



Course Number	SOWK 411 S08	Classroom	Online
Course Name	Integrative seminar		
Day(s) & Time	Zoom sessions Mondays from 1pm -3pm		
Instructor	Ralph Bodor		
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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): Social Work 410

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

COURSE LEARNING OUTCOMES

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's 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; (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).

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

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

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

LEARNING TECHNOLOGIES AND REQUIREMENTS

Web Delivery

This course is entirely web-based, delivered through Desire2Learn (D2L) and Zoom Meeting platforms.

There will be assignments that require you to access video creation tools.

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 and Zoom.

Zoom sessions:

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.

NOTE: Students are expected to have their cameras on and be visible while in a Zoom session. This is also a component of the participation grade (see below).

Discussion Board

Online discussion in D2L is a key aspect of our learning in this course. The advantage of the discussion board is that it is asynchronous, that is, we can all contribute at a time that is convenient to each of us. We will participate in exploration of key field practicum themes (as outlined in the practicum learning agreement), case discussions, as well as discussion and debate relating relevant practice.

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.

Confidentiality in Class and Course Assignments

RELATIONSHIP TO OTHER COURSES

As professionals, the 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. The emphasis of SOWK 411 is on practice and 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 2020:

1. First Day of Classes: Monday, September 13
2. Thanksgiving Day: No Class - Monday, October 11
3. Term Break: No Classes - Sunday-Saturday, November 7 – 13
4. Last Day of Classes for Fall courses: Wednesday, December 8

Date	Class	Assignments Due/Notes
September 13, 2021	Zoom #1 - 1:00 pm – 3:00 pm Introductions, course outline, and student's role in the practicum.	Participation Assignment (Ongoing)
September 20, 2021	Zoom #2 - 1:00 pm – 3:00 pm Learning plans	
September 27, 2021	Zoom #3 - 1:00 pm – 3:00 pm Generalist SW practice review	Self-Assessment Assignment #2
October 4, 2021	Zoom #4 - 1:00 pm – 3:00 pm Area of Class Interest	
October 11, 2021	No Class	
October 18, 2021	Zoom #5 - 1:00 pm – 3:00 pm Trauma informed care	Guest Speaker
October 25, 2021	Zoom #6 - 1:00 pm – 3:00 pm Indigenous Social Work	
November 1, 2021	Zoom #7 - 1:00 pm - 3:00 pm Indigenizing Social Work Education	Guest Speaker
November 8, 2021	No class	
November 15, 2021	Zoom #8 - 1:00 pm – 3:00 pm Self-Awareness	
November 22, 2021	Zoom #9 - 1:00 pm – 3:00 pm Presentations of personal practice: identity & theoretical lens	Assignment: Case Presentation
November 29, 2021	Zoom #10 - 1:00 pm – 3:00 pm Presentations of personal practice: identity & theoretical lens	Assignment: Case Presentation
December 6, 2021	Zoom #11 - 1:00 pm – 3:00 pm Presentations of personal practice: identity & theoretical lens	Assignment: Case Presentation Final Self-Assessment Assignment Due.

Please note important dates for Fall 2021

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

ASSESSMENT COMPONENTS

Assignment 1: Participation

Weight: 15%

Due Date: ongoing until course conclusion

Given the nature of a seminar format, students are expected to attend and participate in class learning activities including critically analyzing and sharing experiences, asking meaningful questions, engaging in courteous listening skills, responding to questions and issues raised by their peers, offering feedback, sharing insights from the literature, and engaging in discussion. Because of this participatory nature, attendance and punctuality are expected, with lateness, leaving early and non-attendance potentially impacting participation grades.

As class meetings are via Zoom, participation also requires students to have their video cameras on and be visibly present in the session.

Assignment 2: Self-assessment

Weight 25%

Due Date: Sept 30

The objective of this assignment is for you to critically reflect and explore your social work practice and current learning needs. This assignment begins with introducing yourself and your social location including why you chose social work as a course of study. Summarize, self-reflect and comment on:

- a) areas where you still need to learn,
- b) areas of strength in your practice,
- c) your learning goals, and
- d) the activities you plan to do to achieve your goals.

Submit your written, 500-word reflective, self-assessment to your instructor.

Assignment #3 – Case Presentation

Due Date: November 22nd and 29th - To be scheduled

Weight: 30%

As a culmination of this assignment, students will present their chosen case or practicum situation in a case consultation format. Confidentiality will continue to be maintained during this presentation with all those involved. The requirement for this assignment will involve the construction of a case conference and presentation of a specific scenario, as it would be carried out in professional practice. This might include the systematic outlining of specific information which is necessary to conduct a case conference or provide a project update (depending on the practice setting) in order to achieve the best outcome. This could mean incorporating different theoretical material in their presentation such as developmental theory, theoretical models, approaches to practice or concepts such as social determinants of health as they may apply to a particular situation. Students must also identify an issue of social justice within their case or situation.

Students will present during class time for duration of 20 minutes. In addition, an outline of the case consult will also be handed in at the beginning of class. Students are expected to present a comprehensive case analysis and to be engaged participants while their colleagues present their cases.

Assignment #4 – Self Assessment Final

Due Date: December 6th

Weight: 30%

Professional social workers must continuously engage in self-assessment, reflection, and professional growth. Utilizing learnings from case reflections, learning plan, practicum experiences and self-assessments, students are expected to provide a critical analysis of their developing professional competency as it relates to developing generalist social work practice knowledge and skills. Provide commentary and reflection on what has changed or remained constant since the completion of Assignment #2.

It is expected that students will have continued to engage in this type of self-reflection and assessment throughout the term, the duration of practicum and on into professional practice. As a result, this final paper and self-assessment should present deeper reflection and assessment while also integrating academic articles (minimum 5) and theoretical constructs (minimum 2). While the paper is a personal reflection, it is to be informed by published academic work. The paper should be 1500 words and demonstrate the trajectory of learning, and predictions for continued areas of growth.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective drobox 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 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 only in exceptional circumstances and at the discretion of the instructor. Assignments submitted after the deadline will be penalized with a grade reduction of 10% for each day late.

EXPECTATIONS FOR WRITING

All written assignments will be assessed **strongly** 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. As social work professionals, we must be capable of writing at a journal level quality for reports, case notes, assignments etc. Consequently, all assignments will be graded not just for content, but also for writing and communication skills.

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

WITHDRAWAL DATES

See <https://www.ucalgary.ca/current-students/academics>

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 readings and resource links will be posted on the D2L site.

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

The University of Calgary policy on Acceptable Use of Material Protected by Copyright can be read at <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 at <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>. It is the student's responsibility 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