



Course & Session Number	SOWK 361 S02	Classroom	HNSC 336
Course Name	Professional Use of Self		
Dates and Time	Start of Classes: September 6 End of Classes: December 7 Dates and Time: Tuesdays 9 am – 11:50 am Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Bethany Savoy, MSW, RSW	Office Hours	As Requested
UCalgary E-mail	Bethany.savoy@ucalgary.ca	UCalgary Phone	Please contact by email

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

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 assignments.

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 social work identity and identify how this identity develops over time;
2. Analyze ethical issues according to an ethical decision-making model as well as both the Canadian Association of Social Workers' Code of Ethics and the Alberta College of Social Workers' Standards of Practice and apply to practice situations;
3. Apply critical thinking skills to practice situations;
4. Understand and explain how personal values and beliefs fit with the values of the Social Work profession;
5. Understand the necessity for self-care as part of ethical practice and develop a self-care plan;
6. Understand the need for and demonstrate proficient communication, especially writing for academic and professional purposes, in competent social work practice and be aware of their own skill level regarding professional communication as well as the possible need/options for improvement.

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

Canadian Association of Social Workers. (2005). *Code of ethics*. 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

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

Additional required readings related to weekly topics are indicated in class schedule.

PLEASE NOTE: Students should read and familiarize themselves with the *Standards of Practice*, the *Code of Ethics*, and the *Guidelines for Ethical Practice* prior to the first class. These documents will be referenced regularly throughout the semester.

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

WEEK/DATE	TOPIC	PREPARATION/READINGS
Week 1: Sept 6	<p>Introductions</p> <p>Review of Syllabus</p> <p>Establish working groups/discuss group process</p> <p>Who are you as a professional?</p>	<p>ACSW (2019). <i>Standards of practice</i>.</p> <p>CASW (2005). <i>Code of ethics</i>.</p> <p>CASW (2005). <i>Guidelines for ethical practice</i>.</p>
Week 2: Sept 13	<p>Professional & Academic writing</p> <p>Plagiarism</p> <p>Assessing self</p> <p>Values, Principles, & Biases</p>	<p>Dominelli, L. (2018). Identity: A personal matter or a political issue. In J. Campling (Ed.), <i>Anti-racist social work</i> (pp. 41-67). Macmillan Publishers.</p> <p>Marlowe, J. M., Appleton, C., Chinnery, S., & Van Stratum, S. (2015). The integration of personal and professional selves: Developing students' critical awareness in social work practice. <i>Social Work Education</i> 34(1), 60-73, DOI: 10.1080/02615479.2014.949230</p>
ASSIGNMENT 1: Current Social work Identity DUE Sunday September 18 at 11:59 pm in D2L Dropbox (20% of course grade)		
Week 3: Sept 20	<p>Introduction to Ethics</p> <p>Ethical Dilemmas, philosophical underpinnings, and decision making in social work practice</p>	<p>Strom-Gottfried (2015). Chapter 1 - On Ethics and Ethical Behaviour</p> <p>Hugman, R. (2016). Power and authority in social work practice: Some ethical issues. In R. Hugman and J. Carter (Eds.), <i>Rethinking values and ethics in social work</i> (pp. 64-79). Palgrave.</p>
ASSIGNMENT 2: Reflective Take Away 1, based on weeks 1-3 DUE Sunday Sept 25 at 11:59 pm on D2L discussion board (5% of 25% total)		
Week 4: Sept 27	<p>Models for ethical decision making</p> <p>Presentation of ethical decision-making case study</p>	<p>Strom-Gottfried (2015). Chapter 2 - Ethical Decision-Making</p> <p>Strom-Gottfried (2015). Chapter 3 - Self-Determination</p>
ASSIGNMENT 2: Reflective Take Away 2, based on week 4 DUE Sunday Oct 2 at 11:59 pm on D2L discussion board (5% of 25% total)		

Week 5: Oct 4	Introduction to critical thinking Ethical reasoning How to question and evaluate content, experts, & history	Strom-Gottfried (2015). Chapter 4 - Informed Consent Strom-Gottfried (2015). Chapter 5 - Conflicts of Interest
Week 6: Oct 11	Critical thinking	Strom-Gottfried (2015). Chapter 6 - Professional Boundaries
ASSIGNMENT 2: Reflective Take Away 3, based on weeks 5-6 DUE Sunday Oct 16 at 11:59 pm on D2L discussion board (5% of 25% total)		
Week 7: Oct 18	Self-care & ethics Course check in	Miller, S., Hubble, M., & Mathieu, F. (2015). Burnout reconsidered: what supershrinks can teach us. <i>Psychotherapy Networker</i> . Bush, A. (2015). Little and often. Using micro practices for self-care. <i>Psychotherapy Networker</i> . Veage, S., Ciarrochi, J., Deane, F. P., Andresen, R., Oades, L. G., & Crowe, T. (2014). Values congruence, importance and success and in the workplace: Links with well-being and burnout amongst mental health practitioners. <i>Journal of Contextual Behavioral Science</i> , 3, 258-264.
ASSIGNMENT 3: Self-care plan, DUE Sunday Oct 23 at 11:59 pm in D2L Dropbox (15% of course grade)		
Week 8: Oct 25	Ethical social work practice in a digital world Trauma informed practice	Reamer, F. G. (2015). Social work in a digital world: Ethical and risk-management challenges. ASWB Spring Education Meeting.
Week 9: Nov 1	Core social work principles & skills Harm reduction	Strom-Gottfried, Chapter 7 – Confidentiality Strom-Gottfried, Chapter 8 - Competence Vakharia, S. P., & Little, J. (2017). Starting where the client is: Harm reduction guide for clinical social work practice. <i>Clinical Social Work Journal</i> , 45, 65-76.

