



### **LAND ACKNOWLEDGEMENT**

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

### **OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION**

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

|                                    |  |                       |              |
|------------------------------------|--|-----------------------|--------------|
| <b>Course &amp; Session Number</b> | SOWK 412 S03   | <b>Classroom</b>      | N/A          |
| <b>Course Name</b>                 | Practicum II   |                       |              |
| <b>Dates and Time</b>              | Start of Classes: Tuesday, January 14, 2025<br>End of Classes: Friday, April 11, 2025<br>Dates and Time: 400 hours over the term usually Tuesday-Friday<br>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> . |                       |              |
| <b>Instructor</b>                  | Jill Hoselton, MSW, RSW  | <b>Office Hours</b>   | As requested |
| <b>UCalgary E-mail</b>             | <a href="mailto:jill.hoselton@ucalgary.ca">jill.hoselton@ucalgary.ca</a>   | <b>UCalgary Phone</b> | As requested |

**SYLLABUS STATEMENT**

This course is designed to give students an intensive experience in the delivery of social work in a specific practice setting. Students, as learners, are provided with opportunities to continue the development of their practice skills, the acquisition and application of knowledge, and the formation of a professional identity to a level appropriate for an entry-level professional practitioner. Students will be expected to assume responsibility for a moderate-sized workload, and to perform competently with minimal support under the supervision of a field instructor. This course is equivalent to three half courses and must be taken concurrently with SOWK 413: Integrative Practice Seminar.

**COURSE DESCRIPTION**

As the final field experience in the BSW program, the senior practicum supports students’ preparation for entry-level professional social work positions. Students have opportunities to apply generalist knowledge and theories, while exploring ethics, values, skill development and an emerging professional social work identity. Emphasis is placed on personal and professional development, integrating theory and practice, and on building purposeful practice.

Please refer to the BSW Field Education Manual and the BSW Field Education Policy Manual (2024) for field education policies generally and senior practicum policies and procedures specifically.

**COURSE LEARNING OUTCOMES**

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

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

1. Identify, apply and reflect on your developing social work knowledge, values, and skills in the areas of generalist practice, reflective practice, competence with diversity, social policy and social justice, and professional identity/ethics;
2. Critically assess social work practice experiences through reflection, peer review, constructive feedback and consultation;
3. Have an enhanced ability to identify the linkages between the personal experiences of individuals and issues of social structures, and to act appropriately in relation to these insights;
4. Examine, critically reflect on and discuss the applications of theory in practice and the suitability of various practice methods;
5. Demonstrate entry-level social work intervention/response skills in specific area(s) of focus;
6. Consider and apply the CASW Code of Ethics in their social work practice and discussions; and
7. Actively participate in class discussions and work collaboratively and collectively with other students in furthering learning and professional development.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

None

### LEARNING TECHNOLOGIES AND REQUIREMENTS

Students will need to access the Intern Placement Tracking (IPT) system. A laptop, desktop or mobile device with Internet access, is required to access IPT. Passwords for IPT will be sent to students and Field Supervisors at the beginning of term. The website for IPT can be found here:

<https://www.runiptca.com/web/login.php>

## RELATIONSHIP TO OTHER COURSES

BSW field education is intended to be consistent with and complementary to the classroom-based coursework of the BSW curriculum. The learning outcomes for the senior practicum reflect the objectives of the undergraduate curriculum. Students generally take SOWK 412 in their final semester in the pro-gram, allowing optimal opportunities for integration of classroom-based learning and field experience. Practicum II is directly linked and taken concurrently with SOWK 413, Integrative Practice Seminar.

## CLASS SCHEDULE

### **Important Dates for Winter 2025**

- Start of Term: Monday, January 6, 2025
- First Day of Class: Monday, January 13, 2025
- **First Day of Practicum, Tuesday, January 14, 2025**

- End of Term: Wednesday, April 30, 2025
- Last Day of Class: Friday, April 11, 2025
- Fee Deadline: Friday, January 30, 2025
- Alberta Family Day, no classes: Monday, February 17, 2025
- Good Friday, no classes: Friday, April 18, 2025
- Easter Monday, no classes: Monday, April 21, 2025
- Term Break, no classes: Sunday-Saturday, February 16-22, 2025

Key logistical information about SOWK 412:

- SOWK 412 requires students to be in placement for 400 hours within the winter term usually Tuesday through Friday

Typically, students are in their practicum settings Tuesday through Friday, 7.75 hours each day, for the entire 13 weeks of the semester. With appropriate approvals, alternative arrangements may be negotiated.

#### **ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

- Each student has an agency-based field supervisor who provides orientation to the field setting, assigns and directs practice activities, provides supervision and facilitates opportunities for integrating theory with social work practice. The field supervisor also evaluates the student's progress and learning.
- Students receive a minimum of 2 hours per week of educational supervision from the field supervisor. Students are expected to prepare for and actively participate in supervision.
- Each student is linked with the faculty liaison Jill Hoselton (S03) who is the instructor-of-record for the practicum course. Faculty liaisons consult as needed with students and Instructors, and usually make initial, mid-course, and sometimes, final visits to the practicum placement (online). The Faculty Liaison is also the instructor for the integrative seminar: Jill Hoselton (S03)

#### **INSTRUCTOR EMAIL POLICY**

All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

#### **ASSESSMENT COMPONENTS**

The learning plan guides the student learning and development throughout the practicum; this is the foundational document upon which development needs are articulated and assessed.

- Students are expected to familiarize themselves with IPT and document their learning plan through this tool.

- This is a pass/fail course

Evaluation is considered an ongoing process intended 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 412 are detailed in the Course Book and the BSW Field Education Manual. Briefly, these are:

**Learning Plan:** During the first few weeks in practicum, the student, in consultation with the field instructor and faculty liaison, develops a plan for development toward achieving the 5 practice objectives of SOWK 412. The plan is tailored to the student's interests and needs and includes activities the student will undertake to learn and demonstrate competence in the objectives. Copies of the field education manual (2024) are available through the faculty's web site and on the IPT database (<http://www.runiptca.com>). The learning plan is meant to scaffold learning and development opportunities, with the intent that students should be moving toward independence by the midterm point of the practicum.

**Preliminary Impressions:** Field Instructors and students are asked to evaluate preliminary impressions of the practicum by the end of the second week in placement (on ITP). Recording preliminary impressions is intended to support the student's development of reflective self-evaluation, and to facilitate discussion of the student's strengths and potential areas of concern. This should be submitted through the online database and coincide with the timing of the Faculty Liaison's first agency visit.

**Mid-Course Evaluation Report:** At the halfway point in the practicum, a written mid-course evaluation is prepared by the student and field supervisor. The student's achievement of the activities described in the learning agreement is reviewed, and the student and field supervisor rate and comment on the student's performance in each practice area. The student's progress is considered during the mid-semester meeting with the faculty liaison. A determination regarding whether the student is meeting or failing to meet practicum requirements is made. Minimum achievements for meeting practicum requirements are included in the Field Education Manual and in the IPT database at <http://www.runiptca.com>. If necessary, a remedial plan can be put into place.

**Final Evaluation Report:** At the end of the practicum, the student, field supervisor and faculty liaison provide ratings and overall comments regarding the student's performance. A determination regarding whether or not the student has met or failed to meet practicum requirements is made. Detailed practicum requirements are included in the BSW Field Education Manual and in the IPT database at <http://www.runiptca.com>.

The following schedule notes topic areas covered in seminar, in the event that the students want to align practicum supervision and focus, with the corresponding topic. This is not mandatory.

| Week/Date            | Topic  | Assignment Due   |
|----------------------|--|--|
| Week 1<br>January 13 | Learning plan formulation, student agreement forms in IPT to be signed off | Initial learning plan review appointments to be set                |
| Week 2<br>January 20 | Learning Agreement to be finalized   | Preliminary impressions entered in IPT by approximately January 24 |

|                                |   |   |
|--------------------------------|---|---|
|                                | -Set learning plan review meeting with liaison  |   |
| Week 3<br>January 27           | Initial learning plan review meeting with faculty liaison, student and field instructor | Initial learning plan meetings held week of January 27-31                     |
| Week 4<br>February 3           |   |   |
| Week 5<br>February 10          |   |   |
| Week 6<br>February 17          | Reading week  |   |
| Week 7<br>February 24          |   | Midterm evaluations completed in IPT<br>-Meetings held week of February 24-28 |
| Week 8<br>March 3              | Plan for termination timeline (dependent on hours)                                      |   |
| Week 9<br>March 10             |   |   |
| Week 10<br>March 17            |   |   |
| Week 11<br>March 24            |   | Professional Practice Framework paper due March 28                            |
| Week 12<br>March 31            |   | Final IPT evaluations completed April 4-11                                    |
| Week 13<br>April 7 9:00-4:00pm | Capstone Presentations  |   |
| April 8 9:00am-4:00pm          | Capstone Presentations  |   |

#### **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

#### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to conduct themselves in a professional manner, in accordance with any practicum setting expectations around dress, hours, illness, COVID guidelines, communication, etc. All missed hours are to be made up. If students miss more than 2 consecutive days, the liaison needs to be informed.

#### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

All online learning plan evaluations need to be completed online in IPT, at least 24 hours prior to the meeting with the liaison.

#### **EXPECTATIONS FOR WRITING**

Students are expected to comply with placement documentation and writing standards.

## GRADING

The Faculty Liaison, as instructor-of-record, has final responsibility for assigning student grades. Students receive a CR (Completed Requirements) or F (Fail) as a grade for this course. 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 BSW Field Education Manual in the IPT data base at <http://www.runiptca.com>

## 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>

Students are welcome to discuss the process and content of the course at any time with the instructor.

## ADDITIONAL SUGGESTED READINGS

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://socialwork.ucalgary.ca/field-education/policy-manual-other-documents>

## 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](#) (2024) and the [Alberta College of Social Work Standards of Practice](#) (2023).

### **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