



Course & Session Number	SOWK 413 S04	Classroom	Online
Course Name	Integrative Seminar II		
Dates and Time	Start of Classes: June 24 End of Classes: August 25 Dates and Time: Zoom sessions, Thursday evening from 6:00pm – 8:00pm MST Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Jolene Wright MSW, RSW	Office Hours	Please contact instructors via email
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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 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

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

COURSE DESCRIPTION

SOWK 413 is a half credit course taken in one academic session concurrently with Social Work 412, Practicum II.

SOWK 413 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. The course culminates with students' capstone written and oral expression of their professional practice framework.

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).

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.

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>

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>

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

Desire2Learn

D2L is a course management system that will allow us to share resources, complete related learning activities, and connect with each other via the discussion board and Zoom.

Zoom Sessions

Zoom meeting is an audio-visual, web-based program that will allow us to meet at a specific time for a “live” web conference, so that we can have the opportunity to see and talk to each other virtually and discuss relevant issues. In the Zoom sessions, students can expect to share ideas, give feedback and raise issues as they relate to their own practicum experience and that of their peers, and 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 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. 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 (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 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 concurrently with and is directly linked to Practicum II (SOWK 412).

CLASS SCHEDULE

Important Dates for Summer 2024

- Start of Term: Monday, June 24, 2024
- First Day of Class: Monday, June 24, 2024
- End of Term: Sunday, August 25, 2024
- Last Day of Class: Tuesday, August 6, 2024
- Fee Deadline: Wednesday, July 3, 2024
- Canada Day, no classes: Monday, July 1, 2024
- Alberta Heritage Day, no classes: Monday, August 5, 2024

Date	Topic	Readings/Assignments Due
June 27, 2024	Introductory post, course review Zoom session #1	Introductory post on D2L discussion board Attend the zoom session
July 4, 2024	Zoom Session #2	Attend the zoom session
July 11, 2024	Zoom Session #3 Integration of Theory and Practice (ITP) Loop	Attend the zoom session Participate and share the ITP loop
July 18, 2024	Zoom Session #4	Attend the zoom session
July 25, 2024	Zoom Session #5 Integration of Theory and Practice (ITP) Loop	Attend the zoom session Participate and share the ITP loop
August 1, 2024	Zoom session #6	Attend the zoom session Final reflection due

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

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. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera 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

1. Integrating Theory and Practice (ITP Loop) 20% each Due: July 11 and 25, 2024 Aligned Course Learning Outcome: 1, 2, 3, 4, 5, 6, 7

The intent of this assignment is 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 component 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.

Step 1: ITP Loop Process and Write-up - Students will apply the ITP loop (see steps below) to a practicum experience and submit a digital copy to the instructor via Dropbox. We recommend you complete the first four steps of the ITP loop prior to class. The submission should be made up of the following sections (and be about 1 page single 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.
2. Reflections - Recall your thoughts and feelings about the situation. Focus on the subjective beliefs and attitudes, personal experiences, and cultural world views that are relevant to the situation. Identify how these factors influenced your interaction.
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. 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?
5. Questions to Peers – What 1-3 questions do you have for your peers about this practice experience? What did you learn about your practice from the peer consultation?

Step 2: Providing Feedback to Others. In class, 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. Students are to submit a copy of their ITP loop to the D2I Dropbox, including a summary of their peers' feedback, to the seminar instructor by midnight of the following day. Students who are unable to participate in the peer consultation portion in class can achieve a maximum of 8/10 for their ITP Loop write up.

2. Course Participation – 20% - Ongoing

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) Your ongoing participation in the Zoom sessions/class discussions. Zoom session attendance is mandatory and 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.

- 3) 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

3. Personal practice identity 40% – August 9, 2024

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 which is 6 pages in length, double spaced, following APA adherence. 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 did the classroom and practice learning from your BSW program influence the emerging social worker you are now?

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.

or

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-an-infographic/> and <https://www.youtube.com/watch?v=nShmwzh879g>

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 participate in all of the Zoom sessions for the course benefit your learning experience as well as understanding full the content of this course. If 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). That assignment will not be counted in the overall grade of this course.

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

Assignments submitted after the deadline will receive a grade reduction of 5% per day for up to 7 days after which it will receive a 0. Extensions must be discussed with the instructor.

EXPECTATIONS FOR WRITING

All assignment will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc. But al 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/studentsuccess/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 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 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