



<b>Course &amp; Session Number</b>	<b>SOWK 361 S04</b>	<b>Classroom</b>	<b>Online via Zoom</b>
<b>Course Name</b>	<b>Professional Use of Self</b>		
<b>Dates and Time</b>	Start of Classes: September 6, 2022 End of Classes: December 7, 2022 Dates and Time: Wednesday, Zoom 9:00 am – 11:50am; Sept. 7, 14, 21, 28; Oct. 5, 12, 19, 26; Nov. 2, 16, 23, 30; Dec. 7, Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Iris Plain Eagle, MSW RSW	<b>Office Hours</b>	Thursday, 12:00-1:00 pm (by Zoom link)
<b>UCalgary E-mail</b>	Iris.plaineagle@ucalgary.ca	<b>UCalgary Phone</b>	Use email: <a href="mailto:iris.plaineagle@ucalgary.ca">iris.plaineagle@ucalgary.ca</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.

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

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

### **SYLLABUS STATEMENT**

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**

This course will provide an opportunity for students to explore their development as social work professionals. Students will develop critical thinking and reflection skills to exam their own values, beliefs, and strengths in relation to use of self within a professional social work identity. Students will analyze and integrate the Social Work profession's standards, values, CASW Code of Ethics, CASW Guidelines for Ethical Practice, and ACSW Standards of Practice for development of a professional social work identity. This course will also enable students to examine ethical decision making, the practice of self-care, and professional communication to understand the practice of social work. This course learning approach involves Zoom online lectures, readings, D2L discussion forums, and assignments.

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

There will be 13 synchronous Zoom sessions throughout the term (Sept. 7, 14, 21, 28; Oct. 5, 12, 19, 26; Nov. 2, 16, 23, 30; Dec. 7; Wednesday, 9:00-11:50 am), and each will be recorded.

### **COURSE LEARNING OUTCOMES**

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

1. Be knowledgeable of the social worker's "self" in all aspects of practice with the worker's relationship to their clients then draw upon this understanding to mobilize, review, and consider the context of the helping relationship for deploying strong critical reflection.
2. Analyze their personal stories to understand reflexivity, reflective practice, and the journey toward formulating a social work professional identity.
3. Synthesis social work's professional associations, Code of Ethics, Guidelines of Ethical Practice, Standards of Practice, and ethical decision models to describe relevance to use of self within their professional identity.

4. Understand the influence of ethical decision-making process and reflect on one's own value system, emotions, and positionality in relation to the perspectives of the client, environment, or dominant narrative.
5. Identify self-care as fundamental to their professional social work practice and apply this knowledge to evaluate their ability to develop and apply this balance

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

Required Textbook:

Mandell, D. (Ed.). (2007). *Revisiting the use of self: Questioning professional identities*. Toronto, ON, Canada: Canadian Scholars

Required Readings:

Aidan Ferguson & James J. Clark. (2018). The status of research ethics in social work, *Journal of Evidence-Informed Social Work*, 15:4,351-370, DOI: [10.1080/23761407.2018.1478756](https://doi.org/10.1080/23761407.2018.1478756)

Banning Lary, & Promedion (Producers), & Lary, B. (Director). (2005). *Theories in social work practice* [Video/DVD]. Promedion. Retrieved from <https://video-alexanderstreet-com.ezproxy.lib.ucalgary.ca/watch/theories-in-social-work-practice>

Brown, B. (March 2012). *Listening to shame* [Video]. TED Conferences. Retrieved from [https://www.ted.com/talks/brene\\_brown\\_listening\\_to\\_shame](https://www.ted.com/talks/brene_brown_listening_to_shame)

Canadian Association of Social Workers. (April 11, 2017). *Ethics in Social Work Webinar Series: Part 1 - What are ethics and why do values matter?* [Video]. Youtube. <https://youtu.be/U1p9HgCst0Q>

