



Fall 2019/Winter 2020

Course Number: SOWK 696 B02 (Clinical) **Classroom:** SA 124A

Course Name: Advanced Practicum A & B

Day & Time: 525 practicum hours, minimum (including up to 25 hours of seminar class time)
Seminars Wednesdays 5-7pm (approx. every 2 weeks): Sep 11, Sep 18, Sep 25, Oct 9,
Oct 23, Nov 6, Nov 20, Dec 4, Jan 15, Jan 29, Feb 12, Feb 26, Mar 11, Mar 25, Apr 8

Instructor: Lateef Habib

Office Hours: By appointment

Telephone: TBA

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COURSE OUTLINE

Syllabus Statement

Direct and indirect Social Work practice opportunities with professional supervision in student's area of specialization.

Course Description

SOWK 696: Advanced Practicum is intended to offer practical and supervised opportunities to develop students' existing social work knowledge and skills to an advanced specialized level. The purpose of this course is to provide advanced level opportunities for development, integration, and reinforcement of competence through performance in actual service situations and to foster the acquisition of knowledge, values and skills relevant to emerging conditions of social work practice. The practicum course promotes integration of the theory and skills students are learning in the classroom with their professional practice and social work identity.

Please refer to the Field Education Policy Manual for additional information relating to the field practicum, including policies, procedures and roles/responsibilities of all involved. The Manual is available at <https://fsw.ucalgary.ca/files/fsw/2019-field-education-manual.pdf>

Prerequisite: Consent of the Faculty.

Learning Objectives

By the end of the practicum, students are expected to exhibit competency in each of five Practice Objectives. These are described in detail at the end of this document (p. 6). These practice objectives are closely aligned with all of the Program Learning Outcomes (PLOs) of the MSW Program. Briefly, the five objectives are:

- *Values, Ethics & Professional identity:* Learners demonstrate the ability to apply social work values, adhere to CASW Code of Ethics & Guidelines for Ethical Practice, and analyze the role of ethics and values in clinical practice. (PLO 1, 2)
- *Advanced Clinical Practice:* Learners demonstrate advanced-level knowledge and skills in a specialized practice area. (PLO 5, 9)

- *Collaborative Practice*: Learners demonstrate the ability to develop collaborative and supportive professional relationships. (PLO 9)
- *Linking Research to Practice*: Learners understand and appreciate different ways of knowing and effectively use or apply research to guide practice. (PLO 6)
- *Diversity, Oppression and Social Justice*: Learners demonstrate an appreciation and critical analysis of human diversity, the dynamics and intersections of oppression, and the implications of social and economic injustice. They will demonstrate the ability to work effectively with diverse individuals and groups within a clinical context using an anti-oppressive framework, and advocating for change at individual, organizational and systemic levels. (PLO 3, 4, 7, 8)

Relationship to Other Courses

MSW field education is intended to be consistent with and complementary to the classroom-based coursework of the MSW curriculum. The Advanced Practicum learning outcomes for students in the Clinical Practice specialization reflect the objectives of the MSW curriculum.

Course Text(s)

There are no required texts for SOWK 696. Readings may be assigned by the Faculty Liaison and/or the Field Instructor. Students are also recommended to develop a reading list to support their experience in the field. Students are encouraged to include readings completed in relation to practicum within the activity list in the practicum learning agreement.

Students are required to be familiar with the information found in the Field Education Policy Manual and IPT information booklet, which are available at <http://fsw.ucalgary.ca/calgary/field-education>

Practicum Structure and Integrative Seminar Schedule

Each student has an agency-based *Field Instructor* who provides orientation to the field setting, assigns and directs practice activities, provides supervision and opportunities for integrating theory with social work practice, and evaluates the student's progress and learning.

I will be your *Faculty Liaison*, or instructor-of-record for the practicum course. Faculty liaisons consult as needed with students and field instructor(s), and usually meet with the student and field instructor(s) at least twice (face-to-face if possible, or by distance if needed - e.g., phone conference) during the practicum - generally at least once during the fall semester and once during the winter semester. I will also be the instructor for the integrative seminar portion of the practicum.

