



Fall 2022/Winter 2023

Course & Session Number	SOWK 660A/B S10	Classroom	Online
Course Name	Advanced Practicum		
Day(s) & Time	As arranged with practicum site for Fall 2022 and Winter 2023		
Instructor	Michael Watts, MSW, RSW, C. CYCC		
U of C Email	michael.watts1@ucalgary.ca		

SYLLABUS STATEMENT

Direct and indirect Social Work practice opportunities with professional supervision in student's area of specialization.

COURSE DESCRIPTION

SOWK 660, Advanced Practicum, is intended to offer practical and supervised opportunities to develop students' existing social work knowledge and skills to an advanced specialized level. The purpose of this course is to provide advanced level opportunities for development, integration, and reinforcement of competence through performance in actual service situations and to foster the acquisition of knowledge, values and skills relevant to emerging conditions of social work practice. Together with the Integrative Seminar (SOWK 662), the practicum promotes integration of research, theory and practice together with the student's social work identity.

Refer to the Field Education Policy Manual for additional information relating to the field practicum, including policies, procedures, and roles/responsibilities of all involved. The Manual is available at: <https://socialwork.ucalgary.ca/field-education/policy-manual-other-documents>

Co-requisite: This course is taken concurrently with SOWK 662, Integrative Seminar.

COURSE LEARNING OUTCOMES

By the end of the practicum, students are expected to exhibit competency in each of five Practice Objectives. These practice objectives are closely aligned with all of the Program Learning Outcomes (PLOs) of the MSW Program. Briefly, the five objectives are:

- **Values, Ethics & Professional identity:** Learners demonstrate the ability to apply social work values, adhere to CASW Code of Ethics & Guidelines for Ethical Practice, and analyze the role of ethics and values in clinical practice.
- **Advanced Clinical Practice:** Learners demonstrate advanced-level knowledge and skills in a specialized practice area.
- **Collaborative Practice:** Learners demonstrate the ability to develop collaborative and supportive professional relationships.
- **Linking Research to Practice:** Learners understand and appreciate different ways of knowing and effectively use or apply research to guide practice.
- **Diversity, Oppression and Social Justice:** Learners demonstrate an appreciation and critical analysis of human diversity, the dynamics and intersections of oppression, and the implications of social and economic injustice. They will demonstrate the ability to work effectively with diverse individuals and groups within a clinical context using an anti-oppressive framework, and advocating for change at individual, organizational and systemic levels.

Details about each objective are provided below.

PRACTICE OBJECTIVE 1: Values, Ethics & Professional Identity

Learners demonstrate the ability to apply social work values, adhere to CASW Code of Ethics & Guidelines for Ethical Practice, and analyze the role of ethics and values in clinical practice. Learners will be able to:

- Integrate social work values and professional Ethics and Guidelines within a clinical context.
- Identify how personal and professional values impact their clinical practice.
- Examine organizational values and their impact on staff, programs and service to clients.
- Identify ethical dilemmas in practice and apply ethical decision-making processes.
- Analyze clinical social work practice within a social services context and articulate how it differs from other forms of clinical practice.
- Critically reflect on their social work practice within a clinical context.
- Demonstrate professionalism in the practicum setting.

PRACTICE OBJECTIVE 2: Advanced Clinical Practice

Learners demonstrate advanced-level knowledge and skills in a specialized practice area. Learners will be able to:

- Engage and maintain relationships effectively with diverse clients.
- Demonstrate social work tasks of assessment, planning, intervention and termination.
- Demonstrate critical thinking skills as they apply to the clinical setting.
- Have knowledge of a variety of intervention approaches, including their underlying philosophies and theoretical frameworks.
- Distinguish among intervention approaches relative to client needs/preferences/orientations.
- Apply appropriate intervention strategies given client contexts and needs.
- Perform complex advanced generalist practice roles that are transferable across settings and populations (e.g., resource developer, advocate, educator, clinician, consultant, teacher, supervisor, researcher).

PRACTICE OBJECTIVE 3: Collaborative Practice

Learners demonstrate the ability to develop collaborative and supportive professional relationships.

Learners will be able to:

- Establish appropriate, collaborative and empowering relationships with clients, colleagues, and agency and community partners.
- Work effectively as part of a team and contribute to positive organizational culture.
- Develop sustainable professional networks for the purposes of support, networking, consultation, and supervision.
- Contribute a social work perspective in inter-professional contexts.
- Incorporate client feedback into practice.
- Articulate the structure of the agency, its programs, and its relationship to other community programs.
- Communicate effectively orally and in writing.

PRACTICE OBJECTIVE 4: Linking Research to Practice

Learners understand and appreciate different ways of knowing and effectively use or apply research to guide practice. Learners will be able to:

- Appreciate the significance of world-view on people's lives, particularly in the clinical setting.
- Critically reflect on the role of research in developing and informing practice.
- Identify a variety of research approaches (e.g., qualitative, quantitative, appreciative, Indigenous).
- Evaluate research studies and apply results appropriately to clinical practice.
- Evaluate their own practice interventions.
- Engage in continuous practices of accountability with respect to service provision.

