Winter 2022

Course & Session Number	SOWK 413 S07	Classroom	Online
Course Name	Integrative Seminar II		
Day(s) & Time	Zoom sessions on Fridays from 9:00 a.m. - 11:50 a.m. See Class Schedule for specific dates and details		
Instructor	Linda Fehr, PhD, MSW, RSW	Office Hours	Appointments available upon request
UCalgary E-mail	fehr@ucalgary.ca	UCalgary Phone	403-329-2795
Instructor	Jody Francis, MSW, RSW	Office Hours	Appointments available upon request
UCalgary E-mail	jody.francis@ucalgary.ca	UCalgary Phone	587-370-7339

EQUITY, DIVERSITY, INCLUSION, RECONCILIATION AND ANTI-RACISM

The Faculty of Social Work (FSW) is committed to anti-racist social work education and practice and 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 the historic and ongoing effects of racism, systemic inequities and compounded disadvantages due to the intersection of social locations, particularly for members of racialized, Indigenous, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour, and integrate diverse perspectives, experiences, and strengths into our work. See the faculty's Statement 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, theories and skills with practicum experiences, developing conceptual frameworks of practice.

COURSE DESCRIPTION

This course is designed to facilitate the integration and transfer of knowledge, values and skills derived from other BSW courses, past experiences and within field placements. Students will be expected to demonstrate their ability to identify, apply, critique, and evaluate social work practice methods and conceptual frameworks while in a practice setting. The intent of the course is also to provide 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 critically reflect upon their own practice experience and engage in a collaborative learning process. This course is taken concurrently with SOWK 412: Practicum II.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions**.**

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;
2. Critically assess social work practice experiences through reflection, peer review, constructive feedback, and consultation;
3. Identify the connections between personal experiences and structural issues in practices, and to engage in anti-oppressive practice and social action 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 area(s) of focus;
6. Consistently apply the CASW Code of Ethics (2005), CASW Guidelines for Ethical Practice (2005), and the ACSW Standards of Practice (2019) 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.
8. Create a respectful, open, and safe learning environment, which ensures that each student has a voice, and everyone is treated with respect and dignity.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook for this course. Links to supplemental reading materials and resources will be made available on the course D2L site. It is also expected that students will use their existing resources and access to the University of Calgary Library online resources and databases to support their learnings and coursework.

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 taken concurrently with and is directly linked to SOWK 412 – Practicum II.

CLASS SCHEDULE		
January 14	Together - Zoom	Orientation, course outlines, and course expectations
January 21	Together - Zoom	ITP loop
January 28 – February 3	D2L Learning Activity #1	Critical Thinking Activity This activity focuses on the importance of critical thinking in social work practice. The intent is for students to critically think about a practice situation of their choice from their practicum setting. -Directions and readings for this activity will be available in D2L. **-Post to the Critical Thinking Activity Discussion Forum by Thurs. Feb. 3**
February 4	Small groups - Zoom	ITP loop
February 11 - 17	D2L Learning Activity #2	Resource Sharing Activity This activity focuses on the sharing of community resources. The intent is for students to expand their knowledge of community resources. -Directions and readings for this activity will be available in D2L. **-Post to the Resource Sharing Activity Discussion Forum by Thurs. Feb. 17**
February 18	Together - Zoom	ITP loop
February 25	No class- Term break	---
March 4	Small groups - Zoom	ITP loop
March 11-17	D2L Learning Activity #3	Social Justice Activity This activity focuses on the importance of social justice in social work practice. The intent is for students to contribute to their anti-racism and anti-oppressive social work practice within the context of their practicum setting. -Directions and readings for this activity will be available in D2L.

		-Post to the Social Justice Activity Discussion Forum by Thurs. March 17
March 18	Together - Zoom	ITP loop
March 25	No class - Poster Presentation Preparation	---
April 1	Together - Zoom	Poster Presentations
April 8	Together - Zoom	Poster Presentations

Please note important dates for Winter 2022

- o Add/Drop/Swap and Withdraw deadlines: Check the Student Centre
- o Block Week: Monday – Friday, January 3 – 7, 2022
- o Start of Classes: Monday, January 10, 2022
- o Term Break, no classes: Sunday – Saturday, February 20 – 26, 2022
- o End of Classes: Tuesday, April 12, 2022
- o End of Term: Friday, April 29, 2022
- o Alberta Family Day, no classes: Monday, February 21, 2022
- o Good Friday, no classes: Friday, April 15, 2022
- o Easter Monday, no classes, Monday, April 18, 2022

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. 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.

