



**UNIVERSITY OF CALGARY**  
FACULTY OF SOCIAL WORK

**Fall 2022**

<b>Course &amp; Session Number</b>	<b>SOWK 662A &amp; B S07</b>	<b>Classroom</b>	<b>Blended (online and residency). Classroom for residency <b>HNSC 336</b></b>
<b>Course Name</b>	<b>Integrative Seminar</b>		
<b>Dates and Time</b>	<p><b>Fall 2022</b></p> <p>Start of Classes: Thursday, September 8, 2022</p> <p>End of Classes: Thursday, December 1, 2022</p> <p>Dates and Time (Zoom): 6:30 to 8:30 pm</p> <p>Zoom classes on September 8, 15, 22, 29; October 6, 13, 20, 27; November 3, 17, 24, and December 1.</p> <p>Term break (No classes): Sunday-Saturday, November 6 to 12</p> <p>Residency (in-person/Calgary): Saturday and Sunday, October 1 and 2, from 9 to 4 pm.</p> <p>Drop/Withdrawal Dates: Wednesday, December 7<sup>th</sup></p> <p><b>Winter 2023</b></p> <p>Start of Classes: Thursday, January 12, 2023</p> <p>End of Classes: Thursday, April 6, 2023</p> <p>Dates and Time (Zoom): 6:30 to 8:30 pm</p> <p>Zoom classes on January 12 &amp; 26; February 16; March 2 &amp; 16</p> <p>Term break (No classes): Sunday-Saturday, February 19-25</p> <p>Residency (in-person/Calgary): Saturday and Sunday, February 4 and 5, and April 1 and 2 from 9 to 4 pm.</p> <p>Drop/Withdrawal Dates: Wednesday, April 12</p>		
<b>Instructor</b>	<b>Monica Sesma-Vazquez, PhD, RSW, RMFT</b>	<b>Office Hours</b>	Thursdays, after Zoom classes, from 8:30 to 9:00 pm
<b>UCalgary E-mail</b>	<a href="mailto:msesmava@ucalgary.ca">msesmava@ucalgary.ca</a>	<b>UCalgary Phone</b>	

## 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

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 virtually and during Calgary in-person residency. Since classes are experiential and participatory, students are expected to have their cameras on during class discussions and small breakout rooms.

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 place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement 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

### REQUIRED TEXTBOOKS AND/OR READINGS

- Anderson, H. (2012). Collaborative relationships and dialogic conversations: Ideas for a relationally responsive practice. *Family Process*, 51(1), 8–24. doi.org/10.1111/j.1545-5300.2012.01385.x  
[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/15o3ob6/cdi\\_proquest\\_miscellaneous\\_929502215](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_miscellaneous_929502215)
- Anderson, H. (2005). Myths about "not-knowing". *Family Process*, 44(4), 497–504. 10.1111/j.1545-5300.2005.00074.x  
[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/15o3ob6/cdi\\_proquest\\_miscellaneous\\_69081681](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_miscellaneous_69081681)
- Banting, R., & Lloyd, S. (2017). A case study integrating CBT with narrative therapy externalizing techniques with a child with OCD: How to flush away the Silly Gremlin. A single-case experimental design. *Journal of Child and Adolescent Psychiatric Nursing*, 30(2), 80–89. 10.1111/jcap.12173 <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/jcap.12173>
- Choi, J. J. (2020). A case study of solution-focused brief family therapy. *The American Journal of Family Therapy*, 48(2), 195–210. 10.1080/01926187.2019.1691083  
[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/15o3ob6/cdi\\_informaworld\\_taylorfrancis\\_310\\_1080\\_01926187\\_2019\\_1691083](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_informaworld_taylorfrancis_310_1080_01926187_2019_1691083)
- Dreier, O. (2015). Interventions in everyday lives: How clients use psychotherapy outside their sessions. *European Journal of Psychotherapy & Counselling*, 17:2, 114-128. [https://ucalgary.primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN\\_cdi\\_crossref\\_primary\\_10\\_1080\\_1364\\_2537\\_2015\\_1027781](https://ucalgary.primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1080_1364_2537_2015_1027781)

