



| | | | |
|------------------------------------|--|-----------------------|----------------------|
| Course & Session Number | SOWK 411 S07 | Classroom | 3-282 |
| Course Name | Integrative Seminar I | | |
| Dates and Time | Start of Classes: September 11, 2023 End of Classes: December 4, 2023 Dates and Time: In-person instruction Mondays 1:00pm – 3:50pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ . | | |
| Instructor | Julie Mann-Johnson, MSW, RSW Associate Professor (Teaching) Alyssa Scammell, BSW, RSW Graduate Teaching Assistant | Office Hours | As requested |
| UCalgary E-mail | mannj@ucalgary.ca Alyssa.scammell@ucalgary.ca | UCalgary Phone | 780-492-4724 (Julie) |

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

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

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

SOWK 411 is taken concurrently as a co-requisite with SOWK 410, Practicum I.

SOWK 411 is designed to facilitate the integration of knowledge, values, and skills gained from other BSW courses, past experiences, and field placements. 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.

Classes will occur weekly using an in-person format.

Assumptions Underlying the Course:

- Cooperative and experiential learning experiences are useful ways by which students can learn from one another. The integrative seminar uses active student involvement and experiential learning. The collegial and active participation of students is expected.
- Because the course will use examples from practicum, there is an expectation that client confidentiality will be protected and that information shared in class will be held as confidential among class members.
- Depth is favoured over breadth. The class will have the opportunity to discuss a variety of topics within social work practice. However, there will be no attempt to cover all of the valuable material in any one area.
- Ideas, rather than individuals, are open to challenge. It is likely that there will be adversity of opinions and ease with the topics discussed. Class participants will be encouraged to establish and maintain an atmosphere of respect that allows all voices to be heard.
- Every person in the seminar is a potential teacher and learner.
- Participants are responsible for their own learning. To the extent that is helpful, the instructor will rely on participants to direct and focus class discussions and assignments to meet their own learning needs.
- The classroom is an inclusive learning space that is free from prejudice and discrimination based on gender, race, ethnicity, class, age, sexual orientation or religion.

COURSE LEARNING OUTCOMES

Students will participate and contribute to an integrative seminar, creating a safe learning environment for taking risks and sharing with others. This seminar generates the context for the following learning objectives:

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

1. Develop a professional identity in accordance with the values and ethics of the social work profession.
2. Demonstrate their knowledge of and execute skills of generalist practice, using a variety of social work theories, roles and contexts
3. Illustrate reflective practice and apply critical thinking and inquiry that is consistent with the values of the profession
4. Demonstrate their knowledge about and ability to provide effective service to diverse clients or communities (eg: diversity of race, class, age, gender, religion, culture, sexual orientation, age, ethnicity, national origin, ability), based on this knowledge.
5. Explain how social policies, in various forms, influence the services provided by the agency and, ultimately, clients and communities. Students identify their application of anti-oppressive practice.

Integrative Seminar concurrently supports the meeting of the learning objectives of SOWK 410 – Practicum I.

1. Professional social work identity
2. Generalist practice
3. Reflective practice
4. Competence with diversity
5. Social policy and social justice

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook for this course.

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.

RELATIONSHIP TO OTHER COURSES

SOWK 411 builds on the courses required of students in their third year, including anti-oppressive concepts, generalist practice, social policy and social justice, ethics in social work and the practice with courses (individuals, families, groups, organizations and communities). Students are assumed to have foundational knowledge and skill bases in these areas. This course will facilitate students' integration of prior learning with their practicum experiences.

SOWK 411 is take concurrently with SOWK 410 (Practicum I) as a co-requisite.

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)

Class Schedule

| Date | Topic | Readings/Assignments/ <i>Alignment with SOWK 410</i> |
|----------|---|---|
| Sept 11* | Orientation to practicum | <i>Practicum starts!</i> |
| Sept 18 | Learning agreements | |
| Sept 25 | Hearing from the community Indigenous guest presenter - TBA | <i>Learning agreement drafted</i> |
| Oct 2* | Ethics in practice – diverse practice scenarios | <i>Initial visits</i> |
| Oct 9 | No class | |
| Oct 16* | Theory review | Group presentations Infographic due Oct 20 |
| Oct 23 | Self-care and wellness | |
| Oct 30 | Social Policy in practice ITP loop overview and introduction | <i>Midterm visits and evaluation</i> |
| Nov 6 | ITP loop | |
| Nov 13 | No class | |
| Nov 20 | ITP loop | Choose one ITP loop to submit for grading by Nov 24 |

| | | |
|---------|-------------------|---|
| Nov 27* | Practice showcase | presentations |
| Dec 4 | Practice showcase | Presentations <i>Final evaluations</i> |

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.

