Fall 2021

Course Number	SOWK 411 S07	Classroom	
Course Name	Integrative seminar		
Day(s) & Time	Mondays from 1-3:45 pm		
Instructor	Leeann Hilsen, RSW		
U of C E-mail	lhilsen@ucalgary.ca	Phone	TBD

Fall 2021

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

This course provides students with an opportunity to integrate theory and practice. The purpose of this course is to foster the linkage between practicum experiences with existing and new skills, knowledge and values derived from experiences and social work coursework. The course provides students with an opportunity to foster professional development and make connections between thinking, feeling and action, in relation to social work.

Students will be expected to a) be present and prepared to discuss practicum experiences using knowledge about various aspects of social work knowledge and theory, b) critically reflect upon their own and others' practice experiences, c) engage in a collaborative learning process, d) demonstrate competence in their ability to identify, apply, critique, and evaluate theories and conceptual frameworks while in their practice setting.

Students will participate in collaborative discussions regarding professional issues, practice situations, and ethical dilemmas. While critically reflecting on experiences in practicum, students are encouraged to integrate knowledge and skills from the generalist practice framework into their own developing practice framework.

Prerequisite(s): All required 300 level Social Work courses
Corequisite(s): SOWK 410
The link for prerequisites is: https://www.ucalgary.ca/pubs/calendar/current/social-work.html

The following course specific learning objectives are closely aligned with the BSW program level learning objectives (PLO's). The PLO's can be found here: https://fsw.ucalgary.ca/files/fsw/bsw-program-level-outcomes-april-2015.pdf

By the end of the 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; PLO's 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 & 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; PO 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.

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. The standards can be found here:

https://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE.ACFTS_.Standards.Oct2013.pdf

REQUIRED TEXTBOOKS AND/OR READINGS

Readings will be assigned by the instructor and/or shared among students via D2L.

LEARNING TECHNOLOGIES AND REQUIREMENTS

Course Delivery

This course is classroom based. Some content will be shared via D2L. In the event that public health guidelines mandate a shift to online learning, the course will be delivered via Zoom meeting platforms.

Note: If we need to shift to Zoom meeting, zoom meeting is an audio-visual, web-based program that will allow us to meet at a specific time for a "live" web conference, so that we can have the opportunity to see and talk to each other virtually and discuss relevant issues. In the Zoom sessions, students can expect to share ideas, give feedback and raise issues as they relate to their own practicum experience and that of their peers, and have the opportunity to process experiences from the field in a safe and instructional environment.

A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

Desire2Learn

D2L is a course management system that will allow us to share resources, complete related learning activities, and connect with each other via the discussion board. A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. There will be some additional readings and classwork that occur outside of class hours.

Confidentiality in Class and Course Assignments

As professionals, students and the instructor will respect the guidelines of confidentiality outlined in the CASW Code of Ethics (2005). We will take care that no information that could identify a client of any service system be used in class meetings or in assignments. We will adhere to the policy that issues introduced in the seminar will be discussed in only general, not in particular ways outside the classroom.

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 (SOWK 410).

CLASS SCHEDULE

Please note important dates for Fall 2021

- o Block Week: Monday, August 30 to Friday, September 3, 2021
- o Labour Day, Monday, September 6, 2021
- o Start of Classes: Tuesday, September 7, 2021
- o National Day of Truth and Reconciliation: Thursday, September 30, 2021 (no classes)
- o Thanksgiving Day: Monday, October 11, 2021
- o Remembrance Day: Thursday, November 11, 2021
- o Term Break: No classes from Sunday, November 7 to Saturday, November 13, 2021
- o Last Day of Classes: Thursday, December 9, 2021
- o End of Term: Friday, December 24, 2021
- o Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

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Date	Topic	Assignments Due
September 13, 2021	Introductions & course outline	
September 20, 2021	Learning plans	
September 27, 2021	Generalist SW practice review	
October 4, 2021	ITP loop review & assignment	**Assignment**: ITP loop in class assignment *48 hour due date for integration of peer feedback
October 11, 2021	**No Class**	
October 18, 2021	Collecting our knowledge: theory review	
October 25, 2021	Indigenous perspectives	*possible guest speaker, TBD
November 1, 2021	Review of practice issues	
November 8, 2021	**No class**	*review of trauma informed care and video
November 15, 2021	Trauma informed care and ITP loops	**Assignment**: ITP loop in class assignment *48 hour due date for integration of peer feedback
November 22, 2021	Presentation/facilitated discussion of placement topic	**Assignment:** Case analysis; integrating reading with practice setting

November 29, 2021	Presentation/facilitated discussion of placement topic	**Assignment:** Case analysis; integrating reading with practice setting
December 6, 2021	Presentation/facilitated discussion of placement topic	**Assignment:** Case analysis; integrating reading with practice setting
December 9, 2021	Participation self assessment paper due	**Assignment:** Participation self assessment paper