- D'Arrigo-Patrick, J., Hoff, C., Knudson-Martin, C., & Tuttle, A. (2017). Navigating critical theory and postmodernism: Social justice and therapist power in family therapy. *Family Process*, 56:3, 574-588. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN\\_cdi\\_gale\\_infotracademiconefile\\_A502685136](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_gale_infotracademiconefile_A502685136)
- Gonzalez, C. (2017). Recovering process from child sexual abuse during adulthood from an integrative approach to solution-focused therapy: A case study. *Journal of Child Sexual Abuse*, 26(7), 785–805. doi.org/10.1080/10538712.2017.1354954  
[https://ucalgary-primo.exlibrisgroup.com/permalink/01UCALG\\_INST/15o3ob6/cdi\\_proquest\\_journals\\_1952040016](https://ucalgary-primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_1952040016)
- Hoyt, M. F., Young, J., & Rycroft, P. (2020). Single session thinking 2020. *Australian and New Zealand Journal of Family Therapy*, 41(3), 218–230. doi.org/10.1002/anzf.1427  
[https://ucalgary-primo.exlibrisgroup.com/permalink/01UCALG\\_INST/15o3ob6/cdi\\_proquest\\_journals\\_2457132457](https://ucalgary-primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_2457132457)
- Lannamann, J. W., & McNamee, S. (2020). Unsettling trauma: from individual pathology to social pathology. *Journal of Family Therapy*, 42(3), 328–346. doi.org/10.1111/1467-6427.12288  
[https://ucalgary-primo.exlibrisgroup.com/permalink/01UCALG\\_INST/15o3ob6/cdi\\_proquest\\_journals\\_2424849093](https://ucalgary-primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_2424849093)
- De Shazer, S. (1997). Some thoughts on language use in therapy. *Contemporary Family Therapy*, 19(1), 133–141. doi.org/10.1023/A:1026170718933  
[https://ucalgary-primo.exlibrisgroup.com/permalink/01UCALG\\_INST/15o3ob6/cdi\\_proquest\\_miscellaneous\\_839054673](https://ucalgary-primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_miscellaneous_839054673)
- McDowell, T., & Hernández, P. (2010). Decolonizing academia: Intersectionality, participation, and accountability in family therapy and counseling. *Journal of Feminist Family Therapy*, 22:2, 93-111. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN\\_cdi\\_crossref\\_primary\\_10\\_1080\\_08952831003787834](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1080_08952831003787834)
- McIntosh, P. (2022, July). *White privilege: Unpacking the invisible knapsack*. The National Seed Project. <https://www.nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack>  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=9604164115&site=ehost-live>
- 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\\_13642537\\_2015\\_1094504](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1080_13642537_2015_1094504)
- 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. doi.org/10.1017/aft.2012.4

[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/15o3ob6/cdi\\_proquest\\_journals\\_1706226908](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_1706226908)

Stewart, S. (2009). Family counseling as decolonization: Exploring an Indigenous social-constructivist approach in clinical practice. *First Peoples Child & Family Review*, 4:2, 62-70.  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=47027138&site=ehost-live>

\*\*\* 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 and Zoom 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 7<sup>th</sup>
- Easter Monday: Monday, April 10

Fall 2022 Dates	Topics & Instructors	Readings & Assignment Due Dates
Sept 8	Zoom Introduction to this course Practicum Orientation Introductions and community building Seminar planning	Anderson, H. (2012). Collaborative relationships and dialogic conversations: Ideas for a relationally responsive practice. <i>Family Process</i> , 51(1), 8–24. <a href="https://doi.org/10.1111/j.1545-5300.2012.01385.x">https://doi.org/10.1111/j.1545-5300.2012.01385.x</a>  Anderson, H. (2005). Myths about "not-knowing". <i>Family Process</i> , 44(4), 497–504. <a href="https://doi.org/10.1111/j.1545-5300.2005.00074.x">https://doi.org/10.1111/j.1545-5300.2005.00074.x</a>
Sept 15	Reflective Practice Zoom Session	McNamee, S. (2015). Radical presence: alternatives to the therapeutic state. <i>European Journal of Psychotherapy &amp; Counselling</i> , 17, 4, 373–383. <a href="https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1080_13642537_2015_1094504">https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1080_13642537_2015_1094504</a>  Lannamann, J. W., & McNamee, S. (2020). Unsettling trauma: from individual pathology to social pathology. <i>Journal of Family Therapy</i> , 42(3), 328–346. <a href="https://doi.org/10.1111/1467-6427.12288">https://doi.org/10.1111/1467-6427.12288</a>
Sept 22	Clinical Practice Zoom Session	<b>CONJOINT with other section (2 hr.)</b> “The Single Session Approach”: Lecture and exercises facilitated by Monica Sesma  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. <a href="https://doi.org/10.1002/anzt.1427">https://doi.org/10.1002/anzt.1427</a>  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. <a href="https://doi.org/10.1017/aft.2012.4">https://doi.org/10.1017/aft.2012.4</a>
Sept 29	Clinical Practice Zoom Session	<b>CONJOINT with other section (2 hr.)</b>

