Course Number	**SOWK 411**	**Classroom**	Online Zoom
Course Name	**Integrative Seminar I – S01**		
Day(s) & Time	Live Zoom Sessions on Thursdays from 18:00-20:00 on the following dates: May 7, May 21, June 11		
Instructor	Kathleen Sitter	**Office Hours/Location**	By Appointment
E-mail	kcsitter@ucalgary.ca	**Phone**	403-220-4573

SYLLABUS STATEMENT
Integration of theory and practice within the context of the field practicum.

COURSE DESCRIPTION
This course provides students with an opportunity to integrate theory and practice – that is, to link knowledge, skills and values derived from BSW social work courses and past experiences with the ongoing practice experiences in the field placement setting. The course provides students with opportunities to foster professional development and make connections between thinking, feeling and doing in relation to being a social worker. Students will be expected to: 1. present and discuss practice experiences from their field placement settings using knowledge about various aspects of social work theory and practice; 2. critically reflect upon their own and others' practice experience; 3. engage in a collaborative learning process; and 4. demonstrate competence in their ability to identify, apply, critique, and evaluate theories and conceptual frameworks while in their practice setting. Students participate in collaborative discussions regarding professional issues, practice situations, and ethical dilemmas. While critically reflecting on experiences in practicum, students are encouraged to integrate knowledge and skills from the generalist practice framework into their own developing practice framework. Course Hours: 3 units; (3S-0) Prerequisite(s): All required 300 level Social Work courses.

COURSE LEARNING OUTCOMES
The following course specific learning objectives (CLOs) are closely aligned with the BSW Program Level Learning Objectives (PLOs). By the end of the course, students will (be able to):

1. Identify, apply and reflect on their developing social work knowledge, values, and skills in the areas of generalist practice, reflective practice, competence with diversity, social policy and social justice, and professional identity/ethics; PLOs 1, 2, 3 & 4
2. Critically assess social work practice experiences through reflection, peer review, constructive feedback and consultation; PLO 5
3. Have an enhanced ability to identify the linkages between the personal experiences of individuals and issues of social structures, and to act appropriately in relation to these insights; PLO 6.2, 8
4. Examine, critically reflect on and discuss the applications of theory in practice and the suitability of various practice methods; PLO 10
5. Demonstrate entry-level social work intervention/response skills in specific area(s) of focus; PLO 9
6. Consider and apply the CASW Code of Ethics in their social work practice and discussions; PLO 2 and

7. Actively participate in class discussions and work collaboratively and collectively with other students in furthering learning and professional development. PLO 9.5

Program Level Learning Outcomes
This course is designed to support students to achieve a number of core learning objectives outlined in the Canadian Association for Social Work Education Core Learning Objectives for Students Accreditation Standards http://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE.ACFTS_.Standards.Oct2013.pdf

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS
Howe, D. (2009). *A brief introduction to social work theory*. New York, NY: Palgrave MacMillan.

Other readings may be assigned by the instructor and/or shared among students.

LEARNING TECHNOLOGIES AND REQUIREMENTS

Web Delivery
This course is entirely web-based, delivered through Desire2Learn (D2L) and Zoom Meeting platforms.

Desire2Learn
D2L is a course management system that will allow us to share resources, complete related learning activities, and connect with each other via the discussion board and Zoom.

Zoom Sessions
Zoom meeting is an audio-visual, web-based program that will allow us to meet at a specific time for a "live" web conference, so that we can have the opportunity to see and talk to each other virtually and discuss relevant issues. In the Zoom sessions, students can expect to share ideas, give feedback and raise issues as they relate to their own practicum experience and that of their peers, and have the opportunity to process experiences from the field in a safe and instructional environment. There will be three mandatory Zoom sessions, as follows:
1. Thursday, May 7, 18:00-20:00 MDT
2. Thursday, May 21, 18:00-20:00 MDT
3. Thursday, June 11, 18:00-20:00 MDT
Students are required to attend all Zoom sessions.

Discussion Board
Online discussion in D2L is a key aspect of our learning in this course. The advantage of the discussion board is that it is asynchronous, that is, we can all contribute at a time that is convenient to each of us. We will participate in exploration of key field practicum themes (as outlined in the practicum learning agreement); case discussions, as well as discussion and debate relating relevant practice.

Confidentiality in Class and Course Assignments
As professionals, students and the instructor will respect the guidelines of confidentiality outlined in the CASW Code of Ethics (2005). We will take care that no information that could identify a client of any service system be used in class meetings or in assignments. We will adhere to the policy that issues introduced in the seminar will be discussed in only general, and not particular ways outside the classroom.

