



Course Number	SOWK 301 CBLC	Classroom	Online
Course Name	Approaches to Practice in Context Portfolio Project		
Day(s) & Time	Zoom Sessions: Refer to D2L Community Schedule		
Instructor	Sherry Tanchak (Red Deer) Trish Smith (Grande Prairie) Gail Zuk (West Yellowhead)		
U of C E-mail	Refer to D2L	Phone	Refer to D2L

SYLLABUS STATEMENT

Individual preparation and completion of a self-directed portfolio as an expression of the student’s own understanding of the approaches to generalist social work practice in relation to the local context. SOWK 301 intends to honour the student’s prior learning experiences by acknowledging and incorporating aspects of that learning in the development of the project.

Course Hours: 3 units; H(1S-2T)

Prerequisite or Co-requisite: Social Work 300.

COURSE DESCRIPTION

Generalist practice “in context” is the core of the learning in the social work 300 theme course. The social work 301 integrated study is designed to encourage the contextualizing of social work practice. It hinges upon the idea that everything social workers do in relationship is dependent upon the contextual practice in which the relationship unfolds. There are multiple ways of knowing and coming to know, Eurocentric ways of knowing being only one of these. This portfolio is premised on the importance of exploring context and expanding perspective to recognize and include the uniqueness of different contexts. As Marie Battiste, in *Reclaiming Indigenous Voice and Vision* (2000) states: *“the more people become aware of the conditionality of a context, the more likely they are to be able to effect meaningful change to that context”*.

A contextual practice model affirms the need for social workers to expand their vision of both what can be done and how it is to be done. The themes in this course provide students with the opportunity to articulate a contextualized practice model, recognizing interconnection and interdependence between different ways of knowing and honouring of different cultural, geographical, and ethical contexts.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Demonstrate the integration of SOWK 300 theme course teachings into the personal and professional self.

2. Acquire the ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of a student's own social locations and identities.
3. Develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users.
4. 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.
5. Expand and further elaborate each student's contextualized model of generalist practice.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no course text for SOWK 301. Readings may be assigned by the Instructor and posted 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 301 must be completed concurrent with Social Work 300: Generalist Practice in Context Theme Course.

CLASS SCHEDULE

Students will meet with the designated instructor at the beginning of term in a seminar format via Zoom to discuss the learning journey over the term. There will be a minimum of two more seminars during the term, with the instructor available for consultation (phone, e-mail, discussion forums). Seminars are scheduled approximately one month apart to allow for further integration of the different theme course content areas. Refer to the information provided in D2L in advance of the seminar dates. You may be required to complete module learning activities or assigned readings to prepare for the seminars.

The course will consist of 3 content modules: Lived Experience, Self in Relation to Context, and Self in relation to Professional Practice, as well as a final portfolio project. Students are expected to review all content found on the D2L site, attend the three Zoom seminars and complete the required assignments.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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

Each student will be completing the activities he or she outlined in the submitted learning contract and detailing the process by **adding items to ePortfolio throughout the term**. Students will be working on the creation of the final portfolio artifact throughout the term.

1. Lived Experiences (SEPTEMBER)

Students will engage in learning sets that include readings, quizzes, and activities that promote the exploration of the student's lived experiences. Students will complete a variety of self-assessment instruments to assist in an inventory of topics such as family history, cultural influences, mentors, and learning styles. These activities will aid in the creation of the Learning Contract.

2. Self in relation to Context (OCTOBER)

Students will engage in learning activities in this module that promote their understanding of self in relation to their context. This includes their physical and social environments, social support systems, families and communities, culture, within their geographical lens. **These activities will assist the student in completing the Story telling through images assignment.**

3. Self in relation to Professional Practice (NOVEMBER)

Students engage in readings and activity sets to explore the world of professional social work practice. Students will be completing the activities described in their learning contract and **detailing the learning journey by posting items to their ePortfolio, organizing them into a coherent presentation, and submitting a reflection paper**

