



Course & Session Number	SOWK 413 S05	Classroom	Online
Course Name	Integrative Seminar		
Dates and Time	Start of Classes: May 5, 2022 End of Classes: June 16, 2022 Dates and Time: Zoom sessions: Thursdays - May 12, 19, 26, June 2, 9 and 16. All classes will be from 6:30 – 9:00 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Trish Smith, MSW, RCSW	Office Hours	By appointment
UCalgary E-mail	psmit@ucalgary.ca	UCalgary Phone	Please contact by email

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

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

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

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), [Statements on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

This course provides students with an opportunity to integrate theory and practice by linking 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: 1) present and discuss practice experiences from their practicum activities using knowledge about various aspects of social work theory and practice; 2) critically reflect upon their own and others' practice experience; 3) engage in a collaborative learning process; and 4) demonstrate competence in their ability to identify, apply, critique and evaluate theories and conceptual frameworks. Students 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.

Seminar courses are student centered with student's taking the lead in guiding and facilitating topics for discussion.

This course is taken concurrently with Practicum II (SOWK 412) . Learning will be a combination of synchronous activities via zoom and asynchronous activities. There will be

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Students will identify and apply social work knowledge and skills as highlighted in the learning outcomes within the learning agreement. These areas include but are not limited to: generalist practice; reflective practice, competence with diversity; social policy and social justice; and professional social work identity.

2. Students will learn to critically assess social work practice experiences through peer review, constructive feedback and consultation.
3. Students will have an increased capacity to identify, discuss and address ethical issues within social work practice and the larger society. Students will consider and apply the CASW social work code of ethics and the IFS definition of social work.
4. Students will examine and discuss the applications of theory in practice and the appropriateness and suitability of various practice methods in the ongoing development of the personal and professional self.
5. An enhanced understanding of the connectedness between micro and macro practice and the skills needed to work from an anti-oppressive framework within the various areas of the field.
6. Sharing of strategies to build confidence, maintain optimism and positive mental health as a practicing social worker.
7. participate and contribute in a seminar and participate in a learning environment that is safe for sharing with others

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required text for this course. Readings may be posted on the D2L course site

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 directly linked to SOWK 412 the field practicum and Social Work Methods (SOWK 306).

CLASS SCHEDULE

Important Dates for Spring 2022

- Start of Term: Monday, May 2, 2022
- End of Term: Friday, June 24, 2022
- Fee deadline: Wednesday, May 11, 2022
- Victoria Day, no classes: Monday, May 23, 2022

All classes will be via Zoom and will be from 6:30-9:00 PM	
Date	Topic
May 2nd – May 13th	Online Orientation Module
May 12th	Professional Social Work Identify – Instructor led discussion Student Facilitated Peer Supervision
May 19th	Direct Social Work Practice – Instructor led discussion Student Facilitated Peer Supervision
May 26th	Reflective Practice -Instructor led discussion Student Facilitated Peer Learning
June 2nd	Competence with Diversity – Instructor led discussion Student Facilitated Peer Supervision
June 9th	Social Justice and Social Policy – Instructor led discussion Student Facilitated Peer Supervision
June 16th	Student Demonstration of Learning Course Closing

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.

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: Online Orientation – May 2nd – May 13th – All activities due by May 13th at 11:59 PM.

Value: 15%

Aligned Course Learning Outcomes: 1, 2, 3 and 7

Assignment Description: Students will review posted material, complete daily activities, post to discussion board forums, review the posts of other students and respond to a minimum of two other student's posts. The module theme will focus on creating Learning Agreements and supervision. Specific instructions for posting to the forums are found on the D2L site.

Assessment Criteria: Please refer to grading rubrics on course D2L site.

Assignment 2: Zoom Participation – Due via dropbox - June 17th at 11:59

Value: 12% (2% x 6 classes)

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

Assignment Description: This seminar is highly experiential in nature so student participation and attendance are essential to individual learning and the success of the course. Each student is expected to be actively involved in the classroom by sharing experiences and ideas with the class as well as by supporting the learning of peers by encouraging their participation, hearing their perspectives and giving pertinent feedback. Students will submit a participation self-report following the final class.

**Assignment 3: Bi-Weekly Progress Log and Reflection Submitted bi-weekly to drop box on Saturdays
(May 14, 28, and June 11, 18) at 11:59 PM**

Value: 40% (10 % x 4 submissions)

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

Assignment Description: Students will submit a bi -weekly log which will include an accounting of activities completed and answers to reflective questions. Student responses will demonstrate the integration of theory with practice and the student's developing social work identity, Template for submission is provided on D2L site.

Assessment Criteria: Please refer to grading rubrics on course D2L site.

Assignment 4A: Student Learning Consultation – June 16th

Value: 13%

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

Assignment Description: The purpose of the student led consultation (part A) is to briefly present an idea/learning from the student's practicum experience and to engage in meaningful consultation with the group to expand the idea and inform the Assignment 4B article. Students may choose anything from the practicum experience – perhaps the most significant learning/activity/etc.. See the D2L site for more information.

Assessment Criteria: Please refer to grading rubrics on course D2L site.

Assignment 4B: Advocate Article – Due June 23rd by 11:59 Pm

Value: 20%

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

Assignment Description: Prepare an Advocate article (part B) that will inform social workers of the practicum learning/idea from the 4A assignment. See the D2L site for detailed resources for creating and formatting an Advocate article.

Assessment Criteria: Please refer to grading rubrics on course D2L site.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Students who are unable to attend a class will contact the Instructor to discuss an alternative assignment.

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

Assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including

plagiarism, has serious consequences, as set out in the University Calendar:
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

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