



<b>Course &amp; Session Number</b>	<b>SOWK 604 S02</b>	<b>Classroom</b>	Online, via Zoom.
<b>Course Name</b>	Advanced Practice Theories in Context		
<b>Dates and Time</b>	Start of Classes: September 9, 2024 End of Classes: December 2, 2024 Dates and Time: Online - September 9, 16, 23; October 7, 21, 28; November 4, 18, 25; and December 2. 5:30pm -8:30pm MST. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Alan McLuckie, MSW, PhD, RCSW (Alberta), RMFT	<b>Office Hours</b>	As requested and by appointment.
<b>UCalgary E-mail</b>	<a href="mailto:amclucki@ucalgary.ca">amclucki@ucalgary.ca</a>	<b>UCalgary Phone</b>	403-220-2926 (email contact recommended/preferred).

**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

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

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](#), 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

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, socio-cultural and environmental 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.

## 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. Understand the relationship between comparative approaches to change and social justice in social work practice at multiple levels.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

There is **no required textbook** for this course. Please refer to the class schedule below for required readings corresponding to the weekly course context.

### 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 Fall 2024

- Start of Term: Monday, August 26, 2024
- First Day of Class: Tuesday, September 3, 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 & Time	Topics	Readings
Sept. 9 5:30- 8:30pm MST	<b>Social Work Theory &amp; Practice: Introduction</b> <ul style="list-style-type: none"><li>• Review of the course outline/course structure, and course assignments.</li><li>• History, values, identity, and scope of clinical social work.</li><li>• Thinking about thinking and knowing about knowing: Intro to epistemology/ontology.</li><li>• Course Objectives: 1, 2, 3, 4, 5</li></ul>	Alberta College of Social Workers [ACSW]. (2023). <i>Standards of practice</i> . ACSW. Available from <a href="https://acsw.in1touch.org/uploaded/web/ACSW%20Council/ACSW%20Standards%20of%20Practice%202023.pdf">https://acsw.in1touch.org/uploaded/web/ACSW%20Council/ACSW%20Standards%20of%20Practice%202023.pdf</a> Gonzales, M. J., & Gelman, C. R. (2015). <a href="#">Clinical social work practice in the twenty-first century: A changing landscape</a> . <i>Clinical Social Work Journal</i> , 43(3), 257-262. Kourgiantakis, T., Ashcroft, R., Mohamud, F., Benedict, A., Lee, E., Criag, S., Sewell, K., Johnston, M., McLuckie, A., & Sur, D.

		(2022). <a href="#">Clinical social work practice in Canada: A critical examination of regulation</a> . <i>Research on Social Work Practice</i> , 33(1), 15-28.
Sept. 16 5:30-8:30pm MST	<p><b>Clinical Social Work: Philosophies of Care, Legislation, and Standards of Practice.</b></p> <ul style="list-style-type: none"> <li>Thinking in social work: Epistemology/ontology, paradigms of practice, theories, and practice-models.</li> <li>Philosophies of care (e.g., evidence-based practice, recovery-oriented approaches): Practice-based worldviews in a social work context.</li> <li>Approaches (Generalist) vs: Models (Specialists).</li> <li>Course Objectives: 1, 2, 3.</li> </ul>	<p>Heslop, P., &amp; Meredith, C. (2021). <a href="#">Understanding theory in practice</a>. In <i>Social work theory in practice</i> (pp. 4-12). Sage Publications.</p> <p>Heslop, P., &amp; Meredith, C. (2021). <a href="#">Foundations of theory in social work</a>. In <i>Social work theory in practice</i> (pp. 14-28). Sage Publications.</p> <p>Lee, J. A., Neimeyer, G. J., &amp; Rice, K. G. (2013). <a href="#">The relationship between therapist epistemology, therapy style, working alliance and interventions use</a>. <i>American Journal of Psychotherapy</i>, 67(4), 323-345.</p>
Sept. 23 5:30-8:30pm MST	<p><b>Engagement and planning in clinical social work practice.</b></p> <ul style="list-style-type: none"> <li>Developing and maintaining collaborative, empowering therapeutic relationships.</li> <li>Ethics of Practice: Informed consent processes/consent to service, record keeping, confidentiality, ethics in practice, standards of practice including confidentiality, legally dependent persons.</li> <li>Practice model(s) critically examined: <a href="#">Motivational Interviewing</a>.</li> <li>Course Objectives: 1, 2, 3, 4, 5.</li> </ul>	<p>Rollnick, S., Butler, C. C., Kinnorsley, P., Gregory, J., &amp; Mash, B. (2010). <a href="#">Motivational interviewing</a>. <i>British Medical Journal</i>, 340(7758), 1242-1245.</p> <p>Frey, J. &amp; Hall, A. (2021). <a href="#">The core skills of MI</a>. In J. Frey &amp; A. Hall (Eds.) <i>Motivational interviewing for mental health clinicians: A toolkit for skills enhancement</i>. (pp. 81-118). PESI Publishing.</p>
Sept. 30	<b>***No Class***</b>	
Oct. 7	<p><b>Principles, Practices, and Processes: Focus on Biopsychosocial Assessment.</b></p>	<p>Wiger, D. E. (2021). The biopsychosocial assessment. In D. E. Wiger (Ed.), <a href="#">The</a></p>

