



**Fall 2024**

<b>Course &amp; Session Number</b>	<b>SOWK 411 S01</b>	<b>Classroom</b>	<b>In Person Calgary</b>
<b>Course Name</b>	<b>Integrative Seminar I</b>		
<b>Dates and Time</b>	<p><b>Start of Classes:</b> September 9, 2024</p> <p><b>End of Classes:</b> December 2, 2024</p> <p><b>In Person Dates and Time:</b> Mondays from 9:00am-11:50pm (See schedule below for more information)</p> <p><b>Add/Drop/Withdrawal Dates:</b> Please refer to the course-specific deadline in your <a href="#">Student Centre</a><sup>1</sup>.</p>		
<b>Instructor</b>	Cynthia Muszynski, MSW, RSW	<b>Office Hours</b>	As Requested
<b>UCalgary E-mail</b>	<a href="mailto:cynthia.muszynski@ucalgary.ca">cynthia.muszynski@ucalgary.ca</a>	<b>UCalgary Phone</b>	Email preferred

**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.

Please refer to our full statement of our [Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

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

## **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.

To best succeed in the course, students are encouraged to attend all in-person classes and participate in the asynchronous learning tasks using the D2L learning environment. When unable to participate, inform the instructor in advance and propose and implement an alternative participation activity (e.g., consult with a peer regarding the missed class material, submit a brief reflection, etc.).

## **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**

There are no required textbooks for this class. Readings and other content will be supplied throughout the semester in D2L.

### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

#### **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. 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 is required for D2L access.

#### **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, 2024). 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**

<b>Week</b>	<b>Topic</b>	<b>Readings/Assignments</b>	<b>SOWK 410 Activities</b>
September 9, 2024	Introductions		Practicum begins (some exceptions may apply)
September 16, 2024	Topics to be determined by class and instructor		
September 23, 2024	Topics to be determined by class and instructor		Complete introductory forms and learning agreement  Initial meetings
September 30, 2024 No Class	National Day for Truth & Reconciliation		Initial meetings
October 7, 2024	Topics to be determined by class and instructor  First group class facilitation  ITP Loops Consultation with Groups	Prepare an ITP loop DRAFT to discuss with peers!	
October 14, 2024 No Class	Thanksgiving Day	Assignment 1: ITP Loop Part 1 Due October 18, 2024	
October 21, 2024	Topics to be determined by class and instructor  Second group class facilitation		
October 28, 2024	Topics to be determined by class and instructor  Third group class facilitation	Assignment 1: ITP Loop Part 2 Due November 1, 2024	Midterm comments and signatures on learning agreement; midterm signature on learning agreement  Midterm meetings
November 4, 2024	Topics to be determined by class and instructor  Fourth group class facilitation		Midterm meetings

November 11, 2024 No Class	Remembrance Day		
November 18, 2024	Topics to be determined by class and instructor  Fifth group class facilitation		
November 25, 2024	Topics to be determined by class and instructor		
December 2, 2024	Wrapping up and Moving Forward	Assignment #4 Due December 6, 2024  Participation Self-evaluation due December 2, 2024	Practicum ends (some exceptions may apply)  Final comments and signatures on learning agreement; final signature on timesheet  Final meeting (if applicable)

**Important Dates for Fall 2024**

- Start of Term: Monday, August 26, 2024
- First Day of Class: Tuesday, September 3, 2024
- End of Term: Tuesday, December 24, 2024
- Last Day of Class: Friday, December 6, 2024
- Fee Deadline: Friday, September 20, 2024
- Labour Day, no classes: Monday, September 2, 2024
- [National Day for Truth and Reconciliation](#), no classes: Monday, September 30, 2024
- Thanksgiving Day, no classes: Monday, October 14, 2024
- [Remembrance Day](#), no classes: Monday, November 11, 2024

**ASSESSMENT COMPONENTS**

**1. Integrating Theory and Practice (ITP Loop) – 40%**

**DRAFT – October 6, 2024 (to discuss in class October 7)**  
**Step 1 – Due October 18, 2024**  
**Step 2 – Due November 1, 2024**

### **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. Importantly, students will be sure to attend to all equity, diversity, and inclusion considerations present in their scenario.

