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| Course Number | SOWK 361 S02 | Classroom | Online |
| Course Name | Professional Use of Self | | |
| Day(s) & Time | Zoom sessions: Tuesdays 9:00 – 11:30 a.m., September 8 - December 9 | | |
| Instructor | Jacqueline Fields PhD | | |
| U of C E-mail | jafields@ucalgary.ca | Phone | Please contact instructor via email |

SYLLABUS STATEMENT

Focuses on the examination and integration of theoretical and practical understandings of professional social work practice. Topics covered include: critical thinking; ethical decision-making; knowledge of the associations to which social work professionals belong; professional writing; and self-care.

COURSE DESCRIPTION

Utilizing inquiry-based learning, this course will invite students to: 1) articulate their professional social work identity, 2) strengthen their critical thinking capacity, 3) establish a high standard of professional and academic writing, and 4) use ethical decision-making models in their practice. Students will deepen their knowledge of the Canadian Association of Social Workers Code of Ethics and the Alberta College of Social Workers Standards of Practice through the process of analyzing ethical issues and deliberating about choices in social work practice. Students will develop a foundational understanding of critical thinking and gain the practical knowledge and skills that are required to function as a critical thinker and a social work professional. The art of professional writing will be introduced into the course as a tool that is used for reflection, for communication, and for competent social work practice. Students will identify, explore, and understand their own value systems, the integration of self-care into practice, and a process for reflective practice. Such exploration takes place in this course through a combination of readings, lectures, discussion, case analysis, small group work, writing, and presentations.

This course has no pre-requisites or co-requisites.

COURSE LEARNING OUTCOMES

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

1. Articulate an initial statement of professional identity;
2. Analyze ethical issues and apply to practice situations both the Canadian Association of Social Workers' Code of Ethics and the Alberta College of Social Workers' Standards of Practice;
3. Apply critical thinking skills to practice situations;
4. Understand how their own values fit with the values of the Social Work profession;
5. Understand the necessity for self-care;
6. Understand the need for good communication in competent social work practice and be aware of their own skill level regarding professional communication as well as the possible need for improvement.

7. Identify the need and options for supplementary instruction/practice/support that are related to writing for academic and professional purposes.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Alberta College of Social Workers. (2019). *Standards of practice*.
https://acsw.in1touch.org/document/2672/DOC_FINALACSWStandardsOfPractice_V1_1_20200304.pdf

Canadian Association of Social Workers. (2005). *Code of ethics*. <https://www.casw-acts.ca/en/Code-of-Ethics>

Mandell, D. (2007). *Revisiting the use of self: Questioning professional identities*. Canadian Scholars Press Inc. (Chapters located on D2L)

Strom-Gottfried, K. (2015). *Straight talk about professional ethics* (2nd ed.). Lyceum Books.

Additional required readings related to weekly topics are indicated in class schedule.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings/links 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

This is the first course that incoming University Transfer and Post Diploma students take together. It sets the tone and provides foundational knowledge for all the other required courses that students will take in the subsequent two years.

CLASS SCHEDULE

| Week/Date | Content | Preparation |
|---|--|---|
| Week 1: Sept 8 Assignment #1 - My professional social work identity (as at start of semester) Due: Sept 8 by 11:59 p.m. (20% of course) | Introductions, review of syllabus. Establish working groups and discuss group process (5 groups of 5 students each) The Tao of working in Groups (Liberating | Mandell (2007), Chapter 1 - Use of Self: Contexts & Dimensions Dominelli, L. (2018). Identity: A personal matter or a political issue. In J. Campling (Ed.), <i>Anti-racist social work</i> (pp. 41-67). Macmillan Publishers. Guiding Questions: Who are you as a professional? What values/principles do you uphold? |

