



Winter 2019

Course Number: SOWK 633	Classroom: (EM) PF 4224 (LJ) PF 4267 (BS) PF 3236 (BAK) PF 4261
Course Name: FOUNDATIONAL FIELD PRACTICUM	Practicum: Mon-Wed Jan 10-Apr 12; Mon-Thurs April 15-approx. May 3
Day & Time:	Seminar: Fridays 1-4 pm – Please confirm exact dates with instructor, as some may vary - Jan 11 th ; Jan 18 th ; Feb 1 st ; Feb 15 th ; Mar 1 st ; Mar 15 th ; Mar 29 th ; Apr 12 th ; Apr 26 th

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COURSE OUTLINE

Syllabus Statement

Direct and indirect social work practice opportunities with professional supervision.

Course Description

This course provides students, in the first year of their two-year MSW program, with opportunities to apply theory and skills in social work practice settings, and to develop, integrate and reinforce social work practice competence through participation in actual service situations. The course is intended to foster students' acquisition of knowledge, values, and skills relevant to emerging conditions of social work practice.

Foundational field placements are intended to provide students with generalist social work practice learning experiences. Students in SOWK 633 are expected to develop knowledge and skills at both the micro and macro levels. Each foundational practicum student is assigned a *Faculty Liaison*. As the teacher-of-record, the liaison facilitates the seminar that accompanies the course and is ultimately responsible for student evaluation. Each student also has a *Field Instructor*, who is the agency-based

social worker from whom the student receives formal supervision as well as indirect guidance and feedback throughout the practicum. Students' learning in the field is structured to attain five learning objectives (see next page).

Early in the placement, the student, in consultation with the field instructor, develops activities designed to facilitate each objective's achievement. The Field Education Manual and IPT Instructions Booklet contain documents related to various components of the practicum course (e.g., the Learning agreement, evaluation, etc.). Students are encouraged to review the Field Education Manual and IPT Instructions Booklet, found online at <http://fsw.ucalgary.ca/calgary/field-education> for practicum-related policies and procedures.

Key logistical information about SOWK 633:

- Students are in practicum for a total of 427 hours – 400 hours in the practicum placement and 27 hours in seminar.
- Students are normally in placement three days/week (Mon-Wed) during the winter semester (January 10 – April 12) and 4 days per week (Mon-Thurs) for 3 weeks following the semester (April 15 – about May 3). The specific practicum schedule is to be negotiated between the student and field instructor and communicated to the faculty liaison.
- Students are not required to be in practicum during Reading Week (February 17-23), unless otherwise arranged with the agency.
- Students have an integrative seminar with the faculty liaison about every second week. Time in integrative seminar counts as practicum hours and can account for up to 27 hours of practicum for the entire term (9 classes X 3 hours each).
- Faculty liaisons meet with students and field instructors at least twice per semester, depending on the particular needs associated with the placement.
- Evaluation of the student's performance includes input from the student, field instructor and faculty liaison.
- Evaluations occur mid-way through and at the end of the practicum course.

Student Attendance in Practicum

The student's time in practicum is spent according to the particular requirements of the setting and learning needs of the student. Students are not expected to attend practicum when they are ill. In the event of illness, please contact your agency field instructor as soon as possible to inform him/her that you will not be at your practicum due to illness. For more extended absences from practicum (more than two days), please contact the faculty liaison as well. Students are responsible for arranging with the agency a convenient time to fulfil the remainder of the practicum hours required to complete the course.

