



Course & Session Number	SOWK 604 S01	Classroom	Online
Course Name	Advanced Practice Theories in Context		
Dates and Time	Start of Classes: January 10, 2023 End of Classes: February 14, 2023 Dates and Time: Online Tuesdays from 6 to 8 p.m. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Charlene Richard M.S.W, RSW	Office Hours	As Requested
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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, 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](#).

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

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 and links have been provided inside D2L.

Atkins, R., & Oglesby, A. (2019). *Interrupting racism: Equity and social justice in school counseling*. Routledge.

Condon, E. M., Holland, M. L., Slade, A., Redeker, N. S., Mayes, L. C., & Sadler, L. S. (2019). Associations between maternal experiences of discrimination and biomarkers of toxic stress in school-aged children. *Maternal and Child Health Journal, 23*(9), 1147–1151. <https://doi.org/10.1007/s10995-019-02779-4>

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>

Poole, N., & Greaves, L. (2012). *Becoming trauma informed*. Centre for Addiction and Mental Health.

Korous, K. M., Causadias, J. M., & Casper, D. M. (2017). Racial discrimination and cortisol output: A meta-analysis. *Social Science & Medicine, 193*, 90–100. <https://doi.org/10.1016/j.socscimed.2017.09.042>

Shimmin, C., Wittmeier, K. D., Lavoie, J. G., Wicklund, E. D., & Sibley, K. M. (2017). Moving towards a more inclusive patient and public involvement in Health Research Paradigm: The incorporation of a trauma-informed intersectional analysis. *BMC Health Services Research, 17*(1). <https://doi.org/10.1186/s12913-017-2463-1>

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

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

Date	Topic	Readings/Videos/Activity
Asynchronous 3 Hours	Compassion Fatigue and Burnout – Sustainable Social Work	Webinar: Compassion Fatigue + D2L post
January 10/22 6:00-8:00 p.m. Zoom Class	Introductions and review of syllabus Generalist-eclectic approach Problem solving model Trauma-Informed Practice	Required: Bolton et al. Chapters 1, 2 and 11 Excerpt of book chapter in D2L Recorded Lectures in D2L
January 12/22 Asynchronous 4 Hours	Trauma-informed intersectional analysis.	Read: Shimmin et al. Link in D2L. Complete: Jamboard activity Link in D2L
January 17/22 6:00-8:00 p.m. Zoom Class	Critical Theories Anti-oppressive theory Feminist theory Anti-racism in social work	Bolton et al. chapters 15 and 17 Atkins (2019) chapter 2, link in D2L Denis, J. S. (2015) link in D2L Recorded lectures in D2L
January 19/22 Asynchronous 4 Hours	Eclectic social work practice with youth	Expressive arts therapy video presentation in D2L
January 24/22 6:00-8:00 p.m. Zoom Class	Meta Theories Systems theory Individual and family development	Bolton et al. Chapters 3 and 4 Excerpt of book chapter in D2L Recorded lecture in D2L
January 26/22 Asynchronous 4 Hours	Behavioural Theories Behavioural strategies	Watch one psychoeducation class in D2L Watch individual session with thought record, link in D2L
January 31/22 6:00-8:00 p.m. Zoom Class	Behavioural Theories Cognitive behavioral theory Dialectical behavior therapy Postmodern Theories Narrative therapy	Bolton et al. chapters 8, 10 and 18 Recorded lectures in D2L
February 2/22 Asynchronous 4 Hours	Postmodern Theories Eye moments and desensitization reprocessing (EMDR)	Read: Bolton et al. Ch.22 Watch: EMDR Demonstration
February 7/22 6:00-8:00 p.m. Zoom Class	Humanistic Theories Emotion-focused therapy Guest Speaker	Bolton et al. chapter 13 Recorded lecture and role play in D2L

February 9/22 Asynchronous 4 Hours	Humanistic Theories Motivational Interviewing	Bolton et al. chapter 14 Recorded lecture and role play in D2L
February 14/22 6:00-8:00 p.m. Zoom Class	Knowledge Dissemination (Assignment 2) Small Group Presentations/Discussion Final large group discussion	Bolton et al. chapter 23
Asynchronous 4 Hours	Final Reflection	Complete post in D2L.

