



**Spring 2022**

<b>Course &amp; Session Number</b>	<b>SOWK 413 S06</b>	<b>Classroom</b>	Online
<b>Course Name</b>	Integrative Seminar II		
<b>Dates and Time</b>	<b>Spring 2022 (May - June)</b> <b>Zoom Sessions on Thursday 6:00 pm – 8:00 pm, Mountain Time</b> <b>May 5, 12, 19, 26 and June 2, 9 and 16, 2022</b>		
<b>Instructor</b>	Tara-Leigh Blankenstein, MSW MALM RSW	<b>Office Hours</b>	By appointment
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**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](#), [Statements on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

## SYLLABUS STATEMENT

Advanced integration of concepts, perspectives, and skills with experiences, developing conceptual frameworks for practice.

## COURSE DESCRIPTION

SOWK 413 is a half credit course taken in one academic session concurrently with Social Work 410, Practicum I. SOWK 413 is designed to facilitate the integration of knowledge, values and skills gained from other BSW courses, past experiences, and field placement. Within the supportive seminar context, students will have opportunities to discuss and critically reflect on social work practice drawing on their experiences in practicum. Students will enhance their ability to identify, apply, critique, and evaluate social work theories, research, and conceptual frameworks.

## 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 in the areas of generalist practice, reflective practice, competence with diversity, social policy and social justice, and professional identity/ethics.
2. Critically assess social work practice experiences through reflection, peer review, constructive feedback, and consultation.
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.
4. Examine, critically reflect on, and discuss the applications of theory in practice and the suitability of various practice methods.
5. Demonstrate entry-level social work intervention/response skills in specific area(s) of focus.
6. Consider and apply the CASW Code of Ethics in their social work practice and discussions, and
7. Actively participate in class discussions and work collaboratively and collectively with other students in furthering learning and professional development.

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website <http://www.ucalgary.ca/UofC/research/html/ethics/ethics.html> before beginning the assignment.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

- There is no required textbook
- Use APA (7<sup>th</sup> edition) for academic papers

- Required and/or additional readings and other material for the course will be made available through the course D2L site.

## **LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone, speaker, and headphones if used in an open environment is required for D2L and Zoom access.

### **Desire 2 Learn:**

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.

### **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, not in particular ways outside the classroom.

## **RELATIONSHIP TO OTHER COURSES**

The emphasis of SOWK 413 is on practice; that is, social work in action. Because students are expected to apply knowledge, skills, and values to practice situations, this course is related to all other BSW courses. The seminar is directly linked to SOWK 410, Practicum I.

## **CLASS SCHEDULE**

The initial seminar classes are intended to support students’ as they settle into placement. The remaining seminars focus on the Practice/Learning Objectives articulated for the Practicum and

Seminar. These objectives also form the ‘outline’ for the major assignments of the course related to the development of the student’s professional practice framework. Through this schedule, students’ work on their final papers/presentations will be supported throughout the semester. The seminar meetings are intended to enhance and deepen students’ knowledge of the range of practice models and their capacity to articulate knowledge and skills related to their preferred approach to practice. The final course meetings are intended to support students as they exit the BSW program and enter professional social work practice.

**Important Dates for Spring 2022**

- Start of Term: Monday, May 2, 2022
- End of Term: Friday, June 24, 2022
- Fee deadline: Wednesday, May 11, 2022
- Victoria Day, no classes: Monday, May 23, 2022

<b>Week/Date</b>	<b>Topics</b>	<b>Assignment Due Date</b>
May 5 6:00-8:00pm Seminar 1	Sharing Circle: Opening of seminar Introduction of practicum placements Overview of course outline Learning Agreements	
May 12 6:00-8:00pm Seminar 2	Sharing Circle: Professional Social Work Identity Peer Supervision on Practicum Experiences Topic Presentations Analytical Journal	<p><b>Analytical Journals (30%) – 10% each</b> <b>Due: Thursdays by 6:00 pm</b></p> <p><b>Peer Facilitated Supervision (25%)- 5% each</b> <b>Due: Weekly Participation</b></p> <p><b>Demonstration of Learning Presentations (30%)</b> Presentation schedule to be determined</p> <p>Analytical Journal 1 DUE (Via Dropbox) by 6:00pm</p>
May 19 6:00-8:00pm Seminar 3	Sharing Circle: Direct Social Work Practice Peer Supervision on Practicum Experiences Demonstration Learning Presentation 1, 2 & 3	

May 26 6:00-8:00pm Seminar 4	Sharing Circle: Reflexive & Reflective Social Work Practice Peer Supervision on Practicum Experiences Demonstration of Learning Presentation 4, 5 & 6	Analytical Journal 2 DUE (Via Dropbox) by 6:00pm
June 2 6:00-8:00pm Seminar 5	Sharing Circle: Competence with Diversity Peer Supervision on Practicum Experiences Demonstration of Learning Presentation 7, 8 & 9	
June 9 6:00-8:00pm Seminar 6	Sharing Circle: Social Justice & Social Policy Peer Supervision on Practicum Experiences Demonstration of Learning Presentation 10, 11 & 12	Analytical Journal 3 DUE (Via Dropbox) by 6:00pm
June 16 6:00-8:00pm Seminar 7	Sharing Circle: Closing Demonstration of Learning Presentation 13	<b>Participation and Self Assessment 15%</b> (Via Dropbox) DUE

