



Course & Session Number	SOWK 641 S01	Classroom	Online
Course Name	Models of Practice		
Dates and Time	<p>Block Week: January 2 – 6, 2024</p> <p>Start of Classes: Tuesday January 2, 2024</p> <p>End of Classes: Saturday January 6, 2024</p> <p>Dates and Time: All classes will use Zoom sessions. You can find the link to the zoom sessions on the course D2L site with the Welcome message. Classes run 9:00 am – 11:50 am and 1:00 pm – 3:50 pm.</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <u>Student Centre</u>¹.</p>		
Instructor	Dr. Beth Archer-Kuhn	Office Hours	Office hours will be available from 4 - 5 pm.
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OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious,

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

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

Provides the conceptual and theoretical foundation for students to acquire advance practice skills in Social Work.

COURSE DESCRIPTION

The course examines principles and processes of social work practice theory. Students experience and demonstrate the integration of theory and practice required for generalist social work at a professional level through assignments and a combination of in-class instructor/guest/student engagements and discussions. The course will draw upon examples of social work practice from many perspectives. Students are encouraged to take responsibility for their own learning, critically review, reflect on, and explore creative ways of using current theories and practice methods. The instructor will use inquiry-based learning as the teaching and learning strategy. Student learning will be fostered through independent work and small group critical peer and instructor feedback.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. Instructional time will include synchronous and asynchronous learning. You are expected to be available to attend zoom sessions from 9:00 am until 4:00 pm (with a break for lunch) each day. Throughout these scheduled zoom sessions there will be times when you are expected to work independently, in small groups or as a large group. There will also be readings and some videos that you are expected to attend to outside of the zoom sessions.

COURSE LEARNING OUTCOMES

Upon completion of this course students will be able to:

1. Describe and apply current generalist social work practice theories and approaches.
2. Demonstrate an understanding of anti-oppressive social work practice including concepts of diversity, inclusion, equity, racial justice, and decolonization.
3. Develop reflexive skills to critically evaluate and apply contemporary social work theories.
4. Articulate a professional social work identity, including an understanding of the ways social work is distinct from other helping professions.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

All required readings are available on the D2L course site.

Day 1 Approach, Nature, Theories of Practice

Harms, L., & Connolly, M. (2019). *Social work: From theory to practice* (3rd ed., Ch's 1 & 2). Cambridge University.

Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2018). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In Y. S. Lincoln & E. G. Guba (Eds.), *The SAGE Handbook of Qualitative Research* (5th ed., pp. 108-150). SAGE Publications.

Healy, K. (2014). Introduction. In *Social work theories in context: Creating frameworks for practice* (2nd edition) (pp. 1-11). London: Palgrave Macmillan.

Wilson, S. (2008). *Research is ceremony: Indigenous Research Methods*. Fernwood.

Day 2 Change, Context

Healy, K. (2014). Creating frameworks for practice. In *Social work theories in context: Creating frameworks for practice* (2nd edition) (pp. 227-232). London: Palgrave Macmillan.

Houston, S. (2019). Theorizing social work in the domains of culture, politics, and society. In M. Payne and E. Reith-Hall (Eds.) *The Routledge handbook of social work theory* (pp. 55-67). London: Routledge.

Noble, C. (2019). Psychological and counselling theory in social work. In M. Payne and E. Reith-Hall (Eds.) *The Routledge handbook of social work theory* (pp. 28-40). London: Routledge.

Howe, H. (2019). Empathy, respect and dignity in social work. In M. Payne and E. Reith-Hall (Eds.) *The Routledge handbook of social work theory* (pp. 109-121). London: Routledge.

Day 3 Critical SW, Feminisms, Decolonizing and Anti-racist practice

Ahmed, S. (2017). *Living a feminist life*. Duke University Press.

<https://ebookcentralproquestcom.ezproxy.lib.ucalgary.ca/lib/ucalgaryebooks/detail.action?docID=4769414>

Swigonski, M., & Raheim, S. (2011). Feminist contributions to understanding women's lives and the social environment. *Affilia*, 26(1), 10–21.