Assignment 1: Integration of Theory and Practice (ITP) Loops
Weight 50% (5 ITP Loops - 10% each)
Due: Jan. 21, Feb. 4, Feb. 18, Mar. 4, & Mar. 18
Assigned Course Learning Outcome: 1,2,3,4,5,6,7,8

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.

ITP LOOP PROCESS
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 completed copy to the instructor in the D2L Dropbox. The submission should be made up of the following sections (see the word document format):

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

During 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.

Grades will be deducted (beginning at an 8 out of 10) for a student's inability to complete the process

which includes both handing in the ITP Loop write-up and participation during the in-class small group discussions.

Students are to submit their completed ITP Loops for grading to the D2L Dropbox at the end of the seminar classes.

Assignment 2: D2L Learning Activities
Weight 15% (3 modules- 5% each)
Due: Feb. 3, Feb. 17, & Mar. 17
Assigned Course Learning Outcome: 1,2,3,4,5,6,7,8

Active participation is an important component in this collaborative course. Students are expected to demonstrate active participation by engaging in all aspects of the D2L learning activities. Discussion forum postings should be timely, offer high quality, well thought out, and articulate responses and replies, and provide resources that are relevant, available, and accessible. All resource and reference materials must be clearly cited and a referenced in APA 7th edition.

Assignment 3: Professional Practice Poster Presentation
Weight 35% (30% Poster Presentation & 5% Participation
Due: April 1 & April 8
 Assigned Course Learning Outcome: 1,2,3,4,5,6,7,8

Incorporating insights gained throughout the BSW program, create a "living" illustration of your personal approach to social work practice inspired by your own practice framework and self-reflection. This will be presented in a creative way in the form of a "poster" and class presentation.

The poster, which can be either a digital (1 slide) or paper poster (which can be shared on Zoom), will highlight your beliefs about yourself as a practicing social worker in relation to your clients, community, and self. It will also highlight your strengths, hopes, resiliencies, and self-care practices.

This assignment will be evaluated 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.

 Each student will have **10 minutes** of class time to present their poster.

Schedule of presentations will be arranged, and participation marks will be given for both presentation and peer feedback.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS
Students are expected to attend the instructional Zoom sessions and to be fully present and engaged in class activities and discussions. A rich exchange of ideas is a key element of the learning process in this class. It is expected that students will prepare in advance for each class and participate in all learning processes through thoughtful, respectful contributions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS
All assignments are to be submitted electronically at or before the date and time as specified in the course outline. If no time is stipulated, assignments are due before midnight on their due date. Please

note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS
Grades are deducted for late submissions (one grade level per day will be deducted e.g. B to B-) unless otherwise specified in the course outline and without an extension being granted by the instructor. It is the student's responsibility to request an extension from the instructor should you require more time and offer an alternate due date and time for the instructor's consideration.

EXPECTATIONS FOR WRITING
All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 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

WRITING SUPPORT SERVICES
The University of Lethbridge Writing Centre is located in the Library and provides individual consultations with trained academic writing instructors and tutors to all students at the University of Lethbridge from all disciplines. There is no charge for this instruction, and the Writing Centre is happy to assist students at all stages of the writing process and levels of proficiency. For more information: https://www.uleth.ca/artsci/academic-writing/writing-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: http://www.ucalgary.ca/pubs/calendar/current/k.html

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 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 who use materials protected by copyright are expected to comply with 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 https://www.ucalgary.ca/pubs/calendar/current/k.html.

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

BUILDING EVACUATIONS
When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs, and proceed to the Assembly Points posted on campus. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to get acquainted with the U of L Emergency website:
https://www.uleth.ca/campus-safety/emergency-evacuation-plan

UNIVERSITY OF LETHBRIDGE SAFEWALK (403) 380-1888 OR (403) 329-2345.
For more information – https://www.uleth.ca/security/content/safe-walk"
https://www.uleth.ca/security/content/safe-walk

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