CONFIDENTIALITY IN CLASS AND COURSE ASSIGNMENTS:

As professionals, students and the instructor are expected to:

1. Respect the guidelines of confidentiality outlined in the Social Work Code of Ethics;
2. Ensure that no information that could identify a client of any service system is used in class meetings or in assignments;
3. Keep issues introduced in the seminar confidential. Please ensure that issues are discussed only in general (rather than specific) ways outside the classroom.

ASSESSMENT COMPONENTS

Assignment 1: Theory Review presentation (20%) – presentations Oct 16

Theory Review Infographic – (20%) - due Oct 20

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

Assignment Description: Practicum is the opportunity to weave classroom learning into real-life practice situations. This includes the application of theory into practice. As a means of reviewing key social work theories that have been introduced and discussed in the classroom through previous coursework, students will present crucial components of a theory (or group of theories) to the class as a group. These presentations will provide an opportunity to review and revisit social work theories, while also allowing students to gain a depth of understanding by teaching and articulating key principles of these theories to the class.

Groups will also create an infographic of these theories to share with classmates with the intention of creating a helpful resource of a number of social work theories to use in practice. This collection of infographics will be available to the class on D2L.

Students will sign up for their group and corresponding theory(ies) on D2L during the first week of class . These presentations will occur during class time on Oct 16 for 10 minutes

Assessment Criteria: A rubric will be available on D2L for both the presentation and infographic.

Assignment 2: Integrating Theory and Practice (ITP) Loop (25%) – due Nov 24

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

Assignment Description: The ITP Loop model provides a process for social workers to deconstruct their practice and break it down into its component parts. Practice is an amalgam of listening, feeling, thinking, and acting in which all these processes occur simultaneously. What appears at first glance holistic and intuitive can be unraveled and articulated with the goal of improving field education experience and social work practice. The ITP Loop model consists of the following phases: retrieval, reflection, linkage and professional response. Peer consultation also forms an important part of the ITP loop.

Twice during the semester, students will write the ITP loop components of retrieval, reflection, linkage, and professional response during class time. Students will then have class time to present their ITP loop to a small group of classmates to incorporate peer consultation into the process. More information about the ITP loop process will be reviewed during class time and resources available on D2L.

Of the two ITP loops completed during the semester, students will choose one ITP loop to submit for grading by Nov 24.

Assessment Criteria: A rubric will be available on D2L outlining the grading criteria for this assignment.

Assignment 3: Practice showcase (25%) – In class presentations Nov 27 and Dec 4

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

Assignment Description: As a final project and celebration of learning, all students will present a social work practice scenario with a real or “constructed” situation from their practicum agency. This sharing will further the principles of co-learning that will have occurred throughout the term. Confidentiality will continue to be maintained during this presentation with all those involved. The requirement for this assignment will involve the presentation of the practice situation as it would be carried out in professional practice. This showcase may involve micro, mezzo, or macro practice situations. Examples might include:

- Presenting a case situation in a case conference format
- a project update
- Highlighting case goals and progress
- a component of program development
- highlighting an impactful piece of social policy

Students must integrate different theoretical material in their presentation such as developmental theory, theoretical models, approaches to practice or concepts such as social determinants of health as they may apply to a particular situation. Students must also identify an issue of social justice within their case or situation. Ethical issues or tensions may also be discussed.

Assessment Criteria: Students will present during class time for duration of 10-15 minutes and will sign up for the presentation day via D2L. A detailed rubric will also be available on D2L outlining the grading criteria for this assignment.

Assignment 4: Participation (10%) – Self-assessment due Dec 6

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

Assignment Description: Given the nature of a seminar format, students are expected to attend and participate in class learning activities including critically analyzing and sharing experiences, asking meaningful questions, engaging in courteous listening skills, responding to questions and issues raised by their peers, offering feedback, sharing insights from the literature, and engaging in discussion. Because of this participatory nature, attendance and punctuality are expected, with lateness, leaving early and non-attendance potentially impacting the overall experience of the course. Please connect via email with the instructor ahead of class, in the event that you are unable to attend class, will be late or required to leave early.

Assessment Criteria: Students will have input into their participation grade through a rubric provided ahead of time in which they will be expected to comment on by the identified due date. This includes reflective comments on the students’ engagement in the class over the term.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

The seminar format requires engagement and participation. Cooperative learning and learning from each other is key and active involvement is required and expected. This requires regular and meaningful attendance, as well as ongoing feedback to the instructor to ensure learning needs are met.

Please communicate any absences or potential barriers to participation to the instructor.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Assignments are due by 11:59pm on their due date to the assignment dropbox on D2L.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and with prior approval from the instructor. Assignments handed in late without prior approval may be subject to a grade penalty.

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 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 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 resources and suggested readings will be available on the class 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