FALL 2024

Course & Session Number	SOWK 411 S02	Classroom	Online
Course Name	Integrative Seminar I		
Dates and Time	Start of Classes: Monday, September 9, 2024 End of Classes: Monday, December 2, 2024 Classes will be via Zoom on Mondays, from 9 - 11.50 am on the following dates: September 9, 16, 23, October 7,21, 28, November 4,18,25, December 2 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Janki Shankar, MSW, PhD. RSW	Office Hours	As Requested
UCalgary E-mail	jshankar@ucalgary.ca	UCalgary Phone	Please send a request by email for a phone appointment

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 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 the treatment of people but instead 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 the 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 cultural barriers to their education and employment. We also recognize, honor, and integrate diverse perspectives, ways of knowing and doing into our work, experiences, and strengths. Our work will be informed by an anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist, and decolonizing frameworks.

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[1] In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Please refer to our complete 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.](#)

SYLLABUS STATEMENT

Integration of theory and practice within the context of the field practicum.

COURSE DESCRIPTION

This course allows students to integrate theory and practice, linking academic knowledge, skills, and values derived from BSW social work courses and past experiences with ongoing practice experiences in the field placement setting. It also provides students opportunities to foster professional development and make connections between thinking, feeling, and doing about 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 identifying, applying, critiquing, and evaluating theories and conceptual frameworks in their practice setting.

Students participate in collaborative discussions regarding professional issues, practice situations, and ethical dilemmas. While critically reflecting on practicum experiences, students are encouraged to integrate knowledge and skills from the generalist practice framework into their own developing practice framework.

This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate, inform the instructor and propose and implement an alternative participation activity (e.g., consult with a peer regarding the missed class material, submit a brief reflection, and actively contribute to the follow-up online discussion, etc.).

Prerequisite(s): Completion of all required 300 level Social Work courses.

Corequisite(s): Social Work 410.

COURSE LEARNING OUTCOMES

The following course-specific learning objectives align 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 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 with 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 a 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 in achieving 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 READINGS

There is no required textbook for this class.

Readings will be put up on D2L by the instructor. As a seminar course that is directly related to practicum, all students are also expected to be familiar with and abide by the following professional documents:

Alberta College of Social Workers. (2023). Standards of practice. Alberta College of Social Workers. https://acsw.in1touch.org/uploaded/web/ACSW%20Council/ACSW%20Standards%20of%20Practice%20 2023.pdf

Canadian Association of Social Workers. (2014). *Social media use and social work practice*. Canadian Association of Social Workers. https://www.casw- acts.ca/files/policy_statements/social_media_use_and_social_work_practice.pdf

Canadian Association of Social Workers Code of Ethics, Values and Guiding Principles (2024) https://www.casw-acts.ca/en/casw-code-ethics-2024

LEARNING TECHNOLOGIES AND REQUIREMENTS

Web Delivery

This course is entirely web-based and delivered through Desire2Learn (D2L) and Zoom Meeting platforms. A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop, or mobile device with Internet access, microphone, and speaker is needed for D2L and Zoom access.

Desire2Learn

D2L is a course management system that allows us to share resources, complete related learning activities, and connect via the discussion board and Zoom.

Zoom Sessions

Zoom meeting is an audiovisual, web-based program that allows us to meet at a specific time for a "live" web conference 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 related to their practicum experience and that of their peers. They can 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 confidentiality guidelines outlined in the CASW Code of Ethics (2005). We will ensure that no information identifying a client of any service system is used in class meetings or assignments. We will adhere to the policy that issues introduced in the seminar will be discussed only in general and not in particular ways outside the classroom.

RELATIONSHIP TO OTHER COURSES

SOWK 411 emphasizes 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 and directly linked to Practicum I (SOWK 410).

CLASS SCHEDULE

Week	Topic	Readings/Assignments	SOWK 410 Activities
September 9, 2024	Introductions and seminar overview.		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
October 7, 2024	Topics to be determined by class and instructor First-group class facilitation	Prepare an ITP loop DRAFT.	
October 14, 2024	Thanksgiving Day No Class		
October 21, 2024	Topics to be determined by class and instructor Second-group class facilitation	Presentation of ITP drafts in groups and feedback.	
October 28, 2024	Topics to be determined by class and instructor Third-group class facilitation	Assignment 1: ITP Loop 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	Remembrance Day No Class Fall Break November 10-16, 2024		
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 6, 2024	Practicum ends (some exceptions may apply) Final comments and signatures on the learning agreement; final signature on the timesheet Final meeting (if applicable)

Important Dates for Fall 2024
- o Start of Term: Monday, August 26, 2024
- o First Day of Class: Tuesday, September 3, 2024
- o Fall Break November 10 - 16, 2024
- o End of Term: Tuesday, December 24, 2024
- o Last Day of Class: Friday, December 6, 2024
- o Fee Deadline: Friday, September 20, 2024
- o Labour Day, no classes: Monday, September 2, 2024
- o National Day for Truth and Reconciliation, no classes: Monday, September 30, 2024
- o Thanksgiving Day, no classes: Monday, October 14, 2024
- o Remembrance Day, no classes: Monday, November 11, 2024

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 cannot attend a Zoom session, please get in touch with 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. 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 professionally during all Zoom sessions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use Zoom media recordings for the student's assessment. 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. Students will be advised before the instructor initiates a recording of a Zoom session.

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS) and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS.

For additional information, please refer to the Recording of Lectures Policy and Student Non-Academic Misconduct Policy.