Educational Supervision

Educational supervision is an integral part of the field practicum as it provides opportunities (2 hours per week or 1 hour per 15 hours of practicum) for reflection, review, instruction, and feedback. Students are expected to prepare for and participate fully in supervision, according to the requirements of the field instructor. This may be structured as individual and/or group sessions and directed by your field instructor and/or others depending on the field placement. Educational supervision includes:

- a. Instruction: integration of knowledge, values, and skills with practice situations
- b. Supervision: case management and case/project supervision
- c. Feedback: on progress and professional development
- d. Other: instructional seminars/workshops as are available

Learning Objectives

The Field Education Policy Manual provides details about the learning objectives that structure the foundational practicum course. These are described in detail at the end of this document (p. 8). These practice objectives are closely aligned with all of the Program Learning Outcomes (PLOs) of the MSW Program. Briefly, the 5 learning objectives for the course are:

- 1) Professional Social Work Identity:** Learners develop a professional identity in accordance with the values and ethics of the social work profession. (PLO 1, 2)

Practice Objectives 1 & 2: Learners develop a professional identity in accordance with the values and ethics of the social work profession. Learners will be able to:

- Demonstrate an understanding of the CASW Code of Ethics and ACSW Standards of Practice.
- Use the CASW Code of Ethics and ACSW Standards of Practice to guide practice, including:
- Develop professional relationships and demonstrate respect for clients, research participants, colleagues, administrative personnel, and other stakeholders.
- Work with clients in ways that respect their right to make independent decisions and participate actively in the helping process.
- Follow professional and agency protocols for protecting confidentiality.
- Develop processes for reviewing practice.
- Identify ethical dilemmas in practice and apply ethical decision-making processes.
- Practice with integrity and demonstrate professionalism in the practicum setting.

- 2) Generalist Practice:** Learners demonstrate knowledge and skills of generalist practice, using various social work roles. (PLO 9)

Practice Objective 9: Learners demonstrate knowledge and skills of generalist practice, using a variety of social work roles. Learners will be able to:

- Perform generalist practice roles across settings and populations (resource developer, advocate, educator, clinician, consultant, broker, researcher, project leader, etc.).
- Communicate effectively in both oral and written formats.
- Demonstrate the ability to effectively engage others.
- Complete comprehensive social work assessments (clinical/community).
- Demonstrate professional planning and goal setting skills.
- Intervene effectively at the individual, group, family, organizational and/or community level.
- Collaborate effectively with social work colleagues and professionals from other disciplines.
- Evaluate outcomes and services provided.
- Recognize and effectively address termination issues.

- 3) Reflective Practice:** Learners practice reflectively and apply methods of critical thinking and inquiry to their social work practice. (PLO 5, 6)

Practice Objectives 5 & 6: Learners practice reflectively and apply methods of critical thinking and inquiry to their social work practice. Learners will be able to:

- Consider the impact of their personal culture, values and beliefs on practice.
- Describe areas for personal and professional development.
- Identify issues and social structures that influence them and clients/communities served.
- Articulate how various forms of knowledge (e.g., scientific, intuitive, experiential) and different kinds of research methods (e.g., qualitative, quantitative, participatory) contribute to social work knowledge and practice.

- Identify and critically evaluate theories used to inform their social work practice.
- Discuss practice, organizational or project constraints or limitations (e.g., funding, scope, optimization of resources).
- Use supervision effectively (e.g., prepare by developing questions request and remain open to feedback, integrate feedback into practice, etc.).

4) Competence with Diversity: Learners demonstrate knowledge about and ability to provide effective service to diverse clients or communities. (PLO 4)

Practice Objective 4: Learners demonstrate knowledge about and ability to provide effective service to diverse clients or communities (e.g., diversity of race, class, age, gender, religion, culture, sexual orientation, age, ethnicity, national origin, ability). Learners will be able to:

- Identify how personal and social factors (e.g., personal identities, values, experiences, socialization, social structures, stereotypes, media) influence professional practice with diverse clients and communities.
- Identify and challenge their own personal assumptions, views and stereotypes regarding diversity.
- Describe how they show respect for and work effectively with diverse populations.
- Analyze how the practicum agency/project responds to the needs of diverse clients or communities.
- Adapt the generalist practice model to meet the needs of diverse individuals or groups.

