



**Winter 2022**

<b>Course &amp; Session Number</b>	<b>SOWK 413S09</b>	<b>Classroom</b>	TBD
<b>Course Name</b>	<b>Integrative Practice seminar</b>		
<b>Day(s) &amp; Time</b>	Monday, 1-3:50 pm		
<b>Instructor</b>	Ralph Bodor	<b>Office Hours</b>	As Requested
<b>UCalgary E-mail</b>	<a href="mailto:rcbodor@ucalgary.ca">rcbodor@ucalgary.ca</a>	<b>UCalgary Phone</b>	Please 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 and skills with experiences, developing conceptual frameworks for practice.

**COURSE DESCRIPTION**

SOWK 413 is a half credit course taken in one academic session concurrently with Social Work 412, Practicum II.

SOWK 413 is designed to facilitate the integration of knowledge, values and skills gained from other BSW courses, past experiences, and field placements. Within the supportive seminar context, students will have opportunities to discuss and critically reflect on social work practice drawing on their experiences in practicum. Students will enhance their ability to identify, apply, critique and evaluate

social work theories, research, and conceptual frameworks. The course culminates with students' capstone written and oral expression of their professional practice framework.

### **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. 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**

1. There is no required textbook
2. Use APA (7<sup>th</sup> edition) formatting for citations  
([https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html))
3. Readings and other material for the course will be made available through the course D2L site.

#### **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, if needed, Zoom access.

## **Desire 2 Learn**

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, if needed, Zoom.

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials.

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 have the opportunity to process experiences from the field in a safe and instructional environment.

## **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, not in particular ways outside the classroom.

## **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 practice situations, this course is related to all other BSW courses. The seminar is directly linked to SOWK 412, Practicum II.

## **CLASS SCHEDULE**

The initial seminar classes are intended to support students’ as they settle into placement. The remaining seminars focus on the Practice/Learning Objectives articulated for the Practicum and Seminar. These objectives also form the ‘outline’ for the major assignments of the course related to the development of the student’s professional practice framework. It is hoped that, through this schedule, students’ work on their final papers/presentations will be supported throughout the semester. The seminar meetings are intended to enhance and deepen students’ knowledge of the range of practice models and their capacity to articulate knowledge and skills related to their preferred approach to practice. The final course meetings are intended to support students as they exit the BSW program and enter professional social work practice.

Week/Date	Topic	Assignment Due
January 10, 2022	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review of Course Outline</li> <li>• Preparing for practicum</li> </ul>	
January 17, 2022	<ul style="list-style-type: none"> <li>• Initial Impressions; Learning Agreement</li> <li>• Wellness and Self-Care Plan</li> <li>• Discussion of Practicum Experiences</li> </ul>	
January 24, 2022	<ul style="list-style-type: none"> <li>• Professional Social Work Identity and Ethical issues</li> <li>• Discussion of practicum experiences</li> </ul>	Draft Learning Agreement due
January 31, 2022	<ul style="list-style-type: none"> <li>• Generalist Practice</li> <li>• Discussion of Practicum Experiences</li> </ul>	
February 7, 2022	<ul style="list-style-type: none"> <li>• Reflective Practice</li> <li>• Discussion of Practicum Experiences</li> </ul>	
February 14, 2022	<ul style="list-style-type: none"> <li>• Competence with Diversity/Indigenous worldviews</li> <li>• Discussion of Practicum Experiences</li> </ul>	
February 21, 2022	Reading week-no class	
February 28, 2022	<ul style="list-style-type: none"> <li>• Social Justice and Social Policy</li> <li>• Discussion of Practicum Experiences</li> </ul>	
March 7, 2022	<ul style="list-style-type: none"> <li>• Models of Practice</li> <li>• Discussion of Practicum Experiences</li> <li>• ITP loop assignment groups</li> </ul>	ITP loop assignment in class
March 14, 2022	<ul style="list-style-type: none"> <li>• Discussion of Practicum Experiences</li> <li>• <i>Panel: Social Work Career Opportunities</i></li> </ul>	

