

<b>Course Number</b>	<b>SOWK 413 S07 S08</b>	<b>Classroom</b>	Online
<b>Course Name</b>	<b>Integrative Seminar II</b>		
<b>Day(s) &amp; Time</b>	Zoom sessions on Fridays 0900-1100. External supervision 1100-1200.		
<b>Instructor</b>	<b>Carly-Ann Haney Serena Visser</b>		
<b>U of C E-mail</b>	<a href="mailto:camhaney@ucalgary.ca">camhaney@ucalgary.ca</a> <a href="mailto:serena.visser@ucalgary.ca">serena.visser@ucalgary.ca</a>	<b>Phone</b>	<b>Please contact instructors via email</b>

#### SYLLABUS STATEMENT

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

#### COURSE DESCRIPTION

This course provides students with an opportunity to integrate theory and practice – that is, to link 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: present and discuss practice experiences from their field placement settings using knowledge about various aspects of social work theory and practice; critically reflect upon their own and others' practice experiences; engage in a collaborative learning process; and demonstrate competence in their ability to identify, apply, critique, and evaluate theories and conceptual frameworks while in their practice setting.

Students will 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.

Course Hours: 3 units

Prerequisite(s): All required 300 level Social Work courses. University Transfer Route: Social Work 410 and 411.

## **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 in the areas of generalist practice, reflective practice, competence with diversity, social policy and social justice, and professional identity/ethics.
2. Critically assess social work practice experiences through reflection, peer review, construction, and consultation.
3. Have an enhanced ability to identify linkages between personal experiences and the impacts and effects of social structures, and to act appropriately in relation to these insights.
4. Examine, critically reflect on, and discuss the applications of theory in practice and the suitability of various practice methods.
5. Demonstrate entry-level social work intervention/response skills in specific areas of focus.
6. Consider and apply the CASW Code of Ethics in their social work practice and discussions.
7. Actively participate in class discussions and work collaboratively and collectively with other students in furthering learning and professional development.

## **LEARNING RESOURCES**

### **REQUIRED TEXTBOOKS AND/OR READINGS**

There is no required textbook. Links to required readings will be posted in D2L.

### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

#### **Web Delivery**

This course is entirely web-based, delivered through Desire2Learn (D2L) and Zoom Meeting platforms.

#### **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.

#### **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 have the opportunity to 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.

### 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 taken in conjunction with and is directly linked to Practicum II (SOWK 412).

### CLASS SCHEDULE

Date	Content	Format	Asynchronous activities (to be completed before the next class)
Jan 15	Orientation, intros, hopes and fears	Together	
Jan 22	ITP Loop for feedback	Sections	Resource sharing
Jan 29	ITP Loop 1	Sections	View video (Serena)
Feb 5	Case study 1	Together	Theory affinity
Feb 12	ITP Loop 2	Sections	Theory resistant
Feb 19	Reading days	<i>No class</i>	
Feb 26	ITP Loop 3	Sections	View video (Carly-Ann)
Mar 5	Case study 2	Together	Resource sharing
Mar 12	ITP Loop 4	Sections	Review ethical model
Mar 19	Ethical dilemma	Together	Prep for presentations
Mar 26	Presentations		
April 2	Good Friday	<i>No Class</i>	
April 9	Presentations		

### ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

#### **EQUITY, DIVERSITY AND INCLUSION**

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

#### **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). 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.

### **MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING**

The instructor may use 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: Course Participation- Ongoing (30%)**

#### **Aligned Course Level Outcomes: 1, 2, 3, 6, 7**

The participation grade awards you marks for your dedication to being an active learner in the different components of the course. The participation grade will be allocated based on the following elements:

Your ongoing participation in the Zoom sessions. Zoom session attendance is mandatory and you are encouraged to participate fully by sharing new ideas, giving feedback and raising issues as they relate to your field experience. Participation may also include facilitating or co-facilitating small group collegial discussions during Zoom sessions.

Your completion, participation, and active reflection in asynchronous activities. Each week there is an asynchronous activity to complete.

Grading criteria will be provided in D2L.

### **Assignment 2: Integration of Theory and Practice (ITP) Loops – Weight 40%**

(5 ITP Loops; the first is for feedback only, the final 4 are worth 10% each)

Due: January 22 (for instructor feedback, not graded), January 29, February 12, February 26, and March 12.

### **Aligned Course Learning Outcome: 1, 2, 3, 4, 5, 6, 7**

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.

Step 1: ITP Loop Process and Write-up Students will apply the ITP loop (see steps below) to a practicum experience and submit a copy to the appropriate dropbox. The submission should be made up of the following sections. Please use the worksheet posted to D2L. It is recommended to complete the ITP loop prior to class.

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 their ITP loop, including a summary of their peers' feedback, to the seminar instructor via dropbox by the end of the seminar day at 11:59pm MST. Students who are unable to participate in the peer consultation portion in class can achieve a maximum of 8/10 for their ITP Loop write up.

### **Assignment 3: Personal Practice Identity (30%)**

Due March 26<sup>th</sup> or April 9<sup>th</sup> (Dates to be drawn/randomized in class)

## **Aligned Course Level Outcomes: 1, 3, 4, 5, 6**

Students are expected to locate themselves in social work practice either through creative expression (Infographic or visual representation) **or** via a short paper which is 6 pages in length. It is important to remember that what is unique about a social work practice framework is that it includes a micro level systems analysis as well as attention to the dynamic and changing social environment and how you influence your practice with your personal context and application of experience and values. Your assignment will highlight what has contributed to your professional identity up to this point and identify directions for future growth and learning. Students will be given 10 minutes for presenting their assignment in class. Grading criteria will be provided in D2L.

Students will include:

- Sources informing your practice (theories, frameworks, approaches, literature, experience)
- Your social location and identity in practice
- Emerging strengths for practice and the gifts you offer to the profession
- Directions for future learning or practice (e.g., skills, topics, approaches, opportunities, further education or professional training)
- Strategies for continually improving and reflecting on your practice

Students will reflect on and respond to the following question:

- How did the classroom and practice learning from your BSW program influence the emerging social worker you are now?

### **Paper**

- In a word document, integrate the components outlined above in 6 double spaced pages. Submit this via Dropbox or as an attachment in D2L.
- Summarize your paper using a word cloud and post to the D2L discussion board: <http://www.edwordle.net>

**or**

### **Visual representation**

- Utilizing your own creativity or a technology-based design program, symbolize the above noted points in a webpage, infographic or consult with your instructor for other visual representations.
- Post the final visual representation on the D2L discussion board. Some free resources to utilize: [www.canva.com](http://www.canva.com) or [www.wix.com](http://www.wix.com) and these how to resources <https://visme.co/blog/how-to-make-an-infographic/> and <https://www.youtube.com/watch?v=nShmwzh879g>

<b>ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION</b>
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**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 must miss a class may make up the participation through a make-up activity assigned by the instructor.

**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 ITP Loop 3). 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**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Please contact your instructor before the due date to discuss.

**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 **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**

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.

### **ADDITIONAL SUGGESTED READINGS**

Additional readings can be found in D2L.



## 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/](http://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 at <http://www.ucalgary.ca/policies/files/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://www.ucalgary.ca/policies/files/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 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/policies/files/policies/sexual-violence-policy.pdf>

### **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**
- **Safewalk (Lethbridge); 403-380-1888**