4. Final Product (DECEMBER)

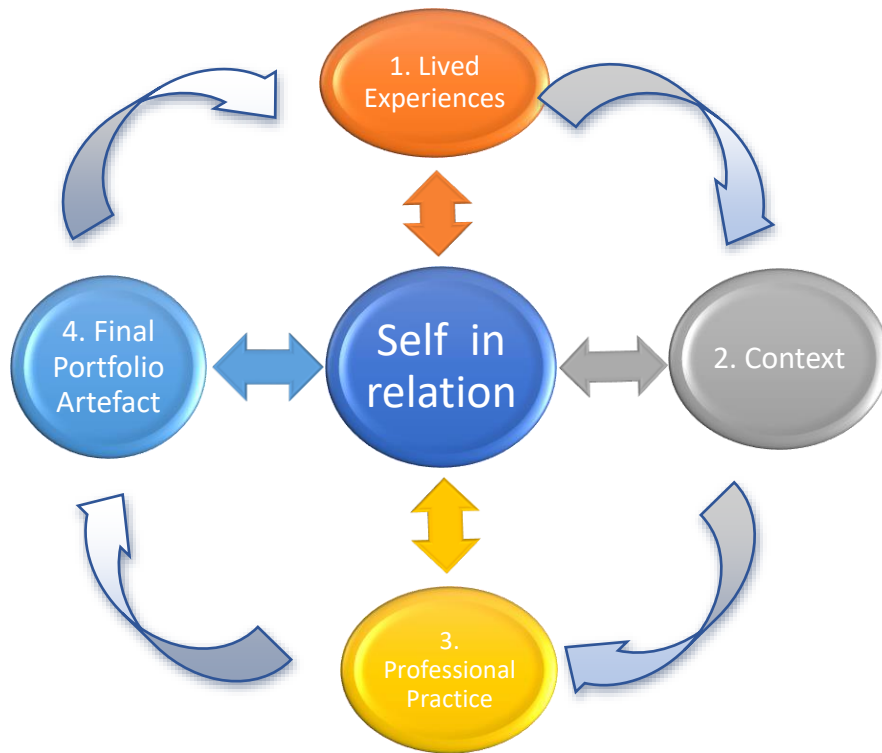
Students will be working toward goals they outlined in their learning contract throughout the term. Students will submit their final portfolio artefact. The Instructor will provide feedback and direction as needed throughout the student's journey in creation of a final portfolio artefact. Changes and/or revisions to the learning contract may be considered in consultation with the Instructor.

Specific times and dates for the three seminars, assignment due dates, and grading rubrics will be posted on the D2L course site.

Course assignments for SOWK 301 are framed as stages in a process towards completion. Each stage (month) builds into the next, with the final portfolio (and the overall assigned grade) being a combination and collection of all three stages. Students are encouraged to work closely with the designated instructor throughout the course.

All resources and course content are posted on the SOWK 301 D2L site. Each stage corresponds to completion of learning activities and outcomes completed over each month of the term. This is done alongside of the students individual learning plan and creation of the final portfolio artefact. Students demonstrate the culmination of the learning process over the term through submission of the final portfolio product.

Visual map of the Learning Cycle:



Assignment 1: September Learning Contract

Assignment 1	Learning Contract
Value	10%
Aligned Course Learning Outcome	1,5,4
Due date	September 27 (template on D2L, drop-box)

Submit a written learning contract articulating their self-directed learning goals for the term, with the intention that these learning goals will inform the final portfolio artefact assignment. The theme of the learning contract will be based upon the student’s own lived experience and the activities and objectives

identified will be relevant to the primary themes of the course “self in relation” to lived experience, context, and professional practice. The learning contract expands on the modules in the concurrent course SOWK 300 and students are expected to develop learning objectives within these different areas. Students will consider the importance of exploring context and expanding perspective to recognize and include the uniqueness of different contexts in generalist practice. The student’s articulation of the goals, activities and final product will be relevant to the need for social workers to expand their vision of both what can be done and how it is to be done. Objectives and activities will recognize interconnection and interdependence between different ways of knowing and be honouring of different cultural, geographical, and ethical contexts.

NOTE: STUDENTS MUST RECEIVE A GRADE FROM THE INSTRUCTOR IN ORDER TO PROCEED WITH THE OTHER COURSE ELEMENTS. THIS MAY MEAN REVISION(S) BEYOND THE FIRST SUBMISSION IF THE LEARNING CONTRACT IS DEEMED TO BE INSUFFICIENT IN DEPTH/SCOPE/SPECIFICITY OR NOT FOCUSED ON THE REQUIRED ELEMENTS.

Ongoing: be sure to start contributing items to your e-portfolio about your learning contract theme/themes and make it “visible” to your instructor!!!

Assignment 2: October Story Telling

Assignment	Story-telling Imagery Collage
Value	30% (10% collage / 10% reflection/ 10% discussion forum)
Aligned Course Learning Outcome	2,3,4
Due date	Oct 20 - collage (forum / drop-box) Oct 27- discussion forum closes Nov 1- reflection paper due

Students will use imagery to create a digital display of their contextual reality in relationship to personal and professional self, using elements detailed in the learning contract. The use of imagery is to expand the student’s understanding of “how” learning occurs as well as to creatively explore ways to work in generalist practice beyond the oral exchange of information. Using ***only imagery on a single slide (no narrative)***

1. Prepare a visual image/map exploring how contextual realities influence and shape understanding of self in relation to social work.

2. Post this to the “context” discussion forum to teach/share with others (10%). **Do NOT explain the post** – only upload the imagery slide itself.

3. Discussion Forum: Respond to a minimum of 4 other student imagery collage with substance, expanding and adding to the interpretation of the collage (10%).

3. Submit, via digital dropbox, a 4-6 page reflection paper. Discuss how you came to choose the images (NOT an explanation of each image). What was your experience of using imagery without narrative/explanation? What was it like to have other students post their own understandings and interpretation? What specific learning are you taking forward with you into professional practice from

this experience (working with clients, working in an agency, on committees, ethics of the profession for example)? (10%)

Ongoing: be sure to continue contributing items to your e-portfolio about your learning contract theme/themes and make it “visible” to your instructor!!!

Assignment 3 – November E-portfolio

Assignment	E-portfolio Presentation
Value	30%
Aligned Course Learning Outcome	1,2,3,4,5
Due date	November 22th (e-portfolio tab/ drop-box)

Throughout the course, students will add *items* (in the form of photos, news items, bulletins, social media, journal entries, notes, audio-recordings, charts, diagrams, journal entries, etc) using the ePortfolio in D2L. The items posted will be linked to the learning objectives and activities identified in the student’s unique learning contract submission. A diversity of mediums is expected in the uploads to the eportfolio diversity of mediums and are added consistently through the term. As per the grading rubric, consistency and diversity in adding items AND explanation of their fit to the learning contract is expected throughout the term (in other words a minimum of 2 per week) to receive higher grades.

The eportfolio presentation:

This assignment requires organization of the e-portfolio items into a presentation (use the e-portfolio tools to do this) which showcase/highlight emerging themes of self in relation to professional practice brought forward in the learning contract.

Organize the eportfolio items you have uploaded over the term to prepare your presentation. Students are expected to also add narrative/reflections about the significance of these themes (grouped items) in relation to fulfilling their learning contract requirements.

The objective of the presentation is to address the “so what” – so what do these themes have to do with professional generalist social work practice? How do they demonstrate the learning objectives, activities, and evidence you established in your learning contract (submitted in September).

Consider the following questions as a guide:

- How do the themes identified in the eportfolio presentation influence your emerging generalist social work practice? (think of the modules you completed in the theme course social work 300)
- Is there anything that emerged in your thematic analysis that particularly stands out for you in relation to your professional social work practice?
- What are the challenges/opportunities/celebrations that are evident in the themes in relation to your professional practice? (give critical thought to ethics/ context/ culture)
- What you are taking forward with you into practice? What do you still need to develop professionally?
- How do you intend to put your insights into action? (be as specific as possible).

Assignment 5: December Final Portfolio

Assignment 4	Final Portfolio Artefact
Value	30%
Aligned Course Learning Outcome	1,2,3,4,5
Due date	November 29

1. Creation of a final portfolio artefact expressing the theme “self in relation” to lived experience, context, and professional practice. It is a celebration & representation of all the student has come to know/learn over the course of the term. Students are encouraged to use mediums other than (or alongside) the written word in expression of this theme. Mediums such as: directed journaling, painting, sculpting, drawing, carpentry, crafts, photography, audio or visual recordings are some suggestions. Students are highly encouraged to expand notions of learning and ways of coming to know as well as ways of being in the contextualized world. The portfolio may be sent to the Instructor or a photo or video of the product may be sent in lieu of the actual product. Details for options for submission will be addressed in the seminar.

2. The portfolio will be accompanied by **one** of:

- a 2 page written summary that references the relationship between the final portfolio artefact and the learning goals outlined in the students learning contract.
- Individual meeting (via Zoom/ skype/telephone/etc) with the instructor (**Monday, November 30 or Tuesday, December 01, 2020**)
- Submission of video-blog (10 minuteS max).

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Submit all assignments electronically through their respective dropbox in D2L. Assignments must be submitted in Word format unless otherwise specified by the instructor. 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.

Students may approach an instructor for a reappraisal of graded work within 10 business days of receiving the mark. The student is responsible to provide written evidence from the piece of graded work detailing precisely where there was unfairness in grading.

As per the university calendar, <https://www.ucalgary.ca/pubs/calendar/current/i-2.html> A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected... The result of that reappraisal will be given to the student in writing along with information about appealing the reappraisal. **The reappraisal of graded term work may cause the grade to be raised, lowered or to remain the same.** There is no limit to the number of pieces of graded work that a student may request be reappraised, however a single piece of work may only be reappraised once.

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this course. APA style guide in writing and referencing shall be followed.

EXPECTATIONS FOR WRITING

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

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this 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 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

Refer to D2L.

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**