



<b>Course &amp; Session Number</b>	<b>SOWK 413 S01, S02, S03</b>	<b>Classroom</b>	HNSC 330, HNSC 321, HNSC 328
<b>Course Name</b>	INTEGRATIVE SEMINAR II		
<b>Dates and Time</b>	Start of Classes: Monday January 9, 2023 End of Classes: Monday April 3, 2023 Dates and Time: In-person Mondays, 9:00am – 11:50am Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	S01: Carrie Blaug MSW RSW S02: Lesley Taylor MSW RSW, Post Masters dip. S03: Allegra Taylor MSW BSW RSW	<b>Office Hours</b>	As requested
<b>UCalgary E-mail</b>	S01: <a href="mailto:cblaug@ucalgary.ca">cblaug@ucalgary.ca</a> S02: <a href="mailto:ljtaylor@ucalgary.ca">ljtaylor@ucalgary.ca</a> S03: <a href="mailto:allegra.taylor@ucalgary.ca">allegra.taylor@ucalgary.ca</a>	<b>UCalgary Phone</b>	Please contact your instructor by email

**OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION**

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

<sup>1</sup> In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), 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.

Three hours per week will be spent in-person in a classroom.

Please refer to the Field Education Policy Manual at:

[https://socialwork.ucalgary.ca/sites/default/files/Field\\_Education/Field\\_Education\\_Manual.pdf](https://socialwork.ucalgary.ca/sites/default/files/Field_Education/Field_Education_Manual.pdf) 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: 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**

A textbook is not required for this course.

#### **Available online and on D2L:**

Alberta College of Social Workers (2019). *Standards of Practice*. Edmonton, AB. Retrieved from <https://www.acsw.ab.ca/site/practice-resources>

Canadian Association of Social Workers (2005). *Code of Ethics*. Ottawa, ON. Retrieved from [https://www.casw-acts.ca/files/attachements/casw\\_code\\_of\\_ethics.pdf](https://www.casw-acts.ca/files/attachements/casw_code_of_ethics.pdf)

Canadian Association of Social Workers (2005). *Guidelines for Ethical Practice*. Ottawa, ON. Retrieved from [https://www.caswacts.ca/files/attachements/casw\\_guidelines\\_for\\_ethical\\_practice.pdf](https://www.caswacts.ca/files/attachements/casw_guidelines_for_ethical_practice.pdf)

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.

## 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

### **Important Dates for Winter 2023**

- Start of Term: Tuesday, January 3, 2023
- End of Term: Friday, April 28, 2023
- Fee Deadline: Friday, January 27, 2023

- Alberta Family Day, no classes: Monday, February 20, 2023
- Good Friday, no classes: Friday, April 7, 2023
- Easter Monday, no classes: Monday, April 10, 2023
- Term Break: Sunday, February 19 – Saturday, February 25, 2023

### Class Schedule

Date	*Seminar	Assignment Due Dates	IPT Deadlines
January 9, 2023	Seminar 1 First Class		
January 16, 2023	Seminar 2		
January 23, 2023	Seminar 3		Preliminary Impressions form & Learning Agreements due (on IPT)
January 30, 2023	Seminar 4		
February 6, 2023	Seminar 5		
February 13, 2023	Seminar 6		Mid-Course Evaluation due (on IPT)
February 20, 2023	<b>Term Break – No Classes</b>		
February 27, 2023	Seminar 7		
March 5, 2023		Case Summary due	
March 6, 2023	Seminar 8	In-Class Case Consultations due	
March 13, 2023	Seminar 9	Final Write-Up of Case & Consultation Notes due	
March 20, 2023	Seminar 10		
March 27, 2023	Seminar 11	Professional Practicum Identity (presentation or paper) due	
April 3, 2023	Seminar 12 Last Class	Participation self-assessment due	Final Evaluation due (on IPT)

## 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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

### **MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING**

The instructor may use Zoom 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: Case/Situation/Ethical Dilemma Summary and Consultation (40%) - Due Dates:**

- Part 1: Case Summary: **March 5 by 11:59PM MST** (ready for seminar the next day)
- Part 2: In-Class Case Consultations: **March 6 in seminar**
- Part 3: Final Write-Up of Case & Consultation Notes: **March 13 by 11:59PM MST**

Submission: D2L Dropbox

Length:

- Part 1: Case Summary: 300 to 450 words
- Part 3: Consultation Summary: 300 to 450 words

Format: APA 7<sup>th</sup> Edition formatting for in-text citations and the reference list

Aligned Course Learning Outcomes: 1-7

Assignment Description: The intent of this assignment is to engage in reflective, collaborative social work practice. This assignment is designed to encourage students to summarize cases/situations/ethical dilemmas in a concise way, as well as practice both giving and receiving information and recommendations with their peers. Students will critically assess social work practice experience through not only their perspectives but those of their colleagues, encouraging them to identify, apply and reflect on diverse knowledge, values, and skills. Peer consultation further encourages students to work collaboratively and participate in class discussions which enhances both learning and professional development.

### **Step 1: Case/Situation/Ethical Dilemma**

Each student will write a summary outlining the case/situation/ethical dilemma they are facing in practicum. Students must outline what action they have already taken/considered, the theoretical lenses they have considered (including how they have considered equity, diversity, inclusion, and decolonization), the result of previous interventions and a **minimum of two (2) questions** for their peers to review during in-class consultation. This initial write up should be **350 to 500 words** in length. 1-3 references should be included. Please note that the 350-to-500-word count excludes any addition of references. Please use APA 7<sup>th</sup> Edition formatting for in-text citations and the reference list. Part 1 of this assignment is due **March 5 by 11:59PM MST**. The initial write up does not need to be posted or submitted on D2L – However, bringing this completed summary to seminar on March 6 is imperative for the completion of this assignment.

### **Step 2: In Class Case Consultation**

During seminar on **March 6**, students will be broken into groups of three (3). In this group, each student will be given a total of 20 minutes to discuss their case/situation/ethical dilemma and have a discussion on the minimum of two questions they prepared for their peers. All students are expected to offer helpful, supportive, and resourceful consultation and feedback to their peers during these consultation discussions. It is expected that all feedback 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.

Students will take notes during their case/situation/ethical dilemma consultation and be prepared to **write a 350-to-500-word** summary of what insights they are taking from the discussion. No references are required for this portion of the assignment.

### **Step 3: Submit Case/Situation/Ethical Dilemma Summary (Step 1) and Consultation Summary (Step 2)**

Students will combine the write ups they completed in parts 1 and 2 of this assignment and submit them via D2L Dropbox in a Word Document format. This collective write up is due **March 13 by 11:59PM MST**

Grading criteria and details will be posted in D2L.

### **Assignment 2: Professional Practicum Identity (35%) – Due March 27 by 11:59PM MST**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Assignment Description: Narrated presentation or short paper

Length: 10-to-15-minute presentation or 1500 word paper

Format: APA 7th Edition formatting

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, including a plan for continuing to learn about and incorporate equity, diversity, inclusion and decolonization in 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?

**Assignment 3: Participation/Self-Assessment (25%) - Due: April 3 by 11:59PM MST**

Submission: D2L Dropbox

Aligned Course Learning Outcomes: 1, 2, 3, 6

Assignment Description: 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.

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:

- The student's ongoing participation in 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 class.
- 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, 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:

- i. Level of participation;
- ii. Contributions to collective learning;
- iii. Final reflections on major learning from the practicum/seminar;
- iv. Recommended grade out of 12.5; and
- v. 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.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend Monday 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.

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, 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. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95 - 100
A	4.0	Excellent performance	95 - 100
A-	3.7	Approaching excellent performance	90 - 94
B+	3.3	Exceeding good performance	85 - 89
B	3.0	Good performance	80 - 84
B-	2.7	Approaching good performance	75 - 79
C+	2.3	Exceeding satisfactory performance	70 - 74
C	2.0	Satisfactory performance	65 - 69
C-	1.7	Approaching satisfactory performance	60 - 64
D+	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject	55 - 59
D	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	50 - 54
F	0.0	Failure. Did not meet course requirements	Below 50
CG		Credit Granted	
CR		Completed Requirements	

## 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's [Code of Conduct](#).

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).

### 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. 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. Please refer to the full policy on [Student Accommodations](#).

### 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](#) before beginning the assignment.

### Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

### 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](#) and requirements of the [Copyright Act](#) 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 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 and Gender-based 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.

### **Other Important Information**

Please visit the [Registrar's website](#) 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