



Course & Session Number	SOWK 411 S01/S02	Classroom	Online
Course Name	Integrative Seminar I		
Dates and Time	<p>Start of Classes: Monday, January 8, 2024</p> <p>End of Classes: Wednesday, April 10, 2024</p> <p>Synchronous Dates and Time: Weekly, Thursdays @ 6:00pm-8:00pm beginning Thursday, January 11, 2024</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a><sup>1</sup>.</p>		
Instructor	<p>S01 Lesley Taylor MSW, RSW</p> <p>S02 Jane Slessor MSW, RSW</p>	Office Hours	As Requested
UCalgary E-mail	<p><a href="mailto:ljtaylor@ucalgary.ca">ljtaylor@ucalgary.ca</a></p> <p><a href="mailto:jane.slessor1@ucalgary.ca">jane.slessor1@ucalgary.ca</a></p>	UCalgary Phone	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

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

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](#).

#### **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.

This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate, inform the instructor in advance and propose and implement propose 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).

#### **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**

#### **Web Delivery**

This course is entirely web-based, 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 required for D2L and Zoom access.

#### **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 and Zoom.

#### **Zoom Sessions**

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 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 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, 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**

#### **Important Dates for Winter 2024**

- Start of Term: Tuesday, January 2, 2024
- First Day of Class: Monday, January 8, 2024
- End of Term: Tuesday, April 30, 2024
- Last Day of Class: Tuesday, April 9, 2024
- Term Break: Sunday to Saturday, February 18 - 24, 2024
- Fee Deadline: Friday, January 26, 2024
- Alberta Family Day, no classes: Monday, February 19, 2024
- Good Friday, no classes: Friday, March 29, 2024
- Easter Monday, no classes: Monday, April 1, 2024

<b>Week</b>	<b>Topic</b>	<b>Readings/Assignments</b>	<b>SOWK 410 Activities</b>
January 8 – 14, 2024	Zoom Session #1 Introductions	Attend  Post Introduction (Assignment 2A) on D2L by January 10, 2024	Practicum begins (some exceptions may apply)
January 15 – 21, 2024	Zoom Session #2  Asynchronous Activity #1	Attend  Complete asynchronous activity #1	

	Topics to be determined by class and instructor		
January 22 – 28, 2024	Zoom Session #3  Topics to be determined by class and instructor	Attend	Complete introductory forms and learning agreement  Initial meetings
January 29 – February 4, 2024	Zoom Session #4  Topics to be determined by class and instructor  Asynchronous Activity #2	Attend  Complete asynchronous activity #2	
February 5 – 11, 2024	Zoom Session #5  ITP Loops	Attend  Prepare an ITP loop draft to discuss with peers!	
February 12 – 18, 2024	Zoom Session #6  Topics to be determined by class and instructor	Attend  Assignment 1a: ITP Loop Part 1 Due February 15, 2024	
February 19 – 25, 2024	No class- reading week		
February 26 – March 3, 2024	Zoom Session #7  Topics to be determined by class and instructor	Attend  Assignment 1b: ITP Loop Part 2 Due February 29, 2024	Midterm comments and signatures on learning agreement; midterm signature on learning agreement  Midterm meeting
March 4 – 10, 2024	Zoom Session # 8  Topics to be determined by class and instructor  Asynchronous Activity #3	Attend  Complete asynchronous activity #3	
March 11 – 17, 2024	Zoom Session #9  Topics to be determined by class and instructor	Attend  Complete asynchronous activity #4	

	Asynchronous Activity #4		
March 18 – March 24, 2024	Zoom Session #10 Topics to be determined by class and instructor	Attend	
March 25 – 31, 2024	Zoom Session #11 Topics to be determined by class and instructor Asynchronous Activity #5	Attend Complete asynchronous activity #5	
April 1 – 7, 2024	Zoom Session # 12 Wrapping up and Moving Forward	Attend final zoom session Assignment #4 Due April 4, 2024	Practicum ends (some exceptions may apply)  Final comments and signatures on learning agreement; final signature on timesheet  Final meeting (if applicable)
April 8 – 10	No class - end of term		

#### **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. 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 (By Instructor)**

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. 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.

Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

## ASSESSMENT COMPONENTS

### 1. Integrating Theory and Practice (ITP Loop) – 30%

**Step 1 – Due February 15, 2024**

**Step 2 – Due February 29, 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 Process and Write-Up Step 1 - 20% - Due February 15**

Each student will apply the ITP Loop to a practicum experience and post a write-up in the discussion forum in D2L. The posting should be made up of the following sections: retrieval, reflections, linkage, professional response, and two questions for peers that encourage critical reflection and reflexivity. The write up should be approximately 500 to 750 words in length. Please post directly onto the discussion board rather than attaching a document.

#### **b) Step 2: Responding to Others Step 2- 10% - February 29**

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 is expected for this assignment.

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

## **2. Being Engaged – Participation 25% - Throughout**

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

The participation 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 the following elements:

**a) Introduction Post**  
**Due January 10, 2024**

Students will prepare a brief post which includes a description of themselves, their practicum setting (where, who works there, what type of clients you will be working with, supervisory arrangements, etc.) and their first impressions of practicum – including adjusting to the new environment, questions, goals, challenges, and early successes in practicum. Posts can be in the format of choice - video, audio, written – and will be posted to D2L.

**b) Asynchronous Activities Participation (~15 Instructional Hours)**  
**Due throughout**

Asynchronous activities will be provided throughout the course. Asynchronous activities may include discussion board posts, attending online or community events, having discussions with peers, completing a reading, watching a video, providing a reflection, or another activity. Details will be provided for how this activity will be recorded and assessed for completeness.

**c) Synchronous Sessions Student Participation (~24 Instructional Hours)**

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 group ground rules established by the class. Your participation grade will consider the quality and consistency of your participation, as outlined in the rubric provided in D2L. You will have the opportunity to give input to your grade.

**4. Becoming the Leader – Group Class Facilitation (15%) – 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 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%) – April 4, 2023**  
**Aligned Course Level Outcomes: 1, 3, 4, 5, 6.**

In this reflective and summative assignment, 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? 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.

<b>ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION</b>
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**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 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.

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.	
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## 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](#) (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
- Emergency Evacuation/ Assembly Points
- Safewalk