

<b>Course Number</b>	SOWK 411 S01, S02, S03, S04	<b>Classroom</b>	Online
<b>Course Name</b>	Integrative Seminar 1		
<b>Day(s) &amp; Time</b>	Zoom sessions on Mondays, 9AM to 10:50AM, September 14 – December 7, 2020		
<b>Instructor(s)</b>	Erin McFarlane Lesley J. Taylor Alysia Wright Jolene Wright		
<b>U of C E-mail</b>	EM: <a href="mailto:erin.mcfarlane@ucalgary.ca">erin.mcfarlane@ucalgary.ca</a> LT: <a href="mailto:ljtaylor@ucalgary.ca">ljtaylor@ucalgary.ca</a> AW: <a href="mailto:acwright@ucalgary.ca">acwright@ucalgary.ca</a> JW: <a href="mailto:jolene.wright@ucalgary.ca">jolene.wright@ucalgary.ca</a>	<b>Phone</b>	Please contact instructor via email

#### SYLLABUS STATEMENT

Integration of theory and practice within the context of the field practicum.

#### 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 410: Practicum 1. 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.

#### COURSE LEARNING OUTCOMES

The following course specific learning objectives (CLOs) are closely aligned with the BSW Program Level Learning Objectives (PLOs).

Upon completion of this 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. 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)

### **Program Level Learning Outcomes**

This course is designed to support students to achieve a number of core learning objectives outlined in the Canadian Association for Social Work Education Core Learning Objectives for Students Accreditation Standards [http://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE.ACFTS\\_Standards.Oct2013.pdf](http://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE.ACFTS_Standards.Oct2013.pdf)

### **LEARNING RESOURCES**

#### **REQUIRED TEXTBOOKS AND/OR READINGS**

Canadian Association of Social Workers [CASW]. (2005). *Code of ethics*. [https://www.casw-acts.ca/sites/default/files/attachements/casw\\_code\\_of\\_ethics.pdf](https://www.casw-acts.ca/sites/default/files/attachements/casw_code_of_ethics.pdf)

Howe, D. (2009). *A brief introduction to social work theory*. Palgrave MacMillan.

Other readings may be assigned by the Instructor and/or shared among students.

#### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

### **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 in conjunction with and is directly linked to Practicum 1 (SOWK 410).

### **CLASS SCHEDULE**

Additional schedule details will be determined by section instructors.

<b>Schedule</b>	<b>Seminar Topics</b>	<b>Student Tasks</b>	<b>IPT Deadlines</b>
Sept 14	First Class		

Sept 21			
Sept 28			
Oct 5			Preliminary impressions form & learning agreements due (on IPT system)
Oct 19			
Oct 26		Journal 1 submission on D2L	
Nov 2			Mid-course evaluation due (on IPT system)
Nov 9	<b>Reading Break – No Classes</b>		
Nov 16			
Nov 30		Journal 2 submission on D2L	
Dec 7	Last Class	Participation self-assessment due	Final evaluation due (on IPT system)

#### **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.

#### **GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

#### **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

**All assignments submitted for SOWK 411 are individual.**

### 1. Participation - Self-assessment

**Due Date:** December 7, 2020

**Value:** 20%

**Submission:** Dropbox

**Length:** One page, double-spaced

**Format:** Essay format, APA 7th Edition

**Aligned Course Learning Outcomes:** 1,6,7

**Assignment Details:** The seminar is highly experiential in nature, and student participation is considered essential to individual and class learning. Each student is expected to attend all seminars and to be involved in the class discussions by sharing experiences and ideas from the field. Students are also expected to support the learning of their peers by encouraging their participation, hearing their perspectives and sharing constructive feedback. Time will be provided in each class for small group work and constructive peer feedback.

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. The self-assessment should comment on the student's level of participation, contributions to the collective learning (as evidenced by peer feedback forms), final reflections on major learning from the practicum/seminar, a recommended grade out of 10, and a rationale for the recommended grade. 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.

