



Fall 2016

Course Number: SOWK 300 L01	Classroom: Online
Course Name: Approaches to Practice in Context Theme Course	
Day & Time: Online, Monday 6 pm OR 7:30 pm Mountain Time	

Instructor: Lun Li (Course Coordinator)	Office Hours: As arranged
Telephone: 587-889-7549	Email: lunli@ucalgary.ca (Response time is within 2 days)

COURSE OUTLINE

Syllabus Statement

Examination of the professional use of self in relation to the knowledge, values, and skills pertaining to the approaches of generalist social work practice in rural, remote, and Aboriginal communities.
Course Hours: 6 units; F(6-0)

Course Description

Through lectures, readings, group exercises and discussion, students are introduced to the core concepts of generalist social work practice within rural, remote, and Indigenous contexts. A series of modules address the challenges and skills of generalist practice. These modules include generalist practice, professional use of self, social work ethics, critical thinking and approaches in social work practice, rural, remote and northern communities, indigenous contexts and summary/integration. Students will have an opportunity to explore frameworks as well as history and challenges associated with generalist social work approaches in their own region.

Course Outcomes

By the end of the course the students will:

1. Articulate the conceptual elements of various social work theoretical approaches;
2. Identify the cultural assumptions and biases underlying generalist social work practice and critique its application in diverse contexts;
3. Develop an awareness and the ability to demonstrate professional use of self in generalist social work practice;
4. Demonstrate critical thinking in appraising various theoretical approaches to social work practice;
5. Develop critical awareness of how geographical, cultural and linguistic contexts influence professional social work identity;
6. Develop professional identities as practitioners whose professional goal is to facilitate collective welfare and well-being;
7. Acquire knowledge of legislation governing social work practice in Alberta, including the Health Professions Act, Code of Ethics, and Standards of Practice in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups;
8. Acquire skills to monitor and evaluate their own behaviours in relation to the relevant codes of ethics and Standards of Practice; and,
9. Develop skills in critical thinking, reasoning and reflective practice, including critical analysis of assumptions, consistent with the values of the profession, which they apply in their professional practice to analyze complex social situations, make professional judgment, and continually improve practice.

Relationship to Other Courses

SOWK 300 is one of the four foundation theme courses in the BSW Learning Circles Program. It must be completed concurrent with SOWK 301 – Generalist Practice in Context Portfolio Project.

Course Text(s)

There is no required text for SOWK 300.

Course Schedule

This Theme Course will be delivered in a series of eight modules. Following a brief orientation, students will complete the following modules. SOWK 300 provides 78 hours of instruction over eight modules. Each module offers nine instructional hours over a two-week period. In addition, students can expect to devote approximately 10 hours per week for course related activities.

Dates	Module: Topics	Adobe Connect	Instructor
Sep. 6 to Sep.18	Module 1: Generalist Practice	Mon. Sep. 12 6PM or 7:30PM	Trish Smith
Sep. 19 to Oct. 2	Module 2: Approaches in Social Work Practice	Mon. Sep. 26 6PM or 7:30PM	Iris Plain Eagle
Oct. 3 to Oct. 16	Module 3: Rural, Remote, and Northern Communities	Mon. Oct. 3 /Tue. Oct. 11, 6PM or 7:30PM	Trudy Wilson
Oct. 17 to Oct. 30	Module 4: Indigenous Contexts	Mon. Oct. 24 6PM or 7:30PM	Sharon Big Plume
Oct. 31 to Nov. 9	Module 5: Critical Thinking in Social Work Practice	Mon. Nov. 7 6PM or 7:30PM	Hieu Ngo
Nov. 14 to Nov. 27	Module 6: Social Work Ethics	Mon. Nov. 21 6PM or 7:30PM	Iris Plain Eagle
Nov. 28 to Dec. 11	Module 7: Professional Use of Self	Mon. Dec. 5 6PM or 7:30PM	Beth Archer-Kuhn
Dec. 12 to Dec. 16	Module 8: Summary and Integration	Mon. Dec. 12 6PM or 7:30PM	Lun Li

*** All the times indicated in this file are Mountain-time (Calgary time)**

*** Students will be divided into Group A and B for Adobe Connect sessions.**

See Course Modules below for further details concerning each module.

Module Descriptions and Course Assignments

Module 1: Generalist Practice

This module includes an overview of the historical development of social work practice. It also creates a foundation for critical appraisal of various approaches to social work practice. It includes an analysis of alternative worldviews and competing paradigms as well as an introduction to various contexts for practice. Students will also identify and situate social work roles and functions across a continuum of practice level (micro, mezzo, and macro).