Canadian Association of Social Workers. (April 11, 2017). *Ethics in Social Work Webinar Series: Part 2 - The Code of Ethics and Your Practice* [video]. Youtube. <https://www.youtube.com/watch?v=lqAfb9fPuDc>

Canadian Association of Social Workers. (April 11, 2017). *Ethics in Social Work Webinar Series: Part 3 - Applying Ethics, A Four-Step Framework* [video]. Youtube. <https://www.youtube.com/watch?v=o3TrM6KE90o>

Francis, C., Cherian, R. M., & Alex, R. G. (2022). Understanding the personality of single and married women: Implications for women-centred social work practice. *Aotearoa New Zealand Social Work Review*, 34(1), 100–112. <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=157022177&site=ehost-live>

Jackson, K. F., & Samuels, G. M. (2011). Multiracial competence in social work: Recommendations for culturally attuned work with multiracial people. *Social Work*, 56(3), 235–246.

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sw&AN=81436&site=ehost-live>

Groshong, Laura, & Phillips, David. (2015). The Impact of Electronic Communication on Confidentiality in Clinical Social Work Practice. *Clinical Social Work Journal*, 43(2), 142-150. Retrieved from <https://link-springer-com.ezproxy.lib.ucalgary.ca/content/pdf/10.1007/s10615-015-0527-4.pdf>

Kendler. (2003). "Truth and Reconciliation": Workers' Fear of Conflict in Groups. *Social Work with Groups* (New York. 1978), 25(3), 25–41.

[https://doi-org.ezproxy.lib.ucalgary.ca/10.1300/J009v25n03\\_03](https://doi-org.ezproxy.lib.ucalgary.ca/10.1300/J009v25n03_03)

Kritsotakis, Galanis, P., Papastefanakis, E., Meidani, F., Philalithis, A. E., Kalokairinou, A., & Sourtzi, P. (2017). Attitudes towards people with physical or intellectual disabilities among nursing, social work and medical students. *Journal of Clinical Nursing*, 26(23-24), 4951–4963.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/jocn.13988>

Lawand, N. (n.d). Policy conversation with Ms. Nancy Lawand: Former director of Canada Pension Plan [Video file]. Retrieved from

[https://zoom.us/recording/play/DfKpTtcZypZvJgBzUoHpTJb\\_rjX5W5DPBxsta5HQxJOYW\\_uedNdWhn\\_Fy\\_u7Zlkvb?startTime=1562859477000](https://zoom.us/recording/play/DfKpTtcZypZvJgBzUoHpTJb_rjX5W5DPBxsta5HQxJOYW_uedNdWhn_Fy_u7Zlkvb?startTime=1562859477000)

Madibbo, A. (2020). Reverse Inclusion: Black Francophones in the Interface between Anti-Black Racism and Linguicism. *Canadian Review of Sociology*, 57(3), 334–355.

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=145403761&site=ehost-live>

McCauley, & Matheson, D. (2018). Social Work Practice with Canada's Indigenous People: Teaching a Difficult History. *Practice* (Birmingham, England), 30(4), 293–303.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/09503153.2018.1483493>

Myers, V. (November, 2014). How to overcome our biases? Walk boldly toward them [Video]. TED Conferences. Retrieved from

[https://www.ted.com/talks/verna\\_myers\\_how\\_to\\_overcome\\_our\\_biases\\_walk\\_boldly\\_toward\\_them?utm\\_source=tedcomshare&utm\\_medium=email&utm\\_campaign=tedsread](https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them?utm_source=tedcomshare&utm_medium=email&utm_campaign=tedsread)

Nadal, Wong, Y., Issa, M.-A., Meterko, V., Leon, J., & Wideman, M. (2011). Sexual Orientation Microaggressions: Processes and Coping Mechanisms for Lesbian, Gay, and Bisexual Individuals. *Journal of LGBT Issues in Counseling*, 5(1), 21–46.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/15538605.2011.554606>

Nygård, R.H. & Saus, M. (2016). Emphasizing indigenous communities in social work research ethics. *International Social Work*, 59(5), 666-678. <https://doi.org/10.1177/0020872816646815>

Payne, M. (2014). *Modern social work theory*. Macmillan Education UK.

