



Course Number	SOWK 411	Classroom TBA	Medicine Hat BSW Learning Circles
Course Name	Integrative Seminar I		
Day(s)	Fridays (On-line sessions to be determined)	Time	2:30 -5:20pm
Instructor	Linda Boksteyn	Office Hours Location	By Appointment Medicine Hat College Office # E140
E-mail	linda.boksteyn@ucalgary.ca	Phone	403-504-3678
SYLLABUS STATEMENT			
Integration of theory and practice within the context of the field practicum.			
COURSE DESCRIPTION			
<p>This course will facilitate students' integration of prior learning into their practicum experiences. Students will also extend their knowledge and skill development in particular substantive areas, depending on interests and priorities. Emphasis will be placed on integration social work practice methods with personal and professional development. Students will be expected to: 1) present and discuss practice experiences from their field placement settings using knowledge about various aspects of social work theory and practice; 2) critically reflect upon their own and others' practice experience; 3) engage in a collaborative learning process; and 4) demonstrate competence in their ability to identify, apply, critique and evaluate theories and conceptual frameworks while in their practice setting. Students will participate in collaborative discussions regarding professional issues, practice situations, and ethical dilemmas. While critically reflecting on experiences in practicum, students are encouraged to integrate knowledge and skills from the generalist practice framework into their own developing practice framework.</p>			
COURSE LEARNING OUTCOMES			
<p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Identify, apply and reflect on their 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;2. Demonstrate beginning social work practice skills in the areas of engagement, assessment, planning, implementation/intervention, evaluation, and termination within the particular problem area(s), population(s) or context of their practicum;			

3. Critically assess social work practice experiences through reflection, peer review, constructive feedback and consultation;
4. Examine, critically reflect on and discuss the applications of theory in practice and the suitability of various practice methods to particular contexts, populations, or practice situations; and consider and apply the CASW Code of Ethics in their social work practice and discussions.
5. Understand the demands and stress of social work practice situations and identify various self-care strategies.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required text book for this seminar course. It is also expected that students will use their existing resources and access to online resources and data bases to support their learnings and coursework. Other resources will be available on the D2L course site.

LEARNING TECHNOLOGIES AND REQUIREMENTS

Desire to Learning (D2L) Course Site Address: <http://d2l.ucalgary.ca>

RELATIONSHIP TO OTHER COURSES

The emphasis of SOWK 411 is on practice; that is, social work in action. Because students are expected to apply knowledge, skills and values to specific situations, this course can be related to all other BSW courses. The seminar is taken concurrently with, and is directly linked to, the Practicum I: Introductory field practicum (SOWK 410).

CLASS SCHEDULE

Classes will include: general discussions relating to practicum issues, questions, challenges, successes, etc. experienced by students in practicum; focused discussions on particularly relevant topics; ITP loop processes; and preparation for assignments. As professionals, students and the instructors 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 keep confidential issues introduced in the seminar - please ensure that issues are discussed only in general (rather than specific) ways outside the classroom.

Class Scheduled Dates: Fridays, January 17, 24, February 07, 21, March 06, 13,27, and April 03, April 17, 2020

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS**

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

ASSESSMENT COMPONENTS

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
1: Integration of Theory and Practice (ITP) Loop	The intent of this assignment is to engage in reflective, collaborative social work practice using a combination of the ITP Loop and Peer Consultation. The ITP Loop is a model that allows social workers to deconstruct their practice and break it down into its component parts. At first glance, our practice appears holistic and intuitive, but it can be unraveled and articulated with much greater detail. Practice itself is a combination of listening, feeling, thinking, and acting in which all these processes occur simultaneously. The ITP loop allows us to take a closer look at these processes with the goal of integrating social work theory and the field education experience. See below in Additional Assessment and Evaluation Information for Assignment details.	Upon completion of ITP loop process	35% (7 ITP loop – 5% each)	1, 2, 3, 4, 5
2. Practice Framework	The intent of this assignment is for students to reflect upon their learnings during the semester and develop a beginning social work practice framework. Keeping in mind that no one practice framework clearly represents “the social work view” or the “social work way of doing.” Social workers draw upon diverse theoretical perspectives to construct an eclectic approach. A framework for generalist practice interweaves personal and social work values, professional ethics, perspectives on human behavior, practice methods, theories, approaches, and orientations to change.	Mar. 6	30%	1, 2, 3, 4, 5