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| grade) | Structure) Assessing Self I | |
| <p>Week 2: Sept 15</p> <p>Assignment #2 – Reflective Take-Away #1, based on Weeks 1 & 2</p> <p>(5% of 25%)</p> <p>Due: Sept. 15 by 11:59 p.m.</p> | <p>Professional & Academic Writing</p> <p>Plagiarism</p> <p>Assessing Self II</p> | <p>Mandell (2007), Rossiter, Chapter 2 - Self as Subjectivity: Toward a Use of Self as Respectful Relations of Recognition</p> <p>Marlowe, J. M., Appleton, C., Chinnery, S., & Van Stratum, S. (2015). The integration of personal and professional selves: Developing students' critical awareness in social work practice, <i>Social Work Education</i> 34(1), 60-73, DOI: 10.1080/02615479.2014.949230 http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=99712581&site=ehost-live</p> <p>Guiding Questions:</p> <p>Why do you need to write academically?</p> <p>Why do you need to “assess self” as a social worker?</p> |
| <p>Week 3: Sept 22</p> <p>Assignment #2 – Reflective Take-Away #2, based on Week 3</p> <p>(5% of 25%)</p> <p>Due: Sept. 22 by 11:59 p.m.</p> | <p>Introduction to ethics:</p> <p>Ethical dilemmas, philosophical underpinnings and decision-making in social work practice.</p> | <p>Strom-Gottfried, Chapter 1 - On Ethics and Ethical Behaviour</p> <p>Hugman, R. (2016). Power and authority in social work practice: Some ethical issues. In R. Hugman and J. Carter (Eds.), <i>Rethinking values and ethics in social work</i> (pp. 64-79). Palgrave.</p> <p>Guiding Questions:</p> <p>What is an ethical dilemma?</p> <p>What do you need to consider when faced with an ethical dilemma in practice?</p> |
| <p>Week 4: Sept 29</p> | <p>Presentation of ethical decision-making case study</p> <p>Time allotted for group work on Assignment #4</p> <p>Time allotted for general questions</p> | <p>Peer/Group consultations</p> <p>Guiding Questions:</p> <p>What is the issue in this case?</p> <p>What facts have been provided to guide your analysis?</p> <p>What decisions do you make with the information you have been</p> |

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| | and course check-ins | given? |
| <p>Week 5: Oct 6</p> <p>Assignment #2 – Reflective Take-Away #3, based on Week 5</p> <p>(5% of 25%)</p> <p>Due: Oct 6 by 11:59 p.m.</p> | <p>Ethical decision-making Models</p> | <p>Strom-Gottfried, Chapter 2 - Ethical Decision-Making</p> <p>Strom-Gottfried, Chapter 3 - Self-Determination</p> <p>Guiding Question:</p> <p>What are your reflections on the efficacy of the Six Question Model of Ethical Decision-making?</p> |
| <p>Week 6: Oct 13</p> | <p>Introduction to Critical Thinking & Ethical Reasoning</p> <p>(How to question and evaluate content, experts, and history)</p> <p>Group presentations on case study</p> | <p>Strom-Gottfried, Chapter 4 - Informed Consent</p> <p>Strom-Gottfried, Chapter 5 - Conflicts of Interest</p> <p>Guiding Question:</p> <p>How and why do you engage in critical thinking?</p> <p>Each of the five groups will share a 10-minute preview of their developing case study analysis and receive preliminary peer feedback.</p> |
| <p>Week 7: Oct 20</p> <p>Assignment #2 – Reflective Take-Away #4, based on Weeks 6 & 7</p> <p>(5% of 25%)</p> <p>Due: Oct 20 by 11:59 p.m.</p> | <p>Critical Thinking II</p> | <p>Strom-Gottfried, Chapter 6 - Professional Boundaries</p> <p>Mandell (2007), Morrel Chapter 5 - Power and Status Contradictions</p> <p>Guiding Questions:</p> <p>How is the Code of Ethics relevant in ethical decision-making?</p> <p>How might you be thinking about your own power and status?</p> |
| <p>Week 8: Oct 27</p> | <p>Ethical SW practice in a connected/digital world reality</p> | <p>Reamer, F. G. (2015). Social work in a digital world: Ethical and risk-management challenges. ASWB Spring Education Meeting.</p> <p>Guiding Questions:</p> |

