



Course & Session Number	SOWK 411 S06	Classroom	Online
Course Name	Integrative Seminar I		
Day(s) & Time	Synchronous Zoom sessions on: Friday mornings 9:00-11:00 AM		
Instructor	Jody Francis Serena Visser		
U of C E-mail	jody.francis@ucalgary.ca	U of C Phone	Please contact instructors via email.

SYLLABUS STATEMENT

Integration of theory and practice within the context of the field practicum.

COURSE DESCRIPTION

Through in-class discussions, reflective writing, lecture, and supplemental readings, this course will facilitate students' integration of prior learning into their practicum experiences. Students will enrich classroom learning by participating in both small and large group collaborative discussions about professional issues, practice situations, and ethical dilemmas. Students are encouraged to integrate knowledge and skills from generalist practice frameworks into their own developing practice framework. This will be done by critically reflecting on their practicum experiences. reflexivity

Emphasis will be placed on integrating social work practice methods with personal and professional development. Students will be expected to:

- Present and discuss practice experiences from their field placement settings using knowledge about social work theory and practice
- Critically reflect upon practice experiences
- Engage in a collaborative learning process
- Demonstrate competence in their ability to identify, apply, critique and evaluate theories and conceptual frameworks while in their practice setting
- Maintain confidentiality within both their practicum and classroom spaces

Co-requisite: SOWK 410

COURSE LEARNING OUTCOMES

1. Critically reflect on the self they bring to social work practice;
2. Identify, apply, and reflect on their developing social work knowledge, values, and skills in the areas of generalist practice, reflective practice, competence with diversity, social policy and social justice, and professional identity;
3. Demonstrate beginning social work practice skills in the areas of engagement, assessment, planning, implementation/intervention, evaluation, and termination within the particular area(s), population(s) or context of their practicum;
4. Critically assess social work practice experiences through self reflection, peer review, constructive feedback and consultation;
5. Examine, critically reflect on and discuss the applications of theory in practice and the suitability of various practice methods to particular contexts, populations, or practice situations;
6. Consider and apply the CASW Code of Ethics in their social work practice and discussions.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook for this course. Instead, required resources are both listed below and found within the course D2L site via the Reading List Tool. Additionally, students are required to access (purchase, borrow, etc.) a book for the first assignment—please read the assignment description below for more information.

Required Resources:

Adichi, C.N., (2009). *The danger of a single story* [Video]. TEDGlobal.

https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

Body, A. (n.d.). Theories used in social work practice. *Socialworkdegree.net*.

<https://www.socialworkdegree.net/theories-used-in-social-work-practice/>

Boyle, G. (2012). Compassion and kinship [Video]. TEDxConejo 2012.

<https://www.youtube.com/watch?v=ipR0kWt1Fkc>

Cree, V.E., Jain, S. & Hillen, P. (2014). The challenge of measuring effectiveness in social work: A case study of an evaluation of a drug and alcohol referral service in Scotland. *British Journal of Social Work*, 46(1), pp. 277-293. 10.1093/bjsw/bcu118

DecisionSkills. (n.d.). *SMART goals: quick overview*. <https://www.youtube.com/watch?v=1-SvuFIQjK8>

Graveline, F.J. (1998). Interconnectedness: Our spiritual truth. In *Circle works: Transforming eurocentric consciousness* (pp. 55-69). Fernwood Publishing.

Leslie, M. (2016). *Ending client relationships* [Video]. Canadian Association of Social Workers. <https://youtu.be/kAXli6c2lHk>

Lonczak, H. S. (2021, 05 28). *How to build rapport with clients: 18 examples and questions*. . Positive Psychology. <https://positivepsychology.com/rapport-building/>

Maclean, S. (2020). *What? Why? How? A simple framework for social work practice* [Video]. <https://www.youtube.com/watch?v=1YD8rdKq0Uk>

Miley, K. K., O'Melia, M., & Dubois, B. (2004). Framing solutions. In *Generalist social work practice: An empowering approach* (pp. 279-307). Pearson Education Inc.

Nosowka, G., & Fox, J. (Hosts). (n.d.). *Social work evaluation* (Series 2, 9a) [Audio podcast episode]. Helpful Social Work. <https://www.helpfulsocialwork.com/9a-social-work-evaluation/>

Payne, M. (2020). Assessment. In *How to use social work theory in practice: An essential guide* (pp. 19-28). Policy Press.

Project Implicit. (2011). *Implicit association tests*. <https://implicit.harvard.edu/implicit/selectatest.html>

Social Work Guide. (2020, December 2). Theories used in social work. (M. Russiano, Ed.). *Social Work Guide*. <https://www.socialworkguide.org/resources/theories-used-in-social-work/>

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 411 is on practice; that is, social work in action. Because students are expected to apply knowledge, skills and values to specific situations, this course can be related to all other BSW courses. The seminar is taken concurrently with, and is directly linked to, the Practicum I: Introductory field practicum (SOWK 410).

