

Course Number	SOWK 361 S03	Classroom	Online
Course Name	Professional Use of Self		
Day(s) & Time	Wednesday September 9 to Wednesday December 2, 2020; 9:00 AM to 11:50 AM		
Instructor	Beth Archer-Kuhn, PhD, MSW		
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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

After taking 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

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

Mandell, D. (2007). *Revisiting the Use of Self: Questioning Professional Identities*. Canadian Scholars Press Inc. (chapters located on D2L)

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

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 9 Assignment #1 - My BoK Due: Fri. each week midnight 25% of course grade	Introductions, review of syllabus Establish working groups and talk about group process: 6 groups of 5 students each The Tao of working in Groups at university (Liberating Structure) Informal Group Processing Introduction of BoK	Mandell, Chapter 1 Use of Self: Contexts & Dimensions Dominelli, L. (2018). Identity: A personal matter or a political issue.
Week 2 – Sept 16	Professional & Academic Writing I Copyright office (Rowena Wake) & Graduate assistant (Kaltrina) Professional Writing II: APA, Plagiarism On-line module, academic integrity	Rossiter, Chapter 2 Self as Subjectivity: Toward a Use of Self as Respectful Relations of Recognition
Week 3 – Sept 23	Introduction to ethics. Ethical dilemmas, philosophical underpinnings and decision-making in social work practice. Our Integrated Case Study Informal Group Processing Time to work on Assignment 2 a	Strom-Gottfried, Chapter 1 On Ethics and Ethical Behaviour Hugman, R. (2016). Power and authority in social work practice: Some ethical issues
Week 4 – Sept 30	Case Study - review of possible ethical dilemmas Peer/Group consultation Inter-group consultations Informal Group Processing	

	Time to work on Assignment 2 a	
Week 5 – Oct 7 Assignment #2a Due: in class (15%)	Group presentations on case study Informal Group Processing Usages of BoK	
Week 6 – Oct 14	Ethical decision-making models Introduction to Critical Thinking & Ethical Reasoning (Black, White & Grey) (How to question/evaluate content, experts and history) Formal Group Processing Time to work on assignment 2b	Strom-Gottfried, Chapter 2 Ethical Decision-Making
Week 7 – Oct 21	Application of SW ethics Time to work on assignment 2b	Strom-Gottfried, Chapter 3 & 4 Self-Determination Informed Consent
Week 8 – Oct 28	Critical thinking II Case Study: Q & A to gather further information Ethical SW practice in a connected/digital world reality Informal Group Processing Time to work on assignment 2b	Strom-Gottfried, Chapter 5 & 6 Conflicts of Interest Professional Boundaries
Week 9 – Nov 4	Peer Feedback: Poster walk-about Synthesis, conclusions, evaluations, feedback. Harm Reduction Informal Group Processing Final adjustments to assignment 2b	Strom-Gottfried, Chapter 7 & 8 Confidentiality, Competence Vakharia. S. P. & Little, J. (2017). Starting where the client is: Harm reduction guide for clinical social work practice. Mark Tyndell Youtube video
Week 10 – Nov 11	FALL BREAK – NO CLASS	
Week 11 – Nov 18 Assignment #2b Due: in class (25%)	Group presentations Duffy et al (2013) What service users want from social workers. Informal Group Processing	Grant, Chapter 4 Structuring Social Work Use of Self Morrel Chapter 5 Power and Status Contradictions
Week 12 – Nov 25 Assignment #1 Due: Friday Nov 27 at midnight	Professional Use of Self/Your evolving “model of practice.” Self-Care Panelists: Community professionals Community panel about evolving model of practice Formal Group Processing Review of BoK	Networker Burnout Reconsidered & Little & Often Guest speakers: If possible to arrange Bring your BoK experiences to share: most challenging and most transformative

Week 13 – Dec 2 Assignment #3 Due: 9:00 am in class (35%)	Summary of Course Final Assignment Student Evaluations of Teaching	Strom-Gottfried, Chapter 11 Sustaining Ethical Habits
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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

Grading rubrics and instructions for all assignments can be found on the D2L site for this course.

Assignment #1: Reflection Book (BoK) (CLO #2,3,4,6)

25% of course grade. Due in D2L dropbox, Friday each week, 12:00 midnight.