Module Learning Outcomes:

Upon completing this module, students will be able to:

- Identify and situate social works roles and functions across a continuum of practice levels (micro, mezzo, and macro).
- Describe the historical development and influences of social work practices including various practice models/metaphors.
- Understand the role of worldviews, assumptions, and values underpinning various social work practice models.

Readings:

Kirst-Ashman, K. K., & Grafton, H. H. (2002). Introducing Generalist Practice: The Generalist Intervention model. Chapter 1 (pp. 4-41) in *Understanding generalist practice*. Pacific Grove, CA: Brooks/Cole.

Miley, K. K., O'Melia, M., & DuBois, B. (2011). Generalist Social Work Practice and Human System Perspectives (pp. 8-45) in *Generalist social work practice: An empowering approach*. Boston, MA: Allyn & Bacon.

Zastrow, C. (2014). *Introduction to social work and social welfare: Empowering people*. (pp. 68-69). Belmont, CA: Brooks/Cole.

Module 1 Assignment 1: Main post to Module 1 Discussion

Value: 50% of final grade in Module 1
Due Date: Sep. 13, Mid-night. (Calgary time)
Type: Discussion Board in D2L
Description: Identify a theme of helping that is evident in social work history. Summarize your keenest insights and most precious learning from reflecting on the presentations, the websites, and your interview.
Grading Criteria: *(Detailed rubrics are included in the D2L course)*
Associated Learning Outcome: See #1, 3, 6, 7, 9 from the course learning outcomes

Module 1 Assignment 2: Two replies posted in Module 1 Discussion

Value: 30% of final grade in Module 1
Due Date: Sep. 18 Mid-night (Calgary time)
Type: Discussion Board in D2L
Description: See Activity Checklist
Grading Criteria: *(Detailed rubrics are included in the D2L course)*
Associated Learning Outcome: See #1, 3, 6, 7, 8, 9 from the course learning outcomes

Module 1 Assignment 3: Adobe Connect

Value: 20% of final grade in Module 1
Due Date: Group A: Sep. 12, 6:00 pm (Calgary time)
Group B: Sep. 12, 7:30 pm (Calgary time)
Type: Adobe connect online meeting
Description: See Activity Checklist
Grading Criteria: *(Detailed rubrics are included in the D2L course)*
Associated Learning Outcome: See #1, 6, 8, 9 from the course learning outcomes

Module 2: Approaches in Social Work Practice

This module will provide an introduction to various approaches to social work practice including the Strengths-based Approach, Systems Perspective, Problem Solving Method, Feminist Approach, and Structural Approach. The interconnectedness of micro and macro issues will be demonstrated as students come to appreciate the 'local is the global'.

Module Learning Outcomes:

Upon completing this module, students will be able to:

- Appraise, compare, and apply various theoretical approaches;
- Identify the cultural assumptions and biases underlying various theoretical approaches to social work practice and critique their application in diverse contexts;
- Distinguish elements of various practice theories (beliefs, values, social purposes, and conceptual frameworks, interventions) in order to create a framework and critically appraise various practice approaches.

Readings

Heinonen, T., & Spearman, L. (2010). Putting it all together: Problem solving and beyond. In T. Heinonen, & L. Spearman, *Social work practice: Problem solving and beyond* (pp. 320-333). Toronto, ON: Thomson Nelson.

Saleebey, D. (1996). The strengths perspective in social work practice: Extensions and cautions. *Social work, 41*(3), 296-305.

Module 2 Assignment 1: Main post to Module 2 Discussion

Value: 50% of final grade in Module 2
Due Date: Sep. 25, Mid-night (Calgary time)
Type: Discussion Board in D2L
Description: See Activity Checklist
Grading Criteria: *(Detailed rubrics are included in the D2L course)*
Associated Learning Outcome: See #1, 3, 5, 7, 8 from the course learning outcomes

Module 2 Assignment 2: Two replies posted in Module 2 Discussion

Value: 30% of final grade in Module 2
Due Date: Oct. 2, Mid-night (Calgary time)
Type: Discussion Board in D2L
Description: See Activity Checklist
Grading Criteria: *(Detailed rubrics are included in the D2L course)*
Associated Learning Outcome: See #1, 4, 5, 9 from the course learning outcomes

Module 2 Assignment 3: Adobe Connect

Value:	20% of final grade in Module 2
Due Date:	Group A: Sep. 26, 6:00 pm (Calgary time) Group B: Sep. 26, 7:30 pm (Calgary time)
Type:	Adobe Connect Session
Description:	See Activity Checklist
Grading Criteria:	(Detailed rubrics are included in the D2L course)
Associated Learning Outcome:	See #1, 6, 8, 9 from the course learning outcomes

Module 3: Rural, Remote, and Northern Communities

In this module students will be introduced to the core concepts of rural and northern social work in a Canadian Context. The module begins by exploring the challenges in defining the geographical context of northern and rural practice. Through the use of real case studies students will have an opportunity to consider key concepts for practice within these contexts. The module will present opportunities for students to use reflection and critical thought to consider the professional challenges and opportunities within this context.

