



Course & Session Number	SOWK 412 B09	Classroom	Various agency settings
Course Name	Practicum II		
Dates and Time	Start of Classes: January 9, 2024 End of Classes: April 9, 2024 Dates and Time: Tuesday to Friday, full days Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Julie Mann-Johnson, MSW, RSW	Office Hours	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](#).

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

SYLLABUS STATEMENT

Application of professional theory and skills in supervised social work practice settings.

COURSE DESCRIPTION

This course is designed to give students an intensive experience in the delivery of social work in a specific practice setting. Students, as learners, are provided with opportunities to continue the development of their practice skills, the acquisition and application of knowledge, and the formation of a professional identity to a level appropriate for an entry-level professional practitioner. Students will be expected to assume responsibility for a moderate-sized workload, and to perform competently with minimal support under the supervision of a field instructor.

This course is equivalent to three half courses and must be taken concurrently with SOWK 413: Integrative Practice Seminar.

As the final field experience in the BSW program, the senior practicum supports students' preparation for entry-level professional social work positions. Students have opportunities to apply generalist knowledge and theories, while exploring ethics, values, skill development and an emerging professional social work identity. Emphasis is placed on personal and professional development, integrating theory and practice, and on building purposeful practice.

Please refer to the BSW Field Education Manual and the BSW Field Education Policy Manual (2019) for field education policies generally and senior practicum policies and procedures specifically. The Field Education Manual can be found at:

https://socialwork.ucalgary.ca/sites/default/files/teams/6/Field_Education/Field_Education_Manual.pdf

COURSE LEARNING OUTCOMES

The BSW Field Education Policy Manual (appendix 1) provides detailed information about the practice objectives and activities in Social Work 412: Senior practicum. Briefly, the 5 learning objectives for the course are:

- **Professional Social Work Identity:** Students will develop a professional identity in accordance with the values and ethics of the social work profession.
- **Generalist Practice:** Students will demonstrate knowledge and skills of generalist practice, using a variety of social work roles.

- **Reflective Practice:** Students will practice reflectively and apply methods of critical thinking and inquiry to their social work practice.
- **Competence with Diversity:** Students will demonstrate knowledge about and ability to provide effective service to clients who are diverse by age, culture, gender, needs, sexual orientation, socioeconomic status, geography and/or lifestyle.
- **Social Policy and Social Justice:** Students will learn how social policies influence the agency, clients and communities. They will understand various forms of oppression and develop practice orientations and frameworks in keeping with social justice outcomes.

LEARNING RESOURCES

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for co-requisite course, SOWK 413, and 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.

Students will be required to access the IPT system and complete required documents on this platform. Login information will be sent to all students at the beginning of term.

RELATIONSHIP TO OTHER COURSES

BSW field education is intended to be consistent with and complementary to the classroom-based coursework of the BSW curriculum. The learning outcomes for the senior practicum reflect the objectives of the undergraduate curriculum. Students generally take SOWK 412 in their final semester in the program, allowing optimal opportunities for integration of classroom-based learning and field experience.

Practicum II is directly linked and taken concurrently with SOWK 413, Integrative Practice Seminar.

CLASS SCHEDULE

Important Dates for Winter 2024

- Start of Term: Tuesday, January 2, 2024
- First Day of Class: Monday, January 8, 2024
- End of Term: Tuesday, April 30, 2024
- Last Day of Class: Tuesday, April 9, 2024
- Term Break: Sunday to Saturday, February 18 - 24, 2024
- Fee Deadline: Friday, January 26, 2024

- Alberta Family Day, no classes: Monday, February 19, 2024
- Good Friday, no classes: Friday, March 29, 2024
- Easter Monday, no classes: Monday, April 1, 2024

Class Schedule

Week starting:	Focus Paperwork required
January 8	First week of practicum Orientation <i>Students – practicum responsibility for ethical practice signed</i>
January 15	
January 22	Document initial/preliminary impressions of IPT by student and field instructor. <i>Learning Agreements Drafted</i>
January 29	Initial Visits held <i>Learning Agreements finalized</i>
February 5	
February 12	
February 19	Term Break
February 26	Midterm visits held. <i>Midterm evaluations completed</i>
March 4	
March 11	
March 18	
March 25	
April 1	
April 8	Practice Framework Showcase <i>Final evaluations completed</i>

