

Course & Session Number	SOWK 413 S02, S03, S04	Classroom	Online
Course Name	Integrative Seminar II		
Day(s) & Time	Zoom Sessions – Thursdays 6:30 to 8:30 PM MT July 8, 15, 22, 29, 2021 and August 5, 2021		
Instructor	Jodi Schollaardt, MSW, RSW		
U of C E-mail	jascholl@ucalgary.ca	U of C Phone	By e-mail

SYLLABUS STATEMENT

- Advanced integration of concepts, perspectives and skills with experiences, developing conceptual frameworks for 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 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.
- This course is taken concurrently with Practicum II (SOWK 412).

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.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

- There is no required textbook
- Use APA (7th 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 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. A D2L site is set up for this course, which contains required readings and other relevant class resources and materials.

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 specific situations, this course can be related to all other BSW courses. The seminar is linked directly to SOWK 412 the field practicum and Social Work Methods (SOWK 306).

CLASS SCHEDULE

Please note important dates for Summer 2021:

First Day of Regular Classes: Thursday, July 8, 2021

Last Day of Regular Classes: Thursday, August 5, 2021

Date	Topic
July 8	Orientation
July 15	ASCW Presentation
July 22	Case Conceptualization Teaching #1
July 29	Case Conceptualization Teaching #2
August 5	Case Conceptualization Teaching #3

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. 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

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Assignment 1 Participation	This seminar is 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	August 5th at 11:59 PM	20%	1, 2, 3, 4, 5, 6, 7

	giving pertinent feedback. Students will complete a self-assessment for participation and submit to the instructor.			
Assignment 2 ACSW Presentation	Students will attend a zoom ACSW presentation and write a reflective paper based on the presentation content. Paper will be approximately 500 words and questions will be provided for students to reflect on.	July 22nd at 11:59 PM	20%	3, 4, 5, 6
Assignment 3 Case Conceptualization Presentations	Students will review required readings on case conceptualization and (A) post (350 to 450 word) key learning/understanding/reflections to the assigned Discussion Board and respond (150 words) to two other student colleagues posts. (B) Present a case study (30 minutes in length) from their practicum setting including components of case conceptualization, treatment planning, and evaluation.	(A) July 15th 11:59 PM (B) July 22nd, 29th and August 5th during zoom seminar time.	40%	1, 2, 3, 4, 5, 6, 7
Assignment 4 Letter	Students will engage in a creative writing exercise, writing a letter to their future social work self (approximately 500 words).	August 11th 11:59 PM	20%	1, 2, 3, 4, 5, 6

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 Practise (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.

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 7th 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/. 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**