



### **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](#).

<b>Course &amp; Session Number</b>	<b>SOWK 601 S01</b>	<b>Classroom</b>	Check D2L for classroom location
<b>Course Name</b>	Clinical Work with Individuals		
<b>Dates and Time</b>	<p>Start of Classes: September 2, 2025</p> <p>End of Classes: October 17, 2025</p> <p>Dates and Time: Tuesdays, September 2, 9, 16, 23, &amp; 30; October 7 &amp; 14.</p> <p>In-Person Residency, Friday and Saturday, September 19-20, 9:00 am - 4:00 pm; Online, Tuesdays Zoom: 5:30 pm - 8:30 pm</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <u>Student Centre</u><sup>1</sup>.</p>		
<b>Instructor</b>	David Irvine, MSW	<b>Office Hours</b>	As Requested
<b>UCalgary E-mail</b>	<u><a href="mailto:David.irvine@ucalgary.ca">David.irvine@ucalgary.ca</a></u>	<b>UCalgary Phone</b>	It will be provided in class.

## SYLLABUS STATEMENT

Critical examination and application of evidence-based, anti-oppressive, anti-racist and decolonizing modalities and practices when working with diverse individuals.

## COURSE DESCRIPTION

The primary focus of this course is to deepen your self-awareness and develop your ability to effectively use yourself as a tool in the helping process while grounded in a strong theoretical foundation. You will come to know ways to influence change and practice advanced therapeutic skills for working with individuals across a variety of problem areas and a variety of theoretical frameworks.

Students will participate in collaborative discussions regarding clinical social work and engage in the application of different theories. Students will be encouraged to provide constructive feedback to peers in practice exercises and engage proactively in online and in-person learning.

This course includes virtual classes on zoom and Calgary-based in-person residency. Since classes are experiential and participatory, students are required to have their cameras on during class discussions and small break out rooms.

Students will be expected to:

1. Come to class prepared to engage in a shared learning experience.

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

2. Critically reflect upon in-class practice opportunities.
3. Engage in collaborative learning process by actively contributing to dialogue with cameras on.
4. Demonstrate competence and high self-awareness in their ability to apply advanced interview skills.

This class will take place online via Desire2Learn (D2L) and zoom, as well as two days of in-person residency at the University of Calgary in Calgary, AB. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment, synchronous zoom sessions and the 2 day in-person residency. When unable to participate in live classes due to unforeseen circumstances, students are expected to inform the instructor in advance and co-create a make-up activity.

### **COURSE LEARNING OUTCOMES**

Upon completion of this course, students will be able to:

1. Learn a variety of theories that undergirds effective individual facilitation toward transformation and change.
2. Apply and practice specific types of questions and clinical interventions that could be used in exploring various problem areas and with varying populations.
3. Expand and advance multicultural competences and cultural humility with individuals.
4. Use and elaborate questions and interventions with a trauma informed anti-oppressive, and social justice lenses.
5. Distinguish and implement different relational models of clinical practice with individuals.
6. Facilitate individual therapeutic conversations (including the dimensions of culture and social issues) toward personal and interpersonal change based on clinical vignettes.

### **LEARNING RESOURCES**

#### **REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS**

There is no textbook required.

**Suggested resources will be posted on D2L.**

#### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

## RELATIONSHIP TO OTHER COURSES

Clinical Practice with Individuals is one of four courses offered at the Calgary Clinical MSW program. This course will support you in further developing of advance clinical skills necessary to work with individuals with different cultural and ethnic backgrounds, different mental health struggles, emotional and behavioural challenges. This course will assist you as you examine the profession's commitment to social justice, inclusion, and anti-oppressive models of practice, and as you consider how these core values of the profession combine with an understanding of social policy and fundamental theories of change to frame social work's unique contribution to change efforts and the promotion of social justice across all levels of practice.

## CLASS SCHEDULE

### Important Dates for Spring 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
- Fee Deadline: Friday, September 19
- National Day for Truth and Reconciliation, no classes: Tuesday, September 30

Class Date	Class Activity
Tuesday, September 2 (5:30-8:30 PM), Zoom Call	Course Overview & Expectations Assignments and Triad Formation for Class Demonstration Community Circle Professional Identity: A Philosophy of Helping Helping - The Authentic Way
Tuesday, September 9	Triad Preparation for Class Demonstration; No Class, Instructor is away
Tuesday, September 16 (5:30-8:30 PM), Zoom Call	Developing Guiding Principles for Your Practice Self-Awareness In the Helping Relationship Use Of Self in the Work
Friday, September 19 (9:00 AM - Noon) Residency at U of C	Psychological Safety: Creating A Space for Change Cultural Intelligence : Social Justice, Inclusion, and Anti-Oppression
Friday, September 19 (1:00 - 4:00 PM) Residency at U of C	Understanding Process in Your Worwithth Individuals Reframing Presenting Problems and the Theory of Purposeful Intent

