



Course & Session Number	SOWK 604 S02	Classroom	Online
Course Name	Advanced Practice Theories in Context		
Dates and Time	Start of Classes: Tuesday, September 5, 2023 End of Classes: Wednesday, December 6, 2023 Dates and Time: Mondays 5-7PM\ Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Charlene Richard M.S.W.	Office Hours	As Requested
UCalgary E-mail	Charlene.richard@ucalgary.ca	UCalgary Phone	

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, 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. 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 **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 11 synchronous Zoom sessions throughout the term and each will be recorded.

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. Understand the relationship between comparative approaches to change and social justice in social work practice at multiple levels; and
6. Apply course learnings to your specialization and the exit requirements of the MSW program.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Bolton, K. W., Lehmann, P., & Hall, C. J. (2021). *Theoretical perspectives for direct social work practice: A generalist-eclectic approach*. SPRINGER PUBLISHING.

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

Atkins, R., & Oglesby, A. (2019). *Interrupting racism: Equity and social justice in school counseling*. Routledge.

Coady, N., & Lehmann, P. (2016). *Theoretical perspectives for direct social work practice: a generalist-eclectic approach* (N. Coady & P. Lehmann, Eds.; Third edition.). Springer Publishing Company.

Condon, E. M., Holland, M. L., Slade, A., Redeker, N. S., Mayes, L. C., & Sadler, L. S. (2019). Associations between maternal experiences of discrimination and biomarkers of toxic stress in school-aged children. *Maternal and Child Health Journal*, 23(9), 1147–1151. <https://doi.org/10.1007/s10995-019-02779-4>

Denis, J. S. (2015). Contact theory in a small-town settler-colonial context. *American Sociological Review*, 80(1), 218–242. <https://doi.org/10.1177/0003122414564998>

Meunier, V. (2017). Gottman Method Couples Therapy. In *Behavioral, Humanistic-Existential, And Psychodynamic Approaches To Couples Counseling* (1st ed., pp. 113–147). Routledge. <https://doi.org/10.4324/9781315676869-6>

Poole, N., & Greaves, L. (2012). *Becoming trauma informed*. Centre for Addiction and Mental Health.

Shimmin, C., Wittmeier, K. D., Lavoie, J. G., Wicklund, E. D., & Sibley, K. M. (2017). Moving towards a more inclusive patient and public involvement in Health Research Paradigm: The incorporation of a trauma-informed intersectional analysis. *BMC Health Services Research*, 17(1). <https://doi.org/10.1186/s12913-017-2463-1>

Waits, W. M., Kip, K. E., & Hernandez, D. F. (2015). Accelerated Resolution Therapy. In *Posttraumatic Stress Disorder and Related Diseases in Combat Veterans* (pp. 105–121). Springer International Publishing. https://doi.org/10.1007/978-3-319-22985-0_9

LEARNING TECHNOLOGIES AND REQUIREMENTS

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

RELATIONSHIP TO OTHER COURSES

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

CLASS SCHEDULE

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)

