



Course Number	SOWK 413 S09	Classroom	3-276
Course Name	Integrative Practice Seminar		
Day(s)	Mondays	Time	1:00pm -3:50pm
Instructor	Julie Mann-Johnson	Office Hours/Location	By appointment
E-mail	mannj@ucalgary.ca	Phone	780-492-4724

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

SOWK 413 is a half credit course taken in one academic session concurrently with Social Work 412, Practicum II.

SOWK 413 is designed to facilitate the integration of knowledge, values, attitudes and skills gained from other BSW courses, past experiences, and field placements. Within the supportive seminar context, students will have opportunities to discuss and critically reflect on social work practice drawing on their experiences in practicum. Students will enhance their ability to identify, apply, critique and evaluate social work theories, research, and conceptual frameworks. The course culminates with students' capstone written and oral expression of their professional practice framework.

Expectations within Seminar Format

The format of SOWK 413 is intended to foster a supportive seminar environment in which students can share their experiences in practicum, extending and receiving peer support while working toward meeting the learning objectives of the course. To accomplish this, students will be encouraged to participate as professionals within the course. Specifically, students will be expected to:

1. Fully engage and participate in seminar discussions.
2. Support classmates' engagement and participation in seminar discussions.
3. Remain open to giving and receiving constructive and respectful feedback and consultation regarding experiences in practicum.
4. Be prepared to critically reflect on theory and research and discuss its applications to practice.

The seminar format of SOWK 413 has implications for the Instructor and the students, especially given the course is the final requirement prior to students' assuming professional roles as BSW-credentialed social workers. As such, expectations for the Instructor include:

1. Initiate the development of "group norms" preferred by students at the beginning of the course and support their implementation throughout the semester.

2. While likely encompassed within the group norms, the Instructor is particularly responsible to support a classroom environment free from prejudice and discrimination based on gender, race, ethnicity, class, age, ability, religion, sexual orientation, and gender identity.
3. Provide the framework for each class and support each student's engagement throughout the semester.
4. Be clear about timelines for responding to student questions and concerns, and about when students can expect grades and feedback on assignments.

Confidentiality: In Class Meetings and Course Assignments

Students are expected to adhere to the guidelines for confidentiality of the Social Work Code of Ethics* established by the Alberta College of Social Workers (ACSW). No information that could potentially identify a client in any capacity will be used in class discussions and written assignments. Furthermore, the seminar is a confidential teaching milieu. No issues discussed by participants in the seminar should be discussed outside of the seminar setting.

*6.7.12: The social worker must take reasonable care to thoroughly disguise confidential information when using it for teaching, public education, accountability and research purposes. (ACSW Code of Ethics)

COURSE LEARNING OUTCOMES

SOWK 413 seminar is intended to support students' learning during Practicum II. Therefore, it encompasses and supports the learning objectives articulated in the Practicum Manual.

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

1. Develop a professional identity in accordance with the values and ethics of the social work profession.
2. Demonstrate knowledge and skills of generalist practice, using a variety of social work theories, approaches, and roles.
3. Practice reflectively and apply methods of critical thinking and inquiry to their social work practice.
4. Demonstrate knowledge about and an 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).
5. 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 required textbook for this class. Please refer to the course D2L site for posted readings.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials.

CLASS SCHEDULE

The initial two seminar classes are intended to support students' as they settle into placement. The remaining seminars focus on the Practice/Learning Objectives articulated for the Practicum and Seminar. These objectives also form the 'outline' for the major assignments of the course and relate to the development of the student's professional practice framework. The seminar meetings are intended to enhance and deepen students' knowledge of the range of practice models and their capacity to articulate knowledge and skills related to their preferred approach to practice. The final classes are intended to support students as they exit the BSW program and enter professional social work practice.

Date	Topic	Readings/Assignments Due
1/January 13	Opening in Ceremony Introductions Reviewing course outline Preparing for practicum	
2/January 20	Initial Impressions Learning Agreement Discussion of Practicum Experiences	
3/January 27	ACSW Registration Overview Professional Social Work Identity Discussion of Practicum Experiences	Draft Learning Agreement due Pair Exercise #1 Bogo, M & Vayda, E., (1998) <i>The practice of field instruction in Social Work: Theory and Process</i> 2nd ed. Toronto: University of Toronto Printed with author's permission The Integration of Theory and Practice: The ITP Loop Model
4/February 3	ITP Loop Generalist Practice	Pair Exercise #2 ITP Loop due February 5 Fairbairn, M. & Strega, S. (2015). <i>Anti-oppressive approaches to child protection: Assessment and file recording</i> . In J. Carriere & S. Strega (Eds.), <i>Walking this path together: Anti-racist and anti-oppressive child welfare practice</i> (2nd ed.) (pp. 157-175). Winnipeg, Manitoba: Fernwood Publishing.
5/ February 10	Field Trip – Bent Arrow	
6/ February 17	No class	
7/ February 24	Supervision Discussion of Practicum Experiences	Pair Exercise #3

