Course Number	**SOWK 411 S05 and S06**	Classroom	**Online via ZOOM**
Course Name	**Integrative Seminar I**		
Day(s) & Time	**Thursday afternoons 1:00 to 4:00 pm MT**		
Instructor	**Peter Gabor (S05) and Iris Plain Eagle (S06)**		
U of C E-mail(s)	**gabor@ucalgary.ca** **iris.plaineagle@ucalgary.ca**	**Phone**	**Peter (403) 329-2386** **Iris (403) 332-4036**

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

Through in-class discussions, reflective writing, lecture, and supplemental readings, this course will facilitate students' integration of prior learning into their practicum experiences. Students will enrich classroom learning by participating in both small and large group collaborative discussions about professional issues, practice situations, and ethical dilemmas. Students are encouraged to integrate knowledge and skills from generalist practice frameworks into their own developing practice framework. This will be done by critically reflecting on their practicum experiences.

Emphasis will be placed on integrating social work practice methods with personal and professional development. Students will be expected to:

1. Present and discuss practice experiences from their field placement settings using knowledge about social work theory and practice;
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 while in their practice setting.

Prerequisite(s): All required 300 level Social Work courses
Corequisite(s): Social Work 410

The link for prerequisites is: https://www.ucalgary.ca/pubs/calendar/current/social-work.html

COURSE LEARNING OUTCOMES

Students will demonstrate the ability to:

1. Practice beginning generic social work practice skills in the areas of engagement, assessment, planning, contracting, implementation/intervention, evaluation, and termination within the particular problem area(s), population(s) or context of their practicum; (Program Level Objective [PLO] 5, 8, 9)

2. 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; (PLO 1, 2, 3, 7)
3. Examine and critically reflect on and discuss practice applications and their suitability to particular contexts, populations, or practice situations; (PLO 1, 2, 5, 8, 10)
4. Understand and apply the CASW Code of Ethics and ACSW Standards of Practice in social work practice; (PLO 1, 2, 5, 8, 10)
5. Understand organizational context and engage effectively with staff members and supervisors. (PLO 1, 2, 3, 7)
6. Critically assess social work practice experiences through self-reflection, peer review, constructive feedback and consultation. (PLO 3, 4, 5)

The PLO's can be found at: https://fsw.ucalgary.ca/files/fsw/bsw-program-level-outcomes-april-2015.pdf

REQUIRED TEXT

There is **no required** text book for this seminar course. Supplemental materials will be posted on Desire to Learning (D2L). It is expected that students will use the resources made available within this course, as well those available through their placement and, in addition, seek out other resources through the library and other professional sources to support their learning and coursework.

RECOMMENDED TEXT

Although there is no required text, we **highly recommend the text below** as it provides an excellent resource to generalist practice from an anti-oppressive perspective.

Miley, K. K., O'Melia, M., & DuBois, B. (2017). *Generalist social work practice: An empowering approach*. Boston: Pearson.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site (http://d2l.ucalgary.ca) 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—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 concurrently with, and is directly linked to, Practicum I: Introductory Field Practicum (SOWK 410).

SPECIAL NOTE

The current pandemic may result in unforeseen or unexpected circumstances which may then necessitate changes to the class schedule, assignments, or other elements of the course. The class will be held 1:00 -4:00 PM MT on the Thursdays indicated in the schedule below. The scheduled class times

will include individual or small group learning activities (in some cases away from the main Zoom session) as well as Zoom sessions for each class section and/or the entire Lethbridge group. The instructors will announce the format of each upcoming class in a timely manner. Please ensure that you are available for the entire scheduled time on class days.

We ask for your patience and cooperation as we are all trying to deal with this unprecedented situation. Our commitment to you, our students, is that we will try our hardest to provide you with the best possible educational experience.

CLASS SCHEDULE

This is a TENTATIVE list of topics and class schedule and is subject to change, based on the interests, needs and progress of the group.

