



**Winter 2022**

Course & Session Number	SOWK 412 (B09/B10/B12)	Classroom	Online
Course Name	Practicum		
Day(s) & Time	400 hours completed from Tuesday to Friday throughout the term		
Instructor	Ralph Bodor (B09) Leeann Hilsen (B10) Ninetta Tavano (B12)	Office Hours	As requested
UCalgary E-mail	<a href="mailto:rcbodor@ucalgary.ca">rcbodor@ucalgary.ca</a> <a href="mailto:lhilsen@ucalgary.ca">lhilsen@ucalgary.ca</a> <a href="mailto:ninetta.tavano@ucalgary.ca">ninetta.tavano@ucalgary.ca</a>	UCalgary Phone	Please email

**EQUITY, DIVERSITY, INCLUSION, RECONCILIATION AND ANTI-RACISM**

The Faculty of Social Work (FSW) is committed to anti-racist social work education and practice and to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge the historic and ongoing effects of racism, systemic inequities and compounded disadvantages due to the intersection of social locations, particularly for members of racialized, Indigenous, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour, and integrate diverse perspectives, experiences, and strengths into our work. See the faculty's [Statement on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous strategy](#).

## **SYLLABUS STATEMENT**

This course is designed to give students an intensive experience in the delivery of social work in a specific practice setting. Students, as learners, are provided with opportunities to continue the development of their practice skills, the acquisition and application of knowledge, and the formation of a professional identity to a level appropriate for an entry-level professional practitioner. Students will be expected to assume responsibility for a moderate-sized workload, and to perform competently with minimal support under the supervision of a field instructor. This course is equivalent to three half courses and must be taken concurrently with SOWK 413: Integrative Practice Seminar.

## **COURSE DESCRIPTION**

As the final field experience in the BSW program, the senior practicum supports students' preparation for entry-level professional social work positions. Students have opportunities to apply generalist knowledge and theories, while exploring ethics, values, skill development and an emerging professional social work identity. Emphasis is placed on personal and professional development, integrating theory and practice, and on building purposeful practice.

Please refer to the BSW Field Education Manual and the BSW Field Education Policy Manual (2018) for field education policies generally and senior practicum policies and procedures specifically.

## **COURSE LEARNING OUTCOMES**

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

1. Identify, apply and reflect on their developing social work knowledge, values, and skills in the areas of generalist practice, reflective practice, competence with diversity, social policy and social justice, and professional identity/ethics;
2. Critically assess social work practice experiences through reflection, peer review, constructive feedback and consultation;
3. Have an enhanced ability to identify the linkages between the personal experiences of individuals and issues of social structures, and to act appropriately in relation to these insights;
4. Examine, critically reflect on and discuss the applications of theory in practice and the suitability of various practice methods;
5. Demonstrate entry-level social work intervention/response skills in specific area(s) of focus;
6. Consider and apply the CASW Code of Ethics in their social work practice and discussions; and
7. Actively participate in class discussions and work collaboratively and collectively with other students in furthering learning and professional development;

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

None

### LEARNING TECHNOLOGIES AND REQUIREMENTS

Students will need to access the Intern Placement Tracking (IPT) system. A laptop, desktop or mobile device with Internet access, is required to access IPT. Passwords for IPT will be sent to students and Field Supervisors at the beginning of term. The website for IPT can be found here:

<https://www.runiptca.com/web/login.php>.

## RELATIONSHIP TO OTHER COURSES

BSW field education is intended to be consistent with and complementary to the classroom-based coursework of the BSW curriculum. The learning outcomes for the senior practicum reflect the objectives of the undergraduate curriculum. Students generally take SOWK 412 in their final semester in the pro-program, allowing optimal opportunities for integration of classroom-based learning and field experience. Practicum II is directly linked and taken concurrently with SOWK 413, Integrative Practice Seminar.

## CLASS SCHEDULE

Please note important dates for Winter 2022:

- First Day of Regular Classes: Monday, Jan 10, 2022
- **First Day of Practicum: Tuesday, Jan 11, 2022**
- Winter Break: February 20-26 (Sunday to Saturday) – no classes, assignments or course activities
- Good Friday: Friday, April 15, 2022
- Easter Monday: Monday, April 18, 2022
- Last Day of Regular Classes: Tuesday, April 12, 2022
- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

Key logistical information about SOWK 412:

- SOWK 412 requires students to be in placement for 400 hours within the winter term usually Monday through Thursday.
- Typically, students are in their practicum settings Tuesday through Friday, 7.75 hours each day, for the entire 13 weeks of the semester. With appropriate approvals, alternative arrangements may be negotiated.
- Each student has an agency-based field supervisor who provides orientation to the field setting, assigns and directs practice activities, provides supervision and facilitates

opportunities for integrating theory with social work practice. The field supervisor also evaluates the student's progress and learning.

- Students receive a minimum of 2 hours per week of educational supervision from the field supervisor. Students are expected to prepare for and actively participate in supervision.
- Each student is linked with a faculty liaison who is the instructor-of-record for the practicum course. Faculty liaisons consult as needed with students and Instructors, and usually make initial, mid-course, and sometimes, final visits to the practicum placement (generally face-to-face, occasionally electronically).

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

Each student has an agency-based Field Instructor who provides orientation to the field setting, assigns and directs practice activities, provides supervision and opportunities for integrating theory with social work practice, and evaluates the student's progress and learning.