Key logistical information about SOWK 412:

- SOWK 412 requires students to be in placement for 400 hours. Typically, students are in their practicum settings Tuesday through Friday, 7.75 hours each day, for the entire 13 weeks of the semester. With appropriate approvals, alternative arrangements may be negotiated.
- Each student has an agency-based field supervisor who provides orientation to the field setting, assigns and directs practice activities, provides supervision and facilitates opportunities for integrating theory with social work practice. The field supervisor also evaluates the student's progress and learning.
- Students receive a minimum of 2 hours per week of educational supervision from the field supervisor. Students are expected to prepare for and actively participate in supervision.
- Each student is linked with a faculty liaison who is the instructor-of-record for the practicum course and integrative seminar. Faculty liaisons consult as needed with students and Instructors, and usually make initial, mid-course, and sometimes, final visits to the practicum placement (generally face-to-face, occasionally electronically).

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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. **When possible, it is desirable for students to have their cameras 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

- The learning plan guides the student learning and development throughout the practicum; this is the foundational document upon which development needs are articulated and assessed.
- Students are expected to familiarize themselves with IPT and document their learning plan through this tool.
- This is a pass/fail course
- Evaluation 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 412 are detailed in the Course Book and the BSW Field Education Manual. Briefly, these are:

Learning Plan – During the first few weeks in practicum, the student, in consultation with the field instructor and faculty liaison, develops a plan for development toward achieving the 5 practice

objectives of SOWK 412. The plan is tailored to the student's interests and needs, and includes activities the student will undertake to learn and demonstrate competence in the objectives. Copies of the field education manual (201) are available through the Faculty's web site at https://socialwork.ucalgary.ca/sites/default/files/teams/6/Field_Education/Field_Education_Manual.pdf.

The learning plan is meant to scaffold learning and development opportunities, with the intent that students should be moving toward independence by the midterm point of the practicum.

Preliminary Impressions – Field Instructors and students are asked to evaluate preliminary impressions of the practicum by the end of the second week in placement. 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. This should be submitted through the online data base and coincides with the timing of the Faculty Liaison's first agency visit.

Mid-Course Evaluation Report – At the halfway point in the practicum, a written mid-course evaluation is prepared by the student and field supervisor. The student's achievement of the activities described in the learning agreement is reviewed, and the student and field supervisor rate and comment on the student's performance in each practice area. The student's progress is considered during the mid-semester meeting with the faculty liaison. A determination regarding whether the student is meeting or failing to meet practicum requirements is made. Minimum achievement for meeting practicum requirements is included in the Field Education Manual. If necessary, a remedial plan can be put into place.

Final Evaluation Report – At the end of the practicum, the student, field supervisor and faculty liaison provide ratings and overall comments regarding the student's performance. A determination regarding whether or not the student has met or failed to meet practicum requirements is made. Detailed practicum requirements are included in the BSW Field Education Manual.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Please advise your Field Instructor if you will be missing practicum for any reason. Additionally, advise your Field Liaison if you will be missing for than three days in practicum.

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including

plagiarism, has serious consequences, as set out in the University Calendar:
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

PROFESSIONAL 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). Both can be found online at:
<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

GRADING

The Faculty Liaison, as instructor-of-record, has final responsibility for assigning student grades. Students received 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 at risk for failing practicum.

Policies and procedures related to at-risk situations are detailed in the BSW Field Education Manual found at https://fsw.ucalgary.ca/files/fsw/2019-field-education-manual_0.pdf

The University of Calgary [Undergraduate 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	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76

B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

COURSE EVALUATION

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

Students will receive an email from **UCalgary Course Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit:

<https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Will be made available on the SOWK 413 D2L site. SOWK 413 is the co-requisite course.

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