



UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Fall 2023

Course & Session Number	SOWK 662A & B S07	Classroom	Online
Course Name	Integrative Seminar		
Dates and Time	<p>Fall 2023 Start of Classes: Thursday, September 7, 2023 End of Classes: Thursday, November 30, 2023 Dates and Time (Zoom): 6:00 to 8:00 pm Zoom classes on September 7, 14, 21, 28; October 5, 12, 19, 26; November 2, 16, 23, and 30 Term break (No classes): Sunday-Saturday, November 6 to 12 Residency (on-line): Friday, Sept. 29 and Sunday, October 1, from 9 to 4 pm. Drop/Withdrawal Dates: Wednesday, December 6th</p> <p>Winter 2024 Start of Classes: Thursday, January 11, 2024 End of Classes: Thursday, March 14, 2004 Dates and Time (Zoom): 6:00 to 8:00 pm Zoom classes on January 11 & 25; February 15 & 29; March 14 & 28 Term break (No classes): Sunday-Saturday, February 19-25 Residency (on-line): Saturday Feb 3 and Sunday Feb 4 from 9 to 4pm on Zoom and Capstones (on-line) on April 6-7 from 9 to 4pm on Zoom. Drop/Withdrawal Dates: Wednesday, April 12</p>		
Instructor	Lateef Habib, MScSW, RCSW	Office Hours	Thursdays, after Zoom classes from 8 – 8:30 pm
UCalgary E-mail	lateef.habib@ucalgary.ca	UCalgary Phone	To be shared privately

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](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Integration of theory, research applications/evaluation and professional practice in the student's area of specialization; and preparation of a capstone exit requirement.

COURSE DESCRIPTION

This course provides students with an opportunity to integrate theory and practice – that is, to link knowledge, skills and values derived from MSW coursework and past experiences with social work practice experiences in the practicum setting (SOWK 660). Students will participate in collaborative discussions regarding professional issues, practice situations, ethical dilemmas, and the application of theory to practice. Students are encouraged to provide constructive feedback and consultation to peers, and to participate collectively and collaboratively in furthering their learning and promoting professional development. Students will engage in their learning process virtually and during Calgary in-person residency. Since classes are experiential and participatory, students are expected to have their cameras on during class discussions and small breakout rooms.

Emphasis will be placed on integration of research, theory, and social work practice with personal and professional development. At the master's level, students are leaders within the social work profession. Discussions will also focus on contributing to the profession and the body of knowledge. Students will be expected to: 1) present and discuss practice experiences from their practicum settings; 2) critically reflect upon their own and others' practice experiences; 3) engage in a collaborative learning process; 4) demonstrate competence in their ability to identify, apply, critique, and evaluate theories and conceptual frameworks to practice situations; 5) apply learnings from advanced social work practice and specialization courses to their practice and practicum experiences, (6) present case conceptualization to co-learn from each other, and (7) engage with respectful curiosity during guest speaker lectures.

The Integrative Seminar will also introduce or re-introduce key social work themes from previous practice core and specialization courses with a focus on application to social work practice and to students' practicum experiences. These themes relate to the five practice objectives of Advanced Practicum (SOWK 660) and include: 1) diversity and Indigenous contexts; 2) oppression and social justice; 3) professional identity and self-care; 4) theoretically informed and evidence-based practice; 5) program and practice evaluation; 6) facilitating and advocating for change; and 7) articulating a professional model of practice. Finally, throughout the eight months of seminar, students will be building towards their capstone project and final exit requirement of the MSW program. The capstone assignment is described below.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time

difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity.

Co-requisite: This course is taken concurrently with SOWK 660 A & B, Advanced Practicum.

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, particularly in the context of Advanced Practicum and in the areas of diversity and Indigenous contexts; oppression and social justice; professional identity and self-care; theoretically informed and evidence-based practice; program and practice evaluation; facilitating and advocating for change; and articulating a professional model of practice.
2. Critically assess social work practicum and practice experiences through reflection, discussion, peer consultation and constructive feedback.
3. Reflect on their practicum learning goals, and their growth/development towards reaching these goals, with reference to specific shifts in their thinking and practice.
4. Participate actively in class discussions and work collaboratively and collectively with other students in furthering learning and professional development.
5. Demonstrate the ability to create respectful, open, and safe learning environments which ensure that each student has a voice, and everyone is treated with respect and dignity.

Upon completion of the Capstone, students will (be able to):

1. Articulate their professional identity and social work practice foundations in relation to their values, the Code of Ethics, social justice, Anti-Oppressive Practice (AOP), and MSW specialization.
2. Make connections between their personal and professional identities and values and their social work identity and practice.
3. Present an approach to practice that is grounded in theory and evidence and relevant to their MSW specialization.
4. Demonstrate the application of their model of practice and applied research concepts through a case study from practicum or from their practice, including a proposed evaluation of an intervention.
5. Articulate critical learning moments and insights reached during the MSW program, including key learnings from coursework in advanced social work practice, specialization courses and practicum/seminar.
6. Reflect broadly on their learning journey over the course of their MSW degree program and its impact on their social work identity/practice.
7. Demonstrate a commitment to their continued growth and development by identifying future goals for continued learning and professional development.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Anderson, H. (2012). Collaborative relationships and dialogic conversations: Ideas for a relationally responsive practice. *Family Process*, 51(1), 8–24. <https://doi.org/10.1111/j.1545-5300.2012.01385.x>

Anderson, H. (2005). Myths about "not-knowing". *Family Process*, 44(4), 497–504. <https://doi.org/10.1111/j.1545-5300.2005.00074.x>

- Banting, R., & Lloyd, S. (2017). A case study integrating CBT with narrative therapy externalizing techniques with a child with OCD: How to flush away the Silly Gremlin. A single-case experimental design. *Journal of Child and Adolescent Psychiatric Nursing*, 30(2), 80–89. <https://doi.org/10.1111/jcap.12173>
- Choi, J. J. (2020). A case study of solution-focused brief family therapy. *The American Journal of Family Therapy*, 48(2), 195–210. <https://doi.org/10.1080/01926187.2019.1691083>
- Dreier, O. (2015). Interventions in everyday lives: How clients use psychotherapy outside their sessions. *European Journal of Psychotherapy & Counselling*, 17:2, 114-128. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1080_13642537_2015_1027781
- D'Arrigo-Patrick, J., Hoff, C., Knudson-Martin, C., & Tuttle, A. (2017). Navigating critical theory and postmodernism: Social justice and therapist power in family therapy. *Family Process*, 56:3, 574-588. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_gale_infotracademiconefile_A502685136
- Gonzalez, C. (2017). Recovering process from child sexual abuse during adulthood from an integrative approach to solution-focused therapy: A case study. *Journal of Child Sexual Abuse*, 26(7), 785–805. <https://doi.org/10.1080/10538712.2017.1354954>
- Hoyt, M. F., Young, J., & Rycroft, P. (2020). Single session thinking 2020. *Australian and New Zealand Journal of Family Therapy*, 41(3), 218–230. <https://doi.org/10.1002/anzf.1427>
- Lannamann, J. W., & McNamee, S. (2020). Unsettling trauma: from individual pathology to social pathology. *Journal of Family Therapy*, 42(3), 328–346. <https://doi.org/10.1111/1467-6427.12288>
- De Shazer, S. (1997). Some thoughts on language use in therapy. *Contemporary Family Therapy*, 19(1), 133–141. <https://doi.org/10.1023/A:1026170718933>
- McDowell, T., & Hernández, P. (2010). Decolonizing academia: Intersectionality, participation, and accountability in family therapy and counseling. *Journal of Feminist Family Therapy*, 22:2, 93-111. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1080_08952831003787834
- McIntosh, P. (2022, July). *White privilege: Unpacking the invisible knapsack*. The National Seed Project. <https://www.nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack>
- McNamee, S. (2015). Radical presence: alternatives to the therapeutic state. *European Journal of Psychotherapy & Counselling*, 17, 4, 373–383. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1080_13642537_2015_1094504
- Slive, A., & Bobele, M. (2012). Walk-In counselling services: Making the most of one hour. *Australian and New Zealand Journal of Family Therapy*, 33(1), 27–38. <https://doi.org/10.1017/aft.2012.4>
- Stewart, S. (2009). Family counseling as decolonization: Exploring an Indigenous social-constructivist approach in clinical practice. *First Peoples Child & Family Review*, 4:2, 62-70. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_7202_1069330ar

*** It is expected that students will use their existing resources and access to the University of Calgary Library online resources and data bases to support their learnings and coursework. It is hoped that students will also generate readings for the class based on emerging topics and themes throughout the class.

LEARNING TECHNOLOGIES AND REQUIREMENTS

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

Desire to Learning (D2L) Course Site Address: <http://d2l.ucalgary.ca>

RELATIONSHIP TO OTHER COURSES

The emphasis of SOWK 662 is on linking theory, research, and practice; and the application, integration and demonstration of knowledge gained in advanced social work practice and specialization courses to social work practice and practicum. Therefore, this course relates to all other MSW courses. The seminar is taken concurrently with and is directly linked to Advanced Practicum (SOWK 660).

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)

Important Dates for Winter 2024

- Start of Term: Tuesday, January 2, 2024
- End of Term: Friday, April 27, 2024
- Fee deadline: Friday, January 26, 2024
- Deadline to apply for Winter Conferral of Degree: Sunday, January 14
- Winter Conferral of Degree: Monday, February 12
- Deadline to Apply for Spring Convocation: Friday, March 29
- Alberta Family Day: Monday, February 19
- Good Friday: Friday, March 29th
- Easter Monday: Monday, April 1st

Course Schedule

Fall 2022 Dates	Topics & Instructors	Readings & Assignment Due Dates
Sept 7	Zoom Introduction to this course. Practicum Orientation Introductions and community building	Anderson, H. (2012). Collaborative relationships and dialogic conversations: Ideas for a relationally responsive practice. <i>Family Process</i> , 51(1), 8–24. https://doi.org/10.1111/j.1545-5300.2012.01385.x Anderson, H. (2005). Myths about "not-knowing". <i>Family Process</i> , 44(4), 497–504. https://doi.org/10.1111/j.1545-5300.2005.00074.x Introduction to this course.

	Seminar planning	Practicum Orientation. Introductions and community building.
Sept 14	Clinical Practice Zoom Session	<p>"The Single Session Approach": Lecture and exercises facilitated by Monica Sesma</p> <p>Hoyt, M. F., Young, J., & Rycroft, P. (2020). Single session thinking 2020. <i>Australian and New Zealand Journal of Family Therapy</i>, 41(3), 218–230. https://doi.org/10.1002/anzf.1427</p> <p>Slive, A., & Bobele, M. (2012). Walk-In counselling services: Making the most of one hour. <i>Australian and New Zealand Journal of Family Therapy</i>, 33(1), 27–38. https://doi.org/10.1017/aft.2012.4</p>
Sept 21	Clinical Practice Zoom Session	<p>Guest Speaker: Jamie Harmon on "Land Acknowledgement."</p> <p>Lateef lecture on Case Formulation and Case Conceptualization</p>
Sept 29 9AM – 4PM	Residency (online)	<p>Welcome and Practicum check in from 9 – 10 am.</p> <ul style="list-style-type: none"> • Lateef lecture on Eating Disorders from 10 am to 12 noon. • "Creating a Culture of Respect for Gender and Sexual Diversity" presented by Mateo Jumas, M.Ed, , Centre for Sexuality from 1 to 3 pm. • Wrap up from 3 -4 pm
Oct 1 9AM – 4PM	Residency (online)	<ol style="list-style-type: none"> 1. Alumni – Capstone Presentation 2. Lateef lecture Relational Cultural Theory <p>McNamee, S. (2015). Radical presence: alternatives to the therapeutic state. <i>European Journal of Psychotherapy & Counselling</i>, 17, 4, 373–383. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1080_13642537_2015_1094504</p> <p>Lannamann, J. W., & McNamee, S. (2020). Unsettling trauma: from individual pathology to social pathology. <i>Journal of Family Therapy</i>, 42(3), 328–346. https://doi.org/10.1111/1467-6427.12288</p>
Oct 5	Clinical Practice Zoom Session	Guest Speaker: Mark Morningstar "Mental Status Exam and Schizophrenia" - Lecture
Oct 12	Reflective Practice Zoom Session	<ol style="list-style-type: none"> 1. Intro to Accelerated Resolution Therapy (ART) - Colleen Clark 2. Alumni – Capstone Presentation
Oct 19	Clinical Practice Zoom Session	Guest Speaker: Delsie Martin, MSW, RSW
Oct 26	Clinical Practice Zoom Session	<p>Guest Speaker</p> <p>"Reducing Mental Health Stigma through Family Therapy" presented by Shannon McIntosh MSW, RSW, U of C Sessional Instructor</p>

		<p>McDowell, T., & Hernández, P. (2010). Decolonizing academia: Intersectionality, participation, and accountability in family therapy and counseling. <i>Journal of Feminist Family Therapy</i>, 22:2, 93-111. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1080_08952831003787834</p>
Nov 2 & 9	Clinical Practice Zoom Session	<p>“Decolonizing Clinical Social Work”. Lecture and exercises facilitated by Monica Sesma and Lateef Habib</p> <p>McIntosh, P. (2022, July). <i>White privilege: Unpacking the invisible knapsack</i>. The National Seed Project. https://www.nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack</p> <p>Stewart, S. (2009). Family counseling as decolonization: Exploring an Indigenous social-constructivist approach in clinical practice. <i>First Peoples Child & Family Review</i>, 4:2, 62-70. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_7202_1069330ar \</p>
Nov 12-18	**No classes – Fall Term Break**	<p>**Nov 12-18 – No Classes – Fall Term Break**</p> <p>Enjoy and relax!</p>
Nov 23	Reflective Practice Zoom Session	<p>Check-ins regarding practicums and reflections</p> <p>De Shazer, S. (1997). Some thoughts on language use in therapy. <i>Contemporary Family Therapy</i>, 19(1), 133–141. https://doi.org/10.1023/A:1026170718933</p> <p>Dreier, O. (2015). Interventions in everyday lives: How clients use psychotherapy outside their sessions. <i>European Journal of Psychotherapy & Counselling</i>, 17:2, 114-128. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1080_13642537_2015_1027781</p> <p>Assignment 1: Submit on D2L Due Date: Thursday, November 16 @ Midnight</p>
Nov 30	Clinical Practice Zoom Session	<p>“Borderline Personality Disorder: Treating the borderline in the room”. Lecture and exercises facilitated by Lateef Habib</p>
Dec 7	Semester Wrap Up	<p>Alumni – Capstone Presentation (30 min)</p> <p>Assignment 2: Submit on D2L Due Date: Thursday, December 7 @ Midnight</p>
Dec. 8 - Jan 8	**No classes – Holiday Break**	<p>Enjoy and relax!</p>

Winter 2024 Dates		Assignment Due Dates
Jan 11	Case Presentations	<p>Case Presentations</p> <p>Choi, J. J. (2020). A case study of solution-focused brief family therapy. <i>The American Journal of Family Therapy</i>, 48(2), 195–210. https://doi.org/10.1080/01926187.2019.1691083</p> <p>Banting, R., & Lloyd, S. (2017). A case study integrating CBT with narrative therapy externalizing techniques with a child with OCD: How to flush away the Silly Gremlin. A single-case experimental design. <i>Journal of Child and Adolescent Psychiatric Nursing</i>, 30(2), 80–89. https://doi.org/10.1111/jcap.12173</p> <p>Assignment 3: Submit on D2L Due Date: Thursday, January 11, 2024 @ Midnight</p>
Jan 25	Case Presentations	<p>Case Discussion</p> <p>D'Arrigo-Patrick, J., Hoff, C., Knudson-Martin, C., & Tuttle, A. (2017). Navigating critical theory and postmodernism: Social justice and therapist power in family therapy. <i>Family Process</i>, 56:3, 574-588. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_gale_infotracademiconefile_A502685136</p> <p>Gonzalez, C. (2017). Recovering process from child sexual abuse during adulthood from an integrative approach to solution-focused therapy: A case study. <i>Journal of Child Sexual Abuse</i>, 26(7), 785–805. https://doi.org/10.1080/10538712.2017.1354954</p>
Feb 3 9AM – 4PM	Residency On Zoom	Schedule - TBA
Feb 4 9AM – 4PM	Residency On Zoom	Schedule - TBA
Feb 15	Reflective Practice Zoom Session	<ul style="list-style-type: none"> • Check-ins regarding practicums and reflections • Alumni – Capstone Presentation (30 min)
Feb 18-24	**No classes – Winter Term Break**	February 18-24, 2023 - Enjoy and relax!
Feb 29	Case Presentations	
Mar 14	Case Presentations Course Wrap-Up	<p>Assignment 5: Submit on D2L Due Date: March 14, 2024 @ Midnight</p>

Apr 6 9AM – 4PM	On-line Capstones	Assignment 4: Submit on D2L Capstone submission due date: March 29, 2024 @ Midnight
April 7 9AM – 4PM	On-line Capstone Presentations	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour, and integrate into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

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 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. **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.

ASSESSMENT COMPONENTS

Assignment 1: Theories for Practice (20%)

Due Date: Thursday, November 16, 2022, at midnight.

Aligned Course Learning Outcome: 1, 2, 3.

Students will identify and present a minimum of 2 theoretical approaches to social work practice, relevant to their practice and/or MSW specialization. Students will 1) articulate the relevancy of these theories to social work practice; 2) introduce each relevant theory and demonstrate a critical understanding of these (e.g., main tenets of each theory, key theorists and works); 3) present evidence for the use of these theoretical approaches for social work practice in general and/or in practice contexts relevant to their specialization, including limitations and critiques of the theories.

Questions for reflection and planning include:

Which theories or approaches ground my social work practice? How do these relate to each other? How do these relate to my specialization or area of interest? How do they promote socially just outcomes? Who are the main theorists and/or what are the seminal works in this area and what are their contributions?

What are the limitations and critiques of this approach, within the literature and in practice? What research supports these theoretical models/approaches in my specialization or area of interest?

How do these theories relate to my own values and personal ethics? How is my theoretical framework informed by my own history, location, and experience?

Students will craft a paper of 1500-2000 words (6-8 pages double spaced, not including references); attention to the current and relevant scholarly literature is required.

Assignment 2: Integration of theory to practice-Case Study and Case Presentations (30%)

Case Studies Due Date: Thursday, December 7, 2022, at midnight.

Case Presentations: January 11 & 25 and February 29 & March 14, 2023

Aligned Course Learning Outcome: 1, 2, 3

The purpose: In this assignment, students will have an opportunity to demonstrate their ability to integrate theory, research, and practice through the application of a theoretically informed approach to practice.

The concept:

Students will present an actual “case study” (could also be conceptualized as a ‘problem’ or practice issue) involving a situation encountered in their practice, either in the Advanced Practicum (SOWK 660) or in other recent practice. The case will relate to the area of focus in which the student has developed substantive or specialized knowledge during the MSW program and will allow the student to demonstrate and rationalize the application of a particular theoretically informed approach (drawn from Assignment 2).

The “case” may be defined differently depending on the specialization and orientation, and might be an individual, couple, family, group, community, organization or other. The “case” may be an actual case from practice (if consent is obtained) or represent a composite of cases (if consent is not obtained).

The presentation will also provide an overview of how the student worked with the case presented, and/or how the student may have worked differently in hindsight. The student will clearly demonstrate ways in which their practice strategies and/or interventions were grounded in the theoretical frameworks germane to their substantive areas of practice. Students should identify noted gaps between theory and practice. The student’s knowledge of the problem area and application of an intervention approach should typically be critiqued from a social justice/anti-oppressive perspective including reflection on the impact of self in social work practice. As in real life the case does not need to represent the “perfect” application of theory to practice.

The tasks:

The following headings are suggested as guidelines:

1. Introduction - Introduce the context within which the problem situation or case exists, why you selected this case for the assignment, and its relevance for social work.
2. Case description - Provide a brief description of the case, including relevant background context and the key area of concern, questions, or issue for analysis.
3. Theoretically grounded analysis of the "case"- critically describe and analyze the theoretical knowledge base related to the substantive practice area(s) associated with the "case. How do the theoretical perspectives identified in Assignment 3 help advance your understanding of the issues of concern? How do they inform your interventions?
4. Intervention - Based on your case assessment, understanding and analysis, describe and critique your actual (or hypothetical) practice interventions or approach to the case. "What 'worked' and what didn't? What gaps between theory and practice did you observe? What alternative interventions may be applicable?
5. Conclude the paper by discussing your personal and professional learnings, including whether any held biases were challenged. Consider also how you will apply your learning to your future clinical practice.

Length –6-8 pages double spaced, not including references, APA 7th formatting).

Assignment 3: Program Evaluation Plan (15%)

Due Date: January 11, 2024 @ Midnight

Aligned course learning outcomes: 1, 2

Students will submit a plan to evaluate the intervention described in Assignment 3. How did/could you or your organization evaluate the effectiveness of the intervention in your case study? Briefly describe the proposed evaluation purpose/question(s), research approach (quantitative/qualitative/mixed methods), methodology, rationale, and methods. Include reflection on any social justice issues that may arise. This assignment can be completed in the form of a short paper (1250-1750 words or 5-7 pages) to be submitted via Dropbox in D2L.

Assignment 4: Capstone Oral Presentations (20%)

Capstone Document Due Date in D2L: March 29, 2024 @ Midnight

Capstone Oral Presentations: April 6 & 7 2024 from 9:00 am to 4:00 pm

Aligned with learning outcomes 1-5.

Student presentations- conference-style format. This final presentation aims to be a synthesis product that highlights and transmits some key learning or aspects of their MSW journey. Students may utilize/integrate technology, such as a website, Prezi, PPT, digital story telling or not, depending on their own preference and comfort. Each student will be allotted 30 minutes and will be expected to present for 20 minutes and use 10 minutes to engage and respond to questions/comments from audience members. Students will be assessed based on their oral presentation only. Assessment elements will include knowledge of their subject, communication skills (verbal and non-verbal), and interaction skills.

Assignment 5: Participatory Activities (15%) – Ongoing over both semesters

Due Date: Thursday, March 14, 2023 @ Midnight

Aligned with learning outcomes 1, 2, 3, 4, 5.

Through synchronous and asynchronous discussion, reflective exercises and assigned activities, students will have the opportunity to process their practicum experiences, individually and in groups, during the integrative seminar.

Through a series of activities, students will reflect on their own professional development, their values, and ethics, and explore the relationship between theory, research, and practice. Activities may include, but are not limited to, examination of their social location and impacts, the development of a self-care plan, writing a social action letter, program evaluation, and writing and discussing Integration of Theory and Practice (ITP) Loops. Students will collect artifacts from their reflective work in a learning folder that will be submitted to D2L. For the submission of the learning folder, students will write a 750–1000-word final summary reflection of what they have learned about themselves through these activities and discuss how these learnings impact them personally.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend the Integrative Seminar Zoom sessions and to be fully present and engaged in class activities and discussions. A rich exchange of ideas is a key element of the learning process in this class. It is expected that students will prepare in advance for each class and participate in all learning processes through thoughtful, respectful contributions. **Cameras ON are expected during class discussions and small breakout rooms.**

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments are to be submitted electronically on Word Document (no PDF) through the D2L Dropbox at or before the date and time as specified in the course outline. If no time is stipulated, 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

It is the student's responsibility to request an extension from the instructor should you require more time and offer an alternate due date and time for the instructor's consideration.

Late assignments will be accepted at the discretion of the instructor and may be penalized with a grade reduction. If you cannot submit an assignment on time, please contact the instructor as soon as you become aware of the circumstances that prevent you from making a time submission. Late assignments without instructor approval will receive a late penalty of 5% per day for up to 7 days (includes weekends, holidays, and study days).

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 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

The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

COURSE EVALUATION

Student feedback will be sought towards 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

Some recommended readings might be suggested according to class discussion and students’ requests.

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