



Course Number	SOWK 657 S01	Classroom	Online
Course Name	CLINICAL SOCIAL WORK APPLICATIONS		
Day(s) & Time	Saturday, Jan 16, 6 pm - 9 pm, Thursday, Apr 1, 6 pm - 9 pm, Friday-Saturday, Apr 2-3, 9 am - 4:30 pm		
Instructor	Anne Marie McLaughlin		
U of C E-mail	amclaugh@ucalgary.ca	Phone: 780 492 1478	

SYLLABUS STATEMENT

This course provides supervision to students who are undertaking their final MSW project. For course-based students, the project comprises a case study paper and an oral presentation that demonstrate their mastery of the curriculum. Thesis-based students will complete a paper related to their research topic. The focus of each thesis student's paper will be appropriate to her or his stage in the research process.

COURSE DESCRIPTION

Students will be assigned to a faculty member/project advisor who will work with them in small groups throughout the term. Project advisors will provide guidance to students as they write their papers and prepare their oral presentations. Presentations for students will be held virtually over two full days (Friday and Saturday) on-line, April 8/9. Students are strongly encouraged to attend not just their own presentation, but also the presentations of other students in order to provide a supportive audience for other presenters.

COURSE LEARNING OUTCOMES

At the completion of this course students will demonstrate:

1. The ability to integrate theory and practice including
 - specialized knowledge in at least one approach to clinical social work practice;
 - specialized knowledge of a particular substantive area of interest in social work;
 - the application of the social work approach to address the identified clinical problem;
 - an understanding of how this specialized knowledge or problem area relates to a recognized social work frame of reference or theory (e.g., ecosystems theory, anti-oppressive practice theory, social justice theory).
2. The capacity for critical and reflective thinking including:
 - the ability to analyze clinical situations and professional 'knowledge' relative to anti-oppressive or social justice goals;
 - the ability to reflect on their own social location and impact on the clinical situation.
3. Competence in written and oral communication including:
 - the ability to organize material logically and communicate ideas clearly;
 - the ability to synthesize material from a variety of sources;
 - the effective use of rules for proper referencing and citation of material (using APA style).

LEARNING RESOURCES

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

SOWK 657 is the capstone of the core curriculum for the MSW clinical specialization. The content of SOWK 657 draws from across the curriculum including practice issues, research, and other core courses. This course focuses on integrating course elements through an in-depth analysis and presentation of a practice situation.

CLASS SCHEDULE

In Winter 2021, student groups will meet advisors on January 16th (9-4) and at least one other time to be determined in consultation between the project advisors and their respective groups. Additional, individual consultations will be at the discretion of the faculty member and negotiated with students. The focus of the group meetings will be on both technical/writing and substantive issues related to the final paper and presentation. Project advisors may use D2L for discussion of issues related to students' final projects. Project advisors will work with students and develop timelines for the preparation of successive paper drafts, which will be reviewed by project advisors. It is recommended that students should exchange a minimum of two drafts with their project advisor for input. Students should receive feedback on their final draft no later than March 19th, with the final deadline for all papers on March 28th.

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.

ASSESSMENT COMPONENTS

There are two assignments. The following focuses primarily on assignments for course-based students. Some notes are provided for thesis students; paper and oral parameters and criteria will be developed in class.

Assignment One – Final Integrative Paper (Value: 70%)

The 20-25-page paper (excluding references) should present an actual 'case study' if consent (or equivalent) was obtained, or a fictionalized composite in the absence of consent, involving a clinical situation the student encountered either in recent work or during the advanced practicum. The clinical situation should involve a substantive area in which the student has developed specialized knowledge during the MSW program and should allow the student to demonstrate and rationalize the application of a particular clinical approach. The paper may include a description of both how the student worked with the client/group (this may include a family, a group, an organization or population) and how they might work differently in hindsight. The paper may include an analysis that contrasts more than one clinical approach. The student's knowledge of the problem area and application of clinical approach should typically be critiqued from a social justice/anti-oppressive perspective including reflection on the impact of self in clinical work.

The following are suggested as *guidelines* for the paper. Students, working with project advisors, may choose to adapt these guidelines to suit individual circumstances. Students are also expected to adjust the number of pages devoted to each area (indicated in parentheses).

