



Fall 2022

Course & Session Number	SOWK 662A S04	Classroom	HNSC 328
Course Name	Integrative Seminar		
Dates and Time	<p>Fall 2022</p> <p>Start of Classes: Friday, September 9, 2022</p> <p>End of Classes: Friday, December 2, 2022</p> <p>Day and Time: Fridays, 1:00 pm to 3:50 pm</p> <p>Term break (No classes): Sunday-Saturday, November 6 to 12</p> <p>Drop/Withdrawal Dates: Wednesday, December 7th</p> <p>Winter 2023</p> <p>Start of Classes: Friday, January 13, 2023</p> <p>End of Classes: Friday, March 31, 2023</p> <p>Day and Time: Fridays, 1:00 pm to 3:50 pm</p> <p>Term break (No classes): Sunday-Saturday, February 19-25, 2023</p> <p>Drop/Withdrawal Dates: Wednesday, April 12, 2023</p>		
Instructor	Shannon McIntosh, MSW, RSW	Office Hours	Friday from 4:00 pm to 4:30 pm or by appointment
U of C E-mail	mcintosr@ucalgary.ca	UCalgary Phone	(403) 998-8465

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 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

This course will include the integration of theory, research applications/evaluation and professional practice in the student's area of specialization; and preparation of a capstone exit requirement.

COURSE DESCRIPTION

This course provides students with an opportunity to integrate theory and practice – that is, to link knowledge, skills and values derived from MSW coursework and past experiences with social work practice experiences in the practicum setting (SOWK 660). Students will participate in collaborative discussions regarding professional issues, practice situations, ethical dilemmas, and the application of theory to practice. Students are encouraged to provide constructive feedback and consultation to peers, and to participate collectively and collaboratively in furthering their learning and promoting professional development. Students will engage in their learning process through in-person classes.

Emphasis will be placed on integration of research, theory and social work practice with personal and professional development. At the master's level, students are leaders within the social work profession. Discussions will also focus on contributing to the profession and the body of knowledge.

Students will be expected to: 1) present and discuss practice experiences from their practicum settings; 2) critically reflect upon their own and others' practice experiences; 3) engage in a collaborative learning process; 4) demonstrate competence in their ability to identify, apply, critique, and evaluate theories and conceptual frameworks to practice situations; 5) apply learnings from advanced social work practice and specialization courses to their practice and practicum experiences, (6) present case conceptualization to co-learn from each other, and (7) engage with respectful curiosity during guest speaker lectures.

The Integrative Seminar will also introduce or re-introduce key social work themes from previous practice core and specialization courses with a focus on application to social work practice and to students' practicum experiences. These themes relate to the five practice objectives of Advanced Practicum (SOWK 660) and include: 1) diversity and Indigenous contexts; 2) oppression and social justice; 3) professional identity and self-care; 4) theoretically informed and evidence-based practice; 5) program and practice evaluation; 6) facilitating and advocating for change; and 7) articulating a professional model of practice. Finally, throughout the eight months of seminar, students will be

building towards their capstone project and final exit requirement of the MSW program. The capstone assignment is described below.

This course will take occur in person at the University of Calgary on Friday afternoons from 1:00 pm to 3:50 pm in classroom HNSC 328. If you are not able to attend class, please inform the instructor in advance and propose an alternative participation activity.

Co-requisite: This course is taken concurrently with SOWK 660 A & B, Advanced Practicum.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will (be able to):

1. Identify, apply and reflect on their developing social work knowledge, values and skills, particularly in the context of Advanced Practicum and in the areas of diversity and Indigenous contexts; oppression and social justice; professional identity and self-care; theoretically informed and evidence-based practice; program and practice evaluation; facilitating and advocating for change; and articulating a professional model of practice.
2. Critically assess social work practicum and practice experiences through reflection, discussion, peer consultation and constructive feedback.
3. Reflect on their practicum learning goals, and their growth/development towards reaching these goals, with reference to specific shifts in their thinking and practice.
4. Participate actively in class discussions and work collaboratively and collectively with other students in furthering learning and professional development.
5. Demonstrate the ability to create respectful, open, and safe learning environments which ensure that each student has a voice, and everyone is treated with respect and dignity.