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 (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. 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

Assignment 1: Reflection on Social Work Identity and Use of Theory

Due: January 18, 2023 by 11.59 p.m.

Aligned Course Learning Outcome: 2, 3, 4, 5

Weight distribution: 20% of final grade

Length: 500-600-word reflection post

Format: Please adhere to APA 7th Edited Publication Manual for writing style and grammar.

Eclectic social work practice allows for the use and integration of high, mid and low- level social work perspectives, theories and models. As you develop your practice and integrate more theories into your work with clients, it's important to be able to identify which theories and models you are using and why.

As part of your skill development in monitoring and evaluating your own experiences in social work practice, please reflect on the theories you use and the theories you want to learn more about in your advanced social work practice.

In a 500-600-word post, please reflect on your social work identity, including the following:

1. What social work perspectives, theories or models have guided your practice until now?
2. Do you regularly identify which theory you are using? If you don't regularly identify which theory you are using, why do you think that is?
3. What social work theory do you want to deepen your area of understanding and practice in? What specific steps will you take to achieve this?

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

Assignment two: Application of theory to practice

Due: February 8th, 2023 by 11:59 p.m.

Weight distribution: 50% 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

This assignment is an opportunity to deepen your knowledge on the application of one social work theory/model with a specific population determined by demographics and/or a specific issue relevant to social work practice (examples; new Canadians, women with PTSD, LGBTQ youth experiencing suicidal ideation). While social workers use multiple theories to guide their case conceptualizations, assessments and interventions, in this assignment you will focus on the application of **one** theory as it pertains the specific population you choose. Ensure you choose a theory that has research demonstrating the benefits of using it with your chosen population.

Social work population: Choose a specific population determined by demographics and/or a specific issue relevant to social work practice (examples; new Canadians, women with PTSD, 2SLGBTQIA+ youth experiencing suicidal ideation) 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. Provide an intersectional analysis of the issues they may experience as it relates to individual, institutional or systemic levels of oppression, discrimination and/or racism.

Social work theory/model: Summarize the historical development of the theory. Explain the important principles or concepts of the theory.

Application of theory/model with population: Explain how the theory/model is used in social work practice with your chosen population. You may consider reviewing how your theory would guide rapport building, assessments (may include names of specific assessments), goal setting, interventions, (may include names of specific strategies, tools, practices that are used), or any specific practices/processes during termination. Alternatively, you may choose to review how your theory would be use with individuals, couples, families or groups. Critique the use of this theory with your population. Are there any limitations to the use of this theory with your population, or a subgroup of your population, when you consider accessibility (location/cost/parental support), race, culture, gender, abilities (literacy/language/movement)?

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 (anyone the theory should not be used with) or gaps in the research that have been identified. In addition, please **choose a minimum of two studies** and summarize the specific details of the research, such as the demographics of the participants in the study, the methods and outcomes. Include an intersectional analysis of the research.

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

Assignment three: Knowledge dissemination

Due: February 14th, 2023 in class, slides in D2L by 11:59 p.m.

Weight distribution: 20% of final grade (10% visual aids and 10% peer feedback)

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 this assignment, you will take the information from assignment one and share it with your peers. In class, each student will be placed in a small group breakout room to exchange knowledge obtained during the completion of assignment one. Similar to a poster presentation, you will share a brief summary of your chosen population, your chosen theory, the application of the theory with your chosen population (including limitations) and a summary of the research on the use of your theory with your population (including your intersectional analysis).

You will create visual aids (slides or poster) of the information you are sharing.

Each student will give qualitative and quantitative feedback to their small group peers (template will be provided). You will submit your visual aids into dropbox in D2L.

Grading: Participation 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: 10% 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 attendance, contributions to online class discussions via chatbox and video, and completion of online activities.

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 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. 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 performance	95-100
A	4.0	Excellent performance	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. 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 of “C+” or lower are indicative of failure at the graduate level and cannot be counted toward 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
CR		Completed Requirements	

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 readings will be recommended in 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