

<b>Course Number</b>	SOWK 300 L06	<b>Classroom</b>	Online
<b>Course Name</b>	Generalist Practice in Context Theme Course		
<b>Day(s) &amp; Time</b>	Tuesdays: 6:30-8:30pm MST		
<b>Instructor</b>	Carly-Ann Haney		
<b>U of C E-mail</b>	<a href="mailto:camhaney@ucalgary.ca">camhaney@ucalgary.ca</a>	<b>Phone</b>	403-330-8129

#### 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 readings, discussion, lectures and other class activities, students are introduced to the core concepts of generalist social work practice. A series of modules address skills, theories, and approaches of generalist practice. These modules include generalist practice; critical thinking and approaches to social work practice; crisis, task-centered, and systems & ecological approaches; strengths, narrative, solution focused, empowerment & advocacy approaches; and Indigenous and Diverse Contexts for Practice.

#### COURSE LEARNING OUTCOMES

Upon completion of this 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. Discuss major theoretical frameworks in social work as they pertain to generalist social work practice;
4. Demonstrate critical thinking in appraising various theoretical approaches to social work practice;
5. Apply a range of theoretical approaches to varying contexts for social work practice;
6. Understand and integrate an anti-oppressive approach to generalist practice;
7. Demonstrate critical reflection and reflexivity in their analysis of social work theories and contexts, as it relates to their own social location and their own choice of practice framework(s).

#### LEARNING RESOURCES

##### **REQUIRED TEXTBOOKS AND/OR READINGS**

Payne, M. (2014). *Modern Social Work Theory*. (4th ed). Oxford University Press.

Specific module readings are outlined below. Readings that are not in the text will be available through D2L.

#### Module 1 Readings:

- Lee, E. O. J., & Ferrer, I. (2014). Examining social work as a Canadian settler colonial project. *Journal of Critical Anti-Oppressive Social Inquiry*, 1(1), 1-20.  
<https://caos.library.ryerson.ca/index.php/caos/article/view/96>
- Miley, K. K., O'Melia, M., & DuBois, B. (2016). Generalist Social Work Practice. In K.K. Miley, M. O'Melia & B. DuBois (Eds.), *Generalist social work practice: An empowering approach* (8<sup>th</sup> ed., pp. 1-20). Allyn & Bacon.  
[http://catalogue.pearsoned.ca/assets/hip/us/hip\\_us\\_pearsonhighered/samplechapter/0205789811.pdf](http://catalogue.pearsoned.ca/assets/hip/us/hip_us_pearsonhighered/samplechapter/0205789811.pdf)

From the Textbook:

- Chapter 1: The Social Construction of Social Work Theory

#### Module 2 Readings:

- Fook, J. (2015). Reflective practice and critical reflection. In J. Lishman (Ed.), *Handbook for practice learning in social work and social care: Knowledge and theory* (pp. 442-454, 3rd ed.). Jessica Kingsley Publishers.  
[https://ezproxy.lib.ucalgary.ca/login?qurl=https://search.alexanderstreet.com/view/work/bibliographic\\_entity%7Cdocument%7C3368749?account\\_id=9838&usage\\_group\\_id=107435](https://ezproxy.lib.ucalgary.ca/login?qurl=https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cdocument%7C3368749?account_id=9838&usage_group_id=107435)

From the Textbook:

- Chapter 3: Connecting Theory to Practice
- Highly Recommended Reading - Chapter 2: Evaluating Social Work Theory

#### Module 3 Readings:

From the Textbook:

- Chapter 5: Crisis and Task-Centered Practice
- Chapter 7: Systems and Ecological Practice

#### Module 4 Readings:

From the Textbook:

- Chapter 9: Strengths, Narrative and Solution Practice
- Chapter 11: Empowerment and Advocacy

#### Module 5 Readings:

- Truth and Reconciliation Commission of Canada. (2015). *Calls to action*.  
[http://trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf)

- Tuck, E., & Yang, K.W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*,1(1), 1- 40.  
<https://jps.library.utoronto.ca/index.php/des/article/view/18630>

#### Module 6 Readings:

#### From the Textbook:

- Chapter 14: Anti-Oppressive and Multicultural Sensitivity Approaches to Practice
- Choose at least one of the following readings in an area of interest, or select an article/reading of your choice in an area relating to social work practice with diverse populations:
  - Hicks, S., & Jeyasingham, D. (2016). Social work, queer theory and after: A genealogy of sexuality theory in neo-liberal times. *British Journal of Social Work*, 46(8), 2357-2373.  
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=120757883&site=ehost-live>
  - Mattsson, T. (2014). Intersectionality as a useful tool: Anti-oppressive social work & critical reflection. *Affilia: Journal of Women & Social Work*, 29(1), 8-17. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0886109913510659>
  - Maynard, R. (2017). Devaluing Black life, demonizing Black bodies: Anti-Blackness from slavery to segregation. In *Policing Black Lives in Canada: State Violence in Canada from Slavery to the Present*. (p. TBA). Fernwood Publishing.
  - Randall, W.L., Clews, R., & Furlong, D. (2015). *The Tales that Bind: A Narrative Model for Living and Helping in Rural Communities*. Toronto Press. Available at University of Calgary Ebook Central: Recommended: Chapter 15 – Recurring Themes p. 156-171.  
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3297093>
  - 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). Lakehead University, Centre for Northern Studies.
  - Yan, M., & Chan, S. (2010). Are social workers ready to work with newcomers? *Canadian Social Work*, 12(1), 16-23. <https://www.mosaicbc.org/wp-content/uploads/2017/01/Are-SW-ready-to-work-with-newcomers.pdf>

#### **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 and speaker/sound is required for D2L and Zoom access.

<b>RELATIONSHIP TO OTHER COURSES</b>
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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 in a series of six modules. Modules 1, 2, 5, and 6 will have one Zoom session and modules 3 and 4 will have two Zoom sessions. Please find the schedule below with the module dates and Zoom sessions. Students are required to attend all Zoom sessions for the course.

<b>Module Dates</b>	<b>Module: Topic</b>	<b>Zoom sessions</b>
Tue Sep 8 – Sun Sep 20	Module 1: Generalist Practice	Tue Sep. 8, 6:30-8:30pm MST
Mon Sep 21 – Sun Oct 4	Module 2: Critical Thinking & Approaches to Social Work Practice	Tue Sep 22, 6:30-8:30pm MST
Mon Oct 5 – Wed Oct 21	Module 3: Crisis, Task-Centered, Systems & Ecological Approaches	Tue Oct 6, 6:30-8:30pm MST Tue Oct 13, 6:30-8:30pm MST
Thu Oct 22 – Sat Nov 7	Module 4: Strengths, Narrative, Solution-Focused, Empowerment & Advocacy Approaches	Tue Oct 27, 6:30-8:30pm MST Tue Nov 3, 6:30-8:30pm MST
Sun Nov 8 – Sat Nov 14	Fall Break	No classes
Mon Nov 16 – Thu Nov 26	Module 5: Indigenous Contexts for Practice	Tue Nov 24, 6:30-8:30pm MST
Fri Nov 27 – Wed Dec 9	Module 6: Diverse Contexts for Practice	Tue, Dec 1, 6:30-8:30pm MST

**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION****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 1: Individual Interview 15% (10% for reflection, 5% for replies) – reflections due Monday, September 21; responses due Monday, September 28.**

For this assignment, you will hold a 30-minute interview and discussion with a person that is not a social worker. You may interview a professional person, a non-professional, or a family member. This interview is meant to explore perceptions of social work and how its histories are maintained and/or erased. An interview guide will be provided in D2L. After your interview, write a 500-word reflection on how social work is perceived in society. In this reflection, you will have an opportunity to integrate your interview findings with the module readings and your own experiences.

Below are some questions to guide your reflection. Please note that you are not limited to addressing only these questions, nor are you required to address all of them.

- What is your understanding or perception of social work practice and goals in comparison to how social work is perceived was perceived by your interviewee? What do you think this means?
- What current/future challenges to you see for the profession of social work?
- What is the role of social work in the 21<sup>st</sup> century? (or the next 20-30 years)

Post your 500-word reflection to the dedicated discussion board for this assignment in D2L by September 21.

Then, review at least two of your other classmates' reflection, and offer thoughtful, reflective and supportive commentary/response (200-250 words for each of 2 response posts). Responses will be assessed based on length and depth of response (i.e., illustrative of critical thinking, reflection and integration of module materials) and are due by September 28. Students are also encouraged to monitor their own original reflections and the comments made by their peers.

### **Assignment 2: Case Application (40%) – due Wednesday, November 18<sup>th</sup>**

For this assignment, you will select a social work theory of your choice (from the textbook or other theory), demonstrate your understanding of the theory, and then apply the theory to a case provided. At least 3 cases will be posted on D2L for students to choose from, including an individual, group, and a community case. Students will:

- Demonstrate a comprehensive understanding of the social work theory selected in application to the case, including foundation and knowledge base of the theory, main tenets of the theory, strengths and limitations.
- Apply the theory to a case provided, including their understanding, assessment or analysis of the case, and possible interventions.

A detailed rubric for the assignment will be provided in class. Length = 2,000 to 2,500 words (8-10 pages double-spaced), plus references. Minimum 5 references.

### **Assignment 3: Final Course Reflections (15%) – due Monday, December 14<sup>th</sup>**

In our last two modules, we explore working with a variety of diverse communities and settings. For the final assignment, you will discuss and reflect on module 5 and 6 learnings, in the context of course learnings, and how they influence your current/future social work practice. Write a 750-1,000 word (3-4 pages, double-spaced) reflection that summarizes your module and course learnings, as follows:

- Your learnings about decolonization and the Truth and Reconciliation Commission of Canada. What are the implications to Indigenous peoples, families, and communities? What are the implications for social work practice?
- What are your areas of strengths and areas for growth in regards to working with diverse populations? Are there some communities or populations that create discomfort? Are there particular areas or populations of interest?
- What are the 2-3 key learnings you are taking away from the course?

This assignment will be graded based on length and evidence of critical thinking, analysis, and self-reflection. 1-2 references (these can be from the course readings or others).

#### **Assignment 4: Participation (30%) – Self-evaluation due Friday, December 11th**

- The participation grade awards you marks for your dedication for being an active learner in the different components of the course. The participation grade will be allocated based on the following elements:
- Your active engagement and participation the D2L discussion boards. You are expected to contribute at least 3 postings per module to the discussion boards.
- Keep in mind that just logging on is not the same as actively participating. Assessment of posts will be based on timeliness, relevance, and quality. Quality of postings will be assessed based on the depth of the contribution – therefore, postings that reflect application of ideas, combination of concepts, evaluation, critique, etc. will be graded higher than those that restate or repeat information.
- Postings to the discussion board should demonstrate a scholarly contribution to issues being discussed in class. We expect you to be open about your reactions to topics and respectfully challenge one another. We also encourage and expect you to take the lead in facilitating D2L discussions to focus on issues that are of interest, relevance and importance to you.
- Your attendance and active participation in the Zoom sessions. You are required to attend and participate in all eight Zoom sessions for the course. If you must miss a session for a valid reason, please contact the instructor prior to the session to notify them and arrange a make-up assignment.

At the end of the term, submit a self-evaluation (about 1 page) of course participation in which you assess your contribution to course activities. Your participation mark will be based on your ongoing timely presence in the different aspects of the course and your self-evaluation. Marks will be assigned as follows:

- Modules 1-6 discussion boards (minimum 3 postings per module) = 12 marks (2 marks X 6 modules)
- Zoom sessions (attendance and active participation in 8 Zoom sessions) = 16 marks (2 marks X 8 sessions)
- Self-evaluation = 2 marks

## ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

### ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to attend all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor prior to the session to arrange an alternative activity for the missed session (e.g., to review a recorded session).
- Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

### GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. 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

- Late assignments will be accepted at the discretion of the instructor.

### 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 (7<sup>th</sup> edition). If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

### ACADEMIC MISCONDUCT

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

## GRADING

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

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

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

### **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**

Additional suggested readings are available on 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/](http://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**