CLASS SCHEDULE – Subject to change

Synchronous classes take place Friday mornings via Zoom between 9:00-11:00am. Asynchronous activities are to be done whenever convenient for

Jody's classroom: <https://ucalgary.zoom.us/j/99882705420> (Pippin)

Serena's classroom: <https://ucalgary.zoom.us/j/91850490735> (Molly)

Large group classroom: <https://ucalgary.zoom.us/j/97131986949> (SARBSW)

Date/Format	Required Preparation	Plan
September 10 <i>Large group</i>	-come curious 😊	Why does this course matter? Questions we'll be exploring together How will we get there? How we'll support each other to do so
September 17 <i>Large Group</i>	-read Graveline (1998) p. 55-79: self in relation -do spiral activity (in D2L)	The "story" of a good social worker: self in relation
September 24 <i>Large Group</i>	-watch lecture: "Approach, theory, model, method"	How do we integrate practice and theory? ITP Loop for feedback – done in class
October 1 <i>Small Groups</i>	-prepare ITP Loop for class	Checking in ITP Loop
October 8 <i>Small Groups</i>	-read vignette (in D2L) -watch "Compassion and kinship" by Father Gregory Boyle -read "How to build rapport with clients" by Heather Lonczak	Engagement
October 15 <i>Small Groups</i>	-read Payne (2020) p. 19-27 -watch "The danger of a single story" by Chimamanda Ngozi Adichie -watch lecture: "Assessment in social work practice" -prepare ITP Loop for class	Assessment activity: BASIC and the importance of context ITP Loop
October 22 <i>Small Groups</i>	-watch lecture "Planning in social work practice" -watch "SMART goals" by DescisionSkills -read Miley, O'Melia & Dubois (2004) pp. 279-307	Formative feedback: The course thus far Planning
October 29 <i>Small Groups</i>	-watch lecture: "Intervention" -prepare ITP Loop for class -watch "What, why, how: a simple framework for social work practice" by Siobhan Maclean -read "Theories used in social work practice" by Body and Social work Guide	Implementation/Intervention discussion ITP Loop
November 5 <i>Small Groups</i>	-listen to "Social Work Evaluation" by Gerry Nosowka & Jo Fox -read Cree, Jain, & Hillen (2014)	Evaluation: design an evaluation process
November 12	No class – Term break	
November 19 <i>Small Groups</i>	-watch "Ending client relationships" by Mary Leslie. -prepare ITP Loop for class	Termination discussion ITP Loop

November 26 <i>Large Group</i>	-take two IATs (Implicit Association Tests): https://implicit.harvard.edu/implicit/selectatest.html -gifts and biases – mapping activity (D2L)	How do you do these things in an authentic way?
December 3 <i>Large Group</i>	-1-2 pieces of advice for next 410 cohort	Final Class: Where have we been? Where to from here?

Please note important dates for Fall 2021

- Block Week: Monday, August 30 to Friday, September 3, 2021
- Labour Day, Monday, September 6, 2021
- Start of Classes: Tuesday, September 7, 2021
- National Day of Truth and Reconciliation: Thursday, September 30, 2021 (no classes)
- Thanksgiving Day: Monday, October 11, 2021
- Remembrance Day: Thursday, November 11, 2021
- Term Break: No classes from Sunday, November 7 to Saturday, November 13, 2021
- Last Day of Classes: Thursday, December 9, 2021
- End of Term: Friday, December 24, 2021
- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

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 (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. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

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: Book Talk (30%) – Selections due September 17; video/audio submissions due by 11:59 pm November 7, 2021.

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

Assignment Description: This assignment is intended to invite focused reflection on the self students are bringing to practice. Each student will select a resource (book, report, podcast series) from the provided list (available on D2L). As this decision is made, students are encouraged to choose a resource from the list that speaks to a personal or professional growth edge. Students will advise their instructors of their choice via email by September 17th.

After reading and reflecting on the resource, students will prepare a book talk for video or audio submission. The book talk should be 8-10 minutes in length (really - no longer than 10 minutes!) and address the following questions:

- What is this resource about? (This section should be kept to no more than 2 minutes).
- For whom, or in what situations, would this resource be useful?
- In your experience, how does the resource connect (or not) with the theory and practices of social work?
- How did/will your practice change because of interacting with this resource?

Assessment Criteria: Book talks will be assessed for their adherence to and accomplishment of the assignment criteria, evidence of critical thinking and reflection, clarity of communication. Please see rubric in D2L for further information.