March 21, 2022	<ul style="list-style-type: none"> <li>• Planning for Termination in Practicum</li> <li>• Preparation for Capstone Presentations</li> <li>• Discussion of Practicum Experiences</li> </ul>	Professional Practice Framework paper due March 20, 2022
March 28, 2022	<ul style="list-style-type: none"> <li>• <i>Capstone presentations</i></li> </ul>	
April 4, 2022	<ul style="list-style-type: none"> <li>• <i>Capstone presentations</i></li> </ul>	
April 11, 2021	<ul style="list-style-type: none"> <li>• <i>Capstone debrief &amp; celebration</i></li> </ul>	

**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.

### **ASSESSMENT COMPONENTS**

#### **Assignment #1: ITP Loop**

**Due: Class Presentation due March 7, 2022 and Integration Paper due 4:00 pm March 13<sup>th</sup>**

**Weight: 10%**

**Learning Outcomes: 1, 2, 5, 6,**

The intent of this assignment is to engage in case formulation and consultation from a social work lens 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 an amalgam of listening, feeling, thinking, and acting in which all these processes occur simultaneously. What appears at first glance holistic and intuitive can be unraveled and articulated with the goal of improving field education experience and social work practice. The ITP Loop model consists of the following phases: retrieval, reflection, linkage and professional response.

This assignment will be divided into 3 parts and will take place in class.

**Part A: ITP Loop Process:** Each student will apply the ITP Loop to a practicum experience and, using the ITP template that will be provided, complete an in-class presentation of their ITP Loop. The presentation should be made up of the following sections: retrieval (2 minute), reflections (2 minutes), linkage (1 minute), professional response (1 minute), and end with one question for peers that encourages critical reflection and reflexivity.

**Part B: Responding to Others:** Students are expected to offer helpful, supportive and resourceful consultation and feedback to their peers by responding to their dyad. Feed-back should be illustrative of critical reflection and integration of previous course learnings.

**Part C: Integration of Peer Consultation:** Reflecting on and integrating the feedback of peers is an important part of the reflective process. Shifts in thinking, new ideas and insights, which arise from peer collaboration, can enrich and bolster reflections about practice and the integration of personal and academic knowledge. The final integration should be approximately 200 to 250 words.

Students will:

- 1) present their IPT loops in class, (March 7<sup>th</sup>)
- 2) add the final integration component from the presentation and the input of the class, and

3) submit a bullet-point outline of their presentation along with one written page of the integration. (Integration Due March 13<sup>th</sup>, 2022)

**Assignment 2: Professional Practice Framework – Written Component**

**Due: March 20, 2022 at midnight**

**Weight: 35%**

**Learning Outcomes: 1- 6**

The Professional Practice Framework will normally be a 10-page document (exclusive of references) in a combined academic/reflective style. The overarching intent of the assignment is to support students' articulation of their unique perspectives, strengths, and aspirations relative to key components of social work practice.

The paper should incorporate content areas identified within the Practicum II and Seminar learning objectives. Students are welcome to incorporate recommended readings, academic and peer-reviewed reading materials (a minimum of ten references). After an Introduction, the paper should encompass the following:

**Professional Social Work Identity** – Discuss “social work identity;” describe perspectives on, components of, and/or consequences of “social work identity,” including (but not restricted to) professional codes/standards of practice and ethical decision making. Describe how your practicum experience(s) have contributed to your developing professional identity.

**Generalist Practice** – Discuss generalist practice. Describe your two preferred models of practice, identifying theories, knowledge and skills required for implementation of each. Demonstrate application of theory to practice and/or research to practice using examples from your practicum and/or previous work experience. Reflect on why these models fit for you, and your current strengths and limitations.

**Reflective Practice** – Describe reflective practice and what it means to you. Describe the fit between your preferred models of practice and reflective practice. Demonstrate how your reflective practice could be integrated into your preferred practice models.

**Competence with Diversity** – Describe where “competence with diversity” fits within your own practice. Demonstrate your understanding of ongoing challenges related to individual and systemic oppression. Reflect on your growth in this area and anticipated future challenges.

**Social Justice and Social Policy** – Consider how your practice fits within the social work commitment to anti-oppressive practice (or an alternative social justice framework). Reflect on how your own personal practice framework is connected/disconnected with broader social justice goals related to sustainability, environmental justice, human rights and global issues.

Note that the paper does NOT have to follow the order in which the components are listed above. Students are welcome/encouraged to talk with the Instructor regarding their ideas about how to structure their paper (or alternative).