RELATIONSHIP TO OTHER COURSES
The emphasis of SOWK 411 is on practice; that is, social work in action. Because students are expected to apply knowledge, skills and values to specific situations, this course can be related to all other BSW courses. The seminar is taken in conjunction with and is directly linked to Practicum I (SOWK 410)

CLASS SCHEDULE (Key Dates)

Please note important dates for Spring 2020:
- o First Day of Classes: Wednesday, May 6, 2020
- o Monday, May 18 – Victoria Day – no classes
- o Last Day of Classes for spring courses: Wednesday, June 17 2020

Date	Topic	Readings/Assignments Due
May 6-9	Zoom Session #1 May 7	• Introductory post to be completed on discussion board due May 8 at 23:59
May 10-16		• Read chapters 1-12 *or* chapters 13-25 of Howe
May 17-23	Zoom Session #2 May 21	• ITP Loop 1 due May 20 at 23:50
May 24-30		• ITP Loop 1 replies x2 to peer loops due May 27 at 23:59 • ITP Loop responses to all replies of your ITP Loop due May 29 at 23:59
May 31-June 6		• Read remaining chapters of Howe (1-12 *or* 13-25)
June 7-13	Zoom Session #3 June 11	• ITP Loop 2 due June 10
June 14-17		• ITP Loop replies x2 to peer loops due June 15 at 23:59 • ITP Loop 2 responses to all replies on your ITP loop due June 17 at 23:59 • Final reflection due June 17 at 23:59

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS
The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

Media recording for assessment of student learning
The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Zoom recordings of online classes
The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS				
Assessment Method	**Assessment Description & Criteria**	**Due Date**	**Weight**	**Aligned Course Learning Outcome**
Integrating Theory and Practice (ITP) Loop	The intent of this assignment is to engage in reflective, collaborative social work practice using the ITP Loop Model and Peer Consultation. The ITP Loop Model provides a process for social workers to deconstruct their practice and break it down into its component parts. Practice is a fusion of listening, feeling, thinking, and acting, in which all these processes occur simultaneously. What may first appear to be intuitive can be carefully taken apart and analyzed, with the goal of improving field education experiences and social work practice. The ITP Loop Model consists of the following phases: retrieval, reflection, linkage, and professional response. For this assignment, you will also be asked to bring in content from your textbook readings, offer commentary on your peers loops, and respond to the comments made on your loops.		*ITP Loop x2: 60% of total course grade (each loop cycle is worth 30%: 20% for main post, 10% for replies /responses to peer replies). Details below.*	**1-7**
	Part 1: ITP Process and Write-Up Each student will apply the ITP Loop to a practicum experience and post a write-up in the D2L discussion forum. Each ITP Loop posting should be made up of the following sections, which are clearly indicated with headings, and be approximately 750-1000 words in length. Each section is worth 5 marks. Please post your write-up directly onto the discussion board rather than attaching a document. **Retrieval:** Recalling salient facts of a recent practice experience through the use of a narrative. In a paragraph or two, briefly describe a significant experience that has taken place in your practicum setting. In telling the story, position yourself as the author using the first person, include interactions with significant others, link present and past experiences, connect feelings, link concrete events with ideas, experiences, and meaning.	IPT Loop 1 due: May 20 IPT Loop 2 due: June 10	20% 20%	**1-7**

	Link the intellectual, spiritual, social, physical, aesthetic dimensions in the telling of the story. **Reflections:** Recall your thoughts and feelings about the situation. Focus on the subjective beliefs and attitudes, personal experiences, and cultural world views that are relevant to the situation. Identify how these factors influenced your interaction. **Linkage:** Identify the key actions you took and explain how you chose those actions. Which practice models, practice wisdom, learned techniques or skills did you consider/use? At least one academic reference is required for this section (in-text and reference list citation required). **Integrating Theory:** Choose one theory/chapter from your Howe textbook, and write about how you might analyze the practice experience from that perspective. Your chosen theory does not need to be one that you use in practice. How might approaching the experience from your chosen theoretical framework influence the way that you engage with the client or situation? Notes: Please choose from the following chapters: 5-9, 12-20 and clearly identify which chapter you are using in your post. For your second loop you must choose a different theory/chapter than the one you use in your first loop. **Professional Response:** Consider whether your response was selected through deliberate or intuitive use of reflection and linkage. Do you feel that your response was effective, appropriate, or sufficient? What could you have done differently? What did you learn about social work practice? **Questions to Peers**: What 2-3 questions do you have for your peers about this practice experience?		

