

**Fall 2019 & Winter 2020**

<b>Course Number:</b>	SOWK 662 S02	<b>Classroom:</b>	See class schedule
<b>Course Name:</b>	Integrative Seminar		
<b>Day &amp; Time:</b>	September 3-6 (Tuesday 10am-4pm, Wednesday to Friday, 9am-4pm) Fri 1-4pm on: Sep 20 & 27, Oct 11 & 25, Nov 8 & 22, Dec 6, Jan 17 & 31, Feb 14 & 28, Mar 13 & 27 Fri Apr 17 for final presentations (time TBA)		

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**COURSE OUTLINE**
**Syllabus Statement**

Integration of theory, research applications/evaluation and professional practice in the student's area of specialization; and preparation of a capstone exit requirement.

**Course Description**

This course provides students with an opportunity to integrate theory and practice – that is, to link knowledge, skills and values derived from MSW coursework and past experiences with social work practice experiences in the practicum setting (SOWK 660). Students will participate in collaborative discussions regarding professional issues, practice situations, ethical dilemmas, and the application of theory to practice. Students are encouraged to provide constructive feedback and consultation to peers, and to participate collectively and collaboratively in furthering their learning and promoting professional development. Emphasis will be placed on integration of research, theory and social work practice with personal and professional development. Students will be expected to: 1) present and discuss practice experiences from their practicum settings; 2) critically reflect upon their own and others' practice experiences; 3) engage in a collaborative learning process; 4) demonstrate competence in their ability to identify, apply, critique, and evaluate theories and conceptual frameworks to practice situations; and 5) apply learnings from advanced social work practice and specialization courses to their practice and practicum experiences.

The Integrative Seminar will also introduce or re-introduce key social work themes with a focus on application to social work practice and to students' practicum experiences. These themes relate to the five practice objectives of Advanced Practicum (SOWK 660) and include: 1) diversity and Indigenous

contexts; 2) oppression and social justice; 3) professional identity and self-care; 4) theoretically informed and evidence-based practice; 5) program and practice evaluation; 6) facilitating and advocating for change; and 7) articulating a professional model of practice.

Finally, throughout the eight months of seminar, students will be building an electronic integrative portfolio (EIP) that will serve as the capstone project or final exit requirement of the MSW program. The EIP is described further in the *assignments* section, below.

Co-requisite: This course is taken concurrently with SOWK 660, Advanced Practicum.

## Learning Objectives

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

1. Identify, apply and reflect on their developing social work knowledge, values and skills, particularly in the context of Advanced Practicum and in the areas of: diversity and Indigenous contexts; oppression and social justice; professional identity and self-care; theoretically informed and evidence-based practice; program and practice evaluation; facilitating and advocating for change; and articulating a professional model of practice;
2. Critically assess social work practicum and practice experiences through reflection, discussion, peer consultation and constructive feedback;
3. Reflect on their practicum learning goals, and their growth/development towards reaching these goals, with reference to specific shifts in their thinking and practice;
4. Participate actively in class discussions and work collaboratively and collectively with other students in furthering learning and professional development.

Upon completion of the Electronic Integrative Portfolio (EIP) or Capstone, students will (be able to):

1. Articulate their professional identity and social work practice foundations in relation to their values, the Code of Ethics, social justice, Anti-Oppressive Practice (AOP), and MSW specialization;
2. Make connections between their personal and professional identities and values and their social work identity and practice;
3. Present a personal model of practice that is grounded in theory and evidence and relevant to their MSW specialization;
4. Demonstrate the application of their model of practice and applied research concepts through a case study from practicum or from their practice, including a proposed evaluation of an intervention;
5. Articulate critical learning moments and insights reached during the MSW program, including key learnings from coursework in advanced social work practice, specialization courses and practicum/seminar;
6. Reflect broadly on their learning journey over the course of their MSW degree program and its impact on their social work identity/practice; and
7. Demonstrate a commitment to their continued growth and development by identifying future goals for continued learning and professional development.