Ralph Bodor, Leeann Hilsen, Krista Osbourne and Ninetta Tavano, will be your Faculty Liaison, or instructor-of-record for the practicum course (SOWK 412). Faculty liaisons consult as needed with students and field instructor(s), and usually meet with the student and field instructor(s) at least twice during the term. Ralph Bodor, Leeann Hilsen and Ninetta Tavano will be the instructors for the integrative seminar (SOWK 413), which is taken concurrently with practicum.

#### **GUIDELINES FOR ZOOM SESSIONS**

Students are expected to actively set up the initial and midterm meetings and participate actively in all evaluation Zoom sessions.

#### **ASSESSMENT COMPONENTS**

The learning plan guides the student learning and development throughout the practicum; this is the foundational document upon which development needs are articulated and assessed.

- Students are expected to familiarize themselves with IPT and document their learning plan through this tool.
- This is a pass/fail course.
- Evaluation is considered an ongoing process intended to highlight students' strengths and learning needs. Formal assessment of students' needs and progress occurs at the beginning, middle, and end of the placement. Evaluation processes and policies for SOWK 412 are detailed in the Course Book and the BSW Field Education Manual. Briefly, these are:

**Learning Plan:** During the first few weeks in practicum, the student, in consultation with the field instructor and faculty liaison, develops a plan for development toward achieving the 5 practice objectives of SOWK 412. The plan is tailored to the student's interests and needs, and includes

activities the student will undertake to learn and demonstrate competence in the objectives. Copies of the field education manual (2020) are available through the Faculty’s web site and on the IPT data base <http://www.runiptca.com>). The learning plan is meant to scaffold learning and development opportunities, with the intent that students should be moving toward independence by the midterm point of the practicum.

**Preliminary Impressions:** Field Instructors and students are asked to evaluate preliminary impressions of the practicum by the end of the second week in placement. Recording preliminary impressions is intended to support the student’s development of reflective self-evaluation, and to facilitate discussion of the student’s strengths and potential areas of concern. This should be submitted through the online data base and coincides with the timing of the Faculty Liaison’s first agency visit.

**Mid-Course Evaluation Report:** At the halfway point in the practicum, a written mid-course evaluation is prepared by the student and field supervisor. The student’s achievement of the activities described in the learning agreement is reviewed, and the student and field supervisor rate and comment on the student’s performance in each practice area. The student’s progress is considered during the mid-semester meeting with the faculty liaison. A determination regarding whether the student is meeting or failing to meet practicum requirements is made. Minimum achievement for meeting practicum requirements are included in the Field Education Manual and in the IPT data base at <http://www.runiptca.com>. If necessary, a remedial plan can be put into place.

**Final Evaluation Report:** At the end of the practicum, the student, field supervisor and faculty liaison provide ratings and overall comments regarding the student’s performance. A determination regarding whether or not the student has met or failed to meet practicum requirements is made. Detailed practicum requirements are included in the BSW Field Education Manual and in the IPT data base at <http://www.runiptca.com>.

The following schedule notes topic areas covered in seminar, in the event that the students want to align practicum supervision and focus, with the corresponding topic. This is not mandatory.

Week/Date	Topic	Assignment Due
January 10, 2022	Learning plan formulation COVID, student agreement forms in IPT to be signed off	Initial learning plan review appointments to be set
January 17, 2022	Learning Agreement to be finalized -Set learning plan review meeting with liaison	Preliminary impressions entered in IPT by approximately January 24
January 24, 2022	Initial learning plan review meeting with faculty liaison, student and field instructor	Initial learning plan meetings held week of January 25- February 1
January 31, 2022		

February 7, 2022		
February 14, 2022		
February 21, 2022	Reading week (student and field instructor determine if student is in placement or not)	Midterm evaluations completed in IPT -Meetings held week of February 28-March 7
February 28, 2022	Plan for termination timeline (dependent on hours)	
March 7, 2022		
March 14, 2022		
March 21, 2022		Professional Practice Framework paper due -Final IPT evaluations completed
March 28, 2022	Capstone presentations	
April 4, 2022	Capstone presentations	
April 11, 2022	Capstone presentations/Last class	

<b>ASSESSMENT AND EVALUATION INFORMATION</b>
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**ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to conduct themselves in a professional manner, in accordance with any practicum setting expectations around dress, hours, illness, COVID guidelines, communication, etc. All missed hours are to be made up. If students miss more than 2 consecutive days, the liaison needs to be informed.

**GUIDELINES FOR SUBMITTING ASSIGNMENTS**

All online learning plan evaluations need to be completed online in IPT, at least 24 hours prior to the meeting with the liaison.

**EXPECTATIONS FOR WRITING**

Students are expected to comply with placement documentation and writing standards.

## **GRADING**

The Faculty Liaison, as instructor-of-record, has final responsibility for assigning student grades. Students receive a CR (Completed Requirements) or F (Fail) as a grade for this course. Concerns regarding a student's performance in practicum at any point in the semester may result in the student being identified as at risk for failing the practicum. Policies and procedures related to at-risk situations are detailed in the BSW Field Education Manual in the IPT data base at <http://www.runiptca.com>

## **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.

It is recommended that you complete the practicum evaluation forms on IPT.

Students are welcome to discuss the process and content of the practicum at any time with the faculty liaison.

## **ADDITIONAL SUGGESTED READINGS**

Please refer to the Field Education Policy Manual for additional information relating to the field practicum, including policies, procedures and roles/responsibilities of all involved. The Manual is available at:

<https://socialwork.ucalgary.ca/field-education/policy-manual-other-documents>

## 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)**