LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization**.** We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that equity does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of our [Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), 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.](#)

Classification: General

Course & Session Number	SOWK 590 B02	Classroom	In practicum and online through the practicum database.
Course Name	Final Practicum		
Dates and Time	Start of Classes: September 2, 2025 End of Classes: December 5, 2025 Dates and Time: 32 hours per week. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Kim Bailey, MSW BSW RSW	Office Hours	Office hours as requested, please email to arrange a meeting.
UCalgary E-mail	kbailey@ucalgary.ca	UCalgary Phone	Please connect by email to arrange a time to call.

Learners engage in 400 hours of supervised social work practice, building social work competence in various settings.

COURSE DESCRIPTION

SOWK 590 is a 400-hour supervised social work practicum delivered online via the practicum database (IPT) and within the designated practicum setting. The practicum focuses on the application of social work knowledge, values, and skills in a purposeful, ethical, and planned manner. Students will develop a learning agreement addressing core learning areas with emphasis on increasing competence in social work practice active experiential learning, structured supervision, and the demonstration of professional social work values and ethical principles.

Practicum pathways include agency-based, workplace, research, and supervised self-directed models. Students will complete a total of 400 hours over the semester, typically 32 hours per week. Concurrently, students complete SOWK 592: Integrative Seminar.

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

For comprehensive details regarding field practicum policies, procedures, and roles/responsibilities, please consult the Field Education Manual, available at https://socialwork.ucalgary.ca/field-education/policy-manual-other-documents

COURSE LEARNING OUTCOMES

Upon completion of this course, you will have the opportunity to:
- Integrate and apply social work knowledge and skills to practice generalist social work in specific settings, projects, or roles.
- Apply social work values and ethical principles to guide practice.
- Demonstrate cultural humility while engaging with diversity, difference, and power dynamics in practice.
- Address and advance issues of social justice, social policy, human rights, equity, diversity, inclusion, accessibility, and decolonization.
- Engage in deep and critical reflection on your practice, the impact of your actions, and your responsibilities as a social worker.
- Prepare for and engage in social work supervision to support mutual learning in group and individual meetings.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND LEARNING MATERIALS
Please refer to the Field Education Policy Manual https://socialwork.ucalgary.ca/field-education/policy-manual-other-documents

Readings may be assigned by field instructors 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: http://www.runiptca.com

IPT instructions and login information will be provided at the beginning of the term by e-mail. Please contact Daljit Kaur daljit.kaur1@ucalgary.ca if you do not receive this information.

LEARNING TECHNOLOGIES AND REQUIREMENTS
A laptop, desktop or mobile device with Internet access, microphone and speaker is required for Zoom access for the seminars and mid-term and final evaluation meetings or other meetings as required.
A laptop, desktop, or mobile device with Internet access to complete the practicums forms in IPT.

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.

CONNECTION TO PRACTICE

This course prepares you to apply social work values and ethics in various settings of social work practice. You apply knowledge and social work skills while taking up a role and function of a social worker. This learning is guided by ongoing participation in social work supervision and reflective practice. You engage in critical reflection, demonstrating commitment to cultural humility, equity, diversity, inclusion, anti-racism, human rights, and social change, while actively participating in seminar classes, articulating your learning in a notebook, and further developing their social work practice framework.

RELATIONSHIP TO OTHER COURSES

SOWK 590 is a co-requisite for SOWK 592 and must be completed together. Students who do not receive a CR (completed requirements) grade in the 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 practicum course and the corresponding Integrative Seminar course.

CLASS SCHEDULE

Important Dates for Fall 2025
- Start of Term: Monday, August 25
- First Day of Class: Tuesday, September 2
- End of Term: Wednesday, December 24
- Last Day of Class: Friday, December 5
- Labour Day, no classes: Monday, September 1
- Fee Deadline: Friday, September 19
- National Day for Truth and Reconciliation, no classes: Tuesday, September 30
- Thanksgiving, no classes: Monday, October 13
- Term break, no classes: Tuesday, November 9-15
- Holiday Observance, no classes: Thursday –Wednesday, December 25-31

Students will complete 32 hours per week, achieving 400 hours by the end of the semester.