Schedule and Student Attendance in Practicum

The Advanced Practicum consists of three days per week (generally Monday through Wednesday, eight hours per day). Students are generally in practicum for a minimum of 525 hours (can include up to 25 hours of seminar class time) over the fall and winter semesters, however, some agencies may require a 600-hour minimum. The dates for practicum are September 16 to December 6, and then January 6 to approximately mid-March for students completing 525 hours in practicum, or end of March/early April for students completing 600 hours in practicum. Students are not required to be in practicum during Reading Days (November 10-16) or Reading Week (February 16-22). **Please note that the first practicum seminar is September 11, prior to the start of practicum.** The specific practicum schedule is to be negotiated with the field instructor/agency, approved by the faculty liaison, and documented in the IPT system.

The student's time in practicum is spent according to the particular requirements of the setting and learning needs of the student, but must be consistent with the student's area of specialization (clinical practice). In some cases, more than the minimum amount of hours is needed to complete the learning objectives.

Students are not expected to attend practicum when they are ill. In the event of illness, please contact your agency Field Instructor(s) as soon as possible to inform them that you will not be at your practicum due to illness. For more extended absences from practicum (more than two days), please contact me as well. Students are responsible for arranging with the agency a convenient time to fulfill 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 (two 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

Integrative Seminars

Integrative seminars begin in the first weeks of practicum and are held for 2 hours approximately every 2 weeks, as indicated in the class schedule. Led by the Faculty Liaison, seminars are designed to promote 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 engage in furthering each other's learning and professional development.

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 who miss a seminar will be assigned a make-up assignment. As an example, if a student is unable to attend a field seminar, the student may be responsible for submitting a 3-5 page journal entry to the Faculty Liaison, outlining the student's progress in the field, interesting practice issues, questions or concerns. The journal entry must be submitted within a week of the missed seminar. If you are unable to attend, please notify your Faculty Liaison in advance or as soon as possible. Repeated absence from the seminar may result in the student being placed at risk of failing the practicum course.

Acceptable Use of Technology in Seminars

The 696 seminar will mirror practicum and workplace expectations with regards to discussion, consultation and supervisory settings. Thus, the use of cell phones and computers/other devices are permissible during seminar for the following purposes only: 1) Receiving notifications regarding family and/or significant person needs. As a courtesy to your fellow professionals if a personal situation requires you to respond to a text or call please do so outside of the classroom as opposed to texting while in the classroom. 2) In the moment learning - i.e., searching up a term, condition, theory or agency program that is relevant to the current topic at hand.

IPT Online System for Completing Practicum and Evaluation Forms

The learning agreement and all other forms relating to practicum, including practicum evaluation forms for SOWK 696, 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 (e.g., during orientation or via e-mail). Please contact Amy Fulton at aefulton@ucalgary.ca if you do not receive this information. A

detailed IPT instructions booklet on how to use the IPT database is also available at:

<https://fsw.ucalgary.ca/files/fsw/2017-ipt-instructions-booklet.pdf>

Important Dates

Practicum Dates	Fall: September 16 – December 6 (except Nov 10-16). Normally three days per week (Mon-Wed), 8 hours per day
	Winter: January 6 – end of practicum hours, usually mid-end of March (except Feb 16-22). Normally three days per week (Mon-Wed), 8 hours per day
Practicum Orientation @ U of C	September 11 – 5-6pm PF114
Integrative seminar #1	September 11 – meet in PF 114 for orientation
First day of practicum for fall	September 16
Integrative seminar #2	September 18
Integrative seminar #3	September 25
Learning agreement meeting – to be scheduled	Approximately October 1 - 15
IPT learning agreement due	October 4
Integrative seminar #4	October 9
Integrative seminar #5	October 23
Integrative seminar #6	November 6
Reading Week (no practicum)	November 10-16
Integrative seminar #7	November 20
Integrative seminar #8	December 4
Midterm progress meeting	Approximately November 25 – December 6
IPT midterm evaluation due	December 6
Last day of practicum for fall term	December 6 (or as negotiated with field instructor)
First day of practicum for winter term	January 6 (or as negotiated with field instructor)
Integrative seminar #9	January 15
Integrative seminar #10	January 29
Integrative seminar #11	February 12
Reading Week (no practicum)	February 16-22
Integrative practicum #12	February 26

Integrative practicum #13	March 11
Integrative practicum #14	March 25
Integrative practicum #15	April 8
Final evaluation meeting – to be scheduled	Approx. March 1 – April 8
IPT final evaluation due	No later than April 10

Assignments

Among other possible activities assigned by the instructor, students will complete a case presentation for the seminar component of the course. The case presentation will involve discussion of the case process from engagement to termination/follow-up. A write-up of the case presentation must be submitted to the instructor no later than 2 days before the student's scheduled presentation. Submissions are to be e-mailed to the instructor.