Payne, M. (2017). Applying critical social work theory in practice. *Social Work Notes*, 22(3), 169–193 doi:10.4467/24496138ZPS.17.011.8006

Hart, M. A. (2019) Indigenist social work practice. In M. Payne and E. Reith-Hall (Eds.) *The Routledge handbook of social work theory* (pp. 268-281). London: Routledge.
Ring Publishing

Day 4: Special Topics: Holistic Care, Spirituality, Sexual Health and Crip Theory

Boynton, H.M., & Margolin, I. (forthcoming 2023). Becoming a spiritual influencer through the heart and soul of field practice. In J. Drolet, & G. Charles (Eds.) Student handbook on field education. Chapter 13. University of Calgary Press.

Elwyn, G., Dehlendorf, C. R., Epstein, R. M., Marrin, M. K., White, J., & Frosch, D. L. (2014). Shared decision making and motivational interviewing: Achieving patient-centered care across the spectrum of health care problems. *Annals of Family Medicine*, 12(3), 270–275. doi:10.1370/afm

Santinele M. A., & Fudge Schormans, A. (2021). Theoretical developments: Queer theory meets crip theory. In R. Shuttleworth and L. Mona (Eds.) *The Routledge handbook of disability and sexuality*. New York: Routledge.

Trowbridge, K., & Lawson, L. M. (2016). Mindfulness-based interventions with social workers and the

potential for enhanced patient-centered care: A systematic review of the literature. *Social Work in Health Care*, 55(2), 101–124. Website www.patientstories.ca

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 is one of nine courses offered in the foundation stream of the two-year MSW program. The social work theories examined in this course are basic conceptual frameworks that should be integrated with, and applied to content in the other courses taken this term.

CLASS SCHEDULE

Important Dates for Winter 2024

- Start of Term: Tuesday, January 2, 2024
- End of Term: Tuesday, April 30, 2024
- Last Day of Class: Saturday, January 6, 2024

Class Schedule

Dates	Topic	Required Readings/Viewings
Day 1 Tuesday January 2	Introduction Approach Nature, theories, and models of practice, Ways of Knowing Tutorial on searching the literature Developing inquiry question	Readings Day 1 Link to Library Session #1 Bring one peer reviewed journal article related to a social work Model of Practice along with your Area of Interest table completed
Day 2 Wednesday January 3	Nature, change, values	Readings Day 2 Link to Library Session #2 Bring one peer reviewed qualitative journal article related to your inquiry question along with your Area of Interest table completed
Day 3 Thursday January 4	Critical social work, decolonizing and anti-racist practice	Readings Day 3 Link to Library Session #3 Bring one peer reviewed quantitative journal article related to your inquiry question

		along with your Area of Interest table completed
Day 4 Friday January 5	Structured Controversy: Feminist Theories Special Topics: Holistic care, spirituality and sexual health	Readings Day 4
Day 5 Saturday January 6	Bringing it all together: Presentations Formal Peer Feedback	

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.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. Students will be advised before the instructor initiates a recording of a Zoom session

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignment 1: Developing Inquiry Question (15%) – Due January 2 by 5:00 pm

Aligned Course Learning Outcomes: 2, 4

Assignment Description: In small groups of approximately 5, students will pursue and develop their group inquiry question related to a social work model of practice. While pursuing the development of their inquiry question, students should keep in mind their area of interests related to a specific population (i.e., preschool children, youth, older adults) and an identified social issue (i.e. homelessness, domestic violence, addictions). These examples are only examples and with their group, students are expected to choose their own population and social issue. The development of the inquiry question will be based on the student research of the relevant literature and consultations with peers and instructor. Students are expected to conduct a search of the research literature using keywords related to your population and social issue. From your search each group member will choose one peer reviewed journal articles of interest. Using the Area of Interest form located on D2L, you will summarize your article and share it with your small group of peers. Time in class will be used for the purpose of peer consultation. Using an interest agreed upon by your group, the research literature, and peer and instructor feedback, you will construct an inquiry question to pursue throughout the course.

Your group will submit a minimum of one and maximum of one-and-one half page document (double spaced) on D2L that clearly identifies your inquiry question and describes the process you followed and any influences that led to your final inquiry question.

Assessment Criteria: A rubric is provided on D2L site. The content of your assignment will be assessed according to the clarity and conciseness of your presented inquiry question and that it is narrow enough to be answered throughout the course.