Module Learning Outcomes:

Upon completing this module, students will be able to:

- Develop a critical awareness of how geographical contexts influence professional social work practice.
- Think critically about how various practice approaches fit within these contexts.
- Deconstruct misperceptions and stereotypes related to living in rural, remote and northern communities.
- Promote critical thinking and the development of skills to monitor and evaluate professional practice specific to addressing ethical challenges.
- Distinguish, despite some of the challenges, the unique opportunities to promote human rights and social justice within this context.
- Explore the impact of technology on practice in these contexts.

Readings:

- Halverson, G., & Brownlee, K. (2010). Managing ethical considerations around dual relationships in small rural and remote Canadian communities. *International Social Work, 53*(2), 247-260.
- Riebschleger, J. (2007). Social workers' suggestions for effective rural practice. *Families in Society, 88*(2), 203-213.
- Schmidt, G. (2009). What is northern social work? In R. Delaney & K. Brownlee (Eds.), *Northern & rural social work practice: A Canadian perspective* (pp. 1-17). Thunder Bay, ON: Lakehead University, Centre for Northern Studies.
- Brownlee, K., Graham, J. R., Doucette, E., Hotson, N., & Halverson, G. (2010). Have communication technologies influenced rural social work practice? *British Journal of Social Work, 40*(2), 622-637.

Module 3 Assignment 1: Main post and discussion posts in Module 3 Discussion

Value:	50% of final grade in Module 3
Due Date:	Main Post: due October 7, Mid-night (Calgary time) 3 Discussion Posts: due October 11, Mid-night (Calgary time)
Type:	Discussion Board in D2L
Description:	Main post <ul style="list-style-type: none">• 20 points: clearly identify one insight for social work practice in a northern context and clearly identify one insight for social work practice in a rural context.• 10 points: provide a critical reflection on how generalist practice approach could be utilized in either a rural or northern context. Your reflection could include a comparison of how generalist practice applies to rural versus northern context, a critical look at the application of generalist practice to a specific rural or northern practice example, or a critical reflection of how concepts from these models fit within your person practice model.• 5 points: the main post should be max. 500 words and include at least one reference, which supports your content. Your post should be clear, succinct and well written. Discussion (minimum of 3 posts) <ul style="list-style-type: none">• 15 points: you provide thoughtful responses to your colleague's posts which contribute to meaningful discussion and learning.
Grading Criteria:	<i>(Detailed rubrics are included in the D2L course)</i>
Associated Learning Outcome:	<ul style="list-style-type: none">• Define and distinguish the unique nature of the rural, remote and northern contexts for social work practice.• Think critically about how various practice approaches fit within these contexts.• Deconstruct misperceptions and stereotypes related to living in rural, remote and northern communities.• Distinguish, despite some of the challenges, the unique opportunities to promote human rights and social justice within this context.

Module 3 Assignment 2: Personal reflection in Module 3 Discussion

Value:	20% of final grade in Module 3
Due Date:	Final Post: due Oct.13, Mid-night (Calgary time) Discussion Post: due Oct. 14, Mid-night (Calgary time)
Type:	Discussion Board in D2L
Description:	Main post: <ul style="list-style-type: none">• 10 points: clearly identify the potential positive and negative impacts of technology on rural and northern social work practice. Consider this question from the perspective of the client and the social worker providing services. Additionally, provide a critical reflection to the question, does technology create or address any ethical challenges?• 5 points: This post should be a max. 250 words and include at least one reference, which supports your content. Your post should be clear, succinct, and well written. Discussion post: <ul style="list-style-type: none">• 5 points: you provide one thoughtful response to a colleague's post, which contributes to meaningful discussion and learning.
Grading Criteria:	<i>(Detailed rubrics are included in the D2L course)</i>
Associated Learning Outcome:	<ul style="list-style-type: none">• Develop a critical awareness of how geographical contexts influence professional social work practice.