Students are expected to present a practicum practice case situation for review, and, in turn, to provide feedback and consultation to other seminar participants. Students may be required to submit a journal with weekly entries, personal reflections, and/or a process recording.

Confidentiality in Class and Course Assignments

As professionals, students and the instructor are expected to 1) respect the guidelines of confidentiality outlined in the Social Work Code of Ethics; 2) ensure that no information that could identify a client of any service system is used in class meetings or in assignments; and 3) keep confidential issues introduced in the seminar - please ensure that issues are discussed only in general (rather than specific) ways outside the classroom.

Evaluation of Students in Practicum

Evaluation of students in practicum is considered an ongoing process intended to highlight the student's strengths and learning needs. The assessment of the student's educational needs and progress in practicum are formally articulated at the beginning, middle, and end of the placement. Evaluation processes and policies for SOWK 696 are detailed in the Field Education Manual found at <https://fsw.ucalgary.ca/files/fsw/2017-field-education-manual.pdf>.

Briefly, these include:

1. Learning Agreement (to be completed online in the Learning Agreement form)– During the first three weeks in practicum, the student, in consultation with the Field Instructor and Faculty Liaison, develops a provisional plan for professional development toward achieving each of the learning outcomes of SOWK 696. The Agreement is intended to help the student develop a personal learning plan. Although the student is expected to coordinate and provide an initial draft, responsibility for completing the learning agreement is shared by the student, Field Instructor and Faculty Liaison. The educational activities specified should be clear and measurable. The learning agreement is to be negotiated, documented and signed by all parties. It should be reviewed as part of the evaluation and may be revised as needed.
2. Mid-Course Evaluation Report (to be completed online in the Learning Agreement form) – At about the halfway point in the practicum, an online written midcourse report is prepared by the student and Field Instructor. The student's achievement of the activities described in the learning agreement is reviewed, and the student and instructor rate and comment on the student's performance in each practice area. The

student's progress is discussed during the mid-semester meeting with the Faculty Liaison. A determination regarding whether the student is meeting or failing to meet practicum requirements at midcourse is made. Minimum achievements for meeting practicum requirements are included in the Field Education Manual.

3. Final Evaluation Report (to be completed online in the Learning Agreement form) – At the end of the practicum, the student, Field Instructor, and Faculty Liaison provide online ratings and comments regarding the student's performance. A determination regarding whether the student has met or failed to meet practicum requirements is made. Standards for meeting practicum requirements are included in the Field Education Manual.

The student is recommended to keep an electronic or copy of the signed IPT Learning Agreement upon completion of the practicum.

Grading

The Faculty Liaison, as instructor-of-record, has final responsibility for assigning grades. Students receive a CR (Completed Requirements) or F (Fail) for this course. The grade assigned by the Faculty Liaison is guided by the Field Instructor's final evaluation of the student's achievement in practicum.

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. 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 practicum course normally will be required to repeat both the practicum course and the corresponding Integrative Seminar.

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.

SOWK 696 (Clinical Specialization) Practicum Learning Objectives

PRACTICE OBJECTIVE 1: Values, Ethics & Professional Identity

Learners demonstrate the ability to apply social work values, adhere to CASW Code of Ethics & Guidelines for Ethical Practice, and analyze the role of ethics and values in clinical practice. Learners will be able to

- Integrate social work values and professional Ethics and Guidelines within a clinical context.
- Identify how personal and professional values impact their clinical practice.
- Examine organizational values and their impact on staff, programs and service to clients.
- Identify ethical dilemmas in practice and apply ethical decision-making processes.
- Analyze clinical social work practice within a social services context and articulate how it differs from other forms of clinical practice.
- Critically reflect on their social work practice within a clinical context.
- Demonstrate professionalism in the practicum setting.