Upon completion of the Capstone, students will (be able to):

1. Articulate their professional identity and social work practice foundations in relation to their values, the Code of Ethics, social justice, Anti-Oppressive Practice (AOP), and MSW specialization.
2. Make connections between their personal and professional identities and values and their social work identity and practice.
3. Present an approach to practice that is grounded in theory and evidence and relevant to their MSW specialization.
4. Demonstrate the application of their model of practice and applied research concepts through a case study from practicum or from their practice, including a proposed evaluation of an intervention.
5. Articulate critical learning moments and insights reached during the MSW program, including key learnings from coursework in advanced social work practice, specialization courses and practicum/seminar.
6. Reflect broadly on their learning journey over the course of their MSW degree program and its impact on their social work identity/practice.
7. Demonstrate a commitment to their continued growth and development by identifying future goals for continued learning and professional development.

LEARNING RESOURCES

Recommended Readings

- Anderson, H. (2012). Collaborative relationships and dialogic conversations: Ideas for a relationally responsive practice. *Family Process*, 51(1), 8–24. <https://doi.org/10.1111/j.1545-5300.2012.01385.x>
- Belfort, Erin L., and Timothy C. Van Deusen. “FAMILIES AND TRANSITIONING YOUTH: WORKING WITH TRANSGENDER YOUTH AND THEIR FAMILIES IN THE ERA OF COVID-19 AND BEYOND.” *Journal of the American Academy of Child and Adolescent Psychiatry*, vol. 60, no. 10, 2021, pp. S84–S84, <https://doi.org/10.1016/j.jaac.2021.07.354>.
- Carr, A. “Michael White’s Narrative Therapy.” *Contemporary Family Therapy*, vol. 20, no. 4, 1998, pp. 485–503.
- Chamberlain, Lisa. “FROM SELF-CARE TO COLLECTIVE CARE.” *Sur: International Journal on Human Rights*, English ed., vol. 17, no. 30, 2020, pp. 215–25.
- Chang, J (2013). A contextual –functional meta-framework for counseling supervision. *International Journal for the Advancement of Counseling*, 24(2), 71-87.
- Chang, Jeff, et al. “The IPscope: Applications to Couple and Family Therapy Supervision.” *Journal of Family Psychotherapy*, vol. 31, no. 3-4, 2020, pp. 114–40, <https://doi.org/10.1080/08975353.2020.1809916>.
- Choi, J. J. (2020). A case study of solution-focused brief family therapy. *The American Journal of Family Therapy*, 48(2), 195–210. <https://doi.org/10.1080/01926187.2019.1691083>
- Dewane, C. J. (2006). Use of Self: A Primer Revisited. *Clinical Social Work Journal*, 34(4), 543–558. <https://doi.org/10.1007/s10615-005-0021-5>
- Dupuis-Rossi, Riel. “The Violence of Colonization and the Importance of Decolonizing Therapeutic Relationship: The Role of Helper in Centring Indigenous Wisdom.” *International Journal of Indigenous Health*, vol. 16, no. 1, 2020, pp. 108–17, <https://doi.org/10.32799/ijih.v16i1.33223>.
- Edwards, Janice Berry. “Cultural Intelligence for Clinical Social Work Practice.” *Clinical Social Work Journal*, vol. 44, no. 3, 2015, pp. 211–20, <https://doi.org/10.1007/s10615-015-0543-4>.
- Eeson, Jen, and Tom Strong. “Down the IPscope: A Case Study of Relational Assessment Practices at the Calgary Family Therapy Centre.” *Journal of Family Psychotherapy*, vol. 27, no. 2, 2016, pp. 109–24, <https://doi.org/10.1080/08975353.2016.1169023>.
- Flynn, Marilyn L. “Art and the Social Work Profession: Shall Ever the Twain Meet?” *Research*

on *Social Work Practice*, vol. 29, no. 6, 2019, pp. 687–92,
<https://doi.org/10.1177/1049731519863109>.

