



<b>Course Number</b> SOWK 413	<b>SOWK</b> S14	<b>Classroom</b> Online – Zoom	
<b>Course Name</b>	Integrative Seminar II		
<b>Day</b>	Friday Mornings	<b>Time</b>	9:00 – 11:50 am
<b>Instructor</b>	Jackie Fields	<b>Office Hours/ Location</b>	By Appointment
<b>E-mail</b>	<a href="mailto:jafiels@ucalgary.ca">jafiels@ucalgary.ca</a>	<b>Phone</b>	403.890.9228

#### SYLLABUS STATEMENT

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

#### COURSE DESCRIPTION

This course is designed to facilitate the integration and transfer of knowledge, values and skills derived from other BSW courses, past experiences and within field placements. Students will be expected to demonstrate competence in their ability to identify, apply, critique and evaluate theories and conceptual frameworks while in a practice setting. The intent of the assignments is to provide 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 critically reflect upon their own practice experience and engage in a collaborative learning process. This course is taken concurrently with SOWK 412: Practicum II. Please refer to the Field Education Policy Manual, at: <http://fsw.ucalgary.ca/calgary/field-education> for additional information relating to the field practicum, including policies, procedures and roles/ responsibilities.

Pre-requisite(s): completion of all required 300 level social work courses. University Transfer Route: Completion of SOWK 410 and SOWK 411. Co-requisite(s): SOWK 412 (Practicum II).

#### COURSE LEARNING OUTCOMES

The following learning outcomes are closely aligned with the BSW Program Level Learning Objectives (PLOs) (<https://fsw.ucalgary.ca/files/fsw/bsw-program-level-outcomes-april-2015.pdf>). 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/ethics; PLOs 1, 2, 3 & 4
2. Critically assess social work practice experiences through reflection, peer review, constructive feedback and consultation; PLO 5
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; PLOs 6.2, 8
4. Examine, critically reflect on, and discuss the applications of theory in practice and the

suitability of various practice methods; PLO 10

5. Demonstrate entry-level social work intervention/response skills in specific area(s) of focus; PLO 9
6. Consider and apply the CASW Code of Ethics in their social work practice and discussions; PLO 2, and
7. Actively participate in class discussions and work collaboratively and collectively with other students in furthering learning and professional development; PLO 9.5

**LEARNING RESOURCES**

**REQUIRED TEXTBOOKS AND/OR READINGS**

Howe, D. (2009). *A brief introduction to social work theory*. New York: Palgrave MacMillan.

Other readings may be assigned by the instructor and/or shared among students.

**LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course which contains readings and/or other relevant class resources and materials.

A laptop, desktop or mobile device with Internet access and speaker/sound is required for D2L and zoom access.

**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 taken in conjunction with and is directly linked to Practicum II (SOWK 412).

**CLASS SCHEDULE**

Although assignment due dates will not change there may be additions of guest presenters or other changes to the seminar schedule

<b>Seminar Date</b>	<b>Important Dates/Assignment Due Dates</b>	<b>412 Practicum Activities</b>
Jan. 17, 2020	First Class	
Jan. 24		
Jan. 31		Preliminary impressions form & learning agreements due
Feb. 7		
Feb. 14	Journal – Submission 1 due	
Feb. 21	<b>Winter Break– NO CLASS</b>	
Feb. 28		Mid-course evaluation due
Mar. 6		
Mar. 13		
Mar. 20	Journal – Submission 2 due	
Mar. 27		
April 3	Last Class	
Apr. 10	Good Friday – NO CLASS	

April 17th	NO CLASS	Final evaluation due
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**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

**CLASS RECORDINGS**

**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.

**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.

**ASSESSMENT COMPONENTS**

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Assignment 1: Participation/ Self-assessment	<p>Students will submit a one-page, single spaced self-assessment for one-half of the participation grade (10%). The instructor's evaluation will comprise the other half (10%) of the student's grade.</p> <p>Students are expected to engage in weekly Discussion Board activities (~1 hour per week).</p> <p>Self-assessment should comment on your: (i) level of participation; (ii) contributions to the collective learning; (iii) final reflections on major learning from the practicum/seminar; (iv) a recommended grade out of 15; and (vi) a rationale for the recommended grade.</p> <p>Criteria for class participation include: punctuality, level of sharing of experiences, introducing new ideas and learning new information, engaging in</p>	April 10	20%	1, 2, 3, 6

	<p>class discussions, openness to the ideas of others, ability to pose questions, and adherence to group ground rules established by the class.</p> <p>Grading criteria will be posted in D2L .</p>			
<p>Assignment 2: Journal Pt. I</p>	<p>In this first reflective journal, you are asked to explore your personal journey with developing a professional identity as a social worker. You will demonstrate how you are: (i) integrating theory with practice; (ii) developing an awareness of yourself as an ethical practitioner; (iii) gaining insight into your emotional responses to issues, situations, clients and other professionals; (iv) reflecting upon your strengths and vulnerabilities as a social worker; and (v) you will discuss areas of growth that may need further attention and possible methods of how you will continue with your professional/personal growth.</p> <p>The journal will be graded upon the progression of depth that you demonstrate through your writings and how deftly you weave the personal with the professional.</p> <p>Stress and burnout are factors in any profession whose practitioners work with people dealing with challenging situations. Self-care is a critical component of social work practice, and it is expected that <b>at least one journal entry will focus on self-care</b>. Students will discuss what they are doing during their practicum to support their self-care, support their own health/well-being, work-life balance, and job satisfaction.</p> <p>This is a reflective journal, however, if you cite or reference other material or authors, appropriate APA guidelines should be used. <b>Length:</b> 1500-2000 words (6-8 pages, double-spaced)</p>	<p>Feb. 14</p>	<p>20%</p>	<p>1 – 7</p>

