



Course & Session Number	SOWK 411 S01/S02	Classroom	Online
Course Name	Practicum I		
Dates and Time	Start of Classes: Monday January 9 End of Classes: Wednesday April 12 Synchronous Dates and Times: S01 – Thursdays 6:00-8:00pm: January 12, January 19, February 2, February 16, March 9, March 23, April 6 S02 – Mondays 6:00-8:00pm: January 9, January 16, January 30, February 13, March 6, March 20, April 3 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	S01 – Iris Plain Eagle, MSW, RSW S02 – Alicia Kalmanovitch, MSW, RSW, MPA	Office Hours	By appointment
UCalgary E-mail	iris.plaineagle@ucalgary.ca alicia.kalmanovitch@ucalgary.ca	UCalgary Phone	Please send a request by email for a phone appointment.

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities,

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Advanced integration of concepts, perspectives, theories, and skills with practicum experiences, developing conceptual frameworks of practice.

COURSE DESCRIPTION

This course provides students with an opportunity to integrate theory and practice linking academic knowledge, skills and values derived from BSW social work courses and past experiences with the ongoing practice experiences in the field placement setting. The course provides students with opportunities to foster professional development and make connections between thinking, feeling, and doing in relation to being a social worker.

Students will be expected to:

1. present and discuss practice experiences from their field placement settings using knowledge about various aspects of social work theory and practice;
2. critically reflect upon their own and others' practice experience;
3. engage in a collaborative learning process; and
4. demonstrate competence in their ability to identify, apply, critique, and evaluate theories and conceptual frameworks while in their practice setting.

Students participate in collaborative discussions regarding professional issues, practice situations, and ethical dilemmas. While critically reflecting on experiences in practicum, students are encouraged to integrate knowledge and skills from the generalist practice framework into their own developing practice framework.

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, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., consult with a peer regarding the issued class material, submit a brief reflection, and actively contribute to the follow-up online discussion, etc).

There will be 7 synchronous Zoom sessions throughout the term and the other classes will be asynchronous.

COURSE LEARNING OUTCOMES

The following course specific learning objectives are closely aligned with the BSW Program Level Learning Objectives (PLOs). By the end of the 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; PLOs 1, 2, 3 & 4.
2. Critically assess social work practice experiences through reflection, peer review, constructive feedback, and consultation; PLO 5.
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; PLO 6.2, 8.
4. Examine, critically reflect on, and discuss the applications of theory in practice and the suitability of various practice methods; PLO 10.
5. Demonstrate entry-level social work intervention/response skills in specific area(s) of focus; PLO 9 & 6.
6. Consider and apply the CASW Code of Ethics in their social work practice and discussions; PLO 2.
7. Actively participate in class discussions and work collaboratively and collectively with other students in furthering learning and professional development. PLO 9.5.

Program Level Learning Outcomes

This course is designed to support students to achieve several core learning objectives outlined in the Canadian Association for Social Work Education Core Learning Objectives for Students Accreditation Standards: <https://caswe-acfts.ca/about-us/commission-on-accreditation/>

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There are no required textbooks for this class. Readings and other content will be supplied throughout the semester in D2L

Optional Text

Harms, L., & Connolly, M. (2019). *Social work: From theory to practice* (3rd ed.). Cambridge University Press.

LEARNING TECHNOLOGIES AND REQUIREMENTS

Web Delivery

This course is entirely web-based, delivered through Desire2Learn (D2L) and Zoom Meeting platforms. 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.

Desire2Learn

D2L is a course management system that will allow us to share resources, complete related learning activities, and connect with each other via the discussion board and Zoom.

Zoom Sessions

Zoom meeting is an audio-visual, web-based program that will allow us to meet at a specific time for a “live” web conference, so that we can have the opportunity to see and talk to each other virtually and discuss relevant issues. In the Zoom sessions, students can expect to share ideas, give feedback, and raise issues as they relate to their own practicum experience and that of their peers, and can process experiences from the field in a safe and instructional environment.