## Relationship to Other Courses

The emphasis of SOWK 662 is on linking theory, research and practice; and the application, integration and demonstration of knowledge gained in advanced social work practice and specialization courses to

social work practice and practicum. Therefore, this course relates to all other MSW courses. The seminar is taken concurrently with and is directly linked to Advanced Practicum (SOWK 660).

## Required Readings\*

**Block week** (all readings and links to resources available through D2L site):

### Day 1 (Tuesday, September 3)

- Ermine, W. (2011). What is ethical space? Collective ethics as a path to resisting burnout. Insights, Different Knowings Speaker's Series. Retrieved from: <https://www.youtube.com/watch?v=85PPdUE8Mb0>
- Gilbert, A., & Slied, Y. (2009). Reflexivity in the practice of social action: From self to inter-relational reflexivity. *South African Journal of Psychology*, 39(4), 468-479.
- Udophia, I. (2018). *Contemplative practices for an anti-oppression pedagogy*. Retrieved from: <http://www.contemplativepracticesforantioppressionpedagogy.com/blog/2018/10/14/into-the-light-zines-as-radical-healing-by-itoro-udofia>

### Day 2 (Wednesday, September 4)

- Choudhury, S. (2015). *Deep diversity: Overcoming us vs them* (Emotions: Understanding ourselves and others, pp. 21-45). Toronto, ON: Between the Lines.
- DiAngelo, R. (2011). White fragility. *International Journal of Critical Pedagogy* 3(3), 54-70.
- Lorenzetti, L. (2019, June). *People's power and collective resistance*. Explore UCalgary. Retrieved from <https://explore.ucalgary.ca/power-collective-resistance>

### Day 3 (Thursday, September 5)

- Cindy Blackstock – Media articles: Please select a minimum of 2 articles from the list from the link below. Come prepared to discuss your chosen articles in class. Retrieved from: <https://muckrack.com/cindy-blackstock/articles>
- Gehl, L. (2013). *The turtle must lead, anything else is false solidarity*. Retrieved from: <http://rabble.ca/news/2013/02/turtle-must-lead-anything-else-false-solidarity>
- Little Bear, L. (2016). *Blackfoot metaphysics 'waiting in the wings'*. Big Thinking Series. Retrieved from: [https://www.youtube.com/watch?v=o\\_txPA8CiA4](https://www.youtube.com/watch?v=o_txPA8CiA4)

### Day 4 (Friday, September 6)

- No assigned readings. 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: <https://fsw.ucalgary.ca/files/fsw/2019-field-education-manual.pdf>

## **Fall & Winter Terms:**

### October 11

- Edmond, T., Megivern, D., Williams, C., Rochman, E., & Howard, M. (2006). Integrating evidence-based practice and social work field education, *Journal of Social Work Education*, 42 (2), 377-396.
- Poulter, J. (2005). Integrating theory and practice: A new heuristic paradigm for social work practice. *Australian Social Work*, 58 (2), 199-212.

### November 8 & December 6

- Alter, C. (1997). Logic modeling: a tool for teaching practice evaluation. *Journal of social work*

*education*, 33, 103-117.

- Baker, L.R., Stephens, F., & Hitchcock, L. (2010). Social work practitioners and practice evaluation: How are we doing? *Journal of Human Behavior in the Social Environment*, 20, 963-973.
- Davis, T.D. (2006). Practice evaluation in social work. *Smith College Studies in Social Work*, 76(33), 67-92.
- Rural Health Innovations, National Rural Health Resource Centre. (2016). A guide to writing a program evaluation plan. Retrieved from:  
[https://www.ruralcenter.org/sites/default/files/Evaluation\\_Plan\\_Guide\\_Allied.pdf](https://www.ruralcenter.org/sites/default/files/Evaluation_Plan_Guide_Allied.pdf)

#### February 28

- Lorenzetti, L. (2017). Types of social action. Voicethread. Retrieved from:  
<https://voicethread.com/share/3928706/>
- Lorenzetti, L. (2013). Developing a cohesive emancipatory social work identity: Risking an act of love. *Critical Social Work*, 14(2), 47-59
- Samuel, J. (2002). What is people-centered advocacy? *PLA Notes*, 43: 9-12. Retrieved from  
<http://pubs.iied.org/pdfs/G01974.pdf>

\*Please note that additional readings may also be assigned. Any additional readings assigned will be provided at least 2 weeks prior to class.