- Promote critical thinking and the development of skills to monitor and evaluate professional practice specific to addressing ethical challenges.
- Distinguish, despite some of the challenges, the unique opportunities to promote human rights and social justice within this context.
- Explore the impact of technology on practice in these contexts.

Module 3 Assignment 3: Adobe Connect

Value:	30% of final grade in Module 3
Due Date:	Group A: Oct. 11, 6:00 pm (Calgary time) Group B: Oct. 11, 7:30 pm (Calgary time)
Type:	Adobe connect online meeting
Description:	<ul style="list-style-type: none"> • 20 points: Participate in small and large group discussions, with a focus on assessing the risk of engaging in and maintaining dual relationships within specific case scenarios. This discussion will focus on the work on Halverson and Brownlee, specifically their reference to specific continuums identified by theory and social workers working in rural and northern contexts. • 10 points: Participate in group discussions, with a focus on how to build in necessary training and self care specific to working in dual relationships.
Grading Criteria:	<i>(Detailed rubrics are included in the D2L course)</i>
Associated Learning Outcome:	<ul style="list-style-type: none"> • Promote critical thinking and the development of skills to monitor and evaluate professional practice specific to addressing ethical challenges.

Module 4: Indigenous Contexts

This module will focus on the attempts to deconstruct social cohesion and responsibilities of Indigenous cultures. It will examine the principles and relational values that are essential for the reconstruction of ethical responsibilities of Indigenous practice. This module will explore and identify social work knowledge and skills that can be used in building the capacity of Indigenous families and communities through applying principles and values which strengthen and maintain good relations, resulting in the social reconstruction of healthy communities.

Module Learning Outcomes:

Upon completing this module, students will be able to:

- Distinguish assumptions and constructs that reflect the social and cultural realities of Indigenous peoples.
- Distinguish foundational elements of Indigenous social work practice.
- Identify their developing personal and professional identity in relation to Indigenous world view and anti-oppressive practice.
- Distinguish and analyze the structural and cultural aspects of social policy as it relates to assimilation, epistemic violence, and ordinary genocide.

Readings

- Hanohana, P. (1999). The spiritual imperative of native epistemology: Restoring harmony and balance to education. *Canadian Journal of Native Education* 23, 206-226. <http://www.lights.ca/sifc/cjne.htm>
- Hart, M. A. (1991) Seeking Mino-pimatasiwin (the Good Life): An Aboriginal approach to social work practice. *Native Social Work Journal Vol 2(1)*, pp. 91-112.
- Lederman, J. (1999). Trauma and healing in aboriginal families and communities. *Native Social Work Journal*, 2(1), 59-90. <https://zone.biblio.laurentian.ca/dspace/handle/10219/378>

Sinclair, R. (2004) Aboriginal social work education in Canada: Decolonizing pedagogy for seventh generation. *Native Social Work Journal*, 1(1), 49-61. Retrieved from: http://www.fncfcs.com/sites/default/files/online-journal/vol1num1/Sinclair_pp49-61.pdf

Module 4 Assignment 1: Main post in Module 4 Discussion

Value: 20% of final grade in Module 4
Due Date: Oct. 21, Mid-night (Calgary time)
Type: Discussion Board in D2L
Description: In what ways does Western social work practice differ from Aboriginal Social Work? What are your significant learnings from the course content so far? Explain why these learnings are important to you and to the social work profession. (Approximately 250 to 300 words)
Grading Criteria: *(Detailed rubrics are included in the D2L course)*
Associated Learning Outcome: See #1, 4, 5, 9 from the course learning outcomes

Module 4 Assignment 2: Two replies in Module 4 Discussion

Value: 20% of final grade in Module 4
Due Date: Oct. 25, Mid-night (Calgary time)
Type: Discussion Board in D2L
Description: Read other students' posts, pick two of your own choosing, and write a response to each post (approximately 150 words)
Grading Criteria: *(Detailed rubrics are included in the D2L course)*
Associated Learning Outcome: See #3, 4, 6, 9 from the course learning outcomes

Module 4 Assignment 3: Final paper

Value: 55% of final grade in Module 4
Due Date: Oct. 30, Mid-night (Calgary time)
Type: Paper
Description: What must change in social work; identify how the proposed change will respond culturally and socially to the needs of Aboriginal people (approximately 1000 - 1500 words)
Grading Criteria: *(Detailed rubrics are included in the D2L course)*
Associated Learning Outcome: See #2, 3, 6, 9 from the course learning outcomes

Module 4 Assignment 4: Adobe Connect

Value: 5% of final grade in Module 4
Due Date: Group A: Oct. 24, 6:00 pm (Calgary time)
Group B: Oct. 24, 7:30 pm (Calgary time)
Type: Adobe Connection Online Meeting
Description: See Activity Checklist
Grading Criteria: *(Detailed rubrics are included in the D2L course)*
Associated Learning Outcome: See #2, 3, 6, 9 from the course learning outcomes

Module 5: Critical Thinking in Social Work Practice

This module focuses on critical thinking, and the importance of critical thinking in social work practice. Our focus is on listening deeply so that we might begin to hear what we need to know in order to practice social justice work. Critical thinking requires us to act upon our reflections.

