



### **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 604 S04</b>	<b>Classroom</b>	Online D2L and Zoom
<b>Course Name</b>	<b>Advanced Practice Theories in Context</b>		
<b>Dates and Time</b>	<p>Start of Classes: September 2, 2025 End of Classes: October 16, 2025</p> <p><b>Zoom sessions: September 2, 4, 9, 11, 16, 18, 23, 25; October 2, 7, 9, 14, &amp; 16, 2025.</b></p> <p><b>Dates and Times: Online Tuesdays and Thursdays, 5:30 – 8:30 PM</b></p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a><sup>1</sup>.</p>		
<b>Instructor</b>	Linda Kongnetiman PhD	<b>Office Hours</b>	Kindly email to request an appointment time
<b>UCalgary E-mail</b>	<a href="mailto:Linda.kongnetiman@ucalgary.com">Linda.kongnetiman@ucalgary.com</a>	<b>UCalgary Phone</b>	By email

## 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. You will incorporate comparative approaches to change into your professional social work practice frameworks and identity.

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

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. There will be 10 synchronous Zoom sessions throughout the term.

### **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. Create personal learning objectives relating to the development and evaluation of your professional practice framework and Social Work identity;
6. Understand the relationship between comparative approaches to change and social justice in Social Work practice at multiple levels; and
7. Apply course learnings to your specialization and the exit requirements of the MSW program.

### **LEARNING RESOURCES**

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

Brown, C. & MacDonald, J.E. (2020). *Critical Clinical Social Work: Counterstorytelling for social justice*. Canadian Scholars.

**The following resources are available online through the U of C Library and links have been provided inside D2L.**

Augusta-Scott, T. (2020). Exploring trauma and masculinity among men who perpetrate intimate partner violence. In C. Brown & J. E. MacDonald (Eds.), *Critical clinical social work: Counter-storying for social justice* (pp. 126–149). Canadian Scholars.

Beck, J. S. (2021). *Introduction to cognitive behavior therapy: Cognitive therapy basics and beyond* (3rd ed.). The Guilford Press.

Bombay, A., Matheson, K., & Anisman, H. (2014). The intergenerational effects of Indian Residential Schools: Implications for the concept of historical trauma. *Transcultural Psychiatry*, 51(3), 320–338.

British Columbia Centre for Excellence for Women’s Health. (2009). *Gendering the national framework: Trauma-informed approaches in addictions treatment*. Author.

- Brown, C. (2018). The dangers of trauma talk: Counterstorying co-occurring strategies for coping with trauma. *Journal of Systemic Therapies*, 37(3), 38–55.
- Brown, C. (2020). Chapter 2: Critical clinical ethics. In C. Brown & J. E. MacDonald (Eds.), *Critical clinical social work: Counter-storying for social justice* (pp. 59–79). Canadian Scholars.
- Brown, C. (2020). Critical clinical approaches with girls and their experiences of sexualized violence. In C. Brown & J. E. MacDonald (Eds.), *Critical clinical social work: Counter-storying for social justice* (pp. 16–58). Canadian Scholars.
- Brown, C. (2020). Critical clinical social work: Theoretical and practical considerations. In C. Brown & J. E. MacDonald (Eds.), *Critical clinical social work: Counter-storying for social justice* (pp. 16–58). Canadian Scholars.
- Brown, C. (2020). Critical clinical social work: Theoretical and practical considerations. In C. Brown & J. E. MacDonald (Eds.), *Critical clinical social work: Counter-storying for social justice* (pp. 60–79). Canadian Scholars.
- Brown, C. (2020). Feminist narrative therapy and complex trauma: Critical clinical work with women diagnosed as borderline. In C. Brown & J. E. MacDonald (Eds.), *Critical clinical social work: Counter-storying for social justice* (pp. 83–109). Canadian Scholars.
- Brown, C., & MacDonald, J. E. (2020). (De)colonizing Indigenous social work praxis within the borderlands. In C. Brown & J. E. MacDonald (Eds.), *Critical clinical social work: Counter-storying for social justice* (pp. [page numbers]).
- Bryan, C., & Barrett, T. (2020). Strategies for critical clinical practice in veterans' mental health. In C. Brown & J. E. MacDonald (Eds.), *Critical clinical social work: Counter-storying for social justice* (pp. 16–58). Canadian Scholars.
- Bryan, C., & Barrett, T. (2020). Strategies for critical clinical practice in veterans' mental health. In C. Brown & J. E. MacDonald (Eds.), *Critical clinical social work: Counter-storying for social justice* (pp. [page numbers]). Canadian Scholars.
- Canadian Scholars. Baikie, G. (2020). (De)colonizing Indigenous social work praxis within the borderlands. In C. Brown & J. E. MacDonald (Eds.), *Critical clinical social work: Counter-storying for social justice* (pp. 328–340).
- Canadian Scholars. First Nations Health Authority (Director). (2023, November 17). *BC cultural safety and humility standard documentary* [Video].
- Cattie, J. E., Buchholz, J. L., & Abramowitz, J. S. (2020). Cognitive therapy and cognitive-behavioral therapy. In S. B. Messer & N. J. Kaslow (Eds.), *Essential psychotherapies: Theory and practice* (pp. 142–182). The Guilford Press.