Freedman, G. (2014). Weaving net-works of hope with families, practitioners and communities: Inspiration from systemic and narrative approaches. *The International Journal of Narrative Therapy and Community Work*, 4(1), 34-44.

Gaete, Joaquín, et al. "Realizing Relational Preferences Through Transforming Interpersonal Patterns." *Family Process*, vol. 59, no. 1, 2020, pp. 21–35,
<https://doi.org/10.1111/famp.12417>.

Gough, Jim, and Elaine Spencer. "Ethics in Action: An Exploratory Survey of Social Worker's Ethical Decision Making and Value Conflicts." *Journal of Social Work Values and Ethics*, vol. 11, no. 2, 2014, pp. 23–40.

Hoyt, M. F., Young, J., & Rycroft, P. (2020). Single session thinking 2020. *Australian and New Zealand Journal of Family Therapy*, 41(3), 218–230. <https://doi.org/10.1002/anzf.1427>

Kockzur, Susanna, et al. *I Promised We'd Get Help: The Parent's Journey – Experiences of Parents and Family of Youth Visiting the Emergency Department with Mental Health Concerns*. Cumming School of Medicine, 2018.

Kelley, P. (2011). Narrative theory and social work treatment. In F. Turner (Ed.), *Social Work Treatment: Interlocking Theoretical Approaches* (5 ed.). New York: Oxford University Press.

Lee, Eunjung, and Henry Toth. "An Integrated Case Formulation in Social Work: Toward Developing a Theory of a Client." *Smith College Studies in Social Work*, vol. 86, no. 3, 2016, pp. 184–203,
<https://doi.org/10.1080/00377317.2016.1191804>.

McNamee, S. (2015). Radical presence: alternatives to the therapeutic state. *European Journal of Psychotherapy & Counselling*, 17, 4, 373–383. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1080_1364_2537_2015_1094504

Paré, D. (2014). Social justice and the word: keeping diversity alive in therapeutic conversations. *Canadian Journal of Counseling and Psychotherapy*, 48(3), 206-217.

Rajaei, A. and Hodgson, J. "McDowell, T., Knudson-Martin, C., & Bermudez, J. M. (2018). Socio-culturally Attuned Family Therapy. New York, NY: Routledge, 260." *Journal of Marital and Family Therapy*, vol. 45, no. 3, 2019, pp. 550–51,
<https://doi.org/10.1111/jmft.12389>.

Rashid, Tayyab, and Robert F. Ostermann. "Strength-Based Assessment in Clinical Practice." *Journal of Clinical Psychology*, vol. 4, no. 4, 2009, pp. 488–98, <https://doi.org/10.1002/jclp.20595>

Slive, A., & Bobele, M. (2012). Walk-In counselling services: Making the most of one hour. *Australian and New Zealand Journal of Family Therapy*, 33(1), 27–38. <https://doi.org/10.1017/aft.2012.4>