Confidentiality in Class and Course Assignments

As professionals, students and the instructor will respect the guidelines of confidentiality outlined in the CASW Code of Ethics (2005). We will take care that no information that could identify a client of any service system be used in class meetings or in assignments. We will adhere to the policy that issues introduced in the seminar will be discussed in only general, and not particular ways outside the classroom.

RELATIONSHIP TO OTHER COURSES

The emphasis of SOWK 411 is on practice, that is, social work in action. Because students are expected to apply knowledge, skills and values to specific situations, this course can be related to all other BSW courses. The seminar is taken concurrently with and is directly linked to Practicum I (SOWK 410).

CLASS SCHEDULE

Important Dates for Winter 2023

- Start of Term: Tuesday, January 3, 2023
- End of Term: Friday, April 28, 2023
- Fee Deadline: Friday, January 27, 2023
- Alberta Family Day, no classes: Monday, February 20, 2023
- Good Friday, no classes: Friday, April 7, 2023
- Easter Monday, no classes: Monday, April 10, 2023
- Term Break: Sunday, February 19 – Saturday, February 25, 2023

Week	Topic	Readings/Assignments Due	SOWK 410 Activities
January 9-15, 2022	Zoom Session #1 Introductory post	Attend the zoom session Introductory post on D2L discussion board	Practicum begins (some exceptions may apply)
January 16-22, 2022	Zoom Session #2	Attend the zoom session	
January 23-29, 2022	Asynchronous Activity #1	Complete the asynchronous activity	Introductory forms Learning agreement Initial meeting

January 30-February 5, 2022	Zoom Session #3 Social work presentations – group 1	Attend the zoom session	
February 6-12, 2022	Asynchronous Activity #2	Complete the asynchronous activity	
February 13-19, 2022	Zoom Session #4 Social work presentations – group 2 Integration of Theory and Practice (ITP) Loop – Step 1	Attend the zoom session Analyze a practice example in the discussion board	
February 20-26, 2022	No class – reading week		
February 27-March 5, 2022	Asynchronous Activity #3 Integration of Theory and Practice (ITP) Loop – Step 2		Midterm comments and signatures on learning agreement Midterm signature on learning agreement Midterm meeting
March 6-12, 2022	Zoom Session #5 Social work presentations – group 3	Attend the zoom session	
March 13-19, 2022	Asynchronous Activity #4	Complete the asynchronous activity	
March 20-26, 2022	Zoom Session #6 Social work presentations – group 4	Attend the zoom session	
March 27-April 2, 2022	Asynchronous Activity #5	Complete the asynchronous activity	
April 3-9, 2022	Zoom Session #7	Attend the zoom session	
April 10-12, 2022	No class – Easter Monday and end of classes		Practicum ends (some exceptions may apply) Final comments and signatures on learning agreement Final signature on timesheet Final meeting (if applicable)

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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. 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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom 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

1. Integrating Theory and Practice (ITP Loop) – 30%

S01 and S02 Step 1 - Due February 16

S01 and S02 Step 2 - Due March 2

Aligned Course Learning Outcomes 1-7

The intent of this assignment is to engage in reflective, collaborative social work practice using the ITP Loop Model and Peer Consultation. The ITP Loop Model provides a process for social workers to deconstruct their practice and break it down into its component parts. Practice is a fusion of listening, feeling, thinking, and acting, in which all these processes occur simultaneously. What may first appear to be intuitive can be carefully taken apart and analyzed, with the goal of improving field education experiences and social work practice. The ITP Loop Model consists of the following phases: retrieval, reflection, linkage, and professional response.

Step 1: ITP Loop Process and Write-Up Step 1 - 20% - Due February 16

Each student will apply the ITP Loop to a practicum experience and post a write-up in the discussion forum in D2L. The posting should be made up of the following sections: retrieval,

reflections, linkage, professional response, and two questions for peers that encourage critical reflection and reflexivity. The write up should be approximately 500 to 750 words in length. Please post directly onto the discussion board rather than attaching a document. Detailed information will be provided in class.