- Congress, E. P. (2022). Individual and family development theory. In K. W. Bolton, J. C. Hall, & P. Lehmann (Eds.), *Theoretical perspectives for direct social work practice: A generalist-eclectic approach* (pp. 61–79). Springer Publishing Company.
- Courtois, C. (2004). Complex trauma, complex reactions: Assessment and treatment. *Psychotherapy: Theory, Research, Practice, Training*, 41(4), 412–425.
- Cuijpers, P., Noma, H., Karyotaki, E., Cipriani, A., & Furukawa, T. A. (2019). Effectiveness and acceptability of cognitive behavior therapy delivery formats in adults with depression: A network meta-analysis. *JAMA Psychiatry*, 76(7), 700–707.
- Esposito, L., & Perez, F. M. (2014). Neoliberalism and the commodification of mental health. *Humanity and Society*, 38(4), 414–442.
- Herman, J. L., Perry, C., & van der Kolk, B. A. (1989). Childhood trauma in borderline personality disorder. *American Journal of Psychiatry*, 146(4), 490–495.
- Forrester, D., & Glynn, G. (2012). Parental resistance and social work skills: Towards a theory of motivational social work. *Child and Family Social Work*, 17(2), 118–129.
- Frankel, A. (2022). The psychodynamic approach. In K. W. Bolton, J. C. Hall, & P. Lehmann (Eds.), *Theoretical perspectives for direct social work practice: A generalist-eclectic approach*. Springer Publishing Company.
- Freud, S. (1923). The ego and the id. In J. Strachey (Ed.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 19, pp. [page range]). Hogarth.
- Gonzales, M. J., & Gelman, C. R. (2015). Clinical social work practice in the twenty-first century: A changing landscape. *Clinical Social Work Journal*, 43(3), 257–262.
- Harbison, J. R., & Pettipas, D. (2020). Validating voice in critical clinical work with older people. In C. Brown & J. E. MacDonald (Eds.), *Critical clinical social work: Counter-storying for social justice* (pp. 367–386). Canadian Scholars.
- Heslop, P., & Meredith, C. (2021). Understanding theory in practice. In *Social work theory in practice* (pp. 4–12). Sage Publications.
- Heslop, P., & Meredith, C. (2021). Understanding theory in practice. In *Social work theory in practice* (pp. 4–12). Sage Publications.
- Johnstone, M. (2020). Epistemic (in)justice in child welfare risk assessment. In C. Brown & J. E. MacDonald (Eds.), *Critical clinical social work: Counter-storying for social justice* (pp. [page numbers]). Canadian Scholars.

