



<b>Course &amp; Session Number</b>	<b>SOWK 300 L04</b>	<b>Classroom</b>	Online
<b>Course Name</b>	Generalist Practice in Context Theme Course.		
<b>Dates and Time</b>	Start of Classes: September 6, 2022 End of Classes: December 7, 2022 Dates and Time: Zoom sessions weekly on Tuesdays from 6PM to 8PM MST, excluding reading break (November 6-12, 2022). Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <u>Student Centre</u> <sup>1</sup> .		
<b>Instructor</b>	Alysia Wright, MSW RSW PhD(c)	<b>Office Hours</b>	By appointment
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**OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION**

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that equity does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

<sup>1</sup> In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

### **SYLLABUS STATEMENT**

Examination of the professional use of self in relation to the knowledge, values, and skills pertaining to the practice of generalist social work practice in rural, remote, and Aboriginal communities.

Hours: 6 units; F (6-0)

### **COURSE DESCRIPTION**

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

This course will take place online via Desire2Learn (D2L) and Zoom. There will be 13 synchronous Zoom sessions throughout the term (two per week), with two hours reserved per week for asynchronous learning activities. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

### **COURSE LEARNING OUTCOMES**

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

1. Articulate the conceptual elements of various social work theoretical approaches;
2. Identify the cultural assumptions and biases underlying generalist social work practice and critique its application in diverse contexts;
3. Discuss major theoretical frameworks in social work as they pertain to generalist social work practice;
4. Demonstrate critical thinking in appraising various theoretical approaches to social work practice;
5. Apply a range of theoretical approaches to varying contexts for social work practice;
6. Understand and integrate an anti-oppressive approach to generalist practice;
7. Demonstrate critical reflection and reflexivity in their analysis of social work theories and

contexts, as it relates to their own social location and their own choice of practice framework(s).

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

*Note: The Harms and Connolly (2019)) text is available through the University of Calgary Library, the Bookstore, and third-party vendors.*

Harms, L., & Connolly, M. (2019). *Social work: From theory to practice* (3rd ed.). Cambridge.

Recommended readings will be posted to the Reading List in D2L before the first day of class.

### 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 300 is one of the four foundation theme courses in the BSW Learning Circles Program. It must be completed concurrent with SOWK 301 – Generalist Practice in Context Portfolio Project.

## CLASS SCHEDULE

### Important Dates for Fall 2022

- Start of Term: Monday, August 29, 2022
- End of Term: Friday, December 23, 2022
- Fee deadline: Friday, September 23, 2022
- Labour Day, no classes: Monday, September 5, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Remembrance Day, no classes: Friday, November 11, 2022

### Class Schedule

Module Dates	Module: Topic	Zoom sessions	Required Readings
Tue Sep 6 – Sun Sep 18	Module 1: Generalist Practice	Tue Sep. 6, 6:30-8:30pm MST Tue Sep. 13, 6:30-8:30pm MST	Harms & Connolly (2019) Ch. 1 & 2
Mon Sep 19 – Sun Oct 2	Module 2: Reflective Practice and Theory	Tue Sep. 20, 6:30-8:30pm MST Tue Sep. 27, 6:30-8:30pm MST	Harms & Connolly (2019) Ch. 8

Mon Oct 3 – Sun Oct 16	Module 3: Systems Theories	Tue Oct. 4, 6:30-8:30pm MST Tue Oct. 11, 6:30-8:30pm MST	Harms & Connolly (2019) Ch. 3
Mon Oct 17 – Sun Oct 30	Module 4: Onion-Peeling Theories (Psychodynamic and person-centric theories)	Tue Oct. 18, 6:30-8:30pm MST Tue Oct. 25, 6:30-8:30pm MST	Harms & Connolly (2019) Ch. 4
Mon Nov 1 – Sun Nov 6	Module 5: Faculty-Engine Theories (Cognitive and behavioural theories)	Tue Nov. 1, 6:30-8:30pm MST Tue Nov. 8, 6:30-8:30pm MST	Harms & Connolly (2019) Ch. 5
Mon Nov 7 – Sun Nov 13	Fall Break	No classes	
Mon Nov 14 – Sun Nov 27	Module 6: Story-Telling Theories (Strengths-based and narrative theories)	Tue Nov. 15, 6:30-8:30pm MST Tue Nov. 22, 6:30-8:30pm MST	Harms & Connolly (2019) Ch. 6
Mon Nov 28 – Sun Dec 11	Module 7: Mountain-Moving Theories (Critical and anti-oppressive theories)	Tue Nov. 29, 6:30-8:30pm MST Tue Dec. 6, 6:30-8:30pm MST	Harms & Connolly (2019) Ch. 7 & 8 Crenshaw 1990

#### **ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

#### **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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

#### **MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING**

The instructor may use Zoom 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

All assignments are due by 5PM MST on the date listed in the assignment details. Assignments will be accepted until 9PM MST on the due date without penalty. Late assignments will be accepted at the discretion of the instructor.

