



Summer 2024

Course & Session Number	SOWK 607 S01	Classroom: TBA in D2L	In-Person Residency: June 14 & 15, 2024 Online: June 24-July 15 Mondays/Wednesdays Excluding July 1 Zoom: 5:30-8:30pm MST
Course Name	Clinical Work with Other Professionals		
Dates and Time	<p>Start of Classes: June 14, 2024</p> <p>End of Classes: July 16, 2024</p> <p>Dates and Time: June 14 - July 16</p> <p>In-person residency: June 14 – 15, 2024 9am - 4pm</p> <p>Online: June 24 - July 16 Mondays & Wednesdays Zoom: 5:30pm - 8:30pm (June 24, June 26, July 3, July 8, July 10, July 15, 2024) *Note that July 1, 2024 is a holiday. There will be no zoom class on this day.</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p>		
Instructor	Angela Blakely-Elliott	Office Hours	Available upon request
UCalgary E-mail	Angela.blakely@ucalgary.ca	UCalgary Phone	Use 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

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

social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of our [Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

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.

This Blended course will take place in person during two residency days (June 14 & 15, 2024, 9am-4pm) and there will be 6 synchronous Zoom sessions throughout the term (between June 14 & July 15, 2024, 5:30-8:30pm). To best succeed in the course, students are expected to attend and participate in the residency days and synchronous Zoom sessions.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

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 required 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., & Austin, W. (2019) Institutional barriers to healthy workplace environments: From the voices of social workers experiencing compassion fatigue. doi: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://academic.oup.com/ezproxy.lib.ucalgary.ca/bjsw/article/50/7/1942/5645201?login=true&token=eyJhbGciOiJIub251In0.eyJleHAiOiJlE2ODI5NTk0NDksImp0aSI6IjJkZThhNDRmLTNmYjUtNDE1Yy1iNzI3LTMOYjJkZTEwNTFIYSJ9)
<https://academic-oup.com/ezproxy.lib.ucalgary.ca/bjsw/article/50/7/1942/5645201?login=true&token=eyJhbGciOiJIub251In0.eyJleHAiOiJlE2ODI5NTk0NDksImp0aSI6IjJkZThhNDRmLTNmYjUtNDE1Yy1iNzI3LTMOYjJkZTEwNTFIYSJ9>

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 610 & 612.

CLASS SCHEDULE

Important Dates for Summer 2024

- Start of Term: Monday, June 24, 2024
- First Day of Class: Monday, June 24, 2024
- End of Term: Sunday, August 25, 2024
- Last Day of Class: Tuesday, August 6, 2024
- Fee Deadline: Wednesday, July 3, 2024
- Canada Day, no classes: Monday, July 1, 2024
- Alberta Heritage Day, no classes: Monday, August 5, 2024

Date, Time & Format	Topic(s) & Focus	Readings & Assignment Due Dates
June 14, 9am-4pm In Person Residency	Focus: Getting familiar with the course, activities, and requirements Focus: Start the conversation about other systems in the helping professions. Focus: Your Philosophical and Theoretical Stance	Preparation: Preview the cluster outline as well as the Clinical Practice with Other Professionals course outline. Preparation: Based on your work and practicum experiences 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). How do systems work for and against our clients? What are your roles within the system(s)?
June 15, 9am-4pm In Person Residency	Focus: Multi-disciplinary teams and treatment planning Focus: Present Elevator Speeches in class	Preparation: How do you articulate your stance? How would anyone know what your stance is by watching you work? Reading: McNamee, S. (2012). From social construction to relational construction: Practices from the edge. <i>Psychological Studies</i> , 57 (2), 150-156. Present Elevator Speeches in class
June 24 th	Focus: Professional Collaboration: Strengths,	Preparation: Bring forward experiences from your practice experience that speaks to strengths, opportunities and challenges in collaborative practice.

<p>5:30-8:30pm MST ZOOM Class</p>	<p>Opportunities and skills for Managing Conflict</p> <p>Focus: Case study review and skill integration</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, 41</i> (2), 101-109.</p>
<p>June 26th, 2023, 5:30-8:30pm MST ZOOM Class</p>	<p>Focus: Advocacy and ethics</p> <p>Focus: Hierarchies/Languages and Terms/Collaborating</p>	<p>Preparation: Balancing advocacy with multi-disciplinary teams, and the ethical implications.</p> <p>Preparation: Bring forward links from your practice experience to articulate and demonstrate appreciation and advocating.</p> <p>Reading: 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>July 3rd, 5:30-8:30pm MST ZOOM Class</p>	<p>Focus: Appreciating and Advocating Practice: Using your scenarios from practicum - identify the places for appreciation and advocacy.</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, 150</i>, 31-39</p>
<p>July 8th, 5:30-8:30pm MST ZOOM Class</p>	<p>Focus: Binaries/Taking a Post-Oppositional Stance</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: 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>July 10th, 5:30-8:30pm MST</p>	<p>Focus: Compassion Fatigue and Self Care</p>	<p>Preparation: Identifying the signs and symptoms of compassion fatigue and linking skills for self-care.</p> <p>Reading:</p>

ZOOM Class		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
July 15 th , 5:30- 8:30pm MST ZOOM Class	Focus: Group Presentations	Preparation: Group Projects to be presented in class No Reading

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.

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.Elevator Speech	2 Minute Class Speech CLO: 1, 2, 3, 4	June 15, 2024	25%
2. Professional Interview	Reflection Paper CLO: 1, 2, 3, 4	June 27, 2024	25%

3.Group Project & Presentation	Multi-disciplinary Treatment Plan CLO: 1, 2, 3, 4	July 15, 2024	35%
4.Engagement- Self Assessment	Self-Assessment CLO: 1, 2, 3, 4	July 15, 2024	15%

Assignment 1: Elevator Speech – Professional Identity

Due Date: June 15, 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.

These will be presented to class in-person during the 2-day residency. You will upload on D2L one-page summary of your professional identity speech on WordDoc.

Assignment 2: Professional Interview and Reflection Paper

Due Dates: June 27, 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. Reflect on 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 3: Group Project and Presentation

Due Date: July 15, 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 you presented together on D2L on Word Doc.

Assignment 4: Engagement – Self Assessment

Due Date: July 15, 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 and online 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

To best succeed in the course, students are expected to be fully present and engaged in all asynchronous and synchronous online class activities and discussions. When unable to participate live in the synchronous classes due to unforeseen circumstances, inform the instructor in advance so that an alternative participation activity can be proposed and implemented. Attendance during the two residency days is mandatory.

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

1. Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
2. Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day – including weekends and holidays). Students may request for additional time, prior to the due date, to complete the assignment.
3. Make up assignments are subject to the discretion of the instructor, and it is students' responsibility to make any necessary arrangements with the instructor for any missed assignments.
4. There is a 7-day maximum limit by which to accept late assignments for students who have not requested for an extension. No assignments will be accepted after the 7-day limit.

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 Experience 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.

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