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

(It's a Single-User ebook, however, students can download up to 70 pages per day)

Patterson, F. (June 14, 2018). *The Golden Rules of Academic Integrity*. The University of British Columbia. <https://learningcommons.ubc.ca/the-golden-rules-of-academic-integrity/>

Ramírez, G. (2021). Who Am I and What Is My Role in Reconciliation with Indigenous Peoples? *Journal of Intercultural Studies*, 42(3), 346–361. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/07256868.2021.1935617>

Reamer, F. (2009, July 13). Ethical Dilemmas in Contemporary Social Work: Trends and Challenges (No. 24). *inSocialWork® Podcast Series*. [Audio Podcast] Retrieved from <http://www.insocialwork.org/episode.asp?ep=24>

Reynaud, A.-M. (2014). Dealing with Difficult Emotions: Anger at the Truth and Reconciliation Commission of Canada. *Anthropologica*, 56(2), 369–382. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/24467311>

Smith, J. (2008). *Becoming a social worker: Real students, real clients, real growth*. [Video/DVD]. Retrieved from <https://video-alexanderstreet-com.ezproxy.lib.ucalgary.ca/watch/becoming-a-social-worker-real-students-real-clients-real-growth>

Smith, J. (Director). (2012). *Human behavior and the social environment, social systems theory: Macro systems* [Video/DVD]. Retrieved from <https://video-alexanderstreet-com.ezproxy.lib.ucalgary.ca/watch/human-behavior-and-the-social-environment-social-systems-theory-macro-systems>

Social Work Coalition for AntiRacist Educators. (2020, June 30). SWCAREs: Social work so white w rachel Cargle [Video]. YouTube. <https://youtu.be/WA5ZwkfHLCA>

Terpstra, Lehto, R., & Wyatt, G. (2021). Spirituality, Quality of Life, and End of Life Among Indigenous Peoples: A Scoping Review. *Journal of Transcultural Nursing*, 32(2), 161–172. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/1043659620952524>

Truth and Reconciliation Commission of Canada. (2015). Calls to action. [https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls\\_to\\_action\\_english2.pdf](https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf)

UPG, M., & Alexander Street (Producers). (2016). Overcoming personal biases in social work. [Video/DVD] Alexander Street. Retrieved from <https://video-alexanderstreet-com.ezproxy.lib.ucalgary.ca/watch/overcoming-personal-biases-in-social-work>

Zakel, L. (n.d). *Johari window in interpersonal communication* [Video]. YouTube. <https://www.youtube.com/watch?v=-7FhcvoVK8s>

## **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 361 is a required course for incoming University Transfer and Post Diploma students. 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>Date</b>	<b>Topic(s)</b>	<b>Readings, View, Discussion, Assignments</b>
Monday, August 29	Start of Term	Begin reviewing course D2L site
Tuesday, September 6	Start of Classes	Reviewing course D2L site continues
September 7, 2022	<b>Zoom Lecture #1: Introductions Course Outline Review, Self, Personality</b>	See Week 1 D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
September 7-11, 2022	Assignment 4 Discussion Board Topic	Read Articles: (Nadal et al., 2011) View: (Patterson, 2018); (UPG & Alexander St., 2016) See Week 1 D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
September 11, 2022		Assignment 4 Main Discussion Post Due
September 13, 2022		Assignment 4 Response post replying to main discussion Due
September 14, 2022	<b>Zoom Lecture #2: Self-care, Critical Thinking, Reflection Project: Diversity Doll</b>	See Week 2 D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L

