

Course Number	SOWK 413	Classroom	Online Zoom
Course Name	Integrative Seminar II		
Day(s) & Time	Thursdays (May 7 - June 13)	1800 - 2000	
Instructor	Lee Sheward	Office Hours/Location	By Appointment
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SYLLABUS STATEMENT

Advanced integration of concepts, perspectives, theories and skills with practicum experiences, developing conceptual frameworks of practice.

COURSE DESCRIPTION

This course is designed to facilitate the integration and transfer of knowledge, values and skills derived from other BSW courses, past experiences and within field placements. Students will be expected to demonstrate competence in their ability to identify, apply, critique and evaluate theories and conceptual frameworks while in a practice setting. The intent of the assignments is to provide opportunities to foster professional development and make connections between thinking, feeling, and doing in relation to being a social worker. Students will be expected to critically reflect upon their own practice experience and engage in a collaborative learning process. This course is taken concurrently with SOWK 412: Practicum II. Please refer to the Field Education Policy Manual, at: <http://fsw.ucalgary.ca/calgary/field-education> for additional information relating to the field practicum, including policies, procedures and roles/ responsibilities.

Pre-requisite(s): completion of all required 300 level social work courses. University Transfer Route: Completion of SOWK 410 and SOWK 411. Co-requisite(s): SOWK 412 (Practicum II).

COURSE LEARNING OUTCOMES

By the end of the course, students will (be able to):

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/ethics; PLOs 1,2,3, & 4
2. Critically assess social work practice experiences through reflection, peer review, constructive feedback and consultation; PLO 5
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; PLO 6.2, 8
4. Examine, critically reflect on and discuss the applications of theory in practice and the suitability of various practice methods; PLO 10
5. Demonstrate entry-level social work intervention/response skills in specific area(s) of focus; PLO 9.6
6. Consider and apply the CASW Code of Ethics in their social work practice and discussions; PLO 2 and
7. Actively participate in class discussions and work collaboratively and collectively with other students in furthering learning and professional development. PLO 9.5

LEARNING RESOURCES

RECOMMENDED TEXTBOOKS AND/OR READINGS

Howe, D. (2009). *A Brief Introduction to Social Work Theory*. New York: Palgrave MacMillan.
Please note textbook is available for purchase from the University of Calgary bookstore with free shipping. Readings may be assigned by the instructor and/or shared among students.

WEB DELIVERY

This course is entirely web-based, delivered through Desire2Learn (D2L) and ZOOM meeting platforms.

Desire2Learn (D2L) is a course management system that will facilitate the sharing of resources, complete learning activities and connect with others via the Discussion Board and ZOOM. Online discussion in D2L is an important element of this course. The advantage of the Discussion Board is that it is asynchronous, meaning that as individuals, students can independently decide when they want to post their thoughts in response to learning activities, case discussions, and dialogue relating to practice experience.

ZOOM sessions are offered through an audio-visual, web-based program that allow meetings be facilitated at a specific time for a “live web conference. In the ZOOM sessions, students can expect to share ideas, give feedback and raise issues as they relate to their own practicum experience and that of their peers and have the opportunity to process their experience in a safe learning environment.

RELATIONSHIP TO OTHER COURSES

The emphasis of SOWK 413 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 in conjunction with and is directly linked to Practicum II (SOWK 412)

CLASS SCHEDULE

Date	Topic	Readings/Assignments Due
May 6, 2020	Introductory Post	Introductory Post on D2L Discussion Board
May 7, 2020	Zoom session #1	Attend and participate in the required online discussion
May 14, 2020	Zoom session #2	Attend and participate in the required online discussion
May 21, 2020	Zoom Session #3	Attend and participate in the required online discussion
May 22, 2020	Integration of Theory and Practice (ITP) Loop	Analyse a practice example in the discussion board
May 28, 2020	Zoom Session #4	Attend and participate in the required online discussion
May 31, 2020	ITP Loop responses	Reply to the questions posed by your peers and instructor in discussion board
June 4, 2020	Zoom session #5	Attend and participate in the required online discussion
June 11, 2020	E-Portfolio	Post link to Discussion Board by 1600

June 11, 2020	Zoom session #6	Attend and participate in the required online discussion
June 13, 2020	Self- assessment DUE	Deposit to D2L Dropbox

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Participation – Self-assessment	<p>SOWK 413 is highly experiential in nature and student participation is considered essential to individual and class learning. Each student is expected to attend all Zoom sessions and to be involved in the class discussions by sharing experiences and ideas from their practicum. Students are also expected to support the learning of their peers by encouraging their participation, hearing their perspectives and sharing constructive feedback.</p> <p>Students will submit a one-page, single spaced self-assessment for one-half of the participation grade (10%), while the instructor's evaluation will comprise the other half (10%) of the student's grade.</p> <p>The self-assessment should comment on the student's level of participation, contributions to the collective learning, final reflections on major learning from the practicum/seminar, a recommended grade out of 10, and a rationale for the recommended grade.</p>	June 13, 2020	20%	1, 2, 3, 4, 5

