



Course & Session Number	SOWK 641 S01	Classroom	Online
Course Name	Models of Practice		
Dates and Time	Start of Classes: January 3, 2023 End of Classes: April 28, 2023 Dates and Time: Online Instruction Monday evenings 6:30 – 8:30pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Tara-Leigh Barker Blankenstein MSW RSW MALM.	Office Hours	Upon email request
UCalgary E-mail	tlrblank@ucalgary.ca	UCalgary Phone	Email only

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.

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

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

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 following 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 professionals.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Bolton, K., Hall, J.D. & Lehmann, P. (2021). *Theoretical Perspectives for Direct Social Work Practice*, (4th ed). Springer Publishing. ISBN: 9780826165558

Specific module readings. Readings and other resources that are not in the text will be available through 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 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 behavior. 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 6:30 – 8:30pm MST	Topic	Text Chapters Required Reading	Assignments Due
January 9	Lecture and Activities Orientation to Course Student Scan of Interests Linkage to Practicum Thinking about Theory	1	
January 16	Lecture and Activities More Thinking about Theory Group work	2	Assignment 1.A Discussion Forum Post Due – 3%

January 23	Lecture and Activities Generalist Eclectic Approach Group Work	23	Assignment 1.B Discussion Forum Responses Due – 2%
January 30st Group Work Instructor available for consultation			
February 6	Student Group Facilitation Metatheories for Direct Practice (A) Ecological Theory, Individual Family Development Theory Lecture and Activities	3, 4	
February 13	Student Group Facilitation Metatheories for Direct Practice (B) Couples Theory & Interventions, Strength Based Practice Lecture and Activities	5, 6	
February 13th Assignment 2.A Critical Reflection due – 15%			
Term Break February 19-25			
February 27	Student Group Facilitation Theories for Direct Practice Psychodynamic Lecture and Activities	7	
March 6	Student Group Facilitation Theories for Direct Practice- Cognitive Behavioral Theory Cognitive Behavioral Therapy, Crisis Intervention, Dialectic Behavioral Therapy, Trauma Informed Approach Lecture and Activities	8, 9, 10, 11	
March 12th Reflection 2.B Critical Reflection due – 15%			
March 13	Student Group Facilitation Theories for Direct Practice- Humanistic Client-Centered Theory, Emotional Focused Therapy, Motivational Interviewing Lecture and Activities	12, 13, 14	
March 20	Student Group Facilitation Theories for Direct Practice- Critical Theories Feminist, Empowerment Theory, Anti- Oppressive Practice Lecture and Activities	15, 16, 17	
March 27	Student Group Facilitation Theories for Direct Practice- Post-Modern Narrative Therapy, Collaborative-Dialogic Therapy, Solution Focused Therapy,	18, 19, 20, 21, 22	

	Mindfulness-Based Approaches, Eye Movement Desensitization & Reprocessing Therapy Lecture and Activities		
April 2 Reflection 2.C Critical Reflection due – 15 %			
April 3	Student Group Facilitation Other Ways of Knowing & Being LGBTQ2S+/Queer Affirming Practice, & Multicultural Practice Summary & Integration	Resources on D2L	
April 12th Assignment 4 – Integrating Theory with Practice Paper Due – 30%			

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
- Term Break: Sunday, February 19 – Saturday, February 25, 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

LEARNING TECHNOLOGIES AND REQUIREMENTS

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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.

EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

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acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous people, disability and @SLGBTQ+ 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>

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	Weight	Details	Due Dates
Assignment 1 Thinking About Theory Discussion Board Post &	5%	Details on D2L Post to Discussion Board	Discussion Board Post- Due January 15, 2023 by 11:00pm Discussion Board Responses (x2)- Due January 22, 2023 by 11:00pm
Assignment 2 Critical Reflection on Theory	45% (3X15%)	Submit to Course D2L Dropbox	2.A February 13, 2023, by 11:00pm 2.b March 12, 2023, by 11:00 pm 2.c April 2 by 11:00pm
Assignment 3 Student Group Facilitation	20%	Group Presentations	Throughout Term
Assignment 4 Integrating Theory with Practice Paper	30%	Submit to Course D2L Dropbox	April 12, 2023, by 11:00pm

ASSIGNMENT 1: THINKING ABOUT THEORY – DISCUSSION BOARD POST & RESPOND

GRADE – 5 % (3% for main post – 1% for each of 2 responses)-

DUE- Main Post due January 15th by 11:00pm – Responses Due January 22th by 11:00pm.

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

GRADE: 45% (15% x 3)

DUE DATE:

Assignment 2.A - February 13th via Dropbox by 11:00pm – 15%

Assignment 2.B – March 12th via Dropbox by 11:00pm – 15%

Assignment 2.C – April 2nd via Dropbox by 11:00pm – 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

GRADE: 20%

DUE DATE: 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

GRADE: 30%

DUE: April 12th by 11:50 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 visibly engaged in online class activities and discussions. Students are expected to review all required content and to attend all zoom

classes. Each class will be a practice lab with a graded post lab assignment. In addition, there may be guest speakers who will be presenting material that will be included in the assignments.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L or post to the Discussion Forum as per the assignment instructions. Assignments are to be submitted in Word format unless otherwise specified. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11 PM 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

Students are expected to submit all assignments by the due date indicated in the community schedule. All assignments submitted after the due date are considered late and a 25% penalty will be applied. Late assignments will be accepted for 7 days past the due date after which the assignment shall receive a grade of 0. In extraordinary circumstances extensions may be granted beyond 7 days with PRIOR approval from the Instructor however the 25% penalty shall still be applied. Students must submit their request, in writing to the instructor PRIOR to the due date.

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 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. 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 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

Suggested readings for the course be provided to students 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