



Winter 2021

Course Number	SOWK 641 S03	Classroom	Online (Zoom) & D2L
Course Name	Models of Practice		
Day(s) & Time	Day(s): Zoom Monday January 4, Wednesday January 6 & Friday January 8, 2021 Time: 10:00 AM – 11:50 PM & from 1:00 PM – 2:50 PM. Mondays: January 11, 18, 25, & February 1 & 8 , Time: 2:00 PM 4:50 PM		
Instructor	Linda Kongnetiman PhD, RSW		
U of C E-mail	Linda.Kongnetiman@ucalgary.ca	Phone	Provided through D2L

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. 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. 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 or desktop with Internet access 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.

CLASS SCHEDULE

Please note important dates for Winter 2021:

- This course is offered during Block Week: Monday January 4, Wednesday January 6 and Friday January 8, 2021
- The rest of the classes are on January 11, 18 & 25 as well as on February 1 and 8, 2021. The first Assignment is due January 4th by 9PM

Date	Topic	Readings/Assignments Due
January 4, 2021 10 – 11:50am ZOOM	<ul style="list-style-type: none"> • Introductions. • Review of the course outline and expectations. • Elevator speech challenge. 	Heinonen & Spearman, Chapters 1,2,3,4. Additional Readings:

<p>PM Session 1 - 2:50 pm</p>	<ul style="list-style-type: none"> • 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 • Issues in Social Work Research • Practice with Individuals, Families and Groups • Practice with Organizations and Communities • Social Policy and Social Justice • 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: Kristina Kopp Indigenous Practice</p> <ul style="list-style-type: none"> • Debrief in Class Sections. • Class groups hold first meeting. 	<p>Blodgett, A., Schinke, R., Smith, B., Peltier, D., & Pheasant, C. (2011). Exploring vignettes as a narrative strategy for co-producing the research voices of Aboriginal community members. <i>Qualitative Inquiry</i>, 17, 522e533. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/1077800411409885</p> <p>Reynolds, V. (2019). Setting an intention for decolonizing practice and justice-doing: Social justice activism in community work and therapy. In S. Collins (Ed.), <i>Embracing cultural responsiveness and social justice: Re-shaping professional identity in counselling psychology</i> (pp. 615-630). Counselling Concepts. https://vikkireynoldsdotca.files.wordpress.com/2019/06/2019-reynolds-v-setting-an-intention-decolonizing-practice-justice-doing.pdf</p>
<p>January 6, 2021</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>Guest Speaker: Jessica Naidu</p> <ul style="list-style-type: none"> • Debrief in Class Sections • Class groups hold second meeting 	<p>Heinonen & Spearman, Chapter 5, 6, 7.</p> <p>Additional Readings: Deepak, A. (2012). Globalization, power and resistance: Postcolonial and transnational feminist perspectives for social work practice. <i>International Social Work</i>, 55(6), 779-793. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0020872811414038</p> <p>Morrison, R., Voorhis V., & Hostetter, C (2006) The impact of MSW education on social worker empowerment and commitment to clients empowerment through social justice advocacy. <i>Journal of Social Work Education</i>, 42:1, 105-121, DOI: 10.5175/JSWE.2006.200303147</p>

		https://doi-org.ezproxy.lib.ucalgary.ca/10.5175/JSWE.2006.200303147
<p>January 8, 2021</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 community to organizational contexts. • Approaches to generalist social work practice: An overview. <p>Guest Speaker: a multi-disciplinary family-centred approach- Rebecca Haines-Saah, PhD</p> <ul style="list-style-type: none"> • 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) 	<p>Heinonen & Spearman, Chapters 8, 9,10.</p> <p>Additional Readings: Morgan, G. (2016). Organisational change: a solution-focused approach. <i>Educational Psychology in Practice</i>, 32(2), 133-144https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/02667363.2015.1125855</p> <p>Block, A., Masalehdan, A., Leslie, S., Adam, Harrison, S., Sloan, A., Vecchio, S., & Wilson, V., (2018). Peer support groups: Evaluating a culturally grounded, strengths-based approach for work with refugees. <i>Advances in Social Work.</i>, 18(3), 930–948. https://doi.org/10.18060/21634</p>
<p>January 11, 2021</p>	<p>Strength-Based and Indigenous Social Work Practice Class group meeting</p>	<p>Heinonen & Spearman, Chapters 11, 12.</p> <p>Additional Readings: Golightley, P. M. (2019). Editorial: From zero to hero? Or a strengths-based approach. <i>The British Journal of Social Work</i>, 49(6), 1373–1375. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcz105</p> <p>Silva, D. S., Smith, M. J., & Upshur, R. E. G. (2013). Disadvantaging the disadvantaged: When public health policies and practices negatively affect marginalized populations. <i>Canadian Journal of Public Health</i>, 104(5), 410-412. . https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/canajpublheal.104.5.e410</p>