#### **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). 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.

#### **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

### **Analytical Journals 30% (10% X 3)**

**Due Date: Weekly by 6:00 pm the day prior to seminar**

Complete an analytical journal which explores the poignant learnings and thoughts relative to your practicum experience and emerging social work practice. Incorporate literature (e.g., peer-reviewed, grey) to support your learnings. Journal entries are 1 to 2 pages in length. Analytical journals are due on noted Thursdays by 6:00 pm. This assignment aligns with course learning outcomes 1-7.

### **Peer Facilitated Practicum Experience Sharing and Supervision: 25% (5% X 5)**

**Due Date: Weekly at each Zoom session via breakout room**

Participate in weekly practicum peer supervision with a classmate as randomly assigned and conducted through break out room facilitation as part of the Zoom seminar. This reciprocal activity allows for opportunity to share experiences from the practicum that displayed application of theory to practise. As a form of critical reflection, support and professional development peer supervision enables social workers to go beyond individual reflection and to expand on their knowledge, skills, and experiences from another's perspective. This assignment aligns with course learning outcomes 1-7.

### **Demonstration of Learning Presentation: 30%**

**Due Date: As per assigned presentation schedule posted on D2L with PowerPoint to Dropbox**

Students will present to the class, a topic which they have identified within their practicum setting. The student as 'educator' will conduct a 15–20-minute mini-seminar for the class, outlining how this area of interest has emerged within the practicum context, why it is an area of interest for themselves, provide a knowledge base regarding this area of interest and how it applies to social work thought and practice. Examples are use of a genogram; brief therapy or application of current techniques related to chronic pain management. A form of media, handout and/or interactive exercise could facilitate learning but must be kept to 5 minutes. A PowerPoint with references is to be posted to D2L prior to the presentation. This assignment aligns with course learning outcomes 1-7.

### **Course Participation and Self Assessment: 15%**

**Due date: Ongoing with Self Assessment due June 16, 2022, at 11:00 pm via Dropbox**

The participant portion of this grade awards you a mark for your dedication to being an active learner in the different components of the course. The participation grade will be allocated based on your ongoing participation in zoom sessions/class discussions. Students may be deducted marks as a result of nonparticipation in the Zoom class activities. Students are expected to attend and participate in class synchronous sessions by critically analyzing and sharing experiences, asking meaningful questions,

engaging in courteous listening skills, responding to questions and issues raised by their peers and guest speakers, offering feedback, sharing insights from the readings, and engaging in small and large group discussion. Additionally, students will be asked to participate in other reflective exercises and on-line participatory activities as part of the course. Participation marks will be given based on overall participation. As part of this assignment, students will be expected to submit a self assessment (template to be posted on D2L) with evidence-based information indicating what they feel is the participation grade they have earned. This assignment aligns with course learning outcomes 1-7.

Further information along with grading rubrics as applicable will be posted to the D2L site.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

The format of SOWK 413 is intended to foster a supportive seminar environment in which students can share their experiences in practicum, extending and receiving peer support while working toward meeting the learning objectives of the course. To accomplish this, students will be encouraged to participate as professionals within the course. Specifically, students will be expected to:

1. Fully engage and participate in seminar discussions
2. Support classmates' engagement and participation in seminar discussions
3. Remain open to giving and receiving constructive and respectful feedback and consultation regarding experiences in practicum
4. Be prepared to critically reflect on theory and research and discuss its applications to practice. These expectations form part of the participation grade, as outlined in the assessment components section above.

### **Confidentiality: In Zoom Meetings and Course Assignments**

Students are expected to adhere to confidentiality of client information as per Social Work Code of Ethics (CASW 2005) and/or the Social Work Standards of Practice (ACSW 2019). No information that could potentially identify a client in any capacity will be used in class discussions and written assignments. Furthermore, the seminar is a confidential teaching milieu. No issues discussed by participants in the seminar should be discussed outside of the seminar setting.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word (preferred for papers) 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 11:00 pm 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**

Students are expected to submit all assignments by the due date indicated in the assignment schedule. All assignments submitted after the due date are considered late and a 25% penalty will be applied. Late assignments will be accepted for 7 days past the due date (with the exception of the final assignment which is due the evening of the final seminar) after which the assignment shall receive a grade of 0. In

extraordinary circumstances extensions may be granted beyond 7 days with PRIOR approval from the director however the 25% penalty shall still be applied. Students must submit their request, in writing, to the CBLC Director for consideration with a copy to the instructor.

**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 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 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 suggested readings will be posted to the D2L course.

## 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