



UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Fall 2023

Course & Session Number	SOWK 411 S03	Classroom	Online via Zoom
Course Name	Integrative Seminar I		
Dates and Time	Start of Classes: September 11, 2023 End of Classes: December 4, 2023 Dates and Time: Zoom Session on Monday mornings from 9:00 -10:50 a.m. Asynchronous activities 1 hour per week throughout term. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Allegra Taylor, MSW RSW	Office Hours	As Requested
UCalgary E-mail	allegra.taylor@ucalgary.ca	UCalgary Phone	Please email for 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 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.

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 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

SOWK 411 is designed to facilitate the integration of knowledge, values and skills gained from other BSW courses, past experiences, and field placements (if applicable). Within the supportive seminar context, students will have opportunities to discuss and critically reflect on social work practice, drawing on their experiences in practicum. Students will enhance their ability to identify, apply, critique, and evaluate social work theories, research, and conceptual frameworks. Students will engage in interactive class discussions online during Zoom sessions and asynchronous online discussions. The course will culminate with students' capstones, which will include written and oral expressions of their professional practice journeys. There will be 11 synchronous Zoom sessions throughout the term (September 11, 18, 25, October 2, 16, 23, 30, November 6, 20, 27, and December 4).

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). An additional 1 hour per week will be expected on various topics posted in D2L.

There will be 11 synchronous Zoom sessions throughout the term and each will be recorded.

SOWK 411 is a half credit course taken in one academic session concurrently with Social Work 410, Practicum I.

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 in relation to these

insights;

4. Examine, critically reflect on, and discuss the applications of theory in practice and the suitability of various practice methods;
5. Demonstrate entry-level social work intervention/response skills in specific area(s) of focus;
6. Consider and apply the CASW Code of Ethics in their social work practice and discussions, and
7. Actively participate in class discussions and work collaboratively and collectively with other students in furthering learning and professional development.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook. Links to required readings will be posted in D2L.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L 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. 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.

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 have the opportunity to process experiences from the field in a safe and instructional environment.

Discussion Board: Online discussion in D2L is a key aspect of 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. We will participate in exploration of key field practicum themes (as outlined in the practicum learning agreement); case discussions, as well as discussion and debate relating relevant practice.

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 Fall 2023

- Start of Term: Monday, August 28, 2023
- First Day of Class: Tuesday, September 5, 2023
- End of Term: Friday, December 22, 2023
- Last Day of Class: Wednesday, December 6, 2023
- Fee Deadline: Friday, September 22, 2023
- Labour Day, no classes: Monday, September 4, 2023
- National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- Thanksgiving Day, no classes: Monday, October 9, 2023
- Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)

Date	Topic	Readings/Assignments Due
September 11, 2023	Introductory post Zoom session #1 Orientation to the course.	Introductory Post on D2L discussion board Attend the zoom session
September 18, 2023	Zoom session #2 Topic will be selected by instructor	Attend the zoom session.
September 25, 2023	Zoom session #3 Topic will be selected by instructor	Attend the zoom session.
October 2, 2023	Zoom session #4 Topic will be selected by instructor.	Attend the zoom session.
October 16, 2023	Zoom session #5 Topic will be selected by instructor	Attend the Zoom session.
October 23, 2023	Zoom session #6 Topic will be selected by instructor	Attend the zoom session.
October 30, 2023	Zoom session #7 Topic will be selected by instructor	Attend the zoom session.

November 6, 2023	Zoom session #8 Topic will be selected by instructor.	Attend the zoom session.
November 20, 2023	Zoom session #9 Topic will be selected by instructor	Attend the zoom session.
November 27, 2023	Zoom session #10 Topic will be selected by instructor	Celebrating the Journey assignment due Drop Box Attend the zoom session.
December 4, 2023	Zoom session #11 Moving forward.	Student Assessment of Participation due. Attend the zoom session

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required.** All students are expected to behave in a professional manner during all Zoom sessions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Case Presentation - 40% Due: to be scheduled in class.

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

Format: You will create a presentation using PowerPoint, Prezi, Canva, Piktochart, or another platform. Alternative platforms and/or formats for the presentation may be discussed with the instructor. The presentation will occur either in class or will be pre-recorded and uploaded to the discussion board on D2L so that the rest of the class can watch the presentation asynchronously.

Length: 15 to 20 minutes

Grading: A grading rubric will be provided

References: You must incorporate at least 5 articles or books relevant to the case. You must adhere to APA 7th edition formatting guidelines.

Description: This assignment will give you the opportunity to define and discuss your model, theory and/or framework for social work practice, exemplified by your involvement with a specific case from your current practicum. Scholarly and practicum experiences come together to influence this perspective. The presentation will illuminate your critical thinking and integration of former and new knowledge.

