



Fall 2016/Winter 2017

Course Number:	SOWK 696 A & B - B05	Classroom:	PF 3208
Course Name:	Integrated Seminar - International and Community Development (ICD)		
Day & Time:	<p>Fall/Winter Wednesdays 2-4 PM. Practicum-related deliverables continue throughout the Spring-Summer terms.</p> <p>WITH THE EXCEPTION of September 14th Class will commence at 4 pm on that day in our regular classroom, followed by a Community Supper from 5:30 to 7:30PM in the student lounge. Please see detailed timeline for further information.</p>		

Instructor:	Liza Lorenzetti TA: Rita Dhungel	Office Hours:	Every second Wednesday (class days) 1:00 -2:00 & 4:00-5:00pm Or by appointment
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COURSE OUTLINE

Syllabus Statement

This course provides advanced level opportunities for development, integration, and reinforcement of competence related to SW practice in international and/or in domestic communities as well as fostering the acquisition of knowledge, critical thinking, values and skills relevant to the emerging conditions of international and North American communities.

Course Description

This is a full course intended to provide an opportunity to maximize integration and linkage between field and classroom learning. For students in International & Community Development (ICD) specialization, the seminar and field placement components of SOWK 696 are separated into distinct units.

Students complete the seminar component in the Fall-Winter terms and the field component over the following Spring-Summer. The purpose of this segmentation is to facilitate international placements, or local/Canadian settings allowing for a 13 week full time focus. An international field placement is distinguished not by location, but by its connection to international and community-oriented social and environmental agencies and their activities in the fields of social services, development, environmental sustainability, social policy, systemic advocacy and other related areas.

In the seminar component, students explore the range of possibilities for field placement, and identify prospective options on an individualized basis with the support of the faculty, the university, the profession, journey guides, program alumni and a network of non-governmental or voluntary organizations. The negotiation and confirmation of placement with the host organization as well as pre-departure briefing are also important elements of this course.

Students in ICD typically prepare an electronic portfolio for their capstone assignment. The seminars will include a focus on the concept of learning-integration as well as the refinement of an individualized professional orientation/framework in ways that can be meaningfully presented in the student's Capstone.

The course includes a total of 13 integrative seminars (2 hours each) and 2 meetings with Journey Guides (see Journey Guides overview on D2L) over the Fall and Winter terms. The field component is conducted during the Spring and Summer sessions but this varies to accommodate individualized placement requirements. "Domestic" international placements and with organizations that employ a macro change orientation/strategies in Calgary and area or elsewhere are also arranged.

The field placement comprises 525 hours of direct and indirect advanced international social work practice. Students may spend longer periods in the field depending upon the circumstances of the placement, the expectations of the host organization and the student's preferences.

INTERNATIONAL & COMMUNITY DEVELOPMENT FIELD PLACEMENT PROCESS:

Your practicum planning begins on the first day of Fall semester. This course ends when you have completed your practicum hours with your international or community field agency (summer of 2015). You may be credited up to 60 practicum hours for participation in the seminars, meetings with your Journey Guide and the process required to finalize your practicum.

Students are expected to be enrolled in the following core courses: SOWK 671, SOWK 699.21, SOWK 677 (C), SOWK 699.22 & SOWK 697.

Learning Objectives

By way of integration of content and co-learning in coursework throughout the ICD specialization, our seminar will seek learning-integration in a number of key areas. For a comprehensive overview of ICD integrative learning, please see D2L for the *ICD Integration Objectives*.

The core content learning objectives of this seminar are as follows:

- An enhanced capacity for self-analysis, reflexivity and interrelational reflexivity
- An enhanced ability to analyze of the concept and impact of intersectionality within local to global contexts
- A deepened understanding of the concepts and politics of liberation, democratization, ally work, solidarity and the social work role
- A critical assessment of development work and the social work role
- An understanding of politics, economics and social policy as the framework within which development occurs
- A greater appreciation for social work ethics, the International Federation of Social Work and the human rights and liberatory aspirations of the profession as they relate to macro practice
- Greater access and knowledge of community practice tools to be utilized in local to global contexts
- Experiential knowledge of mentorship relationships as an element of personal and professional growth
- Greater access to resources, contacts and networks related to the student's professional aspirations
- The ability to articulate a purpose, intent, goals and a detailed plan related to the ICD practicum experience
- The creation of a framework for the Capstone presentation, which occurs in August 2016.

This course is designed to reflect and adhere to the following MSW Program Level Learning Outcomes as outlined by the CASWE Core Learning Objectives for Accreditation Standards (2013) and the Faculty of Social Work, University of Calgary:

- ✓ Professional identity
- ✓ Values and ethics in professional practice
- ✓ Promote human rights and social justice
- ✓ Diversity
- ✓ Critical Thinking in Professional Practice

- ✓ Policy analysis and development
- ✓ Change

Relationship to Other Courses

Co-requisites: Theory and Methods I (SOWK 679) & II (SOWK 675).