- Sutherland, O., Turner, J., & Dienhart, A. (2013). Responsive persistence part I: Therapist influence in postmodern practice. *Journal of Marriage and Family Therapy*, 39, 470-487. <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1752-0606.2012.00333.x>
- Thornicroft, G., Mehta, N., Clement, S., Evans-Lacko, S., Doherty, M., Rose, D., . . . Henderson, C. (2016). Evidence for effective interventions to reduce mental-health-related stigma and discrimination. *The Lancet*, 387(10023), 1123-1132. doi:10.1016/s0140-6736(15)00298-6
- Tomm, K., "Interventive Interviewing: Part III. Intending to Ask Lineal, Circular, Reflexive or Strategic Questions?" *Family Process*, 27: 1-15, 1988.
- Vakharia, Sheila P., and Jeannie Little. "Starting Where the Client Is: Harm Reduction Guidelines for Clinical Social Work Practice." *Clinical Social Work Journal*, vol. 45, no. 1, 2016, pp. 65–76, <https://doi.org/10.1007/s10615-016-0584-3>.
- Weissman, Ruth S., et al. "Access to Evidence-based Care for Eating Disorders During the COVID-19 Crisis." *International Journal of Eating Disorders*, vol. 53, no. 5, 2020, pp. 369–76, <https://doi.org/10.1002/eat.23279>.
- Wulff, D. and St. George, S. "Family Therapy with a Larger Aim." *Social Construction and Social Work Practice*, Columbia University Press, 2011, p. 211–, <https://doi.org/10.7312/witk15246.13>.

*** It is expected that students will use their existing resources and access to the University of Calgary Library online resources and data bases to support their learnings and coursework. It is hoped that students will also generate readings for the class as a whole based on emerging topics and themes throughout the class.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A 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 access.

Desire to Learning (D2L) Course Site Address: <http://d2l.ucalgary.ca>

RELATIONSHIP TO OTHER COURSES

The emphasis of SOWK 662 is on linking theory, research and practice; and the application, integration and demonstration of knowledge gained in advanced social work practice and specialization courses to social work practice and practicum. Therefore, this course relates to all other MSW courses. The seminar is taken concurrently with and is directly linked to Advanced Practicum (SOWK 660).

CLASS SCHEDULE

Important Dates for Fall 2022

- Start of Term: Monday, August 29, 2022
- End of Term: Friday, December 23, 2022
- Fee deadline: Friday, September 23, 2022
- Labour Day, no classes: Monday, September 5, 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

Important Dates for Winter 2023

- Start of Term: Tuesday, January 3, 2023
- End of Term: Friday, April 28, 2023
- Fee deadline: Friday, January 27, 2023
- Deadline to apply for Winter Conferral of Degree: Sunday, January 15
- Winter Conferral of Degree: Monday, February 13
- Deadline to Apply for Spring Convocation: Friday, March 31
- Alberta Family Day: Monday, February 20
- Good Friday: Friday, April 7th
- Easter Monday: Monday, April 10

Fall 2022 Dates	Seminar Topics	Readings and Assignment Due Dates
Sept 9	Introductions, review of class syllabus and a review of self-care/collective care practices	Chamberlain, Lisa. "FROM SELF-CARE TO COLLECTIVE CARE." <i>Sur: International Journal on Human Rights</i> , English ed., vol. 17, no. 30, 2020, pp. 215–25.
Sept 16	Embracing cultural intelligence and justice for equity-deserving groups	Edwards, Janice Berry. "Cultural Intelligence for Clinical Social Work Practice." <i>Clinical Social Work Journal</i> , vol. 44, no. 3, 2015, pp. 211–20, https://doi.org/10.1007/s10615-015-0543-4 .
Sept 23	Navigating the mental health and addictions system: a collaborative, community-oriented and multidisciplinary approach	Freedman, G. (2014). Weaving net-works of hope with families, practitioners and communities: Inspiration from systemic and narrative approaches. <i>The International Journal of Narrative Therapy and Community Work</i> , 4(1), 34-44.
Sept 30	<i>National Day for Truth and Reconciliation – No class</i>	
Oct. 7	Navigating mental health stigma	Thornicroft, G., Mehta, N., Clement, S., Evans-Lacko, S., Doherty, M., Rose, D., . . . Henderson, C. (2016).

