



Course Number	SOWK 361 S02	Classroom	Virtual (D2L)
Course Name	Professional Use of Self		
Day(s) & Time	Tuesdays, September 7 – December 1, 2020, 9:00 am – 11:50 am		
Instructor	Dr. Sherri Tanchak, MSW, PhD, RSW		
U of C Email	sltancha@ucalgary.ca		

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

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 LEARNING OUTCOMES

At the completion of SOWK 361, students will be able to demonstrate competence in:

1. Understanding and applying the Canadian Association of Social Worker's Code of Ethics and Guidelines for Ethical Practice and the Alberta College of Social Workers Standards of Practice to case studies;
2. Applying critical thinking skills to practice situations;
3. Analyzing ethical issues in social work practice and responding to ethical dilemmas through using various decision-making model;
4. Understanding what it means to be a 'professional' in social work practice;
5. Understanding the role and importance of self-care for the practitioner and as a necessity for competent and ethical practice.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Strom-Gottfried, F. (2016). *Straight talk about professional ethics* (2nd ed.). Oxford.

E-book for rent or purchase & download available from the following apps

[BookShelf \(by VitalSource\)](#) ; [Google Play Books](#)

Skovholt, T. & Trotter-Mathison, M. (2016). *The resilient practitioner: Burnout and compassion fatigue prevention and self-care strategies for the helping professions*. Routledge.

E-book for rent or purchase & download available from the following apps

[BookShelf \(by VitalSource\)](#) ; [Google Play Books](#) ; [Amazon Kindle](#) ; [Kobo](#)

Additional weekly readings have been posted on the course D2L site to supplement the course texts. Please refer to the course schedule for specific information on the readings. Students are responsible for accessing an electronic copy of the reading from the University of Calgary library.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

SOWK 361 is a required course for third year social work students in the BSW program. This course consists of three key aspects of social work competencies: social work ethics, professional writing, and self-care. Each competency is intended to contribute foundational knowledge and strategies for students to apply throughout their BSW program.

CLASS SCHEDULE

Weekly Topics, Readings and Learning Exercises

Date	Topics	Pre-Seminar Learning Activities
Sept. 7	<p>Week 1: Course Overview, Values and Ethical Issues in Social Work</p> <ul style="list-style-type: none"> • Course Overview • Personal and Professional Values • Ethical Issues in Social Work • Critical Thinking and Ethics 	<p>Video</p> <ul style="list-style-type: none"> ▪ View Presentation posted in Week 1 of D2L: Welcome to SOWK361, Professional Use of Self (Course Outline, Assignments and Grading Rubrics)
Sept. 14	<p>Week 2: Self-Care for Social Workers</p> <ul style="list-style-type: none"> • Critical Thinking Exercise • Dimensions of Well-being • Well-being Inventories • Developing Self-Care Plans 	<p>Reading Skovholt, T. & Trotter-Mathison (2016). Ch. 1-3</p> <p>Video</p> <ul style="list-style-type: none"> ▪ View Canadian Association of Social Workers CASW Webinar - <i>Ethics in Social Work Webinar Series: Part 1 - What are ethics and why do values matter?</i> (https://youtu.be/U1p9HgCst0Q)
Sept. 15	<p>D2L Posting 1 Due: Wellness versus Well-being</p>	
Sept. 21	<p>Week 3: Social Work Ethics: History and Ethical Framework for Alberta Social Workers</p> <ul style="list-style-type: none"> • History of Ethics • Diversity of Ethics • Ethical Framework for Alberta Social Workers: Code of Ethics (CASW, 2005) 	<p>Readings</p> <ul style="list-style-type: none"> • Strom-Gottfried, Ch. 1 • Sewpaul, V., & Henrickson, M. (2019). The (r)evolution and decolonization of social work ethics: The Global Social Work Statement of Ethical Principles. <i>International Social Work</i>, 62(6), 1469–1481. https://doi.org/10.1177/0020872819846238 • Code of Ethics (CASW, 2005)
Sept. 22	<p>Assignment Due, D2L Posting 2(Part A): Class Repository of Well-being Resources</p>	
Sept. 24	<p>Assignment Due: Critical Thinking and Ethics Paper</p>	