<p>5:30-8:30pm MST</p>	<ul style="list-style-type: none"> <li>• An overview of the principles, practices, and processes associated with conducting a biopsychosocial assessment within the scope of social work practice.</li> <li>• Understanding the change process within complex and diverse contexts and considering factors such as power and social justice.</li> <li>• Practice model(s) critically examined: Biopsychosocial assessment framework.</li> <li>• Course Objectives: 1, 2, 3, 4, 5.</li> </ul>	<p><a href="#"><i>psychotherapy documentation primer</i></a> (4<sup>th</sup> ed., pp. 59-92). John Wiley &amp; Sons.</p>
<p>Oct. 14</p>	<p>***No Class***</p>	
<p>Oct. 21  5:30-8:30pm MST</p>	<ul style="list-style-type: none"> <li>• <b>Case Formulation (case conceptualization) in Social Work Practice.</b></li> <li>• Critical examination of case formulation (case conceptualization) as pertains to clinical social work practice.</li> <li>• In-depth exploration of the principles, practices, and process of case formulation/ case conceptualization.</li> <li>• Working formulation, co-developed formulations, written formal case formulations.</li> <li>• Course Objectives: 1, 2, 3, 4, 5.</li> </ul>	<p>Manassis, K. (2014). <a href="#">Benefits of case formulation and a conceptual framework</a>. In K. Manassis (Ed.) <i>Case formulation with children and adolescents</i> (pp. 1-23). The Guilford Press.</p> <p>Manassis, K. (2014). <a href="#">Using the formulation to inform the treatment plan</a>. In K. Manassis (Ed.) <i>Case formulation with children and adolescents</i> (pp. 198-214). The Guilford Press</p> <p>Weerasekera, P. (1993). Formulation: A multiperspective model. <i>Canadian Journal of Psychiatry, 38</i>(5), 351-358. doi.org/10.1177/070674379303800513. (Available via D2L.)</p>
<p>Oct. 28  5:30-8:30pm MST</p>	<p><b>Interventions in Clinical Social Work - Practice Approaches and Models.</b></p> <ul style="list-style-type: none"> <li>• Critical examination of the theory, principles, practices and process of the Problem-solving approach.</li> <li>• Social work and generalist approaches to solving problems in clinical practice.</li> <li>• Practice Model(s) Critically Examined: <u>Problem-solving Approach</u>.</li> <li>• Course Objectives: 1, 2, 3, 4, 5.</li> </ul>	<p>Bolton, K., &amp; Hall, J. C., &amp; Lehmann, P. (2022). <a href="#">The problem-solving model: A framework for integrating the science and art of practice</a>. In K. Bolton, J. C. Hall, &amp; P. Lehmann (Eds.). <i>Theoretical perspectives for direct social work practice</i> (4<sup>th</sup> ed.) (pp. 29-44). Springer Publishing</p>