		Evidence for effective interventions to reduce mental-health-related stigma and discrimination. <i>The Lancet</i> , 387(10023), 1123-1132. doi:10.1016/s0140-6736(15)00298-6
Oct 14	Understanding Indigenous Practices (Guest Speaker)	Dupuis-Rossi, Riel. "The Violence of Colonization and the Importance of Decolonizing Therapeutic Relationship: The Role of Helper in Centring Indigenous Wisdom." <i>International Journal of Indigenous Health</i> , vol. 16, no. 1, 2020, pp. 108–17, https://doi.org/10.32799/ijih.v16i1.33223 .
Oct 21	Considering societal discourses that can impact mental health	Paré, D. (2014). Social justice and the word: keeping diversity alive in therapeutic conversations. <i>Canadian Journal of Counseling and Psychotherapy</i> , 48(3), 206-217. Rajaei, A., and Hodgson, J. "McDowell, T., Knudson-Martin, C., & Bermudez, J. M. (2018). Socio-culturally Attuned Family Therapy. New York, NY: Routledge, 260 Pp., \$76.95." <i>Journal of Marital and Family Therapy</i> , vol. 45, no. 3, 2019, pp. 550–51, https://doi.org/10.1111/jmft.12389 . Wulff, D and St. George, S. "Family Therapy with a Larger Aim." <i>Social Construction and Social Work Practice</i> , Columbia University Press, 2011, p. 211–, https://doi.org/10.7312/witk15246.13 .
Oct 28	Considering professional ethics, values and self-awareness	www.casw-acts.ca Gough, Jim, and Elaine Spencer. "Ethics in Action: An Exploratory Survey of Social Worker's Ethical Decision Making and Value Conflicts." <i>Journal of Social Work Values and Ethics</i> , vol. 11, no. 2, 2014, pp. 23–40. Dewane, C. J. (2006). Use of Self: A Primer Revisited. <i>Clinical Social Work Journal</i> , 34(4), 543–558. https://doi.org/10.1007/s10615-005-0021-5
Nov. 4	Eating disorders and related treatments (Guest Speaker: Lateef Habib)	Weissman, Ruth S., et al. "Access to Evidence-based Care for Eating Disorders During the COVID-19 Crisis." <i>International Journal of Eating</i>

		<i>Disorders</i> , vol. 53, no. 5, 2020, pp. 369–76, https://doi.org/10.1002/eat.23279 .
Nov. 11	Remembrance Day and Term Break - No class	
Nov 18	Exploring addictions and associated therapeutic models: A Case Study	Vakharia, Sheila P., and Jeannie Little. “Starting Where the Client Is: Harm Reduction Guidelines for Clinical Social Work Practice.” <i>Clinical Social Work Journal</i> , vol. 45, no. 1, 2016, pp. 65–76, https://doi.org/10.1007/s10615-016-0584-3 . Assignment 2: Submit on D2L Due Date: Friday, November 18, 2022 @ Midnight
Nov 25	Assessing for mental health risk and managing mental health emergencies	Kockzur, Susanna, et al. <i>I Promised We’d Get Help: The Parent’s Journey – Experiences of Parents and Family of Youth Visiting the Emergency Department with Mental Health Concerns</i> . Cumming School of Medicine, 2018.
Dec 2	Building and maintaining healing, therapeutic relationships	Sutherland, O., Turner, J., & Dienhart, A. (2013). Responsive persistence part I: Therapist influence in postmodern practice. <i>Journal of Marriage and Family Therapy</i> , 39, 470-487. https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1752-0606.2012.00333.x Anderson, H. (2012). Collaborative relationships and dialogic conversations: Ideas for a relationally responsive practice. <i>Family Process</i> , 51(1), 8–24. https://doi.org/10.1111/j.1545-5300.2012.01385.x McNamee, S. (2015). Radical presence: alternatives to the therapeutic state. <i>European Journal of Psychotherapy & Counselling</i> , 17, 4, 373–383. https://ucalgary.primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1080_13642537_2015_1094504
Dec. 8- Jan 8	*No classes – Holiday Break*	Enjoy and relax!
Winter 2023	Seminar Topics	Readings and Assignment