Prior to undertaking the Advanced International Field Practicum should have successfully completed ALL of the courses associated with their MSW in the International and Community Development Specialization. Please see the Curriculum Plan: International Social Work Foundation and Specialization at http://fsw.ucalgary.ca/files/fsw/Curriculum_Fall%202012_2013_Curriculum%20Plan%20-%20MSW%20International.pdf The various core and a well-chosen elective course represent important opportunities for students to build the skill and knowledge base that is critical to a successful ICD practicum. Systematic reflection on the combination of courses and the field experience is the process that leads to a meeting the expectations of a portfolio or a case study.

Course Text(s)

Course readings and links will be posted on our D2L site.

Class Schedule – subject to modification

Month	Day	SEMINAR ORIENTATION/THEME	Methods
September	14	ICD Community Supper: Experiences, Exposure, Exchange! Meet and network with program instructors, alumni and mentors *This class takes place at an alternate time and location from regular seminar sessions. 4:00-5:00 Course outline and Review 5:30 – 7:30 Community Supper	Community gathering World café
September	21	<ul style="list-style-type: none"> • Self-location and Social Arrangements: reflexivity, power, accountability • Practicum philosophy, opportunities and contacts. • Introduction to Journey Guides and experiential learning opportunities. 	Popular education activities Overview of practicum map * Associated readings posted on D2L
October	5	Practica and Portfolios: Alumni guests Field Office <i>* Aspirations Assignment Due</i>	Presentation and Q & A with Former ICD Students & Field Office
October	19	Intersectionality & Interrogation of Power in Practice	Concepts Presentations Small Groups

		Statement of Intentions: 2 Minute Elevator Speech – Student Presentation	* Associated readings posted on D2L
November	2	Development Defined: Purpose and Challenges Intentions, Ethics, Integrity <i>* Matching of Journey Guides</i>	Guests Discussion Debate * Associated readings posted on D2L
November	16	Meeting with Journey Guides *No regular class this day. Students are asked to meet with their journey guides prior to the next class. Instructors will also be available for one-to-one consultations with students during class time.	One-to-one consultations with instructors (for those who are interested)
November	30	Knowledge sharing: Feedback from meeting with Guides Planning and Preparation (Placement & Capstone Q & A)	Small groups Q & A ICD Coordinator in attendance
January	11	Our Backyard: Local Issues and Macro Practice <i>*Confirm student presentation dates and format with instructor</i>	Guests * Associated readings posted on D2L
January	25	Participatory Action Research: A community tool	* Associated readings posted on D2L
February	8	International Issues and Macro Practice Logistics of International Placements: Travel, funding, IPT, risk management briefing, identities, and other considerations	Guests Risk management & Field Office
March	1	Social Network Theory & Community Development Logistics: Tools Repository Pre-Departure Briefing	Associated readings posted on D2L
March	TBD	Students Host World Café Skills Exchange with mentors and guides	N/A
March	15	Student Presentations	Student Presentations Alumni in attendance for support
March	29	Student Presentations	Student Presentations Alumni in attendance for support
April	12	Moving Forward: Analysis of action plan and capstone development Practicing Social Justice: Challenges in the Local and International Field	Individual and Group Activities *Using an adapted version of Naming the Moment
Mid-April	TBD	Wrap-Up Party and “Bon Voyage”	N/A

Assignments

A pass/fail grade will be assigned to the student at the conclusion of the practicum. The assignments of the seminar portion are NOT graded although they are core elements of the course. Feedback is provided to each student consistent with the expectations outlined below.

1. Aspirations: Due October 5th, 2016

Using a format chosen by the student (paper, audio, visual, electronic etc), present an integration of your thoughts and experiences in relation to the following questions:

- 1) Who am I?
- 2) What would I consider as my core values?
- 3) What are 2 or 3 experiences that have shaped my thinking?
- 4) What are my aspirations and goals with regards to my ICD program? (include practicum placement)
- 5) How does my social location, experiences and context shape or impact these goals?
- 6) How do I plan to implement my goals (including my practicum)
- 7) What questions do I have that I hope can be answered in the course of my ICD program?

*This is not a long or intensive assignment. The equivalent of 1-2 paragraphs (double spaced) is sufficient for each question. The intent of this assignment is to lay the groundwork upon which the key aspects of the program (Practicum, Integrative Learning and Capstone) can be further developed.

2. Statement of Intentions: 2 Minute Elevator Speech: Due October 19 2016

Prepare a two-minute presentation for the class, integrating the salient points described in your aspirations assignments. Focus your presentation on questions 4, 5 and 6 indicated in Assignment 1.

