



## Winter 2017

<b>Course Number:</b>	<b>SOWK 412 - all Calgary sections</b>	<b>Off-campus</b>
<b>Course Name:</b>	<b>Practicum II</b>	
<b>Day &amp; Time:</b>	<b>400 hours within the winter term, generally Mondays to Thursdays each week</b>	

<b>Instructor:</b>	Les Jerome Lesley Taylor Deinera Exner-Cortens Jennifer Hewson	<b>Office Hours:</b>	By appointment
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## COURSE OUTLINE

### Syllabus Statement

Application of professional theory and skills in a supervised social work practice setting.

### Course Description

As the final field experience in the BSW program, Practicum II supports students' preparation for entry-level professional social work positions. Students have opportunities to apply generalist knowledge, values and skills to practice in purposeful and ethical ways. Emphasis is placed on integrating theory and practice, and on personal and professional development. A learning agreement will be developed by the student that addresses five core learning areas.

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: <http://fsw.ucalgary.ca/calgary/field-education>

Pre-Requisite: All required 300 level Social Work courses. University Transfer Route: SOWK 410 & 411. Co-requisite: This course must be taken concurrently with SOWK 413: Integrative Seminar II.

### Learning Objectives

Students are expected to exhibit competency in each of five Practice Objectives. These are described in detail on pages 4 and 5. Briefly, the five objectives are:

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

- *Generalist Practice*: Learners demonstrate knowledge and skills of generalist practice, using a variety of social work roles.
- *Reflective Practice*: Learners practice reflectively and apply methods of critical thinking and inquiry to their social work practice.
- *Competence with Diversity*: Learners demonstrate knowledge about and ability to provide effective service to diverse clients or communities.
- *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.

### 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 412 is directly linked and taken concurrently with SOWK 413, 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 meeting at least once for Calgary area agencies). We will also be the instructors for the integrative seminar (SOWK 413), which is taken concurrently with practicum.

#### **Schedule and Student Attendance in Practicum**

Students are expected to be in the field placement for 13 weeks, four days per week (normally Monday to Thursday), eight hours per day (32 hours per week), January 9 to approximately April 12th, for a total of 400 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 required to be in field placement during Reading Week (February 19-26) unless arranged with the agency.

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**

- January 9: First day of winter session practicum
- January 27: Preliminary impressions form due and Learning Agreement due (on IPT system)
- February 19-26: Reading Week (students not in practicum unless negotiated with field instructor)
- March 3: Midterm evaluation due (on IPT system)
- April 10-13: Final evaluation due (on IPT system)

### **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 412 are detailed in the Field Education Policy 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 412. 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.

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 the 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.

2. 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.
3. 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. A determination regarding whether the student is meeting or failing to meet practicum requirements at mid-course is made.
4. Final Evaluation – At the end of the practicum (near or upon completion of required hours), a written final practicum report is prepared by the student and the field instructor and submitted to the faculty liaison. 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 Policy Manual for details regarding student assessment in practicum, including students-at-risk of failing practicum.

### **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 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 Carrie Blaug ([cblaug@ucalgary.ca](mailto:cblaug@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 Learning 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 communities.
- 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.

**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>

### **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](mailto: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).

### **IMPORTANT INFORMATION**

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](mailto: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.

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

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.

The Social Work representative to the Students Union is to be determined ([swsacalgary@gmail.com](mailto:swsacalgary@gmail.com)). The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/>

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.