### **Class Schedule**

The course starts with a 4-day block week and then 3-hour classes approximately every 2 weeks for the rest of the fall and winter terms. Block week will provide an opportunity for students to become oriented to the practicum, seminar and capstone; as well as to engage in learning activities relating to the themes of diversity, Indigenous contexts, oppression, social justice, professional identity and self-care. Classes in fall and winter terms will allow students opportunities to process and share practicum experiences; make linkages between research, theory and practice; integrate course learnings with practicum experiences; explore the remaining themes of seminar (e.g., program and practice evaluation); and continue discussions and preparation for capstone.

#### Missing Class

If you are unable to attend a seminar class, please notify the lead instructor(s) for the day as soon as possible. Students who miss a seminar may be assigned a make-up assignment by the instructor, depending on the focus of seminar for the missed class. As an example, if a student is unable to attend a field seminar, the student may be responsible for submitting a 3-5 page journal entry to the instructor, outlining the student's progress in the field, interesting practice issues, questions or concerns.

#### Confidentiality in Class and Course Assignments

As professionals, students and 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 3) keep confidential any issues introduced in the seminar - please ensure that issues are discussed only in general (rather than specific) ways outside the classroom.

Class Schedule (tentative and subject to change)

Class Dates, Times & Location	Lead Instructor	Topics
Sep 3 10am-4pm TI Studio D	Jessica Ayala & Liza Lorenzetti (morning)  Liza Lorenzetti (afternoon)	Morning: <ul style="list-style-type: none"> <li>Opening ceremony</li> <li>Introductions</li> <li>Course overview</li> </ul> Afternoon: <ul style="list-style-type: none"> <li>Praxis: Theory, ethics, reflection and practice integration</li> <li>Introduction to Pods</li> </ul>
Sep 4 9am – 4pm TI Studio D	Jessica Ayala & Liza Lorenzetti (morning)  Liza Lorenzetti (afternoon)	Morning: <ul style="list-style-type: none"> <li>Introduction to capstone</li> <li>Assignment 2 discussion</li> <li>Social justice practice</li> </ul> Afternoon: <ul style="list-style-type: none"> <li>Social justice practice (cont.)</li> <li>Advocacy for social justice</li> </ul>
Sep 5 9am – 4pm TI Studio D	Liza Lorenzetti  Morning guest: TBA	Morning: <ul style="list-style-type: none"> <li>Indigenous Social Work</li> </ul> Afternoon: <ul style="list-style-type: none"> <li>Field trip to Blackfoot Galleries at Glenbow Museum</li> </ul>
Sep 6 9am – 4pm EDC 164 for morning TBA for afternoon	Morning: Lorraine Letkemann  Morning guest: Amy Fulton  Afternoon: Lorraine Letkemann (B01) Michael Watts (B02)	Morning: <ul style="list-style-type: none"> <li>Practicum orientation</li> <li>The learning agreement</li> <li>Self-care</li> </ul> Afternoon: <ul style="list-style-type: none"> <li>First integrative seminar with faculty liaison</li> </ul>
Sep 20 1-4pm PF 222	Michael Watts	<ul style="list-style-type: none"> <li>Practicum check-in, collaboration &amp; consultation</li> </ul>
Sep 27 1-4pm PF 222	Michael Watts	<ul style="list-style-type: none"> <li>Practicum check-in, collaboration &amp; consultation</li> </ul>
Oct 11 1-4pm SA 124	Jessica Ayala	<ul style="list-style-type: none"> <li>Practicum check-in (pods)</li> <li>Capstone check-in &amp; assignment 3 discussion</li> <li>Theoretically informed practice</li> </ul>
Oct 25 1-4pm PF 222	Michael Watts	<ul style="list-style-type: none"> <li>Practicum check-in, collaboration &amp; consultation</li> </ul>
Nov 8 1-4pm SA 124	Jessica Ayala	<ul style="list-style-type: none"> <li>Practicum check-in (pods)</li> <li>Introduction to applied research &amp; evaluation</li> </ul>

