



Summer 2022

Course & Session Number	SOWK 413 S02 S03	Classroom	Online
Course Name	Integrative Seminar II		
Dates and Time	Start of Classes: June 28, 2022 End of Classes: August 11, 2022 Dates and Time: Zoom Sessions – Thursdays 6:00 to 9:00 pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Jodi Schollaardt, MSW RSW	Office Hours	As requested
UCalgary E-mail	jascholl@ucalgary.ca	UCalgary Phone	By email

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](#).

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

SYLLABUS STATEMENT

Advanced integration of concepts, perspectives, theories and skills with practicum experiences, 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 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 an 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

Important Dates for Spring 2022

- Start of Term: Monday, June 28, 2022
- End of Term: Friday, August 11, 2022
- Fee deadline: Wednesday, July 6, 2022
- Victoria Day, no classes: Monday, August 1, 2022

First Day of Regular Classes: Thursday, June 30, 2022

Last Day of Regular Classes: Thursday, August 4, 2022

Date	Topic
June 30	Introductions & Orientation
July 7	Case Conceptualization Teaching #1
July 14	ACSW Presentation
July 21	Case Conceptualization Teaching #2
July 28	Case Conceptualization Teaching #3
August 4	Case Conceptualization Teaching #4
August 11	Closure

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.

CONFIDENTIALITY IN ONLINE CLASSES 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.

ASSESSMENT COMPONENTS

Assignment 1: Participation (20%) – Due August 11th by 11:59pm

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Assignment Description: This seminar is experiential in nature, 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.

Assessment Criteria: Students will complete a self-assessment for participation and submit to the instructor via D2L Dropbox. Please see the self-assessment posted on D2L.

Assignment 2: ACSW Presentation (20%) – July 21th by 11:59pm

Aligned Course Learning Outcomes: 4, 5, 6

Assignment Description: 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.

Assessment Criteria: Please see grading rubric on D2L.

Assignment 3: Case Conceptualization Presentations (40%)

Due Date (A) July 6th 11:59 PM

Due Date (B) July 7th, 21st 28th and August 4th during seminar time

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Assignment Description: 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 an interactive case study 30 minutes in length from their practicum setting including components of case conceptualization, diversity, treatment planning, and evaluation.

Assessment Criteria: Please see grading rubric on D2L.

Assignment 4: Letter (20%) – Due Date August 11th by 11:59pm

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

Assignment Description: Students will engage in a creative writing exercise, writing a letter to their future social work self (approximately 500 words).

Assessment Criteria: Please see grading rubric on D2L.

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.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. 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

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. This grading system overrides the grading system in D2L.

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'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