	<p>Criteria for class participation include punctuality, level of sharing of experiences, introducing new ideas and learning new information, engaging in class discussions, openness to the ideas of others, ability to pose questions, and adherence to group ground rules established by the class.</p> <p>DUE: To be submitted to D2L Dropbox on June 13, 2020.</p>			
ITP Loop (2)	<p>The intent of this assignment is to engage in reflective, collaborative social work practice using the ITP Loop Model and Peer Consultation. The ITP Loop Model provides a process for social workers to deconstruct their practice and break it down into its component parts. Practice is a fusion of listening, feeling, thinking, and acting, in which all these processes occur simultaneously. What may first appear to be intuitive can be carefully taken apart and analyzed, with the goal of improving field education experiences and social work practice. The ITP Loop Model consists of the following phases: retrieval, reflection, linkage, and professional response.</p> <p>Step 1: ITP Loop Process and Write-Up Each student will apply the ITP Loop to a practicum experience and post a write-up in the discussion forum in D2L. The posting should be made up of the following sections: retrieval, reflections, linkage, professional response, and two questions for peers that encourage critical reflection and reflexivity. The write up should be approximately 500 to 750 words in length.</p> <p>Please post directly onto the discussion board rather than attaching a document. Detailed information will be provided in class.</p> <p>Step 2: Responding to Others Students are expected to offer helpful, supportive, and resourceful consultation and feedback to their peers by responding to at least two other ITP Loop postings.</p>	<p>1- May 22, 2020</p> <p>2- May 31 2020</p>	<p>20%</p> <p>20%</p>	<p>1, 2, 3, 4, 5, 6, 7.</p>

	<p>Each response should be approximately 200 to 250 words. The responses will be assessed based on length and depth of response (i.e., illustrative of critical reflection and integration).</p> <p>You will also be expected to respond to these posts from your peers or instructor. At least two responses are required, each approximately 250 words.</p> <p>It is expected that all postings and responses will be presented in a manner that ensures the respect, dignity, and confidentiality for your classmates and for those with whom we work and serve.</p>			
E-Portfolio	<p>This assignment provides an opportunity to create a self-directed portfolio as an expression of the student’s current model of practice and articulate the meaning of that model. Students will be asked to integrate their learning from SOWK 412 and previous courses, work and volunteer experience, and personal, reflective knowledge of self in the development of an e-portfolio. As part of this process, students will select and assemble products from their own experience with individuals, families, groups, organizations and communities to illustrate or demonstrate the workings of their own practice model.</p> <p>Students will be asked to reflect on the learning gained from the process, and the implications for themselves as professionals and lifelong learners.</p> <p>E-portfolios are to be posted to discussion board and discussed during final ZOOM session.</p> <p>Specific guidelines and grading criteria for the assignment are discussed below in Additional Assessment and Evaluation Information</p>	June 11, 2020 before 1600.	40%	1,2,3,4,5,6,7

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

E-Portfolio - Critical examination, reflection and integration of learning are significant aspects of this assignment. In structuring your portfolio, be sure to include the following information:

- a) **Introduction** – introduces the reviewer to the contents by summarizing the purpose of the portfolio (complete course requirement, etc.) and the method you used in selecting and organizing the content;
- b) **Professional Resume'** – is very important in capturing your potential and strengths as a Registered social worker;
- c) **Personal Statement**– describes the student's developing professional and personal lenses. This may include, for example, a discussion of the student's developing conceptual frameworks of practice, self-assessment(s), and autobiographical sketch. Students should demonstrate clear links between theory and practice and integrate social work ethics and standards of practice as they inform their work;
- d) **Learning Products with Reflective Assessments** – the 6 CASW Core values and principles will guide you in selecting learning products that exemplify your best work during your academic studies. For each Core value/principle, choose 1-2 products that best reflect your commitment to the knowledge and values that are the foundation of our collective professional identity. Each product requires a reflective statement of 250-300 words identifying the rationale in selecting the product and any strengths or opportunities for development noted. Again, links between theory and practice should be clearly articulated;
- e) **Summary** : putting it all together - what does this all mean for the student as a beginning BSW practitioner? What's next as **you** look forward to becoming a BSW practitioner? Include areas for continued exploration, growth and professional development; and
- f) **Appendixes** – support or document information presented in another area of portfolio. Examples include certificates, diplomas, degrees, awards, academic transcripts, performance appraisals, ACSW registration.

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.

ADDITIONAL SUGGESTED READINGS

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.