- Johnstone, M. (2020). Epistemic (in)justice in child welfare risk assessment. In C. Brown & J. E. MacDonald (Eds.), *Critical clinical social work: Counter-storying for social justice* (pp. 267–287). Canadian Scholars.
- Lee, J. A., Neimeyer, G. J., & Rice, K. G. (2013). The relationship between therapist epistemology, therapy style, working alliance, and intervention use. *American Journal of Psychotherapy*, 67(4), 323–345.
- MacDonald, J. E. (2020). Counterbalancing life with chronic pain through storying women's experiences of (dis)ability. In C. Brown & J. E. MacDonald (Eds.), *Critical clinical social work: Counter-storying for social justice* (pp. 341–365). Canadian Scholars.
- Madigan, S. (2019). The therapy process. In *Narrative therapy* (2nd ed., pp. 63–108). American Psychological Association.
- Madigan, S. (2019). Theory. In *Narrative therapy* (2nd ed., pp. 27–61). American Psychological Association.
- Augusta-Scott, T. (2020). Exploring trauma and masculinity among men who perpetrate intimate partner violence. In C. Brown & J. E. MacDonald (Eds.), *Critical clinical social work: Counter-storying for social justice* (pp. 126–149). Canadian Scholars.
- Manassis, K. (2014). Benefits of case formulation and a conceptual framework. In K. Manassis (Ed.), *Case formulation with children and adolescents* (pp. 1–23). The Guilford Press.
- Manassis, K. (2014). Using the formulation to inform the treatment plan. In K. Manassis (Ed.), *Case formulation with children and adolescents* (pp. 198–214). The Guilford Press.
- Mbakogu, I. (2020). The whole or part? Postcolonial theory versus clinical approaches to marginalized groups' quest for social services. In C. Brown & J. E. MacDonald (Eds.), *Critical clinical social work: Counter-storying for social justice* (pp. 227–244). Canadian Scholars.
- Payne, M. (2016). Cognitive-behavioural practice. In *Modern social work theory* (Chapter 6). Oxford University Press.
- Payne, M. (2016). Humanistic practice, existentialism, and spirituality. In *Modern social work theory* (Chapter 10). Oxford University Press.
- Ross, N., & Morrison, J. (2020). Safety, belonging, and voice: Critical clinical practice with girls and women struggling with substance use. In C. Brown & J. E. MacDonald (Eds.), *Critical clinical social work: Counter-storying for social justice* (pp. 171–194). Canadian Scholars.
- Sawyer, B. (2023). Liberated cognitive behavioral therapy: Liberating CBT from the cognitive distortions of White Western European culture. *The Behavior Therapist*, 46(8), 320–327.

- Summers, L. M., & Nelson, L. (2024). Counseling with cultural humility, empathy, and responsiveness. In *Multicultural counseling: Responding with cultural humility, empathy, and advocacy*. Springer Publishing Company.
- Teater, B. (2022). Ecological systems theory. In K. W. Bolton, J. C. Hall, & P. Lehmann (Eds.), *Theoretical perspectives for direct social work practice: A generalist-eclectic approach* (pp. 47–60). Springer Publishing Company.
- Thomas Bernard, W., Etowa, J., & Clow, B. (2020). Spirituality as a resource for well-being in African Canadian communities. In C. Brown & J. E. MacDonald (Eds.), *Critical clinical social work: Counter-storying for social justice* (pp. 308–327). Canadian Scholars.
- Torres, S., Nutter, M., Ford, D., M., Chiu, Y., & Campbell, K. (2020). Critical intercultural communication and practice: Applying knowledge and skills to prevent entry or re-entry of children and youth into state care. In C. Brown & J. E. MacDonald (Eds.), *Critical clinical social work: Counter-storying for social justice* (pp. 245–266). Canadian Scholars.
- Weerasekera, P. (1993). Formulation: A multiperspective model. *Canadian Journal of Psychiatry*, 38(5), 351–358.
- Weinberg, M. (2020). Chapter 2: Critical clinical ethics. In C. Brown & J. E. MacDonald (Eds.), *Critical clinical social work: Counter-storying for social justice* (pp. 16–58). Canadian Scholars.
- Wright, E., Gronfein, W., & Owens, T. (2000). Deinstitutionalization, social rejection, and the self-esteem of former mental patients. *Journal of Health and Social Behavior*, 41(1), 68–90.

Reading list link

[https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/lists/14840628880004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/lists/14840628880004336?auth=SAML)

## **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, a microphone and a speaker is required for D2L and Zoom access.