Practicum Instruction and Supervision
Each student is assigned a practicum supervisor (also known as a field instructor) who provides orientation for practicum setting, assigns and directs practice activities, facilitates the integration of theory with social work practice, and evaluates the student's progress and learning. Students may receive social work supervision on-site or through external social work supervision arrangements. Educational supervision is an essential component of the field practicum, providing opportunities for reflection, review, instruction, and feedback (one hour per 15 practicum hours). Students are expected to prepare for and fully participate in supervision sessions, as directed by the field instructor. Supervision may be conducted individually or in groups and may involve other personnel as determined by the field placement.

4

Faculty Liaisons are the university instructor who provide consultation to students and practicum supervisors for the practicum. They conduct at least two meetings per term with the student and field instructor, typically via Zoom. Faculty Liaisons also serve as instructors for the concurrent Integrative Seminar (SOWK 592).

Practicum Schedule and Attendance

Students are expected to adhere to a practicum schedule negotiated for their practicum setting and documented in the ITP system. Practicum hours are to be allocated according to the requirements of the field setting and the student's learning needs, encompassing both direct and indirect social work practice opportunities, as well as educational supervision.

Students are not expected to attend practicum when ill, and must make up any missed hours. In the event of illness, students must promptly notify their field instructor. For absences exceeding two consecutive days, students are also required to contact their faculty liaison. Students are responsible for arranging with the agency or faculty-hosted placement a suitable schedule to complete all required practicum hours and learning activities.

Date	Topic	Readings/Assignments Due
Within the first 75 hours of practicum	Preliminary impressions form	Due September 26
Within the first 75 hours of practicum	Learning Agreements due	Due September 26 **Initial Site Visits – availability will be provided by the Faculty Liaison
Halfway through (200 hours)	Mid-term evaluation comments, ratings and signatures. Timesheets updated and signed.	Due October 22 **Mid Term Site Visits – availability will be provided by the Faculty Liaison
At the end (375-400 hours)	Final evaluation comments, ratings and signatures. Timesheets updated and signed.	Due December 5-9 **Final Site Visits – availability will be provided by the Faculty Liaison, as required or requested

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY
All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

EQUITY, DIVERSITY AND INCLUSION
The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

GUIDELINES FOR ZOOM SESSIONS

Students are expected to participate actively in all Zoom sessions. Seminar courses are collaborative learning spaces that require meaningful participation. As such, students are expected to engage by turning on webcams. Students who have reasons to not join with webcam are asked to communicate this to the instructor. All students are expected to behave in a professional manner during the session. If virtual meetings are held in open space areas, headphones should be considered to ensure privacy of those sharing both from the classroom and for others in the open space environment.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use 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.

ASSESSMENT COMPONENTS

Students are required to develop a comprehensive Learning Plan that articulates their practicum goals, strategies, and commitments. This Learning Plan must address the following key components:

- Professional Identity, Values, and Ethics: Students will provide a reflective analysis of how their practice will be informed by the core values of Respect, Relationships, and Ethics, in accordance with the Faculty of Social Work (FSW) standards of practice, the Alberta College of Social Workers (ACSW) standards of practice (or provincial equivalent), and the Canadian Association of Social Workers (CASW) Code of Ethics.
- Professional Practice: Students will articulate how they will apply their skills and knowledge within their practice, with particular emphasis on Communication, Engagement, Research, and Goal Setting.
- Human Rights, Social Action, and Policy: Students will detail their commitment to anti-racist practice, advocacy, and human rights. They will also explain how they intend to contribute to organizational or policy-level change.
- Reflexive Practice: Students will delineate their strategies for cultivating self-awareness, emotional regulation, and the identification of personal strengths and areas for professional development.

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.

