



Course Number SOWK 641	SOWK S02	Classroom	SA 124A & PF 118
Course Name	Models of Practice		
Day(s)	Monday – Friday January 6-10	Time	9:00 am – 3:50 pm
Instructor	Chris Branch, MSW	Office Hours/Location	By appointment/online
E-mail	christopher.branch@ucalgary.ca	Phone	403 826 4399

SYLLABUS STATEMENT

This course provides the conceptual and theoretical foundation for students to acquire the skills to practice in Social Work.

COURSE DESCRIPTION

This course examines principles and processes of social work practice theory. Students experience and demonstrate the integration of theory and practice required for generalist social work at a professional level through assignments and a combination of instructor/guest/student lectures, which incorporate dyadic and group discussions. Based on prior learning from life experience, students learn to reflect critically on the many different ways we conceptualize practice and the choices available for assessment, intervention, and evaluation. The course will draw upon examples of social work practice from many perspectives. Students are encouraged to take responsibility for their own learning, critically review, reflect on, and explore creative ways of using current theories and practice methods.

COURSE LEARNING OUTCOMES

1. Students will explore a variety of generalist social work practice theories and approaches.
2. Students will develop a critical understanding of the components of advanced generalist approaches to social work practice and use for professional work.
3. Students will explore a range of social work perspectives with emphasis on application and critical thinking in practice.
4. Students will demonstrate an understanding of quality, ethical social work practice processes.
5. Students will explore issues of diversity and oppression within professional practice.
6. Students will further access personal practical knowledge in order to integrate multiple theories.
7. Students will demonstrate a synthesis of personal awareness and theoretical knowledge with social work practice.

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

1. Recognize a number of generalist social work practice theories and approaches.

2. Demonstrate a critical understanding of social justice issues, ethical practice issues and issues of diversity and oppression and to learn to speak to these issues in ways directed toward self-reflection, change and improved professional practice.
3. Take on the identity of a social worker and identify how social work is distinct from other helping professions.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Heinonen, T., & Spearman, L. (2010). *Social work practice: Problem solving and beyond* (3rd ed). Toronto, ON: Nelson Education Ltd. ISBN 978-0-17-650038-2.

LEARNING TECHNOLOGIES AND REQUIREMENTS

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

A laptop, desktop or mobile device with Internet access and speaker/sound is required for D2L access.

RELATIONSHIP TO OTHER COURSES

This is one of nine courses offered in the foundation stream of the two-year MSW program. The social work theories examined in this course are basic conceptual frameworks that should be integrated with, and applied to content in the other courses taken this term. For example, students are encouraged to consider when and why each generalist social work approach emerged during the profession's evolution. Students are encouraged to reflect on how each approach can influence your approach to assessment and your framing of research and evaluation activities, as well as your awareness of the impact of social and political environments on human behaviour. Consent of the Social Work Faculty is required for registration in SOWK 641. This course has no pre-requisites or co-requisites.

CLASS SCHEDULE

- **Please note important dates for Winter 2020:**
 - **This course is offered during Block Week: Monday to Friday, January 6-10, 2020**
 - **The first assignment is due January 6th – by 9 pm**

Date	Topic	Readings/ Assignments Due
<p><u>Jan 6: Day One</u></p> <p>AM Session 9 – 11:50am Room: SA 124A</p>	<ul style="list-style-type: none"> • Introductions. • Review of the course outline and expectations. • Elevator speech challenge. • Acknowledgement of prior courses and learning – pre-launch to practice in practicums. Courses taken will have included: <ul style="list-style-type: none"> • History & Foundation of the Profession • Professional Communication & Interviewing • Human Behavior in the Environment 	<p>Heinonen & Spearman, Chapters 1,2,3,4.</p>

