Winter 2023

Course & Session Number	SOWK 413 S07 S08	Classroom	D610 & D632
Course Name	Integrative Seminar II		
Dates and Time	Start of Classes: January 12, 2023 End of Classes: March 31, 2023 Dates and Time: In-person instruction (Fridays 9:00-11:50am) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Lorraine Letkemann Associate Professor (Teaching) Serena Visser, RCSW Assistant Professor (Teaching)	Office Hours	As requested and agreed upon.
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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,

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

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, 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, delivered in person, 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.
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. Links to recommended readings will be posted in D2L.

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

CLASS SCHEDULE

Important Dates for Winter 2023
- o Start of Term: Tuesday, January 3, 2023
- o End of Term: Friday, April 28, 2023
- o Fee Deadline: Friday, January 27, 2023
- o Alberta Family Day, no classes: Monday, February 20, 2023
- o Good Friday, no classes: Friday, April 7, 2023
- o Easter Monday, no classes: Monday, April 10, 2023
- o Term Break: Sunday, February 19 – Saturday, February 25, 2023

January 13	Introductions, course outlines, hopes and fears, getting to know Lorraine
January 20	Critical reflection # 1
January 27	Missing links: Essentials of professional practice
February 3	Critical reflection # 2
February 10	Missing links: Self in professional practice; partners for sticky situation assignment
February 17	Asynchronous preparation on stick situation assignment
February 24	Term Break – No class
March 3	Sticky situation discussions
March 6	Self-assessment due via dropbox by 11:59pm
March 10	Critical reflection # 3; determine order for final project presentations
March 17	Final project preparation
March 24	Final project presentations
March 31	Final project presentations
April 7	Good Friday – No class

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

As in-coming members of the professional social work community, students are expected to maintain confidentiality and collegiality within and between their practicum and seminar roles. Any concerns arising in either of these two roles are to be discussed with the student's field instructor and faculty liaison.

ASSESSMENT COMPONENTS

Assignment 1: Critical Reflection – Due January 20, February 3, & March 10 by 11:59pm. Weight 45%

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, 8

Assignment Description:

The intent of this assignment is to engage in critical, 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 hard or emailed copy to the instructor. 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 hard or emailed copy of their ITP loop, including a summary of their peers' feedback, to the seminar instructor at the end of class. Students who are unable to participate in the peer consultation portion in class can achieve a maximum of 13/15 for their ITP Loop write up.

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).

Assignment 2: Sticky Situation – Due March 3 in class; self assessment due March 6 by 11:59 pm. Weight 20%

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, 8

Assignment Description:

Working in pairs, students will develop (based on research or experience) a description of a "sticky situation" that social workers might encounter. The description of this challenging professional situation must include enough detail that listeners can grasp the complications, while presenting the information in a streamlined and effective way.

On March 3, each group will have 20 minutes to succinctly describe their sticky situation and lead a class discussion around how this situation could be approached, addressed, or solved. Students will consider

what resources might be relevant to their scenario (CASW Code of Ethics, Standards of Practice, consultation, ethical decision making tools) and ensure they are available for their discussion.

Assessment Criteria:

Students will hand in their assignment description, along with a self-assessment of their preparation, planning, and leading of the class discussion (template/example will be provided in D2L) by March 6. This, along with instructor observation, will make up the grade for this assignment.

Assignment 3: Personal Practice Presentation – In class March 24 & 31. Weight 35%
(30% Presentation & 5% Participation)

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, 8

Assignment Description:

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 "learning product" and class presentation. The learning product, which can be either digital or 3D, 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. Each student will have 15 minutes of class time to present.

Assessment Criteria:

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. Schedule of presentations will be arranged on March 10, 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 be fully present and engaged in each class activities and discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments either in class, or 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."

EXPECTATIONS FOR WRITING

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

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: http://www.ucalgary.ca/pubs/calendar/current/k.html

GRADING

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

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95 - 100
A	4.0	Excellent performance	95 – 100
A-	3.7	Approaching excellent performance	90 – 94
B+	3.3	Exceeding good performance	85 – 89
B	3.0	Good performance	80 – 84
B-	2.7	Approaching good performance	75 – 79
C+	2.3	Exceeding satisfactory performance	70 – 74
C	2.0	Satisfactory performance	65 – 69
C-	1.7	Approaching satisfactory performance	60 – 64
D+	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject	55 – 59

D	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	50 – 54
F	0.0	Failure. Did not meet course requirements	Below 50
CG		Credit Granted	
CR		Completed Requirements	

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's Code of Conduct.

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on Student Accommodations.

Research Ethics

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the Integrity and Conduct section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the Copyright Act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's Sexual and Gender-based Violence Policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the Registrar's website for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information