## **RELATIONSHIP TO OTHER COURSES**

This course is one of four core courses within Practice with Individuals, Families and Groups, as well as Trauma-Informed 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
- Labour Day, no classes: Monday, September 1
- National Day for Truth and Reconciliation, no classes: Tuesday, September 30
- Thanksgiving Day, no classes: Monday, October 13
- Remembrance Day, no classes: Tuesday, November 11
- Term Break, no classes: Sunday-Saturday, November 9-15

Date	Topics	Clinical Wisdom Circle/Readings
<b>Sept 2, 2025</b>	<b>Foundations: What is Theory? Why Does it Matter in Clinical Social Work?</b> <b>Traditional focus:</b> Role of theory in clinical social work <b>Critical lens:</b> Introduction to counterstorying, power in theory <b>Ethics, Reflexivity, and Use of Self in Clinical Practice</b> Introductions, review of syllabus/course structure and assignments. Overview of key theories in clinical social work.	<b>Required:</b> Brown (2020) Weinberg (2020) Gonzales & Gelman (2015) Heslop & Meredith (2021) <b>Additional Reading:</b> Brown (2020) Lee, Neimeyer, & Rice (2013) Brown (2018)
<b>Sept 4, 2025</b>	<b>Psychodynamic and Relational Theories</b> Traditional focus: Freudian, Ego Psychology, Object Relations Critical Lens: Psychodynamic assumptions around normalcy, race, gender.	<b>Required:</b> Brown (2020) Courtoise (2004) Frankel, A.(2022) Freud (1923) <b>Additional Reading</b> Esposito & Perez (2014) Herman, Perry & van der Kolk (1989)
<b>Sept 9, 2025</b>	<b>Indigenous, Afrocentric, and Decolonial Approaches</b> Traditional Focus: Indigenous ways of knowing and healing. Afrocentric psychology and cultural models. Critical Lens: Ethical engagement and co-learning.	<b>Required</b> Summers & Nelson (2024) Brown & MacDonald (2020) Baikie (2020) <b>Additional Reading</b> First Nations Health Authority (Director). (2023, November 17) Brown MacDonald (2020)



	Cultural humility in trauma work. Decolonizing mental health and social work.	Bombay, Matheson & Anisman (2014)
<b>Sept 11, 2025</b>	<b>Cognitive and Behavioral Theories</b> <b>Traditional Focus:</b> CBT, core beliefs, behavioral interventions <b>Critical Lens: Whose cognition is “irrational”? What’s normalized in CBT?</b> CBT, DBT, ACT. Evidence base, uses, and limitations. Critical Engagement: Adaptation for Marginalized Populations.	<b>Required</b> Cattie, Buchholz & Abramowitz (2020) Payne, M. (2016) Bryan & Barrett (2020) <b>Additional Reading</b> Beck (2021) Cuijpers et. al (2019) Sawyer, B. (2023)
<b>Sept 16, 2025</b>	<b>Humanistic &amp; Existential and Spirituality</b> <b>Traditional Focus:</b> Person-centred, self-actualization, meaning <b>Critical Lens:</b> Individualism, the myth of neutrality Feminist therapy, queer theory, trans-affirming practice. Power, gender, sexuality, and bodies in the therapeutic space. Clinical implications for LGBTQIA2S+ clients.	<b>Required</b> Payne, M. (2016) Bryan & Barrett (2020) Brown (2020) <b>Additional Reading</b> Brown (2020) Thomas Bernard et al (2020)
<b>Sept 18, 2025</b>	<b>Family, Systems, and Ecological Theories</b> <b>Traditional Focus:</b> how people are impacted diverse systems <b>Critical Lens:</b> viewed through a Racialized lens Family systems theory, structural family therapy. Ecological systems theory (Bronfenbrenner). Integrating clinical work with family and community systems.	<b>Required</b> Teater (2022) Torres et al (2020) Congress (2022) <b>Additional Readings</b> Johnston, M. (2020) Wright et al (2000)
<b>Sept 23, 2025</b>	<b>Moving Toward Practice Integration.</b>	Students have time to ask questions and prepare for their group assignment
<b>Sept 25, 2025</b>	<b>Attachment &amp; Relational Theories</b> <b>Traditional Focus:</b> Bowlby, Ainsworth, relational-cultural theory <b>Critical Lens:</b> White, Western notions of attachment, family structure	<b>Required</b> Ross & Morrison (2020) Manassis (2014) <b>Additional Readings</b> Forrester & Glyn (2012)

