| Course Number | **SOWK 413 S05** | Classroom | Online and Asynchronous |
|---|---|---|---|
| Course Name | **Integrative Seminar II** | | |
| Day(s) & Time | Friday mornings synchronous, 9:00 – 10:50 am via ZOOM<br>One additional hour/week of asynchronous (3 hours total) | | |
| Instructor | Joan Farkas, MSW, RSW. | | |
| U of C E-mail | **jmfarkas@ucalgary.ca** | **587-439-8114** | **By e-mail** |

## 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.

Two hours per week will be spent in an online seminar. An additional one hour per week will consist of asynchronous activities which may include readings or applications of theory as determined by the instructor.

Please refer to the Field Education Policy Manual at: https://socialwork.ucalgary.ca/field-education/policy-manual-other-documents 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, and 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 structure, 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
Howe, D. (2009). *A brief introduction to social work theory*. 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 required readings and other relevant class resources and materials.  A laptop, desktop or mobile device with Internet access, microphone and speaker 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.

| Seminar Date | Important Dates/Assignment Due Dates | 412 Practicum Activities |
|---|---|---|
| January 15, 2021 | First Class | |
| January 22, 2021 | Asynchronous Learning as determined | |
| January 29, 2021 | | Preliminary Impressions Form & Learning Agreements Due |
| February 5, 2021 | | |
| February 12, 2021 | ITP Loop due | |
| February 19, 2021 | **Winter Break – NO CLASS** | |
| February 26, 2021 | ITP Loop Responses Due | Mid-Course Evaluation Due |
| March 5, 2021 | | |
| March 12, 2021 | | |
| March 19, 2021 | | |
| March 26, 2021 | Personal Practice Identity Due | |

| April 2, 2021 | Good Friday – NO CLASS | |
|---|---|---|
| April 9, 2021 | Last Class<br>Participation Self-Assessment Due | |
| April 16, 2021 | No Class | Final Evaluation Due |

## ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

### EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

### 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). 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. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

### 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

**Assignment 1: Participation/Self-Assessment**
**Value (30%)**
**Due Date: April 9 by 11:59PM MST**
**Format: Complete the participation rubric (provided on first day of class)**
**Aligned Course Learning Outcomes:  1, 2, 3, 6**

Students will complete the provided participation rubric to determine one-half of the participation grade (15%). The instructor's evaluation will comprise the other half (15%) of the student's grade. Students are expected to engage in weekly D2L Discussion Board or other asynchronous activities (~1 hour per week).  Self-assessment should comment on your:

i.     level of participation;
ii.    contributions to collective learning;
iii.   final reflections on major learning from the practicum/seminar;
iv.    recommended grade out of 15; and
v.     rationale for the recommended grade.

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 guidelines established by the class.

Grading criteria will be posted in D2L.

**Assignment 2:  Integrating Theory and Practice (ITP) Loop**
**Value: 35%**
**Due Dates:**
        **Main Post Due Date**: **February 12 by 11:59PM MST**

        **Responses Due Date: February 26 by 11:59PM MST.**
**Submission: Discussion Post**
**Length**
        **Main Post Length: 500 to 750 words, excluding reference list**
        **Responses Length: Please write a 200-250 words response to two of your colleagues' posts**
**Format: APA 7th Edition formatting for in-text citations and the reference list**
**Aligned Course Learning Outcomes: 1-7**
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.

**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 **two** questions for peers that encourage critical reflection and reflexivity. The write up should be between **500 to 750 words** in length, excluding the reference list.

Please post directly onto the discussion board rather than attaching a document.  Detailed information will be provided in class.

**Step 2: 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 200 to **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 respond to these posts from your peers or instructor. 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.

Grading criteria and details will be posted in D2L.

**Assignment 3:  Personal Practice Identity**
**Value: (35%)**
**Due Date: March 26 by 11:59PM MST**
**Format: Narrated presentation or short paper**
**Length: 10 to 15-minute presentation OR 1500-word paper**
**Format: APA 7th Edition formatting**
**Aligned Course Learning Outcomes: 1-7**

Students are expected to locate themselves in social work practice either through a narrated presentation **or** a short paper. It is important to remember that what is unique about a social work practice framework is that it includes a systems analysis as well as attention to the dynamic and changing social environment and how you influence your practice with your personal context and application of experience and values. Your assignment will highlight what has contributed to your professional identity up to this point and identify directions for future growth and learning.   The assignment will be graded upon the progression of depth that you demonstrate through your writings and how deftly you weave the personal with the professional.

Students will include:
• A minimum of five sources informing your practice (theories, frameworks, approaches, literature, experience)
• Your social location and identity in practice
• Emerging strengths for practice and the gifts you offer to the profession
• Directions for future learning or practice (e.g., skills, topics, approaches, opportunities, further education or professional training)
• Strategies for continually improving and reflecting on your practice

Students will reflect on and respond to the following question:
• How did the classroom and practice learning from your BSW program influence the emerging social worker you are now?

Grading criteria and details will be posted in D2L.

| ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION |
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**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 11:59pm 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**
Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Assignments 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, headings/sub-heading, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition 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.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 worldviews 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:

**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 (https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.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 (Calgary)**
- **Safewalk (Calgary)**