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| Course & Session Number | SOWK 412 B01 | Classroom | Community |
| Course Name | Practicum II | | |
| Dates and Time | <p>Start of Classes: September 3, 2024</p> <p>End of Classes: December 6, 2024</p> <p>Dates and Time: Schedule determined by the student, field instructor and placement setting.</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p> | | |
| Instructor | Ninetta Tavano MSW, 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 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 the treatment of people but instead 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 the 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, or cultural barriers to their education and employment. We also recognize, honor, and integrate diverse perspectives, ways of knowing and doing into our work, 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](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Application of conceptual framework, experience, knowledge and skills within a specific practice setting.

COURSE DESCRIPTION

This course is designed to give students an intensive experience in the provision of social work service in a specific practice setting. Students, as learners, are provided with opportunities to develop their practice skills, apply, and build knowledge, and develop their professional identity under the supervision of a field instructor.

The field practicum will focus primarily on the application of the knowledge, values, and skills of a generalist framework to knowledge-directed practice in a purposeful, ethical, and planned way. A learning agreement will be developed by the student that addresses core-learning areas, such as generalist practice, diversity and professional ethics and values. Emphasis will be placed on integration of theory and social work practice with professional and personal development.

Please refer to the Field Education 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>

Prerequisite(s): Completion of all required 300 level Social Work courses.

Corequisite: Social Work 411.

COURSE LEARNING OUTCOMES

By the end of practicum, students are expected to exhibit beginning competency in each of five Practice Objectives. These are described in detail further in this document. Briefly, the five learning objectives for the course are:

1. Professional Social Work Identity: Learners develop a professional identity in accordance with the values and ethics of the social work profession.
2. Generalist Practice: Learners demonstrate knowledge and skills of generalist practice, using a variety of social work roles.
3. Reflective Practice: Learners practice reflectively and apply methods of critical thinking and inquiry to their social work practice.
4. Competence with Diversity: Learners demonstrate knowledge about and ability to provide effective service to diverse clients or communities.

5. Social Policy and Social Justice: Learners understand how social policies, in various forms, influence the services provided by the agency and, ultimately, clients and communities. Learners understand various forms of oppression and use anti-oppressive frameworks as a basis for practice.

These practice objectives are closely aligned with all Program Level Outcomes (PLOs) of the BSW

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Please refer to the Field Education Policy Manual <https://socialwork.ucalgary.ca/field-education/policy-manual-other-documents>

Field instructors may assign readings throughout placement.

The learning agreement and all other forms relating to practicum, including practicum evaluation forms, are available for students, field instructors, and faculty liaisons to complete online through the IPT (Intern Placement Tracking) system. Go to: <http://www.runiptca.com>.

IPT instructions and login information will be provided by e-mail at the beginning of the term. Please Contact Angela Judge-Stasiak (ajudge@ucalgary.ca) if you have not received this information.

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

BSW field education is intended to be consistent with and complementary to the classroom-based coursework of the BSW curriculum. SOWK 410 is directly linked and taken concurrently with SOWK 411, Integrative Practice Seminar.

Students 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 a field practicum course normally will be required to repeat both the field practicum course and the corresponding Integrative Seminar course.

CLASS SCHEDULE

Each student has an agency-based **Field Instructor or Faculty Hosted Field Instructor** who provides an 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 may receive social work supervision onsite in the agency or through external social

work supervision.

Faculty liaison (Leslie/Jane) will consult as needed with students and field instructor(s), and usually meet with the student and field instructor(s) at least twice during the term via a distance platform called Zoom. Faculty liaisons are also the instructors for the integrative seminar (SOWK 411), which is taken concurrently with the practicum.

Schedule and Student Attendance in Practicum

Students are expected to be in the field placement for practicum schedule 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 requirements of the setting and learning needs of the student but must include direct and indirect social work practice opportunities as well as educational supervision.

Students are not expected to attend practicum when they are ill but must make up the practicum hours missed due to illness. In the event of illness, please get in touch with the field instructor as soon as possible to inform them you will not be at your practicum due to illness. For more extended absences from practicum 4 (more than two days), please get in touch with your faculty liaison as well. Students are responsible for arranging a convenient time with the agency or the faculty-hosted placement to fulfill the remainder of the practicum hours required for the course and to complete learning activities.

