



Course & Session Number	SOWK 413 S09	Classroom	TBA
Course Name	Integrative Seminar II		
Dates and Time	Start of Classes: January 8, 2024 End of Classes: April 8, 2024 Dates and Time: Mondays 1:00-3:50 pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Julie Mann-Johnson, MSW, 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 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](#).

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

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

This course provides students with an opportunity to integrate theory and practice – that is, to link knowledge, skills and values derived from BSW social work courses and past experiences with the ongoing practice experiences in the field placement setting. The course provides students with opportunities to foster professional development and make connections between thinking, feeling, and doing in relation to being a social worker.

Students will be expected to: present and discuss practice experiences from their field placement settings using knowledge about various aspects of social work theory and practice; critically reflect upon their own and others' practice experiences; engage in a collaborative learning process; and demonstrate competence in their ability to identify, apply, critique, and evaluate theories and conceptual frameworks while in their practice setting.

Students will participate in collaborative discussions regarding professional issues, practice situations, and ethical dilemmas. While critically reflecting on experiences in practicum, students are encouraged to integrate knowledge and skills from the generalist practice framework into their own developing practice framework.

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, construction, and consultation.
3. Have an enhanced ability to identify linkages between personal experiences and the impacts and effects 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 areas of focus.
6. Consider and apply the CASW Code of Ethics in their social work practice and discussions.
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.

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). Practicum I and Integrative Seminar II are co-requisites.

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	Content	Assignments and corresponding practicum milestones/IPT forms
January 8	Orientation to practicum and course	<i>Students – practicum responsibility for ethical practice signed</i>
January 15	Learning Agreement Check -in practicum experience week 1	

January 22	Supervision, wellness, self care, collective care Check-in practicum experiences week 2	<i>Preliminary Impressions Learning Agreements</i> drafted
January 29	Check-in Practicum experiences week 3 Professional SW identity (registration)	Initial Visits
February 5	Generalist Practice ITP Loop discussion Narrative Practice Ideas (joint with other sections)	
February 12	ITP Loop #1	<i>Wellness Plan</i> due Feb 16
February 19	No class – term break	
February 26	Diversity Guest presenter (joint with other sections)	
March 4	ITP loop #2	<i>Midterm Evaluations</i>
March 11	Social Policy and Social Action Guest presenter (joint with other sections)	<i>ITP loop</i> of student’s choice submitted March 15
March 18	Social Work Hiring panel (joint with other sections)	
March 25	Termination, next steps, transition to practice, career-long competency	
April 1	No class - Easter Monday	
April 8 (class time) April 9 (9am-4pm and counting as practicum hours)	Practice Framework Showcase Celebrations!	<i>Written practice framework</i> due April 12 Participation self-evaluation due April 19 <i>Final evaluations</i>

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

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: Wellness plan and reflection (20%) – Due February 16 by 11:59pm

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

Assignment Description: Each student will develop an individual, intentional, and meaningful wellness and self-care plan that involves developing and implementing effective approaches to maintain physical, emotional, social, psychological, relationship, and spiritual dimensions of their well-being. Drawing upon previous reflective assignments related to self-care from the duration of the program, students will examine their key learnings related to self-care, impacts of practice, and intentions to maintain self-care throughout their career. Students will be provided with and enter discussions on how to maintain wellness throughout their social work practice/journey.

This assignment challenges the student to develop a dynamic “wellness plan” setting out key components of maintaining ongoing wellness and sustainability in their social work career and reduce the potential for burn out and physical and mental unwellness. In addition to a variety of wellness and stress inventory tools, provided to students in this class and previously, the student is invited to incorporate one’s own culture and norms and connections to those things that anchor. As a reflective paper, this will be written in first person and will consider the impacts of practice via practicum on previous approaches of self-care.

This paper will consist of **5-8 pages** maximum **not** including the Wellness or Self-care Tools (which will be added as Addendums) or References page, double spaced and following APA guidelines (7th Edition).

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

Assignment 2: Integrating Theory and Practice (ITP) Loop (25%) – due March 15 by 11:59pm

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

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 March 15.

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

Assignment 3: Participation (10%) – Self-assessment due April 19

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

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.

Assignment 4: Professional Practice Framework presentation (30%) – Presentation April 8 & 9

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

Assignment Description: Students will present in a conference-style format between April 8 and 9. Each student will have 20 minutes, with the expectation that 15 minutes be used for presenting and 5 minutes for responding to questions/comments from audience members. Students are welcome to select the mode of presentation that works best for them. Students are expected to attend both days of presentations, and attendance on April 9 will be considered practicum hours.

The following are suggested as guidelines for the presentation. Students may choose to adapt these guidelines to suit individual circumstances. Students are also expected to adjust the number of minutes devoted to each area (indicated in parentheses).

- Presentation introduction (3 minutes)

- Your professional identity (3 minutes)
- The meaning of generalist practice and your two preferred models of practice within or extending the generalist model (6 minutes)
- How reflection fits in your practice (4 minutes)
- Locate yourself within social justice/anti-oppressive social work generally (2 minutes)
- Conclude with comments about your hopes/dreams/aspirations for the future (2 minutes)

Assessment Criteria: The rubric detailing the grading criteria for the presentation will be distributed within the first month of the semester.

Assignment 5: Professional Practice Framework written articulation (15%) – Due April 12

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

Assignment Description: Using the key messages from the presentation, students will articulate their professional practice framework in the format of a 2-page cover letter. The audience will be a hypothetical employer. The letter will articulate the following aspects of the student’s professional framework:

- Personal and professional values
- Theoretical orientation(s)
- Social location
- Impacts of professional experiences
- Social justice commitments
- Professional goals and commitments

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

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format and are due by 11:59pm 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 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

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

Available 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