PRACTICE OBJECTIVE 5: Diversity, Oppression & Social Justice

Learners demonstrate an appreciation and critical analysis of human diversity, the dynamics and intersections of oppression, and the implications of social and economic injustice. They will demonstrate the ability to work effectively with diverse individuals and groups within a clinical context using an anti-oppressive framework, and advocating for change at individual, organizational and systemic levels.

Learners will be able to:

- Identify how personal identities, values, experiences, socialization, attitudes, biases and patterned responses to human diversity intersect with professional values and impact their clinical practice.
- Describe how they, as social workers and leaders, show respect for and work effectively with diverse individuals and populations (e.g., diversity of race, class, gender, religion, culture, sexual orientation, age, ethnicity, national origin, or ability).
- Use an anti-oppressive lens to analyze agency/social policy with regards to diversity, inclusion, oppression and social justice, and make recommendations for change.
- Identify systemic barriers in the organization and/or community that perpetuate oppression and social injustice.
- Discuss potential social action strategies.
- Articulate how they incorporate anti-oppressive frameworks, strategies and skills in their clinical practice to value diversity, promote inclusion, reduce oppression and advocate for organizational and/or social change.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There are no required readings for this course. In conjunction with their Field Instructor(s), students are encouraged to develop a list of readings and online resources to support their particular area of practice in their placement. Students are encouraged to incorporate this reading list into their Learning Agreement.

Students are required to be familiar with the information found in the Field Education Policy Manual and IPT Information booklet, which are available at:

<https://socialwork.ucalgary.ca/field-education/policy-manual-other-documents>

https://socialwork.ucalgary.ca/sites/default/files/Field_Education/2017-ipt-instructions-booklet.pdf

LEARNING TECHNOLOGIES AND REQUIREMENTS

A computer or mobile device with Internet access, microphone and speaker is required for Zoom or Teams meetings with the student, Field Instructor and Faculty Liaison. Phone meetings can be conducted if needed.

RELATIONSHIP TO OTHER COURSES

The Advanced Practicum provides an opportunity for students to apply classroom learning to social work practice. Therefore, this practicum is related to all other MSW courses. The practicum is taken concurrently with and is directly linked to the Integrative Seminar (SOWK 662).

PRACTICUM STRUCTURE AND IMPORTANT INFORMATION

Each student has a Field Instructor(s) who provides orientation to the field setting, assigns and directs practice activities, provides supervision and opportunities for integrating theory with social work practice, and evaluates the student's progress and learning.

Students are assigned a FSW Faculty Liaison, or instructor-of-record, for the practicum course. The Faculty Liaison consults as needed with students and Field Instructor(s). They usually meet with the student and Field Instructor(s) at least twice (by Zoom, phone, or face-to-face if in Calgary), typically once during the fall semester and once during the winter semester. Your Faculty Liaison will also be the instructor for SOWK 662, Integrative Seminar.

PRACTICUM HOURS

Students are generally in practicum for a minimum of 500 hours starting in the fall term.

SCHEDULE AND ATTENDANCE

See the schedule below for important practicum dates. A specific practicum schedule is to be negotiated with the field instructor/agency, approved by the faculty liaison, and documented in the IPT system.

The student's time in practicum is spent according to the particular requirements of the setting and the learning needs of the student but must be consistent with the student's area of specialization (Clinical practice).

Students are not expected to attend practicum when they are ill. In the event of illness, please contact your agency Field Instructor(s) as soon as possible to inform them that you will not be at your practicum due to illness. For more extended absences from practicum (more than 2 days), please contact your Faculty Liaison as well. Students are responsible for arranging with the agency a convenient time to fulfill the remainder of the practicum hours to complete the course requirements.

EDUCATIONAL SUPERVISION

Educational supervision is an integral part of the field practicum as it provides opportunities (2 hours per week or 1 hour per 15 hours of practicum) for reflection, review, instruction and feedback. Students are expected to prepare for and participate fully in the supervision, according to the requirements of the Field Instructor. This may be structured as individual and/or group sessions directed by your Field Instructor and/or others depending on your placement. Educational supervision includes:

- a. Instruction: integration of knowledge, values and skills with practice situations
- b. Supervision: case management and case / project supervision
- c. Feedback: on progress and professional development
- d. Other: instructional seminars/workshops as might be available

INTEGRATIVE SEMINAR (SOWK 662)

The integrative seminars are designed to promote collaborative learning, peer consultation and integration of research, theory and practice. Students discuss professional issues and practice problems while critically reflecting on experiences in the practicum. The context is collaborative, as students engage in furthering each other's learning and professional growth and development. Seminar attendance and participation is crucial and expected. Refer to the SOWK 662 course outline for further details.

