



Fall 2022

Course & Session Number	SOWK 410 B06	Classroom	In community
Course Name	Practicum 1		
Dates and Time	Start of Practicum: Monday, September 12, 2022 End of Practicum: Wednesday, December 7, 2023 Dates and Time: Mondays, Tuesdays, and Wednesdays Add/Drop/Withdrawal Dates: September 15, 2022		
Instructor	Jody Francis, MSW, RSW	Office Hours	Fridays 12:00-1:00pm
UCalgary E-mail	jody.francis@ucalgary.ca	UCalgary Phone	Please use email.

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

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular 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](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Application of conceptual framework, experience, knowledge and skills within a specific practice setting.

COURSE DESCRIPTION

The purpose of Practicum I is to provide students with an introduction to professional social work practice in a specific setting. Students, as learners, are provided with opportunities to develop their practice skills, apply and build knowledge, and develop their professional identity under the supervision of a field instructor.

The field practicum will focus primarily on the application of the knowledge, values and skills of a generalist framework to knowledge-directed practice in a purposeful, ethical, and planned way. A learning agreement will be developed by the student that addresses five core learning areas. Emphasis will be placed on integration of theory and social work practice with professional and personal development.

Co-requisite: This course must be taken concurrently with SOWK 411: Integrative Seminar I. Please refer to the Field Education Manual for additional information relating to field education, including policies, procedures, and roles/responsibilities of all involved. The manual is available at https://socialwork.ucalgary.ca/sites/default/files/Field_Education/Field_Education_Manual.pdf

COURSE LEARNING OUTCOMES

By the end of practicum, students are expected to exhibit beginning competency in each of five Practice Objectives. These are described in detail on pages 5 and 6.

1. *Professional Social Work Identity*: Learners develop a professional identity in accordance with the values and ethics of the social work profession.
2. *Generalist Practice*: Learners demonstrate knowledge and skills of generalist practice, using a variety of social work roles.
3. *Reflective Practice*: Learners practice reflectively and apply methods of critical thinking and inquiry to their social work practice.
4. *Competence with Diversity*: Learners demonstrate knowledge about and ability to provide effective service to diverse clients or communities.
5. *Social Policy and Social Justice*: 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.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no textbook required. Students are required to read the Field Education Manual prior to the start of their placement. It can be found here:

https://socialwork.ucalgary.ca/sites/default/files/Field_Education/Field_Education_Manual.pdf

Students should also review the Canadian Association for Social Work Education Core Learning Objectives for Students Accreditation Standards. It can be found here:

http://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE.ACFTS_Standards.Oct2013.pdf

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

BSW field education is intended to be consistent with and complementary to the classroom-based coursework of the BSW curriculum. SOWK 410 is directly linked and taken concurrently with SOWK 411, Integrative Practice Seminar.

PRACTICUM STRUCTURE AND 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.

One of us will act as 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 during the term (face-to-face if possible, or by distance if needed - e.g., phone conference). We will also be the instructors for the integrative seminar (SOWK 411), which is taken concurrently with practicum.

Schedule and Student Attendance in Practicum

Students are expected to be in the field placement for 13 weeks, three days per week (normally Monday to Wednesday), eight hours per day (24 hours per week), September 11 to approximately December 6, for a total of 300 hours. 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 include direct and indirect social work practice opportunities as well as educational supervision.

Students are not expected to attend practicum when they are ill, but must make-up the practicum hours missed due to illness. In the event of illness, please contact the field instructor as soon as possible to inform them you will not be at your practicum due to illness. For more extended absences from practicum (more than two days), please contact your Faculty Liaison as well. Students are responsible for arranging with the agency a convenient time to fulfill the remainder of the practicum hours required for the course and/or to complete learning activities.

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

Important Dates for Fall 2022

- Start of Term: Monday, August 29, 2022
- Labour Day, no classes: Monday, September 5, 2022
- First Day of Fall Session Practicum: September 12, 2022
- Fee deadline: Friday, September 23, 2022
- Preliminary Impressions Form Due: September 26, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- Learning Agreement Due (on IPT system): October 3, 2022
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Midterm Evaluation Due (on IPT system): October 24 – 26, 2022
- Remembrance Day, no classes: Friday, November 11, 2022
- Final Evaluation Due (on IPT system): December 5-7, 2022
- End of Term: Friday, December 23, 2022

At least two agency visits will be arranged individually with each student and field instructor(s) during the term.

EVALUATION OF STUDENTS IN PRACTICUM

Evaluation of students in practicum 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 410 are detailed in the Field Practicum Manual. Briefly, these are:

1. Learning Agreement – During the first two to three weeks in practicum, the student, in consultation with the field instructor, develops a plan for development toward achieving the five practice objectives of SOWK 410. The plan, approved by the faculty liaison, is tailored to the practicum setting as well as the student's particular learning needs and interests, and includes activities the student will undertake to learn and demonstrate competence in the objectives.
2. The learning agreement serves to guide the focus of the practicum, and helps the field instructor and student clarify respective responsibilities and expectations. Learning agreements are intended to be working documents. That is, with agreement between the student and field instructor (and approval of the faculty liaison), activities can be modified, added, or removed as the practicum progresses and the student's learning interests and needs become clearer.
3. Preliminary Impressions – Field instructors and students are asked to evaluate preliminary impressions of the practicum by the end of the third week. 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.

4. Mid-Course Evaluation – At about the halfway point in the practicum, a written mid-practicum report is prepared by the student and field instructor and submitted to the faculty liaison. The student's progress may be discussed at a mid-semester meeting between the student, field instructor and faculty liaison. A determination regarding whether the student is meeting or failing to meet practicum requirements at mid-course is made.
5. Final Evaluation – At the end of the practicum (near or upon completion of required hours), the written report is repeated and a meeting between the student, field instructor and faculty liaison may be held. A determination regarding whether or not the student has met or failed to meet practicum requirements is made. The completed evaluation forms are due at the end of term.

Please refer to the Field Education Manual for details regarding student assessment in practicum, including students-at-risk of failing practicum:

https://socialwork.ucalgary.ca/sites/default/files/Field_Education/Field_Education_Manual.pdf

IPT 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 through the IPT (Intern Placement Tracking) system. Go to: <http://www.runiptca.com>

IPT instructions and login information will be provided at the beginning of the term by e-mail. Please contact Wendy Sera (wendy.sera@ucalgary.ca) if you do not receive this information.

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, and such concerns should be discussed with the faculty liaison immediately. 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 course.

BSW PRACTICE OBJECTIVES

PRACTICE OBJECTIVE 1: Professional Social Work Identity

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.

PRACTICE OBJECTIVE 2: Generalist Practice

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.

PRACTICE OBJECTIVE 3: Reflective Practice

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.).

PRACTICE OBJECTIVE 4: Competence with Diversity

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 c

- Adapt the generalist practice model to meet the needs of diverse individuals or groups.

PRACTICE OBJECTIVE 5: Social Policy and Social Justice

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.

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.

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