



Course & Session Number	SOWK 413 S01	Classroom	Online
Course Name	Integrative Seminar II S01		
Day(s) & Time	e.g., Zoom sessions on Fridays (9:00 AM to 10:50 AM) from September 10 until December 3 plus asynchronous time (1 hour/week average)		
Instructor	Lesley Taylor, MSW RSW, Post Masters dip.		
U of C E-mail	ljtaylor@ucalgary.ca	U of C Phone	Contact instructor via email

SYLLABUS STATEMENT

Advanced integration of concepts, perspectives, theories and skills with practicum experiences, developing conceptual frameworks of practice.

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 412: Practicum II.

Two hours per week will be spent in an online seminar. An additional one hour per week will consist of asynchronous activities which may include readings or applications of theory as determined by the instructor. These activities will be provided in D2L.

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. University Transfer Route: Completion of SOWK 410 and SOWK 411. Co-requisite(s): SOWK 412 (Practicum II).

COURSE LEARNING OUTCOMES

The learning outcomes are closely aligned with the BSW Program Level Learning Objectives (PLO's) available in the CASWE Core Learning Objectives for Students Accreditation Standards 2013 (pages 10-12). http://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE.ACFTS_Standards.Oct2013.pdf

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.
2. Critically assess social work practice experiences through reflection, peer review, constructive feedback and consultation.
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.
4. Examine, critically reflect on, and discuss the applications of theory in practice and the suitability of various practice methods.
5. Demonstrate entry-level social work intervention/response skills in specific area(s) of focus.
6. Consider and apply the CASW Code of Ethics in their social work practice and discussions.
7. Actively participate in class discussions and work collaboratively and collectively with other students in furthering learning and professional development.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

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 Desire2Learn (D2L) site is set up for this course which contains relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access. This course is entirely web-based, delivered through Desire2Learn (D2L) and Zoom Meeting platforms.

Zoom is an audio-visual, web-based program that will allow us to meet at a specific time for a "live" web conference to see and discuss relevant issues and topics which emerge during the completion of time in the field. 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.

Online discussion in D2L is a key aspect of learning in this course. The advantage of the discussion board is that it is asynchronous, that is, students can all contribute at a time that is convenient up to an including the due date. 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.

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, and not particular ways outside the classroom.

RELATIONSHIP TO OTHER COURSES

The emphasis of SOWK 413 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 concurrently with and is directly linked to Practicum II (SOWK 412).

CLASS SCHEDULE

Seminar Date	Important Dates/Assignment Due Dates	412 Practicum Activities
September 10, 2021	First Seminar	
September 17, 2021	Discussion 1 Due D2L (Asynchronous)	
September 24, 2021	Discussion 2 Due D2L (Asynchronous)	Preliminary Impressions Form & Learning Agreements Due
October 1, 2021	Discussion 3 Due D2L (Asynchronous)	
October 8, 2021	Discussion 4 Due D2L (Asynchronous)	
October 15, 2021	ITP Loop Due D2L	
October 22, 2021	Discussion 5 Due D2L (Asynchronous)	Mid-Course Evaluation Due
November 5, 2021	Discussion 6 Due D2L (Asynchronous) ITP Loop Responses Due D2L	
November 7-13, 2021	Term Break No Classes	
November 19, 2021	Discussion 7 Due D2L (Asynchronous)	
November 26, 2021	Discussion 8 Due D2L (Asynchronous) Personal Practice Identity Due D2L	
December 3, 2021	Student Assessment of Participation Due D2L	Final Evaluation Due

Important Dates for Fall 2021

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 (seminars) 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

Assignment 1: Participation/Self-Assessment

Value: 20% (10% student and 10% instructor)

Due Date: December 3 by 11:59 PM MST

Format: Complete the participation rubric (provided on first day of class)

Aligned Course Learning Outcomes: 1, 2, 3, 6

Students will complete the provided participation rubric to determine one-half of the participation grade (10%). The instructor's evaluation will comprise the other half (10%) of the student's grade. Students are expected to engage in weekly D2L Discussion Board or other asynchronous activities (~1 hour per week). Self-assessment should comment on your:

- i. level of participation (attendance in seminar, completed discussion postings and responses);
- ii. contributions to collective learning (engagement in seminar activities);
- iii. final reflections on major learning from the practicum/seminar;
- iv. recommended mark out of 15; and
- v. rationale for the recommended grade.

The participation 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 the following elements:

- A 150–250-word introductory discussion board posting (due September 17 in D2L) including a brief description of yourself, your practicum setting (where, who works there, what type of clients you will be working with, supervisory arrangements, etc.) and your first impressions of practicum - including adjusting to the new environment, your initial impressions, questions, goals, challenges, and successes in practicum.
- Your ongoing participation in the Zoom sessions/class discussions. Seminar attendance is mandatory and you are encouraged to participate fully by sharing new ideas, giving feedback and raising issues as they relate to your field experience. Participation may also include facilitating or co-facilitating small group collegial discussions during Zoom sessions.
- Your participation grade will consider the quality and consistency of your participation, as outlined in the rubric provided in D2L. – At the end of the term, during the final zoom session, students will reflect and present a self-evaluation of course participation in which you assess your contribution to course activities

- 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 guidelines established by the class.

