



<b>Course &amp; Session Number</b>	<b>SOWK 604 S01</b>	<b>Classroom</b>	Online
<b>Course Name</b>	<b>Advanced Practice Theories in Context</b>		
<b>Day(s) &amp; Time</b>	Zoom sessions: January 10 to February 18. Tuesdays from 6:30-8:30 p.m.		
<b>Instructor</b>	<b>Charlene Richard</b>	<b>Office Hours</b>	As Requested
<b>UCalgary E-mail</b>	<a href="mailto:charlene.richard@ucalgary.ca">charlene.richard@ucalgary.ca</a>	<b>UCalgary Phone</b>	Click or tap here to enter text.

#### **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.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). There will be six synchronous Zoom sessions throughout the term and each will be recorded.

#### **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

Bolton, K. W., Lehmann, P., & Hall, C. J. (2021). *Theoretical Perspectives For Direct Social Work Practice: a generalist-eclectic approach*. SPRINGER PUBLISHING.

**The following resources are available online through the U of C Library:**

Denis, J. S. (2015). Contact theory in a small-town settler-colonial context. *American Sociological Review*, 80(1), 218–242. <https://doi.org/10.1177/0003122414564998>

Greaves, L., & Poole, N. (2016). *Becoming trauma informed*. Langara College.

Supplemental readings and videos will be in D2L.

### 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

**Zoom sessions:** Tuesdays from 6:30-8:30pm from January 10<sup>th</sup> to February 18<sup>th</sup>

**Please note important dates for Winter 2022:**

- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre
- Block Week: Monday – Friday, January 3 – 7, 2022
- Start of Classes: Monday, January 10, 2022
- Term Break, no classes: Sunday – Saturday, February 20 – 26, 2022
- End of Classes: Tuesday, April 12, 2022
- End of Term: Friday, April 29, 2022
- Alberta Family Day, no classes: Monday, February 21, 2022
- Good Friday, no classes: Friday, April 15, 2022
- Easter Monday, no classes, Monday, April 18, 2022

Date	Topic	Readings/Videos/Activity
<b>January 11/22</b> 6:30-8:30 p.m. Zoom Class	<p>Introductions, review of syllabus and assignment expectations.</p> <p>Social work theory and direct practice. Social work identity.</p> <p>Generalist-eclectic approach Problem solving model Trauma-informed care Sustainable Practice</p>	<p><b>Required:</b> Bolton et al. Chapters 1, 2, 11</p> <p>Chapter in D2L</p> <p>Poole &amp; Greaves Chapter 1</p> <p>Watch Webinar on Compassion Fatigue in Social Work and complete reflection post in D2L</p>
<b>January 13/22</b> Asynchronous	Eclectic social work practice with youth	Expressive arts therapy video presentation in D2L
<b>January 18/22</b> 6:30-8:30 p.m. Zoom Class	<p><b>Metatheories</b> Systems theory Individual and family development Theories and social work assessments</p> <p><b>Psychodynamic theories</b> Attachment theory</p>	<p><b>Required:</b> Bolton et al. chapters 3 and 4 Reading in D2L on systems theory Recorded lectures in D2L</p> <p><b>Optional:</b> Bolton et al. chapters 5, 6, 7</p>
<b>January 20/22</b> Asynchronous	Cognitive behavioural strategies	<b>Watch:</b> Videos of psychoeducation class and thought record role play in D2L
<b>January 25/22</b> 6:30-8:30 p.m. Zoom Class	<p><b>Behavioural theories</b> Cognitive behavioral theory (CBT) CBT and trauma Dialectical behavior therapy</p>	<p><b>Required:</b> Bolton et al. Chapters 8 and 10 Recorded lecture in D2L</p> <p><b>Optional:</b> Bolton et al. Chapters 9, 21, 22</p>
<b>January 27/22</b> Asynchronous	<p>Narrative strategies Laissez-fair racism in Canada</p>	<p><b>Watch:</b> Video role play of externalizing the problem in D2L</p> <p><b>Read:</b> Denis, J. S. (2015). Link in D2L</p> <p><b>Complete:</b> Reflection post in D2L.</p>
<b>February 1/22</b> 6:30-8:30 p.m. Zoom Class	<p><b>Post-modern theories</b> Narrative approaches Narrative therapy and grief</p> <p><b>Critical theories:</b> Anti-oppressive theory and practice</p>	<p><b>Required:</b> Bolton et al. chapters 17 and 18 Recorded lectures in D2L</p> <p><b>Optional:</b> Bolton et al. chapters 15,16, 19, 20</p>