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| | Time allotted for individual work on assignment #3 | Bush, A. (2015). <i>Little and often. Using micro practices for self-care. Psychotherapy Networker.</i> http://www.psychotherapy.net/magazine/currentissue/item/2655-little-and-often/2655-little-and-often |
| Week 13: Dec 1 Assignment #3 – Self-care Plan Due: Dec 2 by 11:59 p.m. (15% of course grade) | Using the professional self to address risk in ethical practice | Strom-Gottfried, Chapter 11 - Sustaining Ethical Habits |
| Week 14: Dec 8 Assignment #5 – Self-Evaluation Due: Dec 8 by 11:59 p.m. (5% of course grade) Assignment #4 – Case Analysis Due: Dec 11 by 11:59 p.m. (35% of course grade) | Final reflections & Wrap-up In-class group work – final consultations on case analysis | Guiding Question: What are the next steps for your professional practice? |

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

Assignment #1: Individual statement of professional social work identity. Meets CLOs #1, 2, 4, 5.

20% of course grade. Due in D2L dropbox, Tuesday September 8 by 11:59 p.m.

You will prepare a statement of the current state of your emerging professional identity as a social worker. This assignment emphasizes clarity, conciseness and precision (be sure to consult the rubric posted on D2L Content page).

- Articulate this statement as if you are describing a new role (even if it is imagined at this stage) to an acquaintance or family member who is unfamiliar with what a social worker does. Imagine that you will be working in interdisciplinary team working in the complex environment of homelessness, for example, but you could also imagine yourself dealing with mental health, service brokerage, policy, individual case management, special sub-populations (elderly, differently-abled, families with children etc.) or anything else that aligns with your interests at this early stage.
- Maximum 2 double-spaced pages including your name and ID number; include at least one reference in APA 7th edition format; use appropriate headings/sub-headings for added clarity.

Links to suggested readings will be posted on the D2L Content page.

Assignment #2: Reflective Take-Aways. Meets CLOs #2 – 7.

25% of course grade – Due in the D2L discussion fora, September 15, 22; October 6, 20; November 3 by 11:59 p.m.

You will submit **five** 350-word critically reflective posts to the D2L discussion board, on **one specific topic** covered in the week's class discussion. (5% for each post). Clearly include why the topic/concept resonated with you, and how it may be informing your thinking about your use of your professional self. **At least two references in APA 7th edition format, must be included for each post.**

Assignment #3: Self-Care Plan. Meets CLOs #3, 5.

15% of course grade – Due in dropbox December 2 by 11:59 p.m.

You will prepare a comprehensive self-care plan that clearly outlines your intentional self-care activities. A template and instruction guide will be posted in D2L.

Assignment #4: Ethical Decision-making Case Analysis. Meets CLOs #2, 3, 4, 6.

35% of course grade – Due in dropbox December 11 by 11:59 p.m.

This is a group assignment (five groups). The assignment will include:

1. In a single paragraph, you will first document a brief summary of the case.
2. You will then apply the Ethical Decision-Making Process (Chapter 2 of course text) as it applies to the case. Be sure to clearly define the ethical problem.
3. Finally, describe your group's application of the Six-Question Model to the ethical problem you identified in the case.

You will submit a 2000-word, double-spaced essay in **Word** format. Please use headings and sub-headings appropriately. Headings/sub-headings will not be included in the word count. At least four academic references, one of which must be the course text, are to be included, using the APA 7th edition format

This assignment will be discussed at length in class. A grading rubric will be posted in D2L.

Assignment #5: Self-Evaluation. Meets CLOs #1 – 7.

5% of course grade – Due in dropbox December 8 by 11:59 p.m. A template will be posted in D2L.

You will complete the evaluation template indicating your level of attendance, punctuality, participation in class and group activities, completion of assignments, and timely submission of assignments.

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 self-evaluation grade, as outlined in the assessment components section above. If you miss a class or a graded course component, please communicate with your instructor for options.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective discussion forum and/or dropbox in D2L. Dropbox assignments are to be submitted in Word format **only** and should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59 p.m. 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 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. Consider using headings/sub-headings – these will not be included in the word count. Sources used in assignments must be properly documented and referenced in APA 7th edition 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

Additional suggested readings will be posted in 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**