



<b>Course &amp; Session Number</b>	<b>SOWK 413 S01, S02, S03, S04, S05, S06</b>	<b>Classroom</b>	Online and Asynchronous
<b>Course Name</b>	INTEGRATIVE SEMINAR II		
<b>Day(s) &amp; Time</b>	Friday mornings synchronous, 9:00 – 10:50 am via ZOOM One additional hour/week of asynchronous (3 hours total)		
<b>Instructor(s)</b>	Lesley Taylor MSW RSW, Post Masters dip. (S01) Joan Farkas MSW RSW (S02) Allegra Taylor MSW RSW (S03) Alicia Kalmanovitch (S04) Sarah Winstanley MSW RSW (S05) Carole Carpot MA/ MSW/ RSW (S06)	<b>Office Hours</b>	As Requested
<b>UCalgary E-mail</b>	<a href="mailto:Ljtaylor@calgary.ca">Ljtaylor@calgary.ca</a> (S01) <a href="mailto:Jmfarkas@ucalgary.ca">Jmfarkas@ucalgary.ca</a> (S02) <a href="mailto:allegra.taylor@ucalgary.ca">allegra.taylor@ucalgary.ca</a> (S03) <a href="mailto:Alicia.kalmanovitch@ucalgary.ca">Alicia.kalmanovitch@ucalgary.ca</a> (S04) <a href="mailto:slwinsta@ucalgary.ca">slwinsta@ucalgary.ca</a> (S05) <a href="mailto:carole.lacassagnecar@ucalgary.ca">carole.lacassagnecar@ucalgary.ca</a> (S06)	<b>UCalgary Phone</b>	Please contact your instructor by email

**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 is designed to facilitate the integration and transfer of knowledge, values and skills derived from other BSW courses, past work, and life experiences, and within field placements. Students and instructors are expected to co-create an inclusive and positive learning community by developing numerous opportunities for participation and contribution of unique insights and perspectives. Diversity is valued and respected and each session will include a range of activities designed to foster student's comfort in sharing their ways of knowing, skills, and experiences. These may include group discussions, interactive activities and engaging a diverse range of guest speakers to present multiple perspectives.

The intent of class assignments is to provide opportunities to foster professional development and make connections between thinking, feeling, and doing in relation to being a social worker and to identify, apply, critique theories and conceptual frameworks while in a practice setting. 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, applications of theory or questions designed to assist students to further integrate theory and practice.

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.

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## 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. There will be several discussion posts or other activities that will make up the asynchronous portion of the course.

Seminar Date	Important Dates/Assignment Due Dates	412 Practicum Activities
January 14, 2022	First Class	
January 21, 2021		
January 28, 2021		Preliminary Impressions Form & Learning Agreements Due
February 4, 2021		
February 11, 2022		
February 18, 2022		
February 25, 2022	Winter Break-no class	
March 4, 2022	Assignment Due: ITP LOOP	Mid-Course Evaluation Due

March 11, 2022		
March 18, 2022	Responses to the ITP Loop Due	
March 25, 2022	Assignment Due: Personal Practice Framework	
April 1, 2022		
April 8, 2022	Final Class Assignment Due: Participation	

Please note important dates for Winter 2022:

- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre
- Block Week: Monday – Friday, January 3 – 7, 2022
- Start of Classes: Monday, January 10, 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

#### **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. 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.

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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 (25%)**

**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 participation rubric that will be provided on the first day of class, to determine one-half of the participation grade (12.5%). The instructor's evaluation will comprise the other half (12.5%) of the student's grade.

Students are asked to engage in weekly D2L Discussions or other asynchronous activities (~1 hour per week). Due dates for D2L discussions are listed in the course outline. For each D2L discussion, students will post at least one new comment as well as respond to at least 2 other classmates. Students will be encouraged to share, to their level of comfort, their own practice skills, expertise and experiences. During weeks that assignments are due, no posts are expected on D2L.

The following are some some specific behavioral examples of good participation on D2L discussions on which students will be assessed:

- Ask a question or make a comment that encourages another person to elaborate on something they have said,
- Bring in a resources (webpage, article, video) that is not covered in the course outline but will add new information,
- Make a comment that underscores the link between two people's contributions,
- Post a comment in chat or D2L that summarizes the conversation and/or suggests new directions and questions,
- Contribute something that builds on, or springs from, what someone else has said. Students are asked to be explicit about the way they are building on the other person's thoughts,
- Find a way to express appreciation for the learnings or insights gained.

The participation grade awards marks for the student's dedication to being an active learner in the different components of the course. The participation grade will be allocated based on the following elements:

- A 150–250-word introductory discussion board posting (due January 21 in D2L) including a brief description of the student, their practicum setting (where, who works there, what type of clients they will be working with, supervisory arrangements, etc.) and first impressions of practicum - including adjusting to the new environment, initial impressions, questions, goals, challenges, and successes in practicum.

- The student's ongoing participation in the Zoom sessions/class discussions. Seminar attendance is mandatory, and students are encouraged to participate fully by sharing new ideas, giving feedback and raising issues as they relate to your field experience. Participation may also include facilitating or co-facilitating small group collegial discussions during Zoom sessions.
- The grade given by the instructor will consider the quality and consistency of the student's participation, as outlined in the rubric provided in D2L. At the end of the term, during the final zoom session, students will reflect and present a self-evaluation of course participation in which they assess their contribution to course activities.

Self-assessments should comment on the student's:

- level of participation;
- contributions to collective learning;
- final reflections on major learning from the practicum/seminar;
- recommended grade out of 12.5; and
- rationale for the recommended grade.

Criteria for class participation include punctuality, introducing new ideas and learning new information, engaging in class discussions, openness to the ideas of others, respect shown to others, ability to pose questions, and adherence to group guidelines established by the class.

### **Assignment 2: Integrating Theory and Practice (ITP) Loop**

**Value: 40%**

**Due Dates:**

**Main Post Due Date: March 4 by 11:59PM MST**

**Responses Due Date: March 18 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 7<sup>th</sup> 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).

Students will also be asked to respond to these posts from their 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 25 by 11:59PM MST**

**Format: Narrated presentation or short paper**

**Length: 10 to 15-minute presentation OR 1500-word paper**

**Format: APA 7<sup>th</sup> Edition formatting**

**Aligned Course Learning Outcomes: 1-7**

In this assignment, students are asked 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 these influence the student's practice with their personal context and application of experience and values. The assignment will highlight what has contributed to the student's 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 has been demonstrated through your writings and how deftly these have weaved the personal with the professional.

The assignment will include:

- A minimum of five sources informing the student's practice (theories, frameworks, approaches, literature, experience);
- The student's social location and identity in practice;
- Emerging strengths for practice and the gifts offered by the student 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 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

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend Friday seminars regularly and to the extent possible, 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.

Online discussion in D2L is a key aspect of learning in this course. The advantage of the discussion board is that it is asynchronous, that is, students can all contribute at a time that is convenient up to an including the due date. This class will explore key field practicum themes (as outlined in the practicum learning agreement); case discussions, as well as discussion and debate relating relevant practice.

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

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word format only. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59 pm 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 after discussion with the instructor. Alternative submission dates may be considered in exceptional circumstances. 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 7<sup>th</sup> 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. 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 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 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 <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