<b>February 3/22</b> Asynchronous	Research on application of a theory or model used in social work	Activity in D2L
<b>February 8/22</b> 6:30-8:30 p.m. Zoom Class	<b>Humanistic theories</b> Emotion-focused therapy	<b>Required:</b> Bolton et al. chapter 13 Recorded lectures in D2L <b>Optional:</b> Bolton et al. chapters 12 and 14
<b>February 10/22</b> Asynchronous	Research on application of a theory or model used in social work	Activity in D2L
<b>February 15/22</b> 6:30-8:30 p.m. Zoom Class	Knowledge Dissemination (Assignment 2) Small Group Presentations/Discussion Final large group discussion	

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

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

The Faculty of Social Work (FSW) is committed 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 systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, 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 into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

#### **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) for your best learning experiences. 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 one: Application of theory to practice**

**Due:** February 4, 2022

**Weight distribution:** 45% of final grade

**Format:** Written. Please adhere to APA 7th Ed. Publication Manual for Writing Style and Grammar. 12-point font. Double spaced.

**Length:** 9-11 pages (excluding references)

**Submission:** Upload to dropbox in D2L

**Aligned course learning outcome:** 1, 2, 3, 4, 5, 6, 7

**Social work population:** Choose a population and topic relevant to social work. You may choose the population and topic from one of the case studies reviewed in class, one of your previous professional clients or a new population and topic that you want to learn more about, which will now be referred to as “your chosen population”.

Drawing upon relevant research, describe some of the common struggles/barriers/symptoms that your chosen population may experience in their daily lives. Analyze the issues they may experience as it relates to individual, institutional or systemic levels of oppression, discrimination and/or racism.

**Social work theory/model:** Evaluate, analyze and critique **one** social work theory and explain how it is applied with your chosen population.

Briefly summarize the historical development of the theory along with the important principles or concepts of the theory. Include an intersectional analysis of the development of this theory.

Explain how the theory can be applied to your chosen population. Consider including how it could be used in your social work practice such as during assessments or interventions. Alternatively, you could explain how it may be applied differently in group vs individual format.

**Research on application of theory/model:** From your literature review, please summarize the results of the research you found on the use of the theory with your chosen population. This may include areas with strong evidence for the use of the theory with your population (or a subpopulation), contraindications or gaps in the research that have been identified. Include an intersectional analysis of the research on your theory/model and chosen population. Please provide details of the research, such as the methods and outcomes, from a minimum of two different studies.

Clearly differentiate your voice, reflections and ideas from the ideas of the scholars featured in your paper. Include a minimum of 10 references.

### **Assignment two: Knowledge dissemination**

**Due:** February 15, 2022

**Weight distribution:** 20% of final grade

**Format:** Presentation to small group with visual aids (slides or academic poster). PowerPoint or PDF. Please adhere to APA 7th Ed. Publication Manual for Writing Style and Grammar. Provide group members with your visual aids prior to your presentation.

**Length:** 15 minutes (10-minute presentation and 5-minute questions/discussion)

**Submission:** Upload visual aids into dropbox in D2L.

**Aligned course learning outcome:** 1, 2, 3, 6

In the final class, each student will be placed in a small group to exchange knowledge. Similar to a poster presentation, you will share your key findings about the population you chose along with the application of the theory/model to your chosen population. Please include your intersectional analysis of the theory/model in development, research and social work practice. Allow time for questions at the end.

Each student will give qualitative and quantitative feedback to their small group peers (template will be provided).

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

### **Assignment three: Reflection on social work identity and use of theory**

**Due:** February 18, 2022

**Weight distribution:** 20% of final grade

**Format:** Written. Please adhere to APA 7th Ed. Publication Manual for Writing Style and Grammar

**Length:** 500-600 words

**Submission:** Upload to Dropbox in D2L

**Aligned course learning outcome:** 2, 3, 4, 5

Throughout this course you have reviewed, analyzed and critiqued high, mid and low- level social work perspectives, theories and models. Some theories have a stronger emphasis on explanatory function (understanding and explaining experiences) and some theories/models had a stronger emphasis on the facilitation of change function (how to change/improve experiences). To integrate your knowledge into your developing social work identity, please reflect on your social work identity, including the following:

1. What social work perspectives or theories will guide your understanding and explanation of human experiences? Why did you choose these perspectives/theories?

2. What social work perspectives, theories or models will guide your social worker interventions to facilitate change? Why did you choose these theories/models?

3. How will you acknowledge and address white supremacy/privilege as part of your anti-racist 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 four: Participation**

**Weight distribution:** 15% of final grade

**Format:** Attendance, engagement, online activities, small and large group discussions

**Aligned course learning outcome:** 1, 2, 3, 4, 5, 6, 7

Participation will be graded based on contributions to class discussions, completion of online activities and small group peer feedback.

**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**

Recommended: "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. Grades are not rounded up or down.

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	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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

### **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 AND GENDER-BASED 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

### **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