The word “case” is used loosely and, depending on your practicum, could mean an individual, family, group, organizational, community, or systems level case. It could be about a meeting with a client, a workshop you facilitated or attended, a meeting with a supervisor, a component of a research project you engaged in, a team meeting, a presentation you gave, a policy you wrote, an advocacy action you participated in, a meeting with a community partner, etc.

The following sections are to be included:

- **Setting:** description of the organization (vision, mission, population(s) served, primary projects or programs, implicit and/or explicit theoretical frameworks) as well as relevant environmental influences beyond the agency (funding, politics, social attitudes, etc.) that you think are important to highlight.
- **Professional/personal orientation:** description of your developing professional and personal lenses relevant to the case analysis. This should include a discussion of your developing theoretical practice framework, personal and professional values, social location (such as gender, race, age, class, sexual orientation), and experiences.
- **Case description:** discussion of background and current details; description of your role in relation to the case.
- **Social work action:** description of the action phase of work with the case. Links between theory and practice should be clearly articulated. This may include the following sub-sections (you do not need to include all of these):
 - engagement and information gathering
 - assessment
 - intervention

- termination
- evaluation of effectiveness
- **Skills:** identify the personal strengths/capacities (existing and emerging) you used as well as any limitations.

Final reflection/readiness for practice: putting it all together - what does this all mean for you as a beginning BSW practitioner? Include areas for continued exploration, growth, and professional development.

Assignment 2: Course Participation – 20% - Ongoing (10% self assessment/10% instructor assessment). Due December 4 by 11:59 p.m.

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

1. A 150–250-word introductory discussion board posting including a brief description of yourself, your practicum setting (where, who works there, what type of clients you will be working with, supervisory arrangements, etc.) and your first impressions of practicum - including adjusting to the new environment, your initial impressions, questions, goals, challenges, and successes in practicum.
2. Other discussion postings and topics will be scheduled throughout the term and are noted in the class schedule on p. 4. Completion of these is part of the asynchronous delivery of the course. It is expected you will respond to those topics.
3. Your ongoing participation in the Zoom sessions/class discussions. You are encouraged to participate fully by sharing new ideas, giving feedback, and raising issues as they relate to your field experience. Participation may also include facilitating or co-facilitating small group collegial discussions during Zoom sessions.
4. Your participation grade will consider the quality and consistency of your participation, as outlined in the rubric provided in D2L. – At the end of the term, during the final zoom session, students will reflect and present a self-evaluation of course participation in which you assess your contribution to course activities.

Assignment 3: Celebrating the Journey – 40% Due November 27 at 11:59 pm.

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

Students are expected to locate themselves in social work practice either through creative expression (infographic or visual representation) or via a short paper (6 pages in length). 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. Your

assignment will highlight what has contributed to your professional identity up to this point and identify directions for future growth and learning.

Students will include:

- Sources informing your practice (theories, frameworks, approaches, literature, experience)
- Your social location and identity in practice
- Emerging strengths for practice and the gifts you offer to the profession
- Directions for future learning or practice (e.g., skills, topics, approaches, opportunities, further education, or professional training)
- Strategies for continually improving and reflecting on your practice

Students will reflect on and respond to the following question: How is the classroom and practice learning from your BSW program influencing the emerging social worker you are becoming? What are the implications and considerations for Practicum II?

Students are to select one of the following formats for this assignment:

Paper

- In a word document, integrate the components outlined above in 6 double spaced pages. Submit this via Dropbox or as an attachment in D2L.

Visual representation

- Utilizing your own creativity or a technology-based design program, symbolize the above noted points in a webpage, infographic or consult with your instructor for other visual representations.
- Post the upload your digital link to the Dropbox.
- Some free resources to utilize: www.canva.com or www.wix.com and these how to resources <https://visme.co/blog/how-to-make-aninfographic/> and <https://www.youtube.com/watch?v=nShmwzh879g> or

Recorded oral presentation

- In a recorded format such as audio or video, integrate the components outlined about in a 10– 15-minute oral presentation. Submit this via Dropbox in a .mp3 or .mp4 format

Summarize your presentation using a Word cloud or 2–3-minute audio/video summary and post to the D2L discussion board. <http://wordclouds.com>

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. Attending Zoom sessions is strongly encouraged. Your attendance and participation in all the Zoom sessions for the course benefit your learning experience as well as understanding full the content of this course. If for any reasons, you must miss a session, please contact the instructor

prior to the session to notify them. For your best learning purpose, you can contact the instructor for an assignment to allow you to catch up the materials of the missing class(es).

For further information, please see the UCalgary calendar for more information on [attendance](#) and [supporting documentation and the use of a statutory declaration](#).

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may 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 that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor when advance notice is provided. Assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All writing is expected to be written to social work professional standards. APA will be the standard for written work unless otherwise specified. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The final grade will be subject to rounding up if the grade is .5 percent or higher. 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

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional 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