		Lateef lecture on Case Formulation and Case Conceptualization?
Oct 1 9:00 am – 4:00 pm	Residency (combination of mini lectures with practice and exercises)	Room TBD
Oct 2 9:00 am – 4:00 pm	Residency (combination of mini lectures with practice and exercises)	Room TBD
Oct 6	Reflective Practice Zoom Session	<b>CONJOINT with other section (2 hr.)</b> Guest Speaker <ul style="list-style-type: none"> <li>"Creating a Culture of Respect for Gender and Sexual Diversity" presented by Mateo Jumas, M.Ed, Training Centre Facilitator, Centre for Sexuality</li> <li>Lateef Guest Speaker</li> </ul>
Oct 13	Reflective Practice Zoom Session	<b>CONJOINT with other section (2 hr.)</b> Guest Speaker <ul style="list-style-type: none"> <li>"Reducing Mental Health Stigma through Family Therapy" presented by Shannon McIntosh MSW, RSW, U of C Sessional Instructor</li> <li>Lateef Guest Speaker</li> </ul>
Oct 20	Reflective Practice Zoom Session	<b>CONJOINT with other section</b> (1) Check-ins with separate groups from 6:30 to 7:30 pm (2) Conjoint Guest speaker by Monica TBD from 7:30 to 8:30 pm  McDowell, T., & Hernández, P. (2010). Decolonizing academia: Intersectionality, participation, and accountability in family therapy and counseling. <i>Journal of Feminist Family Therapy</i> , 22:2, 93-111. <a href="https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1080_089528310_03787834">https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1080_089528310_03787834</a>
Oct 27	Clinical Practice Zoom Session	<b>CONJOINT with other section (2 hr.)</b> "Working with Eating Disorders": Lecture and exercises facilitated by Lateef Habib
Nov 3	Clinical Practice Zoom Session	<b>CONJOINT with other section</b>



		<p>"Decolonizing Clinical Social Work". Lecture and exercises facilitated by Monica Sesma and Lateef Habib</p> <p>McIntosh, P. (2022, July). <i>White privilege: Unpacking the invisible knapsack</i>. The National Seed Project.  <a href="https://www.nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack">https://www.nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack</a></p> <p>Stewart, S. (2009). Family counseling as decolonization: Exploring an Indigenous social-constructivist approach in clinical practice. <i>First Peoples Child &amp; Family Review</i>, 4:2, 62-70.  <a href="https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_7202_1069330ar">https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_7202_1069330ar</a></p>
Nov 10	<b>**No classes – Fall Term Break**</b>	Enjoy and relax!
Nov 17	Reflective Practice Zoom Session	<p><b>CONJOINT with other section</b></p> <ul style="list-style-type: none"> <li>(1) Check-ins with separate groups from 6:30 to 7:30 pm</li> <li>(2) Conjoint Guest speaker by Monica TBD from 7:30 to 8:30 pm</li> </ul> <p>Guest Speaker on Systemic Family Therapy and/or Solution Focused Therapy by Monica TBD</p> <p>De Shazer, S. (1997). Some thoughts on language use in therapy. <i>Contemporary Family Therapy</i>, 19(1), 133–141.  <a href="https://doi.org/10.1023/A:1026170718933">https://doi.org/10.1023/A:1026170718933</a></p> <p>Dreier, O. (2015). Interventions in everyday lives: How clients use psychotherapy outside their sessions. <i>European Journal of Psychotherapy &amp; Counselling</i>, 17:2, 114-128.  <a href="https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1080_13642537_2015_1027781">https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1080_13642537_2015_1027781</a></p> <p><b>Assignment 2: Submit on D2L</b>  <b>Due Date: Thursday, November 17 @ Midnight</b></p>
Nov 24	Clinical Practice Zoom Session	<p><b>CONJOINT with other section</b></p> <ul style="list-style-type: none"> <li>(1) Check-ins with separate groups from 6:30 to 7:30 pm</li> </ul>

