



Fall 2022

Course & Session Number	SOWK 300 L07	Classroom	Online
Course Name	Generalist Practice in Context Theme Course		
Dates and Time	Start of Classes: September 6, 2022 End of Classes: December 12, 2022 Dates and Time: Online Instruction - Monday, (September 12, September 19, October 3, October 17, October 27, October 31, November 14, November 28) 6:00 – 8:00pm (MST) via Zoom Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Dr. Sherri Tanchak, PhD, RSW	Office Hours	As requested via email
UCalgary E-mail	sltancha@ucalgary.ca	UCalgary Phone	Email preferred

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.

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](#).

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

SYLLABUS STATEMENT

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

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

Payne, M. (2014). *Modern Social Work Theory* (4th ed). Oxford University Press.

Available from University of Calgary Library -

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4764057>

Specific module readings. Readings and other resources that are not in the text will be available through D2L.

Module 1: Generalist Social Work Practice

- Lee, E. O. J., & Ferrer, I. (2014). Examining social work as a Canadian settler colonial project. *Journal of Critical Anti-Oppressive Social Inquiry*, 1(1), 1-20.
<https://caos.library.ryerson.ca/index.php/caos/article/view/96>
- Miley, K. K., O'Melia, M., & DuBois, B. (2017). Generalist Social Work Practice. In K.K. Miley, M. O'Melia & B. DuBois (Eds.), *Generalist social work practice: An empowering approach* (8th ed., pp. 1-20). Allyn & Bacon.
http://catalogue.pearsoned.ca/assets/hip/us/hip_us_pearsonhighered/samplechapter/0205789811.pdf
- Payne, M. (2014). Chapter 1

Module 2: Critical Thinking & Approaches to Social Work Practice

- Fook, J. (2015). Reflective practice and critical reflection. In J. Lishman (Ed.), *Handbook for practice learning in social work and social care: Knowledge and theory* (pp. 442-454, 3rd ed.). Jessica Kingsley Publishers.
https://ezproxy.lib.ucalgary.ca/login?qurl=https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cdocument%7C3368749?account_id=9838&usage_group_id=107435
- Mathias, J. (2015). Thinking like a social worker: Examining the meaning of critical thinking in social work. *Journal of Social Work Education*, 51(3), 457-474: DOI: <https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1080/10437797.2015.1043196?needAccess=true>
- Payne, M. (2014). Chapters 2 – 3

Module 3 - Context for Practice

Part A - Indigenous Context for Practice

- Truth and Reconciliation Commission of Canada. (2015). *Calls to action*.
http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf
- Tuck, E., & Yang, K.W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1(1), 1- 40.
<https://jps.library.utoronto.ca/index.php/des/article/view/18630>

Part B – Diverse Context for Practice

- Payne (2014). Chapter 14

Module 4 - Theories, Perspective and Methods

Part A: Problem Solving Theories

- Payne, M. (2014). Chapters 4 – 6

Part B: Ecological Systems Theories & Empowerment Theories

- Payne, M. (2014). Chapters 7, 9, 11
- Rothery, M. (2016). Critical Ecological Theory. In N. Coady, P. Lehmann (Eds.) Theoretical Perspectives for direct social work practice: A Generalist-eclectic approach: Springer Publishing Inc. Retrieved from: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4519171&ppg=99>

Module 5: Critical, Feminist, Anti-Oppressive Theories

- Payne, M. (2014). Chapters 12, 13, 14
- Baskin, C., & Davey, C. (2017). Parallel pathways to decolonization: Critical and Indigenous social work. In S. Wehbi & H. Parada, Reimagining Anti-Oppression Social Work Practice, pp. 3-16. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=6281997&ppg=17>

Module 6: Summary & Integration

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

This theme course will be delivered in a series of six modules. Modules 1, 2, 5, and 6 will have one Zoom session and modules 3 and 4 will have two Zoom sessions. Please find the schedule below with the module dates and Zoom sessions. Students are required to attend all Zoom sessions for the course.

Module Dates	Module: Topic	Zoom Sessions 6:00 - 8:00pm (MST)
September 6 – September 18	Module 1: Generalist Social Work Practice	September 12
September 19 – October 2	Module 2: Critical Thinking & Approaches to Social Work Practice	September 19
October 3 – October 23	Module 3: Context for Practice Part A: Indigenous Context for Practice Part B: Diverse Context for Practice	Part A: October 3 Part B: October 17
October 24 – November 5	Module 4: Theories, Perspective and Methods Part A: Problem Solving Theories Part B: Ecological Systems Theories & Empowerment Theories	Part A: October 24 Part B: November 31
November 6 – November 12 Fall Break No classes		
November 14 – November 27	Module 5: Theories, Perspectives and Methods - Critical Theories	November 14
November 28 – December 7	Module 6: Summary and Integration <i>(Group Presentations)</i>	November 28

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.