Module Learning Outcomes:

Upon completing this module, students will be able to:

1. Articulate and demonstrate the importance of critical thinking in social work practice;
2. Develop critical awareness of the various schools of thought in social work;
3. Critically reflect and respond to a variety of practice situations;
4. Demonstrate critical thinking in approaches to generalist social work practice;
5. Develop critical awareness of how geographical, cultural and linguistic contexts influence professional social work identity;
6. Be able to analyze discourses in social work practice;
7. Evaluate arguments, assumptions and to frame appropriate questions to think critically on practice situations in various contexts.

Reading

- Bermudez, A. (2015). Four tools for critical inquiry in history, social studies and civic education. *Revista de Estudios Sociales*, 52, 102-118.
- Blommaert, J., & Bulcaen, C. (2000). Critical discourse analysis. *Annual Review of Anthropology*, 29, 447-466.
- Kivunia, C. (2015). Using De Bono's six thinking hats model to teach critical thinking and problem solving skills essential for success in the 21st century economy. *Creative Education*, 6(3), 380-391.
- Mathias, J. (2015). Thinking like a social worker: Examining the meaning of critical thinking in social work. *Journal of Social Work Education*, 51(3), 457-474.
- Poulter, J. (2005). Integrating theory and practice: A new heuristic paradigm for social work practice. *Australian Social Work*, 58(2), 199-212.

Module 5 Assignment 1: Participation in Module 5 Discussion

Value:	40% of final grade in Module 5
Due Date:	See Activity Checklist for the due date for each post (#1-8)
Type:	Discussion board in D2L
Description:	See Activity Checklist
Grading Criteria:	Detailed rubrics are included in the D2L course
Associated Learning Outcome:	See #2, 3, 4, 5, 6, 8 and 9 from the course learning outcomes

Module 5 Assignment 2: Paper

Value:	50% of final grade in Module 5
Due Date:	Nov. 9, Mid-night (Calgary time)
Type:	Reflective Writing
Description:	See Activity Checklist
Grading Criteria:	Detailed rubrics are included in the D2L course
Associated Learning Outcome:	See #2, 3, 4, 5, 6, 8 and 9 from the course learning outcomes

Module 5 Assignment 3: Adobe Connect Session

Value:	10% of final grade in Module 5
Due Date:	Group A: Nov. 7, 6:00 pm (Calgary time) Group B: Nov. 7, 7:30 pm (Calgary time)
Type:	Adobe Connection Online Meeting
Description:	See Activity Checklist
Grading Criteria:	(Detailed rubrics are included in the D2L course)
Associated Learning Outcome:	See #2, 3, 4, 5, 6, 8 and 9 from the course learning outcomes

Module 6: Social Work Ethics

In the social work ethics module, students are asked to reflect on their personal values and examine their relationship with professional social work values and ethics. Students will gain awareness of the Code of Ethics (CASW), Standards of Practice (Alberta College of Social Workers), and the Alberta Health Professions Act (HPA). Students will apply one or more ethical decision making models to address ethical dilemmas in various contexts.

Module Learning Outcomes:

Upon completing this module, students will be able to:

- Examine and distinguish between professional and personal ethics and apply this understanding in resolving ethical conflicts in social work practice.
- Interpret and apply the CASW Code of Ethics, ACSW Standards of Practice, and the Alberta HPA in examining ethical issues and dilemmas.
- Understand some of the unique ethical challenges facing social workers who practice in rural and remote communities.
- Utilize one or more of the proposed ethical decision making models to address ethical dilemmas.

Readings

Abramson, M. (1996). Reflections on knowing oneself ethically: Toward a working framework for social work practice. *Families in Society: The Journal of Contemporary Social Work*, 77(4), 195-201.

Alberta College of Social Workers. (2007). *Social work standards of practice*. Edmonton: A.C.S.W.

Canadian Association of Social Workers. (2005). *Social work code of ethics*. Ottawa: CASW.