<p><u>Jan 6: Day One</u></p> <p>PM Session 1 - 3:50 pm Room: PF 118</p> <p>Joint Class Sections 01 & 02</p>	<ul style="list-style-type: none"> • Issues in Social Work Research • Practice with Individuals, Families and Groups • Practice with Organizations and Communities • Social Policy and Social Justice <ul style="list-style-type: none"> • Student scan of interests: <ul style="list-style-type: none"> • Social work values & roles. • Ideological foundations. • Areas of social work practice. • Introduction to ethics and ethical practice. <p>Guest Speaker: Aboriginal Social Work Model – Shelley Goforth, MSW RSW</p> <ul style="list-style-type: none"> • Debrief in Class Sections. • Class groups hold first meeting. • Question of the day: Each student submits a one-page reflection on a topic from the day’s sessions. (Paper and pen exercise) 	<p>Reflection on Question of the Day due 3:50pm</p>
<p><u>Jan 7: Day Two</u></p> <p>AM Session 9 – 11:50am Room: SA 124A</p>	<ul style="list-style-type: none"> • The importance of relationships to successful social work practice. • Power differentials. • Working with vulnerable and marginalized people, groups, & communities. • “Cultural competence” – working with diversity. 	<p>Heinonen & Spearman, Chapter 6, 7, 8</p>
<p><u>Jan 7: Day Two</u></p> <p>PM Session 1-3:50pm Room PF 118</p> <p>Joint Class Sections 01 & 02</p>	<p>Guest Speaker: Elaine Stringer, MSW, a Social Worker’s transition from clinical casework to community development</p> <ul style="list-style-type: none"> • Debrief in Class Sections • Class groups hold second meeting • Question of the day: Each student submits a one-page reflection on a topic from the day’s sessions. (Paper and pen exercise) 	<p>Reflection on Question of the Day due: 3:50 pm</p>
<p><u>Jan 8: Day Three</u></p> <p>AM Session</p>	<ul style="list-style-type: none"> • The problem -solving process in generalist practice. • Phases of social work practice. • Moving from the individual to group to 	<p>Heinonen & Spearman, Chapters 9,10</p>

9-11:50am Room: SA124A	community to organizational contexts. • Approaches to generalist social work practice: an overview.	
<u>Jan 8: Day Three</u> PM Session 1-3:50pm Room PF 118 Joint Class Sections 01 & 02	Guest Speaker: a multi-disciplinary family-centred approach- Rebecca Haines-Saah, PhD • Debrief in Class Sections • Class groups hold third meeting • Question of the day: each student submits a one-page reflection on a topic from the day's sessions. (Paper and pen exercise)	Reflection on Question of the Day due: 3:50 pm
<u>Jan 9: Day Four</u> AM Session 9-11:50am Room: SA 124A	• Bringing "it" all together: Integrating theory into practice. • A comparative summary of five social work approaches: A review.	Heinonen & Spearman, Chapter 15
<u>Jan 9: Day Four</u> PM Session 1-3:50pm Room PF 118 Joint Class Sections 01 & 02	Guest Speakers: Panel discussion from varied social work approaches • Debrief in Class Sections • Class groups hold last meeting. • Question of the day: each student submits a one-page reflection on a topic from the day's sessions. (Paper and pen exercise)	Reflection on Question of the Day due: 3:50 pm
<u>Jan 10: Day Five</u> Room: SA 124A AM Session 9-11:50am PM Session 1:00 – 3:50pm	• What's your approach to social work practice? • Group facilitations based on workshopped preparation during the week. • Group facilitations based on workshopped reviews during the week. • Wrap up and debrief (scan of student interests revisited).	Three groups In the morning. Three groups in the afternoon.

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.

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.

ASSESSMENT COMPONENTS

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
1. First day assignment: Biographic - Expectation Note to D2L	<p>Post on D2L a 3-4 paragraph biographic/expectation note in two parts:</p> <p>Part A: outline your background information such as current/past work in the human services field as an employee/volunteer/participant/practitioner/observer and indicate your interest in advanced social work practice. If known, indicate your field placement for the Winter term, 2020.</p> <p>Part B: Indicate your top three key questions/issues upon which you would like to focus in this course.</p> <p>This post will be assessed based on demonstration of clear and succinct communication, critical thought, without repetition, and error free. Some class time on day one will be allocated to discuss Part B of this assignment.</p>	Jan 06 no later than 9 pm.	15%	3,6,7
2. Question of the day for Days 1-4	<p>Each student is encouraged to keep track of concepts, discussions, guest lectures and contributions from other students in order to reflect upon the day's learnings and then complete an assigned question of the day. The question of the day will be assigned by the instructor and students will complete a written response in sentence form to a maximum of one page in length. This response will be assessed based on demonstration of clear and succinct written communication, critical thought and inclusion of concepts covered in class or through the assigned readings for that day.</p>	3:50 pm each of Mon – Thrs, Jan 6-9	5% per response to a total of 20%.	1-7

	<p>messages of the chosen speaker or content knowledge area, 3) your own perspectives/viewpoints on this material supported by rationale and by reference to the literature, and 4) your own learnings that have emerged from this reflection.</p> <p>Assignment 4A/B will be assessed using a rubric posted on D2L. This assignment should be submitted via Dropbox on D2L.</p>			
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ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. In order to complete assignments for this Block Week course, students are required to attend all class sessions and work collaboratively with other class members.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- The first and last assignment may be submitted in Word or PDF format and should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 1 or 4A or 4B). Assignments are due as stipulated on the Assessment Component list. 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

- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor as agreed in writing via return email and may be subject to a reduction of grade due to late submission.

EXPECTATIONS FOR WRITING

- All written 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

- 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

Additional suggested readings and resources for the course will be provided as separate documents on D2L under the Content heading.

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**