



<b>Course Number:</b>	SOWK 657 S02	<b>Classroom:</b>	TRA 102
<b>Course Name:</b>	Clinical Applications		
<b>Day(s):</b>	Friday	<b>Time:</b>	9:00 – 11:50 am
<b>Instructor:</b>	Robbie Babins-Wagner	<b>Office Hours/Location:</b>	By appointment
<b>E-mail:</b>	<a href="mailto:rwagner@ucalgary.ca">rwagner@ucalgary.ca</a>	<b>Phone:</b>	403-691-5908

#### SYLLABUS STATEMENT

Specific issues involved in the effective application of clinical approaches will be studied.

#### COURSE DESCRIPTION

This course will focus on practice applications of theories learned in SOWK653 to various problems and issues encountered by social workers within a chosen specialization. This course provides opportunities for students to integrate prior knowledge and experience related to clinical social work practice. Students will be encouraged to utilize a stance of critical openness to new ideas, as well as to systematically interrogate ideas they already embrace. Students will work to develop an integrated personal framework for social work practice and specific effective ways to appraise their work.

Students will be encouraged to identify and address Indigenous/First Nation concerns within social work, particularly in terms of practice applications and practice patterns of social work practitioners.

Prerequisite for this course is SOWK 653. It is expected that this course is taken concurrently with Advanced Practicum II to help ground the ideas of this course within practice.

#### COURSE LEARNING OUTCOMES

This course is intended for MSW Students in the Clinical Social Work Practice Specialization. The central focus of this course is to develop a basis for the integration of research methods and social work practices.

##### Course Learning Outcomes (CLO):

- 1) Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments.
- 2) Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.
- 3) Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.
- 4) Competently perform interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy, and evaluation
- 5) Acquire knowledge and develop skills in advanced practice, and/or in specialized practice with individuals, families, groups, and/or communities.

**Specialization Learning Outcomes (SLO):**

- 1) Professional identity – Students will take on the identity of a social worker and identify how social work is distinct from other helping professions.
- 2) Diversity/cultural – Students will critically examine and reflect on the various ways in which their languaging in their practices and in their interactions with other professionals and peers may be interpreted.
- 3) Social justice – Students will recognize justice issues in society and in daily living and learn to speak to these issues in listenable ways directed toward reflection and change.

**Program Learning Outcomes (PLO):**

- 1) Acquire knowledge and skills in conducting social work research and competence in evaluating professional practices.
- 2) Critique, apply, and/or participate in elements of social work research.
- 3) Apply social work knowledge and other ways of knowing (including but not limited to Indigenous knowledge) from other disciplines, to advance professional practice, policy development, research, and service provision.

**LEARNING RESOURCES**

**REQUIRED TEXTBOOKS AND/OR READINGS**

Duncan, B. (2014). *On becoming a better therapist* (2nd Ed.). Washington, DC: American Psychological Association.

**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 course builds on SOWK 653 (Comparative Approaches to Change) and SOWK 659 (Evidence and Clinical Practice) by continuing to build the connections between research and practice that were prominent elements of both of those previous courses. Diversity (SOWK 697) lays out some key power issues in social work practice that get taken up in this course as realities of lived practice.

**CLASS SCHEDULE**

**The class schedule is subject to change.** Guest speakers may be rescheduled. Updated schedules will be posted on D2L.

**Class Format:**

This course will be delivered in a face-to-face format with a combination of instructor presentations, individual and group presentations, and guest speakers. PowerPoint presentations, class assignments and additional course readings will be posted on D2L. In order to maximize learning, students should review readings before class.