ASSIGNMENT 2: Reflective Take Away 4, based on weeks 8-9 DUE Sunday Nov 6 at 11:59 pm on D2L discussion board (5% of 25% total)		
NO CLASS NOVEMBER 6-13 – FALL BREAK		
Week 10: Nov 15	Professional use of self Diversity, Inclusion, & Ethics	Strom-Gottfried (2015). Chapter 9 – Professionalism and Integrity Strom-Gottfried (2015). Chapter 10 – Non-discrimination and Cultural Competence
Week 11: Nov 22	Your evolving model of practice Using the professional self to address risk in ethical practice	Strom-Gottfried (2015). Chapter 11 - Sustaining Ethical Habits
ASSIGNMENT 2: Reflective Take Away 5, based on weeks 10-11 DUE Sunday Nov 28 at 11:59 pm on D2L discussion board (5% of 25% total)		
Week 12: Nov 29	Group presentations of Ethical Decision-Making Case Analysis ASSIGNMENT 4A (15% of course grade)	
Week 13: Dec 6	Final reflection and course wrap up	Please review these documents again in preparation for the course wrap-up: ACSW (2019). <i>Standards of practice</i> . CASW (2005). <i>Code of ethics</i> . CASW (2005). <i>Guidelines for ethical practice</i> .
ASSIGNMENT 4B&C: Group paper and individual assessment, DUE Friday Dec 9 at 11:59 pm in D2L Dropbox (25% of course grade)		

ASSESSMENT COMPONENTS

Rubrics for assignments can be found on the D2L Content page. In addition to the descriptions below, please consult these rubrics to ensure that you have met the expectations for the assignments.

ASSIGNMENT 1: STATEMENT OF CURRENT PROFESSIONAL SOCIAL WORK IDENTITY.

Meets Course Learning Objectives (CLOs) #1, 2, 4, 5, 6.

20% of course grade. DUE in D2L Dropbox Sunday September 18 at 11:59 pm

You will 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; include at least one reference in APA 7th Edition format; you may use appropriate headings/sub-headings for added clarity. Links to suggested readings will be posted on the D2L Content page.

ASSIGNMENT 2: REFLECTIVE TAKE-AWAYS. Meets CLOs #1 – 6.

25% of course grade – Due in the D2L discussion boards, Sundays, September 25, October 2, 16, November 6, & 27 by 11:59 p.m.

You will submit **five** 400-500 word critically reflective posts to the D2L discussion board, on **one specific topic** covered in that week's class discussion. (5% for each post). Clearly include why the topic/concept resonated with you, and how it may be informing your thinking about use of your professional self. These posts should not be summaries of that class content or readings, rather they are intended to be deeply reflective in nature. **At least one reference in APA 7th edition format, must be included for each post. This may be a required course reading but must directly relate to the content of your post.**

ASSIGNMENT #3: SELF-CARE PLAN. Meets CLOs #4, 5, 6.

15% of course grade – Due in D2L Dropbox Sunday October 23 by 11:59 p.m.

You will prepare a comprehensive self-care plan that clearly outlines your intentional self-care activities, taking into account your strengths, needs, and values. A template and instruction guide will be posted in D2L.

ASSIGNMENT #4: ETHICAL DECISION-MAKING CASE ANALYSIS. Meets CLOs #1, 2, 3, 4, 6.

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 regular 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 November 29.

- 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 Friday December 9 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 one group member submit the assignment to the group 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 1800 words, not including cover page or references, APA 7th edition format.

PART C: Individual self/group assessment. (5%) to be submitted in D2L Dropbox DUE Friday December 10 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 500 words and does not require references or a cover page as it is meant to be a self-assessment.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. Attendance, participation, and self-reflection are part of the self/group evaluation

component of Assignment 4, as outlined in the assessment components section above. 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 2 which will be posted to the respective Discussion Board on D2L. 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

Learners have access to a late bank of 5 days total throughout the semester. You may access these by emailing the instructor in advance of the due date and indicating how many days you are using for the specific assignment. These extensions will be automatically granted, and no late penalty will be assessed. Late assignments beyond the 5 days late bank may be penalized with a grade reduction.

Please note: **Late bank extensions do not apply to Assignment 4** as it has a collaborative component in which your colleagues require your participation by a specific date.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills, including APA and adherence to assignment guidelines – make sure that you carefully review the assignment descriptions and rubrics posted in D2L. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in all assignments must be properly documented and referenced in APA 7th edition format. APA 7 should also be used for assignment formatting. 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. For the final grade, all decimal grades will be rounded up to the next whole number. 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. The instructor welcomes feedback at any time to discuss the process and content of the course.

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