



<b>Course &amp; Session Number</b>	<b>SOWK 411 S01, S02, S03, S04</b>	<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 13 to December 6, 2021		
<b>Instructor</b>	Erin McFarlane (S01) Jolene Wright (S02) Marcia McKay (S03) Sarah Winstanley (S04)		
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#### **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. Please refer to the Field Education Policy Manual at: <https://socialwork.ucalgary.ca/field-education/policy-manual-other-documents> 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.

Co-requisite(s): SOWK 410: Practicum 1.

#### **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**

Alberta College of Social Workers [ACSW]. (2019). *Standards of Practice*. Edmonton, AB. Retrieved from <https://www.acsw.ab.ca/site/practice-resources>

Canadian Association of Social Workers [CASW]. (2005). *Code of Ethics*. Ottawa, ON. Retrieved from [https://www.casw-acts.ca/files/documents/casw\\_code\\_of\\_ethics.pdf](https://www.casw-acts.ca/files/documents/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 and provided on D2L.

Schedule	Seminar Topics	Student Tasks	IPT Deadlines
Sept 13	First Class		
Sept 20			
Sept 27			Preliminary impressions form & learning agreements due (on IPT)
Oct 4			
Oct 11	<b>Thanksgiving Day – No Classes</b>		
Oct 18		Journal 1 submission (on D2L)	
Oct 25			Mid-course evaluation due (on IPT)
Nov 1			
Nov 8	<b>Reading Break – No Classes</b>		
Nov 15			
Nov 22			
Nov 29		Journal 2 submission (on D2L)	
Dec 6	Last Class	Participation self-assessment due (on D2L)	Final evaluation due (on IPT)

Block Week: Monday – Friday, August 30 – September 3, 2021

Labour Day: Monday, September 6, 2021

Start of Classes: Tuesday, September 7, 2021

National Day of Truth and Reconciliation: Thursday, September 30, 2021

Thanksgiving Day: Monday, October 11, 2021

Remembrance Day: Thursday, November 11, 2021

Term Break, no classes: Sunday – Saturday, November 7-13, 2021

End of Classes: Thursday, December 9, 2021

End of Term: Friday, December 24, 2021

Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

\*\* Please note that the University of Calgary recognizes Thursday, September 30, 2021 as the National Day of Truth and Reconciliation. This is a federal holiday. University operations are closed on this day.

## ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

### **EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION**

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>.

### **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) for your best learning experiences. 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. Reflective Journals**

**Journal 1 Due Date:** October 18, 2021 by 11:59pm

**Journal 2 Due Date:** November 29, 2021 by 11:59pm

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

**Submission:** D2L Dropbox

**Format:** Essay format; APA 7th edition

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

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

**Grading:** A grading rubric will be provided

**Assignment Details:** You 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, service users, and other professionals; reflecting on your social location, positionality, and biases, and the implications of these for your practice; reflecting upon your strengths and vulnerabilities as a social worker; critically analyzing areas of growth that may need further attention and possible methods of how you will continue with your professional/personal growth.

**Journal 2 Instruction:** Stress and burnout are factors in any profession where practitioners (who are also juggling multiple other life responsibilities) work with people who experience distress, oppression, and trauma. Therefore, an intentional focus on personal wellness and self-care is a critical component of social work practice, and of this seminar course. In this journal, you will discuss what you are doing during your practicum to support your self-care and wellbeing. By bringing an intentional focus on this aspect of practice, social workers are better able to maintain healthy relationships in their work and personal lives.

## **2. Analysis of Learning: Presentation**

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

**Value:** 40%

**Submission:** D2L Discussion Board

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

**Length:** 15 to 20 minutes

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

**Grading:** A grading rubric will be provided

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

**Description:** This assignment will give you the opportunity to define and discuss your model, theory, or framework for social work practice while sharing your inquiry journey. This will include your involvement with a specific case from your current practicum as an example along with the activities that supported your 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:** You can choose to develop your 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 your developing professional and personal lenses relevant to the analysis. This may include, for example, a discussion of your developing theoretical practice framework and how the case situation interacts with your personal and professional values, identity, social location (such as age, class, sexual orientation), experiences etc. You should demonstrate clear links between theory and practice and integrate social work ethics and standards of practice as they inform your 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 your professional involvement and a description of your 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.

**3. Participation - Self-assessment**

**Due Date:** December 6, 2021 by 11:59pm

**Value:** 20%

**Submission:** D2L Dropbox

**Length:** 500 words

**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. You are expected to attend all seminars and to be involved in the class discussions by sharing experiences and ideas from the field. You are also expected to support the learning of your 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.

You will submit your self-assessment for one-half of the participation grade (10%), while the instructor's evaluation will comprise the other half (10%) of your grade. The self-assessment should comment on your level of participation, contributions to the collective learning, 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.

#### **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

#### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

#### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L or through the Discussion Board as specified by the instructor. 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 by 11:59pm 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 7<sup>th</sup> 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.

## 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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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://ucalgary.ca/legal-services/sites/default/files/teams/1/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 AND GENDER-BASED 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

## **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