ASSESSMENT COMPONENTS

Assignment #1 & 2: Integrating Theory & Practice (ITP) loop
Overall Weight: 40%
Weight: 20%
Assignment 1:
In class portion: October 4
Integration of peer feedback: October 6 (4:30pm)

Assignment 2: 20%
In class portion: November 15
Integration of peer feedback: November 17 (4:30pm)

The intent of this assignment is to foster engagement in critical reflection on and in practice, through the use of the ITP Loop model and peer consultation. The ITP Loop Model provides a process for social workers to deconstruct their practice and break it down into its component parts. Practice is a fusion of listening, feeling, thinking and acting, in which all these processes occur simultaneously. What may first appear to be intuitive can be carefully taken apart and analyzed, with the goal of improving field education experiences and social work practice. The ITP Loop Model supports a reflective process that moves beyond surface recall, and encourages linkages between personal and professional responses.

Part A: ITP Loop Process and Write Up: Each student will apply the ITP Loop to a practicum experience and complete a write-up in class. The write up should be made up of the following sections: retrieval, reflections, linkage, professional response, and two questions for peers that encourage critical reflection and reflexivity. The write up should be approximately 500 to 750 words in length. The write up will be shared in class in dyads/triads and in the larger group.

Part B: Responding to Others: Students are expected to offer helpful, supportive and resourceful consultation and feedback to their peers by responding in their dyad/triad.   The responses should be illustrative of critical reflection and intentional thought.

Part C: Integration of peer consultation: Reflecting on and integrating the feedback of peers is an important part of the reflective process. Shifts in thinking, new ideas and insights which arise from peer collaboration can enrich and bolster reflections about practice and the integration of personal and academic knowledge. A summary reflection on these shifts is to be completed independently and

handed into the instructor 48 hours after class. The final integration should be approximately 200 to 250 words.

Detailed information will be provided in class.

Aligns with PLO's 1, 2,3,4,5,6,8,9, 10.

Assignment #3: Class Presentation and facilitated discussion
Overall Weight: 40%
Outline: 15%
Presentation: 25%
Due Dates: Scheduled in class

Students will prepare a topic or theme that is consistent with their practicum learning objectives and the objectives of the course for an interactive presentation to and discussion with, their colleagues. This discussion will occur during scheduled class time. A reading is to be made available at least one week prior to the date of the presentation, by 4:30pm the week prior to presentation. This reading should be relevant to the student's practicum and connected to the presentation. Students are expected to come prepared to the presentations, able to engage with the presenter, dialogue about the reading and presentation while exploring the implications for social work practice and social policy.

Students will prepare an outline (maximum of 2 pages, double spaced, plus references) of the format and key themes of the presentation. This outline will be handed out to the class on the day of the presentation. The outline should be provided to the instructor one week prior to the presentation, along with the reading.

 The presentation will be 20 minutes in duration, followed by approximately 5 minutes of class discussion on the topic (25 minutes total). It should invite class interaction (e.g. case studies, reflective exercises, questions for discussion, etc). Students are encouraged to incorporate this interactivity in the design of their presentation. Please avoid going overtime. Topics and dates will be discussed and scheduled in class.

Assignment #4: Course participation
Weight: 20%
Self assessment
Due date: December 9, 4:30pm
The participant grade awards you marks for your dedication to being an active learner in the different components of the course. The participation grade will be allocated based on your ongoing participation in class discussions. We will be using the BRAVING acronym to guide our learning, and you are encouraged to participate fully by using the engaged feedback format. These concepts will be reviewed in class. We will also use a sharing circle format. Sharing new ideas, giving feedback and raising issues related to your field experience is encouraged. Participation may also include facilitating or co facilitating small group collegial discussions during class.

You are requested to write a 250 word self assessment of your class participation for the term. Students should address criteria such as attendance; punctuality; engagement in discussions; level of sharing of practicum experience (new information, ideas and learning); input and feedback during peer

presentations; ability to pose questions; and respectful, professional behaviour in class. Students are asked to refer to participation guidelines above and could briefly discuss how their in-class contributions have demonstrated relevancy, quality, depth and integration of theory. Students should be prepared to provide examples of how they have contributed in the above noted areas.

Aligns with PLO's 1,2,3,4,5,6,8,9.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word format. Assignments should have a file name as follows: "Last name and assignment number" (e.g., SMITH.Assignment 2). Assignments are due by 4:30 pm 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 only in exceptional circumstances and at the discretion or the instructor. Assignments submitted after the deadline may be penalized with a grade reduction of 10% per each day late.

EXPECTATIONS FOR WRITING
The ITP loops and final presentation will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at: https://www.ucalgary.ca/student-services/student-success/writing-support.

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. A midterm formative evaluation will be done.

ADDITIONAL SUGGESTED READINGS

Additional required readings and links to resources will be posted on D2L.

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 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