



Course & Session Number	SOWK 604, S02	Classroom	Calgary
Course Name	Advanced Practice Theories in Context		
Dates and Time	Start of Classes: June 24, 2023 End of Classes: July 15, 2023 Dates and Time: Mondays and Wednesdays, 9-11:45 am; 1-3:45 pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	David Irvine, MSW	Office Hours	Upon Request
UCalgary E-mail	david.irvine@ucalgary.ca	UCalgary Phone	N/A

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

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, social and cultural 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. A major emphasis throughout this course will be to situate theories and the analysis of theories within particular historical, social, and environmental contexts that may transcend particular or convenient dichotomies. You will incorporate comparative approaches to change into your professional social work practice frameworks and identities.

This course will take place in-person.

Students will learn through inquiry-based learning.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will:

1. Articulate personal philosophy, vision, and goals within the profession of Social Work.
2. Compare and contrast transactional and transformational social work.
3. Identify, understand, critically assess, and analyze the theoretical underpinnings and the context with which they were created that form the foundation of social work practice.
4. Connect theoretical underpinnings to personal practice.
5. Identify and critique dominant theories in their professional practice, and evaluate alternative theories and methods appropriate for their practice.
6. Create personal learning objectives relating to the development and evaluation of their professional practice framework and social work identity.
7. Apply course learnings to their specialization and the exit requirements of the MSW program.
8. Critically evaluate, reassess, and refine personal philosophy, vision, and goals going forward in this profession.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Theoretical Perspectives For Direct Social Work Practice: A Generalist-Eclectic Approach, by Kristin W. Bolton, J. Christopher Hall, Peter Lehmann, EDITORS, Springer Publishing, 2022

LEARNING TECHNOLOGIES AND REQUIREMENTS

RELATIONSHIP TO OTHER COURSES

This course is one of four courses that make up the Advanced Social Work Practice Certificate.

CLASS SCHEDULE

Session	Focus	Required
June 24 9:00-11:45 AM	<p>Introductions, review of syllabus, class structure, and assignment expectations.</p> <p>Why do we need a theoretical model in our work?</p> <p>What does it mean to be a professional social worker and how does your philosophy fit in to the practice of Social Work?</p> <p>Understanding your WHY as a social worker.</p> <p>Group vs. Community</p> <p>Transactional vs. Transformational Social Work</p> <p>Journey To Authenticity</p>	<p>Required: Bolton, et al., Chapter 1</p>
June 24 1:00-3:45 PM	<p>INTRODUCTION</p> <p>Generalist-Eclectic approach</p> <p>Assign Theories to Students and Schedule Presentations</p>	<p>Required: Bolton, et al., Chapter 1-2</p>
June 26 9:00-11:45 AM	<p>CRITICAL THEORIES</p> <p>Empowerment Theory & Psychological Safety</p> <p>Triad Work/Presentation Preparation (1 Hour)</p>	<p>Required: Bolton, et al., Chapter 16</p>
June 26 1:00-3:45 PM	<p>Anti-Oppression Theory and Practice</p> <p>Triad Work/Presentation Preparation (1 Hour)</p>	<p>Required: Bolton et al., Chapter 17</p>
July 1	No Class	
July 3 9:00-11:45 AM	<p>HUMANISTIC</p> <p>Client-Centered Theory</p> <p>Triad Work/Presentation Preparation (1 Hour)</p>	<p>Required: Bolton, et al., Chapter 12</p>
July 3 1:00-3:45 PM	HUMANISTIC	<p>Required: Bolton, et al., Chapter 13</p>

	Emotional-Focused Therapy Triad Work/Presentation Preparation (1 Hour)	
July 8 9:00-11:45 AM	METATHEORIES FOR DIRECT SOCIAL WORK PRACTICE Couples Theory and Interventions One Group Presentation	Required: Bolton et al., Chapter 5
July 8 1:00-3:45 PM	POSTMODERN THEORIES and HOLISTIC APPROACHES Narrative Therapy: The Integration of Stories, Theories, and Application One Group Presentation	Required: Bolton et al., Chapter 18
July 10 9:00-11:45 AM	Two Group Presentations	
July 10 1:00-3:45 PM	Two Group Presentations	
July 15 9:00- 11:45 AM	Two Group Presentations	
July 15 1:00-3:45 PM	Two Group Presentations Wrap Up	

ASSESSMENT COMPONENTS

ASSIGNMENT ONE: REFLECTION ON SOCIAL WORK IDENTITY, PERSONAL CREDO, AND USE OF THEORY
Due: July 21, 2024

Weight distribution: 50% of final grade

Format: Written. 12- point font. Double spaced. Please adhere to APA 7th Edited Publication Manual for style, grammar, and referencing/citations.