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

SUMMARY OF ASSIGNMENTS

Assignment	Weight	Details	Due Dates
Personal Philosophy and Social Work Practice	15	Submit to Course D2L Dropbox	September 15, 6:00pm
Honoring Context and Exploring Decolonization in Social Work Practice	20	Submit to Course D2L Dropbox	November 3, 6:00pm
Applying Theory to Social Work Practice (Group Presentation)	30	Group Presentation	November 28, 6:00pm
Discussion Board Postings and Self-Reflection of Participation	35	Discussion Board Postings Self-Reflection of Participation	Please D2L Discussion Board for details December 8, 6:00pm

ASSIGNMENT 1: PERSONAL PHILOSOPHY AND SOCIAL WORK PRACTICE

Grade Weight: 15% (Assignment Grading Rubric Posted to Course D2L)

Due Date: Thursday, September 15, by 6:00pm (Submit Assignment to Course D2L Dropbox)

Assignment Aligns with Course Outcomes 1, 2, 3, 4, 5, 6, 7

Description and Instructions: What is your personal philosophy and how does it influence how you think about and apply theory in social work practice? Our personal philosophy or worldview is impacted by

our lived experiences and a diversity of influences (education, culture, family of origin, sexual orientation, political orientation, economic status, spirituality, and relationships). Students are invited to reflect on their lived experiences, influences and identify their personal philosophy by completing a series of questions outlined in the personal inventory worksheet. Each question requires a maximum number of 50 – 100 words. At the end of the worksheet, students are invited to reflect on how their personal philosophy might influence how you think about and practice social work.

ASSIGNMENT 2: HONORING CONTEXT AND EXPLORING DECOLONIZATION IN SOCIAL WORK PRACTICE

Grade Weight: 20% (Assignment Grading Rubric Posted to Course D2L)

Due Date: November 3, by 6:00pm (Post to D2L Course Dropbox)

Assignment Aligns with Course Outcomes 2, 3, 4, 5, 6, 7

Description and Instructions: Understanding and honoring context of service users is essential for a professional's holistic preparation for social work practice. For this assignment students are invited to review module 3 content, reflect on provided inquiry questions, develop a creative medium about their reflections, and develop a 2-to-3-page summary reflection.

Part 1: Module 3 Content and Inquiry Questions

Review module 3 content and consider the following inquiry questions:

- What are 2 to 3 significant learnings about decolonization and the Truth and Reconciliation Commission of Canada.
- What are some implications to Indigenous peoples, families, and communities?
- What are some implications that can be transferred to other diverse communities?
- Reflecting on your key learnings and implications, how will this assignment potentially influence your emerging social work practice?

Part 2: Artefact as a Reflection of Learning

Develop an artefact (creative medium) that reflects your learning from Part 1. Creative mediums encourage storytelling of our reflections and experiences and may include pictorials, narrated presentations, videos, music, poems, collages, drawings, or paintings. If students have other creative mediums they would like to adopt for this assignment, please consult with the course instructor for further discussion. Upload a copy of your artefact to the course dropbox.

Part 3: Reflective Summary Paper

Write a 2 – 3-page summary that discusses your reflections of learning and their relationship to the selected medium for this assignment. Upload your summary to the course dropbox.

ASSIGNMENT 3: APPLYING THEORY TO SOCIAL WORK PRACTICE (Group Presentation)

Grade Weight: 30% (Assignment Grading Rubric Posted to Course D2L)

Due Date: Module 6 Zoom Seminar, November 28, 6:00pm

Assignment Aligns with Course Outcomes 1, 2, 3, 4, 5, 6, 7

Description and Instructions: This assignment asks students to create and share in class a 20-minute PowerPoint presentation that presents a case study that demonstrates an understanding of the course content. Presentations need to include a MINIMUM of 5 current (within 10 years) references, at least 3 of the references must be ACADEMIC sources. Groups will present their case studies and analysis to the class and will incorporate the following material:

1. A Relevant Social Issue: A macro issue that reflects a current social issue that is relevant to the community.
2. Fictitious Case Study: Present a case study based on the selected macro issue
3. Theories and Perspectives: Discuss 2 to 3 theories or perspectives that are relevant and applicable to the case study. The group should include a discussion that addresses their selection and it's fit with the case study.
4. Application in Practice: Present 1 to 2 practice methods that are applicable for the case study. Identify how the social work practice methods relate to the selected theory and perspective.
5. Evaluation of Theory, Perspectives and Methods: Discuss how the selected theories, perspectives and practice methods assist (supports) or inhibit (barriers) your groups understand of the presenting issues and how best to support service users/clients. What will each group member take forward into their emerging social work practice (be specific and concrete)?

ASSIGNMENT 4: DISCUSSION BOARD POSTINGS AND SELF-REFLECTION OF PARTICIPATION

Part A - Discussion Board Postings

Assignment Weight: 30% (5% per Discussion Board)

Assignment Grading Rubric Posted to Course D2L

Due Date: See D2L Dropbox

Assignment Aligns with Course Outcomes 1, 3, 4, 5, 6, 7

Description and Instructions: There are 6 modules in the course. For 5 of these modules there are D2L discussion boards that include: assigned readings, videos, and inquiry questions. Prepare and post your response to discussion board questions (150 – 200 words) and offer your own question of inquiry that invites your peers to critically reflect further on the posted content and its teachings and implications for social work practice.

Part B - Self-Reflection of Participation, Contributions and Personal Philosophy

Assignment Weight: 5%

Due Date: December 8 (6:00pm)

Assignment Aligns with Course Outcomes 1, 3, 4, 5, 6, 7

Description and Instructions: At the end of the term, submit a 2 – 3-page reflection of your course participation and contributions. Your evaluation will be based on identified key learnings, contributions in Zoom and Discussion Boards, and reappraise and any adjustments you would make to your personal philosophy from assignment 1.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to attend all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor prior to the session 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.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. 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 for 7 days after the due date. A 25% penalty shall be applied to all late assignments. Assignments submitted more than 7 days after the due date will receive a grade of 0.

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 format (7th edition). 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.

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 for the course be provided to students 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'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