- **Learning Agreement:** Within the initial two to three weeks of the practicum, students, in collaboration with their field instructor, will develop a learning agreement. This document, subject to approval by the faculty liaison, is tailored to the specific practicum setting and the student's individual learning needs and interests. It outlines activities designed to facilitate learning and demonstrate competency in the practicum objectives. The learning agreement serves as a guide for the practicum's focus, clarifying respective responsibilities and expectations between the student and field instructor. As a working document, the learning agreement may

be modified, with the mutual consent of the student and field instructor, and approval of the faculty liaison, to accommodate evolving learning interests and needs.

- **Preliminary Impressions:** By the conclusion of the third week, field instructors and students are required to document their preliminary impressions of the practicum. This process supports the student's development of reflective self-evaluation and facilitates discussions regarding the student's strengths and potential areas for development.
- **Mid-Term Evaluation:** At the midpoint of the practicum, a written mid-term practicum report will be jointly prepared by the student and field instructor and submitted to the faculty liaison. This report will determine whether the student is meeting or failing to meet the practicum requirements at mid-course.
- **Final Evaluation:** Upon completion of the required practicum hours, a written final practicum report will be jointly prepared by the student and field instructor and submitted to the faculty liaison. This report will determine whether the student has met or failed to meet the practicum requirements. Completed evaluation forms are due at the end of the term.
- **Timesheets:** Students will maintain up-to-date timesheets through the ITP tracking system. Students and supervisors will verify these hours with their signatures at the mid-term and final evaluation points.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

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.

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.

USE OF ARTIFICIAL INTELLIGENCE TOOLS
Whenever new tools and technologies are introduced in society, particularly at the scale of Artificial Intelligence in contemporary times, they shake things up and bring forward important ethical considerations. Given the evolving nature of these technologies, it is important to consider the broader implications of AI use in our academic and professional work. Before proceeding with the permitted use of AI (as outlined below), please be thoughtful about how you choose to engage with these tools.

Some Use Permitted
In this course, you are expected to draw upon the required readings and learning activities to complete the assignments. Students may use generative artificial intelligence tools (such as ChatGPT, Claude, or similar applications) in accordance with the instructions and guidelines outlined below.

Requirements for AI Use
Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include:
1. What tool(s) were used - specific AI applications utilized.
2. How they were used - description of your interaction with the AI.
3. How the AI generated results were incorporated into your submitted work.
4. What you did to verify the AI generated results - fact-checking and validation steps.
5. What you did to extend your work beyond the AI generated contents - your original contributions.
6. Your critical reflection on ethical use of AI tools showing a thoughtful consideration of implications.

Student Responsibilities
You are ultimately accountable for the work you submit. Use of generative AI outside assessment or assignment guidelines or without proper documentation will be considered a breach of academic integrity.

This course views academic integrity as an opportunity for learning and personal development. If you find yourself uncertain about AI documentation or realize you may have missed citing AI use, please reach out for a conversation. We can work together to understand what happened and find ways to strengthen your approach moving forward. The goal is not perfection but rather developing thoughtful practices around technology use and academic honesty. If issues arise, we will focus on understanding, learning, and making repairs rather than punishment. Open communication about challenges or mistakes is always welcome and encouraged.

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. Policies and procedures related to at-risk situations are detailed in the Field Education Manual. 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.

COURSE EXPERIENCE FEEDBACK

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. They 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. Students are welcome to discuss the process and content of the

course at any time with the instructor. They are expected to provide comments that are consistent with the University of Calgary Code of Conduct, the Alberta College of Social Work Standards of Practice (2023) and the Canadian Association of Social Workers Code of Ethics (2024).

ADDITIONAL SUGGESTED READINGS

Additional suggested readings may be given by the practicum supervisors. These readings will directly pertain to the specific practice and setting for the student.

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. They 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 behaviours in class, including evaluations of teaching and learning, that are consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2024) and the Alberta College of Social Work Standards of Practice (2023) (or provincial equivalent in the province you reside).

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

Students are advised that any research with human participants – _including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – _must have the approval of the Conjoint Faculties Research Ethics Board or the Conjoint Health Research Ethics Board. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course 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