		<p>(2) Lateef Habib lecture from 7:30 to 8:30 pm</p> <p>“Borderline Personality Disorder: Treating the borderline in the room”. Lecture and exercises facilitated by Lateef Habib</p>
Dec 1	Semester Wrap Up	<p>Alumni – Capstone Presentation (30 min)</p> <p><b>Assignment 3: Submit on D2L</b>  <b>Due Date: Thursday, December 1 @ Midnight</b></p>
Dec. 8- Jan 8	<b>**No classes – Holiday Break**</b>	Enjoy and relax!
<b>Winter 2023 Dates</b>		<b>Assignment Due Dates</b>
Jan 12	Case Presentations	<p>Case discussion</p> <p>Choi, J. J. (2020). A case study of solution-focused brief family therapy. <i>The American Journal of Family Therapy</i>, 48(2), 195–210.  <a href="https://doi.org/10.1080/01926187.2019.1691083">https://doi.org/10.1080/01926187.2019.1691083</a></p> <p>Banting, R., &amp; Lloyd, S. (2017). A case study integrating CBT with narrative therapy externalizing techniques with a child with OCD: How to flush away the Silly Gremlin. A single-case experimental design. <i>Journal of Child and Adolescent Psychiatric Nursing</i>, 30(2), 80–89.  <a href="https://doi.org/10.1111/jcap.12173">https://doi.org/10.1111/jcap.12173</a></p> <p><b>Assignment 4: Submit on D2L</b>  <b>Due Date: Thursday, January 12, 2023 @ Midnight</b></p>
Jan 26	Case Presentations	<p>Case discussion</p> <p>D'Arrigo-Patrick, J., Hoff, C., Knudson-Martin, C., &amp; Tuttle, A. (2017). Navigating critical theory and postmodernism: Social justice and therapist power in family therapy. <i>Family Process</i>, 56:3, 574-588.  <a href="https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_gale_infotraccademiconefile_A502685136">https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_gale_infotraccademiconefile_A502685136</a></p> <p>Gonzalez, C. (2017). Recovering process from child sexual abuse during adulthood from an integrative approach to solution-focused therapy: A case stud</p>

		y. <i>Journal of Child Sexual Abuse</i> , 26(7), 785–805. <a href="https://doi.org/10.1080/10538712.2017.1354954">https://doi.org/10.1080/10538712.2017.1354954</a>
Feb 4 9:00 am – 4:00 pm	In person Residency (combination of mini lectures with practice and exercises)	
Feb 5 9:00 am – 4:00 pm	In person Residency (combination of mini lectures with practice and exercises)	
Feb 16	Reflective Practice Zoom Session	<b>CONJOINT with other section</b> (1) Alumni – Capstone Presentation (2) “Indigenous Ways of Healing”. Guest Speaker TBD by Monica Sesma
Feb 19- 25	<b>**No classes – Winter Term Break**</b>	Enjoy and relax!
Mar 2	Case Presentations	(1) Alumni – Capstone Presentation (2) Case discussion
Mar 16	Case Presentations  Course Wrap-Up	<b>Assignment 1: Submit on D2L</b> <b>Due Date: March 16, 2023 @ Midnight</b>  <b>Deadline to Apply for Spring Convocation: Friday, March 31</b>
April 1 9:00 am – 4:00 pm	In-person Capstone Presentations	<b>Assignment 5: Submit on D2L</b> <b>Capstone submission due date: March 30, 2023 @ Midnight</b>
April 2 9:00 am – 4:00 pm	In-person Capstone Presentations	

#### 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 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. 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**

### **Assignment 1: Participatory Activities (15%) – Ongoing over the semester**

**Due date: Thursday, March 16, 2023 @ Midnight**

**Aligned with learning outcomes 1-5.**

Through synchronous and asynchronous 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 2-

pages 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 17, 2022, at midnight.**

**Aligned Course Learning Outcome: 1, 2, 3**

Students will identify and 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 practice specialization and areas of interest? What do these theories propose? 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 evidence supports these theoretical models/approaches in my specialization or area of interest? How do they promote socially just outcomes?

Length – 6 pages double spaced, not including references. Attention to the current and relevant scholarly literature required.

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

**Case Studies Due Date: Thursday, December 1, 2022, at midnight.**

**Case Presentations: January 12 & 26 and March 2 & 16, 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” (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 7<sup>th</sup> formatting).

#### **Assignment 4: Program evaluation plan (15%)**

**Due Date: January 12, 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 7<sup>th</sup> formatting). You can use tables or maps.

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

**Capstone Document Due Date: March 30, 2023 @ Midnight**

**Capstone Oral Presentations: April 1 & 2, 2023 from 9:00 am to 4:00 pm**

**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.

<b>ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION</b>
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**ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend the Integrative Seminar Zoom 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. Cameras ON are expected during class discussions and small breakout rooms.

**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. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> 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. <b>Note:</b> 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
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## 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