



<b>Course &amp; Session Number</b>	<b>SOWK 361 S03</b>	<b>Classroom</b>	<b>HNSC 330</b>
<b>Course Name</b>	Professional Use of Self		
<b>Day(s) &amp; Time</b>	<b>Wednesday September 07 to Wednesday December 7, 2022; 9:00 AM to 11:50 AM</b>		
<b>Instructor</b>	Din Ladak, MSW, RSW		
<b>U of C E-mail</b>	<a href="mailto:Badrudin.ladak@ucalgary.ca">Badrudin.ladak@ucalgary.ca</a>	<b>U of C Phone</b>	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](#)

**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.

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

## **COURSE LEARNING OUTCOMES**

After taking this course, students will be able to:

1. Articulate an initial statement of professional identity;
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**

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

Additional recommended: Mandell, D. (2007). *Revisiting the Use of Self: Questioning Professional Identities*. Canadian Scholars Press Inc. (chapters located on D2L)

## **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 course has no pre-requisites or co-requisites. 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

National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022

Block Week: Monday – Friday, August 29 – September, 2022

Labour Day, Monday, September 5, 2022

Start of Classes: Tuesday, September 6, 2022

Thanksgiving Day: Monday, October 10, 2022

Remembrance Day: Friday, November 11, 2022

Term Break, no classes: Sunday – Saturday, November 6 -12, 2022

End of Classes: Wednesday, December 7, 2022

Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

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

<b>Week/Date</b>	<b>Content</b>	<b>Preparation</b>
Week 1 – Sept 7 <b>Assignment #1</b> - My professional social work identity (as of September 7, 2022) <b>Due: Wed. Sept 15 midnight</b> 20% of course grade	Introductions, review of syllabus. Establish working groups and talk about group process: 6 groups of 5 students each The Tao of working in Groups at university Informal Group Processing	Mandell, Chapter 1 Use of Self: Contexts & Dimensions  Dominelli, L. (2018). Identity: A personal matter or a political issue.

<p>Week 2 – Sept 14</p> <p><b>Assignment #2</b> – In class module, Plagiarism  <b>Due: 11:30 a.m.</b>  5% of course grade</p>	<p>Professional &amp; Academic Writing  Plagiarism Discussion  Informal Group Processing  APA, Plagiarism university  In class (5% of grade, 11 – 11:30 a.m.)</p>	<p>Rossiter, Chapter 2  Self as Subjectivity: Toward a Use of Self as Respectful Relations of Recognition</p>
<p>Week 3 – Sept 21</p>	<p>Introduction to ethics.  Ethical dilemmas, philosophical underpinnings and decision-making in social work practice.  Our Integrated Case Study  Informal Group Processing  Time to work on Assignment 3 a</p>	<p>Strom-Gottfried, Chapter 1  On Ethics and Ethical Behaviour</p> <p>Hugman, R. (2016). Power and authority in social work practice: Some ethical issues  Guest speakers</p>
<p>Week 4 – Sept 28</p>	<p>Case Study  Peer/Group consultation  Inter-group consultations  Informal Group Processing  Time to work on Assignment 3 a</p>	
<p>Week 5 – Oct 5</p>	<p>Group discussions on case study  Informal Group Processing</p>	
<p>Week 7 – Oct 12</p> <p>Assignment #3a  <b>Due: in class</b> on October 12th</p>	<p>Ethical decision-making models  Introduction to Critical Thinking &amp; Ethical Reasoning (Black, White &amp; Grey)  Social Work Encounters of the Intercultural Kind</p>	<p>Strom-Gottfried, Chapter 2  Ethical Decision-Making</p> <p>Strom-Gottfried, Chapter 3 &amp; 4  Self-Determination  Informed Consent</p>
<p>Week 8 – Oct 19</p>	<p>Critical thinking  Case Study: Q &amp; A to gather further information  Ethical SW practice in a connected/digital world reality  Informal Group Processing</p>	<p>Strom-Gottfried, Chapter 5 &amp; 6  Conflicts of Interest  Professional Boundaries  Guest speaker: Unity group</p>
<p>Week 9 – Oct 26</p>	<p>Peer Feedback:  Poster walk-about  Synthesis, conclusions, evaluations, feedback.  Harm Reduction  Informal Group Processing</p>	<p>Strom-Gottfried, Chapter 7 &amp; 8  Confidentiality  Competence  Vakharia. S. P. &amp; Little, J. (2017). Starting where the client is: Harm reduction guide for clinical social work practice.  Guest speaker (?)</p>
<p>Week 10 – Nov 2</p>	<p>Duffy et al (2013)</p>	<p>Grant, Chapter 4  Structuring Social Work Use of Self</p>