	Grading criteria will be posted in D2L.			
Assignment 2: Journal Pt. II	<p>In this second reflective journal, you are asked to expand on your exploration of your personal journey with developing a professional identity as a social worker. You will demonstrate how you are: (i) integrating theory with practice; (ii) developing an awareness of yourself as an ethical practitioner; (iii) gaining insight into your emotional responses to issues, situations, clients and other professionals;(iv) reflecting upon your strengths and vulnerabilities as a social worker; (v) you will also discuss what areas of growth that may need further attention and possible methods of how you will continue with your professional/personal growth in future practice; and (vi) significant milestones you have achieved.</p> <p>The journal will be graded upon the progression of depth that you demonstrate through your writings and how deftly you integrate the personal with the professional.</p> <p>Again, stress and burnout are factors in any profession whose practitioners work with people dealing with challenging situations. Self-care is a critical component of social work practice, and it is expected that <b>at least one journal entry will focus on self-care</b>. You will continue discussing what you have been doing during your practicum to support your self-care, support your health/well-being, work-life balance, and job satisfaction.</p> <p>Grading criteria will be posted in D2L.</p>	Mar. 20	20%	1 – 7
Assignment 3: Case Analysis	You will have the opportunity to define and discuss your model, theory or framework for social work practice, as exemplified by your involvement with a specific case from your current practicum. Scholarly and practicum	TBA in class	40%	1 – 7

	<p>experiences come together to influence this perspective.</p> <p>Presentations will be 20 minutes in duration with an additional 10 minutes for discussion and must incorporate at least 5 articles or books relevant to the case. The word "case" is used loosely and, depending on the student's practicum, could mean an individual, family, or group level case, an organizational-level issue, a research project, or a community development undertaking. Specific guidelines and grading criteria for the assignment will be discussed in class.</p> <p>Critical examination, reflection and integration of learning are significant aspects of this assignment. In structuring your presentation, be sure to include the following information:</p> <ul style="list-style-type: none"> <li>• <i>Setting</i> - description of the agency (mandate, philosophy, personnel, etc.) as well as relevant environmental influences beyond the agency (funding, politics, social attitudes, etc.).</li> <li>• <i>Professional/personal orientation</i> - description of the student's developing professional and personal lenses relevant to the case analysis. This may include, for example, a discussion of the student's developing theoretical practice framework and how the case situation interacts with the student's personal and professional values, identity, diversity (such as age, class, sexual orientation), experiences etc. Students should demonstrate clear links between theory and practice</li> </ul>			
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	<p>and integrate social work ethics and standards of practice as they inform their work. These aspects of your growth in the profession should also be integrated throughout the paper.</p> <ul style="list-style-type: none"> <li>• <i>Case description</i> - discussion of background and current details relevant to the student's professional involvement, description of the student's role relative to the case.</li> <li>• <i>Social work intervention</i> - description of the action phase of work with the case. This may include the following subsections: engagement and information gathering, assessment, intervention, termination, and evaluation of effectiveness. Again, links between theory and practice should be clearly articulated.</li> <li>• <i>Skills</i> (existing and emerging): identify personal strengths/capacities as well as limitations</li> <li>• <i>Final reflection/readiness for practice</i>: putting it all together - what does this all mean for you as a beginning BSW practitioner? What's next as you look forward to being a BSW practitioner? Include areas for continued exploration, growth and professional development</li> </ul> <p>You will also have an opportunity to give and receive peer feedback during the presentations. Feedback will make up a total of 10% of the presentation grade, and the instructor's feedback will make up 30% of the grade.</p>			
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	Grading criteria will be posted in D2L.			
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**ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

**ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend Friday seminars 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.

As professionals, students and the instructor are expected to:

- 1) respect the guidelines of confidentiality outlined in the Social Work Code of Ethics;
- 2) ensure that no information that could identify a client of any service system is used in class meetings or in assignments; and
- 3) keep confidential issues introduced in the seminar - please ensure that issues are discussed only in general (rather than specific) ways outside the classroom.

**GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word format only. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). **Assignments are due by 11:59 p.m. on their respective 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. Assignments submitted after the deadline may also 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, headings/sub-headings, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. Students are advised to familiarize yourselves with APA guidelines. 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 readings may be assigned by the instructor and/or shared among students. The instructor will decide on, and align additional readings, based on students' practicum experiences and learning. Readings/links will be uploaded to 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/](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 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](http://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**