



Course Number	SOWK 641 S02	Classroom	Online
Course Name	Models of Practice		
Day(s) & Time	Saturday 9:00 - 12:00 pm and 1:00 pm -4:00 pm Zoom login January 30, February 27, March 27, April 10		
Instructor	Cheryl Chorney		
U of C E-mail	cheryl.chorney@ucalgary.ca		

SYLLABUS STATEMENT

This course provides the conceptual and theoretical foundation for students to acquire the knowledge and skills to practice as social workers.

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 and 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

Learning Objectives

- Students will explore a variety of social work practice theory models.
- Students will develop a critical understanding of generalist and anti- oppressive social work practice.
- Students will be able to demonstrate an understanding of human diversity and develop sensitivity to individual and group differences including issues of race, economic condition and class, ethnicity, disability, sexual orientation, age and gender.
- Students will be able to demonstrate an advanced understanding of the dynamics of worker/client relationship, issues of power and control within relationships and the critical importance of relationship for effective social work practice.
- Students will develop an understanding of the forms and dynamics of oppression at personal, cultural and structural levels.
- Students will develop a commitment to the principles of anti-oppressive generalist social work practice.

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

1. Students will be able to identify the intersectionality of power, values, and beliefs in relation to dominant discourse

- Students will be able to critically appraise theories and methods as part of generalist social work practice.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Healy, K. (2014). Social work theories in context: Creating frameworks for practice (2nd Edition). Palgrave Macmillan; London, UK.

Supplemental Readings

Other supplemental readings and or supplemental material will be posted to D2L. Some are required for guest lectures.

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, webcam, and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This course is an integral part of the MSW Foundation program. It will enable students to critically appraise theories and methods covered in other parts of the MSW Foundation program. Consent of the Social Work Faculty is required for registration in SOWK 641. This course is delivered in conjunction with the field practicum and some crossover may occur.

CLASS SCHEDULE

Date	Schedule	Notes	Guest Speaker
Pre- Session assignments	<ol style="list-style-type: none"> Locate and introduce yourself to your assigned triad on D2L Complete 3 posts of the 5 post choices (question 1 and 2 are required, choose any additional question between 3-5 of your choosing) Comment on a minimum of 2 posts by another student to review chapters 1-5 <p>Assignment 1 Reflective Discussion Board Due January 29 2021 by 9 pm</p>	<p>See assignment 1 below</p> <p>Post to D2L in assigned group</p> <p>Review of Chapters 1-5</p>	

<p>January 30, 2021</p>	<p>Introductions, and syllabus review 9 am</p> <p>Lecture 9:30-11 am</p> <p>Triad Group Work – Assignment 2 - 11-12 pm</p> <p>Lunch 12-1</p> <p>Afternoon Guest Lecture 1-3pm</p> <p>Assignment 3 in class time – 3-4 pm In class discussion of the bullet point technique, remainder of class time to work on this assignment</p>	<p>1-6</p> <p>Note: required reading as noted in the assignment 3 section of this syllabus.</p>	<p>Review of previous course material posted to D2L</p> <p>Guest speaker - Panel Concepts from chapters 1-5</p> <p>Charlene Frank Pauline Cardinal Garima Khatri Kristy Harcourt Kyle Sobey</p>
<p>February 27, 2021</p>	<p>Lecture 9-11 am</p> <p>Assignment 2 in class time 11-12 pm</p> <p>Lunch 12-1</p> <p>Afternoon Guest Lecture 1-3pm</p> <p>Assignment 3 in class time 3-4 pm</p>	<p>7,8</p>	<p>Guest Speaker - Amber Ell Solution Focused,</p>
<p>March 27, 2021</p>	<p>Lecture 9-11 am</p> <p>Assignment 2 in class time 11-12 pm</p> <p>Lunch 12-1</p> <p>Afternoon Guest Lecture 1-3pm Indigenous Worldview and Social Work Theory</p> <p>Assignment 3 in class time 3-4 pm</p>	<p>9, required reading posted to D2L</p> <p>Required Reading Indigenous Patient Journey part 1 and 2 posted to D2L</p>	<p>Guest Speakers Randal Bell</p>
<p>April 10, 2020</p>	<p>Lecture 9-11 am</p> <p>Assignment 2 in class time 11-12 pm</p> <p>Triad – post grade to D2L by April 11, 2021</p> <p>Lunch 12-1</p> <p>LGBTQ2S populations and Social Work Theory</p> <p>Assignment 3 in class time 3-4 pm</p>	<p>10, required reading posted to D2L</p> <p>Required reading LGBTQ2S populations CPATH</p>	<p>Guest Speaker Sam Nels</p>

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
- Good Friday: Friday, April 2
- Easter Monday: Monday, April 5

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

- Last Day of Regular Classes: Thursday, April 15
- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

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

Assignments

There are three assignments for this course, Peer supervision and reflection and a practical activity. Further examples and rubric will be provided in class.