Assignment 2: Reviewing Qualitative Evidence (10%) – Due January 3 by 5:00 pm

Aligned Course Learning Outcomes: 1, 3

Assignment Description: Based on peer discussions, students will present evidence to the instructor in the form of a brief report outlining how the evidence (qualitative articles and other) led to the development of and supports their inquiry question. Strengths and weaknesses of the evidence will be identified and linked to their specific topic of interest, population and model of practice. A checklist, located on D2L, will be provided to guide students. The brief report will be no more than 1-2 pages, double spaced.

Assessment Criteria: A rubric is provided on the D2L site. You will be assessed on the level of critical thinking illustrated, your capacity to identify strengths and weaknesses of the articles, and the organization of the presented material.

Assignment 3: Reviewing Quantitative Evidence (20%) – Due January 4 during class

Aligned Course Learning Outcomes: 1, 3

Assignment Description: In your small group, students will present evidence to the class in the form of a 5-7 min (max.) presentation outlining how the evidence (quantitative articles and other) led to the development of and supports their inquiry question. Strengths and weaknesses of the evidence will be identified and linked to their specific topic of interest. A checklist, located on D2L, will be provided to guide students.

Assessment Criteria: A rubric is provided on the D2L course site. You will be assessed on the level of critical thinking illustrated, your capacity to identify strengths and weaknesses of the articles, and the organization of the presented material.

Assignment 4: Peer Feedback (15%) – Due January 5 by 5:00 pm

Aligned Course Learning Outcomes: 2, 3

Assignment Description: Each class has a component of small group work to support your learning, approximately 5 students depending on class size. In these groups you will learn to give and receive constructive feedback to support yours and your colleagues' learning. After class 4 you will provide formal peer feedback (template on D2L).

Assessment Criteria: Your grade on peer feedback will reflect the thoughtfulness and constructiveness of your formative peer feedback to your small group of colleagues.

Assignment 5: Models of Practice Presentation (40%) – Due January 6 in class

Aligned Course Learning Outcomes: 1-4

Assignment Description: Building on the previous assignments, critically reflect on a Model of Practice that aligns with your social work identity with relation to values, theories, and praxis. Using the poster template provided on D2L, your small group will complete the poster in relation to your Model of Practice. You will submit your poster electronically to D2L in the Dropbox before class on January 6. Each group will have 30 minutes total to display their poster, share a description with the class (15 min) and field questions (15 min).

Introduction: Reflecting on the readings, presentations, discussions and experiences over the term, be sure to explore the following: 1) consider if or how your position has changed since the beginning of the course; 2) the values and theories underlying the model.

Literature Review: Please include 8-10 Peer Reviewed journal articles about your Model of Practice. This might include the population, or social issue with which it has been utilized, and the geographic regions in which it has been written about, and a general statement about research findings that reflect the Models' use.

Research Question: A statement or question to reflect what you wanted to explore in relation to your Model.

Findings: This section reveals what you have found in relation to your Model of Practice and can be portrayed through narrative, statistics, diagram, figure or other visual.

Discussion: Please state your critical reflections about your Model of Practice, what you have learned through the literature and peer feedback, how you might take up this model in your own social work practice, and what you see as the most pressing considerations for practice with this model.

References: Identify using APA 7th edition, the sources you used to develop this poster.

We will have a class exhibit on December 6 for students to display their Model of Practice poster. The posters will be explored for a maximum of 30 minutes. For example, each group will stay with their poster, briefly present it and respond to comments and questions from the other members of the class. After 30 minutes, another group will present their poster and so on until all groups have had a chance to display and present their poster. This is an opportunity for students to share their ideas and engage in an exploratory discussion about the pieces and topics being communicated.

Assessment criteria. A rubric is provided on the D2L course site. The poster will be assessed according to the above components of the poster, the level of critical reflection and scholarly approach represented in the poster.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activity and discussion. Students are required to complete all required assignments in a timely fashion during the block week and as described in the course outline. Participation is critical in order to assess the required course assignments that are completed individually and as a group. Missing an assignment element and not participating in required group work will result in a zero grade for that assignment for the individual student. Students who do not complete the final presentation with their group will receive a 10% grade reduction.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word format only except for assignment 5 which is submitted using the poster template located on D2L. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2).

LATE ASSIGNMENTS

Assignments are to be submitted on the day that they are due so that timely feedback can be provided. A 10% reduction in grade will be applied for each day an assignment is submitted past the due date.

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>

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