



**Fall 2022**

<b>Course &amp; Session Number</b>	<b>SOWK 662 A/B Section 14</b>	<b>Classroom</b>	Sept 9 and 10 In-person residency; All remaining classes are synchronous Thursdays 6:30 pm – 8:30 pm on Zoom
<b>Course Name</b>	Integrative Seminar		
<b>Dates and Time</b>	<p>Start of Classes: September 9, 2022</p> <p>End of Classes: April 12, 2023</p> <p>Dates and Time: Residency Thursday September 9 and 10 in-person on campus; All other classes Thursday 6:30 pm – 8:30 pm on Zoom (schedule included).</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a><sup>1</sup>.</p>		
<b>Instructor</b>	Suzanne Triance-Wright, MSW, RSW	<b>Office Hours</b>	As requested
<b>UCalgary E-mail</b>	<a href="mailto:sltrianc@ucalgary.ca">sltrianc@ucalgary.ca</a>	<b>UCalgary Phone</b>	n/a

**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

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

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/evaluations 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, practicum 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.

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 with 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; and 5) apply learnings from advanced social work practice and specializations courses to their practice and practicum experiences.

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 Practice (SOWK 660) and include 1) diversity and Indigenous contexts; 2) oppression and social justice; 3) professional identity and self-care; 4) theoretically informed and evidenced 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.

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 of their model of 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**

There are no required textbooks / readings.

### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

Pre-reading assignments for both semesters will be posted in D2L a minimum of 2 weeks prior to class and additional suggested readings and resource materials will be posted throughout both semesters.

A D2L site is set up for this course, which contains suggested 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 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 2022 / 2023**

- Start of Term: Monday, August 29, 2022
- End of Term: Friday, December 23, 2022
- Labour Day, no classes: Monday, September 5, 2022
- Fee Deadline: Friday, September 23, 2022
- Last day to drop class without penalty Thursday, September 15, 2022
- Last day to add or swap a course Friday September 16, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Term Break, no classes: Friday, November 6 - 12, 2022
- Last day to withdraw from a course Wednesday, December 7, 2022
  
- Start of Term: January 3, 2023
- End of Term: April 28, 2023
- Last day to drop class without penalty Thursday, January 19, 2023
- Last day to add or swap a course Friday January 20, 2023
- Term Break, no classes: February 20 - 24, 2023
- Good Friday no classes: April 7, 2023
- Easter Monday no classes: April 10, 2023
- Last day to withdraw from a course Wednesday, April 12, 2023

Dates	Topic / Activity	Readings / Assignments Due Dates
September 9 - 10, 2022  RESIDENCY: 9 am to 4 pm Classroom TBA	Introduction to Integrative Seminar, practicum orientation, review learning agreements; social work ethics: equity, racial justice, diversity, inclusion, decolonizing, critical disability theory.	
Zoom Classes		
<b>Reading, activities &amp; exercises will be on D2L one week prior to class</b>		
September 15, 2022	Beginnings: Fields of social work practice, <b>practicum reflections</b> ; schedule initial field visits; mid term field visits and final field visits	
September 22, 2022	Establishing learning goals; learning needs: <b>practicum reflections</b>	
September 29, 2022	Supervision for practicums: National Day for Truth & Reconciliation reflections	<a href="https://downiewenjack.ca/national-day-for-truth-and-reconciliation/">https://downiewenjack.ca/national-day-for-truth-and-reconciliation/</a>
October 13, 2022	What's the theoretical and practice model(s) of the agency: <b>practicum reflections</b>	
October 27, 2022	What are the learning highlights so far: <b>practicum reflections</b>	
November 3, 2022	Focusing on preferred theories and alignment with Community-Informed practice models: Review learning agreement: practicum reflections	
November 6 - 12, 2022	Term Break- no classes	
November 17, 2022	Self-care in the field; practicum reflections	<b>Assignment 2: Theories for Practice Presentation / Paper due Nov 17</b>

December 1, 2022	What has surprised you at practicum; How is your social work identity developing.	
January 12, 2023	Hopes for the new year- Evaluate course so far - need more of / less practicum reflections. Identify specialized learning needs e.g. substance use e.g. working with families, community work, etc; practicum reflections	
January 19, 2023	Praxis: theories & practice / skills, Theoretical congruence	
January 26, 2023	No Class	<b>Assignment 3 - Integration of Theory to Practice: Case Study due January 26, 2023</b>
February 2, 2023	How do you know what you're doing does? Evaluation + reflections	
February 9, 2023	Clients' experience feedback to agency; Intersectionality foundation	
February 16, 2023	No Class	<b>Assignment 4: Program Evaluation Plan Due February 16, 2023</b>
February 20 - 24, 2023	Term Break - no classes	
March 2, 2023	Preparing for closure and completion of field placements; practicum reflection	
March 16, 2023	Hopes for the future; Preparation for Capstone Presentation	
March 23, 2023	No Class	International Day for the Elimination of Racial Discrimination, 21 March <a href="https://www.un.org/en/observances/end-racism-day">https://www.un.org/en/observances/end-racism-day</a>

March 31-April 1, 2023 2 Day In-person residency 9 am to 4 pm	<b>Capstone presentations</b>	<b>Assignment 1: Participatory Activities due April 1, 2023</b> <b>Assignment 5 (Capstones) due March 31 – April 1</b>
April 6, 2023	Optional Wrap up – Personal Reflections	

### **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 (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: April 1, 2023**  
**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 relationship 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 750-1000 word final 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: November 17, 2022**

**Aligned Course Learning Outcome: 1-3.**

*Students will examine a minimum of two theoretical approaches for social work practice using either an academic paper format or a graphical/visual presentation style 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 (30%)**

**Due Date: January 26, 2023**

**Aligned Course Learning Outcomes: 1-3.**



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) involved a situation encountered in their practice, either in 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: 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 2 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 this case. What ‘worked’ and what didn’t? What gaps between theory and practice did you observe? What alternative interventions may be applicable?
5. Discussion: 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: 2500-3000 words (10-12 pages double spaced, not including references, APA 7<sup>th</sup> formatting).

**Assignment 4: Program Evaluation Plan (15%)**

**Due Date: February 16, 2023**

### **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 (quantitative/qualitative/mixed methods), methodology, rationale, and methods. Include reflection on any social justice issues that may arise.

### **Assignment 5: Capstone Oral Presentations (20% - graded as Pass/Fail)**

**Due Dates: March 31 & April 1, 2023**

### **Aligned Course Learning Outcomes 1-5.**

This final presentation (done in a conference-style format) aims to be a synthesis product that highlights and transmits some key learning or aspects of the student's MSW journey. Students may utilize/integrate technology, such as a website, Prezi, PowerPoint, 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 on their oral presentation only. Assessment elements 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 be fully present and engaged in each class activities and discussions.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). 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**

Assignments submitted after the deadline may be penalized with a grade reduction.

### **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 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>

<b>GRADING</b>
----------------

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

### **COURSE EVALUATION**

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

### **ADDITIONAL SUGGESTED READINGS**

Additional suggested readings for the course be provided to students in D2L.

### **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