5) Social Policy and Social Justice: Learners understand how social policies in various forms, influence the services provided by the agency, and ultimately, service users and communities. Learners recognize various forms of oppression and use anti-oppressive frameworks as a basis for practice. (PLO 3, 4, 7, 8)

Practice Objectives 3, 4, 7 & 8: Learners understand how social policies, in various forms, influence the services provided by the agency and, ultimately, clients and communities. Learners understand various forms of oppression and use anti-oppressive frameworks as a basis for practice. Learners will be able to:

- Describe the field agency, including its relevant history, organizational structure, policies, funding sources, key stakeholders, and roles in the community.
- Identify how historical and/or current dynamics and the impact of oppression on populations being served by the agency/project.
- Describe the role of the social worker within a society structured to benefit some groups at the expense of others (e.g., because of race, class, gender, age, etc.).
- Evaluate the impact of agency/social policies on clients and communities, including access to opportunities and quality of life.
- Identify systemic barriers in the organization and/or community that perpetuate oppression and social injustice.
- Advocate for change and justice at individual, organizational and systemic levels.
- Discuss potential social action strategies.
- Describe how they use anti-oppressive frameworks as a basis for practice.

Relationship to Other Courses

MSW field education is intended to be consistent with and complementary to the class-based coursework of the curriculum. The learning objectives for the Foundational Field Practicum reflect the objectives of the MSW curriculum for students with a non-social work undergraduate degree. To maximize integration and linkages between classroom and practicum learning, students normally begin SOWK 633 after completing the following courses: History & Foundation of the Profession,

Communication & Interviewing, Human Behaviour in the Environment, Models of Practice, and Social Work Research. It is recommended that students complete SOWK 633 either concurrently or following the remaining foundation year courses (Practice with Individuals, Families & Groups; Practice with Organizations & Communities; and Social Policy & Social Justice).

Course Text(s)

Required:

Howe, D. (2009). *A brief introduction to social work theory*. New York, NY: Palgrave MacMillan.

Students may also be expected to read articles provided throughout the term prior to seminars. In addition, students are encouraged to develop a reading list to support their experience in the field, and to include these readings as part of their activities in the learning agreement. Students are also required to be familiar with the information found in the Field Education Policy Manual, which is available at: <https://fsw.ucalgary.ca/files/fsw/2017-field-education-manual.pdf>

Class Schedule

Please confirm schedule with your instructor, as dates may vary slightly. Beginning in the first week of the semester, integrative seminars are held for three hours about every second Friday, as per the tentative schedule below. Integrative seminars form part of the required hours of the practicum; attendance is mandatory and considered the professional responsibility of the student.

Your successful completion of this course requires your attendance and active participation. Students are expected to be fully present in the seminar class – e.g., having cell phones and computers turned off. Seminars are designed to promote students' self-directed learning and integration of theory and practice. Students discuss professional issues and practice problems while critically reflecting on experiences in practicum. The context is collaborative, as students actively engage in furthering individual and collective learning and professional development. Students will present practicum practice situations for review and discussion, and, in turn, provide feedback and consultation to other seminar participants. The following are important dates related to the practicum and seminar.

Dates & Due Dates	Themes & Student Tasks
January 11	Integrative Seminar 1
January 14	First day of Practicum
January 18	Integrative Seminar 2
January 25	Learning Agreements finalized and signed; Preliminary Impressions form Due
February 1	Integrative Seminar 3
February 15	Integrative Seminar 4 Inter-professional Practice Event
February 17-23	Reading Week Students not in placement unless negotiated with field instructor

March 1	Integrative Seminar 5; First Journal Due
March 4	Midterm Evaluation Due (in Learning Agreement)
March 15	Integrative Seminar 6
March 29	Integrative Seminar 7
April 12	Integrative Seminar 8
April 15	Students begin 4-day per week placement
April 26	Integrative Seminar 9; Second Journal Due
May 3	Approximate Last Day of Practicum; Final Evaluation Due (in Learning Agreement)

If you are unable to attend a seminar session, please notify the faculty liaison in advance or as soon as possible. Please note that issues relating to students' attendance and participation in seminar can result in the student being placed at risk of failing the practicum.

