



**Winter 2024**

<b>Course &amp; Session Number</b>	<b>SOWK 662 A &amp; B, Section S09</b>	<b>Classroom</b>	<a href="#">Online: Zoom/D2L</a>
<b>Course Name</b>	Integrative Seminar		
<b>Dates and Time</b>	<p><b>Fall Start of Classes:</b> September 7, 2023  <b>Fall End of Classes:</b> Dec 7, 2023  <b>Winter Start of Classes:</b> January 4, 2024  <b>Winter End of Classes:</b> April 7, 2024</p> <p><b>Time:</b> Thursday Evenings 6 PM – 8 PM MST</p> <p><b>Fall 2023:</b>  Sept. 7,14,21,28, Oct. 5,12,19,26, Nov. 2,9,23,30, Dec. 7</p> <p><b>Winter 2024:</b>  Jan 11,25, Feb.1,8,15,29, Mar. 7,14,21,28, Apr.4  (*No Zoom class on Jan. 18/24)</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a><sup>1</sup>.</p>		
<b>Instructor</b>	<b>Natalie Marshall MSW, RCSW (Fall 2023)</b> <b>Jason Stein MSW, RSW (Winter 2024)</b>	<b>Office Hours</b>	As Requested
<b>U Calgary E-mail</b>	<a href="mailto:natalie.marshall1@ucalgary.ca">natalie.marshall1@ucalgary.ca</a> <a href="mailto:jason.stein@ucalgary.ca">jason.stein@ucalgary.ca</a>	<b>U Calgary Phone</b>	Contact by Email

**OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION**

The Faculty of Social Work (FSW), University of Calgary (U Calgary), 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,

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

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](#).

## SYLLABUS STATEMENT

Integration of theory, research applications/evaluations 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, practicum 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.

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 with 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; and 5) apply learnings from advanced social work practice and specializations courses to their practice and practicum experiences.

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

Practice (SOWK 660) and include 1) diversity and Indigenous contexts; 2) oppression and social justice; 3) professional identity and self-care; 4) theoretically informed and evidenced 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 Desire2 Learn and Zoom. Students will engage in interactive class discussions, presentations and critical reading, group work, brainstorming sessions, and online discussions. In order to ensure instructional hours are in the course, learning will occur in both synchronous (real time/Zoom) and asynchronous this includes students completing (discussion boards, watching videos, etc.) on their own time.

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 of their model of 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 READINGS**

#### **Required Readings**

Alberta College of Social Workers (2019), Honouring Sacred Relationships: Wise 6 practices in Indigenous Social Work Framework. Alberta, Canada.

[https://acsw.in1touch.org/uploaded/web/RPT\\_IndigenousSocialWorkPracticeFramework\\_Final20190219.pdf](https://acsw.in1touch.org/uploaded/web/RPT_IndigenousSocialWorkPracticeFramework_Final20190219.pdf)

Ali, S, Lambie, G. (2019). The Impact of strengths-based group counselling on LGBTQ+ young adults in the coming out process. *Journal of gay & lesbian mental health*. 45-62

Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges Faced by Social Workers as Members of Interprofessional Collaborative Health Care Teams. *Health & Social Work*, 41(2), 101–109.

<https://doi.org/10.1093/hsw/hlw006>

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>

Baker, S. J., & Lucas, K. (2017). Is it safe to bring myself to work? Understanding LGBTQ experiences of workplace dignity. *Canadian Journal of Administrative Sciences*, 34(2), 133–148.

<https://doi.org/10.1002/cjas.1439>

Black, N., Creighton, G., Gordon, S.J., Kelly, M.T., Mackenzie, Corey., Ogrodniczuk, J.S., Oliffe, J.L. (2016). Stigma in Male Depression and Suicide: A Canadian Sex Comparison Study. *Community Mental Health Journal*, 52(3), 302-310.

Bogo, Marion, and Elaine Vayda. "MODULE 1. The Integration of Theory and Practice: The ITP Loop Model." *The Practice of Field Instruction in Social Work*, University of Toronto Press, 2016, pp. 191–204, <https://doi.org/10.3138/9781442621152-010>.