Date	Topic	Readings/Videos/Activity
Asynchronous 2 Hours	Problem Solving Model	Read: Bolton et al. Chapter 2 Watch: Recorded Lecture
Sept 11, 2023 5-7	Introductions and review of syllabus Generalist-eclectic approach	Read: Bolton et al. Chapter 1 Excerpt of Coady & Lehman - in D2L Watch: Recorded Lectures in D2L
Asynchronous 2 Hours	Intersectionality	Read: Crenshaw 1989 Link in D2L Watch: The urgency of intersectionality Link in D2L Complete: Jamboard activity Link in D2L
Sept 18, 2023 5-7	Feminist theory Anti-oppressive theory	Read: Bolton et al. chapters 15 and 17 Watch: Recorded lectures in D2L
Asynchronous 2 Hours	Trauma-informed practice: Direct and indirect racism	Read: Condon, Eileen M, et al. Link in D2L Denis, J. S. (2015) Link in D2L Complete: Reflective post in D2L
Sept 25, 2023 5-7	Trauma-informed practice Anti-racism in social work	Read: Bolton et al. Chapter 11 Poole & Greaves Chapter 1 Link in D2L Atkins Chapter 2 Link in D2L Watch: Recorded lecture in D2L
Asynchronous 2 Hours	Trauma-informed intersectional analysis	Read: Shimmin et al. Link in D2L.
Oct 2, 2023 5-7	Emotion-focused therapy	Bolton et al. chapter 13 Recorded lecture in D2L
Asynchronous 2 Hours	Eclectic social work practice with youth	Watch: Expressive arts therapy with children (recorded presentation) in D2L
Oct 16, 2023 5-7	Systems theory Attachment theory Groups 1 and 2 present	Read: Bolton et al. Chapters 3 Excerpt of Coady & Lehman in D2L Coady & Lehman Chapter 7 Link in D2L

		Watch: Recorded lectures in D2L
Asynchronous 3 Hours	Behavioural strategies in practice	Watch one psychoeducation class in D2L Watch individual session with thought record in D2L
Oct 23, 2023 5-7	Cognitive behavioral theory Dialectical behavior therapy Groups 3 and 4 present	Bolton et al. chapters 8 and 10 Recorded lectures in D2L
Asynchronous 2 Hours	Eye moments and desensitization reprocessing (EMDR)	Read: Bolton et al. Ch.22 Watch: EMDR Demonstration in D2L
Oct 30, 2023 5-7	Narrative therapy Mindfulness based approaches Groups 5 and 6 present	Bolton et al. chapters 18 and 21 Recorded lectures in D2L
Asynchronous 2 Hours	Sustainable caring	Watch Webinar: Compassion Fatigue in D2L
Nov 6, 2023 5-7	Motivational Interviewing Solution Focused Therapy Groups 7 and 8 present	Bolton et al. chapters 14 and 20 Recorded lectures in D2L
Nov 20, 2023 5-7	Accelerated Resolution Therapy Gottman Method Couples Therapy Groups 9 and 10 present	Read: Waits et. al. link in D2L Meunier link in D2L
Nov 27, 2023 5-7	Assignment Three Knowledge Dissemination	
Dec 4, 2023 5-7	Revisiting Generalist Eclectic Practice Final Discussion	Bolton et al. chapter 23

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required.** All students are expected to behave in a professional manner during all Zoom sessions.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Intersectionality in Social Work

Due: 1-page working outline is due on October 3, 2023

Due: A 5-6 page paper is due on November 10, 2023

Weight distribution: 35% of final grade

Length: 1-page working outline followed by a 5–6-page paper (cover page and reference pages are not part of the page count).

Format: Please adhere to APA 7th Edited Publication Manual. Include a cover page. All pages should be numbered and have 1-inch margins on all sides. Text should be double-spaced and in an easy to read 12-point font such as Times New Roman, Arial or Calibri. Use APA 7 citation style. Upload a Word document into D2L dropbox.

Aligned Course Learning Outcome: 1, 2, 3, 4, 5, 6

This paper will assess your ability to engage with an intersectional approach, your use of secondary sources and your ability to produce a concise, coherent and well-organized essay. Please cite a minimum of five academic sources.

Intersectionality explores how parts of a person’s identity, such as race, ethnicity, gender, class, and sexuality intersect and overlap to create experiences of oppression, discrimination or privilege. Social workers often work with people who experience oppression or discrimination through multiple parts of their identity and it is important to be able to integrate an intersectional lens into your work.

In this paper you will use an intersectional lens to analyze a particular experience or social justice issue that social workers encounter. You will identify and explore the barriers that contribute to inequality when parts of identity such as race, ethnicity, gender, class or sexuality overlap and interact. You may choose to focus on specific genders, races, sexuality and abilities for your exploration. For example, you could use an intersectional perspective to analyze how women who are newcomers to Canada, with low-income, experience interpersonal violence or how queer men with disabilities experience health care services. You will present your ideas on the importance of integrating intersectionality into social work practice.