September 14-18, 2022	Assignment 4 Discussion Board Topic	Read Articles: (McCauley & Matheson, 2018) View: (CASW, 2017), (Zakel, n.d.), (Brown, 2010), (Brown, 2012). See Week 2 D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
September 14, 2022	Assignment 1: Facilitator	Book discussion Facilitation Sign-up Due
September 15-October 1, 2022	Assignment 1: Book Discussion	Book discussion Mandell, D. (Ed.), Chapter 1 & 3
September 18, 2022		Assignment 4 Main Discussion Post Due
September 20, 2022		Assignment 4 Response post replying to main discussion Due
September 21, 2022	<b>Zoom Lecture #3: Social Work Associations, Ethics, Standards, Ethical Practice</b> <b>Project: Diversity Doll</b>	See Week 3 D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
September 21-25, 2022	Assignment 4 Discussion Board Topic	View: (Social Work Coalition for AntiRacist Educators, 2020) Listen: (Reamer, 2009) See Week 3 D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
September 22, 2022		Assignment 4 Main Discussion Post Due
September 24, 2022		Assignment 4 Response post replying to main discussion Due
September 28, 2022	<b>Zoom Lecture #4: Ethics, Standards, Ethical Practice, Ethical Decision-making</b> <b>Project: Diversity Doll</b>	See Week 4 D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
September 28-October 2, 2022	Assignment 4 Discussion Board Topic	Read Articles: (Kritsotakis, 2017) View: (Canadian Association of Social Workers, 2017)  See Week 4 D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
October 2, 2022		Assignment 4 Main Discussion Post Due

October 4, 2022		Assignment 4 Response post replying to main discussion Due
October 5, 2022	<b>Zoom Lecture #5: Social Work Research</b> <b>Project: Diversity Doll</b>	See Week 5 D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
October 5-9, 2022	Assignment 4 Discussion Board Topic	Read Articles: (Nygård & Saus, 2016), (Madibbo, 2020)  See Week 5 D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
October 9, 2022		Assignment 4 Main Discussion Post Due
October 11, 2022		Assignment 4 Response post replying to main discussion Due
October 2-18, 2022	Assignment 1: Book discussion	Book discussion Mandell, D. (Ed.), 12 & 4
October 12, 2022	<b>Zoom Lecture #6: Social Work Research</b> <b>Project: Diversity Doll</b>	See Week 6 D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
October 12-16, 2022	Assignment 4 Discussion Board Topic	Read Articles: (Ferguson & Clark, 2018), (Francis et al., 2022)  See Week 6 D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
October 16, 2022		Assignment 4 Main Discussion Post Due
October 18, 2022		Assignment 4 Response post replying to main discussion Due
October 19-November 4, 2022	Assignment 1: Book discussion	Book discussion Mandell, D. (Ed.), Chapters 5 & 6
October 19, 2022	<b>Zoom Lecture #7: Social Work Theories, Models, Perspectives</b> <b>Project: Diversity Doll</b>	See Week 7 D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
October 19-23, 2022	Assignment 4 Discussion Board Topic	Read Articles: (Jackson & Samuels, 2011), (Terpstra et al., 2021) View: (Banning et al., 2005)  See Week 7 D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
October 23, 2022		Assignment 4 Main Discussion Post Due