Date	Topics	<i>Pre-Seminar Learning Activities</i>
Sept. 28	<p>Week 4: Standards of Practice (ACSW, 2019) & Guidelines for Ethical Social Work Practice (CASW, 2005)</p> <ul style="list-style-type: none"> Ethical Framework for Alberta Standards of Practice (2019), and Guidelines for Ethical Practice 	<p>Readings</p> <ul style="list-style-type: none"> Standards of Practice (ACSW, 2019) Guidelines for Ethical Practice (CASW, 2005)
Sept. 29	<p>Assignment Due, D2L Post 2(Part B) Due: Class Repository of Well-being Resources</p>	
Oct. 5	<p>Week 5: Ethical Decision Making</p> <ul style="list-style-type: none"> Ethical Issues and Dilemmas Ethical Decision-Making Models 	<p>Readings</p> <ul style="list-style-type: none"> Strom-Gottfried, Ch.2 Dolgoff, R., Harrington, D., & Loewenberg, F. (2012). Ethical decisions for social work practice. Ch. 4 (<i>Copy available on D2L</i>) <p>Video</p> <ul style="list-style-type: none"> View presentations on Ethical Decision-Making Models (Dr. Sherri Tanchak)
Oct.6	<p>Assignment Due: Well-being Inventories and Personal Well-being Plan</p>	
Oct. 12	<p>Week 6: Group Assignment: Well-being Symposium</p>	
Oct. 19	<p>Week 7: Occupational Health in Social Work</p> <ul style="list-style-type: none"> Burnout Vicarious Trauma Compassion and Empathy Fatigue Moral Distress 	<p>Readings</p> <p>Skovholt, T. & Trotter-Mathison (2016). Chapters 4 & 6</p> <p>Kreitzer, L., Brintnell, S. & Austin, W. (2019). Institutional barriers to healthy workplace environments: From the voices of Canadian social workers experiencing compassion fatigue. <i>The British Journal of Social Work</i>, 50(7), 1942–1960. https://doi.org/10.1093/bjsw/bcz147</p>
Oct. 26	<p>Week 8: Ethical Issues and Group Work</p> <p>Ethical Issues:</p> <ul style="list-style-type: none"> Self-Determination Non-Discrimination and Cultural Issues <p>Group Work: Application of Ethical Decision-Making Models and Case Studies</p>	<p>Readings</p> <p>Strom-Gottfried, Ch. 3 & 10</p>

Nov. 2	<p>Week 9: Ethical Issues and Group Work</p> <p>Ethical Issues:</p> <ul style="list-style-type: none"> • Confidentiality • Informed Consent <p>Group Work: Application of Ethical Decision-Making Models and Case Studies</p>	<p>Readings</p> <p>Strom-Gottfried, Ch. 4 & 7</p>
Nov. 3	<p>D2L Posting 3 Due: Ethics Scavenger Hunt and Discussion</p>	
Nov. 9	<p><i>Term Break November 7 to 13 – No Class</i></p>	
Nov. 16	<p>Week 10: Ethical Issues and Group Work</p> <p>Ethical Issues:</p> <ul style="list-style-type: none"> • Competence • Professional Boundaries <p>Group Work: Application of Ethical Decision-Making Models and Case Studies</p>	<p>Readings</p> <p>Strom-Gottfried, Ch. 6 & 8</p> <p>Cooper, F. (2012). <i>Professional boundaries in social work and social care: a practical guide to understanding, maintaining and managing your professional boundaries</i> (pgs. 41-72) https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=836874&ppg=43 <i>*E-book license permits only one online user at a time; per day, a user may print to PDF up to 54 pages</i></p>
Nov. 23	<p>Week 11: Ethical Issues and Group Work</p> <p>Ethical Issues:</p> <ul style="list-style-type: none"> • Conflict of Interest • Professionalism and Integrity • Virtual Social Work Practice <p>Group Work: Application of Ethical Decision-Making Models and Case Studies</p>	<p>Readings</p> <p>Strom-Gottfried, Ch. 5 & 9</p> <p>CASW Social Media Use and Social Work Practice (2013) https://www.casw-acts.ca/files/policy_statements/social_media_use_and_social_work_practice.pdf</p> <p>Videos</p> <p>View webinar, Risks that Social Workers Face when Providing E-Services to their Clients https://youtu.be/nycuuQJGI0s</p>
Nov. 24	<p>D2L Posting 3 Due: Portrait of Professional Caregivers (Video and Questions)</p>	

Nov. 26	Assignment Due: Well-being Reflection Paper
Nov. 30	Week 12: Mock Ethics Board Assignment Preparation <ul style="list-style-type: none"> • Guidelines for assignment and grading rubric reviewed • Instructor assigns each groups a case study and schedule for the mock ethics board hearing.
Dec. 7	Week 13: Mock Ethics Board Hearings

Important Dates for Fall 2021

- Block Week: Monday – Friday, August 30 – September 3, 2021
- Labour Day, Monday, September 6, 2021
- Start of Classes: Tuesday, September 7, 2021
- National Day of Truth and Reconciliation: Thursday, September 30, 2021
- Thanksgiving Day: Monday, October 11, 2021
- Remembrance Day: Thursday, November 11, 2021
- Term Break, no classes: Sunday – Saturday, November 7-13, 2021
- End of Classes: Thursday, December 9, 2021
- End of Term: Friday, December 24, 2021
- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

**** Please note that the University of Calgary recognizes Thursday, September 30, 2021, as the National Day of Truth and Reconciliation. This is a federal holiday. University operations are closed on this day)**

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

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) for your best learning experiences. 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: (15%) – Due September 24th in Dropbox by 11:00pm

Aligned Course Learning Outcomes: 2, 3

Assignment Instructions: Review the assigned case study and provide an analysis of the ethical issues by addressing each of the five critical thinking questions:

- What are the presenting issues and what do I think about them?
- Why do I think the way I do about the presenting issues?
- What is the pattern of thoughts I have about the presenting issues?
- In the future, what kinds of things will help me think more critically about the issues?
- In the future, what kinds of things will hinder me from thinking more critically about the issues?

For each critical thinking question, consider and respond to all the sub-questions and provide an integrated response between 150 to 250 words. In addition to the questions, students will provide a title page, introduction, conclusion and references. A minimum of three references are required for this assignment which include one reference from the course and two references selected by the student. Assessment Criteria: Grading rubrics posted on D2L

Assignment 2: Self-care Well-being Inventories and Plan (15%) – Due: Post to Dropbox by October 6, 11:00 pm

Aligned Course Learning Outcomes: 4, 5

Assignment Instructions: Through a series of well-being inventories and exercises, students will explore dimensions of well-being and develop a personal well-being plan.

Assessment Criteria: Grading rubrics posted on D2L

Assignment 3: Well-being Reflection Paper (15%) – Due: Post to Dropbox by November 24, 11:00pm

Aligned Course Learning Outcomes: 4, 5

Assignment Instructions: Students will write a five-page paper to summarize what they have learned about themselves from participating in well-being throughout the semester and explain how this new knowledge will impact them personally and professionally. Students are required to include a copy of their well-being plan with feedback from their instructor as an appendix to their reflection. Students are required to include at least four references (2 student choice and 2 from class readings).

Assessment Criteria: Grading rubrics posted on D2L

Assignment 4: Well-being Symposium (10%) – Due: October 12th

Aligned Course Learning Outcomes: 4, 5

Assignment Instructions: Students will be randomly divided in groups that will develop and deliver a 25-minute workshop on well-being for social workers. Within the workshops, students are required to identify their area of well-being and lead an interactive and participatory session that provides their peers an opportunity to try out their proposed activities.

Assessment Criteria: Grading rubrics posted on D2L

Assignment 5: Mock Ethics Hearing (25%) – Due: December 7th

Aligned Course Learning Outcomes: 1, 2, 3

Assignment Instructions: Students will be randomly divided in groups and each group will form an ACSW ethics committee and work through an ethical case scenario. Students will be given an ethical dilemma by a social worker and asked to help them make a decision in 20 minutes. A brief scenario will be given in class the week before so the committee can begin to formulate which decision-making process they will use and how to prepare for the board meeting with the social worker. Groups will be created by the middle of term and the subsequent classes will revolve around your group working with different ethical issues to prepare for this mock exam. It is **mandatory** for everyone to attend **November 30** and **December 7** classes in order to practice for the assignment. Guidelines will be handed out in class.

Assessment Criteria: Grading rubrics posted on D2L

Assignment 6: Postings on D2L Discussion Board - (20% total for all postings)

Due on:

1. September 15 - 5%
2. September 22 (Part A) and September 29 (Part B) – 5%
3. November 3 - 5%
4. November 24 – 5%

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

Assignment Instructions:

Posting 1 – Wellness versus Well-being. Post a 150 to 250 discussion on your understanding of wellness versus well-being. How might your interpretation of these concepts influence your perception and approach to caring for yourself professionally and personally?

Posting 2 – Class Repository of Well-being Resources

Part A: Choose 2 dimensions of well-being and post an idea and resource for each dimension that you are currently using in your personal well-being plan. (*Word Limit: 100 - 150 words*)

Part B: Review your other colleagues' postings and select a resource that you'd like to add to your personal well-being plan. Reply to your colleagues' posting by letting them know your idea and resource interests you and how you are planning to include it in your personal well-being plan (*Word Limit: 100-150 words*)

Posting 3 – Complete Ethics Scavenger Hunt Questions, post, copy to discussion board and respond to the D2L question.

Posting 4 – Watch video, Portrait of Professional Caregivers, and create a 200 - 250 word response to the questions on D2L discussion board.

Assessment Criteria: Grading rubrics posted on D2L

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

Mid-way through the course students will be given the opportunity to evaluate the course so far. This will be done verbally in class.

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.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

This is a professional program. From the beginning of the program, students are professionals in training as such participation is critical to developing skills and knowledge to becoming a competent social worker. Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. If there are unforeseen circumstances where the student is going to be

absent from class, it is the student's responsibility to notify the instructor before class by email about their non-attendance and reason.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective drop box in D2L. Assignments are to be submitted in Word format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due at 11pm 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. Students are expected to submit all assignments by the indicated date and time on the SOWK361 schedule, unless prior arrangements have been confirmed with the instructor 72 hours prior to the due date or a crisis has occurred (supporting documentation must be provided and the instructor must approve an extension). Assignments not submitted by the assigned date and time will be deducted by ten percent for each day the assignment is late.

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 all papers must be properly documented and referenced in APA 7th 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 readings can be found 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/. 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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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://ucalgary.ca/legal-services/sites/default/files/teams/1/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 AND GENDER-BASED 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

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