ASSESSMENT COMPONENTS

Assignment 1: Integrating Theory and Practice (ITP Loop) – 40% of total course grade

Presentations are due in class on October 21, 2024.
Written submission due in drop box by 11:59 pm, November 1, 2024

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

This assignment intends to engage in reflective, collaborative social work practice using a combination of the ITP Loop and Peer Consultation. The ITP Loop model allows social workers to deconstruct their practice and break it down into its parts. At first glance, our practice appears holistic and intuitive, but it can be unravelled and articulated with much greater detail. Practice is a combination of listening, feeling, thinking, and acting in which all these processes co-occur. The ITP loop allows us to take a closer look at these processes with the goal of integrating social work theory and the field education experience. The ITP Loop consists of the following phases: retrieval (remembering a practicum situation), reflection, linkage, and professional response. Each student will complete the ITP Loop process twice.

Step 1: ITP Loop Process: Students will apply the ITP loop (see steps below) to a practicum experience. The submission should be made up of the following sections (a total of **3-4 pages, double-spaced**):

1. **Retrieval** - Recall salient facts of a recent practice experience. In a paragraph or two, briefly describe a significant experience that has taken place in your practicum setting. In telling the story, position yourself as the author using the first person. Things to share may include interactions with significant others, links between present and past experiences, feelings, ideas, or meaning-making that occurred. As relevant, include the intellectual, spiritual, social, physical, and aesthetic dimensions in telling the story. (**6 marks**)
2. **Reflections** - Recall your thoughts and feelings about the situation. Focus on the subjective beliefs and attitudes, personal experiences, and cultural worldviews relevant to the problem. Identify how these factors influenced your interaction. (**6 marks**)
3. **Linkage** - Identify the key actions you took and explain how you chose those actions. Which practice models, practice wisdom, learned techniques or skills did you consider/use? (**6 marks**)
4. **Professional Response** – consider whether your response was selected through deliberate or intuitive reflection and linkage. Do you feel that your response was adequate, appropriate, or

sufficient? What could you have done differently? How may that have impacted your work? What did you learn about social work practice? (**6 marks**)
5. **Questions to Peers** – What (2 – 4) questions do you have for your peers about this practice experience? (**6 marks**)

Step 2: Providing Feedback to Others: On October 21, students will be asked to share their ITP loops in small groups during class. Students are expected to offer helpful, supportive, and resourceful consultation and feedback to their peers. Each student will prepare a summary of their peer feedback (max 1 page double-spaced; 5 marks) and a reflective response to peer feedback (max one page double-spaced; 5 marks).

Assignment Submission (due November 1, by 11:59 pm):
Submit the following components of the assignment **as one document** via Dropbox:
-ITP Loop write-up (Step 1, 30 marks)
-Summary of peer feedback from Step 2 (max 1 page double spaced; 5 marks)
-Reflective response to peer feedback (max 1 page double spaced; 5 marks)

Assignment 2:   Being Engaged – Participation and feedback 15% -

Self-evaluation of participation (5 marks) is due December 9, 2024); Feedback to group presentations (5 marks- on the day following the group presentation)
Aligned Course Learning Outcomes 1-7

The participation grade awards you mark for your dedication to being an active learner in the different components of the course. The seminar is highly experiential, and student participation is essential to individual and class learning. You are expected to attend all workshops and to be involved in class discussions by sharing experiences and ideas from the field. You are also likely 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, providing feedback on group presentations, 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.*

Assignment 3: Becoming the Leader – Group Class Facilitation (20%) –
Dates will be selected in Zoom Session #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 particular practice skill, or others (confirm with the instructor before proceeding with the work).

Members of another group will review each group presentation and ask the presenters questions. Each peer reviewer will provide 250-word (maximum) written feedback, which will be posted to Dropbox on the day following the presentation (reviewers who do not post their feedback will lose five participation marks).

A rubric for peer review will be available on D2L.
Assignment 4: Celebrating the Journey – Final Reflection (25%) – 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 PowerPoint, 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 chosen format. 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 a social work practice framework is unique because it includes a micro-level systems analysis, attention to the dynamic and changing social environment, and consideration of how you influence your practice with your context and application of experience and values.

Students will include:
- Social location, positionality, and identity in practice.
- Sources informing practice (theories, frameworks, approaches, literature, experience).
- Emerging practice strengths (Identify what you believe are some of your emerging strengths and justify your assessment with examples from the practicum)
- 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

APA 7 format and referencing are expected regardless of the 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 timely arrival 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 given 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 appropriately documented and referenced in APA 7th edition format. If you need writing support, please get in touch 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 work, written expressly by the student for this course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: http://www.ucalgary.ca/pubs/calendar/current/k.html.

GRADING

A student's final grade for the course is the sum of the separate assignments. Passing each assignment separately is not necessary 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 and not included in the GPA calculation. See section F.1.3 for additional details.	
CR		Completed Requirements. It carries no weight when 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, including their instructors, can provide feedback on their academic learning experience in their courses through university-wide online surveys. Student feedback gives instructors direct feedback, contributing to ensuring educational excellence in the university's curriculum.

Students will receive an email from **UCalgary Course Surveys** with direct links to their current course surveys, or they can access them 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 course process and content 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 university community members, students and staff are expected to behave according to the University of Calgary's Code of Conduct.

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 the 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 are 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 class behavior 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 accommodation for 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 the 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. Posting course materials to third-party websites, such as note-sharing sites, is prohibited

without permission. Sharing extracts of these course materials with other students enrolled in the course simultaneously 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 unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use copyright-protected material violating this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom of Information and Protection of Privacy

Student information will be collected by typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. The faculty at the University of Calgary treats private information related to the individual student with the utmost regard.

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 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 support 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