You will be required to develop and submit a one-page working outline prior to the submission of the paper. More information and resources will be provided in D2L.

Grading: Participation will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.

Assignment 2: Group Presentation - Application of Theory to Practice

Due Date: In classes between October 16th and November 20th

Weight Distribution: 35% of final grade

Length: 25-30 minutes

Format: Group presentations will be completed in class. Please adhere to APA 7th Edited Publication Manual for style, grammar, referencing/citations and formatting of PowerPoint (or approved alternative) presentation. One person from the group will upload slides into D2L dropbox.

Aligned Course Learning Outcome: 1, 2, 3, 4, 5, 6

In each class we review and analyze the use of various theories in social work practice. Students will join one group and each group will be assigned a theory covered in class. The group presentation will assess your ability to explain and describe how the assigned theory would be used in social work practice with a specific population/issue. You will also include a critique of the theory in and two relevant resources for social workers to use in practice. Please cite a minimum of five academic sources.

Theoretical application to population:

Explain and describe how your theory can be used in social work practice with one specific issue or population. For example, you may focus on the use of systems theory with a child (family) in elementary school who is struggling with anxiety, cognitive behavioural theory for adults with phobias or motivational interviewing for smoking cessation. You may consider including how it is applied at various stages of social work practice or in different formats such as individual or group settings.

Critique

Explain the main advantages and disadvantages of using this theory/intervention with your chosen population, including any ethical/cultural implications and how it supports an anti-oppressive practice.

Resources

Include a minimum of two clinical resources for the use of the theory. These resources can be for social worker to learn more about the intervention or they can be direct clinical tools to use with clients.

Organization and Format

In this assignment you will use Microsoft PowerPoint to create a presentation (or an approved alternative). Adhere to APA 7th edition citation and formatting. Adhere to the timeframe of 25-30 minutes.

Peer Feedback:

You will be asked to provide quantitative and qualitative feedback on the other group presentations. A template will be provided on D2L.

Grading:

Participation will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.

Assignment 3: Knowledge dissemination

Due: In class on November 27, 2023

Weight distribution: 20% of final grade (10% visual aids and 10% peer feedback)

Format: Presentation to small group with visual aids (slides or academic poster). PowerPoint or PDF. Please adhere to APA 7th Ed. Publication Manual for Writing Style and Grammar. Provide group members with your visual aids prior to your presentation.

Length: 15 minutes (10-minute presentation and 5-minute questions/discussion)

Submission: Upload visual aids into dropbox in D2L.

Aligned course learning outcome: 1, 2, 4, 5, 6

This assignment takes place in class. Each student will be placed in a small group breakout room to exchange knowledge obtained during the completion of assignment one. You will create a presentation with visual aids (slides or a poster) summarizing the information and analysis from your paper.

Each student will give qualitative and quantitative feedback to their small group peers (template will be provided). You will submit your visual aids into dropbox in D2L.

Grading: Participation will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.

Assignment 4: Participation activities with reflections**Due:** November 30, 2023**Weight distribution:** 10%**Aligned Course Learning Outcome:** 1, 2, 3, 4, 5, 6**Format:** Participation will be graded based on contributions to class discussions, online activities and reflections. A reflection template will be provided.**Submission:** Upload one document into D2L Dropbox

You will be asked to provide a brief reflection of six classes of your choosing. A template will be provided in D2L.

Grading: Participation will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.

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. If you miss a class or a participation component you will be expected to review the recording of the class and complete the participation activities.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. 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 5:00 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 time or beyond a 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 in order to pass the course. Grades are not rounded up or down. 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. 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

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.

ADDITIONAL SUGGESTED READINGS

Additional readings will be recommended in 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](#).

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