October 25, 2022		Assignment 4 Response post replying to main discussion Due
October 26, 2022	<b>Zoom Lecture #8: Communication, Equity, Diversity, Inclusion, Reconciliation Project: Diversity Doll</b>	See week 8 D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
October 26-30, 2022	Assignment 4 Discussion Board Topic	Read & Explore: (Kendler, 2003) View: (Myers, 2014), (Smith, 2008) See week 8 D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
October 30, 2022		Assignment 4 Main Discussion Post Due
November 1, 2022		Assignment 4 Response post replying to main discussion Due
November 5-21, 2022	Assignment 1: Book discussion	Book discussion Mandell, D. (Ed.), Chapters 10 & 7
November 2, 2022	<b>Zoom Lecture #9: Communication, Equity, Diversity, Inclusion, Reconciliation Project: Diversity Doll</b>	See week 9 D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
November 2-5, 2022	Assignment 4 Discussion Board Topic	Read Articles: (Groshong & Phillips, 2015), (Reynaud, 2014), (Truth and Reconciliation Commission of Canada, 2015) See week 9 D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
November 13, 2022	Assignment 4 Discussion Board Topic	Assignment 4 Main Discussion Post Due
November 15, 2022	Assignment 4 Discussion Board Topic	Assignment 4 Response post replying to main discussion Due
November 22- December 8, 2022	Assignment 1: Book discussion	Book discussion Mandell, D. (Ed.), Chapters 8, 9 & 11
<b>November 6-12, 2022</b>	<b>Term Break: no class</b>	<b>Term Break: no class</b>
November 16, 2022	<b>Zoom Lecture #10: Human Development, Behavior and Social Environment, Project: Diversity Doll</b>	See week 10 D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L

November 16-20, 2022	Assignment 4 Discussion Board Topic	View & Read: View: (Smith, 2012) See week 10 D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
November 20, 2022	Assignment 4 Discussion Board Topic	Assignment 4 Main Discussion Post Due
November 22, 2022	Assignment 4 Discussion Board Topic	Assignment 4 Response post replying to main discussion Due
November 23, 2022	<b>Zoom Lecture #11: Social Welfare Policies</b> <b>Project: Diversity Doll</b>	See Week 11 D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
November 23-27	Assignment 4 Discussion Board Topic	Read articles: (Ramírez, 2021) View: (Lawand, n.d) See Week 11 D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
November 27, 2022	Assignment 4 Discussion Board Topic	Assignment 4 Main Discussion Post Due
November 29, 2022	Assignment 4 Discussion Board Topic	Assignment 4 Response post replying to main discussion Due
November 21, 2022	Assignment 2: Diversity Doll	Assignment 2: Diversity Doll & Zoom Video Due
November 30, 2022	<b>Zoom Lecture #12: Diversity Doll Presentations, Term Review</b>	See D2L for Assignment 4 Discussion Board Topic Assignment 3: Group Diversity Doll Presentation Due
December 4 , 2022	Assignment 4 Discussion Board Topic	Assignment 4 Main Discussion Post Due
December 6, 2022	Assignment 4 Discussion Board Topic	Assignment 4 Response post replying to main discussion Due
December 5, 2022		Assignment 1: Self-Evaluation Due
December 7, 2022	<b>Zoom Lecture #13: Diversity Doll Presentations, Course conclusion</b>	See D2L for Assignment 4 Discussion Board Topic Assignment 3: Group Diversity Doll Presentation Due
December 7, 2022	Assignment 4 Discussion Board Topic	Assignment 4 Main Discussion Post Due

December 8, 2022	Assignment 4 Discussion Board Topic	Assignment 4 Response post replying to main discussion Due
December 7, 2022	Last Day of Classes	Last Day of Classes
December 8, 2022	Assignment 2 Reflective Paper	Assignment 2 Reflective Paper Due
December 9, 2022	Assignment 1 Self-Evaluation	Assignment 1 Self-Evaluation Due

## 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

### **Assignment 1: Book Discussion & Self-Evaluation (35%)**

Facilitator Sign-up Due Date: September 14, 2022 by 11:59pm

Book Discussion Due Date: See chapter schedule, by 11:59 pm

Self-Evaluation Due Date: December 9, 2022, by 11:59 pm

Aligned Course Learning Outcomes: 1, 2, 4,5

Assignment Description:

**Purpose & Objectives:**

The Professional Use of Self D2L Book Discussion & Self-Evaluation purpose is to provide a format for students to document use of self toward a professional social work identity. The goal of professional use of self D2L Book Discussion & Self-Evaluation is for students to become aware of the values, decisions, beliefs, personal biases, personal preferences, ethics, and competence with diversity, communication, environment, behavior, that will be a source of information for understanding of individual critical thinking and reflective practice that informs their social work practice. Students will be in discussion groups within the SOWK 361 D2L Course site where their work is focused on integrating and engaging in five weeks of conversations exploring the book, Mandell, D. (Ed.). (2007). *Revisiting the use of self: Questioning professional identities* to explore, understand, and self-evaluate the relationship of their professional use of self to professional identities and reflective practice. Students will be assigned by the instructor to a book discussion group.