Assignment 2: Integration of Theory and Practice (ITP) Loops (40 %, or 10% each) – Due by 11:59 pm Oct. 1, 15, 29, & Nov. 19.

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

Assignment Description: The intent of this assignment is to engage in reflective, collaborative social work practice using a combination of the ITP Loop and Peer Consultation. The ITP Loop is a model that allows social workers to deconstruct their practice and break it down into its component parts. At first glance, our practice appears holistic and intuitive, but it can be unraveled and articulated with much greater detail. Practice itself is a combination of listening, feeling, thinking, and acting in which all these

processes occur simultaneously. The ITP loop allows us to take a closer look at these processes with the goal of integrating social work theory and the field education experience.

The ITP Loop consists of the following phases: retrieval (remembering a practicum situation), reflection, linkage and professional response.

Over the semester, each student will engage in this in-class exercise five times (four of which are graded).

Step 1: ITP Loop Process and Write-up

Students will apply the ITP loop (see steps below) to a practicum experience and submit it to the instructor via D2L. The submission should be made up of the following sections:

1. *Retrieval* - Recall salient facts of a recent practice experience. In a paragraph or two, briefly describe a significant experience that has taken place in your practicum setting. In telling the story, position yourself as the author using the first person. Things to share may include: interactions with significant others, links between present and past experiences, feelings, ideas or meaning making that occurred. As relevant, include the intellectual, spiritual, social, physical, and aesthetic dimensions in the telling of the story.
2. *Reflections* - Recall your thoughts and feelings about the situation. Focus on the subjective beliefs and attitudes, personal experiences, and cultural world views that are relevant to the situation. Identify how these factors influenced your interaction.
3. *Linkage* - Identify the key actions you took and explain how you chose those actions. Which practice models, practice wisdom, learned techniques or skills did you consider/use?
4. *Professional Response* – consider whether your response was selected through deliberate or intuitive use of reflection and linkage. Do you feel that your response was effective, appropriate, or sufficient? What could you have done differently? How may that have impacted your work? What did you learn about social work practice?
5. *Questions to Peers* – What 1-3 questions do you have for your peers about this practice experience? What did you learn about your practice from the peer consultation?

Step 2: Providing Feedback to Others

In class, students will be asked to share their ITP loops in a small group. Students are expected to offer helpful, supportive, and resourceful consultation and feedback to their peers.

Students are to submit a copy of the ITP loop to the seminar instructor via D2L by the evening of October 1, 15, 29, and November 19.

Assessment Criteria: ITP Loops are assessed on the linkages made and explained between theory and practice, evidence of critical thinking, quality of questions asked of peers, clarity of communication, and participation in the entirety of the process (i.e., writing, consultation, providing feedback, and write up of feedback received). The first loop done on September 24th will receive feedback from instructors but

is not graded.

Assignment 3: Personal Practice Framework (30%) – Due by 11:59 pm December 10, 2021.

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

Assignment Description: The intent of this assignment is for students to develop a personal practice framework that can guide their emerging social work practice. The practice framework should include a discussion of student’s current approach to social work practice, their learnings during the semester, and reference to established social work models and perspectives. Students are invited to draw from the ITP loop process, class discussions, and practicum experiences. This piece of work may describe student’s professional development in areas such as awareness of self; worldview; practice approaches, methods, theories, and perspective; professional ethics and values; social justice; diversity; and/or generalist practice on which they currently ground their social work practice. It is expected that students will utilize at least 3 resource materials to support their discussion of these points.

Assessment Criteria: This assignment should be 5-7 pages in length, double-spaced, and single-sided. It will be assessed on the student’s demonstration of critical thought, evidence of reflexivity, understanding of the models and perspectives important to their social work practice, self-awareness, and personal growth. As well, the selection and integration of resource materials, clarity of communication, and adherence to APA 7 standards will also be evaluated. Please see the rubric in D2L for more details.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

As a seminar class, SOWK 411 is a much more enriching and useful experience when students are present and engaged in discussion and activity together. While participation is not graded directly, students not attending in class portions of assignments will not receive full marks as the fulsomeness of the group experience cannot be reflected.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word 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. To avoid this eventuality, please contact your instructor prior to the due date to make other arrangements.

EXPECTATIONS FOR WRITING

Social workers are required to communicate professionally in writing. As such, 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.

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

Students are welcome to discuss the process and content of the course at any time with the instructor. As well, formative feedback will be sought half-way through the semester. Finally, student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.

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 Calendar
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

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). Both can be found online at:
<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. 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. The full policy on Student Accommodations is available <https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

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 (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) 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 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. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> 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