				1-7
	Part 2: Monitoring Responses and Responding to Others			1-7
	Replies: Students are expected to offer helpful, supportive, and resourceful consultation and feedback to their peers by responding to at least **two other** ITP Loop postings per loop cycle. Each response should be approximately 250 words. The responses will be assessed based on length and depth of response (i.e. illustrative of critical reflection and integration).	ITP Loop 1 Replies x 2 due May 27 ITP Loop 2 Replies x2 due June 15	5% 5%	
	Responses to Peer Replies: You will also be expected to demonstrate that you have monitored your own IPT posting by adding individual or summary comments to responses to your ITP loop made by your peers. At least **two responses** are required, each approximately 250 words. It is expected that all postings and responses will be presented in a manner that ensures the respect, dignity, and confidentiality for your classmates and those with whom we work and serve.	ITP Loop 1 Responses due May 29 ITP Loop 2 Responses due June 17	5% 5%	
Seminar Engagement	Seminar engagement marks award you for your dedication to being an active learner in the different components of the course. The grade will be allocated based on the following elements:		*40% of total grade (Introductory post, 10%, Zoom participation, 15%, final post 15%). Details below.*	1-7
	1. An Introductory Discussion Post of approximately 750 words that includes all the following elements: Brief introduction of self: Including your name, pronouns, where you live currently, where you call home, one thing that sustains you (physically, emotionally, spiritually, etc.) and anything else about yourself that you would like to share. **Your practicum setting**: Including where you are completing practicum, what the mission of	May 8	10%	1-7

	the agency is, how it is funded, who works there, what type of clients/communities/issues you will be working with, what supervisory arrangements look like, and a link to the agency's website (if possible). **First impressions of practicum:** Including how you are adjusting to the new environment, your initial impressions, questions, goals, challenges, and desired successes.			
	2. Active Engagement in Zoom Meetings You are required to be present at each of the three Zoom meetings, on time, and for the entire duration of the meeting. You will be expected to contribute to the discussion orally (a working microphone and reliable internet connection will be essential, and a working video camera is strongly encouraged), and you will hold yourself personally responsible to ensure that you actively participate in each session.	May 7 May 21 June 11	5% for each meeting, 15% total	**1-7**
	3. A Final Reflective Post of approximately 750 words that includes all of the following: **Biggest learnings:** Describe 1-2 of the most important learnings of your practicum thus far and discuss how you have changed as an emerging social worker because of the experience(s). **Emerging strengths:** Identify what you believe some of your emerging strengths to be and justify your assessment with examples from practicum. **Areas for growth:** Identify what areas of social work practice you still need to develop. **Ongoing professional development**: Identify 1-2 ways that you might begin to address your need to develop the areas of growth that you have identified above, and your plan to gain new knowledges (eg. attend a conference, read a book on a particular topic, etc. Each example should be specific, meaning that you should write the name and author of the book	June 17	15%	**1-7**

	that you intend to read, and not just say that you will read a book on a certain topic). **Concluding thoughts:** Reflecting back on what you have learned thus far in the BSW program and what you have learned throughout practicum, complete the following sentences: a) "If I could go back in time and offer one piece of advice to myself as I start the first day of the BSW program, I would say…" b) "In order to sustain myself both personally and professionally, one self-care/collective-care commitment I will make to myself is…"			

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Attending Zoom sessions is mandatory. You are required to attend and participate in all of the Zoom sessions for the course. If you must miss a session for a valid reason, please contact the instructor prior to the session to notify them and to negotiate a make-up assignment. A second missed Zoom session will result in participation grades (2 marks per missed session) being deducted from this component of the course.

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 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

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

EXPECTATIONS FOR WRITING

All writing is expected to be written to social work professional standards. If you need writing support, please connect with the Student Success Centre, at: https://www.ucalgary.ca/student-services/student-success/writing-support

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: http://www.ucalgary.ca/pubs/calendar/current/k.html

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary Undergraduate Grading System and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

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 required course readings and links to resources will be posted on D2L

PROFESSIONAL CONDUCT
As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar
http://www.ucalgary.ca/pubs/calendar/current/k-2.html

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: https://acsw.ab.ca/site/practice-resources?nav=sidebar

ACADEMIC ACCOMMODATION
It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ . Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf

RESEARCH ETHICS
"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb) before beginning the assignment.

ACADEMIC MISCONDUCT
For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

INSTRUCTOR INTELLECTUAL PROPERTY
Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf

OTHER IMPORTANT INFORMATION
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**