



<b>Course Number</b>	SOWK 413 S01	<b>Classroom</b>	SA 124
<b>Course Name</b>	Integrative Seminar II		
<b>Day</b>	Friday Mornings	<b>Time</b>	9:00 – 11:50 am
<b>Instructor</b>	Kelli Stevens	<b>Office Hours/ Location</b>	By Appointment
<b>E-mail</b>	<a href="mailto:kelli.stevens@ucalgary.ca">kelli.stevens@ucalgary.ca</a>	<b>Phone</b>	403-383-0939
<b>SYLLABUS STATEMENT</b>			
Advanced integration of concepts, perspectives, theories and skills with practicum experiences, developing conceptual frameworks of practice.			
<b>COURSE DESCRIPTION</b>			
<p>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: <a href="http://fsw.ucalgary.ca/calgary/field-education">http://fsw.ucalgary.ca/calgary/field-education</a> for additional information relating to the field practicum, including policies, procedures and roles/responsibilities.</p> <p>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).</p>			
<b>COURSE LEARNING OUTCOMES</b>			
<p>The following learning objectives are closely aligned with the BSW Program Level Learning Objectives (PLOs) (<a href="https://fsw.ucalgary.ca/files/fsw/bsw-program-level-outcomes-april-2015.pdf">https://fsw.ucalgary.ca/files/fsw/bsw-program-level-outcomes-april-2015.pdf</a>). By the end of the course students will (be able to):</p> <ol style="list-style-type: none"><li>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 &amp; 4</li><li>2. Critically assess social work practice experiences through reflection, peer review, constructive feedback and consultation; PLO 5</li><li>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</li></ol>			

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, David (2009). *A Brief Introduction to Social Work Theory*. New York: Palgrave MacMillan.

Weekly readings from the textbook will be assigned, as per a list available on D2L.

**LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site for this course will contain required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access and speaker/sound is required for optimal D2L 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**

Seminar Date	Important Dates/Assignment Due Dates	412 Practicum Activities
Jan. 17, 2020	First Class – <i>Participation assessments are due weekly, starting today</i>	
Jan. 24		
Jan. 31	Sign up for a Case Analysis Presentation date	Preliminary impressions form & learning agreements due
Feb. 7		
Feb. 14	Journal – Submission 1 due	
Feb. 21	Winter Break – NO CLASS	
Feb. 28		Mid-course evaluation due
Mar. 6		
Mar. 13		
Mar. 20	Journal – Submission 2 due & Case Analysis Presentations begin	
Mar. 27		
April 3		
Apr. 10	Good Friday – NO CLASS	

April 17	Final evaluation due
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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.

## **ASSIGNMENTS**

### **1. Participation (20%) – Self-assessment due weekly**

The seminar is highly experiential in nature, and student participation is considered essential to individual and class learning. Each student is expected to attend all seminars and to be involved in the class discussions by sharing experiences and ideas from the field. Students are also expected to support the learning of their peers by encouraging their participation, hearing their perspectives and sharing constructive feedback.

Students will complete a self-assessment for one-half of the participation grade (10%). This self-assessment will be completed every week, according to a short, templated form that will be provided in class and on D2L. Time at the end of each class will be allotted for students to complete their self-assessment forms. Students will be asked to comment on their level and quality of preparedness, attendance, and participation; their contributions to the collective learning (including via their ability to pose questions); and their openness to new ideas. They will also use the form to assign themselves a weekly score.

The other half of the participation grade (also 10%) will be determined by the instructor's assessment of the above, and how the student demonstrates work toward the earlier-mentioned course learning outcomes.

### **2. Journal (40%) – Due February 14<sup>th</sup> (20%) and March 20<sup>th</sup> (20%)**

In this reflective journal, students are asked to explore their personal journeys with developing a professional identity as social workers. Journals can be written or presented in multi-media (e.g., a video reflection, a series of images accompanied by written or audio/video explanations). Written submissions should not exceed 15 double-spaced pages per submission, and audio/video submissions should not exceed 15 minutes per submission. Use of any external sources should be cited in accordance with appropriate APA guidelines.

Whether a written or multi-media format is chosen, ensure there is clear demonstration of how you are: integrating theory with practice; developing an awareness of yourself as an ethical practitioner; gaining insight into your emotional responses to issues, situations, clients and other professionals; reflecting upon your strengths and vulnerabilities as a social worker; thinking about areas of growth that you may need to attend to; planning for ongoing professional and personal growth. Grades will depend upon the progression of depth that you demonstrate, and how deftly you weave together

the personal, professional, and theoretical (regarding the latter, textbook readings should be referenced where appropriate).

In addition: 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 therefore it is expected that part of the journal will focus on self-care. Students should 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. By bringing an intentional focus on this aspect of practice, social workers are able to maintain healthy relationships in their work and personal lives.

### **3. Case Analysis: Presentation (40%) – to be scheduled in class**

This assignment will give students the opportunity to define and discuss their model, theory or framework for social work practice, as exemplified by their involvement with a specific case from their current practicum. Scholarly and practicum experiences come together to influence this perspective.

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. In the meantime, note that critical examination, reflection and integration of learning are significant aspects of this assignment. Presentations should include the following information:

- *Setting* – description of agency (mandate, philosophy, personnel, etc.), relevant environmental influences beyond the agency (funding, politics, social attitudes, etc.)
- *Case description* – discussion of background and current details relevant to the student's professional involvement, description of the student's role relative to the case
- *Professional/personal orientation* – description of the student's developing professional and personal lenses relevant to the case. E.g., a discussion of the student's developing theoretical practice framework and how the case 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 and integrate social work ethics and standards of practice as they inform their work. These aspects of growth in the profession should also be integrated throughout.
- *Social work intervention* – description of the work undertaken (which may include subsections for engagement and information gathering, assessment, intervention, termination, and evaluation); again, links between theory and practice should be clear
- *Skills* (existing and emerging) – identify personal strengths/capacities, and limitations
- *Final reflection/readiness for practice* – putting it all together, what will you take with you as a beginning BSW practitioner? What's next as you look ahead? Include areas for continued exploration, growth and professional development.

Students will be asked to give and receive peer feedback during the presentations, which will make up 10% of the presentation grade, and instructor feedback will make up 30%.

<b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b>				
<b><u>USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS</u></b>				
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.				
<b><u>Media recording for assessment of student learning</u></b>				
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.				
<b>ASSESSMENT COMPONENTS</b>				
Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Participation (Self-assessed)	See earlier description of assignment	Weekly	10% in total	All
Participation (Instructor assessment)	See earlier description of assignment  Instructor will also assess students against the Course Learning Outcomes in this document	Weekly	10% in total	All
Journal Part A	See earlier description of assignment  (Also note: students choosing a multi-media format are encouraged to discuss their approach with the instructor to determine how such a format will incorporate all required elements)	February 14	20%	1, 2, 3, 4, 6
Journal Part B	See earlier description of assignment	March 20	20%	1, 2, 3, 4, 6
Case Analysis Presentation	Rubric will be provided via D2L	Sign up for presentation by Jan. 31	10% by peer feedback and grading	All

		Presentations to occur from March 20 – April 17	30% by instructor	
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## 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.

If a class is missed, the student should contact the instructor about a way of making up the missed participation (next steps will be determined together). If a student does not contact the instructor within 6 days of a missed class, marks will be deducted from the final participation grade in accordance with the amount of time missed.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through the respective dropbox in D2L. Written assignments may be submitted in Word or PDF format. Assignments are due by 11:59 p.m. 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**

Assignments submitted after the deadline may be penalized with a grade reduction. Assignments submitted more than one week after the deadline will not be accepted.

### **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills – including surface correctness (grammar, punctuation, sentence structure, etc.), and also general clarity and organization.

Sources used 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.

#### **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**