



**Fall 2022**

<b>Course &amp; Session Number</b>	<b>SOWK 361 S01</b>	<b>Classroom</b>	HNSC 334
<b>Course Name</b>	<b>Professional Use of Self</b>		
<b>Dates and Time</b>	Start of Classes: Tuesday September 6, 2022 End of Classes: Tuesday December 6, 2022 Dates and Time: In-person instruction. Tuesdays 9 to 12 p.m. Add/Drop/Withdrawal Dates: Thurs Sept 15(Drop), Wed Dec 7 (Withdraw)		
<b>Instructor</b>	Karen Orser, MSW, RSW	<b>Office Hours</b>	As requested
<b>UCalgary E-mail</b>	<a href="mailto:karen.orser1@ucalgary.ca">karen.orser1@ucalgary.ca</a>	<b>UCalgary Phone</b>	N/A

**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](#).

## SYLLABUS STATEMENT

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

## COURSE DESCRIPTION

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

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

## COURSE LEARNING OUTCOMES

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

1. Articulate an initial statement of professional identity;<sup>[1][2]</sup><sub>[3][4]</sub>
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 and explain how their own values fit with the values of the Social Work profession;
5. Understand and describe the necessity for self-care;
6. Understand and apply 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 for and options for supplementary instruction/practice/support that are related to writing for academic and professional purposes.

## LEARNING RESOURCES

### **REQUIRED TEXTBOOKS AND/OR READINGS**

Alberta College of Social Workers. (2019). *Standards of practice*.

[https://acsw.in1touch.org/document/2672/DOC\\_FINALACSWStandardsOfPractice\\_V1\\_1\\_20200304.pdf](https://acsw.in1touch.org/document/2672/DOC_FINALACSWStandardsOfPractice_V1_1_20200304.pdf)

Bush, A. (2015). *Little and often. Using micro practices for self-care*. Psychotherapy Networker.

Canadian Association of Social Workers. (2005). *Code of ethics*. [https://www.casw-acts.ca/files/documents/casw\\_code\\_of\\_ethics.pdf](https://www.casw-acts.ca/files/documents/casw_code_of_ethics.pdf)

Canadian Association of Social Workers. (2005). *Guidelines for ethical practice*. [https://www.casw-acts.ca/files/documents/casw\\_guidelines\\_for\\_ethical\\_practice.pdf](https://www.casw-acts.ca/files/documents/casw_guidelines_for_ethical_practice.pdf)

Dominelli, L. (2018). Identity: A personal matter or a political issue. In J. Campling (Ed.) *Anti-racist Social Work* (pp. 41.67). Macmillan Publishers.

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

Miller, S., Hubble, M., & Mathieu, F. (2015). *Burnout reconsidered: what supershrinks can teach us*. Psychotherapy Networker. <https://www.psychotherapynetworker.org/magazine/recentissues/2015-mayjun/item/2654-burnout-reconsidered/2654-burnout-reconsidered>

Strom-Gottfried, K. (2015). *Straight talk about professional ethics* (2<sup>nd</sup> ed.). Lyceum.

### **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

### **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

<b>Week/Date</b>	<b>Content</b>	<b>Preparation</b>
Week 1 – Sept 6	<p>Introductions, review of syllabus, establish working groups</p> <p>Academic Writing Expectations and Tips</p> <p>Introduction to Use of Self</p> <p>Trauma Informed Practice (related to Use of Self)</p>	<p>Mandell, Chapter 1</p> <p>Dominelli, L (2018). Identity. A personal matter or political issue.</p>
Week 2 – Sept 13	<p><b>Part 1:</b> Professional Writing and Communications (guest speaker and group discussions). Bias.</p> <p><b>Part 2:</b> Exploring the Code of Ethics in relation to our own personal values.</p> <p>Assigning Group readings for Week 3</p> <p><b>Assignment 1, Personal Reflection: My Professional Communication Commitments</b> <b>Due: Sunday Sept 18 at 11:59pm</b></p>	<p>Mandell, Chapter 11</p> <p>CASW Code of Ethics</p>
Week 3 – Sept 20	<p>Use of Self (learning and group discussions) Groups assigned Chapters 1-6 to discuss key concepts and present summary and learnings back to larger class)</p> <p><b>Assignment 2: Statement of Initial Professional Social Work Identity</b> <b>Due: Sunday Oct 2 at 11:59pm</b></p>	<p>Mandell: Group 1 – Chapter 3 Group 2 – Chapter 4 Group 3 – Chapter 5 Group 4 – Chapter 6 Group 5 – Chapter 7 Group 6 – Chapter 12</p>
Week 4 – Sept 27	<p>Introduction to Ethics and the Six Question Model</p>	<p>Strom-Gottfried, Chapters 1 &amp; 2</p>
Week 5 – Oct 4	<p>Self Determination and Informed Consent</p>	<p>Strom-Gottfried, Chapters 3 &amp; 4</p>

Week 6 – Oct 11	Conflicts of Interest and Professional Boundaries	Strom-Gottfried, Chapters 5 & 6
Week 7 – Oct 18	Confidentiality & Competence	Strom-Gottfried, Chapters 7 & 8
Week 8 – Oct 25	Professionalism & Integrity, Non-Discrimination and Cultural Competence	Strom-Gottfried, Chapters 9, 10
Week 9 – Nov 1	Assignment 3 (Group Activity) Prep Time	ACSW Standards of Practice CASW Guidelines for Ethical Practice
Week 10 – Nov 8	Term Break – No Class	
Week 11 – Nov 15	<b>Assignment 3: Group Learning Activity (Groups 1-6)</b> <b>Due: Nov 15 (in class)</b>	
Week 12 – Nov 22	Assignment 4 Group Prep Time	
Week 13 – Nov 29	Self Care and Burnout (Guest Speaker)  Assignment 4 Group Prep Time	Bush, A. (2015). <i>Little and often. Using micro practices for self-care.</i>  Miller, S., Hubble, M., & Mathieu, F. (2015). <i>Burnout reconsidered: what supershrinks can teach us.</i>
Week 14 – Dec 6	Sustaining Ethical Practice  <b>Assignment 4A (15% of course grade)</b> <b>Due: Tuesday Dec 6 (in class)</b>	Strom-Gottfried, Chapter 11
Week 15	<b>Assignment 4B (20%) and 4C (5%)</b> <b>Due: Sunday Dec 11 at 11:59 pm</b>	

#### 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**

Please note: Grading rubrics that outline specific grading criteria will be posted in D2L.