1. Introduce the paper by briefly describing the clinical context, particular client situation, your approach to it in practice, and why you selected the situation for your integrative paper (1 page).
2. Provide a full description of the client and/or clinical situation. Discuss why the profession of social work should be concerned with this kind of client situation (2-3 pages).
3. Describe and analyze the knowledge base related to the substantive area(s) associated with the client situation, including (and critiquing) at least one theoretical perspective. Apply the knowledge to your particular client situation (6-8 pages).
4. Describe and analyze one (or more) option(s) for intervention. Rationalize and critique your choice of intervention. Describe and critique your use of the intervention with the specific client situation and case, and problem or practice situation. Reflect on your own challenges/strengths during your work with this client situation (8-10 pages).
5. Conclude the paper by discussing what you have learned from this client/group situation and your work in this situation and how you will apply this learning to your future clinical practice (2-3 pages).

Criteria for evaluation of Final Integrative Paper:

1. Ability to integrate theory and practice (35 points)

Students should demonstrate:

- specialized knowledge of a particular substantive area of interest to social work, including its theoretical and empirical foundations;
- specialized knowledge in at least one approach to clinical social work practice, including its theoretical and empirical foundations(s);
- the ability to apply the social work approach to address the clinical (or equivalent) problem;
- an understanding of how this specialized knowledge or problem area relates to a recognized social work frame of reference or theory (e.g., Ecosystems Theory, Anti-Oppressive Practice Theory, Social Justice Theory).

2. Capacity for critical and reflexive thinking (20 points)

Students should demonstrate:

- the ability to critique theoretical and empirical literature related to the social work approach and substantive area on which their paper focuses;
- the ability to analyze clinical situations and professional knowledge relative to anti-oppressive or social justice goals;
- the ability to reflect on their own social location and impact on the clinical situation.

3. Competence in written communication (15 points)

Students should demonstrate:

- the ability to organize material logically and communicate ideas clearly;
- the ability to synthesize material from a variety of sources;
- an effective use of style and formatting rules (i.e., APA style; 7th ed.).

Assignment Two – Oral Presentation (Value 30%)

Students will present in a virtual conference-style format over two days, Friday and Saturday (April 1st and April 2th). Each student will be allotted 30 minutes and will be expected to present for 20 minutes and use 10 minutes to respond to questions/comments from audience members. Please see Faculty Guidelines on Final Integrative Projects for additional notes on presentations.

The following are suggested as *guidelines* for the presentation for course-based students. Students, working with project advisors, may choose to adapt these guidelines to suit individual circumstances. Students are also expected to adjust the number of minutes devoted to each area (indicated in parentheses). Thesis students are expected to work with advisors to develop the presentation focus.

- Introduce the presentation (3 minutes)
- Provide background on the case situation (3 minutes)
- Review substantive area associated with case – theoretical and empirical literature (6 minutes)
- Describe and rationalize your interventive approach and strategies (6 minutes)
- Conclude presentation and invite questions (2 minutes)
- Questions (10 minutes)

Criteria for evaluation of oral presentation:

1. **Coverage of content** (15 points)

Students should demonstrate:

- knowledge of a specific approach to clinical social work practice including theoretical and empirical foundation(s);
- knowledge of a substantive area of interest to social work including theoretical and empirical foundations;
- the ability to apply theory to practice;
- the ability to critically reflect on social work practice.

2. **Communication and interaction skills** (15 points)

Students should demonstrate:

- verbal skills including clarity, enthusiasm, eloquence;
- non-verbal skills including poise, timing, appropriate use of presentation aids (e.g., Power Point slides), minimal reference to notes;
- the ability to engage audience and respond to questions/comments appropriately;
- the ability to initiate and conclude presentation.

The final mark will be awarded based on the feedback from the audience and the course instructors. The instructors will take into consideration the feedback provided by the group when assigning the final mark.

NOTE: Thesis students may adjust their paper/presentation to support their thesis development, in consultation with their supervisor.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

EXPECTATIONS FOR WRITING

The assessment of all assignments will include an evaluation of writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) as well as 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

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.

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**
- **Emergency Evacuation/Assembly Points (Calgary)**
- **Safewalk (Calgary)**