**a) Step 1: ITP Loop Presentation of DRAFT version 5% - Due October 6, 2024**

Each student will apply an ITP Loop to a practicum experience. They will prepare an informal draft with classmates for consultation. The draft should be made up of the following sections: retrieval, reflections, linkage, professional response, and two questions for peers that encourage critical reflection and reflexivity.

**b) Step 2: ITP Loop Process and Write-Up Step 1 - 20% Due October 18, 2024**

Students will then post a final write integrating the feedback from their group consultation to the appropriate Discussion Board. Students will connect to theory and literature where appropriate. The final write up should be approximately **500 to 750 words** in length.

**c) Step 3: Responding to Others Step 2- 15% - November 1, 2024**

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 engage with the responses from your peers or instructor.

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.

APA 7 format and referencing are expected for this assignment.

Further information will be provided in class and a detailed rubric will be available on D2L.

## **2. Being Engaged – Participation 15% - Throughout**

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

#### **Self-evaluation of participation\* due December 2, 2024**

The participation grade awards you marks for your dedication to being an active learner in the different components of the course. 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.

Criteria for class participation include punctuality, professional presentation, 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 collective understandings established by the class. *You will have the opportunity to give input to your grade.*

**3. Becoming the Leader – Group Class Facilitation (15%) – Dates will be selected in Class #1**  
**Aligned Course Level Outcomes: 1, 3, 4, 5, 7**

In small groups, students will lead the class in a short activity or discussion on a topic of their choice. Topics might include a specific theory, a specific social work issue of interest, a self-care activity, a reflective practice exercise or tool, a specific practice skill, or others (confirm with instructor prior to proceeding with the work).

More information and a detailed rubric will be available on D2L.

**4. Celebrating the Journey – Final Reflection (30%) – December 6, 2024**  
**Aligned Course Level Outcomes: 1, 3, 4, 5, 6.**

In this reflective and summative assignment, students will *use a format of their choosing* (written paper, recorded Power Point, video recording, etc.) to 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? Students will locate themselves in their emerging social work practice using a format of their choosing. Assignments will highlight contributions to their professional identity up to this point and identify directions for future growth and learning, considering what this means for the next practicum experience.

It is important to remember that what is unique about a social work practice framework is that it includes a micro level systems analysis as well as attention to the dynamic and changing social environment and how you influence your practice with your personal context and application of experience and values.

Students will include:

- Sources informing practice (theories, frameworks, approaches, literature, experience)
- Social location, or positionality, and identity in practice
- Emerging practice strengths and gifts
- Directions for future learning or practice (e.g., skills, topics, approaches, opportunities, further education, or professional training)
- Specific strategies for continually improving and reflecting on your practice

More information and specifics about different formats will be available on D2L. Students should confirm alternative formats not noted here before proceeding with their work!

APA 7 format and referencing are expected regardless of format chosen. More information will be provided.

A rubric will be available on D2L.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Attendance and participation in practicum are expected and required for a successful learning experience. This includes professional conduct and arriving in a timely manner for all practicum activities.

### **LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and where permission has been granted. Late assignments that have not been granted an extension will have 5% per day deducted.

### **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 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 course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the Student Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy> .

## **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.

In cases where a student's final grade falls within 0.5 marks of the next higher letter grade, their grade will be rounded up to the next higher letter grade.

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	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section <a href="#">F.1.3</a> for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.	

## COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university’s curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri> . 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'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](#) (2024) and the [Alberta College of Social Work Standards of Practice](#) (2023).

### **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 Student Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>.

### **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
- Emergency Evacuation/ Assembly Points
- Safewalk