<b>Oct 2, 2025</b>	<b>Narrative and postmodernism therapies</b> <b>Traditional Focus:</b> Narrative therapy, solution-focused therapy <b>Critical Lens:</b> Deconstructing power in language, culture, story Carl Rogers, Viktor Frankl, Irvin Yalom. Narrative therapy, story, and meaning making. Integrating client voice and agency in practice.	<b>Required</b> Madigan (2019) Augusta-Scott (2020) Mbakogu (2020) <b>Additional Reading</b> Madigan (2019)
<b>Oct 7, 2025</b>	<b>Trauma-Informed Practice</b> <b>Traditional Focus:</b> Neurobiology, PTSD, stages of recovery <b>Critical Lens:</b> Collective/community trauma, structural violence Integrative models, eclecticism. Postmodernism and constructivism in therapy. Collaborative, dialogical, and strengths-based approaches.	<b>Required</b> MacDonald (2020) British Columbia Centre for Excellence for Women's Health (2009) Harbison & Pettipas (2020) <b>Additional Readings</b> Heslop & Meredith (2021)
<b>Oct 9, 2025</b> <b>Assignment #2</b> <b>Part A Due: Oct 8</b> <b>Assignment #2</b> <b>Part B Due: Oct 9</b>	<b>Decolonizing Clinical Practice</b> <b>Focus:</b> How do we unlearn colonial foundations in clinical work? <b>Traditional Focus:</b> Integrating clinical work with social justice <b>Critical Lens:</b> Introducing anti-oppressive theory explicitly Assignment Two Part 2: Knowledge dissemination	Assignments: no additional readings
<b>Oct 14, 2025</b> <b>Assignment #2</b> <b>Part B Due: Oct 14</b> <b>Assignment #1</b> <b>Due: Oct 15</b>	<b>Decolonizing Clinical Practice</b> <b>Focus:</b> How do we unlearn colonial foundations in clinical work? <b>Traditional Focus:</b> Integrating clinical work with social justice <b>Critical Lens:</b> Introducing anti-oppressive theory explicitly Assignment Two Part 2: Knowledge dissemination	Assignments: no additional readings
<b>Oct 16 2025</b>	<b>Synthesis, Application, and Reflection</b> <b>Focus:</b> Articulating a personal theoretical stance Bringing it all together: integrating theory into practice. Final reflections on personal theoretical stance and future learning. Final Discussion	<b>Required</b> Manassis (2014) Weerasekera (1993)

Assignment 3 Due: Oct 20		
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## ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

### INSTRUCTOR EMAIL POLICY

### 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.

### 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 - Clinical Wisdom in Practice: Interviewing an Experienced Therapist (40%)**

**Aligned Learning Outcomes:** 1, 2, 3, 4, 5,6,7

**Due Date:** October 15th at 11:59 PM (40%)

This assignment aims to connect classroom theories with lived clinical realities by learning from the insights, challenges, and reflections of a practicing clinician with over 10 years of experience. It consists of two major components: an interview with a clinician of your choice and a reflective analysis paper.

**Part A Therapist Interview (20%).** Please complete this component at your own pace. The second part of the assignment needs to be submitted on October 15<sup>th</sup>

Students will arrange and conduct a 60-90 minute interview with a practicing clinical social worker who:

- Has at least 10 years of clinical experience
- Actively practices with a diverse client base
- Can reflect on the theoretical frameworks they use in practice

Guiding Interview Questions (please add questions as needed during the interview)

Core Themes to Cover:

- What clinical theories/frameworks guide your work most today?
- How has your use of theory changed over your career?
- Can you share a case (anonymized) where your theory was challenged?
- How do you apply relational, trauma-informed, or anti-oppressive approaches in session?
- What role does supervision or reflection play in how you use theory?
- How do your own identities and positionalities impact the work?
- What advice would you offer to a new clinician applying theory in complex cases?