<p>Nov. 4 5:30-8:30 pm MST</p>	<p><b>Interventions in Clinical Social Work - Practice Approaches and Models.</b></p> <ul style="list-style-type: none"> <li>• Critical examination of the theory, principles, practices and process of Cognitive-behavioural Therapy.</li> <li>• Anti-oppressive and critical applications of CBT to social work practice contexts.</li> <li>• Practice Model(s) Critically Examined: <u>Cognitive-Behavioural Therapy</u></li> <li>• Course Objectives: 1, 2, 3, 4, 5.</li> </ul>	<p>Cattie, J. E., Buchholz, J. L., &amp; Abramowitz, J. S. (2020). <a href="#">Cognitive therapy and cognitive-behavioral therapy</a>. In S. B. Messer &amp; N. J. Kaslow (Eds.), <i>Essential psychotherapies: Theory and practice</i> (142-182). The Guilford Press.</p>
<p>Nov. 11</p>	<p><b>***No Class***</b></p>	
<p>Nov. 18 5:30-8:30pm MST</p>	<p><b>Clinical Social Work - Practice Approaches and Models.</b></p> <ul style="list-style-type: none"> <li>• Critical examination of the theory, principles, practices and process of single session approaches and Brief Solution-Focused Therapy.</li> <li>• Practice Model(s) Critically Examined: <u>Solution-Focused Therapy</u></li> <li>• Course Objectives: 1, 2, 3, 4, 5.</li> </ul>	<p>Dolan, Y. (2023). What does a solution-focused therapy session look like? In Y. Dolan (Ed.). <a href="#">Solution-focused therapy: The basics</a> (pp. 48-62). Taylor &amp; Francis.</p> <p>Turnell, A., &amp; Hopwood, L. (1994). Solution-focused brief therapy: An outline for second and subsequent sessions. <i>Case Studies in Brief and Family Therapy</i>, 8(2), 52-64. (Available via D2L).</p>
<p>Nov. 25 5:30-8:30pm MST</p>	<p><b>Clinical Social Work - Practice Approaches and Models.</b></p> <ul style="list-style-type: none"> <li>• Critical examination of the theory, principles, practices and process of anti-oppressive, decolonizing &amp; critical approaches to social work.</li> <li>• Practice Model(s) Critically Examined: <u>Critical Social Work</u></li> <li>• Course Objectives: 1, 2, 3, 4, 5.</li> </ul>	<p>Baikie, G. (2020). <a href="#">(De)Colonizing Indigenous social work praxis within the borderlands</a>. In C. Brown &amp; J. E. MacDonald (Eds.). <i>Critical clinical social work: Counterstorying for social justice</i> (pp. 328-340). Canadian Scholars.</p> <p>Fook, J., &amp; Gardner, F. (2007). <a href="#">The theoretical frameworks underlying critical reflection</a>. <i>Practicing critical reflection: A resource handbook</i> (pp. 22-39). McGraw-Hill Education.</p> <p>Fook, J., &amp; Gardner, F. (2007). <a href="#">The critical reflection model and process</a>. <i>Practicing critical reflection: A resource handbook</i> (pp. 43-63). McGraw-Hill Education.</p>
<p>Dec. 2 5:30-8:30pm MST</p>	<p><b>Interventions in Clinical Social Work - Practice Approaches and Models.</b></p> <ul style="list-style-type: none"> <li>• Critical examination of the theory, principles, practices and process of social constructionist</li> </ul>	<p>Madigan, S. (2019). <a href="#">Theory</a>. In <i>Narrative therapy</i> (2<sup>nd</sup> ed.) (pp. 27- 61). American Psychological Association.</p> <p>Madigan, S. (2019). <a href="#">The therapy process</a>. In <i>Narrative therapy</i> (2<sup>nd</sup> ed.) (pp. 63- 108). American Psychological Association.</p>

	<p>Approaches and Narrative Therapy.</p> <ul style="list-style-type: none"> <li>• Practice Model(s) Critically Examined: <u>Narrative Therapy</u></li> <li>• Course Objectives: 1, 2, 3, 4, 5.</li> </ul>	
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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.

**MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By instructor)**

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. Students will be advised before the instructor initiates a recording of a Zoom session.

**RECORDINGS OF ONLINE CLASSES (By Students)**

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the Recording of Lectures Policy and Student Non-Academic Misconduct Policy for the additional information.

**ASSESSMENT COMPONENTS**

**Assignment 1: Reflecting on Your Epistemology - (worth 10%).** This assignment is completed individually.

Due Date: To be completed by September 22<sup>nd</sup> by 11:59pm MST.

Aligned Course Learning Outcomes: 1, 2, 3.

Assignment Description:

Students will reflect upon epistemology/ontology, and in particular, consider and critically analyze their own epistemological/ontological orientation, using clear examples that illuminate/amplify their ways of thinking/knowing that underpin their worldviews as a person and an early career social worker. Students will compose a written reflection between 300-500 words (maximum 500 words; 11-point font), which they will post to the class D2L discussion space, for the review and consideration of the other students in the course (i.e., these discussion posts will also be used for Assignment #2). Students may consider using creative and/or everyday examples from their world (i.e., how they experience their world), consistent with the examples provided in the course, to help convey their ideas to their classmates regarding their respective epistemological stances.

This assignment provides students the opportunity to consider their epistemology, which plays a central role in clinical social work practice. Sharing your epistemologies/worldviews with fellow students via the D2L discussion space (i.e., to be used for Assignment #2), allows students in the course to develop their awareness of various ways of knowing through reviewing the discourse of their colleagues. Furthermore, this assignment offers the opportunity to co-construct a respectful learning space with colleagues, in parallel to multidisciplinary clinical teams, which affords the opportunity for validation/support, as well as growth/new awareness regarding worldviews and beliefs held by the person-of-the-social-worker. As this assignment is sharing information with colleagues, it is important to consider one's personal/professional ethics and boundaries, in order to contribute to a respectful learning space/process.

As this assignment is considered a reflection, as opposed to an academic/theoretical paper, you may elect to write in first person. If you do draw upon ideas of others, including scholarly materials, you are expected to reference these works according to APA format [American Psychological Association, 2020 Publication Manual (7<sup>th</sup> ed.)]. However, there is no requirement for you to review/reference any additional scholarly materials for this assignment beyond the scope of the required readings and lecture materials.

All posts to D2L must be made no later than September 22<sup>nd</sup> by 11:59pm MST.

Assessment Criteria: A marking/grading rubric will be provided via D2L. This assignment is worth 10% of the total grade for the course. The late bank is **NOT** applicable for Assignment 1 (i.e., cannot be used for Assignment 1).

**Assignment 2: Reflecting on the Epistemologies of Others - (worth 10%).** This assignment is completed individually.

Due Date: To be completed by September 29<sup>nd</sup> by 11:59pm MST

Aligned Course Learning Outcomes: 1, 2, 3.

Assignment Description:

Students will reflect upon the epistemology/ontology of their colleagues as conveyed in their D2L posts (i.e., made to satisfy the requirements of Assignment #1). Specifically, students will review the D2L posts of their colleagues and select at least four (4) different posts, in which they will interact with. These interactions will be an opportunity for students to practice their clinical skills reviewed in the course represented by the acronym OARSi (i.e., Open-ended questions; Affirmation/accolade; (empathic) Reflection, and Summary). Students are responsible for provide one of each of **O-A-R-S** in



relation to four separate posts made by their colleagues (i.e., the posts previously made to satisfy the requirements of Assignment #1). For example, students will provide one open-ended question in relation to a post made by a classmate that was of interest to them; students will also post one affirmation about another/different post made by a classmate; students will also post one reflection about another/different post made by a classmate; and students will also post one summary regarding another/different post made by a classmate.

