



<b>Course &amp; Session Number</b>	SOWK 411 S03, S04	<b>Classroom</b>	Online
<b>Course Name</b>	Integrative Seminar I		
<b>Dates and Time</b>	Start of Classes: Monday, September 12, 2022 End of Classes: Monday, December 5, 2022 Dates and Time: <ul style="list-style-type: none"> <li>• Zoom sessions: Mondays, 9am to 10:50am</li> <li>• One additional hour/week asynchronous</li> </ul> Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	<b>S03:</b> Erin McFarlane, MSW, RSW <b>S04:</b> Jolene Wright, MSW, MHSX, RSW	<b>Office Hours</b>	As requested
<b>UCalgary E-mail</b>	<a href="mailto:erin.mcfarlane@ucalgary.ca">erin.mcfarlane@ucalgary.ca</a> <a href="mailto:jolene.wright@ucalgary.ca">jolene.wright@ucalgary.ca</a>	<b>UCalgary Phone</b>	Please contact instructor via email

**OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION**

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An

<sup>1</sup> In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

## 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 work, lived 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.

Students and instructors are expected to co-create an inclusive and positive learning community by developing numerous opportunities for participation and contribution of unique insights and perspectives. Diversity is valued and respected and each session will include a range of activities designed to foster student's comfort in sharing their ways of knowing, skills, and experiences. These may include group discussions, interactive activities, and engaging a diverse range of guest speakers to present multiple perspectives.

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.

This course will take place **online via Zoom and Desire2Learn (D2L)**. To best succeed in the course, students are expected to participate in the synchronous Zoom sessions and asynchronous learning tasks using the D2L learning environment.

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, applications of theory, or questions designed to assist students to further integrate theory and practice.

**Pre-requisite(s):** completion of all required 300 level Social Work courses.

**Co-requisite(s):** SOWK 410: Practicum I.

## COURSE LEARNING OUTCOMES

Upon successful 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; and
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

#### Available online and on D2L:

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

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

Canadian Association of Social Workers (2005). *Guidelines for Ethical Practice*. Ottawa, ON. Retrieved from [https://www.casw-acts.ca/files/attachements/casw\\_guidelines\\_for\\_ethical\\_practice.pdf](https://www.casw-acts.ca/files/attachements/casw_guidelines_for_ethical_practice.pdf)

\*A textbook is not required for this course.

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 I (SOWK 410).

## CLASS SCHEDULE

### Important Dates for Fall 2022

- Start of Term: Monday, August 29, 2022
- Labour Day, no classes: Monday, September 5, 2022
- Fee deadline: Friday, September 23, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Remembrance Day, no classes: Friday, November 11, 2022
- Term Break, no classes: Sunday - Saturday, November 6 - 12, 2022
- End of Term: Friday, December 23, 2022

\*Additional schedule details, including specific seminar topics, will be determined by individual section instructors and provided on D2L. The asynchronous portion of the course will include discussion posts, short readings/webinars, peer feedback, and/or reflective exercises.

Date	*Seminar	Assignment Due Dates	IPT Deadlines
Sept 12	Seminar 1 <b>First Class</b>		
Sept 19	Seminar 2		
Sept 26	Seminar 3		Preliminary Impressions form & Learning Agreements due (on IPT)
Oct 3	Seminar 4		
Oct 10	<b>Thanksgiving Day - No Classes</b>		
Oct 17	Seminar 5	Journal 1 submission (on D2L)	
Oct 24	Seminar 6		Mid-Course Evaluation due (on IPT)
Oct 31	Seminar 7		
Nov 7	<b>Term Break - No Classes</b>		
Nov 14	Seminar 8		
Nov 21	Seminar 9		
Nov 28	Seminar 10	Journal 2 submission (on D2L)	
Dec 5	Seminar 11 <b>Last Class</b>	Participation self-assessment due (on D2L)	Final Evaluation due (on IPT)

## ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

### 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 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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

### MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom 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. Grading rubrics will be provided on D2L.**

### **1. Reflective Journals**

**Journal 1 Due Date:** October 17, 2022 by 11:59pm

**Journal 2 Due Date:** November 28, 2022 by 11:59pm

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

**Submission:** D2L Dropbox

**Format:** Essay format; APA 7th edition. If you choose the verbal recording option, please also submit a reference list in a Word document if you cite or reference material or authors in your recording. Citations in the recording should still reference author name, year, and page number if applicable.

**Length:** 750 to 1000 words per journal. Please double space your submissions. Alternatively, **one of your submissions** can be a 10-minute verbal audio recording.

**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 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 Dropbox

**Format:** You will create a presentation using PowerPoint, Prezi, Canva, Piktochart, or another platform. Alternative platforms and/or formats for the presentation may be discussed with the instructor. The presentation will occur either during a synchronistic Zoom session or will be pre-recorded and 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 and/or framework for social work practice, exemplified by your involvement with a specific case from your current practicum. Scholarly and practicum experiences come together to influence this perspective. The presentation will illuminate your critical thinking and integration of former and new knowledge.

The word “case” is used loosely and, depending on your practicum, could mean an individual, family, group, organizational, community, or systems level case. It could be about a meeting with a client, a workshop you facilitated or attended, a meeting with a supervisor, a component of a research project you engaged in, a team meeting, a presentation you gave, a policy you wrote, an advocacy action you participated in, a meeting with a community partner, etc.

The following sections are to be included:

### **Assignment Details:**

- **Setting:** description of the organization (vision, mission, population(s) served, primary projects or programs, implicit and/or explicit theoretical frameworks) as well as relevant environmental influences beyond the agency (funding, politics, social attitudes, etc.) that you think are important to highlight.
- **Professional/personal orientation:** description of your developing professional and personal lenses relevant to the case analysis. This should include a discussion of your developing theoretical practice framework, personal and professional values, social location (such as gender, race, age, class, sexual orientation), and experiences.
- **Case description:** discussion of background and current details; description of your role in relation to the case.
- **Social work action:** description of the action phase of work with the case.  
This may include the following sub-sections (you do not need to include all of these):
  - engagement and information gathering
  - assessment
  - intervention
  - termination
  - evaluation of effectiveness

Links between theory and practice should be clearly articulated.

- **Skills:** identify the personal strengths/capacities (existing and emerging) you used as well as any limitations.
- **Final reflection/readiness for practice:** putting it all together - what does this all mean for you as a beginning BSW practitioner? Include areas for continued exploration, growth, and professional development.

### **3. Participation - Self-assessment**

**Due Date:** December 5, 2022 by 11:59pm

**Value:** 20%

**Submission:** D2L Dropbox

**Length:** 500 words. Please double space your submissions.

**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:

- level of sharing of experiences
- introducing new ideas and learning new information
- engaging in class discussions
- demonstrating active listening
- openness to the ideas of others
- ability to pose questions
- 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. If you are unable to attend a session, please contact your instructor to arrange an alternative activity.

#### **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. Written assignments must be submitted in Word format. Assignments should have a file name as follows: "First name, last name, assignment number." 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 assignments 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. This grading system overrides the grading system in D2L.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage Range</b>
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's [Code of Conduct](#).

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).

### 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. 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. Please refer to the full policy on [Student Accommodations](#).

### 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](#) before beginning the assignment.

### Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

## **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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-based 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.

## **Other Important Information**

Please visit the [Registrar's website](#) 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