Confidentiality in Class and Course Assignments

As professionals, both students and the instructor are expected to respect the guidelines of confidentiality outlined in the Canadian Social Work Code of Ethics and Guidelines for Practice. We will take care that no information that could identify a client of any service system be used in class discussions or written assignments. We will adhere to the policy that issues introduced in the seminar will be discussed in only general and not particular ways outside the seminar classroom.

Assignments

Journal

Students will be required to submit a journal twice – once around midterm evaluation time (March 1) and once around final evaluation time (April 26). Length for each submission is 6-8 double-spaced pages. Details to be discussed in class.

Presentation

All students will also complete a case presentation for the seminar component of the course. Details to be discussed in class.

Evaluation Methods

Evaluation of students in practica is an ongoing process to highlight students' strengths and learning needs. Formal assessment of students' needs and progress occurs at the beginning, middle, and end of the placement. Evaluation processes and policies for SOWK 633 are detailed in the Field Education Manual. Briefly, these are:

Learning Agreement – During the first two to three weeks in practicum, the student, in consultation with the field instructor, develops a plan for achieving the five practicum objectives of SOWK 633.

The plan, approved by the faculty liaison, is tailored to meet the particular context of the practicum and the student's interests and needs. The Learning Agreement guides the learning activities and focus of the practicum and helps the field instructor and student clarify respective responsibilities and expectations. Learning Agreements are working documents and activities can be modified, added, or removed as the practicum progresses and the student's learning interests and needs become clearer.

Preliminary Impressions – Field instructors and students are asked to provide preliminary impressions of the practicum around the end of the third week. Recording preliminary impressions supports the student's development of reflective self-evaluation and facilitates discussion of the student's strengths and potential areas of concern.

Mid-Course Evaluation – At about the halfway point in the practicum, written mid-practicum ratings and comments are prepared in the IPT system by the student and field instructor and discussed with the faculty liaison. A determination is made whether the student is meeting or not, practicum requirements.

Final Evaluation – At the end of the practicum (near or upon completion of required hours), the written online final ratings and comments are completed; and the student, field instructor, and faculty liaison provide ratings and overall comments regarding the student's performance. The practicum field instructor recommends a Completed Requirements/Fail grade to the faculty liaison. In assigning this grade the faculty liaison will be guided by the field instructor's recommendation.

Concerns regarding a student's performance in practicum at any point in the semester may result in the student being identified as at risk for failing the practicum, and such concerns should be discussed with the faculty liaison. Policies and procedures related to at-risk situations are detailed in the Field Education Manual.

Students who do not receive a CR (completed requirements) grade in the field practicum course may be required to withdraw from the program. A student who is permitted to repeat a field practicum course normally will be required to repeat both the field practicum course and the corresponding Integrative Seminar component.

IPT Online System for Completing Practicum and Evaluation Forms

The learning agreement and all other forms relating to practicum, including practicum evaluation forms, are available for students, field instructors and faculty liaisons to complete online. The IPT system is available online at: <http://www.runiptca.com>

Instructions and login information will be provided by the beginning of the term. Please contact Carrie Blaug at cblaug@ucalgary.ca if you do not receive this information.

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. Informal feedback will occur throughout the course.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lgb1nucdh/>

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: <http://ucalgary.ca/ssc/graduatestudent>

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

Wellness Centre Phone Support (403) 210-9355 24 hours/day

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com).

Appeals: If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email:

access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

Building Evacuations

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App:

<http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

SAFEWALK (403) 220-5333

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

Supports for Mental Health

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre,

<https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<https://www.ucalgary.ca/mentalhealth/>).

Sexual 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 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. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>