The posts made for each of the **O-A-R-S** should not be lengthy, as they are intended to be consistent with the clinical skills students would demonstrate with clients and/or in a clinical case-conference setting with their team when discussing cases. As this assignment is sharing information with colleagues, it is important to consider one's personal/professional ethics and boundaries, to contribute to a respectful learning space/process.

As this assignment is considered a reflection, as opposed to an academic/theoretical paper, you may elect to write in first person. If you do draw upon ideas of others, including scholarly materials, you are expected to reference these works according to APA format [American Psychological Association, 2020 Publication Manual (7<sup>th</sup> ed.)]. However, there is no requirement for you to review/reference any scholarly materials for this assignment beyond the scope of the required readings and/or lecture materials.

All posts to D2L must be made by not later than September 29<sup>th</sup> by 11:59pm MST.

Assessment Criteria: A marking/grading rubric will be provided via D2L. This assignment is worth 10% of the total grade for the course. The late bank is **NOT** applicable for Assignment 2 (i.e., cannot be used for Assignment 2).

### **Assignment 3: Demonstration of Clinical Competencies: Biopsychosocial Assessment (worth 20%).**

Due Date: October 15<sup>th</sup> by 11:59pm MST

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5.

#### Assignment Description:

The ability to write a biopsychosocial assessment report is a key competence (skill and knowledge) that is integral to clinical social work services. This assignment will help support students moving from a theoretical knowledge/understanding of best-practices (i.e., principles, processes, and parameters) towards synthesizing this knowledge into their skill base and clinical practice repertoire. From a case scenario (i.e., simulated patient/client file posted to D2L), and consistent with the template for a general biopsychosocial assessment template (posted to D2L) utilized within the course, students will identify the bio-psycho-social influences/factors (risk and protective factors) and organize them according to the subsections of the assessment template provide (i.e., family, medical, school etc.). This assignment is **NOT** a theoretical paper about biopsychosocial assessments and will be completed using the provided template (posted to D2L). This template will be completed in point form (i.e., use of bullets) as opposed to a full/formal written biopsychosocial report. This skill set will support the ability to complete formal written assessment reports in future course and/or clinical practice.

This submitted paper will be **no longer than four (4) typed pages** (consistent with the template provide) using 11-point Calibri font and 1-inch margins. As the formatting for this assignment is to be consistent of a clinical report/document, it is **NOT** expected that students will explicitly reference materials/ resources (i.e., literature) in their paper. However, if sources are drawn upon, then they should be referenced within the paper and on the reference page in a manner conforming to APA guidelines [American Psychological Association, 2020 Publication Manual (7<sup>th</sup> ed.)]. Assignments are to be submitted via the D2L Dropbox.

Assessment Criteria: A grading/marking rubric will be available via D2L. This assignment is worth 20% of the total grade for the course. This assignment is eligible for the Late Bank (i.e., you are permitted to use the late bank days for this assignment).

**Assignment 4: Demonstration of Clinical Competencies: Working case formulation/case conceptualization (i.e., 4P Grid) (worth 20%).**

Due Date: October 27<sup>th</sup> by 11:59pm MST

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5.

Assignment Description:

The ability to develop a working formulation is integral to guide/inform intentional clinical social work practice. The working formulation (i.e., represented by the 4P Grid) is also an important intermediary step that informs the development of formal written case formulations/case conceptualizations (i.e., a step that will be covered in specialized courses). From a case scenario provided in class, students will adopt the stance/perspective that they are the clinical social worker working with this case. The task of this clinical social worker is to develop a working case formulation/case conceptualization informed by the bioecological frameworks of mental health. Specifically, in relation to the case vignette materials provided you will complete a “4 P Formulation Grid” examined in the course. Students will identify and concisely describe the specific life “problem” they are attempting to explain, and indicate the predisposing, precipitating, perpetuating, and protective factors in a succinct manner (i.e., point form/bullet points). These P’s will also take into account whether clinical factor associated with the P’s pertain to biological, psychology, socio-structural factors/contexts relevant to the case. A template for the Formulation Grid will be provided. Students will be required to write succinctly in bulleted/point-form (8-point Ariel Narrow font) typing the relevant information from the case vignette into the area of the Grid they determine to be most relevant/applicable to the information provided in the case-vignette.