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments Due</b>
January 17, 2020	Introduction Review of course outline	
January 24, 2020	Clinical skills: Use of measures	Duncan Chapter 1 Student Presentation – Group 1
January 31, 2020	Clinical skills: Use of measures, part 2 Assessment Part 1	Duncan, Chapter 2 Student Presentation – Group 2
February 7, 2020	Focusing on errors & Understanding the data Assessment Part 2	Duncan Chapter 3 Student Presentation – Group 3
February 14, 2020	Clinical work with couples, families and youth In-class assessment	Duncan Chapter 4 Student Presentation – Group 4
February 21, 2020	No class – Winter Break	
February 28, 2020	Use of self and one’s clinical identity	Duncan Chapter 5 Student Presentation – Group 5
March 6, 2020	Engaging clients in change Agency use of measures & Reflections on clinical practice  Practice with Indigenous and Aboriginal People	Duncan Chapter 6 Student Presentation – Group 6
March 13, 2020	The role of a social worker in clinical practice The Transtheoretical Model – Readiness for Change	Duncan Chapter 7 Student Presentation – Group 7
March 20, 2020	Integrating research and practice Depression	Duncan Chapter 8 Student Presentation – Group 8
March 27 2020	The social, policy and economic context of practice	Duncan Chapter 9 Student Presentation – Group 9
April 3, 2020	Pulling it all together Last Class	

**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.

**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
Assignment 1: Class Facilitation	<p>This is a class facilitation, not a presentation. This assignment is designed to actively engage your class colleagues in the learning process. Class facilitation will include a) presentation (PowerPoint or Prezi), b) a brief overview of key factors associated with the topic, c) learning activities (e.g., case studies, role plays, experiential/interactive exercises) that provide opportunities for class discussion and for the class to apply significant concepts in the selected social work approach. The intent is for the class to be exposed to the theoretical concepts and their application. The presentations must be provided to the instructor at the end of the class and they will be made available to all students on D2L.</p> <p>An introduction could briefly describe the key concepts and underlying assumptions of the theory or concept, its historical context, its application to social work practice, and a brief critique (its strengths, its limitations, ethical and cultural implications, and empirical support for the theory). Explore how social work thinking/practice addresses the ideas in the theoretical concept under consideration.</p>	As per group on Class Schedule	40%	<p>CLO 1,2,3,4,5</p> <p>SLO 1,2,3</p> <p>PLO 1,2,3</p>

	<p>Grading criteria for class facilitations:</p> <ul style="list-style-type: none"> <li>• quality, clarity and creativity of facilitation;</li> <li>• understanding of approaches to clinical practice;</li> <li>• summarizing the most significant concepts;</li> <li>• appropriate use of the theory;</li> <li>• engaging the class in meaningful activities to facilitate learning</li> </ul> <p>A group grade will be assigned after completion of the facilitation. The same grade will be assigned to each individual in the group; however, if you have not contributed to the group to the same extent as the other group members - a demonstration of professionalism and fair practice is required on your part – the instructor expects you, as an individual, to professionally state to the instructor the reasons for your reduced participation and then recommend to the instructor a lower grade for yourself individually than for your group peers.</p>			
Assignment 2: In-class psychosocial assessment	<p>Students will collectively review a clinical simulation in class of a client situation. Following the review of the case, students will write a psychosocial assessment on the case. Time will be provided in class to write the assessment, as if one was writing it in a work setting. A guideline for the assessment will be provided in class. Students will email the assessment to the instructor at the end of the allotted class time.</p>	January 31, 2020 to be posted on D2L.	30%	<p>CLO 1,2,3,4,5</p> <p>SLO 1,2,3</p> <p>PLO 1,2,3</p>
Assignment 3: Reflection Paper	<p>Students will write a paper reflecting on the use of outcome measures in routine practice and reflect upon the impact on the client, the social worker, the program and agency. Students will use the literature and their experience in practice to speak to the relevant practice and research issues and their integration.</p> <p>You are expected to integrate readings from this class, your evidence in addition to providing examples from practice. The paper is expected to be 10 pages, double spaced, 12-point font in either Arial or Times Roman</p>	March 20, 2020 to be posted on D2L.	30%	<p>CLO 1,2,3,4,5</p> <p>SLO 1,2,3</p> <p>PLO 1,2,3</p>

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). 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**

Any extension in the class written assignment must be discussed with the instructor prior to the due date. Assignments submitted after the deadline may be penalized with a grade reduction.

### **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**

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. A student must achieve an A for each assignment to receive an A in the course.

The University of Calgary **Graduate Grading System** and Faculty of Social Work Percentage Conversion will be used. Please note that in this course students will receive letter grades and the percentage conversion will not 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. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> 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. <b>Note:</b> 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 for the course will be provided to students in D2L.

## 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/](http://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](http://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**