**Part B Reflective Analysis Paper (6–8 pages) that includes the following (20%):** Submit on October 15<sup>th</sup>

**Interview Summary (2–3 pages)**

- Key takeaways from the interview (use quotes if desired)
- What theories or models the therapist uses and why
- Case or practice examples the therapist shared

**Theory-to-Practice Analysis (3–4 pages)**

- Identify 2–3 clinical theories learned in class
- Analyze how those theories showed up—or didn't—in the therapist's work
- Discuss how the therapist's approach aligns or contrasts with your theoretical preferences
- Who is **included or excluded** in this theory's lens?
- How could this theory be **adapted, critiqued, or reimaged** to better serve communities historically marginalized in clinical spaces (e.g., Indigenous, Black, disabled, 2SLGBTQIA+, or neurodiverse clients)?

**Self-Reflection (1–2 pages)**

- How has this interview challenged or confirmed your understanding of applied clinical social work theory?
- What new questions do you have about using theory in practice?
- What did you learn about yourself as a developing clinician?

APA mechanics, including proper referencing, at least 12 peer-reviewed articles, in the text and the reference list.

## **ASSIGNMENT 2 - Reimagining Ethical Clinical Practice Through Theoretical Lenses**

**Aligned Learning Outcomes:** 1, 2, 3, 4, 5

**Due Dates:** Part A – Oct 8<sup>th</sup> (15%) at 11:59 PM | Part B – Oct 9<sup>th</sup> and 14<sup>th</sup> (25%)

**Assignment Description:**

Theory is not a distant abstraction but a living orientation to the therapeutic relationship. In **clinical practice**, theory helps us interpret client narratives, guide assessment and diagnosis, shape interventions, and remain ethically attuned to the lived experiences of those we serve. This final assignment invites your group to engage in **praxis** by applying a clinical theory or critical framework to a **real-world mental health or psychosocial issue** encountered in clinical settings.

Your task is to collaboratively select a **clinical issue** (e.g., trauma, depression, substance use, disordered eating, grief, etc.) and engage a theoretical framework (e.g., attachment theory, narrative therapy, trauma-informed care, queer theory, critical race theory, feminist theory, etc.) to shape both your **analysis** and **clinical response**. You'll explore how theory informs client engagement, assessment, treatment planning, and ethical decision-making.

You will apply theory to real-life practice by creating a **clinically usable resource** (e.g., a psychoeducation tool, practice guide, or therapy group structure) and presenting your work to the class in an engaging, reflective format.

#### **Part A: Theory-Informed Clinical Practice Guide (15%)**

Your group will create a **2-page clinical guide or intervention tool** grounded in your selected theory and clinical issue. This guide should be usable by clinical social workers, therapists, or peer support staff in real-life settings. Choose one clinical practice area to focus on in your guide:

- Individual therapy
- Group therapy
- Intake/Assessment
- Psychoeducation
- Case formulation
- Safety planning
- Trauma intervention
- Identity-affirming care

#### **Examples include:**

- A trauma-informed safety plan template
- A queer-affirming intake assessment tool
- A narrative therapy resource for grief support
- A culturally responsive case formulation guide

#### **Your guide should include:**

- A brief framing of the issue and its relevance in clinical practice
- Key theoretical principles or concepts
- Practical applications or clinical interventions that reflect the theory in action
- Ethical, relational, and accessibility considerations in clinical care

**Submission:** Upload to D2L one day before your group presentation.

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#### **Part B: Group Presentation (25%)**

Each group will deliver a **30-minute presentation** with a **10-minute facilitated discussion**. Your presentation should include:

- **Framing the Clinical Issue:** Provide a clear overview of the issue, including psychosocial, diagnostic, and cultural dimensions. Who is impacted and how?
- **Theory Overview and Critique:** Describe your selected theory or framework. What are its core assumptions? What are its strengths and limitations in a clinical context?
- **Theory-to-Practice Application:** How does the theory shape your clinical orientation? How might it inform therapy goals, intervention planning, or client engagement? What tensions or insights arise from applying it?
- **Presentation of Your Guide/Tool:** Walk the class through your 2-page clinical resource. Show how it reflects your chosen theory and issue. Explain how and when it could be used in practice.
- **Ethical/Relational Reflection:** Reflect on your process and positionality. What ethical questions emerged? How did your values and lived experiences influence your clinical lens?
- **Facilitated Discussion:** Pose 1–2 thoughtful questions to engage peers in discussion about theory and clinical application.

