



<b>Course Number</b>	SOWK 413 S03	<b>Classroom</b>	SH157
<b>Course Name</b>	Integrative Seminar II		
<b>Day(s)</b>	Fridays	<b>Time</b>	9:00am – 11:50am
<b>Instructor</b>	Anna Harland	<b>Office Hours/Location</b>	By Request
<b>E-mail</b>	<a href="mailto:anna.harland@ucalgary.ca">anna.harland@ucalgary.ca</a>	<b>Phone</b>	403-437-7557

#### SYLLABUS STATEMENT

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

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. Articulate and 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.
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**

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

- Other readings or learning materials may be assigned by the instructor and/or shared among students depending upon topic interests and learning needs of the students.

### **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 and speaker/sound is required for 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**

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments Due</b>
January 17, 2020	First Class	
February 14, 2020		Assignment #1 Reflective Journal Due
February 17-21, 2020	Winter Break	
March 20, 2020		Assignment #2 Reflective Journal Due
April 3, 2020		Assignment #3 Professional Practice Framework Due
April 10, 2020	Good Friday (no class)	
April 13, 2020		Assignment #4 Participation Self-Assessment Due
April 15, 2020	Last Day of Classes	

**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.

**ASSESSMENT COMPONENTS**

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Reflective Journals. (This journal will be submitted in 2 parts)	In this 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; 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. As well, you will identify areas of growth that may need further attention and possible methods of how you will continue with your professional/personal growth. 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.  This is a reflective journal, however, if you cite or reference other material or authors, appropriate APA guidelines should be used. Length: 1500-2000 words (6-8 pages, double-spaced) <u>per submission.</u>	February 14, 2020)	20%	1,2,3,4,5 & 6
		March 20, 2020	20%	
Professional Practice Framework	In this paper, you are asked to define your own developing or emerging framework for social work practice - in essence, your own model or theory for practice. This	April 3, 2020	40%	1,2,3,4,5 & 6

	<p>framework articulates your own social work practice perspective and how your values, past experiences and learning, BSW journey, scholarly and practicum experiences come together to influence this perspective. You will draw on material from your past course work, current library research and information gained throughout the term, both in class and through your practicum. You will identify and critique a range of pertinent social work theory and research within your paper. It is important to remember that what is unique about a social work practice framework is that it includes micro level systems analysis as well as attention to the dynamic and changing social environment. Keep in mind that your practice framework will change as you incorporate new knowledge and experience. Length: <u>12-15 pages, double-spaced, excluding references.</u></p> <p>Critical examination, reflection and integration of learning are significant aspects of this assignment. In structuring your paper, be sure to use the following sections as headings (you may include additional headings that you consider pertinent).</p> <ol style="list-style-type: none"> <li>1. <i>Prior Knowledge</i>: including personal biases, previous perceptions, important influences, personal values.</li> <li>2. <i>Course Learning</i>: including key learnings from the different theme areas or courses, including practicum, and how these are impacting and shaping you and your perspectives as a social worker.</li> <li>3. <i>Social Work Theories</i>: relevant social work theories and practice models that resonate with you or that you find useful, and why.</li> <li>4. <i>Values and ethics</i>: discuss the impact of professional ethics and social work values on your practice.</li> <li>5. <i>Skills</i> (existing and emerging): identify personal strengths, capacities as well as</li> </ol>			
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	<p>limitations.</p> <p>6. <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.</p> <p>This assignment will be graded based on the following criteria:</p> <p><i>Incorporation of Related Literature</i> – the extent to which academic reference material is incorporated (at least 5 articles or books) and relevant to your paper (20%)</p> <p><i>Content</i> – the extent to which relevant material is covered, including integration of relevant theory and practice (30%)</p> <p><i>Critical Analysis</i> – the extent to which knowledge, application, critical analysis, reflection and evaluation of relevant issues is demonstrated (30%)</p> <p><i>Clarity and Organization</i> – including grammar and spelling, and the extent to which APA style is adhered to in the references section (20%)</p>			
Class Participation	<p>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.</p> <p>Students will submit a one-page, single spaced self-assessment for one-half of the participation grade (10%), while the instructor's evaluation will comprise the other half (10%) of the student's grade.</p>	April 13, 2020 (midnight)	20%	1,2,3,4,5,6 & 7

	<p>The self-assessment should comment on the student's level of participation, contributions to the collective learning, final reflections on major learning from the practicum/seminar, a recommended grade out of 10, and 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 class discussions, openness to the ideas of others, ability to pose questions, and adherence to group ground rules established by the class.</p>			
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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 students are not able to attend class, they should have discussed the issue with the Instructor in advanced. A written reflection can be submitted to make up for lost participation.
- 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 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 if prior approval of the instructor has been given and at the discretion of the instructor. Late assignments without prior approval submitted after the deadline may 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, 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 learning materials may be suggested depending on the areas of interest that arise from class discussions.



## 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**