-oppositional-politics/</p>
March 5	<p>Focus: Appreciating and Advocating</p> <p>Focus: Research as Daily Practice (mini lecture)</p> <p>Practice: Using your scenarios from practicum let's identify the places for appreciation and advocacy.</p>	<p>Preparation: Bring forward links from ASWP and practicum to talk about and demonstrate appreciation and advocating. Remember to ground your ideas in your theoretical orientation.</p> <p>Reading: Barsky, A., & Groshong, L. (2017, Spring). Ethics alive! Respect in social work advocacy. <i>The New Social Worker: The Social Work Careers Magazine</i>. Retrieved from https://www.socialworker.com/feature-articles/ethics-articles/respect-in-social-work-advocacy/</p> <p>Introduction to Appreciative Inquiry. Located at the AI Commons website. Retrieved from https://appreciativeinquiry.champlain.edu/learn/appreciative-inquiry-introduction/</p> <p>St. George, S., Wulff, D., & Tomm, K. (2015). Research as daily practice: Introduction to the special section. <i>Journal of Systemic Therapies, 34(2)</i>, 1-2.</p> <p>St. George, S., Wulff, D., & Tomm, K. (2015). Talking societal discourses into family therapy: A situational analysis of the relationships between societal expectations and parent-child conflict. <i>Journal of Systemic Therapies, 34(2)</i>, 15-30.</p>
March 12	<p>Focus: Social justice—what social workers bring to the table</p> <p>Practice: Collaging and interviewing</p>	<p>Assignment Due: Process Recording 2</p>
March 19	<p>Focus: Debriefing and getting out of conflicts</p> <p>Practice: Using your scenarios from practicum let's identify and practice how we might prevent or rectify conflictual situations.</p>	<p>Preparation: Bring forward links from ASWP and practicum to talk ways out of conflict. Remember to ground your ideas in your theoretical orientation.</p> <p>Reading: Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative health care teams. <i>Health & Social Work, 41(2)</i>, 101-109.</p>

	<p>Practice: In small groups design a Research As Daily Practice question of inquiry, who would be involved, what data would be collected, and how you might make sense of the data.</p>	<p>Due: Post your Research As Daily Practice Design by March 27.</p>
<p>March 26</p>	<p>Focus: Discourses and mapping social worlds/professional notetaking and reporting</p> <p>Practice: Map-making from a situation from practicum.</p>	<p>Preparation: Review the following chapter from Practice with Individuals:</p> <p>Wulff, D., & St. George, S. (2011). Family therapy with a larger aim. In S. Witkin (Ed.), <i>Social construction and social work practice: Interpretations and innovations</i> (pp. 211-239). New York, NY: Columbia University Press. [a local and small scale way of inserting social justice]. Retrieve from https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=226&docID=908964&tm=1544126929840</p> <p>Reading: Clarke, A. (2003). Situational analyses: Grounded theory mapping after the postmodern turn. <i>Symbolic Interaction</i>, 26(4), 553-576.</p>
<p>April 2</p> <p>All teachers invited</p>	<p>Focus: Specialization integration</p> <p>Performance: Give your 3-minute elevator or interview speech about the practitioner you are in relation to your colleagues. Start with the phrase, "I am glad you asked. I would like you to know" make sure to draw from all 4 of the classes in your clinical specialization.</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.

ASSESSMENT COMPONENTS

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome*
Participation	This is an experiential practice class with 3 out-of-class assignments. Because of the practice nature of this course, the majority of your grade is awarded for full participation in the classroom activities. Therefore 50% of the course grade is based upon class participation and contribution both to the large group discussions (make sure you have the reading prepared for discussion) and small group activities. Quantity is not the issue. Your grade will be determined by my ability to comment on the way you think and make sense of concepts and new practices.	Throughout term	50%	Meets PLOs 1, 2, 3, 4, 5 (all parts), 6.3, 8.1, 8.3, 8.4, 9.4 Meets SLOs 1, 2, 4, 5, & 6 Meets CLOs 1 & 2
Process Recordings	Please complete two process recordings and analyze them. Then trade with your partner and comment on your partner's analysis as well as your own. Then hand in your process recording with both sets of comments to me and I will add a third set of comments. Criteria for success is making substantive comments on your analysis of the conversation and feedback to your partner. More specifically, a. Prepare a process recording from a cross-professional meeting of which you were a part, even if you did not say anything. This process recording will be written from memory and in the form of a transcript with speaker	January 30 and March 12	20% each (total of 40%)	Meets PLOs 1, 2, 3, 4, 5 (all parts), 6.3, 8.1, 8.3, 8.4, 9.4 Meets SLOs 1, 2, 4, 5, & 6 Meets CLOs 1 & 2

	<p>identified by pseudonyms and professional positions. It should be 5 pages double-spaced.</p> <p>b. Using the Track Changes feature of Word add comment boxes containing your thoughts, and analysis of what you think is taking place—please concentrate on the process taking place among the participants and not the content of the talk (especially about a client). Notice how much the interprofessional group attends to its own processes and not the places in which participants focus on their individual contributions/processes.</p> <p>c. Exchange your process recording complete with your comments, with your learning partner. Invite your partner to offer the kinds of feedback you would like to have to advance your thinking. Partners, add your own set of comment boxes (make sure they show with your name on them). Please add a final note of appreciation for something your partner contributed to your learning; include your rationale. Please submit the process recording with two sets of comments to our course Dropbox and I will add a third set of comments (January 30 and March 12). I would encourage you to share this version with your learning partner as well.</p>			
<p>Research as Daily Practice Proposal</p>	<p>From your small group answer these questions in an outline format: question of inquiry, who would be involved, what data would be collected, and how you might make sense of the data. Then post your group’s information on D2L to share with all.</p>	<p>March 27</p>	<p>10%</p>	<p>Meets PLOs 1.2, 1.3, 2.1, 2.2, 3.2, 4.3, 5.1, 3.2, 5.3, 6.1, 6.2, 8.3, 8.4, & 9.4</p> <p>Meets SLO 5</p> <p>Meets CLOs 2 & 3</p>

***ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

Program Learning Outcomes = PLOs
Specialization Learning Outcomes = SLOs
Course Learning Outcomes = CLOs

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

If a situation arises that precludes your class attendance, please apprise the instructor. Your absence or tardiness deprives the class of your participation that day so if you must be absent, consider ways you could add to the class upon your return. Then create a plan (containing activity and timeline) that will adequately substitute for that class time missed, present that plan to your instructor for approval, and execute that plan.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through dropbox in D2L submitted in Word. Assignments are due before midnight 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

Please handle this professionally by speaking with us.

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

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.

ADDITIONAL SUGGESTED READINGS

Opie, A. (2000). *Thinking teams/thinking clients: Knowledge-based teamwork*. New York, NY: Columbia University Press.

Payne, M. (2000). *Teamwork in multiprofessional care*. Chicago, IL: Lyceum.

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**