

<b>Course Number</b>	<b>SOWK 604 S01</b>	<b>Classroom</b>	Online: Zoom and D2L
<b>Course Name</b>	<b>Advanced Practice Theories in Context</b>		
<b>Day(s) &amp; Time</b>	Zoom sessions from 6:00 to 8:00 p.m.:  January 13, 20, 27 February 3, 10, 24  Zoom residency from 9:00 to 11:00 a.m. and 1:30 to 3:30 p.m. on January 30 and 31, 2021		
<b>Instructor</b>	<b>Charlene Richard</b>		
<b>U of C E-mail</b>	<a href="mailto:Charlene.richard@ucalgary.ca">Charlene.richard@ucalgary.ca</a>	<b>Phone</b>	<b>403.220.5942</b> (FSW – Leave a message)

#### 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.

#### COURSE LEARNING OUTCOMES

Upon completion of this course, students 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 AND/OR READINGS**

Coady, N., & Lehmann, P. (Eds.). (2016). *Theoretical perspectives for direct social work practice* (3rd ed.). New York, NY: Springer.

Denis, J. S. (2015). *Contact Theory in a Small-Town Settler-Colonial Context: The Reproduction of Laissez-Faire Racism in Indigenous-White Canadian Relations*. (Link in D2L).

Supplemental readings and videos are listed in the course schedule below and/or will be in D2L.

Please adhere to APA 7th Edited Publication Manual for style, grammar, referencing/citations and formatting.

### **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, microphone and speaker 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

Please note important dates for Winter 2021:

- First Day of Regular Classes: Monday, Jan 11
- Fee Deadline: Friday, January 22
- Winter Break: February 14 -20 (Sunday to Saturday) – no classes, assignments or course activities

Date	Topic	Readings/Videos/Activity
January 13, 2021 6:00 – 8:00	<p>Introductions &amp; review of syllabus, assignment expectations.</p> <p>Introduction to social work theory and direct practice.</p> <p>Your Social Work Identity</p>	<p>Coady and Lehmann</p> <p>Required: Chapters 2 and 3</p>

	The Generalist-Eclectic Approach and Problem Solving Model	
January 13, 2021 Asynchronous	Compassion Fatigue and Vicarious Trauma in Social Work  Brain Development and Adverse Childhood Experiences	Online Activity #1 in D2L: Webinar on Compassion Fatigue in Social Work  Online Activity #2 in D2L: Brain Story
January 20, 2021 6:00 – 8:00	Metatheories:  Systems Theory  Individual and Family Development Theory & Trauma-Informed Practice	Coady and Lehmann:  Required: Chapters 4 and 5  Optional: Chapter 6
January 14, 2021 Asynchronous	Psychodynamic Theories	Online Activity in D2L: Article on Application of Theory to Practice
January 27, 2021 6:00 – 8:00	Psychodynamic Theories: Attachment Theory Relational Theory	Coady and Lehmann: Required: Chapter 7 and 8  Optional: Chapter 9
January 27, 2021 Asynchronous	Cognitive Behavioral or Narrative Theory	Online Activity in D2L: Article on Application of Theory to Practice
January 30, 2021 9:00 – 11:00	Cognitive Behavioral Theories: Cognitive Behavioral Theory Cognitive Behavioral Therapy	Coady and Lehmann: Required: Chapter 10  Optional: Chapter 11 and 12
January 30, 2021 1:30 – 3:30	Narrative Therapies	Required: Chapter 18  Optional: Chapters 19 and 20
January 31, 2021 9:00 – 11:00	Humanistic Theories: Emotion-Focused Therapy	Coady and Lehmann: Required: Chapter 15  Optional: Chapter 13 and 14
January 31, 2021 1:30 – 3:30	Guest Speaker: Advanced Application of Theories for Trauma	
February 3, 2021 6:00 – 8:00	Critical Theories: Feminist Theory Empowerment Theory	Coady and Lehmann: Required: Chapters 16 and 17  Denis, J. S. (2015). Link in D2L.
February 10, 2021 6:00 – 8:00	Guest Speaker: Indigenous Theory and Practice in Social Work	Reading in D2L
February 24, 2021 6:00 – 8:00	Revisiting Generalist-Eclectic Approach	Coady and Lehmann: Required: Chapter 21
February 24, 2021 Asynchronous	Review of peer presentations and feedback.	