	<p>Beginning practitioners launch their professional careers by adopting established models for practice. Over time, workers modify and update their approaches to incorporate diverse strategies and to match their own observations of what works (Miley, O’Melia, & DuBois, 2013).</p> <p>The practice framework should include an integrative discussion of student’s current approach to social work practice and their learnings during the semester from the ITP loop process, class discussions, and practicum experiences. This piece of work may describe student’s professional development in areas such as your worldview; practice approaches, methods, theories, and perspective; professional ethics and values; social justice; diversity; and/or generalist practice on which they currently ground their social work practice.</p> <p>This assignment should be 5-7 pages in length, double-spaced and single-sided, and will also be evaluated on the demonstration of practice methods, critical thought, personal growth and self-awareness, integration of learning with development of professional framework, understanding of concepts, creativity, thoughtfulness and refinement, use of resource materials to support the discussion, and adherence to APA standards for resource materials.</p> <p>DUE: To be delivered to the Instructor at the end of class on March 06 at 530 p.m.</p>			
<p>3. Self-Care Plan and Reflections</p>	<p>Students will be expected to create and follow a self-care plan and evaluate their follow-through. Worksheets may be handed out to aid in reflection and sharing. Some of the activities involved in this assignment will happen during class time, so attendance and active participation is crucial. Students will then write an essay of approximately 6 pages to summarize what they have learned about themselves through this assignment and explain how that will impact them personally</p>	<p>Mar. 27</p>	<p>35%</p>	<p>1, 2, 3, 4, 5</p>

	<p>as professionals. Completed worksheets will be handed in with the essay, including the self-care plan.</p> <p>DUE on March 27th To be delivered to the instructor after class.</p>			
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ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ITP LOOP PROCESS

The ITP Loop consists of the following phases: retrieval (remembering a practicum situation), reflection, linkage and professional response.

Step 1: ITP Loop Process and Write-up

Students will apply the ITP loop (see steps below) to a practicum experience and submit a hard or emailed copy to the instructor. The submission should be made up of the following sections (and be about 1 page single spaced):

1. *Retrieval* - Recall salient facts of a recent practice experience. In a paragraph or two, briefly describe a significant experience that has taken place in your practicum setting. In telling the story, position yourself as the author using the first person. Things to share may include: interactions with significant others, links between present and past experiences, feelings, ideas or meaning making that occurred. As relevant, include the intellectual, spiritual, social, physical, and aesthetic dimensions in the telling of the story.
2. *Reflections* - Recall your thoughts and feelings about the situation. Focus on the subjective beliefs and attitudes, personal experiences, and cultural world views that are relevant to the situation. Identify how these factors influenced your interaction. ^[1]_[SEP]
3. *Linkage* - Identify the key actions you took and explain how you chose those actions. Which practice models, practice wisdom, learned techniques or skills did you consider/use? ^[1]_[SEP]
4. *Professional Response* – consider whether your response was selected through deliberate or intuitive use of reflection and linkage. Do you feel that your response was effective, appropriate, or sufficient? What could you have done differently? How may that have impacted your work? What did you learn about social work practice?
5. *Questions to Peers* – What 1-3 questions do you have for your peers about this practice experience? What did you learn about your practice from the peer consultation?

Step 2: Providing Feedback to Others

Students will be asked to share their ITP loops in a small group discussion in class and to offer helpful, supportive, and resourceful consultation and feedback to their peers.

DUE: To be handed in to the Instructor by the end of each integration seminar.

Grades will be deducted (beginning at an 8 out of 10) for a student's inability to complete the process which includes both handing in the ITP Loop write-up and participation during the in-class small group discussions.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Faculty members in the Southern Alberta Region expect and insist that assignments:

- Be typed (or in legible handwriting);
- Be free of grammatical, spelling and typing errors;
- Incorporate correct usage of referencing set forth by the current edition of the American Psychological Association (APA).

LATE ASSIGNMENTS

- All assignments are to be handed in at or before the date and time as specified in the course outline.
- Grades are deducted for late submissions (one grade level per day will be deducted e.g. B to B-) unless otherwise specified in the course outline and without an extension being granted by the instructor.
- It is the student's responsibility to request an extension from the instructor should you require more time and offer an alternate due date and time for the instructor's consideration.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Writing Support Services at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

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

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

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 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 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). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. 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. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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 (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) 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 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>

MEDICINE HAT COLLEGE BUILDING EVACUATIONS

The fire alarm bells mean all users must evacuate the building immediately. Emergency wardens will direct you to the nearest exit and ask that you move away from exit doors and to the assembly areas. The Emergency Broadcast System (EBS) will give direction to evacuate if an event occurs that is not fire related (for example, a chemical spill). Once the nature of the event has been found, you will be given further direction using the EBS. You are encouraged to get acquainted with the MHC Emergency website: <https://www.mhc.ab.ca/AboutMHC/CampusSafety/EmergencyResponse>

Medicine Hat College SAFEWALK 403-529-3911

To request a safe-walk, contact security at 403-529-3911. One of the security officers will meet you at your location and escort you to your requested destination on campus. Campus Security is on duty 24 hours a day, 365 days a year. Security is available to support students, employees and visitors, and is located in the main entrance across from the bookstore.

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> 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**