



| | | | |
|------------------------------------|--|-----------------------|---|
| Course & Session Number | SOWK 411 | Classroom | Zoom |
| Course Name | Integrative Seminar I | | |
| Day(s) & Time | Thursday evenings from 6:00 - 8:00 pm MST January 13, January 27, February 10, February 17, March 10, March 24, April 7 | | |
| Instructor | Jolene Wright BSW, MSW, MHSX, RSW Alicia Kalmanovitch MSW, MPA, RSW | Office Hours | Please contact me via email and phone (voicemail). I will try to respond to emails within 24 hours. |
| UCalgary E-mail | jolene.wright@ucalgary.ca alicia.kalmanovitch@ucalgary.ca | UCalgary Phone | Jolene: 403-350-6243 Alicia: 587-888-1923 |

EQUITY, DIVERSITY, INCLUSION, RECONCILIATION AND ANTI-RACISM

The Faculty of Social Work (FSW) is committed to anti-racist social work education and practice and to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge the historic and ongoing effects of racism, systemic inequities and compounded disadvantages due to the intersection of social locations, particularly for members of racialized, Indigenous, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour, and integrate diverse perspectives, experiences, and strengths into our work. See the faculty's [Statement on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous strategy](#).

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

This course provides students with an opportunity to integrate theory and practice linking academic 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.

This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

There will be 7 synchronous Zoom sessions throughout the term, **January 13, January 27, February 10, February 17, March 10, March 24, April 7**, and each will be recorded.

COURSE LEARNING OUTCOMES

The following course specific learning objectives are closely aligned with the BSW Program Level Learning Objectives (PLOs). 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; PLO 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.

6. Consider and apply the CASW Code of Ethics in their social work practice and discussions; PLO 2.
7. Actively participate in class discussions and work collaboratively and collectively with other students in furthering learning and professional development. PLO 9.5.

Program Level Learning Outcomes

This course is designed to support students to achieve several core learning objectives outlined in the Canadian Association for Social Work Education Core Learning Objectives for Students Accreditation Standards: <https://caswe-acfts.ca/about-us/commission-on-accreditation/>

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Howe, D. (2009). *A brief introduction to social work theory*. New York, NY: Palgrave MacMillan.
Other readings may be assigned by the instructor and/or shared among students.

LEARNING TECHNOLOGIES AND REQUIREMENTS

Web Delivery

This course is entirely web-based, delivered through Desire2Learn (D2L) and Zoom Meeting platforms. 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.

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 Zoom.

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 can 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.

Confidentiality in Class and Course Assignments

As professionals, students and the instructor will respect the guidelines of confidentiality outlined in the CASW Code of Ethics (2005). We will take care that no information that could identify a client of any service system be used in class meetings or in assignments. We will adhere to the policy that issues introduced in the seminar will be discussed in only general, and not particular ways outside the classroom.

RELATIONSHIP TO OTHER COURSES

The emphasis of SOWK 411 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 concurrently with and is directly linked to Practicum I (SOWK 410).

CLASS SCHEDULE

Please note important dates for [Winter 2022](#): Block Week:

- Monday – Friday, January 3 – 7, 2022
- Start of Classes: Monday, January 10, 2022
- Last day to drop a class without financial penalty*: January 20, 2022
- Last day to add or swap a course: January 21, 2022
- Tuition and Fee Payment Deadline: January 28, 2022
- Term Break, no classes: (Sunday – Saturday) February 20 – 26, 2022
- End of Classes: Tuesday, April 12, 2022
- End of Term: Friday, April 29, 2022
- Alberta Family Day, no classes: Monday, February 21, 2022
- Good Friday, no classes: Friday, April 15, 2022
- Easter Monday, no classes, Monday, April 18, 2022