RELATIONSHIP TO OTHER COURSES

The emphasis of this course is on practice; that is, social work in action. Because students are expected to apply knowledge, skills and values to practice situations, this course is related to all other BSW courses. The seminar is directly linked to SOWK 412, Practicum II.

SOWK 413 relates to the following BSW Program Level Outcomes:

- Identify as a professional social worker and adopt a value perspective of the social work profession.
- Adhere to social work values and ethics in professional practice
- Promote human rights and social justice
- Promote and support diversity by addressing structural sources of inequity
- Employ critical thinking and reflection in professional practice
- Engage with individuals, families, groups, and communities through professional practice
- Recognize the links between components of social work practice

		McLaughlin, A.M., Gray, E. & Wilson, M.G (2017). From Tenuous to Tenacious: Social Justice Practice in Child Welfare. <i>Journal of Public Child Welfare</i> , 11(4-5), 568-585.
8/March 2	ITP Loop Possible presenter – Social Policy	Pair Exercise #4 ITP Loop due March 4 Munro E., Turnell A. (2018) Re-designing Organizations to Facilitate Rights-Based Practice in Child Protection. In: Falch-Eriksen A., Backe-Hansen E. (eds) <i>Human Rights in Child Protection</i> . Palgrave Macmillan, Cham
9/ March 9	Capstone workshop Possible presenter – kinship care	Pair Exercise #5
10/March 16	ITP Loop Models, approaches, theories	Pair Exercise #6 ITP Loop due March 18
11/March 23	Panel: Social Work Career Opportunities Planning for your Social Work career	
12/March 30	Preparing for Termination Preparation for Capstone Presentations Discussion of Practicum Experiences	Professional Practice Framework paper
13/April 6 and 7	Capstone Presentations Closing celebration	
14/April 13	No class (Holiday Monday)	

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.

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.

Zoom recordings of online classes

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assessment Method	Description	Due Date	Weight	Aligned Course Learning Outcome
1: Integrating Theory and Practice (ITP) Loops	The intent of this assignment is to engage in case formulation and consultation from a social work lens 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 an amalgam of listening, feeling, thinking, and acting in which all these processes occur simultaneously. What appears at first glance holistic and intuitive can be unraveled and articulated with the goal of improving field education experience and social work practice. The ITP Loop model consists of the following phases: retrieval, reflection, linkage and professional response. Peer consultation also forms an important part of the ITP loop. More information regarding ITP loops will be shared in class early in the semester.	Presentation dates: February 3, March 2 and March 16 Hard copy due dates: February 5, March 4, March 18	10% each loop 30% total	1,2,3,4,5

	<p>Students will write the ITP loop components of retrieval, reflection, linkage, and professional response prior to class. Students will then have class time to present their ITP loop to a small group of classmates to incorporate peer consultation. Due to a shortage of class time, not all students will be able to present their ITP loops to small groups for each ITP loop. However, students must present to their small group at least once over the three presentation dates of the semester.</p> <p>A paper copy of the ITP loop will also be handed in 48 hours following the presentation of the ITP loop to allow opportunity to incorporate learnings from peer consultation into the ITP loop.</p>			
2: Exercise Leadership and Write-Up	<p>Assignment 2 is a pair assignment. Each pair of students will lead the seminar in one group exercise. Exercises can be of the “warm up,” “trust building” and should support cohesion and safety within the seminar group. The write-up of the group leadership exercise will include two components: 1) a brief description of the exercise, and 2) a brief analysis of its implementation with the seminar group and its relevance to social work practice. A grading rubric will be provided at the start of term. Depending on students’ interest and agreement, descriptions will be shared with all seminar members on D2L in order to develop students’ portfolios of these kinds of exercises.</p>	<p>Student let exercises will begin on January 27 and continue on weekly throughout the term.</p> <p>The write up is due to the instructor by the end of Friday on the week the students have presented.</p>	10%	1,2,3,4
3: Professional Practice Framework – Written Component	<p>The Professional Practice Framework will normally be a 15-page written document (exclusive of references) in a combined academic/reflective style. The overarching intent of the assignment is to support students’ articulation of their unique perspectives, strengths, and aspirations</p>	March 30	35%	1,2,3,4,5