Step 2: Responding to Others Step 2- 10% - March 2

Students are expected to offer helpful, supportive, and resourceful consultation and feedback to their peers by responding to at least two other ITP Loop postings. Each response should be approximately **200 to 250 words**. The responses will be assessed based on length and depth of response (i.e., illustrative of critical reflection and integration).

You will also be expected to respond to these posts from your peers or instructor. At least two responses are required, each approximately 250 words.

It is expected that all postings and responses will be presented in a manner that ensures the respect, dignity, and confidentiality for your classmates and for those with whom we work and serve.

2. Course Participation – 30% - Ongoing Aligned Course Learning Outcomes 1-7

The participation grade awards you marks for your dedication to being an active learner in the different components of the course. The participation grade will be allocated based on the following elements:

- 1) A 150-250 word introductory discussion board posting including a brief description of yourself, your practicum setting (where, who works there, what type of clients you will be working with, supervisory arrangements, etc.) and your first impressions of practicum - including adjusting to the new environment, your initial impressions, questions, goals, challenges, and successes in practicum.
- 2) Asynchronous activity participation. One week before each asynchronous week, the instructor will assign an activity for students to complete during their asynchronous class. The instructor will provide information on how this activity will be recorded and assessed for completeness. Asynchronous activities may include discussion board posts, attending online or community events, having a discussions with a peer, completing a reading, watching a video, providing a reflection, or another activity.
- 3) The seminar is highly experiential in nature, and student participation is considered essential to individual and class learning. You are expected to attend all seminars and to be involved in the class discussions by sharing experiences and ideas from the field. You are also expected to support the learning of your peers by encouraging their participation, hearing their perspectives, and sharing constructive feedback. Time will be provided in each class for small group work and constructive peer feedback.
- 4) The final seminar will allow time for an interactive self-assessment. This reflective self-assessment will allow space for students to comment on their level of participation, contributions to the collective learning, and final reflections on major learning from the practicum/seminar. Criteria for class participation include punctuality, level of sharing of

experiences, introducing new ideas and learning new information, engaging in class discussions, openness to the ideas of others, ability to pose questions, and adherence to group ground rules established by the class.

- 5) Your participation grade will consider the quality and consistency of your participation, as outlined in the rubric provided in D2L.

3. Social Work Presentations – 40%

S01 due February 2 or February 16 or March 9 or March 23

S02 due January 30 or February 13 or March 6 or March 20

Aligned Course Learning Outcomes 1-7

Each small group will choose one theory applicable to social work and approved by the instructor to present to the class during a synchronous Zoom session. You will be expected to present a 15-minute PowerPoint presentation that summarizes and critiques a theory. Your presentation will be followed by a 10-minute discussion period during which you will pose and answer questions from your peers. You may draw on material from your past course work, current library research, and knowledge gained through your practicum. You will incorporate at least five academic sources into your presentation. This assignment gives you the opportunity to teach and learn different theoretical perspectives from your peers. Incorporating examples from your practicum that highlight key points of the theory that you will present is highly encouraged. Marks will be assigned as follows:

Summary Content – the extent to which the theory is thoroughly summarized and explained

Critical Analysis – the extent to which knowledge, application, critical analysis, reflection, and evaluation of the theory is demonstrated

Incorporation of Related Literature – the extent to which academic reference material is incorporated and is relevant to your theory. Material is appropriately cited according to APA 7th edition (at least three articles or books in addition to your textbook)

Clarity and Organization – including grammar and spelling, the pace and tone of the presentation, and staying within the time allotted

Discussion Moderation – the extent to which questions were posed to peers, and the extent to which questions from peers were answered

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Attendance and participation in practicum are expected and required for a successful learning experience. This includes professional conduct and arriving in a timely manner for all practicum activities.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Late assignments that have not been granted an extension will have 5% per day deducted.

EXPECTATIONS FOR WRITING

All writing is expected to be written to social work professional standards. 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 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 to pass the course. The University of Calgary [Undergraduate 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		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	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.

ADDITIONAL SUGGESTED READINGS

Additional required course readings and links to resources will be posted on D2L.

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's [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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](#) and requirements of the [Copyright Act](#) 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 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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