This activity is intended to support you throughout the semester. It is a space to process your experiences of learning and transformation throughout the semester. It is to be used for processing learnings inside and outside of the classroom to help make sense of the challenges and shifts in your thinking that may occur as you transition and integrate your personal and professional self. The intent of the BOK is to develop skills of critical thinking and reflective (self) awareness and to make critical connections between all that you are coming to know, not only within the course, but about yourself. As an assignment, your use and application of the BOK within the course is intended to foster your

professional identity development; demonstrate your individual participation and engagement with the course material; and facilitate a critically reflective practice approach. As one of the major course goals is to develop skills in professional identity (thinking and acting like a social worker), this semester-long project involves your efforts in documenting your processes of coming into your own identities – both as a human being and as an emerging professional.

Each week, you will create 2 entries of no specific length, however, the rubric located on D2L can guide your entries. The BoK entries will be assessed across three major indicators: consistency; creativity; and critical depth. These are each defined in greater detail in the assignments on D2L.

To get you started, each student will prepare a statement of the current state of your emerging professional identity as a social worker. This assignment emphasizes clarity, conciseness and precision.

- Articulate this 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 (you could 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 1 page to be included on the BoK template located on D2L

Assignment # 2(a): Preliminary poster (CLO #1,3,4,6)

15% of course grade. Completed in a group and presented in class Wednesday October 7.

A first draft of your group's poster will begin to demonstrate your understanding of social work ethics as you summarize, analyze and present the essential and core social work related elements of the case study using Subheading 1 & 2 of the required (see D2L) poster template. **Your poster must be submitted by one group member through D2L before the presentation.**

Assignment #2(b): Final poster (LO # 2,3,6)

25 % of course grade. Presentation due in class and poster due in D2L dropbox by 5:00 pm on Wednesday Nov. 18. Choose one group member to submit the report by e-mail on behalf of the group.

Building on the first draft of your group's poster your group will complete this second half of the poster template. This part of the assignment provides opportunity to illustrate increased understanding of social work ethics and begin to demonstrate critical thinking. For this assignment you will:

1. Refine and elaborate on your original poster (subheadings 1 & 2) integrating the feedback that you have received and further reflections on the case.
2. Apply the Ethical Decision-Making Process (Chapter 2 of course text) as it applies to the Case Study
 - 2.1 Define the ethical problem under subheading
 - 2.2 Describe your group's application of the Six-Question Model to the ethical problem you have identified in point 2.1 above.

Assignment #3: Final Assignment. (LO # 1-7)

Professional use of self, ethics, critical thinking

35% of course grade. Final assignment due in class on Wednesday, December 2.

Final assignment due in class on Wednesday, December 2. You will have a chance to reflect on all the evidence of your learning over the course that describes your professional social work identity and demonstrate your critical thinking skill development. Your BoK can be a good reference and reminder of your experiences. You will include the products (statement of emerging identity, BoK reflections, poster) you have created during the course and feedback you have given and received. Students will participate in individual and group feedback activities to develop the skills of self- assessment and constructive peer feedback. The assessment and feedback will reflect the learnings over the course. Further details are posted on 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.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All written materials are expected to be submitted via D2L dropbox. **Filenames must include reference to the Assignment and the surname of the person submitting or the group number (Assignment #1, Jones or Assignment #2a, Group #3).**

LATE ASSIGNMENTS

Deadlines are considered firm; exceptions are typically associated with medical circumstances and granted at the instructor's discretion.

EXPECTATIONS FOR WRITING

Assignments may be assessed partly on writing skills – be sure to check the rubric for each assignment. 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

Dominelli, L. (2018). Identity: A personal matter or a political issue. In J. Campling (Ed.), *Anti-racist Social Work* (pp. 41-67). London, UK: Macmillan Publishers.

Hugman, R. (2016). Power and authority in social work practice: Some ethical issues. In R. Hugman and J. Carter (Eds.), *Rethinking Values and Ethics in Social Work* (pp. 64-79). London, UK: Palgrave.

Vakharia, S. P., & Little, J. (2017). Starting where the client is: Harm reduction guide for clinical social work practice. *Clinical Social Work Journal*, 45, 65-76.

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**