1) Discussion Forum– 30% of final grade

Due: **January 29 2021 by 9 pm**

Length: posts will not exceed 500 words, responses to others will not exceed 250 words.

Prior to the first class, you will find your triad group on D2L. You will introduce yourself to your triad cohort by posting an introduction to D2L. You will at minimum include your practicum placement, and a theoretical approach to social work that fits for you at this time in your learning.

D2L discussion forums ask questions related to concepts discussed in chapters 1-5. Students are required to read all of the chapters and to respond to the question in each forum by starting a new thread in the forum and to end their response with a question for other students to respond to. Each student will read and respond to at least two other students' threads per discussion forum. Take note: there are five discussion forums posted but students need only post to **three**.

Posts are required to have at least one reference from a scholarly peer reviewed journal to support your reflection. All Posts and responses are required to be submitted on D2L, and will be graded with considerations for writing standards inclusive of grammar and the timeliness of post will be considered in grading as your fellow students require you to actively engage in this assignment to complete their own work.

The reflective posts are intended to give graduate-level students a beginning experience with the process of reflexive practice that integrates theoretical approaches to social work practice.

You will continue to work with this triad group for the duration of the course. You will be given in class time on Saturday morning (11-12) to collaborate and discuss models of practice concepts and apply them to your lived experiences at your field practicum placements.

2) Peer Supervision Community of Practice - 30% of final grade

Dates for triad Work: Saturday morning (11-12)

Peer grading submitted to D2L by **April 11, 2021 by 9 pm**

As part of a triad peer supervision and community of practice students will be prepared to discuss their lived experiences with their cohort colleagues to support dialogue/debriefing/critical reflection and integration of theoretical approaches to case discussion from either field placement, work experience, or lived experience.

Triad's will submit a grade for one another according to the rubric provided in class. The grade will be submitted via D2L no later than the last day of in class attendance on **April 11, 2021**. The grade will be posted to D2L for each of your triad partners.

3) Practical exercise – from theory to practice- 40% of the final grade

Due – April 14, 2021 by 9pm

Social work occurs in varying contexts, as such it is important to be able to explore and examine theoretical positions and their application in our scope of practice regardless if it is community social work, direct practice social work, or social justice social work. You will choose from two practical exercises to support you in examining how a problem, or a program mandate lead us to a social work approach and theory in direct practice.

You will be given in class time on both **January 30, 2021, February 27, 2021, March 27, 2021, April 10, 2021** to work on this assignment. An example of the bullet point technique as described by Maclean & Harrison (2015) will be referenced in class. If you are not finished your

assignment with the time provided, you will need to complete the assignment on your own time prior to the due date.

You will apply the “bullet point” technique as referenced by Maclean & Harrison (2015).

You will re-create two “bullet point” technique images for two different theories that would be suitable to address a problem/gap in service or social justice concern. Each bullet technique will be posted to D2L in word format, and will each be on a single page. Each bullet point technique will have at minimum three bullet points per area.

You will additionally examine goodness of fit as a social worker with the theories you selected. You will indicate why you chose this theory as opposed to other theories, and you will indicate which theory you prefer from the two images you created.

This component of the assignment will not exceed 1 written page, and will follow APA 7 guidelines. You will include at minimum one (1) reference that support your preferred theory as part of critique. All submissions will be uploaded to D2L are **Due April 14, 2021 by 9 pm**

Maclean & Harrison (2015) chapters 1-5 will be of great assistance to you in preparing for this assignment. A link is on required reading on D2L to support you in this assignment.

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.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically 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 9 pm 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

Late assignments will not normally be accepted. Exceptions may be made with the prior agreement of the instructor of record.

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 7th 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. 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

WITHDRAWAL

Consult your Student Centre for the drop and withdrawal dates for this winter course.

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 readings or suggestions will be posted to 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.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 (<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>

SAFEWALK

Safewalk provides a safe and reliable alternative to walking alone at nights around and on the U of A Campus located at 0-22 SUB, phone (780) 492 5563 or 4-WALK-ME. In addition to the UofA's Safewalk Program, security personnel at Enterprise Square will provide an escort from the main lobby between 6:00 pm and 11:00 pm any day that the building is open. Arrangements to be accompanied can be made at the security desk opposite to the elevators on the main floor at the time the escort is required; reservation ahead of time is not possible. Security will escort you within a two- block radius of Enterprise Square.

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**