Date	Seminar Topics	Notes
September 10, 2020	Orientation to the field	Serena Visser
September 17, 2020	*Course orientation* • review course outline • academic integrity module • introduction to ITP loop process	See D2L for support materials (Recommended Reading: Miley, O/Melia, DuBois, Ch. 1)
September 24, 2020	*Engagement* • building relationships with clients, colleagues and within your organization • ITP Loop (focus on engagement)	See D2L for support materials Guest speaker: Chastity Cairns (Recommended Reading: Miley, O'Melia, DuBois, Chs. 6, 7, 8)
October 1, 2020	*Working within organizations,* • Understanding your organization • *Working with your supervisor*	See D2L for support materials Iris Plain Eagle: Organizations; Peter Gabor: Supervision)
October 8, 2020	ACSW Standards for Practice, CASW Code of ethics • confidentiality and consent to share information within this course and within practice • Informed consent • Respect for persons • ITP loop (focus on ethical issue)	See D2L for support materials
October 15, 2020	*Assessment and contracting* • structural realities, • anti-oppressive practice, • self-determination	See D2L for support materials (Recommended Reading: Miley, O'Melia, DuBois, Chs. 9, 10, 11)

October 22, 2020	*Evidence-based practice* • Single subject design • Research and evaluation • ITP loop	See D2L for support materials R&E and SSD: Peter (Recommended Reading: Miley, O'Melia, DuBois, Ch. 15
October 29, 2020	*Anti-Racist and Decolonizing Practice* • Decolonizing SW practice • Anti-black racism and practice	See D2L for support materials Decolonizing: Iris Plain Eagle Anti-black racism guest speaker: Dr. David Este (to be confirmed)
November 5, 2020	*Practicing with diverse populations* • ITP loop	See D2L for support materials Guest Speaker: Dr. Carol Ing (Recommended Reading: Miley, O'Melia, DuBois, Ch. 4)
November 12, 2020	Fall Term Break—no class	
November 19, 2020	*Practice perspectives* • Trauma Informed Practice • Mindfulness	See D2L for support materials Guest speaker: Dr. Rachael Crowder (to be confirmed)
November 26, 2020	Wellness and self-care; emerging issues • ITP loop	See D2L for support materials Guest Speaker: Kala Beers (To be confirmed)
December 3, 2020	*Termination* • Supporting ongoing change • Caring for clients and ourselves through this process	See D2L for support materials (Recommended Reading: Miley, O'Melia, DuBois, Ch. 16)

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

CONFIDENTIALITY
As professionals, students and instructors are expected to respect the guidelines of confidentiality outlined in the CASW Social Work Code of Ethics and the ACSW Standards of Practice. In particular, they are expected to:

1. ensure that no information that could identify a client of any service system is used in class meetings or in assignments; and
2. keep issues introduced in the seminar confidential by ensuring that issues are discussed only in general (rather than specific) ways outside the classroom.

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, if available). 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 are expected, to turn on their webcam during sessions. 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

1. Participation – Weight 10% (Learning Objectives 1, 2, 3, 4, 5, 6)

Based on student demonstrating active learning in class. This includes participation in class activities, sharing of experiences, providing appropriate feedback and ideas, and honest reflection. Students will be asked to complete a participation form (to be provided) in which they will assess the level and quality of their own participation. The instructor will consider the self-report, as well as the demonstration of active learning in assigning a grade.

DUE: Participation Form to be submitted by December 3, 2020.

2. Integrating Theory and Practice (ITP) Loops – Weight 35%
(5 ITP loops – 7% each, Complete/Incomplete, grades may be deducted***)
(Learning objectives: 1, 2, 3, 4, 5, 6, 10)

The intent of this assignment is to engage in reflective, collaborative social work practice using a combination of the ITP Loop and Peer Consultation. The ITP Loop is a model that allows social workers to deconstruct their practice and break it down into its component parts. At first glance, our practice appears holistic and intuitive, but it can be articulated with much greater detail. Practice itself is a combination of listening, feeling, thinking, and acting in which all these processes occur simultaneously. The ITP loop allows us to take a closer look at these processes with the goal of integrating social work theory and the field education experience.

The ITP Loop consists of the following phases: retrieval (remembering a practicum situation), reflection, linkage and professional response.