Manning, S. (1997). The social worker as moral citizen: Ethics in action. *Social Work*, 42(3), 223-230.

Mattison, M. (2000). Ethical decision making: The person in the process. *Social Work*, 45(3), 201-212.

Reamer, F. G. (2000). Ethical Issues in Direct Practice (pp. 589-610), In *The Handbook of Social Work: Direct Practice*, Allen-Meares, P. & C. Garvin (Eds.). Thousand Oaks, CA: Sage.

Strom-Gottfried, Kim (2015), Straight talk about professional ethics, Chapter 2. *Ethical Decision-Making*. Lyceum Books Inc. Chicago, Illinois.

Other Recommended Readings:

Harrington, D., & Dolgoff, R. (2008). Hierarchies of ethical principles for ethical decision making in social work. *Ethics and Social Welfare*, 2(2), 183-196.

Module 6 Assignment 1: Main post 1 and replies in Module 6 Discussion

Value: 50% of final grade in Module 6
Due Date: The main post is due: Nov.18, Mid-night (Calgary time)
The three replies are due: Nov. 20, Mid-night (Calgary time)
Type: Discussion board in D2L
Description: This assignment is designed to encourage you to complete an in-depth exploration of the nature, source and influence of your values on your future social work practice.
Grading Criteria: *(Detailed rubrics are included in the D2L course)*
Associated Learning Outcome: See # 4, 5, 7, 8, 9 from the course learning outcomes

Module 6 Assignment 2: Main post 2 and reply in Module 6 Discussion

Value: 30% of final grade in Module 6
Due Date: The main post is due: Nov. 25, Mid-night (Calgary time)
The one reply is due: Nov. 27, Mid-night (Calgary time)
Type: Discussion board in D2L
Description: This assignment is designed to encourage you to apply ethical decision-making models to social work practice.
Grading Criteria: *(Detailed rubrics are included in the D2L course)*
Associated Learning Outcome: See # 4,5,6,7,8,9 from the course learning outcomes

Module 6 Assignment 3: Adobe Connect

Value: 20% of final grade in Module 6
Due Date: Group A: Nov. 21, 6:00 pm (Calgary time)
Group B: Nov. 21, 7:30 pm (Calgary time)
Type: Adobe connect online meeting
Description: This on-line session is intended to help students to begin to apply ethical principles to case scenarios. Students will come with the knowledge of the course readings and presentation material to share reflections about the course material.
Grading Criteria: Detailed rubrics are included in the D2L course
Associated Learning Outcome: See # 4,5,6,7,8,9 from the course learning outcomes

Module 7: Professional Use of Self

This module will focus on the evolving understanding of the professional use of self as it relates to social work practice. The idea of personhood will be explored including the social location of ourselves with our clients, our communities and societies. Power relations will be discussed as they pertain to our professional use of self. It will also challenge students to look critically at the concept of 'profession. This module will finish by looking at self-care in the midst of the stress and anxiety of social work practice.

Module Learning Outcomes:

Upon completing this module, students will be able to:

- Understand the evolution of the term 'use of self';
- Demonstrate the ability to maintain integrity and the authentic self while using different social work approaches in different contexts;
- Identify ways to keep healthy while practicing social work, including the importance of self-care, and maintaining personal and professional boundaries.

Readings

- Adamowich, T., Kumsa, M., Rego, C., Stoddart, J. & Vito, R. (2014). Playing hide and seek: Searching for the use of self in reflective social work practice. *Reflective Practice*, 15(2), 131-143. <http://dx.doi.org.ezproxy.lib.ualgary.ca/10.1080/14623943.2014.883312>
- Bush, A. (2015). Little and often. Using micro practices for self-care. *Psychotherapy Networker*. Washington, DC. <http://www.psychotherapynetworker.org/magazine/currentissue/item/2655-little-and-often/2655-little-and-often>
- Miller, S., Hubble, M., & Mathieu, F. (2015). Burnout reconsidered: What supershrinks can teach us. *Psychotherapy Networker*. Washington, DC. <https://www.psychotherapynetworker.org/magazine/recentissues/2015-mayjun/item/2654-burnout-reconsidered/2654-burnout-reconsidered>
- Urdang, E. (2010). Awareness of self. A critical tool. *Social Work Education*, 49(5), 523-538. <http://ezproxy.lib.ualgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=52062978&site=ehost-live>

Optional:

- Ganzer, C. (2007). The use of self from a relational perspective. *Clinical Social Work Journal*, 35(2), 117-123. <http://dx.doi.org.ezproxy.lib.ualgary.ca/10.1007/s10615-007-0078-4>
- Heydt, M., & Sherman, N. (2005). Conscious use of self: Tuning the instrument of social work practice with cultural competence. *The Journal of Baccalaureate Social Work*, 10(2), 25-40. <http://ezproxy.lib.ualgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=17693722&site=ehost-live>
- Reupert, A. (2007). Social worker's use of self. *Clinical Social Work Journal*, 35(2), 107-116. <http://ezproxy.lib.ualgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=24987834&site=ehost-live>
- Ward, A. (2008). Beyond the instructional mode: Creating a holding environment for learning about the use of self. *Journal of Social Work Practice*, 22(1), 67-83. <http://ezproxy.lib.ualgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=105902765&site=ehost-live>

Module 7 Assignment 1: 3 Main Posts and Replies in Module 7 Discussion

Value:	90% of final grade in Module 7
Due Date:	See Activity Checklist for the due date for each posts and replies.
Type:	Discussion Board in D2L
Description:	Main posts: <ul style="list-style-type: none">• Students post on each of the three activity sets according to the instructions for each activity set. Each post is worth 20% for a total of 60%. Replies: <ul style="list-style-type: none">• Following the posts, students provide a reply to colleagues' posts according to the instructions for each activity set. Each reply is worth 10% for a total of 30%. Preparation for the posts includes completing readings, viewing power point slides and participating in embedded activities listed on D2L.
Grading Criteria:	(Detailed rubrics are included in the D2L course)
Associated Learning Outcome:	See # 3, 5, 6, 7, 9 from the course learning outcomes

Module 7 Assignment 2: Adobe Connect

Value:	10% of the final grade in Module 7
Due Date:	Group A: Dec. 5, 6:00 pm (Calgary time) Group B: Dec. 5, 7:30 pm (Calgary time)
Type:	Adobe Connection online meeting
Description:	The Adobe connect session will be a one-hour session where students will attend the on-line session at the designated time scheduled and come prepared to discuss these two questions. <ol style="list-style-type: none">1) In what ways have the Use of Self evolved in social work practice?2) What are the tensions that come up for you between your own values and the values of the profession of social work? Preparation for the Adobe session includes completing the assigned readings and viewing the power point presentation.
Grading Criteria:	<i>(Detailed rubrics are included in the D2L course)</i>
Associated Learning Outcome:	See # 3, 4, 6, 7, 9 from the course learning outcomes

Module 8: Summary and Integration

The final module is intended to provide students an opportunity to consolidate their learning of the course materials. Themes from the various course modules will be identified and discussed. Students present their final group project during the Integration/Summary Module.

Module Learning Outcome:

After completing this module students will be able to demonstrate the integration of course materials.

Module 8 Assignment: Integrative project

Value:	30% of final grade for whole course
Due Date:	Posting of presentation is due: Dec. 13, Mid-night (Calgary time) Posting of reflections and responses is due: Dec. 16, Mid-night (Calgary time)
Type:	Group project
Description:	The final assignment for SOWK 300 will be a 15-minute group presentation during the final course module. Students will self-select into small working teams (3 students per team) identifying a fictitious agency by the beginning of September. Each team will develop a fictitious case study scenario (individual, family, group, or community problem). <ol style="list-style-type: none">1. Two intervention plans will be created, each using a different social work framework. The team will recommend which helping approach (or combination) may be most effective in the local context and identify some of the strengths, pitfalls, worldviews, values, and beliefs associated with each approach. Components of each of the SOWK 300 modules will be integrated into your presentation. The team will then lead an online class discussion of the case and helping alternatives.2. A brief handout is produced to help the class understand the case and the interventions discussed. These handouts, however, are not formal papers.3. Calculation of the overall assignment grade (30%) will involve both instructor and class evaluation.

4. Each member of the team will evaluate each team member's relative contributions to the project using a group self-grade – value 5%
5. An outline of the presentation will be required and will be evaluated by the instructor – value 8%
6. Class presentations will be evaluated by the instructor - value 11%
7. Discussion participation grade for student postings relating to these presentations – value 6%
8. Assignments will be graded according to the students' ability to synthesize and integrate the material, engaging content presentation, and academic technical merit including use of APA format.
9. Standard of writing will be a factor in grading students' work, including spelling, grammar, and punctuation.
10. Any assignment not submitted by the assignment deadline will receive a 0%.
11. See the Integrative Project content area on the SOWK 300 D2L site, including the Activity Checklist & Calendar for the SOWK 300 Integrative Project, and Adobe Connect dates for further details.