Grading criteria will be posted in D2L.

Assignment 2: Integrating Theory and Practice (ITP) Loop

Value: 40%

Due Dates: Main Post Due Date: October 15 by 11:59PM MST

Responses Due Date: November 5 by 11:59PM MST.

Submission: Discussion Post

Length: Main Post Length: 750 to 1000 words, excluding reference list

Responses Length: Please write a 200-250 words response to two of your colleagues' posts

Format: APA 7th Edition formatting for in-text citations and the reference list

Aligned Course Learning Outcomes: 1-7

The intent of this assignment is to engage in reflective, collaborative social work practice using 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.

Step 1: ITP Loop Process and Write-Up

Each student will apply the ITP Loop to a practicum experience and post a write-up in the discussion forum in D2L. The posting 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 between **750 to 1000 words** in length, excluding the reference list. Post directly onto the discussion board rather than attaching a document.

Step 2: Responding to Others

Students are expected to offer helpful, supportive, and resourceful consultation and feedback to their peers by responding to at least two other ITP Loop postings. Each response should be approximately **250 words**. The responses will be assessed based on length and depth of response (i.e., illustrative of critical reflection and integration). It is expected that all postings and responses will be presented in a manner that ensures the respect, dignity, and confidentiality for your classmates and for those with whom we work and serve.

The ITP Loop Model consists of the following phases: retrieval, reflection, linkage, and professional response.

- **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.

- Reflections - 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.
- 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?
- Professional Response – 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? How may that have impacted your work? What did you learn about social work practice?
- Questions to Peers – What 1-3 questions do you have for your peers about this practice experience? What did you learn about your practice from the peer consultation?

Grading criteria and details will be posted in D2L.

Assignment 3: Personal Practice Identity

Value: (40%)

Due Date: November 26 by 11:59PM MST

Format: Narrated presentation or short paper

Length: 10 to 15-minute presentation OR 1500-word paper, exclusive of references

Format: APA 7th Edition formatting

Aligned Course Learning Outcomes: 1-7

Students are expected to locate themselves in social work practice either through creative expression (Infographic or visual representation) or via a short paper which is 6 pages in length exclusive of references and title page. It is important to remember that what is unique about a social work practice framework is that it includes a systems analysis as well as attention to the dynamic and changing social environment and how you influence your practice with your personal context and application of experience and values. Your assignment will highlight what has contributed to your professional identity up to this point and identify directions for future growth and learning. The assignment will be graded upon the progression of depth that you demonstrate through your writings and how deftly you weave the personal with the professional.

Students will include:

- A minimum of five sources informing your practice (theories, frameworks, approaches, literature, experience)
- Your social location and identity in practice, emerging strengths for practice and the gifts you offer to the profession
- Directions for future learning or practice (e.g., skills, topics, approaches, opportunities, further education or professional training)
- Strategies for continually improving and reflecting on your practice and a clear statement on self-care practices/routine
- Clear statement about self care strategies and understanding.

In responding to these question students will be exploring how the classroom and practice learning from your BSW program has influenced the emerging social worker you are now?

Paper

- In a Word document, integrate the components outlined above in six (6) double spaced pages. Submit this via Dropbox.
- Summarize your paper using a word cloud (<http://wordclouds.com>) and post to the D2L discussion board.

Visual representation

- Utilizing your own creativity or a technology-based design program, symbolize the above noted points in a webpage, infographic or consult with your instructor for other visual representations.
- Post the upload your digital link to the dropbox. Some free resources to utilize: www.canva.com or www.wix.com and these how to resources <https://visme.co/blog/how-to-make-an-infographic/> and <https://www.youtube.com/watch?v=nShmwzh879g>

Grading criteria and details will be posted in D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend seminar regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Your attendance and participation in all of the Zoom sessions for the course benefit your learning experience as well as understanding full the content of this course. If any reasons, you must miss a session, please contact the instructor prior to the session to notify them. For your best learning purpose, you can contact the instructor for an assignment to allow you to catch up the materials of the missing seminar(s). That assignment will not be counted in the overall grade of this course. It is for your own learning purpose. And there is no penalty if you do not ask for the assignment for a missing class.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox or location in D2L. Assignments will not be accepted as email attachments. Assignments will be submitted in **Word format only**. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59 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 of the instructor and may be subject to a grade reduction.

EXPECTATIONS FOR WRITING

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
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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.

ADDITIONAL SUGGESTED READINGS

Additional readings for the course will be provided to students in D2L related to discussion board postings and topic.

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