



Course Number	SOWK 413 S11	Classroom: 3-275
Course Name	Integrative Practice Seminar	
Schedule	Monday (1:00pm - 3:50pm)	
Instructor	Sherri Tanchak, PhD(c), MSW, RSW	Office Hours: As Requested
Contacts	Email: sltancha@ucalgary.ca Phone: 780-492-4557	
SYLLABUS STATEMENT		
Advanced integration of concepts, perspectives, theories and skills with practicum experiences, developing conceptual frameworks of practice.		
COURSE DESCRIPTION		
<p>SOWK 413 is a half credit course taken in one academic session concurrently with Social Work 412, Practicum II.</p> <p>SOWK 413 is designed to facilitate the integration of knowledge, values 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.</p> <p>Expectations within Seminar Format</p> <p>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:</p> <ol style="list-style-type: none"> 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. <p>The seminar format of SOWK 413 has implications for the Instructor and 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:</p> <ol style="list-style-type: none"> 1. Initiating the development and implementation of a shared classroom agreement with students. 2. Supporting a learning environment free from prejudice and discrimination based on gender, race, ethnicity, class, age, ability, religion, sexual orientation, and gender identity. 3. Providing the framework for each class and support each student's engagement throughout the semester. 4. Identifying late submission grade deduction and timelines for responding to student questions and concerns, returning grades and feedback on assignments. 		

Confidentiality: Seminars and Course Assignments

Students are expected to adhere to the guidelines for confidentiality of the Social Work Standards of Practice, Alberta College of Social Workers (ACSW) and the Canadian Association of Social Workers (CASW) Code of Ethics. 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.

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. Identify 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, roles and reflexivity.
3. Apply critical thinking and inquiry to their social work practice.
4. Demonstrate knowledge about and skills to provide effective service to diverse clients or communities (e.g., race, class, age, gender, religion, culture, sexual orientation, 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.

COURSE READINGS AND D2L

Course Readings - Please refer to the course D2L site for posted readings.

SOWK413 D2L Site - A D2L site has been set up for this course which contains required readings and other relevant class resources and materials.

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

CLASS SCHEDULE

The initial two seminars 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 that relate to the development of the student's professional practice framework. The seminars are intended to enhance 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 course seminar is intended to support students as they exit the BSW program and enter professional social work practice.

Date	Topic	Assignments Due
January 13	<ul style="list-style-type: none"> ▪ Introductions & Course Overview ▪ Preparing for Practicum ▪ Learning Plan Development 	
January 20	<ul style="list-style-type: none"> ▪ Well-being Assessment & Self-Care Plan ▪ Learning Plan Development 	
January 27	<ul style="list-style-type: none"> ▪ ACSW Registration Overview ▪ Social Work Ethics 	<ul style="list-style-type: none"> ▪ Draft Learning Agreement ▪ Pair Exercise #1
February 3	<ul style="list-style-type: none"> ▪ ITP Loop(1) ▪ Professional Social Work Identity 	<ul style="list-style-type: none"> ▪ Pair Exercise #2 ▪ ITP Loop due February 5
February 10	BSW Practicum Seminar at Bent Arrow Parkdale School, 11648 – 85 Street, Edmonton, Alberta	
February 17	No class (Family Day)	
February 24	Social Work Theories and Approaches	<ul style="list-style-type: none"> ▪ Pair Exercise #3
March 2	<ul style="list-style-type: none"> ▪ ITP Loop(2) ▪ Research In Practice 	<ul style="list-style-type: none"> ▪ Pair Exercise #4 ▪ ITP Loop due March 4
March 9	<ul style="list-style-type: none"> ▪ Social Policy and Social Justice ▪ Well-being and Self-Care Plan Check-in 	<ul style="list-style-type: none"> ▪ Pair Exercise #5
March 16	<ul style="list-style-type: none"> ▪ ITP Loop(3) ▪ Developing Professional Practice Framework 	<ul style="list-style-type: none"> ▪ Pair Exercise #6 ▪ ITP Loop due March 18
March 23	Panel: Social Work Career Opportunities	<ul style="list-style-type: none"> ▪ Pair Exercise #7
March 30	Developing the BSW Capstone Presentation	<ul style="list-style-type: none"> ▪ Professional Practice Framework Paper
April 6 and 7	Capstone Presentations & Closing celebration	
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 *(During seminar 1 of the course, assignment guidelines and grading rubrics will be shared with students and posted on the course D2L site.)*

Assessment Method	Description	Due Date	Weight	Aligned Course Learning Outcome
Integrating Theory and Practice (ITP) Loops	For this assignment, students will develop and present their ITP Loop in small groups during seminar. Two days post presentation of the ITP Loop, students are required to submit a copy of their IPT Loop to the course D2L site (dropbox).	Presentation of ITP Loop: February 3, March 2, and March 16 Submit ITP Loop to D2L: February 5, March 4, and March 18	10% per loop 30% total	1,2,3,4,5
Facilitating Well-being Exercise	For this assignment, students will pair up with another student and lead the class through a 30 minute well-being exercise.	Students will be assigned a presentation date at seminar 1.	10%	1,2,3,4
Professional Practice Framework Paper	This assignment requires students to write a 15-page paper that reflects their Professional Practice Framework (not including, title page, references, or appendices). Within the framework, students will include discussion and critical analysis of the following areas:	March 30	35%	1,2,3,4,5

	Professional Social Work Identity; Generalist Practice; Reflective Practice; Competence with Diversity; and Social Justice and Social Policy.			
Professional Practice Framework – Capstone Presentation	On April 6 or 7, students will provide a 20 minute presentation of their professional practice framework (<i>15 minutes for presentation & 5 minutes for questions</i>). Students are expected to attend both days of presentations. Attendance on April 7 will be considered practicum hours.	April 6 or 7	25%	1,2,3,4,5

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 ASSESSMENT AND EVALUATION INFORMATION

Attendance and Participation Expectations

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.

Guidelines for Submitting Assignments

Assignments are due before midnight on their 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.

Late Assignments

Late papers 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.

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 Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support> or at the UofA Center for Writers: <https://www.ualberta.ca/current-students/centre-for-writers>.

Academic Misconduct

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>

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, 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