### 2. Reflective Journals

**Journal 1 Due Date:** October 26, 2020

**Journal 2 Due Date:** November 30, 2020.

**Value:** 40% (2 X 20%)

**Submission:** Dropbox

**Length:** 750 to 1000 words per journal

**Format:** Essay format, APA 7th Edition

**Aligned Course Learning Outcomes: 1 -7**

**Assignment Details:** Students will submit two separate reflective journals.

**Journal 1 Instruction:** In this reflective journal, you are asked to explore your personal journey with developing a professional identity as a social worker. You will demonstrate: how you are integrating theory with practice; developing an awareness of yourself as an ethical practitioner; gaining insight into your emotional responses to issues, situations, clients and other professionals; reflecting upon your strengths and vulnerabilities as a social worker; as well as what areas of growth that may need further attention and possible methods of how you will continue with your professional/personal growth. The journal will be graded upon the progression of depth that you demonstrate through your writings and how deftly you weave the personal with the professional.

**Journal 2 Instruction:** In this journal, students will discuss what they are doing during their practicum to support their self-care, support their own health/well-being, work-life balance, and job satisfaction. Stress and burnout are factors in any profession whose practitioners work with people dealing with challenging situations. Self-care is a critical component of social work practice, and therefore it is expected that at least one journal entry will focus on self-care. By bringing an intentional focus on this aspect of practice, social workers are able to maintain healthy relationships in their work and personal lives.

**3. Analysis of Learning: Presentation**

**Due Date:** to be scheduled in class

**Value:** 40%

**Submission:** D2L Discussion Board

**Format:** Students will create a narrated, digital poster or presentation using PowerPoint, Prezi, Wix, Canva, Piktochart, or another platform. The presentation will be uploaded to a discussion board in D2L so that the rest of the class can watch the presentation asynchronously.

**Aligned Course Learning Outcomes: 1 -7**

**Length:** 10 to 15 minutes

**References:** Students must incorporate at least 5 articles or books relevant to the case. Students must adhere to APA 7th Edition formatting guidelines.

**Assessment:** Students will use the peer feedback form to give and receive peer feedback. Students' feedback will make up a total of 10% of the presentation grade, and the instructor's feedback will make up 30% of the grade.

**Description:** This assignment will give students the opportunity to define and discuss their model, theory or framework for social work practice while sharing their inquiry journey, that may include their involvement with a specific case from their current practicum as an example along with all of the activities that supported their inquiry. The presentation will illuminate your critical thinking and integration of former and new knowledge arising from the inquiry-based learning experiences during the course. Scholarly and practicum experiences come together to influence this perspective.

### **Assignment Details:**

**Case:** Students can choose to develop their presentation based on an individual, family, or group level case, an organizational-level issue, a research project, or a community development undertaking.

**Structure:** Be sure to include the following information:

- Setting - description of the agency (mandate, philosophy, personnel, etc.) as well as relevant environmental influences beyond the agency (funding, politics, social attitudes, etc.).
- Professional/personal orientation - description of the student's developing professional and personal lenses relevant to the case analysis. This may include, for example, a discussion of the student's developing theoretical practice framework and how the case situation interacts with the student's personal and professional values, identity, diversity (such as age, class, sexual orientation), experiences etc. Students should demonstrate clear links between theory and practice and integrate social work ethics and standards of practice as they inform their work. These aspects of your growth in the profession should also be integrated throughout the presentation.
- Case description - discussion of background and current details relevant to the student's professional involvement, description of the student's role relative to the case.
- Social work intervention - description of the action phase of work with the case. This may include the following sub-sections: engagement and information gathering, assessment, intervention, termination, and evaluation of effectiveness. Again, links between theory and practice should be clearly articulated.
- Skills (existing and emerging): identify personal strengths/capacities as well as limitations.
- Reflections on practice: putting it all together - what does this all mean for you as a beginning BSW practitioner? What's next as you look forward to being a BSW practitioner? Include areas for continued exploration, growth and professional development.
- Reflections on learning: A thorough description of the activities that supported your inquiry process.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ASSESSMENT OF ASSIGNMENTS**

Detailed rubrics for each assignment will be provided to students on the first day of class. Assessment of assignments will be based upon depth of learning, addressing the different components of the assignments, and writing quality (i.e., clarity, organization, adherence to APA 7th Edition formatting, and mechanics and grammar). Students are expected to produce high-quality written, oral, and/or visual work.

### **GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that

will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

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.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L or Discussion Board. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). 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.

### **LATE ASSIGNMENTS**

Late assignments will be accepted at the discretion of the instructor - please contact the instructor prior to the assignment due date to make arrangements.

### **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 7th Edition format. If you need writing support, please connect with the Student Success Centre, 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. Students may be asked to provide formative feedback during the course, through anonymous surveys in D2L.

#### **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.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/](http://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 (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.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**