



Course Number	SOWK 300 L01, L02, L03	Classroom	Online
Course Name	Generalist Practice Theme Course		
Day(s) & Time	Refer to D2L for specific Saturday dates for learning community Zoom schedule		
Instructor	Red Deer: Joyce Crandall West Yellowhead: Tara-Leigh Barker Grande Prairie: Gail Zuk Multi Instructor – Refer to D2L for Instructor Contact Information		
U of C E-mail	Check D2L	Phone	Check D2L

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 Indigenous 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, 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 LEARNING OUTCOMES

At the completion of the course students will be able to:

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 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.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Assigned readings posted by each module Instructor to the D2L site.

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

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

CLASS SCHEDULE

This Theme Course will be delivered online in a series of modules. Synchronous Zoom sessions will be held on some Saturdays 10-3p.m Following a brief orientation, students will complete the following modules. **Note: refer to community schedule on D2L for module dates.**

Module: Topics	Grade Portion of Course
Module 1: Generalist Practice	10%
Module 2: Professional Use of Self & Module 3: Social Work Ethics	20% (5%)
Module 4: Critical Thinking in Social Work & Module 5: Approaches in Social Work Practice	20% (5%)
Module 6: Rural and Northern Context & Module 7: Indigenous Context	20% (5%)
Module 8: Summary and Integration	10% (5%)

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 work 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.

Module 2: Professional Use of Self

This module focuses 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 amid 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.

Module 3: 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 the 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.

Module 4: 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 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:

- Articulate and demonstrate the importance of critical thinking in social work practice.
- Critically reflect and respond to a variety of practice situations.
- Demonstrate critical thinking in approaches to generalist social work practice.
- Develop critical awareness of how geographical, cultural, and linguistic contexts influence professional social work identity.
- Evaluate arguments, assumptions and to frame appropriate questions to think critically on practice situations in various contexts.

Module 5: Approaches in Social Work Practice

This module introduces 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) to create a framework and critically appraise various practice approaches.

Module 6: Rural, Remote, and Northern Communities

Students are introduced to the core concepts of rurality and rural social work in a Canadian context. Course content begins with the nature of rural, remote, and northern communities as settings for human growth and development, leading to consideration of the special demands, stresses, and strengths experienced by social workers in these communities.

Module Learning Outcomes:

Upon completing this module, students will be able to:

- 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 the unique opportunities and ethical challenges of rural and northern practice (multiple roles, employer demands/employee turnover, confidentiality, sense of community, diverse practice opportunities, worker stress/burnout).
- Explore the impact of economic, environmental, and social issues as they relate to rural social work practice.

Module 7: Indigenous Contexts

This module focuses 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. Indigenous practice in this module will explore 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 which 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 genocide.

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.

Module Learning Outcome:

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

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor *may* record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment	Course Weight	Assignment Details
Generalist Practice	10%	Development of self-evaluative tool (10%)
Professional Use of Self & Ethics in social work practice	20%, 5%	Scavenger Hunt (5%) Ethics Case Study (20%)
Critical Thinking & Approaches to social work practice in Context	20%, 5%	Academic Paper (20%) Online Activities (5%)
Indigenous, northern, rural Practice in Context	20%, 5%	Creative Artifact (10%), discussion forum (5%), integrative paper (10%)
Summary & Integration	10%, 5%	Completion of self-evaluative tool from generalist practice (10%) Post to closing forum (5%)

ASSIGNMENT 1: SELF-EVALUATION COURSE TOOL

Aligned Course Learning Outcome: 3,4,8

Value: 10% (detailed rubrics are included in the D2L course)

(10% for development in module 1, 10% for completion in module 8)

Due date: September 17

Description:

1. Review the readings and resources in the Generalist Practice Module.
2. Referring to at least three of readings/resources from the generalist practice module, each student will create a self-evaluative tool addressing items/elements they believe will be indicative of positive contributions towards building community. The tool, ON A SINGLE PAGE, must contain a minimum of five elements and may contain scaling questions as well as narrative questions (10%).
3. Students will submit the tool to the drop-box and will then complete their self-assessment in the final (Summary and Integration) Module (10% for completion).

ASSIGNMENT 2: PROFESSIONAL USE OF SELF AND ETHICS IN SOCIAL WORK PRACTICE

Aligned Course Learning Outcome: 3,7,8

Value: 20% Case analysis, 5% Scavenger Hunt (detailed rubrics are included in the D2L course)

Due Date: As Per Community Schedule

Part A (5%) Social Work Ethics Scavenger Hunt

Description:

How well do you know the three main ethical documents that guide social work practice in Alberta? For this assignment, students are asked to answer a series of questions by consulting the Code of Ethics (CASW, 2005), Standards of Practice (ACSW, 2019), and the Guidelines for Ethical Practice (CASW, 2005). Students will have 2 opportunities to complete the quiz and the highest score will be counted for the assignment grade. This online quiz will be released for students after the first zoom seminar of the Professional Use of Self and Ethics Module.