Dates		Due Dates
Jan. 13	Developing a case formulation and attending to clinical documentation	Lee, Eunjung, and Henry Toth. "An Integrated Case Formulation in Social Work: Toward Developing a Theory of a Client." <i>Smith College Studies in Social Work</i> , vol. 86, no. 3, 2016, pp. 184–203, https://doi.org/10.1080/00377317.2016.1191804 .
Jan. 20	Examining various mental health assessments and interventive interviewing methods	Rashid, Tayyab, and Robert F. Ostermann. "Strength-Based Assessment in Clinical Practice." <i>Journal of Clinical Psychology</i> , vol. 4, no. 4, 2009, pp. 488–98, https://doi.org/10.1002/jclp.20595 . Tomm, K., "Interventive Interviewing: Part III. Intending to Ask Lineal, Circular, Reflexive or Strategic Questions?" <i>Family Process</i> , 27: 1-15, 1988.
Jan.27	Working with transgender youth and their families (Guest speaker)	Belfort, Erin L., and Timothy C. Van Deusen. "FAMILIES AND TRANSITIONING YOUTH: WORKING WITH TRANSGENDER YOUTH AND THEIR FAMILIES IN THE ERA OF COVID-19 AND BEYOND." <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> , vol. 60, no. 10, 2021, pp. S84–S84, https://doi.org/10.1016/j.jaac.2021.07.354 . Assignment 3: Submit on D2L Due Date: Friday, January 27, 2023 @ Midnight
Feb 3	Using single session, solution focused therapy (Guest Speaker: Monica Sesma-Vazquez) Case Presentations	Hoyt, M. F., Young, J., & Rycroft, P. (2020). Single session thinking 2020. <i>Australian and New Zealand Journal of Family Therapy</i> , 41(3), 218–230. https://doi.org/10.1002/anf.1427 Slive, A., & Bobele, M. (2012). Walk-In counselling services: Making the most of one hour. <i>Australian and New Zealand Journal of Family Therapy</i> , 33(1), 27–38. https://doi.org/10.1017/aft.2012.4

Feb 10	<p>Reviewing systemic family therapy and the Interpersonal Scope (IPscope)</p> <p>Case Presentations</p>	<p>Gaete, Joaquín, et al. “Realizing Relational Preferences Through Transforming Interpersonal Patterns.” <i>Family Process</i>, vol. 59, no. 1, 2020, pp. 21–35, https://doi.org/10.1111/famp.12417.</p> <p>Eeson, Jen, and Tom Strong. “Down the IPscope: A Case Study of Relational Assessment Practices at the Calgary Family Therapy Centre.” <i>Journal of Family Psychotherapy</i>, vol. 27, no. 2, 2016, pp. 109–24, https://doi.org/10.1080/08975353.2016.1169023.</p>
Feb. 17	<p>Evaluating Narrative Therapy Approaches</p> <p>Case Presentations</p>	<p>Kelley, P. (2011). Narrative theory and social work treatment. In F. Turner (Ed.), <i>Social Work Treatment: Interlocking Theoretical Approaches</i> (5 ed.). New York: Oxford University Press.</p> <p>Carr, A. “Michael White’s Narrative Therapy.” <i>Contemporary Family Therapy</i>, vol. 20, no. 4, 1998, pp. 485–503.</p> <p>Assignment 4: Submit on D2L Due Date: Friday, February 17, 2023 @ Midnight</p>
Feb 19 - 25	*No classes – Winter Term Break *	Enjoy and relax!
Mar 3	Appraising individually based therapeutic interventions (Guest speaker: Marcia McKay)	
Mar 10	<p>Using creative, strength-based interventions (Guest speaker)</p> <p>Case Presentations</p>	<p>Flynn, Marilyn L. “Art and the Social Work Profession: Shall Ever the Twain Meet?” <i>Research on Social Work Practice</i>, vol. 29, no. 6, 2019, pp. 687–92, https://doi.org/10.1177/1049731519863109.</p>
March 17	Supervision and going beyond the borders	Chang, J (2013). A contextual –functional meta-framework for counseling supervision.