	What service users want from social workers. Informal Group Processing	Morrel Chapter 5 Power and Status Contradictions
Week 11 Nov 6 – 12	Term Break, No Classes	
Week 12 – Nov 16  <b>Assignment #3b</b> <b>Due: in class on November 16</b>	Group presentations	Networker Burnout Reconsidered & Little & Often Guest speakers: TBD
Week 13 – Nov 23	Course Learnings Reflection on how Ethics are helpful in our profession Integration of Course Content Discussion of Final Assignment	Strom-Gottfried, Chapter 11 Sustaining Ethical Habits
Week 14 – Nov 30 <b>Assignment #4 Due: 10:00 a.m. Friday December 2<sup>nd</sup></b> <b>35 % of Course</b>	Final Assignment due on December 2nd	
Week 15 – Dec 7	Summary of Course Personal reflection on attendance Student Evaluations of Teaching Celebration of Learning	

#### ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

#### EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

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#### ASSESSMENT COMPONENTS

Grading rubrics and instructions for all assignments can be found on the D2L site for this course.

**Assignment #1: Individual statement of professional social work identity. (CLOs #2,3,4,6)**

**20% of course mark. Due in D2L dropbox, Wednesday September 15.**

Each student will prepare a statement of the current state of your emerging professional identity as a social worker. This assignment emphasizes clarity, conciseness and precision (be sure to consult the rubric located on D2L).

- Articulate this 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 (you could 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 at this early stage.
- Maximum 2 pages including name & ID number, all headings, references (maximum 2, none are required).

Permanent links to suggested readings can be found on the D2L site for this course.

**Assignment #2 – In Class module, Plagiarism (CLOs #2,3,4,7 )**

**5% of course mark. Due: in class Wednesday, Sept 14, 11.45 a.m.**

You will complete a one page double spaced assignment to capture your understanding of the material presented on plagiarism during class time. This assignment ensures that students meet the requirements of our Associate Dean of Teaching and Learning, that all program students complete this module in their first year of courses.

What does Plagiarism mean to you? What is your ethical philosophy on plagiarism? What is the University's policy on Plagiarism? What are the implications for students who plagiarise? What implications does the University have for student conduct for students engaging in plagiarism? How would plagiarism affect your outlook as a social worker? What ethical guidelines are violated for those who plagiarise?

**Assignment # 3(a): Preliminary poster (CLOs #1,3,4,6)**

**10% of course mark. Completed in a group and presented in class Wednesday, October 12**

A first draft of your group's poster will begin to demonstrate your understanding of social work ethics as you summarize, analyze and present the essential and core social work related elements of the case study using Subheading 1 & 2 of the required (see D2L) poster template. **Your poster must be submitted by one group member through D2L before the presentation.**

**Assignment #3 (b): Final poster (CLOs # 2,3,6) – Completed in a group**

**15 % of course mark. Presentation due in class and poster due in D2L dropbox by 5:00 pm on Wednesday Nov. 16.** Choose one group member to submit the report by e-mail on behalf of the group.