Part B (20%) What would you do? Ethical Dilemmas in Social Work Practice

Description:

What would you do if you came across an ethical dilemma in your social work practice? This assignment provides students with an opportunity to answer this question by assessing an assigned case study for ethical issues and applying an ethical decision-making model. For this assignment students are required to cite the Code of Ethics (CASW, 2005), Standards of Practice (ACSW, 2019), and the Guidelines for Ethical Practice (CASW, 2005), case law and any other literature that will inform their proposed ethical decision. Write an 8-10 page academic paper that highlights the ethical issues, ethical dilemma, selected ethical decision-making model, and your ethical decision for the assigned case study. Further guidelines and a grading rubric are posted on the course D2L site.

ASSIGNMENT 3: CRITICAL THINKING & APPROACHES TO SOCIAL WORK PRACTICE IN CONTEXT

Aligned Course Learning Outcome: 1,2,6,9

Value: 20% (detailed rubrics are included in the D2L course)

5% for completion of online activities

Due Date: As Per Community Schedule

Description:

This paper will demonstrate proficient use of APA 7th edition which will include a MINIMUM of 5 current (within 10 years) references, at least 3 of the references must be ACADEMIC sources. The paper will be 1200- 1500 words (5-6 pages double spaced, not including title page or references).

Please ensure you consult the grading rubric on the course D2L site. A significant weight will be placed on proficient use of APA and writing skills.

This assignment requires students to describe and define a social work practice approach, demonstrating an understanding of the key concepts. Set within in a context or issue of the students interest (e.g. domestic violence, newcomers to Canada, learning disabilities and so forth), students are required to apply critical thinking skills to evaluate the risks and benefits of this approach for social work practice, using specific examples as evidence within the chosen context

See D2L for more details.

ASSIGNMENT 4: INDIGENOUS, NORTH, RURAL ASSIGNMENT (20%, 5%)

Aligned Course Learning Outcome: 1, 5,7,9

Value: 20% (detailed rubrics are included in the D2L course)

5% for discussion forum

Due Date: As Per Community Schedule

Description:

This assignment contains three distinct elements, explained below (refer to D2L for grading rubrics).

1. Upload photo of artifact and explanation to discussion forum (10%)

- Using concepts drawn from the interactive website **fourdirectionsteachings.com** as well as from the posted module readings, each student will **create an original artifact** (object) representing their understanding of **what it means to practice social work in an Indigenous context**.
- Each student is to take a photo of the artifact AND upload this (as a new thread) to the assignment discussion forum AND write a narrative to explain the significance of the artifact to practice in an Indigenous context(MAXIMUM of 300 words).

2. Respond to at least five other student artifact posts (5%)

- Provide feedback/insight to other artifact posts focusing on the similarity and differences of Indigenous to northern and rural contexts.
- Each of the five posts must be between 50-100 words (not longer!) and add substance to the different contextual (Indigenous, north, rural) considerations.

3. Integrative Reflective paper (10%)

Making direct reference to the artifact posted as well as the learning in the Indigenous, North, and Rural context modules, students will write a 3-5page reflective (first person) paper articulating the following:

- What relational ethics and values do you need to uphold to be honoring of people in these contexts?
- What challenges might you encounter (personally and professionally) in working in these contexts?
- What are the opportunities/celebrations for social work practice in these contexts?
- What specific learnings/gifts/understanding are you taking forward with you in consideration of Indigenous, northern, rural social work practice?
- How do you intend to apply your enhanced understandings of these contexts?

5. Summary & Integration

Aligned Course Learning Outcome: 3,6,8

Value: 15% (detailed rubrics are included in the D2L course)

Due Date: As Per Community Schedule

Description: To reflect over the course of the term and integrate learning of generalist social work practice in different contexts.

1. Complete and submit to the dropbox the Self-evaluative tool created in the first module about building community (10%).
2. Post your closing class offering (either a 2-4 minutes video or a narrative) reflections to the discussion forum (5%). Guiding questions include:
 - How has your social work perspective been enhanced?
 - What were the gifts given to you this term from the class/members?
 - What are you taking forward with you in terms of your social work practice?
 - What will “stay” with you regarding the different contexts explored?

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and visibly engaged in online class activities and discussions

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox in D2L. Assignments are to be submitted in Word format unless otherwise specified. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). 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

Students are expected to submit all assignments by the due date indicated in the community schedule. All assignments submitted after the due date are considered late and a 25% penalty will be applied. Late assignments will be accepted for 7 days past the due date after which the assignment shall receive a grade of 0. In extraordinary circumstances extensions may be granted beyond 7 days with PRIOR approval from the director however the 25% penalty shall still be applied. Students must submit their request, in writing, to the CBLC director for 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 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

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

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

WITHDRAWAL

No refunds for withdrawal from **fall courses** after September 17, 2020. The last day to add or swap fall session courses is September 17, 2020. The last day to withdraw with permission from courses is 4:00 p.m on Wednesday December 9, 2020. The Undergraduate Academic Schedule for 2020-2021 can be viewed at <https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html> . The online version of the academic schedule supersedes the information on this course outline.

COURSE EVALUATION

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

ADDITIONAL SUGGESTED READINGS

Please refer to D2L for additional readings.

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 at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

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

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**