Course Number:	SOWK 411 S01 (VLC)	Classroom:	Online – Zoom
Course Name:	Integrative Seminar		
Day(s):	Wednesdays – January	Time:	6:00 – 8:00 p.m. MST
Instructor:	Jolene Spies BSW, MSW, RSW	Office Hours/Location:	By appointment through Zoom or telephone
E-mail:	jlspies@ucalgary.ca	Phone:	403-350-6243

SYLLABUS STATEMENT

This course focuses on advanced 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 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 LEARNING OUTCOMES

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;

2. Critically assess social work practice experiences through reflection, peer review, constructive feedback and consultation;

3. Examine, critically reflect on, and discuss the applications of theory in practice and the suitability of various practice methods;

4. Consider and apply the CASW Code of Ethics in their social work practice and discussions; and

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

The practice objectives of the practicum (SOWK 410) and this accompanying seminar course are closely aligned with all Program Level Outcomes (PLOs) of the BSW Program (https://fsw.ucalgary.ca/files/fsw/bsw-program-level-outcomes-april-2015.pdf) .

LEARNING RESOURCES

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

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 Adobe Connect.

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

issues and field placement activities. Discussion postings remain on the site for the duration of the course, although we expect your contributions to the discussion board to be timely to the issues being discussed by the class. Contributions to the discussion board should demonstrate a scholarly contribution to issues being discussed in class. We expect you to be open about your reactions to topics and respectfully challenge one another.

RELATIONSHIP TO OTHER COURSES

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

CLASS SCHEDULE

Please note important dates for Winter 2020:
- Block Week: Monday to Friday, January 6-10, 2020
- First Day of Classes: Monday, January 13, 2020
- Winter Break: February 16-22 (as per U of C policy, there cannot be any classes scheduled, assignments due, or any other course requirements during this week in any courses, unless previously approved, such as with SOWK 307 VLC
- Last Day of Classes: Wednesday, April 15, 2020

Date	Topic	Readings/Assignments Due
January 13 – 19, 2020		Introductory post to be completed on discussion board – due January 19
January 20 – 26, 2020	Zoom session #1 – January 22	
January 27 – February 2, 2020		Discussion post #1 due February 22
February 3 – February 9, 2020	Zoom session # 2 – February 5	In class presentations
February 10 – February 16, 2020		Discussion post #2 due February 16
February 17 – February 23, 2020	**Winter Break – no classes**	
February 24 – March 1, 2020	Zoom session # 3 – February 26	In class presentations ITP discussion loop due March 1
March 2 – March 8, 2020		Discussion post #3 due March 8
March 9 – March 15, 2020	Zoom session # 4 – March 11	In class presentations ITP responses due March 15
March 16 – March 22, 2020		Discussion post #4 due March 22
March 23 – March 29, 2020	Zoom session # 5 – March 25	In class presentations
March 30 – April 5, 2020		Final reflective post due April 5
April 6 – April 12, 2020	Zoom session #6 – April 8	
April 13 – April 15, 2020		

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.			1,2,3,4,5
	Step 1: ITP Loop Process and Write-Up Each student will apply the ITP Loop to a practicum experience and post a write-up in the discussion forum in D2L. The posting should be made up of the following sections: *retrieval, reflections, linkage, professional response, and questions to peers* and be approximately **750**	Due March 1	20%	

	words in length. Each section is worth 3 marks. Please post your write-up directly onto the discussion board rather than attaching a document. Detailed information will be provided in class.			
	Step 2: Monitoring Responses and Responding to Others 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. 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). You will also be expected to demonstrate that you have monitored your original ITP 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 for those with whom we work and serve.	Due March 15	10%	1,2,3,4,5
Course participation	The participation grade awards you marks for your dedication to being an active learner in the different components of the course. The participation grade will be allocated based on the following elements:			
	A 500-word introductory discussion board posting including a brief description of yourself, your practicum setting (where, who works there, what type of clients you will be working with, supervisory arrangements, etc.) and your first impressions of practicum - including adjusting to the new environment, your initial impressions, questions, goals, challenges, and successes in practicum.	Due January 19	4%	1,2,3,4,5
	Your ongoing participation in the Adobe Connect sessions (6). Attendance in Adobe Connect	Connect sessions –	20%	1,2,3,4,5

	sessions is mandatory and are encouraged to participate fully by sharing new ideas, giving feedback, and raising issues as they relate to their field experience.	January 22, February 5, February 25, March 11, March 25		
	Students are to contribute <u>at least 1 posting the opposite weeks from seminar as per the weekly schedule</u> to the discussion board (4 total NOT including the introductory posting and end of term reflective post). Keep in mind that just logging on is not the same as actively participating. Assessment of discussion board posts will be based on frequency, relevance, and quality. Contribution to discussions should be thoughtful and professional, such as sharing experiences and ideas with the class, making linkages between theory and practice, providing links to relevant resources, supporting the learning of peers by encouraging their participation, considering different perspectives and giving relevant feedback.	Due February 2, February 16, March 8, March 22	12%	1,2,3,4,5
	At the end of term, in preparation for subsequent courses, practica and eventual entry into the profession of Social Work, post a 500 to 750 word double-spaced reflection on the discussion board of how the experience of practicum and seminar have advanced your understanding and skills. You will identify areas where your understanding and knowledge have increased as well as areas requiring further work. Finally, you will identify possible strategies including practicum experiences which may help you gain this exposure and knowledge.	Due April 5	4%	1,2,3,4,5
Social Work Theory Presentations	Each student (in pairs or small groups) will choose one chapter from the course to present to the class during an Adobe Connect session. You will be expected to present a **15 minute** PowerPoint presentation that summarizes and critiques the textbook chapter theory. Your presentation will be followed by a **10 minute** discussion period during which you will pose and answer questions from your peers. You may draw on material from your past course work, current library research, and knowledge gained through your practicum. You will incorporate at least **three academic sources**, in addition to your textbook, into your	Due: Group 1 February 5 Group 2 February 26 Group 3 March 11 Group 4 March 25	30%	1,2,3,4,5

	presentation. This assignment gives you the opportunity to teach and learn different theoretical perspectives from your peers. Incorporating examples from your practicum that highlight key points of the theory that you will present is highly encouraged. More information will be provided in class.			

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 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 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.

ADDITIONAL SUGGESTED READINGS

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

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-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**