Building on the first draft of your group's poster, your group will complete the second half of the poster template. This part of the assignment provides opportunity to illustrate increased understanding of social work ethics and begin to demonstrate critical thinking. For this assignment you will:

1. Refine and elaborate on your original poster (subheadings 1 & 2) integrating the feedback that you have received and further reflections on the case.
2. Apply the Ethical Decision-Making Process (Chapter 2 of course text) as it applies to the Case Study
  - 2.1 Define the ethical problem under subheading
  - 2.2 Describe your group's application of the Six-Question Model to the ethical problem you have identified in point 2.1 above.

#### **Assignment #4: Final Individual Assignment. (CLOs # 1-7)**

**Professional use of self, ethics, critical thinking, deep reflection, change as a result of this course**

**35% of course mark**

**Final Assignment will be submitted on Friday, December 2 by 9 a.m.**

Final assignment due by 9 a.m. on Friday, December 9, 2022. This assignment will be an opportunity to reflect on all the evidence and learning over the duration of the course and to describe how your professional social work identity and critical thinking skill development have evolved. This will include

1. Reflections on what you learned from the assignment and learning activities.
2. The products (statement of emerging identity, poster) you have created during the course and feedback you have given and received. Students will participate in individual and group feedback activities to develop the skills of self- assessment and constructive peer feedback and will select examples to include and comment on.
3. The assessment and feedback will reflect the learnings over the course and how this course will help you in maintaining ethical social work practice. Further details are posted on D2L.
4. Students will formulate critically reflective responses to their choice of guiding questions.
5. Further details and guiding questions will be posted on D2L and will be discussed in class.
6. The recommended word count is 750 – 1000 words (3 to 4 double spaced pages).

#### **ATTENDANCE AND PARTICIPATION EXPECTATIONS 15 % of course mark - Ongoing**

This is a face to face class. You will be receiving an overall participation mark. Considerations include: class attendance, preparedness, engagement, on-time assignment submissions, group participation, etc. Students are expected to be fully present and engaged in each class activities and discussions, lead the group discussions, participate in role play activities, and contribute to self and others' learning. These are part of the participation grade, as outlined in the assessment components section above. Your personal reflection of overall course integration, understanding of ethics, demonstration of use of ethics through case studies, and a commitment to fostering a positive group climate in your presentations will all be elements that will further your attendance in person. All course assignments should include the integration of in class as well as textbook/journal articles. For group assignments, students will be expected to be present to deliver their group assignment.

## ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

The sections below are to provide additional clarity to students regarding class attendance

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

All written materials are expected to be submitted via D2L Dropbox. **Filenames must include reference to the Assignment and the surname of the person submitting or group number.** Deadlines are considered firm; exceptions are typically associated with exceptional circumstances. Extensions must be discussed with the instructor in advance of the assignment deadline.

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.

Evidence of plagiarism is considered academic misconduct and will be treated as such under the University of Calgary policy. Plagiarism/Cheating/Other Academic Misconduct  
<http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

### **LATE ASSIGNMENTS**

Late assignments will need to be discussed prior to due date and will be accepted only in exceptional circumstances and at the discretion of the instructor. Assignments submitted after the deadline will be penalized with a grade reduction.

### **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Writing skills are becoming increasingly important in today's world and will remain of paramount importance in this course. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.), paragraphs and organization, proper formatting, a coherent flow to your writing, a clear expression of ideas, as well as a high degree of 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.

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

Dominelli, L. (2018). Identity: A personal matter or a political issue. In J. Campling (Ed.), *Anti-racist Social Work* (pp. 41-67). London, UK: Macmillan Publishers.

Hugman, R. (2016). Power and authority in social work practice: Some ethical issues. In R. Hugman and J. Carter (Eds.), *Rethinking Values and Ethics in Social Work* (pp. 64-79). London, UK: Palgrave.

Vakharia, S. P., & Little, J. (2017). Starting where the client is: Harm reduction guide for clinical social work practice. *Clinical Social Work Journal*, 45, 65-76.

## UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

### PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

### ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student

Accommodations is available <https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

### RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

## **ACADEMIC MISCONDUCT**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

## **INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

## **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

## **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

## **SEXUAL AND GENDER-BASED VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

## **OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources

- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information