### **Assignment 1: Canadian Association of Social Worker’s Code of Ethics and Guidelines for Practice (20%)**

Due Date:

- Discussion post: September 18, 2022 by 5PM MST
- Response to two (2) peers: September 25, 2022 by 5PM MST

Aligned Course Learning Outcomes: 1-7

Assignment Description: Students will read the CASW Code of Ethics (2005) and Guidelines for Ethical Practice (2005) then complete a reflection template about how these ethics and guidelines have shown up in their previous social work practice or personal experience. Students will provide examples, real or hypothetical, of situations in which they have relied upon their ethical commitments and/or the CASW’s guidelines to inform their decisions, and critically reflect upon the strengths and limitations that they recognize within these documents in relationship to their practice or experience. Students will respond to two (2) of their peers’ posts and offer thoughtful, reflective, and supportive commentary/response (200-250 words for each of 2 response posts). Responses will be assessed based on length and depth of response (i.e., illustrative of critical thinking, reflection, and integration of module materials). Students are also encouraged to monitor their own original reflections and the comments made by their peers.

Assessment Criteria: A template and detailed rubric will be shared on D2L in the first week of class.

### **Assignment 2: Reflection on Social Work Practice (40%)**

Due Date:

- Discussion post: October 9, 2022 by 5PM MST
- Response to two (2) peers: October 16, 2022 by 5PM MST

Aligned Course Learning Outcomes: 2, 3, 7

Assignment Description: Students will have a 30-minute conversation with a person who is not a social worker. You may talk with a professional person, a non-professional, or a family member. This conversation is meant to explore perceptions of social work by someone outside of the field and how its histories are maintained and/or erased. A conversation guide will be provided on D2L. After your conversation, write a 500-word reflection about what you learned from the person you spoke with,

including new or renewed insights about how social work may be perceived in our socio-cultural context. In this reflection, you will have an opportunity to integrate your conversation with course readings and your own experiences. Students will respond to two (2) of their peers' posts and offer thoughtful, reflective, and supportive commentary/response (200-250 words for each of 2 response posts). Responses will be assessed based on length and depth of response (i.e., illustrative of critical thinking, reflection and integration of module materials). Students are also encouraged to monitor their own original reflections and the comments made by their peers.

Assessment Criteria: A conversation guide and a detailed rubric will be shared on D2L in the first week of class.

### **Assignment 3: Theory and Practice Presentation (40%)**

Due Dates:

- Proposal template: September 25, 2022 by 5PM MST
- Annotated bibliography: October 23, 2022 by 5PM MST
- Presentation: November 20, 2022 by 5PM MST
- Response to two (2) peers: November 27, 2022 by 5PM MST

Aligned Course Learning Outcomes: 1, 4, 5, 6

Assignment Description: In this three-part assignment, students will complete a proposal template in which they identify a group of social work theories from the Harms and Connolly (2019) textbook that they are most interested in and then identify one theory within that group that they want to explore in-depth. Students will then complete an annotated bibliography of five (5) peer-reviewed articles about their chosen theory using a provided template. Finally, students will prepare a 10 to 15 slide presentation in which they provide an overview of their chosen theory group, present their chosen theory and what they learned about it in their annotated bibliography exercise, and discuss how their theory group and theory are used in social work practice and implications for their current or future practice. Students will respond to two (2) of their peers' posts and offer thoughtful, reflective, and supportive commentary/response (200-250 words for each of 2 response posts). Responses will be assessed based on length and depth of response (i.e., illustrative of critical thinking, reflection and integration of module materials). Students are also encouraged to monitor their own original reflections and the comments made by their peers.

Assessment Criteria: Templates and a detailed rubric will be shared on D2L in the first week of class.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments to the associated Discussion Topic in D2L by the due date indicated in the assignment details. All templates must be attached to the discussion post, in addition to the required post. All assignments are due by 5PM MST on the date listed in the assignment details. Assignments will be accepted until 9PM MST on the due date without penalty. Late assignments will be accepted at the discretion of the instructor.

### **LATE ASSIGNMENTS**

All assignments are due by 5PM MST on the date listed in the assignment details. Assignments will be accepted until 9PM MST on the due date without penalty. Late assignments will be accepted at the discretion of the instructor.

### **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7<sup>th</sup> 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. This grading system overrides the grading system in D2L.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage Range</b>
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**

All recommended and required readings will be posted to the Reading List tool in D2L prior to the start of the course. Students are responsible to ensure that they have access to all course materials and to contact the instructor if they experience any barriers.

**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’s Code of Conduct.

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 \(2019\)](#).

### **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. 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. Please refer to the full policy on [Student Accommodations](#).

### **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](#) before beginning the assignment.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

### **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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-based 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.

### **Other Important Information**

Please visit the Registrar's website 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