**Content & Structure:**

*Phase 1. Chapter Discussions*

During the first week of the term, students will sign up to be a chapter facilitator for one round and to participate during the other weeks as discussion group members. Facilitator sign-up due by September 14, 2022. Book discussion will begin on September 15, 2022 for all group members. All students are expected to actively participate in the book discussions and should be well prepared by advance reading and reflective thought.

- Chapter facilitators will provide an overview of the main themes they gathered from their chapters; bring to the D2L discussion forum information from one or more outside resources that pertains to the themes and/or concepts in the chapters; ask thoughtful questions about the chapters that will encourage discussion; and lead the discussion on the themes within the chapters and the related material for the week. Facilitators must have their main theme materials posted by the Friday of the second week of the chapter schedule. The Facilitator discussion with the book club members will conclude discussions on the following last Thursday of the chapter schedule. The facilitator will provide a conclusion to their facilitation before the next chapter discussion commences.
- Book group members will begin discussions as early as the Friday of the facilitator posting and continue to the following Wednesday by midnight. Book members will respond before the last Thursday of the chapter schedule. Book group members will come to the discussions prepared by reading the chapters, will post their responses to the leader's questions, and will be involved throughout the weeks as the discussions unfold. It is expected that students will also bring relevant resources to support the conversations.
- It is expected that all students will appreciate and respect diverse perspectives as they are shared in the discussions and will treat each other with the utmost respect and dignity. Discussion forum postings should be timely, offer high quality, well thought out, have articulate responses and replies, and provide resources that are relevant, available, and accessible. All resource and reference materials must be clearly cited and referenced in APA 7<sup>th</sup> Edition style.
- Book Discussion Schedule:

<b>Chapters</b>	<b>Dates</b>
1 & 3	Sept. 15-Oct. 1

12 & 4	Oct. 2-18
5 & 6	Oct. 19-Nov. 4
10 & 7	Nov. 5-Nov. 21
8, 9 & 11	Nov. 22-Dec. 8

*Phase 2. Self-Evaluation & Evidence*

Students will provide a self-evaluation of their experience with the book and the chapter discussions which reflects on the following:

- role of chapter facilitator (including preparation and resource materials as evidence), written overview of the discussion and participant input, and reflection on facilitation (leadership) process;
- participation as a discussion member for each chapter (including chapter notes as evidence), learnings from the chapter discussions, contributions to the discussions, and resource materials added to the conversations (as evidence);
- an analysis of how their experience with the book and the discussions have further informed their understanding of their professional use of self, professional identity, and reflective practice, and will enhance their development as a social work professional;
- recommend a grade, or a descriptor from the course outline grading grid, for your overall performance and participation in the book discussion process. While the instructor will consider the grade recommendation, the final decision on the grade rests with the instructor.

Assessment Criteria:

The self-evaluation should be 2 pages in length (double-spaced). Discussion examples to support the self-evaluation include facilitation preparation, facilitation resource materials, resources added to the conversations, engagement, and highlights of contributions made. It is strongly recommended that students keep a weekly log/journal of their book discussion activities in this course to assist in their self-evaluation process. APA 7<sup>th</sup> Edition guidelines must be adhered to with all reference material, crediting of sources, and accurate citing of the literature within the paper, including use of a reference page. Submit the assignment using the D2L course Drop Box by December 9, 2022, 11:59 pm.