| Date | Topic | Readings/Assignments Due |
|--------------------------|---|---|
| January 13, 2022 | Introductory post Zoom session #1 | Introductory post on D2L discussion board Attend the zoom session |
| January 20, 2022 | Discussion post #1 | Participate in the required online class discussion |
| January 27, 2022 | Zoom Session #2 | Attend the zoom session |
| February 3, 2022 | Discussion post #2 | Participate in the required online class discussion |
| February 10, 2022 | Zoom Session #3 Social work presentations – group 1 | Attend the zoom session |
| February 17, 2022 | Zoom Session #4 Social work presentations – group 2 Integration of Theory and Practice (ITP) Loop | Attend the zoom session Analyze a practice example in the discussion board |
| February 24, 2022 | No class – reading week | |

| | | |
|-----------------------|--|---|
| March 3, 2022 | ITP Loop Responses | Reply to the questions posed by your peers and instructor in the discussion board |
| March 10, 2022 | Zoom Session #5 Social work presentations – group 3 | Attend the zoom session |
| March 17, 2022 | Discussion post #3 | Participate in the required online class discussion |
| March 24, 2022 | Zoom Session #6 Social work presentations – group 4 | Attend the zoom session |
| April 7, 2022 | Zoom session #7 | Attend the zoom session Final reflections in class |

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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) for your best learning experiences. 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.

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

- 1. Integrating Theory and Practice (ITP Loop) – 30%**
 - I. Step 1 Due February 17**
 - II. Step 2 Due March 3**
- 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 Step 1 - 20% - Due February 17

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 approximately 500 to 750 words in length. Please post directly onto the discussion board rather than attaching a document. Detailed information will be provided in class.

Step 2: Responding to Others Step 2- 10% - March 3

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.

**2. Course Participation – 30% - Ongoing
Aligned Course Learning Outcomes 1-7**

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:

- 1) A 150-250 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.
- 2) Discussion post development and management (e.g., responding to your classmates' comments) of at least one question or case for class discussion in D2L. All students will select a question or case of relevance to their practice and if appropriate, may provide additional resources for their classmates to consider (e.g., a website, article, or film clip to review) for the discussion. Please note that postings related to your own question (i.e., posting your question or responding to classmates' comments on your question) are in addition to the 1 posting per week requirement outlined above.

- 3) The seminar is highly experiential in nature, and student participation is considered essential to individual and class learning. You are expected to attend all seminars and to be involved in the class discussions by sharing experiences and ideas from the field. You are also expected to support the learning of your peers by encouraging their participation, hearing their perspectives, and sharing constructive feedback. Time will be provided in each class for small group work and constructive peer feedback.
- 4) The final seminar will allow time for an interactive self-assessment. This reflective self-assessment will allow space for students to comment on their level of participation, contributions to the collective learning, and final reflections on major learning from the practicum/seminar. 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.
- 5) Your participation grade will consider the quality and consistency of your participation, as outlined in the rubric provided in D2L.

**3. Social Work Presentations – 40% due February 10 or February 17 or March 10 or March 24
Aligned Course Learning Outcomes 1-7**

Each student (in pairs or small groups) will choose one chapter from the textbook to present to the class during a synchronous Zoom 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 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. Marks will be assigned as follows:

Summary Content - the extent to which the textbook chapter is thoroughly summarized

Critical Analysis – the extent to which knowledge, application, critical analysis, reflection, and evaluation of the theory is demonstrated

Incorporation of Related Literature – the extent to which other academic reference material is incorporated and is relevant to your theory. Material is appropriately cited according to APA 7th edition (at least three articles or books in addition to your textbook)

Clarity and Organization – including grammar and spelling, the pace and tone of the presentation, and staying within the time allotted

Discussion Moderation – the extent to which questions were posed to peers, and the extent to which questions from peers were answered

| |
|---|
| 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 strongly encouraged. Your attendance and participate in all the Zoom sessions for the course benefit your learning experience as well as understanding full the content of this course. If any reasons, you must miss a session, please contact the instructor prior to the session to notify them. For your best learning purpose, you can contact the instructor for an assignment to allow you to catch up the materials of the missing class(es). That assignment will not be counted in the overall grade of this course. It is for your own learning purpose. And there is no penalty if you do not ask for the assignment for a missing class.

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 writing is expected to be written to social work professional standards. Sources used in research papers must be properly documented and referenced in APA 7th edition 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 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 to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

| 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.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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

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 AND GENDER-BASED 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

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