Assessment Criteria: A grading/marking rubric will be available via D2L. This assignment is worth 20% of the total grade for the course. This assignment is eligible for the Late Bank (i.e., you are permitted to use the late bank days for this assignment).

**Assignment 5 - Part A: Demonstration of Clinical Competencies: Case Study (worth 20%).**

Due Date: October 14<sup>th</sup> by 11:59pm MST

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5.

### Assignment Description:

Students will self-select into one of five teams, each comprised of seven students, depending on their interest in a particular model/approach covered in the course (i.e., Problem-solving, CBT, SFT, Critical, and Narrative). A sign-up sheet for these groups will be created by the instructor in a timely manner at the outset of the course, thereby allowing students to select their respective groups and begin to meet as a group.

Mirroring real-world clinical practice environments, this assignment invites students to join together with their colleagues who have shared interest in a particular approach/model. Working collaboratively in such peer-based communities of scholarship helps to enhance the clinical **knowledge-base** regarding approaches/models of practice. Furthermore, engaging in such experiential/inquiry-based learning processes regarding social work interventions is beneficial for future practice, as this may provide a template for students to enhance their capacity, and the capacity of their respective services/programs via life-long learning processes.

Specifically, each of the five student teams will meet to review the course materials (i.e., required readings, lecture materials/slides), as well as any additional materials deemed relevant/important to develop an solid working knowledge of their selected model/approach. The main outcome/deliverable for Part A of Assignment #5 is for each group to create one clinical case-study/vignette that has direct relevance to their respective social work approach/model of intervention. This case study/vignette may be based on materials the group has reviewed in preparation for this assignment, as well as lived experience including personal experiences, clinically relevant employment and/or volunteer experiences. Case materials should **NOT** have any identifying information, and it is best practice to use an amalgamation of situations (personal or professional) to construct a single case (i.e., clinical case studies/vignettes are typically constructed in a manner that brings together components from a variety of cases). Specifically, the case developed by each group should be constructed in a manner that allows for enriched learning about each group's respective approach/model. For example, the case vignette could provide a clinically situation, presenting problem, population, clinical setting, and/or contextual variables that would have great applicability to the respective approach/model (e.g., the factors integral to the case vignette would be well-suited for a CBT intervention). Further examples of a case study/clinical vignette helpful for learning, is one in which the nature of the case illuminates/magnifies aspects of the therapeutic mechanism(s) associated with the intervention model/approach (e.g., how social injustices within a hospital/healthcare institution could be identified and addressed via the use of a Critical Social Work Approach).

The course instructor will be available for consultation to support the development of this case and must provide final approval for the case study prior to its being shared with other members of the class. The case study/clinical vignette should be created via a series of PowerPoint slides (maximum: 5 slides) that provide a concise presentation of the case. A template will be provided by the instructor.

Each clinical case study/vignette will be used by members of the group in relation to Part B of Assignment # 5. One copy of the case study/vignette slides must be uploaded to D2L Dropbox on behalf of all seven group members.

Assessment Criteria: A grading/marking rubric will be available via D2L. All members of the group receive the same grade for Assignment #5 Part A. The late bank is **NOT** applicable for Assignment 5 Part A (i.e., cannot be used for Assignment 5).

## **Assignment 5 – Part B: Demonstration of Clinical Competencies: Case Presentation (worth 20%).**

Due Date: October 28<sup>th</sup>; November 4, 18, 25; December 2 (in-class)

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5.