IPT ONLINE SYSTEM FOR COMPLETING PRACTICUM AND EVALUATION FORMS

The Learning Agreement and all other forms related to practicum, including practicum evaluation forms for SOWK 660 are available for students, Field Instructors and Faculty Liaisons to complete on-line. The IPT system is available online at: <https://www.runiptca.com>

Instructions and login information will be provided by the beginning of the term (e.g., during orientation or via e-mail). Please contact Serena Visser at serena.visser@ucalgary.ca if you do not receive the information. A detailed IPT instruction booklet on how to use the IPT database is available at:

IMPORTANT DATES FOR PRACTICUM

First day of practicum (standard start date)	September 12, 2022 (or another date between August 29 – October 1, as confirmed by the Field Education Coordinator)
Learning Agreement due in IPT (or approx. 3 weeks after start date)	October 3, 2022
Student/Field Instructor/Faculty Liaison meeting re: Learning Agreement	Between October 3 and October 14, 2022
Term Break (no practicum unless student and field instructor agree for student to remain in practicum during this break)	November 6-12, 2022
Mid-course progress meeting (if desired)	Between November 21 and December 2, 2022
Mid-course Evaluation due in IPT	December 7, 2022
Last day of practicum for Fall term (or as negotiated with Field Instructor)	December 7, 2022
First day of practicum for Winter term (or as negotiated with Field Instructor)	January 9, 2023 (students may start January 3)
Term Break (no practicum, unless student and field instructor agree for student to remain in practicum during this break))	February 19-25, 2023
Final Evaluation meeting with Student/Field Instructor/Faculty Liaison	Between March 6 and April 6, 2022
IPT Final Evaluation due (Practicum must be completed no later than this date)	By April 12, 2022

ASSESSMENT AND EVALUATION IN PRACTICUM

Evaluation of students in practicum is considered an on-going process intended to highlight the student's strengths and learning needs. The assessment of the student's educational needs and progress in practicum are formally articulated at the beginning, middle and end of the placement. Evaluation

processes and policies for SOWK 660 are detailed in the Field Education Policy Manual available online at:

<https://socialwork.ucalgary.ca/field-education/policy-manual-other-documents>

Briefly, these include:

1. **Learning Agreement:** (to be completed in IPT using the Learning Agreement Form) During the first 3 weeks in practicum, the student, in consultation with the Field Instructor and Faculty Liaison, develops a provisional plan for professional development toward achieving each of the learning outcomes of SOWK 660. The Learning Agreement is intended to help the student develop a personal learning plan. The educational activities specified should be clear and measurable. Although the student is expected to coordinate and provide an initial draft, responsibility for completing the Learning Agreement is shared by the student, Field Instructor and Faculty Liaison. The Learning Agreement is to be negotiated, documented and signed by all parties. It should be reviewed as part of the evaluation and may be revised as needed. A meeting with the student, Field Instructor and Faculty Liaison will be scheduled to discuss the Learning Agreement.
2. **Mid-course Evaluation Report:** (to be completed in IPT using the Learning Agreement Form) At approx. the halfway point of the practicum, the student, Field Instructor and Faculty Liaison provide online ratings and comments regarding the student's progress to date on the activities described in the Learning Agreement. If desired, the student's progress is discussed during a mid-course evaluation meeting with the student, Field Instructor and Faculty Liaison. A determination regarding whether the student is meeting or failing to meet practicum requirements at mid-course is made. Minimum achievements for meeting practicum requirements are included in the Field Education Policy Manual.
3. **Final Evaluation Report:** (to be completed in IPT using the Learning Agreement Form) At the end of the practicum, the student, Field Instructor and Faculty Liaison provide online ratings and comments regarding the student's progress in achieving the learning activities described in the Learning Agreement. A determination regarding whether the student has met or failed to meet practicum requirements is made. Standards for meeting practicum requirements are included in the Field Education Policy Manual. At the end of the practicum the student's progress is discussed during a final evaluation meeting with the student, Field Instructor and Faculty Liaison.

The student is advised to keep an electronic or hard copy of the signed IPT Learning Agreement upon completion of the practicum.

GRADING

The Faculty Liaison, as instructor-of-record, has final responsibility for assigning grades. Students receive a CR (Completed Requirements) or F (Fail) for this course. The grade assigned by the Faculty Liaison is guided by the Field Instructor's final evaluation of the student's achievement in practicum.

Concerns regarding a student's performance in practicum at any point in either semester may result in the student being identified as at-risk for failing the practicum. Policies and procedures for at-risk situations are detailed in the Field Education Policy Manual.

Student who do not receive a CR (Completed Requirements) grade in the field practicum course may be required to withdraw from the program. A student who is permitted to repeat the practicum normally will be required to repeat both the practicum course (SOWK 660) **and** the corresponding Integrative Seminar (SOWK 662).

COURSE EVALUATION

Students will have the opportunity to provide an evaluation of the Faculty Liaison and the field placement at the end of the winter term.

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 are required to read 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.

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