Grading Criteria:
Associated Learning
Outcome:

(Detailed rubrics are included in the D2L course)

1. Articulate the conceptual elements of various social work theoretical approaches;
2. Identify the cultural assumptions and biases underlying generalist social work practice and critique its application in diverse contexts;
3. Develop an awareness and the ability to demonstrate professional use of self in generalist social work practice;
4. Demonstrate critical thinking in appraising various theoretical approaches to social work practice;
5. Develop critical awareness of how geographical, cultural and linguistic contexts influence professional social work identity;
6. Develop professional identities as practitioners whose professional goal is to facilitate collective welfare and well-being;
7. Acquire knowledge of legislation governing social work practice in Alberta, including the Health Professions Act, Code of Ethics, and Standards of Practice in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups;
8. Acquire skills to monitor and evaluate their own behaviours in relation to the relevant codes of ethics and Standards of Practice; and,
9. Develop skills in critical thinking, reasoning and reflective practice, including critical analysis of assumptions, consistent with the values of the profession, which they apply in their professional practice to analyze complex social situations, make professional judgment, and continually improve practice.

ASSESSMENT WEIGHTING (Overview):

The overall course grade will be comprised of grades for completed learning activities. Below is Assessment weighting for each module.

Assignment	Assessment Weighting
Module 1	10%
Module 2	10%
Module 3	10%
Module 4	10%
Module 5	10%
Module 6	10%
Module 7	10%
Integrative Project	30%
Total	100%

All work must be submitted by the deadline unless prior arrangement is made with the instructor due to extenuating circumstances. Late or missed assignments will be graded as "zero" or subject to a penalty in accordance with the discretion of the module instructor.

Recommended Readings

All other readings will normally be linked to the SOWK 300 D2L site. You will need to be able to log into the University of Calgary library proxy server in order to access most of them. If you run into any problems with accessing these materials please contact your Module Instructor or your VLC Course Coordinator.

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. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

Grading

General Grading Criteria:

Unless otherwise specified, the following criteria shall generally apply to all written assignments.

1. Timeliness

In general, dates listed course modules are intended to act as guidelines for assisting students to complete their learning activities in a timely fashion. However, there are certain due dates that are subject to academic regulations. These include **Graded Assignments**. Students are expected to submit assignments on or before the due dates. A student should contact their module instructor in the event that they are unable to complete learning activities during the time allotted for the module. Students may choose to rewrite assignments to receive additional instructor feedback but assignments will not be re-graded.

2. Integration of Various Ways of Knowing

Unless otherwise directed by the instructor, students are expected to integrate concepts from various sources into their assignments. These sources include class discussion, course readings, and related references. Students absent from all or a portion of a module are still responsible to complete the related assignment from the assigned readings and their own resources.

3. Critical Thinking

Students are expected to demonstrate critical thinking in relation to their appraisal of concepts presented in class and course readings (see also Professional Conduct).

4. Technical Merit

Students are expected to submit assignments that are clearly written, double-spaced (where appropriate) and logically structured. Students are expected to use proper grammar and punctuation. In demonstrating our mutual respect for the contributions of others, students are expected to cite all sources of information using APA (6th edition) guidelines for citations and references. As noted in the University Calendar, students may be subject to serious penalties for academic misconduct. Plagiarism is one form of academic misconduct, which “involves submitting or presenting work in a course as if it were the student’s own work.”

5. Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with University and Faculty codes specified in the University of Calgary Calendar. Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. 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 Faculty, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. In addition, all members of the University community are expected to offer their fellow community members’ unconditional respect and constructive feedback. While critical thinking is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not the person who has stated them.

Completion of learning activities

Students encountering difficulties completing learning activities due to health or other factors must contact the instructor to arrange a deferral of term work. A Physician/Counsellor Statement to confirm an absence for health reasons may be required. Students must be aware that they are responsible for payment of any charges associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan.

Participation in Online Learning Activities and Discussions

Participation online learning activities and discussions are integral to the Virtual Learning Circle. Students are expected to make every effort to participate in online discussions regularly. Failure to do so may negatively impact those portions of the final grade relating to group work and class participation.

For Fee deadlines and Withdraw Dates, see the University of Calgary Academic Schedule at <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>

The University of Calgary Undergraduate Grading System and the standard 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

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.

At the end of each module, students will be asked to complete an online evaluation to provide feedback to instructors regarding the effectiveness of their teaching and achievement of modular learning objectives.

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

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

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. 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 <http://www.ucalgary.ca/ombuds/>

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.