Nov 22 1-4pm PF 222	Michael Watts	<ul style="list-style-type: none"> <li>• Practicum check-in, collaboration &amp; consultation</li> </ul>
Dec 6 1-4pm SA 124	Jessica Ayala	<ul style="list-style-type: none"> <li>• Practicum check-in (pods)</li> <li>• Capstone check-in &amp; assignment 4 discussion</li> <li>• Evaluating Practice and Programs</li> </ul>
Jan 17 1-4pm PF 222	Michael Watts	<ul style="list-style-type: none"> <li>• Practicum check-in, collaboration &amp; consultation</li> </ul>
Jan 31 1-4pm SA 124	Liza Lorenzetti	<ul style="list-style-type: none"> <li>• Practicum check-in (pods)</li> <li>• Facilitating and advocating for change</li> </ul>
Feb 14 1-4pm PF 222	Michael Watts	<ul style="list-style-type: none"> <li>• Practicum check-in, collaboration &amp; consultation</li> </ul>
Feb 28 1-4pm SA 124	Jessica Ayala	<ul style="list-style-type: none"> <li>• Practicum check-in (pods)</li> <li>• Capstone check-in &amp; assignment 5 discussion</li> </ul>
Mar 13 1-4pm PF 222	Michael Watts	<ul style="list-style-type: none"> <li>• Practicum check-in, collaboration &amp; consultation</li> </ul>
Mar 27 1-4pm SA 124	Jessica Ayala & Liza Lorenzetti	<ul style="list-style-type: none"> <li>• Capstone preparation, review &amp; feedback</li> </ul>
Apr 17 Time TBA Location TBA	Jessica Ayala Liza Lorenzetti Michael Watts Lorraine Letkemann	<ul style="list-style-type: none"> <li>• Final capstone presentations</li> <li>• Celebration!</li> </ul>

## Assignments

### Assignment 1: Participation & Learning Folder (10%) – Due March 27

Through class discussion, reflective exercises and assigned activities, students will have the opportunity to process their practicum experiences, individually and in groups, during integrative seminars. Through a series of in-class exercises and take-home worksheets, students will reflect on their own professional development and explore the relationships between theory, research and practice. Many of the activities involved in this assignment will happen during class time, and therefore active engagement and participation in the integrative seminars is crucial. Activities may include, but are not limited to, the development of a self-care plan, writing a social action letter, and writing and discussing Integration of Theory and Practice (ITP) loops. Students will be advised in seminar which assignments to add to their learning folder. For the submission of the learning folder, students will write a final summary reflection of what they have learned about themselves through these activities and discuss how these learnings impact them personally and professionally. The final submission of the learning folder will include the summary reflection and completed exercises and worksheets from class. Final reflection length: 1000-1200 words (3-4 pages double spaced).

### Assignments 2-5: Capstone Project: Electronic Integrative Portfolio (EIP)

The Integrative Electronic Portfolio (EIP) is the key demonstrative project for the MSW and represents an articulation of praxis. Praxis, which is knowledge as action, is informed by the integration of critical reflection/theory, learning, practice/experiences, and evaluation/assessment. This portfolio will

demonstrate a student's journey through the MSW program, showing the evolution in their approaches to practice throughout the period of the MSW study. Learnings from the classroom, assignments, practicum, positionality and other experiences are integrated and summarized in order to achieve the capstone objectives as stated in this course outline.

Students will create or "build" the EIP throughout the Integrative Seminar. In other words, the seminar assignments, outlined below, will each form key components of the EIP. Students will receive a grade and feedback on most individual components and are encouraged to use this feedback to further refine each component in preparation for the final presentation of the EIP at the end of the course/program.

Every student will build a personal website as the organizing platform for their EIP. Major components of the website/EIP will be as follows:

- Introduction: Who am I? (Assignment 2)
- Practice Foundations (Assignment 2)
- Personal Model of Practice (Assignment 3)
- Case Study & Evaluation Plan (Assignment 4)
- Key Learnings (Assignment 5)
- Future Goals (Assignment 5)

As part of the final component of the EIP, students will share and present the final electronic integrative portfolio to a small panel of instructors on April 17<sup>th</sup>. Please see Assignment 5 below for further details.

In addition to the academic and critically reflective pieces that students will be completing through their assignments, students are encouraged to add selected artifacts to the EIP, such as pictures, music, art, particularly relevant assignments, or other artefacts. These artefacts will compliment and add depth to the written components and contribute to a creating a website that is both dynamic and engaging.

Students must pass all individual assignments, including the final assignment and presentation (Assignment 5), in order to pass the course and successfully complete their MSW program.

### **Assignment 2 – Introduction & Practice Foundations (20%) – due October 7**

Introduction - Students will introduce themselves and reflect on the life journey and values that led them to social work and to the MSW Program. Questions to reflect on for this section include: Who am I? What is my identity or how do I position myself in the world? What values and beliefs are important to me? What led me to social work? What were my goals coming into the MSW program? What are my practice interests?

Practice foundations – Students will discuss their professional identity and social work practice foundations in relation to their values, the Code of Ethics, social justice, Anti-Oppressive Practice (AOP), and MSW specialization. Questions to reflect on for this section include: Who am I as a social worker? How does this relate to who I am and what I believe in personally? What is my worldview? What values and beliefs guide my practice? How does the Code of Ethics guide my practice? How do I understand issues of power, oppression and diversity? What does social justice mean to me? How does AOP relate to my social work practice?

Length – 1500-2000 words (6-8 pages).

### **Assignment 3 – Personal Model of Practice (20%) – due Dec 16**

Students will present a personal model of practice that is grounded in theory and evidence, and relevant to their MSW specialization. Students will: 1) articulate their model of practice and identify relevant theories central to their model; 2) introduce each relevant theory and demonstrate a solid understanding of these (e.g., main tenets of each theory, key theorists and works); 3) present some evidence for the use of their model of practice for clinical practice in general and/or in practice contexts relevant to their specialization, including limitations or potential limitations of the model. Minimum 8 references.

Questions for reflection include: Which theories or approaches ground my social work practice? How do these relate to each other, to who I am and to my social work practice foundations? How do these relate to my practice specialization and areas of interest? What do these theories propose? Who are the main theories or seminal works in this area and what are their contributions? What are some of the benefits and limitations of this approach? What research evidence supports my model of practice in my specialization or area of interest?

Length – 1500-2000 words (6-8 pages double spaced).

#### **Assignment 4 – Case Study & Evaluation Plan (25%) – due Feb 28**

In this assignment, students will have an opportunity to demonstrate their ability to integrate theory, research and practice through the application of their personal model of practice (articulated in Assignment 3) and development of a practice evaluation plan.

This assignment presents an actual “case study” involving a situation the student encountered in their practice, either in the Advanced Practicum (SOWK 660) or in other recent practice. The case must relate to the student’s specialization (e.g., clinical practice) and substantive area of focus (e.g., child mental health) in which the student has developed specialized knowledge during the MSW program. In the clinical specialization, the “case” may be an individual, couple, family or group. The case may be an actual case from practice (if consent is obtained) or represent a composite of cases (if consent is not obtained). It may include a description of how the student worked with the case presented, and/or how the student may have worked differently in hindsight.

This assignment builds on Assignment 3 by providing an opportunity for the student to demonstrate their personal model of practice “in action” through application to a practice situation. Students will also have an opportunity to demonstrate their understanding of applied research concepts through developing a brief evaluation plan for their proposed intervention.

The following headings are suggested as guidelines:

1. Introduction - Introduce the case by briefly describing the context and why you selected this particular case for this assignment.
2. Case description - Provide a full description of the case, including relevant background and the key problem, question or issue for analysis.
3. Analysis of the Case - Briefly summarize your personal model of practice from Assignment 3. Using this personal model of practice, what is your assessment, understanding or analysis of this case, problem or practice situation?
4. Proposed intervention - Based on your case assessment, understanding or analysis, what is your actual or proposed intervention or approach to address this case, problem or practice situation? How does this intervention or approach align with your model of practice?
5. Evaluation plan - How would/did you evaluate the effectiveness of the intervention in your case study? Briefly describe the proposed evaluation purpose/question(s), research approach (e.g., quantitative/qualitative/mixed methods), methodology, rationale and methods.
6. Final reflections - Reflect on your own challenges/strengths during your work with this case, problem or practice situation. What have you learned about the integration of theory, research and practice? How will you apply these learnings to your future practice?

Length – 2500-3000 words (10-12 pages double spaced).



**Assignment 5 – Final EIP Development & Presentation (25%) – website due by April 9, presentations on April 17 – presentation schedule TBA**

Students will develop the final two components of the EIP, then integrate the different components and artifacts into the website for final submission by April 9.

Developing Final EIP Components – Key Learnings & Future Goals

**Key Learnings** – Students will reflect broadly on their learning journey over the course of their MSW degree program and its impact on their social work identity/practice. Students will articulate critical learning moments and insights reached during the MSW program, including key learnings from coursework in advanced social work practice, specialization courses and practicum/seminar. Questions for reflection include: What critical learnings from particular courses stand out to me? What moments during the program have been most meaningful to me? Who or what has been most influential to my growth and development? Meaningful artifacts for this section include transformative assignments, pictures of influential books/people, or links to meaningful resources.

**Future Goals** – Students will demonstrate a commitment to their continued growth and development by identifying goals for future learning and professional development. Questions for reflection include: What's next for me as I look forward to being an MSW practitioner? What projections, dreams, intentions and aspirations do I have? What are areas for continued exploration, growth and professional development?

Length – 1500-2000 words (6-8 pages double spaced)

Final EIP Submission – Due April 9

Students will integrate the final two components of their EIP with all previous components in order to create the entirety of the EIP project for final submission. The final EIP Project will have the following sections:

- Introduction: Who am I? (Assignment 2)
- Practice Foundations (Assignment 2)
- Personal Model of Practice (Assignment 3)
- Case Study & Evaluation Plan (Assignment 4)
- Key Learnings (Assignment 5)
- Future Goals (Assignment 5)

Students may also add additional sections to the EIP that may be meaningful to them. As stated above, students are also encouraged to add selected artifacts to their final EIP submission, such as pictures, music, art, particularly relevant assignments, or other artifacts. These artifacts will compliment and add depth to the written components and contribute to creating a website that is dynamic and engaging.

Presentation on April 17

Students will be scheduled for a 25-minute presentation (15-minutes for student presentation and 10 minutes for questions from a panel) on April 17 to present their EIP to a small panel of 2-3 instructors and/or social work practitioners. Panelists will provide feedback and a recommended grade to the course instructor, who will then finalize the grade for this assignment. Panelists will review the EIP as a whole, but will not re-grade components of the EIP that have already been graded. Instead, they will focus on: 1) the two new components added to the EIP; 2) the overall alignment, integration and presentation of the different components and artifacts presented; and 3) the oral presentation. A more detailed grading rubric will be provided in class.