



**UNIVERSITY OF CALGARY**  
FACULTY OF SOCIAL WORK

**Fall 2023**

<b>Course &amp; Session Number</b>	<b>SOWK 410 B01/B02/B03</b>	<b>Classroom</b>	In community.
<b>Course Name</b>	Practicum I		
<b>Dates and Time</b>	Start of Classes: September 5, 2023 End of Classes: December 6, 2023 Dates and Time: Schedule determined by the student, field instructor and placement setting. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	<b>B01:</b> Chantel Large, MSW RSW <b>B02:</b> Olufunmilola Emiko, MSW RSW <b>B03:</b> Allegra Taylor, MSW RSW	<b>Office Hours</b>	As Requested
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**OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION**

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and 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](#).

## SYLLABUS STATEMENT

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

## COURSE DESCRIPTION

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

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

Please refer to the Field Education Manual for additional information relating to the field practicum, including policies, procedures and roles/responsibilities of all involved. The Manual is available at: <https://socialwork.ucalgary.ca/field-education/policy-manual-other-documents>

## COURSE LEARNING OUTCOMES

By the end of practicum, students are expected to exhibit beginning competency in each of five Practice Objectives:

### Outcome 1: Professional Social Work Identity

Learners develop a professional identity in accordance with the values and ethics of the social work profession.

- Demonstrate and articulate a professional identity in accordance with the values and ethics of the social work profession.
- Practice with integrity and demonstrate professionalism in the practicum setting.
- Demonstrate an understanding of the CASW Code of Ethics and the ACSW Standards of practice. Use the CASW Code of Ethics and ACSW Standards of Practice to guide practice and to identify ethical dilemmas in practice and apply ethical decision-making processes.
- Develop professional relationships and demonstrate respect for clients, research participants, colleagues, administrative personnel and other stakeholders

- Work with clients in ways that respect their right to make independent decisions and participate actively in the helping professions.
- Follow professional and agency protocols for protecting confidentiality.
- Develop processes for reviewing and evaluating practice.

#### Outcome 2: Generalist Practice

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

- Perform generalist practice roles across setting and populations.
- Communicate effectively in both oral and written formats.
- Demonstrate the ability to effectively engage others.
- Complete comprehensive social work assessments.
- Demonstrate professional planning and goal setting skills.
- Intervene effectively at the individual, group, family, organizational and/or community level.
- Collaborate effectively with social work colleagues and professionals from other disciplines.
- Evaluate outcomes and services provided.
- Recognize and effectively address termination issues.

#### Outcome 3: Reflective Practice

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

- Consider the impact of their personal culture, values, and beliefs on practice.
- Describe areas for personal and professional development.
- Identify issues and social structure that influence them, and clients/communities served.
- Articulate how various forms of knowledge and different research methods contribute to social work practice.
- Identify and critically evaluate theories used to inform their social work practice.
- Discuss practice, organization or project constraints or limitations.
- Use supervision effectively.

#### Outcome 4: Competence with Diversity

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

- Demonstrate knowledge about and ability to provide effective service to diverse clients or communities.
- Identify how personal and social factors influence professional practiced with diverse clients and communities.
- Identify and challenge own assumptions, views, and stereotypes regarding diversity.
- Describe how they show respect for and work effectively with diverse populations.
- Analyze how the practicum setting responds to the needs of diverse clients or communities.
- Adapt generalist practice models to meet the needs of diverse individuals or communities.

### Outcome 5: Social Policy and Social Justice

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

- Demonstrate an understanding of how social policies influence the services provided by the agency and ultimately clients and communities.
- Articulate an understanding of oppression and use anti-oppressive frameworks as a basis of their practice.
- Describe the field agency including its relevant history, organizational structure, policies, funding sources, key stakeholders, and roles in the community.
- Identify historical and/or current dynamics and the impact of oppression on populations being served by the practicum site.
- Describe the role of the social worker within a society that perpetuates systemic oppression.
- Identify systemic barriers in the organization and/or community that perpetuate oppression and social injustice.
- Advocate for change and justice at the micro, mezzo, and macro levels of practice.
- Discuss potential social action strategies.

### **LEARNING RESOURCES**

### **REQUIRED TEXTBOOKS AND/OR READINGS**

Please refer to the Field Education Policy Manual

[https://socialwork.ucalgary.ca/sites/default/files/teams/6/Field\\_Education/Field\\_Education\\_Manual.pdf](https://socialwork.ucalgary.ca/sites/default/files/teams/6/Field_Education/Field_Education_Manual.pdf)

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. Go to: <http://www.runiptca.com> IPT instructions and login information will be provided at the beginning of the term by e-mail.

### **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.

### **RELATIONSHIP TO OTHER COURSES**

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

Students who do not receive a CR (completed requirements) grade in the field practicum course may be required to withdraw from the program. A student who is permitted to repeat a field practicum course normally will be required to repeat both the field practicum course and the corresponding Integrative Seminar course.

#### FIELD EDUCATION INFORMATION AND CLASS SCHEDULE

Each student has an agency-based **Field Instructor** or **Faculty Hosted Field Instructor** who provides orientation to the field setting, assigns, and directs practice activities, provides supervision and opportunities for integrating theory with social work practice, and evaluates the student's progress and learning. Students may receive social work supervision onsite in the agency, or through external social work supervision.

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

**Schedule and Student Attendance in Practicum** Students are expected to be in the field placement for practicum schedule negotiated with the field instructor/agency, approved by the faculty liaison, and documented in the IPT system. The student's time in practicum is spent according to the requirements of the setting and learning needs of the student but must include direct and indirect social work practice opportunities as well as educational supervision.

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

**Educational Supervision** is an integral part of the field practicum as it provides opportunities (1 hour per 15 hours of practicum) for reflection, review, instruction, and feedback. Students are expected to prepare for and participate fully in supervision, according to the requirements of the field instructor. This may be structured as individual and/or group sessions and directed by your field instructor and/or others depending on the field placement. Supervision can happen in-person, by telephone or other distance means. Educational supervision includes - a. *Instruction*: integration of knowledge, values, and skills with practice situations b. *Supervision*: case management and case/project supervision c. *Feedback*: on progress and professional development d. *Other*: instructional seminars/workshops as are available.

#### Important Dates for Fall 2023

- Start of Term: Monday, August 28, 2023
- First Day of Class: Tuesday, September 5, 2023
- End of Term: Friday, December 22, 2023
- Last Day of Class: Wednesday, December 6, 2023
- Fee Deadline: Friday, September 22, 2023
- Labour Day, no classes: Monday, September 4, 2023
- National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- Thanksgiving Day, no classes: Monday, October 9, 2023
- Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)

## SOWK 410

Date	Milestone	Where
On or before 75 hours	Preliminary Impressions Due	On IPT
On or before 75 hours	Learning Agreements Due	On IPT
Close to 150 hours	Mid-term Evaluation Due	On IPT
Close to 300 hours	Final Evaluation Due	On IPT

## ASSESSMENT COMPONENTS

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

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

a written final practicum report is prepared by the student and the field instructor and submitted to the faculty liaison. A determination regarding whether or not the student has met or failed to meet practicum requirements is made. The completed evaluation forms are due at the end of term.

## GRADING

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 EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

## UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

### Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's [Code of Conduct](#).

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

### **Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

### **Research Ethics**

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics Website](#) before beginning the assignment.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

### **Instructor Intellectual Property**

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. [Private information](#) related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **Sexual and Gender-Based Violence Policy**



The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's [Sexual and Gender-based Violence Policy](#) guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

### **Other Important Information**

Please visit the [Registrar's website](#) for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk