



LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (District 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

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

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

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

Course & Session Number	SOWK 592 S09	Classroom	Online
Course Name	Final Integrative Seminar		
Dates and Time	Start of Classes: January 12, 2026 End of Classes: April 14, 2026 Dates and Time: Mondays from 5:30 to 8:30 p.m. <ul style="list-style-type: none"> • January 12, 19, 26 • February 2, 9, 23 • March 2, 9, 16, 23, 30 • April 13 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Kelli Stevens, MSW, RSW	Office Hours	As Requested
UCalgary E-mail	Kelli.stevens@ucalgary.ca	UCalgary Phone	n/a

SYLLABUS STATEMENT

Learners integrate academic knowledge with practice experience, engage in critically reflective practice, and demonstrate the values and ethics guiding Social Work practice. Learners evolve their personal practice frameworks in preparation for graduation as professional Social Workers.

COURSE DESCRIPTION

You attend weekly seminar classes and reflective assignments to integrate academic knowledge with practice experience, engage in critically reflective practice, and demonstrate the values and ethics guiding Social Work practice. You consider your practice actions and have opportunities to critically reflect and debrief on your practicum activities in the co-requisite course SOWK 590. Students will explore topics including professional identity, professional practice, human rights and social action, action to rectify racism, social work values and ethics, policy analysis and development and organizational and societal systems change.

COURSE LEARNING OUTCOMES

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

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

1. Engage in self-reflection and critical thinking about your social work practice, integrating knowledge, values, ethics, and skills into action
2. Demonstrate a commitment to cultural humility, human rights, and social action.
3. Apply knowledge and skills to policy analysis and development, anti-racist practice, and organizational and systems change.
4. Contribute to a community of learning through peer dialogue, debriefing, shared reflection, and feedback, demonstrating social work values and ethics.
5. Reflect on your practice and social worker identity to articulate new learnings, strengths, and areas for growth.
6. Articulate your social work practice framework and the sources that inform your practice actions.

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

- There is no required textbook. Links to required readings will be posted in D2L.
- Canadian Association of Social Workers. (2024). CASW Code of Ethics, Values and Guiding Principles. Retrieved from <https://www.casw-acts.ca/en/casw-code-ethics-2024>
- Learning agreement and timesheet document.

LEARNING TECHNOLOGIES AND REQUIREMENTS

Web Delivery

This course is entirely web-based, delivered through Desire2Learn (D2L) and Zoom Meeting platforms. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

Desire2Learn

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

Zoom Sessions

Zoom meeting is an audio-visual, web-based program that will allow us to meet at a specific time for a “live” web conference, so that we can have the opportunity to see and talk to each other virtually and discuss relevant issues. In the Zoom sessions, students can expect to share ideas, give feedback and raise issues as they relate to their own practicum experience and that of their peers, and can process experiences from the field in a safe and instructional environment.

Discussion Board

Online discussion in D2L is a key aspect of our learning in this course. The advantage of the discussion board is that it is asynchronous, that is, we can all contribute at a time that is convenient to each of us. We will participate in exploration of key field practicum themes (as outlined in the practicum learning agreement); case discussions, as well as discussion and debate relating relevant practice.

Confidentiality in Class and Course Assignments

As professionals, students and the instructor will respect the guidelines of confidentiality outlined in the CASW Code of Ethics (2024). We will take care that no information that could identify a client of any service system be used in class meetings or in assignments. We will adhere to the policy that issues introduced in the seminar will be discussed in only general, and not particular ways outside the classroom.

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.

CONNECTION TO PRACTICE

This course prepares you to apply social work values and ethics in various settings of social work practice. You integrate knowledge with the application of social work skills. This learning is guided by ongoing participation in social work supervision and reflective practice. You engage in critical reflection, demonstrating commitment to cultural humility, equity, diversity, inclusion, anti-racism, human rights, and social change, while actively participating in seminar classes and further developing your social work practice framework.

RELATIONSHIP TO OTHER COURSES

SOWK 592 is a co-requisite for SOWK 590 and must be completed together.

CLASS SCHEDULE

Important Dates for Winter 2026

- Start of Term: Monday, January 5
- First Day of Class: Monday, January 12
- Fee Deadline: Friday, January 30
- Term Break, no classes: Sunday-Saturday, February 15-21
- Alberta Family Day, no classes: Monday, February 16
- Good Friday, no classes: Friday, April 3
- Easter Monday, no classes: Monday, April 6
- Last Day of Class: Tuesday, April 14
- End of Term: Thursday, April 30

Class Schedule

Week 1 January 12	Introductions, course outlines, hopes and fears, getting to know each other Self-evaluation activity for class engagement
Week 2 January 19	Essentials of professional practice Self-evaluation activity for class engagement

Week 3 January 26	Intentional Reflection on Practicum Learning Experiences: Integrating Theory and Practice (ITP Loop) # 1
Week 4 February 2	Practicum consultations and discussions Self-evaluation activity for class engagement
Week 5 February 9	Practicum consultations and discussions Self-evaluation activity for class engagement
Week 6 February 16	No class - Term break
Week 7 February 23	Intentional Reflection on Practicum Learning Experiences: Integrating Theory and Practice (ITP Loop) # 2
Week 8 March 2	Practicum consultations and discussions Self-evaluation activity for class engagement
Week 9 March 9	Intentional Reflection on Practicum Learning Experiences: Integrating Theory and Practice (ITP Loop) # 3 Finalize order for student presentations Self-evaluation activity for class engagement
Week 10 March 23	Student presentations Self-evaluation activity for class engagement
Week 11 March 30	Student presentations Self-evaluation activity for class engagement
Week 12 April 6	No class – Easter Monday
Week 13 April 13	Student presentations Final self-evaluation for class engagement due

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 business hours.

GUIDELINES FOR PROFESSIONAL COMMUNICATION

You are a social work practitioner during our time together. Accordingly, you are expected to practice professional communication in all interactions with the instructor and your peers. Whether it's email or another form of communication, please address others in the same way you would professionally address clients and colleagues in the workplace.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

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

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignment 1: Intentional Reflection on Practicum Learning Experiences: Integrating Theory and Practice (ITP Loop) Weight 60% – January 26, February 23, March 9.

Aligned Course Learning Outcomes: All

Assignment Description:

This assignment aims to foster critical, reflective, and collaborative social work practice. The ITP Loop includes the following phases: retrieval (recollecting a practicum situation), reflection, linkage, and professional response. By deconstructing a situation from the workplace into specific parts, we can analyze and articulate how we approach social work and the various elements of listening, feeling, thinking, and acting.

You will apply the ITP Loop (see steps below) to three different practicum experiences. The submissions should include the following sections:

1. **Retrieval:** Recall salient facts from a recent practice experience. **There are three ITP Loop submissions due for this assignment; please include one for micro practice, one for meso practice, and one for macro practice. (The order you submit each type is up to you.)** Briefly describe a significant practicum experience in one or two paragraphs, using the first person to narrate. Include details such as interactions with others, connections between present and past experiences, feelings, and meaning-making processes. As relevant, incorporate intellectual, spiritual, social, physical, and aesthetic dimensions.
2. **Reflections:** Examine your thoughts and feelings about the situation. Focus on subjective beliefs, attitudes, personal experiences, and cultural worldviews that influenced your interaction.
3. **Linkage:** Identify your key actions and explain your rationale. Which practice models, practice wisdom, learned techniques or skills did you consider or utilize?

4. **Professional Response:** Assess whether your response was deliberate or intuitive, based on reflection and linkage. Evaluate the effectiveness, appropriateness, and sufficiency of your response. What alternative actions could you have taken? How might those actions have impacted your work? What insights did you gain regarding social work practice?
5. **Questions to Peers:** Formulate 1-3 questions for your peers about this experience. Summarize the insights gained about your practice from the peer consultation.
6. **Providing Feedback to Others:** You will develop and share your ITP Loops in class. Once the above five steps are drafted, you will work in small groups to provide constructive, supportive, and resourceful consultation and feedback to peers.
7. **Submission:** You will submit a copy of each ITP Loop, including a summary of your peers' feedback, via D2L Dropbox within one week after the end of class.

Assessment Criteria:

ITP Loops will be assessed based on the clarity and depth of linkages between theory and practice, evidence of critical thinking, the quality of questions posed to peers, clarity of communication, and participation in all aspects of the process (writing, consultation, providing feedback, and summarizing feedback received).

Assignment 2: Engagement in Class – Learner Self-Evaluation (Weight 15%) April 13.

Aligned Course Learning Outcomes: All

Assignment Description:

Each week's class will close with an activity to support students' participation in the course and to engage with what we are learning together. Each activity will ask you to briefly consider the readings and discussions from that day and share your thoughts and feedback. To help engage with other worldviews and ways of knowing, some activities will include arts-based approaches rather than written responses. In addition to demonstrating how you are engaging with and reflecting on the course material and our time together, this assignment will also help provide ongoing feedback to the instructor so that class can be adapted to students' needs and interests.

Assessment Criteria:

Weekly instructions for how to complete each activity will be provided in class and on D2L. At the end of the semester – and in service of practicing your ability to self-assess – you will be asked to grade yourself on the way you completed the activities. Note: The instructor reserves the right to adjust grades up/down. Downward adjustment *may* occur in situations where students have not:

- submitted every week's activity
- demonstrated active participation during class time
- demonstrated an engagement with readings and other course materials

A rubric for the above process will also be posted on D2L.

Assignment 3: Personal Practice Presentation (Weight 25%) – In class on March 23, 30, April 13.

Aligned Course Learning Outcomes: All

Assignment Description:

Drawing upon insights gained throughout the BSW program, students will create a “living” illustration of their personal approach to social work practice, reflecting their individual practice framework and self-reflection. Creativity is encouraged, and it is also recommended that you approach this assignment in ways that will support future job search/interview processes. Please highlight your beliefs about your role as a social worker in relation to clients, community, and self while also including relevant strengths, hopes, resilience, and self-care practices. Each student will have 15 minutes for presentation/engagement with the class.

Assessment Criteria:

This assignment will be evaluated based on the demonstration of critical thought, personal growth and self-awareness, understanding of the path to reconciliation with Indigenous peoples in social work practice, integration of social work concepts, creativity, thoughtfulness, refinement, and class engagement. The presentation schedule will be confirmed on March 9, and participation marks will be awarded for both presentation and class engagement. A more detailed rubric will be posted on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

If missing a class, please contact the instructor to make arrangements that will help ensure you can still complete that day’s activity for Assignment 2.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format and should have a filename as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on each 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.

MISSED OR LATE ASSIGNMENTS

- A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date.
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction of 5% per day – including weekends and holidays.
- Make-up assignments are subject to the discretion of the instructor.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills, which include surface correctness (grammar, punctuation, sentence structure, etc.) as well as general clarity and organization. Sources used must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the [Student Success Centre](#).

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.

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Students may use generative AI tools throughout this course to enhance their learning in any course learning activities, assignments, and assessments. You are responsible for citing and referencing all work generated by AI tools, and any AI-generated content must be accompanied by an appendix with the prompt(s) used. The instructor may take your use of AI into account during grading. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to [Academic Misconduct](#) procedures.

GRADING

A student's final grade for the course is the sum of the separate assignments. If decimal points are used, final grades will be rounded up.

It is not necessary to pass each assignment separately to pass the course.

The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50

CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.	

COURSE EXPERIENCE FEEDBACK

At the close of each term, students are encouraged to provide feedback on the experience in their courses, including their instructors, through university-wide online surveys. They will receive an email from [UCalgary Course Experience Surveys](#) with direct links to their current course surveys, or they can access within the D2L course shell. Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the [University of Calgary Code of Conduct](#), the [Alberta College of Social Work Standards of Practice \(2023\)](#) and the [Canadian Association of Social Workers Code of Ethics \(2024\)](#).

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](#). They 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 behaviours in class, including evaluations of teaching and learning, that are consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2024) and the [Alberta College of Social Work Standards of Practice](#) (2023).

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

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#).

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course 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