	<p>relative to key components of social work practice.</p> <p>The paper should incorporate content areas identified within the Practicum II and Seminar learning objectives. Students are welcome to incorporate recommended readings, academic and peer-reviewed reading materials. After an Introduction, the paper should encompass the following:</p> <ul style="list-style-type: none"> • Professional Social Work Identity – Discuss “social work identity;” describe perspectives on, components of, and/or consequences of “social work identity,” including (but not restricted to) professional codes/standards of practice and ethical decision making. Describe how your practicum experience(s) have contributed to your developing professional identity. • Generalist Practice – Discuss generalist practice. Describe your two preferred models of practice, identifying theories, knowledge and skills required for implementation of each. Demonstrate application of theory to practice and/or research to practice using examples from your practicum and/or previous work experience. Reflect on why these models fit for you, and your current strengths and limitations. • Reflective Practice – Describe reflective practice and what it means to you. Describe the fit between your preferred models of practice and reflective practice. Demonstrate how your reflective practice could be integrated into your preferred practice models. • Competence with Diversity – Describe where “competence with diversity” fits within your own practice. Demonstrate your understanding of ongoing challenges related to individual and systemic oppression. Reflect on your growth in this area and anticipated future challenges. 			
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	<ul style="list-style-type: none"> • Social Justice and Social Policy – Consider how your practice fits within the social work commitment to anti-oppressive practice (or an alternative social justice framework). Reflect on how your own personal practice framework is connected/disconnected with broader social justice goals related to sustainability, environmental justice, human rights and global issues. <p>Note that the paper does NOT have to follow the order in which the components are listed above. Students are welcome/encouraged to talk with the Instructor regarding their ideas about how to structure their paper (or alternative).</p>			
<p>4: Professional Practice Framework – Capstone Presentation</p>	<p>Students will present in a conference-style format between April 6 and 7. Each student will have 20 minutes, with the expectation that 15 minutes be used for presenting and 5 minutes for responding to questions/comments from audience members. Students are welcome to select the mode of presentation that works best for them. Students are expected to attend both days of presentations, and attendance on April 7 will be considered practicum hours.</p> <p>The following are suggested as <i>guidelines</i> for the presentation. Students may choose to adapt these guidelines to suit individual circumstances. Students are also expected to adjust the number of minutes devoted to each area (indicated in parentheses).</p> <ul style="list-style-type: none"> • Presentation introduction (3 minutes) • Your professional identity (3 minutes) • The meaning of generalist practice and your two preferred models of 	<p>April 6 or 7</p>	<p>25%</p>	<p>1,2,3,4,5</p>

	<p>practice within or extending the generalist model (6 minutes)</p> <ul style="list-style-type: none"> • How reflection fits in your practice (4 minutes) • Locate yourself within social justice/anti-oppressive social work generally (2 minutes) • Conclude with comments about your hopes/dreams/aspirations for the future (2 minutes) <p>The rubric detailing the grading criteria for the presentation will be distributed within the first month of the semester.</p>			
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ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION
<p><u>ATTENDANCE AND PARTICIPATION EXPECTATIONS</u> A seminar format requires students to be fully and completely engaged in classroom learning activities. Regular attendance, punctuality, and engagement in classroom discussions is expected.</p> <p><u>GUIDELINES FOR SUBMITTING ASSIGNMENTS</u> Assignments are due by the end of day on the due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted. Assignments are to be submitted via D2L dropbox.</p> <p><u>LATE ASSIGNMENTS</u> Late papers will NOT be accepted or will be accepted with a per day 10% reduction in grade. Exceptions will be made if formally agreed to by the instructor and negotiated well in advance of the assignment due date.</p> <p><u>EXPECTATIONS FOR WRITING</u> 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 Student Success Centre, at: https://www.ucalgary.ca/student-services/student-success/writing-support”</p> <p><u>ACADEMIC MISCONDUCT</u> 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. 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</p>

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

UNIVERSITY OF CALGARY POLICES 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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013):

http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf

Students are expected to ensure they are both familiar with, and comply with these standards.

ACADEMIC ACCOMMODATION

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>

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**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**

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
To be developed.