



UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Winter 2024

Course & Session Number	SOWK 413 S03, S04, S05	Classroom	Online
Course Name	INTEGRATIVE SEMINAR II		
Dates and Time	Start of Classes: Monday January 8, 2024 End of Classes: Monday April 8, 2024 Dates and Time: Online Mondays, 9:00am – 11:50am Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	S03: Carole Carpot MSW RSW S04: Peter Gabor PhD, RSW S05: Jolene Wright MSW, MHSX, RSW	Office Hours	As requested
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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

Advanced integration of concepts, perspectives, theories, and skills with practicum experiences, developing conceptual frameworks of practice.

COURSE DESCRIPTION

This course is designed to facilitate the integration and application of knowledge, values and skills derived from other BSW courses, past work, and life experiences, and within field placements. Students and instructors are expected to co-create an inclusive and positive learning community by developing numerous opportunities for participation and contribution of unique insights and perspectives. Diversity is valued and respected and each session will include a range of activities designed to foster student's comfort in sharing their ways of knowing, skills, and experiences. These may include group discussions, interactive activities and engaging a diverse range of guest speakers to present multiple perspectives.

The intent of class assignments is to provide opportunities to foster professional development and make connections between thinking, feeling, and doing in relation to being a social worker and to identify, apply, critique theories and conceptual frameworks while in a practice setting. This course is taken concurrently with SOWK 412: Practicum II.

This course will take place online via Desire2Learn (D2L) and Zoom. Two hours per week will be dedicated to synchronous class time through Zoom and one hour per week will be dedicated to asynchronous activities through D2L. 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 live due to unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

Please refer to the Field Education Policy Manual at:

https://socialwork.ucalgary.ca/sites/default/files/Field_Education/Field_Education_Manual.pdf for additional information relating to the field practicum, including policies, procedures, and roles/responsibilities.

Pre-requisite(s): completion of all required 300 level social work courses. University Transfer Route: Completion of SOWK 410 and SOWK 411.

Co-requisite: SOWK 412 (Practicum II).

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, and competence with diversity, equity, 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 structure, 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

A textbook is not required for this course.

Available online and on D2L:

Alberta College of Social Workers (2023). *Standards of Practice*. Edmonton, AB. Retrieved from <https://www.acsw.ab.ca/site/practice-resources>

Canadian Association of Social Workers (2005). *Code of Ethics*. Ottawa, ON. Retrieved from https://www.casw-acts.ca/files/attachements/casw_code_of_ethics.pdf

Canadian Association of Social Workers (2005). *Guidelines for Ethical Practice*. Ottawa, ON. Retrieved from https://www.caswacts.ca/files/attachements/casw_guidelines_for_ethical_practice.pdf

Other readings may be assigned by the instructor and/or shared among students.

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

The emphasis of SOWK 413 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 in conjunction with and is directly linked to Practicum II (SOWK 412).

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

Class Schedule

Date	Seminar	Assignment Due Dates	IPT Deadlines
January 8, 2024	Seminar 1 First Class		
January 15, 2024	Seminar 2		
January 22, 2024	Seminar 3		Preliminary Impressions form & Learning Agreements due (on IPT)
January 29, 2024	Seminar 4		
February 5, 2024	Seminar 5		
February 12, 2024	Seminar 6		Mid-Course Evaluation due (on IPT)
February 19, 2024	Term Break – No Classes		
February 26, 2024	Seminar 7		

March 3 2024		Case Summary due	
March 4, 2024	Seminar 8	In-Class Case Consultations due	
March 11, 2024	Seminar 9		
March 15, 2024		Final Write-Up of Case & Consultation Notes due	
March 18, 2024	Seminar 10		
March 25, 2024	Seminar 11		
March 29, 2024		Professional Practicum Identity (presentation or paper) due	
April 1, 2024	University Closed – No Classes		
April 5, 2024		Participation self-assessment due	
April 8, 2024	Seminar 12 Last Class		Final Evaluation due (on IPT)

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You 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 allows you to be fully present and engaged in Zoom sessions. **When possible, it is desirable for students to have their cameras turned on.** You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

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

Assignment 1: Case/Ethical Dilemma Summary and Consultation (40%) - Due Dates:

- Part 1: Case/Ethical Dilemma Summary: **Sunday March 3 by 11:59PM MST**
- Part 2: In-Class Consultations: **March 4 in seminar**
- Part 3: Final Write-Up of Dilemma & Consultation Notes: **Friday March 15 by 11:59PM MST**

Submission: D2L Dropbox

Length:

- Part 1: Case/Ethical Dilemma Summary: 300 to 450 words
- Part 3: Consultation Summary: 300 to 450 words

Format: APA 7th Edition formatting for in-text citations and the reference list

Aligned Course Learning Outcomes: 1-7

Assignment Description: The intent of this assignment is to engage in reflective, collaborative social work practice. This assignment is designed to encourage students to summarize cases/ethical dilemmas in a concise way, as well as practice both giving and receiving information and recommendations with their peers. Students will critically assess social work practice experience through not only their perspectives but those of their colleagues, encouraging them to identify, apply and reflect on diverse knowledge, values, and skills. Peer consultation further encourages students to work collaboratively and participate in class discussions which enhances both learning and professional development.

Step 1: Case/Ethical Dilemma

Each student will write a summary outlining the case/ethical dilemma they are facing in practicum. Students must outline what action they have already taken/considered, the theoretical lenses they have considered (including how they have considered equity, diversity, inclusion, and decolonization), the result of previous interventions and a **minimum of two (2) questions** for their peers to review during in-class consultation. This initial write up should be **350 to 500 words** in length excluding references. 1-3

references should be included. Please use APA 7th Edition formatting for in-text citations and the reference list. Part 1 of this assignment is due **March 3 by 11:59PM MST in D2L drop box** – and bringing this completed summary to seminar on March 4 is imperative for the completion of this assignment.

Step 2: In Class Case Consultation

During seminar on **March 4**, students will be broken into groups of three (3). In this group, each student will be given a total of 20 minutes to discuss their ethical dilemma and have a discussion on the minimum of two questions they prepared for their peers. All students are expected to offer helpful, supportive, and resourceful consultation and feedback to their peers during these consultation discussions. It is expected that all feedback 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.

Students will take notes during their ethical dilemma consultation and be prepared to **write a 350-to-500-word** summary of what insights they are taking from the discussion. No references are required for this portion of the assignment.

Step 3: Submit Ethical Dilemma Summary (Step 1) and Consultation Summary (Step 2)

Students will combine the write ups they completed in parts 1 and 2 of this assignment and submit them via D2L Dropbox in a Word Document format. This collective write up is due **March 15 by 11:59PM MST**

Grading criteria and details will be posted in D2L.

Assignment 2: Professional Practicum Identity (35%) – Due Friday March 29 by 11:59PM MST

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

Assignment Description: Narrated presentation or short paper

Length: 10-to-15-minute presentation or 1500 word paper

Format: APA 7th Edition formatting

In this assignment, students are asked to locate themselves in social work practice either through a narrated presentation, short paper or poster. It is important to remember that what is unique about a social work practice framework is that it includes a systems analysis as well as attention to the dynamic and changing social environment and how these influence the student's practice with their personal context and application of experience and values. The assignment will highlight what has contributed to the student's professional identity up to this point and identify directions for future growth and learning.

The assignment will be graded upon: (1) the progression of depth that has been demonstrated through your writings; (2) how deftly these have weaved the personal with the professional; and (3) effectively addressing each of the points listed below.

The assignment will include:

- A minimum of five sources informing the student's practice (theories, frameworks, approaches, literature, experience);
- The student's social location and identity in practice;

- Emerging strengths for practice and the gifts offered by the student to the profession;
- Directions for future learning, growth, and practice (e.g., skills, topics, approaches, opportunities, further education or professional training);
- Strategies for continually improving and reflecting on practice, including a plan for continuing to learn about and incorporate equity, diversity, inclusion and decolonization in practice.

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?

Assignment 3: Participation/Self-Assessment (25%) - Due: Friday April 5 by 11:59PM MST

Submission: D2L Dropbox

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

Assignment Description: Students will complete the participation form that will be provided on the first day of class. The participation form will summarize your participation in class and contributions to learning and will provide a recommended grade to the instructor.

The participation grade awards marks for the student's dedication to being an active learner in the different components of the course. The participation grade will be allocated based on the following elements:

- The student's ongoing participation in class discussions. Seminar attendance is mandatory, and students 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 class.
- The grade given by the instructor will consider the quality and consistency of the student's participation, as outlined in the rubric provided in D2L. At the end of the term, students will reflect and present a self-evaluation of course participation in which they assess their contribution to course activities.

Self-assessments should comment on the student's:

- Level of participation;
- Contributions to collective learning;
- Final reflections on major learning from the practicum/seminar;
- Recommended a grade;
- Rationale for the recommended grade.

Criteria for class participation include punctuality, introducing new ideas and learning new information, engaging in class discussions, openness to the ideas of others, respect shown to others, ability to pose questions, and adherence to group guidelines established by the class.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend Monday seminars regularly and to the extent possible, 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.

As professionals, students and the instructor will respect the guidelines of confidentiality outlined in the CASW Code of Ethics (2005). Care will be taken to ensure that no information that could identify a client of any service system be used in class meetings or in assignments. Adherence to the policy that issues introduced in the seminar will be discussed in only general, and not particular ways outside the classroom will be expected.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word format only. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59 pm 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 after discussion with the instructor. Alternative submission dates may be considered in exceptional circumstances. Assignments submitted after the deadline may be penalized with a grade reduction.

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

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 readings may be assigned by the instructor and/or shared among students. The instructor will decide on, and align additional readings, based on students' practicum experiences and learning. Readings/links will be uploaded to 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