



Course & Session Number	SOWK 641 S02	Classroom	Online
Course Name	Models of Practice		
Day(s) & Time	Mondays 1PM – 3:50 PM		
Instructor	Trish Smith, MSW, RCSW	Office Hours	By Appointment
UCalgary E-mail	psmit@ucalgary.ca	UCalgary Phone	

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. 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.

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 13 synchronous Zoom sessions throughout the term (dates as indicated in the course schedule), and each will be recorded

COURSE LEARNING OUTCOMES

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

1. Describe and apply current generalist social work practice theories and approaches.
2. Demonstrate an understanding of anti-oppressive social work practice including concepts of diversity, inclusion, equity, racial justice, and decolonization.
3. Develop reflexive skills to critically evaluate and apply contemporary social work theories
4. Articulate a professional social work identity, including an understanding of the ways social work is distinct from other helping professions.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Payne, M. (2021). *Modern social work theory* (5th ed.). Oxford Press.

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 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. For example, 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. Consent of the Social Work Faculty is required for registration in SOWK 641. This course has no pre-requisites or corequisites.

CLASS SCHEDULE

Zoom Mondays 1:00 pm to 3:50 pm MST	Topic	Required Reading	Assignments Due
January 10 th	Lecture and Activities <ul style="list-style-type: none">• Orientation to Course• Student Scan of Interests	Chapter 1 - Payne	

	<ul style="list-style-type: none"> • Linkage to Practicum • Thinking about Theory 		
January 17 th	Lecture and Activities <ul style="list-style-type: none"> • More Thinking about Theory Group work	Chapters 2 and 3 -Payne	Assignment 1.A Discussion Forum Post Due – 3%
January 24 th	Lecture and Activities <ul style="list-style-type: none"> • Evaluating and Applying Theory - Reflexivity Group Work	See D2L for additional reading	Assignment 1.B Discussion Forum Responses Due – 2%
January 31 st	Student Facilitation <ul style="list-style-type: none"> • Systems Practice Lecture and Activities	Chapter 9 - Payne	
February 7 th	Student Facilitation <ul style="list-style-type: none"> • Macro Practice Lecture and Activities	Chapter 10 - Payne	
February 14 th	Student Facilitation <ul style="list-style-type: none"> • Trauma and Crisis Practice Lecture and Activities	Chapter 6 - Payne	
February 19 th			Assignment 2.A Critical Reflection due – 15%
	Term Break February 20 – 26		
February 28 th	Student Facilitation <ul style="list-style-type: none"> • Strengths and Solutions Lecture and Activities	Chapter 11 - Payne	
March 7 th	Student Facilitation <ul style="list-style-type: none"> • Social Justice Practice Lecture and Activities	Chapter 14 - Payne	
March 14 th	Student Facilitation <ul style="list-style-type: none"> • Humanistic Practice Lecture and Activities	Chapter 13 - Payne	
March 19 th			Reflection 2.B Critical Reflection due – 15%
March 21 st	Student Facilitation <ul style="list-style-type: none"> • Critical Practice Lecture and Activities	Chapter 15 - Payne	
March 28 th	Student Facilitation <ul style="list-style-type: none"> • Feminist Practice Lecture and Activities	Chapter 17 - Payne	
April 4 th	Student Facilitation <ul style="list-style-type: none"> • Anti-oppressive, Indigenous and Multicultural Practice Lecture and Activities	Chapter 18 – Payne	
April 8 th			Reflection 2.C Critical Reflection due – 15 %
April 11 th	Summary and Integration		

April 16 th			Assignment 4 – Integrating Theory with Practice Paper Due – 30%
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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

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.

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 1: Thinking About Theory Discussion Board Post and Response – 5 % (3% for main post – 1% for each of 2 responses)- Main Post due January 17th by 11:59pm – Responses Due January 24th by 11:59pm.

Aligned Course Learning Outcomes: 1,4

Assignment Description: Students will create a 200 – 300 word post highlighting the student’s key reflections from the first zoom class. Post will focus on the role of theory in the student’s practicum and current and/or future social work practice. Students will respond to the posts of at least two student colleagues.

Detailed grading rubric can be accessed on course D2L site

Assignment 2: Critical Reflection on Theory – 45% (15% x 3)

Due Dates: Assignment 2.A - February 19th via dropbox – 15%

Assignment 2.B – March 19th via dropbox – 15%

Assignment 2.C – April 8th via dropbox – 15%

Aligned Course Learning Outcomes: 1, 2, 3, 4

Assignment Description: The critical reflection on theory assignments are intended to give graduate-level students a beginning experience with the process of reflexive practice that integrates theoretical approaches to social work practice. Students will complete the assignment three times during the term and each reflection will be focused on the models of practice presented over three zoom sessions with a particular focus on application of ideas in practicum and practice. An outline for linking theory with practice for the purpose of this assignment will be reviewed in class and provided to students as a template on the course D2L site. Each submission will be 2 pages in length will require the student to complete the template by providing short answers (100- 200 words) to critical reflection questions provided in the template. Students are expected to use APA format to cite required readings and content presented during class.

A detailed grading rubric can be accessed on the course D2L site.

Assignment 3: Student Facilitation (20%) – Facilitation Dates will be throughout the term and will be determined at the first class

Aligned Course Learning Outcomes: 1, 2

Assignment Description: Students will work in groups of 3 to plan and lead a 1-hour facilitation of an assigned social work practice model. A facilitation is different than a presentation and includes class involvement (such as case studies, role plays, experiential/interactive exercises) and class discussion. The content for the facilitation will be drawn from the associated chapter in required textbook for the class and from a MINIMUM of three other sources. One of the additional sources must represent a diverse voice or perspective on the practice approach.

The facilitation will engage students in learning that addresses: the key concepts and underlying assumptions of the theory, its historical context, specific applications to social work practice, a linkage to current practicum experiences and a brief critique (its strengths, its limitations, ethical and cultural implications, and empirical support for the theory). The critique will specifically address such influences as power, oppression, social justice, social change, and community within the context of such factors as class, race, gender, sexual orientation, age, and ability.

No more than 10 minutes of video (if used) should be included as part of the facilitation.

Students will be provided some class time to work with their groups. Students are expected to meet with groups and work on the assignment outside of class time.

A detailed grading rubric can be accessed on the course D2L site

Assignment 4: Integrating Theory with Practice Paper (30%) – Due April 16th by 11:59 pm

Aligned Course Learning Outcomes: 1, 2, 3, 4

Assignment Description: Each student is required to submit a 1000-1500 word paper including at least 5 current (within 10 years) scholarly references. Proficient use of APA format 7 ed. is an expectation.

The paper will be composed of two parts.

Part A: The intention in part A of this assignment is to examine the relationship between the student as the practitioner and the theories that guide the student's practice. Students will choose one model of practice and discuss why it is congruent with who they are as a social work practitioner. Outline how this practice model is consistent with the student's personal values, beliefs, and worldview, as well as the social work values/principles that underpin the profession. Discuss how the issues considered in class and/or the course readings and student's experiences in practicum have influenced development of the student's evolving approach to practice.

Part B: Select a population of interest (e.g., adolescents, geriatrics, families involved with Child Protection services, marginalized communities, etc.) or a presenting concern/social issue (e.g., addictions, mental health, poverty, racism) and discuss why the chosen approach from Part A is a good fit for the student's future social work practice with this population/issue drawing upon the relevant scholarly literature. If relevant, make linkages to the student's practicum learning.

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. In order to complete assignments for this course, students are required to attend all class sessions and work collaboratively with other class members.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

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. 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

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 <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