PRACTICE OBJECTIVE 2: Advanced Clinical Practice

Learners demonstrate advanced-level knowledge and skills in a specialized practice area. Learners will be able to

- Engage and maintain relationships effectively with diverse clients.
- Demonstrate social work tasks of assessment, planning, intervention and termination.
- Demonstrate critical thinking skills as they apply to the clinical setting.
- Have knowledge of a variety of intervention approaches, including their underlying philosophies and theoretical frameworks.
- Distinguish among intervention approaches relative to client needs/preferences/orientations.
- Apply appropriate intervention strategies given client contexts and needs.
- Perform complex advanced generalist practice roles that are transferable across settings and populations (e.g., resource developer, advocate, educator, clinician, consultant, teacher, supervisor, researcher).

PRACTICE OBJECTIVE 3: Collaborative Practice

Learners demonstrate the ability to develop collaborative and supportive professional relationships. Learners will be able to

- Establish appropriate, collaborative and empowering relationships with clients, colleagues, and agency and community partners.
- Work effectively as part of a team and contribute to positive organizational culture.
- Develop sustainable professional networks for the purposes of support, networking, consultation, and supervision.
- Contribute a social work perspective in inter-professional contexts.
- Incorporate client feedback into practice.
- Articulate the structure of the agency, its programs, and its relationship to other community programs.
- Communicate effectively orally and in writing.

PRACTICE OBJECTIVE 4: Linking Research to Practice

Learners understand and appreciate different ways of knowing and effectively use or apply research to guide practice. Learners will be able to

- Appreciate the significance of world-view on people's lives, particularly in the clinical setting.
- Critically reflect on the role of research in developing and informing practice.
- Identify a variety of research approaches (e.g., qualitative, quantitative, appreciative, Indigenous).
- Evaluate research studies and apply results appropriately to clinical practice.
- Evaluate their own practice interventions.
- Engage in continuous practices of accountability with respect to service provision.

PRACTICE OBJECTIVE 5: Diversity, Oppression & Social Justice

Learners demonstrate an appreciation and critical analysis of human diversity, the dynamics and intersections of oppression, and the implications of social and economic injustice. They will demonstrate the ability to work effectively with diverse individuals and groups within a clinical context using an anti-oppressive framework, and advocating for change at individual, organizational and systemic levels. Learners will be able to

- Identify how personal identities, values, experiences, socialization, attitudes, biases and patterned responses to human diversity intersect with professional values and impact their clinical practice.
- Describe how they, as social workers and leaders, show respect for and work effectively with diverse individuals and populations (e.g., diversity of race, class, gender, religion, culture, sexual orientation, age, ethnicity, national origin, or ability).
- Use an anti-oppressive lens to analyze agency/social policy with regards to diversity, inclusion, oppression and social justice, and make recommendations for change.

- Identify systemic barriers in the organization and/or community that perpetuate oppression and social injustice.
- Discuss potential social action strategies.
- Articulate how they incorporate anti-oppressive frameworks, strategies and skills in their clinical practice to value diversity, promote inclusion, reduce oppression and advocate for organizational and/or social change.

University of Calgary Information

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html> 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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): <https://acsw.in1touch.org/uploaded/web/website/DRAFT%20ACSW%20Standards%20of%20Practice%20Bill%2021%20Implementation%2002282019.pdf>

Students are expected to ensure they are both familiar with, and comply with these standards.

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."

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

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>

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.

Supports for Mental Health and Wellness

The UCalgary Student Wellness Centre <https://www.ucalgary.ca/wellness-services> is an on-campus student wellness centre offering a variety of medical services, mental health services, and drop in spaces and programs. The Centre is located on the third floor of MacEwan Student Centre (MSC 370).

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. For more information visit the Campus Mental Health Strategy website <https://ucalgary.ca/mentalhealth/>

The UCalgary Student Wellness Centre provides mental health support and education to University of Calgary students Monday to Friday from 9:00a.m. to 4:30p.m. Call 403-210-9355 to make an appointment, or use drop-in appointment times (weekdays at 10:00am and 2:00pm). Afterhours support is also available by calling 403.210.9355.

Students can also call the Alberta wide, 24/7 Mental Health Help Line 1-877-303-2642 (toll free within Alberta) for confidential, anonymous service; crisis intervention; information about mental health programs and services; and referrals to other agencies if needed.

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>

Technology

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.

Student Representatives

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com). The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

FOIP Act

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.

Academic Accommodations

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 Jessica Ayala, the Faculty of Social Work's Associate Dean (Teaching & Learning) jayala@ucalgary.ca.

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.

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 the primary Assembly Point for the 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.