Length: 5-7 pages (excluding references)

Submission: Upload to dropbox in D2L 6

Aligned course learning outcome: 1, 2, 3, 4, 5, 6, 7, 8

Throughout this course you have reviewed, analyzed, and critiqued high, mid, and low- level social work perspectives, theories, and models. Some theories have a stronger emphasis on explanatory function (understanding and explaining experiences) and some theories/models had a stronger emphasis on the facilitation of change function (how to change/improve experiences). To integrate your knowledge into your developing social work identity, please reflect on your social work identity, including the following:

1. What is your own personal philosophy, values, and perspective (Credo) as a professional social worker? Why do you want to be a social worker? What drew you to this profession? What is your purpose and vision in this work?
2. What social work perspectives or theories will guide your understanding and explanation of human experiences? What theories do you feel would be most helpful in the populations you wish to serve? Why did you choose these perspectives/theories?

3. What social work perspectives, theories or models will guide your social worker interventions to facilitate change? Why did you choose these theories/models?
4. How will you acknowledge and address white supremacy/privilege as part of your anti-racist social work practice?
5. Critique of theories – evaluations of approaches and relevance in your envisioned practice.
6. How has your philosophy evolved over the duration of this course?

Grading: Based on:

1. How well each of the questions are addressed, with particular focus on clarity of your personal credo and the theories that guide your work in the profession of social work.
2. Writing fluency, clarity, and technical merit.
3. Insights shared and awareness of how your philosophy has evolved during the course.

More detail is provided in the posted rubric.

ASSIGNMENT TWO: INQUIRY-BASED LEARNING/KNOWLEDGE DISEMINATION

Presentation and Facilitation: In each class, there will be designated time to present (in a triad) a chapter from the textbook and its application to a specific social work population. You will share key findings about the topic you chose along with the application of the theory/model to your chosen population. Include your intersectional analysis of the theory/model in development, research, and social work practice.

Due: At scheduled class time

Weight distribution: 35% of final grade

- Social work theory and practice 10%
- Theoretical application to population 10%
- Peer feedback 10%
- Organization, Format, and Creativity 5%

Format: A Forty-Five-minute presentation (as a triad) to the class with accompanying discussion. Present your findings to your peers including:

1. **Definition of the theory of choice.** Choose one social work theory/approach/model and briefly describe its historical context, the key concepts/principles, and underlying assumptions of the theory/intervention.
2. **Theoretical application to the field of social work for a chosen population.** Explain how your chosen theory/approach/model is applicable to your chosen social work issue and/or population. You may consider including how it is applied at different stages of social work practice or in different formats such as individual or group settings. Include results of research on the use of this theory/intervention with your population. Explain the main advantages and disadvantages of using this theory/intervention with your chosen population, including any ethical and cultural implications. Include a critique of this theory as well as how it supports an anti-oppressive practice. Include a minimum of two clinical resources for the use of the theory/intervention with the population. These resources can be for the social worker to learn more about the intervention, or they can be direct clinical tools to use with clients.

3. **Discussion questions to present and facilitate discussion with the class.** You will lead a discussion with your peers that demonstrates your understanding of the theory. You will also be asked to provide feedback and comments on the other group presentations. You will be evaluated based on thoughtfulness and thoroughness of the feedback provided. A template will be provided on D2L.

Length: Forty-Five minutes total (including 10 Minutes Q & A and 10 Minutes for qualitative and quantitative feedback (template will be provided)).

Grading: Based on:

1. Clarity of the theory presented and ability to communicate it to the class.
2. Ability to demonstrate an application of the theory to the field of social work.
3. Ability to involve your peers in the class in a thought-provoking dialogue.
4. Ability to work together as a triad.
5. Feedback from your peers of their experience of your presentation.

More detail is provided in the posted rubric.

PARTICIPATION

Due: July 17

Weight distribution: 15% 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. Attendance and punctuality.
2. Amount of involvement and contribution to class discussion and small group peer feedback.
3. Overall engagement in the class.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Submission instructions for each assignment are individually outlined. For assignments with a DropBox, assignments may be submitted in Word format. Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). Assignments are due by 11:59 p.m. 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.

LATE ASSIGNMENTS

The total possible grade of an assignment will be reduced by 10% for each day/partial day (including weekend days) the assignment is handed in beyond the due date or negotiated extension date. Assignments may NOT be resubmitted for a higher grade.

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 7th edition 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 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>

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.

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. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average 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. Note: Students who accumulate two grades of " 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	

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