3. Class Presentation: Practicum and Portfolio Presentations: March 15 and 29 2017

Integrating content from this course, meetings with Journey Guides, personal aspirations and concrete planning, each student will make a 10 minute presentation that connects (1) personal aspirations, (2) practicum plans and (3) the development of portfolios to date. Presentation formats can vary.

4. World Café Skills Exchange: Due March 2017

Students will organize a World Café event and invite Guides and other community organizers to bring their CD tips, tools and experiences.

5. Practicum Proposal: Due: April 1, 2017 (DRAFT) April 15, 2017 (Final)

Prior to the commencement of your field practicum, the Proposal Form, which can be found on the IPT website, must be completed in full and approved by the course instructor. *Completion of risk management briefing and forms should be in place prior to departure.*

6. Learning Agreement and Related Paperwork

The learning agreement is an internal document and its purpose is entirely educational. It is designed to allow students, field instructors, and the FSW (through the faculty liaison) to articulate and agree on what the learning focus and educational goals of the practicum will be for the student, and in this way ensure that the practicum is focusing on and prioritizing learning that is consistent with the expectations (e.g., for skills, knowledge, values, etc.) of their degree and specialization, as well as the students' individual needs and interests. The Learning Agreement is composed of several parts and can be accessed through IPT:

1. Formal agreement between practicum agency and the university: Due prior to the commencement of practicum

2. Preliminary Impressions: Due approximately two weeks after the commencement of practicum.
3. Learning Agreement – due three weeks after commencement of practicum
4. Mid-term evaluation: Due approximately at practicum half-point
5. Final evaluation: Due at the completion of practicum hours
6. Timesheet and Supervision record: Due at the completion of practicum hours

The Learning Agreement is designed to: 1) specify the responsibilities of the student and the field instructor in the field placement; 2) to assist in the formulation of an individual educational plan; 3) to ensure that the student has appropriate opportunities to learn and demonstrate competence on each of the evaluation criteria identified on the student evaluation form. The student, field instructor and faculty field liaison share responsibility for completing the placement proposal and learning contract. The learning contract is to be negotiated, documented and signed by all parties. It should be reviewed as part of the evaluation and may be revised as need arises. The student, field instructor and the faculty field liaison shall keep copies of the placement proposal and learning contract.

The Learning Agreement should also contain the following additional information:

- An estimate of the average days per week and hours per day the student is planning to be in the field placement;
- Special arrangements, if any, for the student;
- Day, time, and methods of educational supervision;
- The number and type of case or project assignments the student is to be involved with over a specific period of time; and
- Documentation and recording procedures expected of the student.

Considerations:

- In the case of international practica, it can be difficult to find a field instructor who is a registered social worker. In these cases, the Faculty Liaison will act in the dual role of field instructor and faculty liaison.
- When there is concern about the progress or potential of a student to successfully complete the course, the student, field instructor and faculty liaison must all be informed and a remedial plan specified. All parties sign the midterm progress report.

IPT Online System for Completing Practicum and Evaluation Forms

The learning agreement and all other forms relating to the practicum, including practicum evaluation forms for, are available for students, field instructors and faculty liaisons to complete online through the IPT (Intern Placement Tracking) system. Go to: <http://www.runiptca.com>

IPT instructions and login information will be provided at the beginning of the term (e.g., during orientation or first class). Please contact Amy Fulton aefulton@ucalgary.ca if you do not receive this information. A detailed IPT instructions manual, as well as online tutorials (about 5 minutes each) on how

to use the IPT database, is also available at: <http://fsw.ucalgary.ca/practicum/database>

Recommended Readings

There are no required readings for this seminar; however, students are recommended to review the selected readings in the *SOWK 696 Suggested Reading List* posted on D2L. This document contains relevant books, journals, reports and weblinks. Certain readings have been selected to inform specific seminar topics.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she 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."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. Students are referred to the section on plagiarism in the University Calendar (www.ucalgary.ca/pubs/calendar/current/k-2.html) and are reminded that plagiarism is an extremely serious academic offence.

Grading

The University of Calgary Graduate Grading System will be used.

Grade	Grade Point	Description
A+	4.0	Outstanding
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter
A-	3.7	Very Good Performance
B+	3.3	Good Performance
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.

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.

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. Course instructor will ask for informal feedback throughout the seminar period.

Students are welcome to discuss the process and content of the course at any time with the instructor.

STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

SAFEWALK (403) 220-5333

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

IMPORTANT INFORMATION

The University of Calgary copyright policy has changed. It is the responsibility of each individual to ensure compliance with copyright regulations. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com). The Student Ombudsman's Office can be reached at the [U of C Student Services Website](#)

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar.