Course Number	SOWK 301 S09	Classroom	Online
Course Name	Generalist Practice in Context Portfolio Project		
Day(s) & Time	Zoom Sessions Mondays, 6:30 - 8:30 pm MST		
Instructor	Dr. Carol Ing		
U of C E-mail	cing@ucalgary.ca	Phone	Please email for an appointment

SYLLABUS STATEMENT

Individual preparation of a self-directed portfolio as an expression of the student's own understanding of generalist social work practice in relation to the local context. The student's prior learning experiences will be incorporated in the development of the project.
Course Hours: 3 units; H(1S-2T)

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 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 identities;
2. Articulate professional identities as practitioners whose professional goal is to facilitate collective welfare and well-being;
3. Demonstrate critical awareness of how geographical, cultural and linguistic contexts influence professional social work identity;

4. Integrate professional use of self in generalist social work practice;
5. Demonstrate 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, activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups;
6. Apply skills to monitor and evaluate their own behaviors in relation to the relevant Codes of Ethics and Standards of Practice;
7. Expand and further elaborate on their own contextualized model of generalist practice.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS
Readings will be provided in D2L

Module 1: Generalist Practice

Lee, J. J., & Miller, S. E. (2013). A self-care framework for social workers: Building a strong foundation for practice. *Families in Society*, *94*(2), 96-103.

Pyles, L. (2020). Healing justice, transformative justice, and holistic self-care for social workers. *Social Work*, *65*(2), 178-187.

Module 2: Professional Use of Self and Professional Identity

One of the following:

Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative health care teams. *Health & Social Work*, *41*(2), 101-109.

Oliver, C. (2013). Social workers as boundary spanners: Reframing our professional identity for interprofessional practice. *Social Work Education*, *32*(6), 773-784.
https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/02615479.2013.765401

and

One of the following:

Forenza, B., & Eckert, C. (2018). Social worker identity: A profession in context. *Social Work*, *63*(1), 17-26.
https://academic-oup-com.ezproxy.lib.ucalgary.ca/sw/article/63/1/17/4621303

Wiles, F. (2013). 'Not easily put into a box': constructing professional identity. *Social Work Education*, *32*(7), 854-866.
https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/02615479.2012.705273

Module 3: Social Work Professional Ethics

Alberta College of Social Workers. (2019). *Standards of practice.*

Canadian Association of Social Workers. (2005). *Code of ethics*.

Strom-Gottfried, K., (2012). Values and ethics for professional social work practice. In C. Dulmus & K. Sowers (Eds.), *The profession of social work, guided by history, led by evidence* (pp. 137-161). John Wiley & Sons.

Module 4: Indigenous and Rural Practice Contexts

Bastien, B. (2014). Sacred science of circles: An inclusive approach to social work practice. In W. Pelech, K. Ring & S. LaRocque (Eds.), *Unity in diversity: Embracing the spirit of group work (pp. 1-26)*. Whiting & Birch Ltd.

Lalani, N., & Drolet, J. (2019). Impacts of the 2013 floods on families' mental health in Alberta: Perspectives of community influencers and service providers in rural communities. *Best Practices in Mental Health*, *15*(2), 74-92.

Truth and Reconciliation Commission of Canada. (2015). *Final report of the Truth and Reconciliation Commission of Canada: Summary : Honouring the truth, reconciling for the future*. Winnipeg: Truth and Reconciliation Commission of Canada.

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

Prerequisite or Corequisite: SOWK 300

CLASS SCHEDULE

Please note important dates for Fall 2020:
- o **First Day of Classes: Tuesday, September 8**
- o **Monday, October 12: Thanksgiving Day – no classes**
- o **Sunday-Saturday, November 8-14: Term Break – no classes**
- o **Last Day of Classes for fall courses: Wednesday, December 9**

Module 1: Generalist Practice

Dates: September 8th - 30th

Topics: Personal and professional contexts, lived experiences, self-care

Zoom sessions dates:

September 14th and September 28th 6:30 - 8:30 pm

Assignments:

Reflective Notes and Artifacts

Module 2: Professional Use of Self and Professional Identity

    Dates: October 1 - October 25th

    Topics: Professional use of self, professional identity, interprofessional practice

    Zoom sessions dates: October 5th and 19th 6:30 - 8:30 pm

    Assignments:

    Reflective Notes and Artifacts

Module 3: Social Work Professional Ethics

    Dates: October 26th - November 20th 6:30 - 8:30 pm

    Topics: Code of ethics, standards of practice, ethical decision-making

    Zoom sessions dates: November 2nd and 16th

    Assignments:

    Reflective Notes and Artifacts

Module 4: Indigenous and Rural Practice Contexts

    Dates: November 21-December 8th

    Topics: Canadian Indigenous activists and scholars, practicing social work in rural contexts

    Zoom sessions dates: November 30th 6:30 - 8:30 pm

    Assignments:

    Reflective Notes and Artifacts

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.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES
Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor 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.

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

Assignments	Weight
1. Reflective learning notes and learning artifacts	40%
2. Course Participation	25%
3. Learning portfolio	35%

All the assignments that you will submit for SOWK 301 are individual assignments. However, some of the learning activities during Zoom sessions will require students to work together and discuss course topics. Your participation in group discussions and Zoom session activities will be considered in your participation grade.

Assignment 1: Reflective learning notes and learning artifacts
Aligned Course Learning Outcomes (CLOs) 1-7
Weight: 40% (10% per module = 8% for reflective note and 2% for learning artifacts)
Due: Last day of each module
Description:
At the end of each of the four SOWK 301 modules, you will post in the designated D2L discussion board:

   a) A reflective note: A description of a learning moment (e.g. a moment of realization, clarity, inspiration, recognition, insight, and/or understanding) from SOWK 300 or SOWK 301 module readings, learning activities or Zoom Session discussions or activities and how it *specifically* influences/shapes your evolving social work identity, your engagement in an inclusive learning community, and your approach to social work practice. Reflective notes should be approximately 2 pages (400-500 words) in length.
   b) 1-2 artifacts that helped to facilitate your learning moment: An artifact could be, for example: an article (or section of an article) or other reading, a class lecture (or an aspect of it), a quote or phrase said in class, a photo, a video, and/or a group activity/discussion. APA format for citing and referencing of resources and materials used is required.

A grading rubric will be provided on D2L. Your instructor will use the rubric to provide brief, formative feedback on your reflective notes and artifacts for each module.

Required learning artifacts:

1. Self-care plan (Module 1)

You will create and maintain an individualized self-care plan, choosing from the templates and options provided in D2L.

Post in D2L by September 21st at 11:59 pm in the designated Module 1 discussion board.

2. Digital Collage (Module 2)

You will use imagery (e.g.: photographs, logos, drawings, symbols, shapes, colors, diagrams) to create a digital display, collage or creative journal page of your contextual reality in relationship to personal and professional self and self-care practices that support your health, well-being and learning. Your digital collage may represent personal and professional contexts, social location/identities, your social work story, your emerging professional identity, professional use of self and/or approaches to self-care. Using images expands understanding of "how" learning occurs and allows you to creatively explore ways to express meaning. Use ***only imagery on a single PPT slide (no narrative or words).*** *Share your* digital collage on the discussion forum and include a brief introduction or description in the discussion thread (100-150 words).

Additionally, you may choose to write a more detailed commentary on your digital collage for your Module 2 reflective note.

Post in D2L by October 9th at 11:59 pm in designated Module 2 discussion board .

Assignment 2: Course participation/self-evaluation of participation
Aligned Course Learning Outcomes (CLOs) 1-7
Weight: 25%
Description:

Course participation (worth 20% of the 25% for Assignment 2)
The participation grade will consider Zoom session participation and module participation during the course. Module participation involve completing module learning activities.
(5% per module X 4 modules = 20%).

Self-evaluation of participation (worth 5% of the 25% for Assignment 2)
Due: December 4th by 11:59 in designated Dropbox.

You will submit a brief self-evaluation of your participation throughout the course. Guiding questions will be provided as suggestions in D2L. Your self-evaluation should describe and reflect on how your engagement in Zoom sessions, asynchronous discussions and learning activities contributed to individual and collective learning in the course (300-400 words).

The determination of the participation grade will be at the instructor's discretion. The self-evaluation will be considered in the determination of the participation grade. You are encouraged to maintain a log of your participation consistently throughout the course to refer to when you complete your self-evaluation. Your self-evaluation should capture the extent and quality of your participation.

Assignment 3: Learning Portfolio - Collection and integration of learning artifacts
Aligned Course Learning Outcomes (CLOs) 1-7
Weight: 35%
Due: December 8th by 11:59 pm in designated Dropbox
Description:
The final assignment is about putting it all together – the past, present and future of your evolving social work identity and approach to generalist practice. In the learning portfolio you may be as creative as your wish, but you need to address the following areas:

a) Identifying with the social work profession:

- This section discusses how you identify with the social work profession.
- Identify specific content from one or more modules that supported your learning in this area.
- Include and discuss any artifacts you collected throughout SOWK 300 (or other previous courses or experiences) that speak to the uniqueness of the social work profession, contributing to a community of learners, and further support why you identify with the profession.

b) Lived experiences, social location and identities:

- This section describes how your lived experiences, social location and identities influence/shape your social work professional identity and approach to practice.
- Identify specific content from one or more modules that supported your learning in this area.
- Include and discuss any artifacts you collected throughout SOWK 300 (or other previous courses or experiences) that speak to the importance of social location and identities in shaping social work identity and practice.

c) Social work practice resources:

- This section discusses various social work practice resources from SOWK 300 that you will find helpful in your practice and why.
- Identify specific content from one or more modules that supported your learning in this area.
- Include and discuss any artifacts that you collected throughout SOWK 300 that would be helpful to you in your current and/or future social work practice

d) Future directions:

- This section discusses the area(s) in social work practice that you would like to learn more about and/or gain practical experience in;
- reflection(s) on why you have identified those areas; and
- 1-2 ways in which you aim to gain more knowledge and/or experience in this area in the future.

The learning portfolio should integrate, showcase, refer to or describe selected learning artifacts you have collected throughout the term.

The assignment will be in a format that can be emailed to the instructor such as a word document, power point, website link, digital story, digital media presentation (e.g. narrated PPT converted to video

file) or other format as discussed with the instructor. It is strongly recommended that students keep a log/journal of their activities in SOWK 300 and SOWK 301 to assist with their learning portfolio. Your portfolio should include reflective commentary that chronicles and captures highlights from your learning in SOWK 300 and SOWK 301.

Options for sharing your reflective commentary (related to points outlined from a to d on page 7) include, but are not limited to:

1. A paper that is 6-8 pages in length, double-spaced plus the reference page.

    or

2. A digital story, website, podcast, digital media presentation, creative journal or other creative representation that provides reflective commentary on your learning and/or incorporates selected learning artifacts. If the learning artifacts you refer to are not incorporated into your creation, they should be provided as a separate document that you can email to the instructor.

It is strongly recommended that you keep a log/journal of your activities in SOWK 300 and SOWK 301 to assist with the development of your learning portfolio. Criteria for grading will also include: comprehensively addressing the assignment criteria; organization of portfolio; relevance and depth of discussion; ability to integrate SOWK 300 and SOWK 301 modules and content; demonstration of critical thinking; effective professional communication; and the use of APA format for referencing of resources and material.

Criteria for grading will also include; comprehensively addressing the assignment criteria; organization of portfolio; relevance and depth of discussion; ability to integrate SOWK 300 modules and content; demonstration of critical thinking; effective professional communication; and the use of APA format for referencing of resources and material.
A grading rubric will be provided in D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS
Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Students are required to contact instructor in advance or within 24 hours of missing a Zoom session to arrange a make-up assignment.

GUIDELINES FOR SUBMITTING ASSIGNMENTS
Submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word or PDF format. 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
Late assignments will be accepted only in exceptional circumstances and at the discretion or the instructor.

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 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

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**