



Course & Session Number	SOWK 607 S01	Classroom	Calgary – to be communicated
Course Name	Clinical Work with Other Professionals		
Dates and Time	Start of Classes: February 29, 2024 End of Classes: April 4, 2024 Dates and Time: In-person instruction Thursdays February 29-April 4, 9am-4pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ . Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ² .		
Instructor	Angela Blakely-Elliott, MSW, RSW	Office Hours	As requested
UCalgary E-mail	To be provided in class.	UCalgary Phone	Please contact via email

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

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

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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

Professional social work practice within interdisciplinary organizations and agencies, including ethical decision making in interprofessional, interdisciplinary or transdisciplinary teams.

COURSE DESCRIPTION

In this course we will concentrate on learning to see and describe the interprofessional processes taking place in our work with clients in order to facilitate conversations with our co-professionals that benefit clients and help professionals meet their mandates. We will include learning to speak to the discourses and (in)justices that contribute to keeping problems in place as well as ways to study one's own interprofessional work. The primary focus we hold for this course is to learn about other professional systems and their mandates and agendas and how to work across systems inter-professionally to benefit clients as well as other helpers. Our concentration will be developing deep listening skills in order to respond in 2 generative ways to create change and high-quality service that is socially just, and to offer many opportunities to practice facilitating conversations with other professionals.

COURSE LEARNING OUTCOMES

1. Learn the variety of social service systems and their mandates and agendas, to understand their practices and how to effectively practice as a Social Worker.
2. Utilize the listening and facilitation skills from the previous three classes to converse with fellow professionals toward system change.
3. Analyze, explore, and develop the students social work professional identity and stance with inclusion and anti-oppressive principles.
4. Gain an understanding of systemic barriers and resiliency within the social work profession.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no textbook assigned for this class.

Please see readings listed below. You can retrieve journal articles from the links below as well as via the Taylor Digital library and/or online.

Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative health care teams. *Health & Social Work, 41* (2), 101-109. <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=114833976&site=ehost-live>

Barsky, A., & Groshong, L. (2017, Spring). Ethics alive! Respect in social work advocacy. *The New Social Worker: The Social Work Careers Magazine*. Retrieved from <https://www.socialworker.com/feature-articles/ethics-articles/respect-in-social-work-advocacy/>

Kreitzer, L., Brintnell, S. E., & Austin, W. (2020). Institutional barriers to healthy workplace environments: From the voices of social workers experiencing compassion fatigue. *The British Journal of Social Work, 50*(7), 1942–1960. <https://doi.org/10.1093/bjsw/bcz147>
[Institutional Barriers to Healthy Workplace Environments: From the Voices of Social Workers Experiencing Compassion Fatigue | The British Journal of Social Work | Oxford Academic \(ucalgary.ca\)](https://ezproxy.lib.ucalgary.ca/article/10.1093/bjsw/bcz147)

Liberati, E.G., Gorli, M., & Scaratti, G. (2016). Invisible walls within multidisciplinary teams: Disciplinary boundaries and their effects on integrated care. *Social Science & Medicine, 150*, 31-39. <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0277953615302628>

McNamee, S. (2012). From social construction to relational construction: Practices from the edge. *Psychological Studies, 57* (2), 150-156. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s12646-011-0125-7>

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 in the Clinical Practice with Individuals, Families and Groups Certificate. Prerequisites for this class are SOWK 601 & 602.

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

Date	Topic & Focus	Preparation/Readings/Assignments Due
February 29, 9am-4pm	<p>Focus: Getting familiar with the course, activities, and requirements.</p> <p>Focus: Start the conversation about other systems in the helping professions.</p> <p>Focus: Your Philosophical and Theoretical Stance</p>	<p>Preparation: Preview the cluster outline as well as the Clinical Practice with Other Professionals outline.</p> <p>Preparation: Based on your work and practicum so far, name the systems with which you have had interactions and what you know/understand about their mandates and agendas (i.e., hospitals, schools)</p> <p>Preparation: How do you articulate your stance? How would anyone know what your stance is by watching you work?</p> <p>Reading: McNamee, S. (2012). From social construction to relational construction: Practices from the edge. <i>Psychological Studies</i>, 57 (2), 150-156.</p>
March 7, 9am-4pm	<p>Focus: Professional Collaboration: Strengths, Opportunities and skills for Managing Conflict</p> <p>Focus: Case study review and skill integration</p>	<p>Preparation: Bring forward experiences from your practice experience that speaks to strengths, opportunities and challenges in collaborative practice.</p> <p>Reading: Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative health care teams. <i>Health & Social Work</i>, 41 (2), 101-109.</p>
March 14, 9am-4pm	<p>Focus: Multi disciplinary teams and treatment planning</p> <p>Focus: Advocacy and ethics</p> <p>Focus: Hierarchies/Languages and Terms/Collaborating</p>	<p>Preparation: Identifying your scope of practice and skills within multi-disciplinary teams</p> <p>Reading: Liberati, E.G., Gorli, M., & Scaratti, G. (2016). Invisible walls within multidisciplinary teams: Disciplinary boundaries and their effects on integrated care. <i>Social Science & Medicine</i>, 150, 31-39.</p> <p>Assignment 1 due at midnight.</p>

<p>March 21, 9am-4pm</p>	<p>Focus: Binaries/Taking a Post-Oppositional Stance</p> <p>Focus: Appreciating and Advocating</p> <p>Practice: Using your scenarios from practicum - identify the places for appreciation and advocacy.</p> <p>Focus: Appreciating and Advocating</p> <p>Focus: Groups meet to work on presentations.</p>	<p>Preparation: Bring forward experience from your practice experience to articulate your theory of transformation.</p> <p>Reading: Keating, A.L. (2007). Teaching transformation: Transcultural classroom dialogues. Palgrave Macmillan. (Chapter 2, pp.22-40)</p> <p>Maparyan, L., & Keating, A.L. (2014). The promise of post-oppositional politics: A preliminary conversation. Retrieved from https://thefeministwire.com/2014/04/post-oppositional-politics/</p> <p>Preparation: Bring forward links from your practice experience to articulate and demonstrate appreciation and advocating.</p> <p>Reading:</p> <p>Barsky, A., & Groshong, L. (2017, Spring). Ethics alive! Respect in social work advocacy. <i>The New Social Worker: The Social Work Careers Magazine</i>. Retrieved from https://www.socialworker.com/feature-articles/ethics-articles/respect-in-social-work-advocacy/</p>
<p>March 28, 9am-4pm</p>	<p>Focus: Compassion Fatigue and Self Care</p> <p>Focus: Group Presentations</p>	<p>Preparation: Identifying the signs and symptoms of compassion fatigue and linking skills for self-care.</p> <p>Reading:</p> <p>Kreitzer, L., Brintnell, S., & Austin, W. (2019) Institutional barriers to healthy workplace environments: From the voices of social workers experiencing compassion fatigue. doi:10.1093/bjsw/bcz147 https://academic-oup-com.ezproxy.lib.ucalgary.ca/bjsw/article/50/7/1942/5645201</p> <p>Group Presentations</p>

<p>April 4, 9am- 4pm</p>	<p>Final Presentations</p> <p>Focus: Specialization integration</p> <p>Performance: Give your 3-minute elevator speech about the clinician you are. Start with the phrase, "I am glad you asked. I would like you to know..."</p>	<p>Finish Group Presentations</p> <p>Students will present the 3-min elevator speech.</p> <p>Self-assessment paper due at Midnight.</p>
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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. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

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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

Assignments	Description & CLO	Due Dates	Weight
1. Professional interview & Paper	Reflection paper	March 14, 2024	25%

	What does this mean? CLO: 1, 2, 3, 4	April 4, 2024	25%
2. Elevator Speech	2 Minute Class Speech CLO: 1, 2, 3, 4		
3. Group Project & Presentation	Multi-disciplinary Treatment Plan CLO: 1, 2, 3, 4	March 28, 2024,	35%
4. Engagement – Self Assessment	Complete assessment template on D2L CLO: 1, 2, 3, 4	April 4, 2024,	15%

Assignment 1: Professional Interview and Reflection Paper

Due Dates: March 14, 2024

Value: 25% Total

Assignment Description:

You will interview a professional who has collaborated and/or worked within a multidisciplinary team with Social Workers in their clinical practice. A professional could be, and not limited to, an individual from legal, justice, healthcare, education, government, political and community service systems. Examples may be Occupational Therapy, Dieticians, Psychologists, Psychiatrists, General Practitioners, Recreational Therapists, Probation, Legal Aid, Children and Family Services case worker, etc.

You will ask questions that explore the nature of the professional relationship. Refer to the logistical, functionality and effectiveness of the collaboration and/or clinical work. Explore the unique context or barriers that exist or co-exist in these relationships. You will seek information on how the two disciplines worked together, the identified strengths and any challenges that were observed. Identify what changes could be implemented to improve effectiveness of this collaboration and/or clinical work. The assignment will be 500 words in length, including the questions you asked. Adhere to APA 7th edition formatting and referencing. Submit on Word Doc by the deadline to D2L drop box.

Assignment 2: Elevator Speech – Professional Identity

Due Date: April 4, 2024

Value: 25%

Assignment Description:

This exercise will continue to solidify your professional sense of self, your values and orientation. You will be able to reflect on your position in relation to others in professional contexts allowing opportunities for change and acknowledging difference. This practice of assertive communication will inherently prepare you for interviews and opportunities by sharing a clear, focused summary of your professional identity as a relational and collaborative professional.

The criteria for grading this will be that you have used 2 minutes (plus or minus 10 seconds), you have made clear your theoretical orientation, you have eloquently and succinctly articulated the professional

practitioner you are at this moment, stating your strengths as a relational practitioner, and you will deliver this as a conversational format without the use of any notes.

You will upload on D2L one page summary of your professional identity speech on WordDoc.

Assignment 3: Group Project and Presentation

Due Date: March 28, 2024

Value: 35%

Assignment Description:

Students will form groups (5-7 students) and will select a case study (multiple options will be provided). Groups will research best practices for therapeutic interventions and select a multi-dimensional treatment plan that includes input from at least four different professionals. Groups will write the treatment plan seeing the work from a multi-disciplinary lens. Groups will ensure the following elements are evident in the treatment plan:

1. Input from a minimum of 4 different disciplines
2. Input from the client and/or family
3. Cultural and Spiritual considerations
4. Strengths and resources
5. 1 Specific goal and strategies from each discipline (address if there is overlap)

The treatment plan should be a maximum of 3 pages in length, not including title page and reference list. Students will present their vignette and treatment plan in class and speak to the strengths and areas of tension, weakness etc., regarding a multi-disciplinary approach to care. The total time for presentations will be 20 minutes. Upload individually the same treatment plan your presented together on D2L on Word Doc.

Assignment 4: Engagement – Self Assessment

Due Date: April 4, 2024

Value: 15%

Assignment Description:

This is an experiential practice class with out-of-class readings and group work. Because of the practice nature of this course, much of your grade is awarded for participation in the classroom activities. Therefore 15% of the course grade is based upon class participation and contribution both to the large group discussions (make sure you have the reading prepared for discussion) and small group activities. Quantity is not the issue. Your grade will be determined by my ability to comment on your overall engagement in classes as well your contributions to the shared learning environment.

Assessment Criteria: Students will complete a reflection summary at the end of the course based on their experiences (2-pages on WordDoc). You will include reflections and ratings around your level of engagement, learnings, and collaboration. You will provide a suggested grade out of 15 based on your self-assessment. Criteria will include rating yourself as you engage in thoughtful discussion, explore deeper meanings, confidence in leadership, reflection on social work values, risk taking and skill development along with your self-assessment around your work within your group assignment.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. If a situation arises that precludes your class attendance, please apprise the instructor. Your absence or tardiness deprives the class of your participation that day so if you must be absent, consider ways you could add to the class upon your return. Then create a plan (containing activity and timeline) that will adequately substitute for that class time missed, present that plan to your instructor for approval, and execute that plan.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm 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

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Assignments submitted after the deadline without an approved extension will be penalized with a grade reduction.

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. The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. 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

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

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