Paper Due Date: March 20 by midnight.  
Papers will be submitted to Dropbox.

APA 7 format is expected.

Rubrics detailing grading criteria for the final paper will be posted on This assignment aligns with course learning outcomes 1-7.

### **Assignment 3: Professional Practice Framework – Capstone Presentation**

**Presentation Date: As assigned (end of semester)**

**Weight: 35%**

**Learning Outcomes: 1-6**

*Students will present in a conference-style format between March 29 & 30. Students will be pre-assigning a date and time for their presentation. A full presentation schedule will be posted on D2L in advance. Each student will have 15 minutes, with the expectation that 10 minutes be used for presenting and 5 minutes for responding to questions/comments from audience members. Students are welcome to select the mode of presentation that works best for them. *Students are expected to attend both days of presentations, and attendance on March 29 and March 30 will be considered practicum hours.**

The following are suggested as guidelines for the presentation. Students may choose to adapt these guidelines to suit individual circumstances. Students are also expected to adjust the number of minutes devoted to each area (indicated in parentheses).

- Case introduction (2 minutes)
- Your professional identity within the context of the case presentation (2 minutes)
- Two specific examples of practice: One aspect of the specific case that was notable (a success, a specific component of the model of practice used, or an unexpected moment of learning) and one that was a challenge. (6 minutes, 3 minutes for each aspect)
- Reflection and fun-house mirrors: How do you see yourself? (3 minutes)
- Why social work? Your future... (2 minutes)

The rubric detailing the grading criteria for the presentation will be posted on D2L within the first month of the semester. This assignment aligns with course learning outcomes 1-7

### **Assignment #4 Course Participation: 20%**

Due date: Ongoing

Learning Outcomes: 7

The participant 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 your ongoing participation in zoom sessions/class discussions. Zoom session attendance is mandatory. Students are expected to attend and participate in class synchronous sessions by critically analyzing and sharing experiences, asking meaningful questions, engaging in courteous listening skills, responding to questions and issues raised by their peers and guest speakers, offering feedback, sharing insights from the readings, and engaging in small and large group discussion. Additionally, students will be asked to participate in other reflective exercises and on-line participatory activities as part of the course. Participation marks will be given based on overall participation. More information, and a detailed rubric will be provided on D2L.



## ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

The format of SOWK 413 is intended to foster a supportive seminar environment in which students can share their experiences in practicum, extending and receiving peer support while working toward meeting the learning objectives of the course. To accomplish this, students will be encouraged to participate as professionals within the course. Specifically, students will be expected to:

1. Fully engage and participate in seminar discussions
2. Support classmates' engagement and participation in seminar discussions
3. Remain open to giving and receiving constructive and respectful feedback and consultation regarding experiences in practicum
4. Be prepared to critically reflect on theory and research and discuss its applications to practice

These expectations form part of the participation grade, as outlined in the assessment components section above.

### **Confidentiality: In Class, Zoom Meetings and Course Assignments**

Students are expected to adhere to the guidelines for confidentiality of the Social Work Code of Ethics\* established by the Alberta College of Social Workers (ACSW). No information that could potentially identify a client in any capacity will be used in class discussions and written assignments. Furthermore, the seminar is a confidential teaching milieu. No issues discussed by participants in the seminar should be discussed outside of the seminar setting.

\*6.7.12: The social worker must take reasonable care to thoroughly disguise confidential information when using it for teaching, public education, accountability and research purposes. (ACSW Code of Ethics).

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through email directly to [rcbodor@ucalgary.ca](mailto:rcbodor@ucalgary.ca). Assignments may be submitted in Word (preferred for papers) 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 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 papers will be accepted with a per day 10% reduction in grade. Exceptions may be made if formally agreed to by the instructor and negotiated well in advance of the assignment due date.

### **EXPECTATIONS FOR WRITING**

All assignments will be assessed **strongly** 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 7<sup>th</sup> 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 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. Informal formative evaluation may be conducted as well. Students are welcome to discuss the process and content of the course at any time with the instructor.

## ADDITIONAL SUGGESTED READINGS

Additional readings 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 behavior 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 (<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 unauthorized 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)**
- **Counselling & Clinical Services (Edmonton)**
- **ACCESS Open Minds @ UA (Edmonton)**