Saturday, September 20 (9:00 AM - Noon) Residency at U of C	Triad Demonstrations and Dialogue
Saturday, September 20 (1:00 - 4:00 PM) Residency at U of C	Triad Demonstrations and Dialogue
Tuesday, September 23 (5:30 - 8:30 PM), Zoom Call	Shadow Work in Social Work Professional Survival
Tuesday, September 30	Class Cancelled, National Day for Truth and Reconciliation
Tuesday, October 7 (5:30 - 8:30 PM), Zoom Call	Dealing Effectively with Resistance The Hero's Journey in Working with Individuals
Tuesday, October 14 (5:30 - 8:30 PM), Zoom Call	Wrapping Up Any Unfinished Content Ending Relationships with Clients Course Wrap Up

#### ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

##### **INSTRUCTOR EMAIL POLICY**

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

##### **GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

##### **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 I. INQUIRY-BASED LEARNING THROUGH DEMONSTRATION (40%)**

**Due:** September 20 in residency during class.

**Aligned course learning outcome:** 1, 2, 3, 4, 5, 6, 7

**Demonstration of A Therapy Session:** During the course you will be working with a peer triad to demonstrate in front of the class a 10-minute component of an interview with a client. One person in your triad will be the Social Worker, another the Client, and the third person will be the Supporter. Following the demonstration the Supporter will lead their triad into a 10-minute discussion on the following:

- What was the internal process of the social worker? What was the internal process of the client? What was the internal process of the supporter?
- What beliefs of the social worker guided the intervention? What beliefs guided the client?
- How did the social worker integrate their intended theory of practice and learnings from the class into the intervention?
- What was helpful to the client in the intervention? What was not helpful?

In total, the demonstration and discussion is expected to be twenty minutes.

**Weight distribution: 40% of final grade**

- Depth of self-awareness of each of the triad members: 15%
- Knowledge and application of process: 10%
- Ability to integrate the application of a theoretical approach to the intervention: 15%

## **ASSIGNMENT II. REFLECTION ON SOCIAL WORK IDENTITY AND PRACTICE CREEDO**

**Due:** October 24, 12:00 midnight

**Weight distribution:** 40% of final grade

**Format:** Written. 12- point font. Double spaced.

**Length:** 4-5 pages (excluding references)

**Aligned course learning outcome:** 1, 2, 3, 4, 5, 6, 7

Throughout the course we learned the fundamental skills for creating a safe, supportive, and empowering relationship with a client. We increased your self-awareness and ability to analyze the degree that your intervention with a client was helpful or not helpful. We explored your professional identity including the ethics, values, and motivation of social work in ways that give strength to your client and to you, the social worker. To integrate your knowledge into your developing social work identity and practice, you are asked to write a paper focusing on the following facets:

1. **Personal Philosophy:** What is your personal philosophy about what it means to be a good social worker? How did your personal philosophy evolve during this course? How has your philosophy of social work been shaped by the theories you were exposed to this semester?

2. Life Experience: How did your upbringing or encounters with your past shape your personal philosophy and your chosen approach(es) to working with individuals?
3. Cultural Intelligence: Address racial justice, equity, diversity, inclusion, indigenization and critical responses to calls for truth and reconciliation.
4. Key Learning(s): What did you learn in this class that will help you to apply your approach to social work? Make reference to the theoretical approach you used in your class demonstration assignment.

**Grading:** Based on:

1. The depth and clarity of how these facets and questions are addressed - 20%
2. Writing fluency and clarity - 10%
3. Insights shared and awareness of how your philosophy and approach to social work has evolved during the course - 10%

## **PARTICIPATION**

**Due:** October 17, 12:00 Midnight

**Weight distribution: 20% of final grade**

**Format:** Students are required to write a 1–2-page reflection paper and assign a self-grade (on a scale of 1-20) for class engagement (the final grade is at the discretion of the instructor). Please comment on how engaged you were with the material and class discussions. Provide specific examples regarding your learning and participation in class activities.

**Grading:** Based on:

1. Amount of involvement and contribution to class discussion and small group peer feedback.
2. Overall engagement in the class.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS**

- Students are expected to be fully present and engaged in each class activities and discussions. These are part of the course engagement grade, as outlined in the assessment components section above.
- Please refer to the Ucalgary calendar for more information on [attendance](#).

### **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).
- Assignments are due by 11:59pm on their due date.
- Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

### **MISSED OR LATE ASSIGNMENTS**

- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date.
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays).
- There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.
- Please refer to the Ucalgary calendar for more information on [supporting documentation for absences](#).

### **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. 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**

#### **Restricted Use**

Students may use generative AI tools throughout this course to enhance your theoretical understanding in any assignments. Students are responsible for citing and referencing all work generated by AI tools.

**However, any AI tool used to express your own personal philosophy, the sharing of your life experience, or your personal learnings in any of the assignments will not be accepted.**

### **GRADING**

- The following percentage conversion column below will apply.
- The instructor will consider your overall course engagement and performance in deciding to round up marks in decimals to the nearest whole numbers.)



A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately to pass the course. The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. <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>B-</b> " or lower can be required by the faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50
CR		Completed Requirements. 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 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

- It is advised that additional suggested readings for the course be provided to students in D2L in order to manage the length of this course outline. However, if you wish to include suggested readings in this outline that are not required for the course, please do so in this section. Copyright approval is required.

#### 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).

##### 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