## **ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

### **EQUITY, DIVERSITY AND INCLUSION**

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

### **GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). 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. 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.). All students are expected to behave in a professional manner during the session.

### **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 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.

## **ASSESSMENT COMPONENTS**

### **Assignment 1: Social Work Identity and Use of Theory (15%) – Due Jan 19 by 4:30 p.m.**

**Aligned Course Learning Outcome:** 2 and 5

**Length:** 400 to 600 words

**Format:** Please adhere to APA 7th Edited Publication Manual for style, grammar, referencing/citations and formatting (12-point font, double spaced).

**Submission:** Upload to Dropbox in D2L

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.

As part of your skill development in monitoring and evaluating your own experiences in social work practice, please reflect on the theories you use and the theories you want to learn more about in your advanced social work practice.

In a 400-600 word summary of your social work identity, please include the following:

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?

**Grading:** This assignment will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.

**Assignment 2: Presentation - Application of Theory to Practice (50%) – Due February 24th by 4:30 p.m.**

**Aligned Course Learning Outcome:** 1, 2, 3, 4, 5, 6

**Weight Distribution (50%):**

- Social work theory or practice 15%
- Theoretical application to population 20%
- Clinical resources 2%
- PowerPoint presentation 3%
- Peer feedback 10%

**Length:** 10-13 Minutes. Maximum 25 slides.

**Format:** Video presentation in Yuja Platform or Zoom. Please adhere to APA 7th Edited Publication Manual for style, grammar, referencing/citations and formatting of powerpoint (or approved alternative) presentation.

**Submissions:**

1. Upload a link for your video presentation along with your clinical resources into D2L dropbox for assignment #2.
2. Upload a link for your video presentation along with your clinical resources into your D2L assigned group for peer review and feedback.

Choose one mid-level (or lower) social work theory/intervention that you will deepen your knowledge in and summarize for your peers.

Advance your understanding of the application of this theory/intervention by researching the application of your chosen theory/intervention to one social work issue and/or population. Summarize the application of this theory/intervention with your population to your peers.

Review a minimum of five resources on the theory and five resources on the application of theory/intervention with your population.

Develop and record your powerpoint presentation in Yuja or Zoom, including the below criteria:

When recording please include both yourself and your “screen” to show your powerpoint presentation. This is a replication of in-person presentations.

**Social work theory or practice (15%):** Choose one social work theory/intervention and briefly describe its historical context, the key concepts/principles and underlying assumptions of the theory/intervention. Explain the main advantages and disadvantages of using this theory/intervention with your chosen population, including any ethical and cultural implications. Include a critique of this theory as well as how it supports an anti-oppressive practice.

**Theoretical application to population (20%):** Explain how a social worker can apply the theory/intervention to social work practice, including; engagement, assessment, goal setting, intervention, evaluation and termination for one social work issue/population. Include results of research on the use of this theory/intervention with your population.

**Clinical Resources (2%):** Include a minimum of two clinical resources for the use of the theory/intervention with the population. These resources can be for the social worker to learn more about the intervention or they can be direct clinical tools to use with clients.

**Peer Feedback (10%):** In D2L a selected group of your peers will view your video presentation, along with your powerpoint presentations and recommended resources. They will provide you with qualitative feedback on your presentation in the comments of your post. Your peers will also submit anonymous quantitative feedback to the instructor to determine this portion of your grade.

**Presentation Format (3%):** In this assignment you will use microsoft powerpoint to create a presentation (or an approved alternative). Adhere to APA 7th edition citation and formatting. Adhere to the 10-13-minute timeframe and within the 25-slide limitation.

**Grading:** Participation will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.

**Assignment 3: Participation activities with reflections (35%) Due March 1, 2021 at 4:30 p.m.**

**Aligned Course Learning Outcome:** 1, 2, 3, 4, 5, 6

**Format:** Participation will be graded based on contributions to class discussions, online activities and reflections. A reflection template will be provided.

**Submission:** Upload one document into D2L Dropbox

**Grading:** Participation will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **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 you miss a class or a participation component you will be expected to review the recording of the class and complete the participation activities.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 5:00 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 resubmitted 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 7<sup>th</sup> edition 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. <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.



## 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.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 (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.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 (Calgary)**
- **Safewalk (Calgary)**