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#### **Assessment Criteria:**

- Clearly articulates the clinical issue, with attention to biopsychosocial, cultural, and ethical factors
- Demonstrates critical and appropriate use of theory in clinical practice

- Connects theory to actionable clinical tools or strategies
- Clinical resource is creative, relevant, and grounded in theoretical principles
- Ethical, cultural, and relational considerations are thoughtfully integrated
- Group reflects on dynamics of power, identity, and care in theory application
- Presentation is well-structured, insightful, and facilitates rich peer dialogue
- Incorporates at least **8 sources** (minimum 4 scholarly/peer-reviewed; others may include clinical toolkits, podcasts, blogs, community practice guides, etc.)

### **ASSIGNMENT 3: ENGAGEMENT & PARTICIPATION SELF-ASSESSMENT (10%)**

Due October 20, 2025

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

This journey is a reflection of practice with community, peers and supervisors. As part of this relational orientation, students will be expected to come prepared to engage in deep listening and contribute to dialogues/activities by sharing insights, content, critiques, and connections to their field of practice. Engagement is gauged by the quantity of contributions and how students facilitate a collective learning space by being mindful of how space/voice are used. This includes being thoughtful of how ideas are shared in ways that create the conditions for ethical spaces of engagement and collective care. Recognizing that engagement and participation are animated in multiple ways, some more overt than others, students will be invited to reflect on and assess their involvement and engagement in the course by submitting a 250-300 word reflection **via D2L Dropbox by 11:59 pm on October 20<sup>th</sup>**.

Assessment Criteria: Students will complete a reflection summary on October 20<sup>th</sup> based on their experiences (250-300 words WordDoc). Reflections and ratings will be included around your engagement, learning, and collaboration levels., you will provide a suggested grade out of 10 Criteria will consist of rating yourself for your 1) ongoing and active participation, 2) contribution to new insights, 3) content and critique, 4) drawing connection to your field of practice as you engage in thoughtful discussion, 5) explore deeper meanings, 6) have confidence in leadership, 7) reflect on social work values, 8) take risks, 9) develop skills and self-assessment around your work within your group assignment and 10) attendance.

***After reviewing the student's recommendation, please note that the instructor determines the final participation grade.***

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

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

Because of this class's participatory nature, attendance and punctuality for synchronous Zoom sessions are expected. Please email the instructor ahead of class if you are unable to attend, will be late, or are required to leave early. Students are encouraged to see participation as a way to practice and deepen their abilities to use their voice and honour the voices of others they will journey with as social workers.

#### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L or via the appropriate D2L discussion forum. All assignments are due by 11:59am 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 10 proper version is submitted.

### **MISSED OR LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor and assignments submitted after the deadline may be penalized with a grade reduction. Please email the instructor at least 24 hours PRIOR to the assignment due date if you expect that you will need an extension. The total possible grade of an assignment will be reduced by 2.5% for each day/partial day (including weekend days) the assignment is handed in beyond the due time or a negotiated extension date. Assignments will not be accepted 7 days after due date.

### **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 format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

### **ACADEMIC MISCONDUCT**

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **USE OF ARTIFICIAL INTELLIGENCE TOOLS**

#### **Accountable, reflexive and ethical use of AI tools**

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

#### **Restricted use**

The use of generative AI, including the use of work created by generative AI tools and applications in course assignments and assessments may be considered in accordance with the University's [academic misconduct policy](#). If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

- AI tools can be used for learning course material but not for completing assignments.
- The use of AI tools for assignments may be considered an academic offense
- Students must not copy or paraphrase from AI applications for assignments

## 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 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 " <b>C+</b> " 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.	
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## 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 readings and resources are supplied on 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](#). 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