



Spring 2024

Course & Session Number	SOWK 411 S02	Classroom	Online
Course Name	Integrative Seminar I.		
Dates and Time	Thursdays from 6-8 pm MST. Classes will be on the following dates. May 9, May 16, May 23, May 30, June 6, June 13.		
Instructor	Lesley Taylor, MSW Post Masters Diploma. RSW.	Office Hours	As Requested,
U Calgary E-mail	ljtaylor@ucalgary.ca	U Calgary 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 (U Calgary), 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 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 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/or cultural barriers to their education and employment. We also recognize, honor, 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](#).

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

This course provides students with an opportunity to integrate theory and practice – that is, to link 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. The course will include students in both SOWK 410/411 and SOWK 412/413. This is an opportunity for enriched learning.

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 into their developing practice framework.

This course takes place online via Desire2Learn (D2L) and Zoom. To succeed best in the course, students must participate in asynchronous learning tasks using the D2L learning environment for asynchronous activities and in seminar Zoom sessions. When unable to participate live due to unforeseen circumstances, students must inform the instructor in advance and may propose and implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). Asynchronous activities are part of the course and are completed in the Discussion Area of D2L.

This course is taken concurrently with Practicum I (SOWK 410).

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Identify, apply, and reflect on their developing social work knowledge, values, and skills in the areas of generalist practice, reflective practice, competence with diversity, social policy and social justice, and professional identity/ethics.
2. Critically assess social work practice experiences through reflection, peer review, constructive feedback and consultation.
3. Have an enhanced ability to identify the linkages between the personal experiences of individuals and issues of social structures, and to act appropriately about 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 a 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

There is no required textbook for this class.

Readings will be posted by the instructor on D2L. 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. (2019). Standards of practice. Alberta College of Social Workers. https://acsw.in1touch.org/document/2672/DOC_FINALACSWStandardsOfPractice_V1_1_2020304.pdf

Bogo, M & Vayda, E., (1998) The practice of field instruction in Social Work: Theory and Process 2nd ed. Toronto: University of Toronto. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4669954> and <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4669954&ppg=206>

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

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

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains information about 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.

Web Delivery

This course is entirely web-based, delivered through Desire2Learn (D2L) and Zoom Meeting platforms.

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 could process experiences from the field in a safe and instructional environment.

Discussion Board

Online discussion in D2L is a key aspect of our learning in this course. The advantage of the discussion board is that it is asynchronous, that is, we can all contribute at a time that is convenient to each of us.

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 (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

Important Dates for Spring 2024

- Start of Term: Wednesday, May 1, 2024
- First Day of Class: Thursday, May 9, 2024
- End of Term: Sunday, June 23, 2024
- Last Day of Class: Monday, June 13, 2024
- Fee Deadline: Tuesday, May 14, 2024
- Victoria Day, no classes: Monday, May 20, 2024

Class Schedule

Date	Topic	Readings/Assignments Due
Week 1 May 9, 2024	Practicum and seminar overview	Attend and participate in Zoom session. Assessment 1 Part A due May 8
Week 2 May 16, 2024	Learning plans discussion	Attend and participate in Zoom

	.	Session.
Week 3 May 23, 2024	Social work theory and methods	Asynchronous activity, read article for week (on D2L) and work on Assignment 2. Participate and share the ITP loop.
Week 4 May 30, 2024	Self-care, collective care, and workplace wellness	Attend and participate in Zoom session.
Week 5 June 6, 2024	Integration of Theory and Practice loop	Attend and participate in Zoom session. Participate in ITP loop discussions in groups and feedback. Submit your ITP loop from May 23.
Week 6 June 13, 2024	Final integration	Attend and participate in Zoom session. Assignment 1 part B - self-assessment due June 18 Assignment 1 part C -final reflections due June 18

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions.

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.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions to support 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.

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures by students is not allowed except under specific circumstances. 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 additional information.

ASSESSMENT COMPONENTS

Assignment 1: Seminar Engagement- 50% of total course grade

Seminar engagement marks award you for your dedication to being an active learner in the different components of the course. The grade will be allocated based on the following components:

Part A: An introductory discussion board post (worth 10%)-due by 11:59 pm on May 8 Aligned Course Learning Outcomes: 1, 2, 7.

You will compose an introductory post in the D2L discussion board of approximately **seven hundred** words that includes all the following elements:

Brief introduction of self: Including your name, pronouns, where you live currently, where you call home, one thing that sustains you (physically, emotionally, spiritually, etc.), and anything else about yourself that you would like to share.

Your practicum setting: Including where you are completing the practicum, what the mission of the agency is, how it is funded, who works there, what type of clients/communities/issues you will be working with, what supervisory arrangements look like, and a link to the agency's website (if possible).

First impressions of practicum: Including how you are adjusting to the practicum setting, your initial impressions of the setting, questions, goals, challenges, and desired successes.