#### **Assignment 1 (10%), Personal Reflection: My Professional Communication Commitments**

Due: Sunday September 18 by 11:59pm

Instructions: Articulate your commitments to professional communications as it relates to your colleagues and clients. What are your personal guiding principles for professional communications in each of these areas? Consider how your core values inform these commitments and also consider various forms of communication: written, verbal, non-verbal. Get very specific in this assignment. What will professional communication with colleagues look like? Clients? What are you holding yourself accountable for? 500-750 words maximum.

#### **Assignment 2 (20%), Statement of Initial Professional Social Work Identity**

Due: Sunday Oct 2 at 11:59 pm

Instructions: Prepare a statement of the current state of your emerging professional identity as a social worker. This assignment emphasizes clarity, conciseness and precision. Who are you/who do you want to be as a social worker?

Articulate this statement as if you are describing a new role (even if it is imagined at this stage) to an acquaintance or family member who is unfamiliar with what a social worker does. Imagine that you will be working in interdisciplinary team working in the complex environment of homelessness, for example, but you could also imagine yourself dealing with mental health, service brokerage, policy, individual case management, special sub-populations (elderly, differently-abled, families with children etc.) or anything else that aligns with your interests. This should not be merely a description of the functions of the role, but rather what you bring to the role as a social worker. You may choose to discuss your social location, strengths, needs, values, ethics, areas of development, etc. This is meant to capture your identity at this point in time.

Maximum 750 words; references in APA 7<sup>th</sup> edition format; you should use appropriate headings/sub-headings for added clarity. Reference course readings and materials. Additional references are optional and not required for this assignment.

### **Assignment 3 (10%), Group Activity**

Due: November 15 (in class)

Instructions: The standards of practice, code of ethics, and guidelines to ethical practice are important. For this assignment you will work with your group to create a fun, informative, creative and engaging activity for the class with the goal of reinforcing the concepts and ensuring your classmates understand these key foundational guiding documents. The assumption will be that your classmates have all read these documents. This is your chance to test their knowledge.

### **Assignment 4 (40%), Ethical Decision Making Case Analysis**

**40% total of course grade – read carefully for required components and submission details. This assignment will be discussed at length in class, and you will be provided some in-class time and support to complete it.**

**This is a group assignment** (6 groups of 4-5 students each). The assignment will:

1. Provide a brief summary of the case you will be analyzing.
2. Apply the Ethical Decision-Making Process (Chapter 2 of course text) as it applies to the case. Be sure to clearly define the ethical problem. Identify and discuss any connection to core social work competencies and values.
3. Finally, describe your group's application of the Six-Question Model to the ethical problem you identified in the case.

#### **PART A: Group Presentation (15%) in class Tuesday December 6.**

- Your group will present the above material to the class, in any format chosen by the group. The presentation should be approximately 20 minutes with 5 minutes for questions/feedback.

#### **PART B: Group paper (20%) to be submitted in D2L Dropbox DUE Sunday December 11 at 11:59 pm.**

- As a group, you will submit one essay in **Word** format. Please ensure all group members' names are on the cover page of the assignment and have each group member submit the same assignment to their individual Dropbox. You may use headings and sub-headings for clarity. At least four academic references are to be included, one of which must be the course text. Your paper should include the information in your group presentation, as well as any feedback provided by your peers and the instructor.
- Maximum 1500 words, not including cover page or references, APA 7<sup>th</sup> edition format.

#### **PART C: Individual self/group assessment. (5%) to be submitted in D2L Dropbox DUE Sunday December 11 at 11:59 pm.**

- As an individual, you will provide an assessment of your contribution to the group and your participation in this assignment, analysing strengths as well as areas for development. You will consider all aspects of participation, including attendance and contribution to in-class work periods, preparation, the presentation, and the paper. You may also comment on your group process, effectiveness, challenges, etc. This should be approximately 300 words and does not require references or a cover page as it is meant to be a self-assessment.

### **Participation (20%)**

You will be receive an overall participation mark. Considerations include: class attendance, preparedness, engagement, on-time assignment submissions, group participation, etc.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend each class and to be fully present and engaged in class activities and discussions. Attendance, participation, and self-reflection are part of the self/group evaluation component of Assignment 4, and of your overall Participation mark. If you miss a class or a graded course component, please communicate with your instructor for options, preferably in advance.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L, except for Assignment 3, which is an in-class activity. Assignments are to be submitted in Word format only and should have a file name as follows: "Full name (or group number) and assignment number" (e.g., Jane Smith Assignment 2, or Group 2 Assignment 2). Assignments are due by 11:59pm 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. Assignments submitted after the deadline without prior arrangement may be penalized with a grade reduction.

### **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Consider using headings/subheadings to organize your work. 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

Additional suggested readings and resources for the course will be provided to students in D2L and will be updated throughout the semester. Students are encouraged to seek out additional readings of interest and are welcome to bring these to the class discussion.

## 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