**Assignment 2: Diversity Doll (25%), Reflective Paper, & Zoom Video (10%)**

Diversity Doll & Zoom Video Due: November 21, 2022 by 11:59 pm

Reflective Paper Due: December 8, 2022 by 11:59 pm

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

Assignment Description:

Purpose & Objectives:

This Diversity Doll, Reflective Paper, & Zoom Video assignment promotes self-awareness and understanding of vulnerable populations, racial justice, equity, diversity, inclusion, reconciliation, and the complex issues of social problems experienced. Students will attend to issues facing equity deserving groups, including racialized, Indigenous, 2SLGBTQIA+, people with disabilities, women, and Francophone community members. Further, understanding of professional use of self by applying methods of critical thinking, empathy, problem solving, theoretical framework, ethical decision-making, research, communication, social policy, and anti-oppressive skills will be learned with this assignment process.

#### Content & Structure:

The Diversity doll project requires researching a chosen topic relevant to the student's chosen population to study along with selection of the social work theoretical framework of relevance. There are three components to this Diversity Doll assignment. Students will research a diverse and vulnerable population. For the first component of the project students will use material or technique that will allow creation of an individual handmade doll to customize with features to represent the diversity doll persona. Diversity dolls may also be created using readymade dolls. A background with pictures and words/messages or short story to achieve effect and realistic physical environment of the vulnerable individual for exploration of the life situation and experience is suggested. Each project must include a reference page and a minimum of five references are required.

For the second component of the Diversity Doll assignment students will write a Reflective paper. For this reflective paper students will explore and discuss their learning of the personal and professional journey toward professional use of self. Through use of their critical thinking process students will discuss their research of the chosen vulnerable population. The reflective process will include the student's discussion of professional social work values, principles, ethics, social policy, ethical decision making, beliefs, attitudes, empathetic process, anti-oppressive approach, problem solving, theoretical framework, and developed understanding of the chosen vulnerable population.

A Zoom video is the third component of this Diversity Doll project. Students will make a Zoom video presenting their completed Diversity Doll and environment discussing their experience, strengths, and weaknesses in of importance to their professional use of self journey creating the project. Students may be creative in their video presentation of the Diversity Doll. Students will ensure the audio and video quality of the Zoom video is optimal. The Zoom video will be approximately 10 minutes maximum in length. An assignment Rubric will be posted in the D2L site. Submit the Zoom video to the D2L Dropbox.

#### Assessment Criteria:

The Reflective and research paper component of the assignment will be 8 pages in length and include a title and reference page. The title and reference page are not included in the paper length. Students will adhere to APA 7<sup>th</sup> Edition standards. Included must be use of a minimum of ten references from the literature. The research sources from the literature for this paper will be

within the last 10 years (dating back from 2022). APA guidelines must be adhered to with all reference material, crediting of sources in-text, and accurate citing of the literature within the paper that meets all APA guidelines, including use of a reference page. A minimum of ten (10) literature sources of lectures, books and peer-reviewed articles, will be used for the paper. Any graphics or videos used within the assignment require adherence to APA guidelines. Criteria for grading will also include professional presentation of self, APA adherence, application of relevant literature, grammar, professional vocabulary, punctuation, structure, format, organization, and spelling. An assignment Rubric will be posted in the D2L site. Submit the paper using the D2L Drop Box.

**Assignment 3: Pair (2 group members) Diversity Doll Presentation (10%) – Due according to presentation class schedule November 30<sup>th</sup> & December 7<sup>th</sup>, 2022**

Aligned Course Learning Outcomes: 1, 3, 4

Assignment Description:

Purpose & Objectives:

The group Diversity Doll presentation allows students to participate in sharing their learning about the role of social workers at the micro, mezzo, and macro levels. Students will learn about supporting their clients, making ethical decisions, respecting rights, protecting vulnerable populations from a human rights perspective, and role of the client as an active participant in their care. Students will demonstrate understanding of the helping profession of social work and how social workers strive to alleviate poverty, liberate vulnerable populations and oppressed, and promote equity, social inclusion, diversity, reconciliation, racial justice, and social cohesion. Students will demonstrate understanding the vulnerability of individuals, families, and groups. Students will attend to issues facing equity deserving groups, including racialized, Indigenous, 2SLGBTQIA+, people with disabilities, women, and Francophone community members. Students will communicate their increased professional use of self including effective skills and knowledge to engage with their clients. Collaboration and communication abilities working in a group project process will be achieved.

