



**Spring 2021**

<b>Course &amp; Session Number</b>	<b>SOWK 411 S02</b>	<b>Classroom</b>	<a href="#">Online</a>
<b>Course Name</b>	<b>Integrative Seminar</b>		
<b>Day(s) &amp; Time</b>	Thursdays 6:30 – 8:30		
<b>Instructor</b>	<b>Trish Smith</b>		
<b>U of C E-mail</b>	<a href="mailto:psmit@ucalgary.ca">psmit@ucalgary.ca</a>	<b>U of C Phone</b>	<b>By e-mail</b>

#### **SYLLABUS STATEMENT**

Integration of concepts, perspectives and skills with experiences and developing conceptual frameworks of practice.

#### **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 practicum activities 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. 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. Seminar courses are student centered with student's taking the lead in guiding and facilitating topics for discussion.

This course is taken concurrently with either Practicum I (SOWK 410)

For more information, please consult the Field Education Manual available on the D2L site

#### **COURSE LEARNING OUTCOMES**

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

1. identify and apply social work knowledge and skills as highlighted in the learning outcomes

within the learning agreement. These areas include but are not limited to: generalist practice; reflective practice, competence with diversity; social policy and social justice; and professional social work identity.

2. critically assess social work practice experiences through peer review, constructive feedback and consultation.
3. identify, discuss and address ethical issues within social work practice and the larger society. Students will consider and apply the CASW social work code of ethics and the IFS definition of social work.
4. examine and discuss the applications of theory in practice and the appropriateness and suitability of various practice methods in the ongoing development of the personal and professional self.
5. demonstrate an enhanced understanding of the connectedness between micro and macro practice and the skills needed to work from an anti-oppressive framework within the various areas of the field
6. Share strategies to build confidence, maintain optimism and positive mental health as a practicing social worker.
7. participate and contribute in a seminar and participate in a learning environment that is safe for sharing with others

#### **LEARNING RESOURCES**

#### **REQUIRED TEXTBOOKS AND/OR READINGS**

There is no required text for this course. Readings may be posted on the D2L course site

#### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

**A laptop, desktop or mobile device with Internet access, microphone and speaker is required for Zoom access.**

#### **RELATIONSHIP TO OTHER COURSES**

The emphasis of SOWK 411 is on practice; that is, social work in action. Because students are expected to apply knowledge, skills and values to specific situations, this course can be related to all other BSW courses. The seminar is directly linked to SOWK 410 the field practicum and Social Work Methods (SOWK 306).

**CLASS SCHEDULE**

All classes will be via Zoom and will be from 6:30-8:30 PM	
Date	Topic
May 6 <sup>th</sup>	Orientation
May 13 <sup>th</sup>	Professional Social Work Identify – Instructor led discussion Student Facilitated Supervision - Theme TBA
May 20 <sup>th</sup>	Direct Social Work Practice – Instructor led discussion Student Facilitated Supervision – Theme TBA
May 27 <sup>th</sup>	Reflective Practice -Instructor led discussion Student Demonstration of Learning
June 3 <sup>rd</sup>	Competence with Diversity – Instructor led discussion Student Demonstration of Learning
June 10 <sup>th</sup>	Social Justice and Social Policy – Instructor led discussion Student Facilitated Supervision – Theme TBA
June 17 <sup>th</sup>	Course Closing

**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION****EQUITY, DIVERSITY AND INCLUSION**

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

**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). 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. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

**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.

<b>ASSESSMENT COMPONENTS</b>
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Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
<b>Assignment 1 Online Orientation</b>	Students will review posted material, complete daily activities, post to discussion board forums, review the posts of other students and respond to a minimum of two other student's posts. The module theme will focus on creating Learning Agreements and supervision. Specific instructions for posting to the forums and grading rubrics are found on the D2L site.	<b>May 15<sup>th</sup> at 11:59 PM</b>	<b>15%</b>	<b>1, 2, 3 and 7</b>
<b>Assignment 2 Zoom Participation</b>	This seminar is highly experiential in nature so student participation and attendance are essential to individual learning and the success of the course. Each student is expected to be actively involved in the classroom by sharing experiences and ideas with the class as well as by supporting the learning of peers by encouraging their participation, hearing their perspectives and giving pertinent feedback.	<b>June 17<sup>th</sup> at 11:59</b>	<b>14% ( 2% x 7 classes)</b>	<b>1,2,3, 4, 5, 6 and 7</b>
<b>Assignment 3 Weekly Progress Log and Reflection</b>	Students will submit a weekly log which will include an accounting of activities completed and answers to reflective questions.	<b>Submitted weekly to drop box on Saturdays ( May 8,15,22,29 and June 5, 12 19) at 11:59 PM</b>	<b>35% ( 5% x 7 submissions)</b>	<b>1, 2, 3, 4, 5 and 6</b>
<b>Assignment 4 Facilitation of Supervision</b>	Student will work in a triad to prepare and facilitate a 45 minute	<b>TBD – by sign up schedule</b>	<b>16%</b>	<b>1,2,3, 4, 5, 6 and 7</b>

	supervision conversation during a Zoom session			
<b>Assignment 5 Photovoice essay</b>	Students will create a photovoice essay on the theme of applied social work learning	<b>June 19<sup>th</sup> at 11:59 PM</b>	<b>20%</b>	<b>3, 5 and 6</b>

#### **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. Students who are unable to attend a class will contact the Instructor to discuss an alternative assignment.

##### **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>

#### **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.

## 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 Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k.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/](http://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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.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/legal-services/sites/default/files/teams/1/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**