<p>January 18, 2021</p>	<p>Feminist Approach and Structural Social Work and Social Change Class group meeting</p> <ul style="list-style-type: none"> • Question of the day: Each student submits a one-page reflection on a topic from the day's sessions. (Paper and pen exercise) 	<p>Heinonen & Spearman, Chapters 13, 14.</p> <p>Additional Readings: Enns, C. Z., Comas-Díaz, L., & Bryant-Davis, T. (2020). Transnational feminist theory and practice: An Introduction. <i>Women & Therapy</i>, 1-16. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/02703149.2020.1774997</p> <p>Danso, R. (2009). Emancipating and Empowering De-Valued Skilled Immigrants: What Hope Does Anti-Oppressive Social Work Practice Offer? <i>The British Journal of Social Work</i>, 39(3), 539–555. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcm126</p>
<p>January 25, 2021</p>	<ul style="list-style-type: none"> • Bringing “it” all together: Integrating theory into practice. • A comparative summary of five social work approaches: A review. <p>Guest Speaker: Louise Ng Class group meeting</p>	<p>Heinonen & Spearman, Chapter 15.</p> <p>Additional Readings: Morgan, G. (2016). Organisational change: a solution-focused approach. <i>Educational Psychology in Practice</i>, 32(2), 133-144 https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/02667363.2015.1125855</p> <p>Mattsson, T. (2104). Intersectionality as a useful tool: Anti-oppressive social work & critical reflection. <i>Journal of Women & Social Work</i>, 29(1), 8-17. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0886109913510659</p>

<p>February 1, 2021</p>	<ul style="list-style-type: none"> • 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). 	<p>Panel Presentations</p>
<p>February 8, 2021</p>	<ul style="list-style-type: none"> • 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). 	<p>Panel Presentations</p>

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.

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.

Email Communication

- Email communication is a form of professional communication and reflects a culture of respect and professional mannerism. ***Students are expected to adhere*** to professional codes of conduct when communicating via email with their peers as well as their instructors
- As per the university policy, please note that all communication with the instructor ***must be done through the U of C email address***, and the instructor maintain the rights not to respond to communications through personal email addresses
- Please allow up to ***48 hours*** for response time to your email communications

The instructor will ***not respond*** to email communications during weekends or official holidays

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	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcomes
<p>Assignment 1.</p>	<p>Post on D2L a 3-4 paragraph biographic/expectation note in two parts: 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. Part B: Indicate your top three key questions/issues upon which you would like to focus in this course. 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 1 will be allocated to discuss part B of this assignment. Please submit through Dropbox.</p>	<p>January 4 no later than 9 PM</p>	<p>15%</p>	<p>3, 6 & 7</p>
<p>Assignment 2. Question of the day for Days</p>	<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</p>	<p>Due by 11:59 pm each of Jan 8 & 18</p>	<p>10% per response to a total of 20%.</p>	<p>1-7</p>

	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. Please submit in D2L Dropbox			
Assignment 3. Reflective-Integration Paper	Each student is required to submit a paper of 1250 words including at least 5 references to the appropriate literature. The paper should be composed of two parts: Part A –choose one model of practice that fits for you and include discussion of why it is congruent with who you are as a practitioner. Outline how this approach is consistent with your personal values, beliefs and worldview as well as the social work values/principles discussed in the course. Part B – select a population of interest to you as a social worker or a presenting concern/social issue and discuss why your chosen approach from Part A is a good fit for your future social work practice with this population/issue drawing upon the relevant scholarly literature.	Due February 28, 2021 11:59 pm	35%	1-7
Assignment 4.	On the first day of class, students will form into small groups of approx. 4 or 5. Each group will meet at the end of each of the first three classes in order to prepare a group facilitation scheduled for February 1 & 8. Each group will be responsible to prepare a 45-minute facilitation on the model of practice/approach assigned. The class facilitation will include a) a 1-page handout, b) a brief overview of key factors associated with the approach, c) learning activities that provide opportunities for class discussion and involvement. Learning activities could include case studies, role plays, experiential/interactive exercises that provide class members with further learning about the approach or its application. The facilitations will be assessed based on a rubric posted on D2L.	February 1 & 8	30%	1-7

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ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to attend class, read assigned required readings, to be fully present and engaged in class activities and discussions, and adhere to class requirements and expectations as well as follow social work’s ethical guidelines and professional codes of conduct in their class participation and engagement.
- Students are expected to work together on their group projects and assignments are to be submitted on time.
- Make up assignments are subject to the instructor of the section and it is the student’

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically through their respective Dropbox in D2L.
- Assignments may be submitted in Word.
- 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

- Assignments and papers are to be submitted on time, absolutely ***NO extensions***, unless legitimate reasons are provided and supported by official documentation.
- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- Late assignments will be ***downgraded by 2%*** of the assignment grade ***per day*** including weekends, holidays and study weekdays.

- There is a **seven-day** maximum limit by which to accept late assignments where students have not asked for extension. No assignments will be accepted beyond this seven-day limit.

EXPECTATIONS FOR WRITING

- Throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria.
- 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.
- All submitted work **must follow proper APA format within the text and in the reference list**. Failure to do so will result in significant deduction of grades.
- 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: <https://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 Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		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	2.0		65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0		50 – 54
F	0.0		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. An effort will be made to do regular check in at different stages of the course during the term.			
ADDITIONAL SUGGESTED READINGS			
In addition to the required readings, students are encouraged to further expand their readings as relevant to their theoretical and practice frameworks.			

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**