Step 1: ITP Write-up

Students will apply the ITP loop (see steps below) to a practicum experience and submit a hard or emailed copy to the instructor. The submission should be made up of the following sections (and be

about two pages double spaced):

1. *Retrieval* - Recall **salient facts** of a recent practice experience. In a paragraph or two, briefly describe a significant experience that has taken place in your practicum setting. In telling the story, position yourself as the author using the first person. Things to share may include: interactions with significant others, links between present and past experiences, feelings, ideas or meaning making that occurred. As relevant, include the intellectual, spiritual, social, physical, and aesthetic dimensions in the telling of the story.
2. *Reflection* - Recall your **thoughts and feelings** about the situation. Focus on the subjective beliefs and attitudes, personal experiences, and cultural world views that are relevant to the situation. Identify how these factors influenced your interaction.
3. *Linkage* - Identify the **key actions you took and explain how you chose those actions**. Which practice models, practice wisdom, learned techniques or skills did you consider/use?
4. *Evaluation* – consider whether your response was selected through deliberate or intuitive use of reflection and linkage. Do you feel that your response was effective, appropriate, or sufficient? What could you have done differently? What did you learn about social work practice?
5. *Peer consultation* – What 1-2 questions do you have for your peers about this practice experience? What did you learn about your practice from the peer consultation?

Step 2: ITP Consultation

In class, students will be asked to share their ITP loops in a small group. Students are expected to offer helpful, supportive, and resourceful consultation and feedback to their peers.

Students are to submit a hard or emailed copy of the ITP loop to the seminar instructor at the end of class. Students are also expected to share and provide feedback to their peers' ITP loops through small group discussions in class.

***For full grades, students must complete the entire process, which includes writing a thoughtful and substantive ITP reflection, participating in small group discussions and timely submission of the ITP Loop write-up. The submission must provide evidence of thoughtful completion of the process and address each of the components described above.

DUE: To be submitted on the following dates:
September 24; October 8, 22, November 5, 26, 2020 (dates subject to change)
Please submit to the D2L Dropbox.

3. Journaling – Weight 10% (Complete/Incomplete [+++])   (Learning Objectives 1, 2, 3, 4, 5, 6, 10)

Students will keep a journal with at least weekly entries, detailing insights, learnings and reflections about their emerging practice and professional formation. Themes to be addressed can include challenges encountered and how they were resolved, learning generic practice skills, understanding social work ethics and standards of practice, working with diverse populations, and engaging within the organizational setting. Readings that you find relevant to your entries should be noted and referenced. The journal will be graded on the basis of detailed and specific descriptions of the situations described and insightful, honest reflections.

[+++] For full grades, the journal must give evidence of thoughtful, weekly entries that focus on the

areas indicated for the assignment.

Due: To be submitted by December 1, 2020. Please submit to the D2L Dropbox.

4. Paper: Developing as a professional social worker – Weight 45% (Learning Objectives 1, 4, 5, 10)

The intent of this assignment is for students to reflect on their development as an emerging social work professional. The paper should focus on the skills of generic practice (Learning Objective 1); knowledge and application of the Code of Ethics and Standards of Practice (Learning Objective 4); and your engagement within your field setting and with staff and supervisors (Learning Objective 5). **The paper should include a description of key learnings during the semester (in class and in the field), and an assessment of your current development as a social worker, including strengths and areas you would like to further develop in the future.** You are invited to draw from your journal, the ITP loop process, class discussions, readings and practicum experiences.

This assignment should be 5-6 pages in length, double-spaced and single-sided, and will be evaluated on:

- demonstration of an understanding of skills and knowledge important to social work practice;
- critical thinking about key issues;
- self-awareness and personal growth;
- use of resource materials to support the discussion, and adherence to APA standards for resource materials.
- organization of information, and effectiveness of communication (clarity, grammar, vocabulary, punctuation and presentation).

DUE: To be submitted by December 7, 2020. Please submit to the D2L Dropbox.

Summary of Due Dates:

ITP Loops	September 24; October 8, 22; November 5, 26;
Journal	December 1
Participation Report	December 5
Paper	December 7

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GUIDELINES FOR SUBMITTING ASSIGNMENTS
Please submit all assignments electronically through in the manner specified by your instructor. Assignments should be submitted in Word 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 ensure that the proper version of your assignment is submitted and keep a copy of each submission.

LATE ASSIGNMENTS
If you cannot meet the deadline for an assignment, please communicate this to your instructor as early as possible. Adjustments to the deadline may be made for good reason and at the instructor's sole

discretion. Unless arranged otherwise, assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING
All assignments will be assessed partly on the quality of writing. This includes grammar, punctuation, sentence structure, as well as general clarity and organization. Sources used in completing assignments 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.

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.

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/ . 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**