	Case Presentations	International Journal for the Advancement of Counseling, 24(2), 71-87. Chang, Jeff, et al. "The IP Scope: Applications to Couple and Family Therapy Supervision." <i>Journal of Family Psychotherapy</i> , vol. 31, no. 3-4, 2020, pp. 114-40, https://doi.org/10.1080/08975353.2020.1809916 .
March 24	Capstone Presentations	Assignment 1: Submit on D2L Due Date: March 24, 2023 @ Midnight
March 31	Capstone Presentations	Assignment 5: Submit on D2L Capstone submission due date: March 31, 2023 @ Midnight Deadline to Apply for Spring Convocation: Friday, March 31, 2023
April 7	<i>Good Friday – No Class</i>	

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>

ASSESSMENT COMPONENTS

Assignment 1: Participatory Activities (15%) – Ongoing over the semester
Due date: Friday, March 24, 2023 @ Midnight
Aligned with learning outcomes 1-5.

Through in class discussion, reflective exercises and assigned activities, students will have the opportunity to process their practicum experiences, individually and in groups, during the integrative seminar.

Through a series of activities students will reflect on their own professional development, their values and ethics, and explore the relationships between theory, research and practice. Activities may include, but are not limited to, examination of their social location and impacts, the development of a self-care plan, writing a social action letter, program evaluation, and writing and discussing Integration of Theory and Practice (ITP) loops. Students will collect artifacts from their reflective work in a learning folder that will be submitted to D2L. For the submission of the learning folder, students will write a two-page word doc summary reflection of what they have learned about themselves through these activities and discuss how these learnings impact them personally and professionally.

Assignment 2: Theories for Practice (20%)

Due Date: Thursday, November 18, 2022, at midnight.

Aligned Course Learning Outcome: 1, 2, 3

Students will present a minimum of 2 theoretical approaches to social work practice, relevant to their practice and/or MSW specialization. Students will: 1) articulate the relevancy of these theories to social work practice; 2) introduce each relevant theory and demonstrate a critical understanding of these (e.g., main tenets of each theory, key theorists and works); 3) present evidence for the use of these theoretical approaches for social work practice in general and/or in practice contexts relevant to their specialization, including limitations and critiques of the theories.

Questions for reflection and planning include:

Which theories or approaches ground my social work practice? How do these relate to each other? How do these relate to my specialization or area of interest? How do they promote socially just outcomes? Who are the main theorists and/or what are the seminal works in this area and what are their contributions? What are the limitations and critiques of this approach, within the literature and in practice? What research supports these theoretical models/approaches in my specialization or area of interest? How do these theories relate to my own values and personal ethics? How is my theoretical framework informed by my own history, location, and experience?

Students will craft either a paper of 1500-2000 words (6-8 pages double spaced, not including references), or develop a graphical/visual representation of their theoretical model, grounded in theory and evidence, and relevant to their MSW case study and/or specialization. Using ppt, CANVA, or other design-type apps, students will develop a visual representation of the theoretical approaches and record a 15 min presentation on zoom (with a list of references provided in a separate document).

Assignment 3: Integration of theory to practice-Case Study and Case Presentations (30%)

Case Studies Due Date: Friday, January 27, 2023, at midnight.

Case Presentations: February 3, February 10, February 17 and March 10, 2023

Aligned Course Learning Outcome: 1, 2, 3

The purpose: In this assignment, students will have an opportunity to demonstrate their ability to integrate theory, research, and practice through the application of a theoretically informed approach to practice.

The concept:

Students will present an actual “case study” (which could also be conceptualized as a ‘problem’ or practice issue) involving a situation encountered in their practice, either in the Advanced Practicum (SOWK 660) or in other recent practice. The case will relate to the area of focus in which the student has developed substantive or specialized knowledge during the MSW program and will allow the student to demonstrate and rationalize the application of a particular theoretically informed approach (drawn from Assignment 2).