Bundy-Faziolo, K., Quijano, L.M., & Bubar, R. (2013). Graduate students' perceptions of professional power in social work practice. *Journal of Social Work Education*, 49(1), 108-121. <https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10437797.2013.755092>

Chang, J (2013). A contextual –functional meta-framework for counseling supervision. *International Journal for the Advancement of Counseling*, 24(2), 71-87

- Dixon, Sandra, and Nancy Arthur. "Creating Space to Engage Black Pentecostal Clients in Multicultural Counselling Practices." *International Journal for the Advancement of Counselling*, vol. 37, no. 2, 2015, pp. 93–104, <https://doi.org/10.1007/s10447-014-9228-x>.
- Dupré, M. (2012). Disability culture and cultural competency in social work. *Social Work Education*, 31(2), 168-183. <https://www-tandfonlinecom.ezproxy.lib.ucalgary.ca/doi/full/10.1080/02615479.2012.644945>
- Elliott-Groves, Emma. (2019). A culturally grounded biopsychosocial assessment utilizing Indigenous ways of knowing with the Cowichan Tribes. *Journal of Ethnic & Cultural Diversity in Social Work*, 28(1), 115–133. <https://doi.org/10.1080/15313204.2019.1570889>
- Furlong, M., & Wight, J. (2011). Promoting "critical awareness" and critiquing "cultural competence": Towards disrupting received professional knowledges. *Australian Social Work*, 64(1), 38-54. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/0312407x.2010.537352>
- Grant, L., Kinman, G., & Alexander, K. (2014). What's all this talk about emotion: Developing emotional intelligence in social work students. *Social Work Education: The International Journal*, 33(7), 874-889. <https://www-tandfonlinecom.ezproxy.lib.ucalgary.ca/doi/full/10.1080/02615479.2014.891012>
- Gough, Jim, and Elaine Spencer. "Ethics in Action: An Exploratory Survey of Social Worker's Ethical Decision Making and Value Conflicts." *Journal of Social Work Values and Ethics*, vol. 11, no. 2, 2014, pp. 23–40.
- 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>  
<https://doi.org/10.1007/s10597-015-9986-x>
- Kananian, S., Starck, A., Stangier, U. (2021) Cultural Adaptation of CBT for Afghan Refugees in Europe: A Retrospective Evaluation. *Clinical Psychology in Europe*, 40-42. DOI:10.32872/cpe.5271
- Lazzari, M.M., Colarossi, L., & Collins, K.S. (2009). Feminists in social work: Where have all the leaders gone? *Affilia: Journal of Women and Social Work*, 24(4), 348-359. <https://journals-sagepubcom.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0886109909343552>
- Maiter, S. (2009). Using an Anti-racist framework for assessment and intervention in clinical practice with families from diverse ethno-racial backgrounds. *Clinical Social Work Journal*, 37, 267-276. <https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/227777197?pq-origsite=summon>
- McCloy, (2019). Stress Management and Self Care Practices Among CSULB Social Work Graduate Students: A Quantitative Study. ProQuest Dissertations Publishing
- Oelke, N.D., Thurston, W.E., & Arthur, N. (2013). Intersections between interprofessional practice, cultural competency and primary healthcare. *Journal of Interprofessional Care*, 27(5), 367-372. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.3109/13561820.2013.785502>

- Osmond, J., & O'Connor, I. (2006). Use of theory and research in social work practice: Implications for knowledge-based practice. *Australian Social Work*, 59(1), 5-19. <https://www-tandfonlinecom.ezproxy.lib.ucalgary.ca/doi/full/10.1080/03124070500449747>
- Paré, D. (2014). Social justice and the word: keeping diversity alive in therapeutic conversations. *Canadian Journal of Counseling and Psychotherapy*, 48(3), 206-217.
- Peters, S.C. (2017). Social work leadership: An analysis of historical and contemporary challenges. *Human Service Organizations: Management, Leadership & Governance*, 41(4), 336-345. <https://wwwtandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/23303131.2017.1302375>
- Poulter, J. (2010). Integrating theory and practice: A new heuristic paradigm for social work practice. *Australian Social Work*, 58(2), 199-212. <https://www-tandfonlinecom.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.1447-0748.2005.00204.x>
- Russell, M, & White, B (2001) Practice with Immigrants and Refugees, *Journal of Ethnic and Cultural Diversity in Social Work*, 73-92, DOI: 10.1300/J051v09n03\_04,
- Shaw, S, Lombardero, A, Babins-Wagner, R, Sommers-Flanagan, J. (2019) Counseling Canadian Indigenous Peoples: The Therapeutic Alliance and Outcome. *Journal of Multicultural Counseling and Development*. 49-68.
- Sicora, A. (2018). Reflective practice and learning from mistakes in social work student placement. *Social Work Education*, 38(1), 63-74. [https://www-tandfonlinecom.ezproxy.lib.ucalgary.ca/doi/full/10.1080/02615479.2018.1508567\\_5](https://www-tandfonlinecom.ezproxy.lib.ucalgary.ca/doi/full/10.1080/02615479.2018.1508567_5)
- 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>
- Smart, J, Smart, D. (2006) Models of Disability: Implications for the Counselling Profession. *Journal of counselling and development*. 29-40
- Sutherland, O., Turner, J., & Dienhart, A. (2013). Responsive persistence part I: Therapist influence in postmodern practice. *Journal of Marriage and Family Therapy*, 39, 470- 487. <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1752-0606.2012.00333.x>
- Toula Kourgiantakis, Sandra R. McNeil, Amina Hussain, Judith Logan, Rachelle Ashcroft, Eunjung Lee & Charmaine C. Williams (2022) Social work's approach to recovery in mental health and addiction policies: a scoping review, *Social Work in Mental Health*, 20:4, 377-399, DOI: 10.1080/15332985.2021.2019169
- Wendt, D.C., & Gone, J.P. (2016). Integrating professional and Indigenous therapies: An urban American Indian narrative clinical case study. *The Counselling Psychologist*, 44(5), 695-729. <https://journalssagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0011000016638741>

Yee, Terence T. L. "Culturally Responsive Adlerian Counseling for East Asian Clients." *The Journal of Individual Psychology* (1998), vol. 74, no. 4, 2018, pp. 388–403, <https://doi.org/10.1353/jip.2018.0029>

**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**

As indicated in our [MSW Curriculum Plans](#), 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)

Date	Topic	Readings/Assignments Due
Sept 7, 2023	Practicum Orientation Introductions Course overview and philosophy Orientation to practicum Learning Agreements  Mind, body, spirit, emotions: Maintaining balance as professionals. Developing self care commitment	Pre-reading assignments for both semesters will be posted in D2L a minimum of 2 weeks prior to class
Sept 14, 2023	Reflective Practice Zoom Session Asynchronous Activities – D2L	
Sept 21, 2023	Clinical Practice Zoom Session	

	Asynchronous Activities – D2L	See D2L for pre-reading
Sept 28, 2023	Clinical Practice Zoom Session Asynchronous Activities – D2L	See D2L for pre-reading
Oct 5, 2023	Reflective Practice Zoom Session Asynchronous Activities – D2L	<b>Assignment #1 Due: October 9, 2023</b>
Oct 12, 2023	Clinical Practice Zoom Session Asynchronous Activities – D2L	See D2L for pre-reading
Oct 19, 2023	Reflective Practice Zoom Session Asynchronous Activities – D2L	
Oct 26, 2023	Clinical Practice Zoom Session	See D2L for pre-reading
Nov 2, 2023	Reflective Practice Zoom Session	
Nov 9, 2023	Clinical Practice Zoom Session	See D2L for pre-reading
Nov 12-18, 2023	**** NO CLASS – Fall Term Break**	
Nov 23, 2023	Reflective Practice Zoom Session	<b>Assignment #2a: (Presentation) Due: November 26, 2023</b>
Nov 30, 2023	Clinical Practice Zoom Session Asynchronous Activities	See D2L for pre-reading  <b>Assignment #2b: (Peer Response) Due: Dec 3, 2023</b>
Dec 7, 2023	Reflective Practice Zoom Session	
Dec 8, 2023 – Jan 2, 2024	*** NO CLASSES - Holiday Break *****	
<b>Winter 2024 Dates</b>	<b>Topics</b>	<b>Reading &amp; Assignment Due Dates</b>
Jan 4, 2024	Clinical Practice Zoom Session	See D2L for pre-reading
Jan 11, 2024	Reflective Practice Zoom Session Asynchronous Activities – D2L	
Jan 18, 2024 No Zoom Class	NO ZOOM CLASS Asynchronous Activities	See D2L for pre-reading
Jan 25, 2024	Reflective Practice Zoom Session Asynchronous Activities – D2L	



Feb 1, 2024	Clinical Practice Zoom Session Asynchronous Activities	See D2L for pre-reading
Feb 8, 2024	Reflective Practice Zoom Session Asynchronous Activities – D2L	<b>Assignment #3</b> <b>Due: February 11, 2024</b>
Feb 15, 2024	Clinical Practice Zoom Session Asynchronous Activities	See D2L for pre-reading
Feb 18 - 24 2024	**** No Classes – Winter Term Break ***	
Feb 29, 2024	Capstone Oral Presentations	Schedule TBA
Mar 7, 2024	Capstone Oral Presentations	Schedule TBA
Mar 14, 2024	Capstone Oral Presentations	Schedule TBA
Mar 21, 2024	Capstone Oral Presentations	Schedule TBA
Mar 28, 2024	Capstone Oral Presentations	Schedule TBA
April 4, 2024	Capstone Oral Presentations MSW Program Closing and Celebration	Schedule TBA <b>Assignment #5</b> <b>Due: April 4, 2024</b>

**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

**GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required.** All students are expected to behave in a professional manner during all Zoom sessions.

**MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING**

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

**ZOOM RECORDINGS OF ONLINE CLASSES**

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

## ASSESSMENT COMPONENTS

### **Assignment 1: Theories for Practice (20%)**

**Due Date: October 9, 2023, at 11:59pm**

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 (30% = Presentation - 25% +Peer Responses – 5%)**

**Due Date: November 26, 2023, at 11:59 (Presentation: 2a)**

**Due Date: December 3, 2023, at 11:59 (Peer Response: 2b)**

Aligned Course Learning Outcomes: 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) involved a situation encountered in their practice, either in 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 particular 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: 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 1 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 this case. What ‘worked’ and what didn’t? What gaps between theory and practice did you observe? What alternative interventions may be applicable?
5. Discussion: Conclude the presentation 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.

Using power point or other similar applications, students will develop a case presentation and record a **15 min presentation on zoom** (with a list of references provided in a separate document). This presentation will be uploaded to D2L in the discussions section. Each student will view and respond to 4 other students’ presentations by **December 3, 2023, at 11:59pm**.

### **Assignment 3: Program Evaluation Plan (15%)**

**Due Date: February 11, 2024 @ 11:59pm**

**Aligned Course Learning Outcomes 1, 2.**

*In groups of 3 or 4, students will select an evidence-based evaluation tool from examples provided in class or found independently. In their groups, students will consider their case studies in the context of this tool through group discussion, and then submit a group paper which reflections on the following questions:*

- *The usefulness of the tool for evaluation*
- *Any new insights group members had about their case studies as a result of this reflection*

- *Consideration for how you integrate evaluation into your future practice.*

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%)**

**Due Dates: Presentations begin in class February 29, 2024 ,and end April 4, 2024**

**Aligned Course Learning Outcomes 1, 2, 3, 4, 5.**

This final presentation (done in a conference-style format) aims to be a synthesis product that highlights and transmits some key learning or aspects of the student’s MSW journey. Students may utilize/integrate technology, such as a website, Prezi, PowerPoint, 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 on their oral presentation only. Assessment elements include knowledge of their subject, communication skills (verbal and non-verbal), and interaction skills.

**Assignment 5: Participatory Activities (15%) – Ongoing over both semesters – Submission of Reflection Paper**

**Due Date: April 4, 2024, at 11:59pm**

**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, integration of theory into practice. Students will collect artifacts from their reflective work in a learning folder that will be submitted to D2L. Students will submit a written 750 - 1000-word final summary reflection of what they have learned about themselves through these activities and discuss how these learnings impact them personally and professionally.

<b>ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION</b>
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**ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Students are asked to contact the instructor ahead of any known absences.

Please refer to the U Calgary calendar for more information on [attendance](#) and [supporting documentation and the use of a statutory declaration](#).

### **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 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**

Grades may be deducted for late submissions (one grade level per day will be deducted e.g. B to B-) without an extension being granted by the instructor. 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

### **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 7<sup>th</sup> 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 [Graduate 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	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> 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. <b>Note:</b> 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 of “C+” or lower are indicative of failure at the graduate level and cannot be counted toward 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
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.	

## COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

## 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