Part B: Active engagement in Zoom meetings (worth 5% for each meeting; 30% total) -ongoing Aligned Course Learning Outcomes: 2, 4, 5, 6, 7.

You are required to be present at each of the five Zoom meetings, on time, and for the entire duration of the meeting. You will be expected to contribute to the class discussion orally 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 (a working microphone, a reliable internet connection, and a working video camera are essential).

You will hold yourself personally responsible for ensuring that you actively participate in each session.

Absences from Zoom meetings should be discussed with the instructor in advance, when possible. Participation marks for students who miss a meeting may be made up through a short essay on a topic negotiated with the instructor.

Part C: A final reflective post (worth 10%)-due (in drop box) by 11:59 pm on June 18. This is a short (250-word) self-assessment about their participation and engagement in class.

Aligned Course Learning Outcomes: 1, 3, 4, 5, 6.

You will compose a final reflective post of approximately 700 words that includes all the following:

Biggest learnings: Describe 1-2 of the most important learnings of your practicum thus far and discuss how you have changed as an emerging social worker because of the experience(s) (4 marks).

Emerging strengths: Identify what you believe are some of your emerging strengths and justify your assessment with examples from practicum (3 marks).

Areas for growth: Identify what areas of social work practice you still need to develop. This may be relevant in choosing your next placement (3 marks).

Ongoing professional development: Identify 1-2 ways that you might begin to address your need to develop the areas of growth that you have identified above, and your plan to gain new knowledge (ex. attend a conference, read a book on a particular topic, etc. Each example should be specific, meaning that you should write the name and author of the book that you intend to read, and not just say that you will read a book on a certain topic) (3 marks).

Concluding thoughts: Reflecting on what you have learned thus far in the BSW program and what you have learned throughout practicum, complete the following sentence (2 marks): "To sustain myself both personally and professionally, one self-care/collective-care commitment that I will make to myself is..."

c) What was the theory that informed this method? Describe the theory and explain how it informed the method described above. Use at least one scholarly reference (cited in APA) to support your description (5 marks)

d) Why is theory important for social work practice? How might theory inform practice, and practice inform theory? (5 marks)

Assignment 2: Integrating Theory and Practice (ITP Loop) – 50% of total course grade.

Presentation/facilitation (35%) due in class on May 23); Written submission due in drop box (15%) by 11:59 pm June 6

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 is a model that 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 unraveled and articulated with much greater detail. Practice itself is a combination of listening, feeling, thinking, and acting in which all these processes occur simultaneously. 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 the telling of the story. (4 marks)
2. **Reflections** - Recall your thoughts and feelings about the situation. Focus on the subjective beliefs and attitudes, personal experiences, and cultural worldviews that are relevant to the situation. Identify how these factors influenced your interaction. (4 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? (4 marks)
4. **Professional Response** – consider whether your response was selected through deliberate or intuitive use of reflection and linkage. Do you feel that your response was effective, appropriate, or sufficient? What could you have done differently? How may that have impacted your work? What did you learn about social work practice? (4 marks)
5. **Questions to Peers** – What (2 – 4) questions do you have for your peers about this practice experience? (4 marks)

Step 2: Providing Feedback to Others: In class on May 23, students will be asked to share their ITP loops in a small group. Students are expected to offer helpful, supportive, and resourceful consultation and feedback to their peers. Each student will prepare a summary of the peer feedback that they received (max 2 pages double-spaced; 5 marks), and a reflective response to peer feedback (max 1 page double-spaced; 5 marks) which will be included in the final submission.

Assignment Submission (due June 6 at 11:59 pm):

Submit the following components of the assignment **as one document** via Dropbox:

- ITP Loop write-up (Step 1)
- Summary of peer feedback from Step 2 (max 2 pages double spaced; 5 marks)
- Reflective response to peer feedback (max 1 page double spaced; 5 marks)

Students who are unable to participate in the peer consultation portion in class can achieve a maximum of 20/30 for their ITP Loop assignment.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to 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. Your attendance and participation in all the Zoom sessions for the course benefits your learning experience and full understanding of content of this course. If any reasons, you must miss a session, please contact the instructor before the session to notify them. For your best learning purpose, you can contact the instructor for an assignment to allow you to catch up on the materials of the missing class(es). That assignment will not count in the overall grade of this course. It is for your learning purpose.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments must be submitted in Word or PDF format. Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). Assignments are due before midnight on their due date. Please note it is the student's responsibility to keep a copy of each submitted assignment and to ensure the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances, with advance notice and at the instructor's discretion.

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 7th 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 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 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	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 F.1.3 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 Experience 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 readings may be required as the term progresses as part of Asynchronous work. The details of the readings, if required, will be made available through D2L with the expectation they be accessed through the library.

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 unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. [Private information](#) related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual 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 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