Educational Supervision

Educational supervision is integral to the field practicum as it provides opportunities (1 hour per 15 hours of practicum) for reflection, review, instruction, and feedback. Students are expected to prepare for and participate fully in supervision according to the requirements of the field instructor. Depending on the field placement, this may be structured as individual and group sessions and directed by your field instructor and others. Supervision can happen in person, by telephone, or by other means of distance. Educational supervision includes:

- a. Instruction: integrating 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 are available.

Important Dates for Fall 2024

- Start of Term: Monday, August 26, 2024
- First Day of Class: Tuesday, September 3, 2024
- Fall Break November 10 - 16, 2024
- End of Term: Tuesday, December 24, 2024
- Last Day of Class: Friday, December 6, 2024
- Fee Deadline: Friday, September 20, 2024
- Labour Day, no classes: Monday, September 2, 2024
- [National Day for Truth and Reconciliation](#), no classes: Monday, September 30, 2024
- Thanksgiving Day, no classes: Monday, October 14, 2024
- [Remembrance Day](#), no classes: Monday, November 11, 2024

| Date | Topic | SOWK 410 Activities |
|-----------------------|------------------------------|---------------------|
| On or before 75 hours | Preliminary impressions form | (on IPT system) |
| On or before 75 hours | Learning Agreements due | (on IPT system) |
| Close to 150 hours | Mid-course evaluation due | (on IPT system) |
| Close to 300 hours | Final evaluation due | (on IPT system) |

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

All students are expected to behave in a professional manner at practicum. If any issues come up, students should speak with their field instructor and faculty liaison as soon as possible.

ASSESSMENT COMPONENTS

Evaluation of students in practicum is considered an ongoing process intended to highlight students' strengths and learning needs. Formal assessment of students' needs and progress occurs at the beginning, middle, and end of the placement. Evaluation processes and policies for SOWK 410 are detailed in the Field Education Policy Manual. These include:

- **Learning Agreement** – During the first two to three weeks in practicum, the student, in consultation with the field instructor, develops a plan for development toward achieving the five practice objectives of SOWK 410. The plan, approved by the faculty liaison, is tailored to the practicum setting and the student's particular learning needs and interests and includes activities the student will undertake to learn and demonstrate competence in the objectives. The Learning agreement guides the focus of the practicum and helps the field instructor and student clarify respective responsibilities and expectations. Learning agreements are intended to be working documents. With the agreement between the student and field instructor (and approval of the faculty liaison), activities can be modified, added, or removed as the practicum progresses and the student's learning interests and needs become more explicit.
- **Preliminary Impressions—Field instructors and students are asked to evaluate preliminary impressions of the practicum by the end of the third week. Recording preliminary impressions is intended to support the student's development of reflective self-evaluation and facilitate discussion of the student's strengths and potential areas of concern.**
- **Mid-Term Evaluation** – At about the halfway point in the practicum, a written mid-practicum report is prepared by the student and field instructor and submitted to the faculty liaison. A determination regarding whether the student meets or fails to meet practicum requirements at mid-course is made.
- **Final Evaluation** – At the end of the practicum (near or upon completion of required hours), a written final practicum report is prepared by the student and the field instructor and submitted to the faculty liaison. A determination regarding whether the student has met or failed to meet practicum requirements is made. The completed evaluation forms are due at the end of the term.

PRACTICE OBJECTIVE 1: Professional Social Work Identity

Learners develop a professional identity by the values and ethics of the social work profession. Learners will be able to:

- Demonstrate an understanding of the CASW Code of Ethics and ACSW Standards of Practice.

- Use the CASW Code of Ethics and ACSW Standards of Practice to guide practice, including:
 - Develop professional relationships and demonstrate respect for clients, research participants, colleagues, administrative personnel, and other stakeholders.
 - Work with clients in ways that respect their right to make independent decisions and participate actively in the helping process.
 - Follow professional and agency protocols for protecting confidentiality.
 - Develop processes for reviewing practice.
- Identify ethical dilemmas in practice and apply ethical decision-making processes.
- Practice with integrity and demonstrate professionalism in the practicum setting.

PRACTICE OBJECTIVE 2: Generalist Practice

Learners demonstrate knowledge and skills of generalist practice using a variety of social work roles.