### Assignment Description:

Building on the Part A of Assignment #5, each of the five groups will present their case study within a small group case-consultation process that follows the instructor-led theoretical lecture related to each of the five intervention approaches/models. Students from each group will be prepared to present their clinical case study/vignette to members of their class (who were not in their model-specific group) during the week of their selected model/approach (i.e., members of the Problem-solving group will present in the week on Problem-solving; the CBT group will present in the week on CBT etc.).

Mirroring real-world clinical practice environments, this assignment invites students to join together with their colleagues to enhance their skill to synthesize knowledge regarding intervention models/approaches into practice, as is often needed in clinical settings. Case-presentations will resemble real-world case presentations/consultations, whereby 1-2 members of the presenting group will lead a small-group break-out discussion (on Zoom) of approximately 30 minutes in length (i.e., 1-2 members from the Problem-solving Approach team, will be working with 7 of their classmates who did not develop the case study). The outcome of this 30-minute facilitated case consult/discussion will be the development of a working case formulation/conceptualization and preliminary treatment plan that is informed by that week's approach/model (e.g., Problem-solving). The course instructor will spend time in each of the four groups in an observational capacity. After the 30-minute case consult/discussion, the class will come-back together as a large group where each of the four groups will take turns discussing the key items (learnings) from their recently created case formulations/treatment plans.

Assessment Criteria: A grading/marking rubric will be available via D2L. This assignment is worth 20% of the total grade for the course. Following the end of the class, students who are presenting the case study and guiding the case consultation are responsible to upload a self-evaluation to D2L drop-box regarding their learning process/skill demonstration (an evaluation tool will be provided). Students who were not members of the presentation group will complete an evaluation of **each** presenter using an evaluation tool (provided by the instructor) and upload these peer evaluations to the D2L Dropbox. Both the self-evaluations and peer-evaluations will be used to inform the final grade provide to presenting students. Each student will receive an individual grade for Part B of Assignment #5. The late bank is **NOT** applicable for Assignment #5 Part B (i.e., cannot be used for Assignment 5).

### **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in each class activities and discussions. If a

student must miss a class, it is the student's responsibility to catch up on discussions, notes and other information through other classmates and/or D2L. All class PowerPoints, videos, reading and other material will be posted on D2L. If classes are conducted virtually, Zoom sessions will be recorded when appropriate for lecture material but some class discussion may not be recorded due to confidentiality concerns of other students.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). 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**

A 5 day 'Late Bank' will be available to all students, and they can use these days at their own discretion and without explanation. You do not need to let the instructor know ahead of time that you are using days in your Late Bank for a task. Rather, simply make a note in Dropbox when you submit the task that you are using your late bank days when you submit. **The late bank is only available for Assignments 3 & 4** (i.e., you cannot use the late bank for Assignment 1, 2 or 5 Part A or B). Please note that the five (5) days in your late bank is **five days total** (i.e., not 5 days per assignment). Once you have used up your 5 Late Bank days, a penalty of 10% per day will apply for assignments submitted late, without prior communication and approval from the course instructor.

### **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 7<sup>th</sup> edition format (2020). 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. 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. The rounding up of grades will occur when the earned grade is calculated to be greater than, or equal to a .5, in situations where this will result in an elevation of the submitted Letter Grade (i.e., 84.5 will be rounded up to 85; 89.5 will be rounded up to 90; 94.5 will be rounded up

to 95 etc.). The rounding of grades only occurs in relation to the calculation of the final course grade and not to individual assignments.

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. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> 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. <b>Note:</b> Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the program regardless of their 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 towards 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. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.	

**COURSE EVALUATION**

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

Students will receive an email from UCalgary Course Experience Surveys with direct links to their current course surveys, or they can access 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 process and content of the course at any time with the instructor. Student feedback will be sought weekly through the student participation form. This feedback is optional.

### **ADDITIONAL SUGGESTED READINGS**

Additional suggested readings will be posted to 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