The “case” may be defined differently depending on the specialization and orientation, and might be an individual, couple, family, group, community, organization or other. The “case” may be an actual case from practice (if consent is obtained) or represent a composite of cases (if consent is not obtained).

The paper will also provide an overview of how the student worked with the case presented, and/or how the student may have worked differently in hindsight. The student will clearly demonstrate ways in which their practice strategies and/or interventions were grounded in the theoretical frameworks germane to their substantive areas of practice. Students should identify noted gaps between theory and practice. The student’s knowledge of the problem area and application of an intervention approach should typically be critiqued from a social justice/anti-oppressive perspective including reflection on the impact of self in social work practice. As in real life the case does not need to represent the “perfect” application of theory to practice.

The tasks:

The following headings are suggested as guidelines:

1. Introduction - Introduce the context within which the problem situation or case exists, why you selected this particular case for the assignment, and its relevance for social work.
2. Case description - Provide a brief description of the case, including relevant background context and the key area of concern, questions, or issue for analysis.
3. Theoretically grounded analysis of the “case”- critically describe and analyze the theoretical knowledge base related to the substantive practice area(s) associated with the “case. How do the theoretical perspectives identified in Assignment 3 help advance your understanding of the issues of concern? How do they inform your interventions?
4. Intervention - Based on your case assessment, understanding and analysis, describe and critique your actual (or hypothetical) practice interventions or approach to the case. “What ‘worked’ and what didn’t? What gaps between theory and practice did you observe? What alternative interventions may be applicable?
5. Conclude the paper by discussing your personal and professional learnings, including whether any held biases were challenged. Consider also how you will apply your learning to your future clinical practice.

Length –6-8 pages double spaced, not including references, APA 7th formatting).

Assignment 4: Program evaluation plan (15%)

Due Date: February 17, 2023 @ Midnight

Aligned course learning outcomes: 1, 2

Students will submit a plan to evaluate the intervention described in Assignment 3 - How did/could you or your organization evaluate the effectiveness of the intervention in your case study? Briefly describe the proposed evaluation purpose/question(s), research approach (e.g., quantitative/qualitative/mixed methods), methodology, rationale and methods. Include reflection on any social justice issues that may arise.

Length –2 to 3 pages double spaced, not including references, APA 7th formatting). You can use tables or maps.

Assignment 5– Capstone Oral Presentations (Weight 20% - graded as a Pass/Fail)

Capstone Document Due Date: March 31, 2023 @ Midnight

Capstone Oral Presentations: March 24 & 31, 2023

Aligned with learning outcomes 1-5.

Student presentations- conference-style format. This final presentation aims to be a synthesis product that highlights and transmits some key learning or aspects of their MSW journey. Students may utilize/integrate technology, such as a website, Prezi, PPT, digital story telling or not, depending on their own preference and comfort. Each student will be allotted 30 minutes and will be expected to present for 20 minutes and use 10 minutes to engage and respond to questions/comments from audience members.

Students will be assessed based on their oral presentation only. Assessment elements will include knowledge of their subject, communication skills (verbal and non-verbal), and interaction skills.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend the class sessions and to be fully present and engaged in class activities and discussions. A rich exchange of ideas is a key element of the learning process in this class. It is expected that students will prepare in advance for each class and participate in all learning processes through thoughtful, respectful contributions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments are to be submitted electronically on Word Document (no PDF) through the D2L Dropbox at or before the date and time as specified in the course outline. If no time is stipulated, 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

Points on grades will not be deducted for late submissions when an extension is being granted by the instructor. It is the student’s responsibility to request an extension from the instructor should you require more time and offer an alternate due date and time for the instructor’s consideration.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 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

The University of Calgary [Graduate 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	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79

C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

COURSE EVALUATION

Student feedback will be sought towards 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

Some recommended readings might be suggested according to class discussion and students’ requests.

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