Learners will be able to:

- Perform generalist practice roles across settings and populations (resource developer, advocate, educator, clinician, consultant, broker, researcher, project leader, etc.).
- Communicate effectively in both oral and written formats.
- Demonstrate the ability to engage others effectively.
- Complete comprehensive social work assessments (clinical/community).
- Demonstrate professional planning and goal-setting skills.
- Intervene effectively at the individual, group, family, organizational and community level.
- Collaborate effectively with social work colleagues and professionals from other disciplines.
- Evaluate outcomes and services provided.
- Recognize and effectively address termination issues.

PRACTICE OBJECTIVE 3: Reflective Practice

Learners practice reflectively and apply critical thinking and inquiry to their social work practice.

Learners will be able to:

- Consider the impact of their personal culture, values, and beliefs on practice.
- Describe areas for personal and professional development.
- Identify issues and social structures that influence them and the clients/communities served.
- Articulate how various forms of knowledge (e.g., scientific, intuitive, experiential) and different research methods (e.g., qualitative, quantitative, participatory) contribute to social work knowledge and practice.
- Identify and critically evaluate theories used to inform their social work practice.
- Discuss practice, organizational, or project constraints or limitations (e.g., funding, scope, optimization of resources).
- Use supervision effectively (e.g., prepare by developing questions, request and remain open to feedback, integrate feedback into practice).

PRACTICE OBJECTIVE 4: Competence with Diversity

Learners demonstrate knowledge about and ability to provide adequate service to diverse clients or communities (e.g., diversity of race, class, age, gender, religion, culture, sexual orientation, age, ethnicity, national origin, ability). Learners will be able to:

- Identify how personal and social factors (e.g., personal identities, values, experiences, socialization, social structures, stereotypes, media) influence professional practice with diverse clients and communities.
- Identify and challenge their assumptions, views, and stereotypes regarding diversity.
- Describe how they show respect for and work effectively with diverse populations.

- Analyze how the practicum agency/project responds to the needs of diverse clients or communities.
- Adapt the generalist practice model to meet the needs of diverse individuals or groups.

PRACTICE OBJECTIVE 5: Social Policy and Social Justice

Learners understand how social policies, in various forms, influence the services provided by the agency and, ultimately, clients and communities. Learners understand multiple forms of oppression and use anti-oppressive frameworks as a basis for practice. Learners will be able to:

- Describe the field agency, including its relevant history, organizational structure, policies, funding sources, key stakeholders, and roles in the community.
- Identify historical and current dynamics and the impact of oppression on populations served by the agency/project.
- Describe the social worker's role within a society structured to benefit some groups at the expense of others (e.g., because of race, class, gender, age, etc.).
- Evaluate the impact of agency/social policies on clients and communities, including access to opportunities and quality of life.
- Identify systemic barriers in the organization and/or community that perpetuate oppression and social injustice.
- Advocate for change and justice at individual, organizational and systemic levels.
- Discuss potential social action strategies.
- Describe how they use anti-oppressive frameworks as a basis for practice.

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.

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

The faculty liaison, as instructor-of-record, has final responsibility for assigning student grades. Students receive a CR (Completed Requirements) or F (Fail) as a grade for this course. Concerns regarding a student's performance in practicum at any point in the semester may result in the student being identified as at-risk for failing the practicum, and such concerns should be discussed with the faculty liaison immediately. The Field Education Manual details policies and procedures related to at-risk situations. Students who do not receive a CR (Completed Requirements) grade in the field practicum course may be required to withdraw from the program. A student permitted to repeat a field practicum course will usually need to repeat both the field practicum course and the corresponding integrative seminar course.

COURSE EVALUATION

At the close of each term, students, including their instructors, can provide feedback on their academic learning experience in their courses through university-wide online surveys. Student feedback gives instructors direct feedback, contributing to ensuring academic excellence in the university's curriculum.

Students will receive an email from **UCalgary Course Surveys** with direct links to their current course surveys, or they can access them within the D2L course shell. For more information, visit:

<https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

Students are welcome to discuss the course process and content at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

The field instructors at the practicum site may suggest additional readings that directly pertain to the student's specific practice and site.

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
- Emergency Evacuation/ Assembly Points
- Safewalk