Content & Structure:

The Diversity Doll group assignment will require students to present and showcase their vulnerable population through their individually created Diversity Dolls. The group presentation will focus on the profession of social work and how it protects and empowers vulnerable populations, respects, values, and works from an anti-oppressive and theoretical approach. Students will focus upon the macro, mezzo, and micro levels of social work for their presentation. Connecting their chosen client populations within their group presentation will focus on the social work professional role. Students will discuss ethics, ethical decision-making, social policy, research, professional values and principles, and communication approaches of importance when working with their vulnerable population. Students will demonstrate understanding of the helping profession of social work and how social workers strive to alleviate poverty, liberate vulnerable populations and oppressed, and

promote equity, social inclusion, diversity, reconciliation, racial justice, and social cohesion. Students will demonstrate understanding the vulnerability of individuals, families, and groups. Students will attend to issues facing equity deserving groups, including racialized, Indigenous, 2SLGBTQIA+, people with disabilities, women, and Francophone community members. Each group member will present. The combined presentation will be 30 minutes, including time allotted for questions from the class about social work's professional use of self, the client population, and Diversity Dolls. Student's presenting will prepare a minimum of two questions to pose to the class in relation to their presentation topic. Presenting times on the assigned due date will be random as determined by the class. The group PowerPoint will be uploaded to the D2L discussion board for the class to access prior to the assigned presentation date. Powerpoint is the recommended presentation program for this assignment.

#### Assessment Criteria:

The Diversity Doll group assignment presented by students will adhere to APA 7<sup>th</sup> Edition standards. Included must be use of a minimum of ten references from the literature. The research sources from the literature for this presentation will be within the last 10 years (dating back from 2022). APA guidelines must be adhered to with all reference material, crediting of sources, and accurate citing of the literature within the presentation that meets all APA guidelines, including use of a reference page. A minimum of ten (10) literature sources of lectures, books, and peer-reviewed articles, will be used for the presentation. Any graphics or videos used within the assignment require adherence to APA guidelines. Criteria for grading will also include professional presentation of self, APA adherence, application of relevant literature, grammar, professional vocabulary, punctuation, structure, format, organization, and spelling. An assignment Rubric will be posted in the D2L site. Submit the presentation using the D2L Drop Box.

#### **Assignment 4: Activities – Weight Main discussion (10%) and Replies (10%)**

**Main Discussion Due:** Sept. 11,18,22; Oct. 2, 9,16,23,30; Nov. 13,20,27; Dec. 4,7  
**Replies Due:** Sept. 13,20,24; Oct. 4, 11,18,25; Nov. 1,15,22,29; Dec. 6,8

Aligned Course Learning Outcome: 1, 2, 3, 4, 5

#### Assignment Description:

These assigned activities will vary in type and may include such learning as reflections, research, readings, video analysis, discussions, and other assigned activities. Each activity will contribute to the overall course learning. It is also expected that all students will appreciate and respect diverse perspectives as they are shared in the activity discussions and will treat each other with the utmost respect and dignity. Discussion forum postings should be timely, offer high quality contributions and be well thought out. Responses are also expected and will be relevant to the discussion.

#### Assessment Criteria:

All activity discussions and responses will include in-text citation of reference materials that are clearly



cited along with a reference list in APA 7<sup>th</sup> edition style. Assignment Rubric will be posted in the D2L site. Submit activities to the D2L Discussion board.

## ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

### GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith 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; and assignments submitted after the deadline 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. 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.

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**

There are no suggested readings.

**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