



Course & Session Number	SOWK 361 S05	Classroom	3-282
Course Name	Professional Use of Self		
Dates and Time	Start of Classes: September 6 End of Classes: December 6 Dates and Time: Tuesdays, 9:00-11:50am Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Julie Mann-Johnson, MSW, RSW	Office Hours	As requested
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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

Over the duration of this in person course, students will be introduced to foundational social work values, ethical decision-making models, self-care frameworks and techniques, and professional writing. Through the student's progression of readings, seminars, peer discussions, reviewing case studies, and other learning exercises and assignments students will gain competence in their understanding and use of the Canadian Association of Social Workers Code of Ethics and Guidelines for Ethical Practice as well as the Alberta College of Social Workers Standards of Practice. Self-care techniques, and approaches to academic and professional writing will be explored as essential tools for emerging and practicing social workers.

COURSE LEARNING OUTCOMES

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

1. Understanding and applying the Canadian Association of Social worker's Code of Ethics and Guidelines for Ethical Practice and the Alberta College of Social Workers Standards of Practice to case studies.
2. Applying critical thinking skills to practice situation.
3. Analyzing ethical issues in social work practice and responding to ethical dilemmas through using various decision-making model.
4. Understanding what it means to be a 'professional' in social work practice.
5. Understanding the role and importance of self-care for the practitioner and as a necessity for competent and ethical practice.
6. Written communication (hard copy and electronic) as a necessary element of competent social work practice in the 21st century.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Required textbook:

Dolgoff, R., Harrington, D., & Loewenberg, F. (2012). *Ethical decisions for social work practice* (9th ed.). Books/Cole. (e-version acceptable)

Recommended textbook:

Healy, K. & Mulholland, J. (2019). Writing skills for social workers (3rd ed). SAGE.

Required readings:

Blackstock, C. (2009). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. *First Peoples Child and Family Review* 4(1), 28-37. (Link provided in D2L)

Alberta College of Social Workers. (2019). Standard of practice.

https://acsw.in1touch.org/document/2672/DOC_FINALACSWStandardsOfPractice_V1_1_20200305.pdf

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

<https://www.caswacts.ca/en/Code-of-Ethics>

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 third year social work students in the BSW program. This course consists of three key aspects of social work competencies: social work ethics, professional writing, and self-care. Each competency is intended to contribute foundational knowledge and strategies for students to apply throughout their BSW program.

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

Dates	Topics	Readings/ Due Dates
Sept. 6	Introduction to the course Introductions to each other! Group sign up and discussion	

Sept. 13	What is professional helping? Overview of Health Professions Act, Code of Ethics, Standards of Practice, Regulation Time for groups	Dolgoff et al. Chapter 1 & 2
Sept. 15 Last day to drop class without financial penalty		
Sept. 16 Last day to add swap course		
Sept. 20	Why do we need professional ethics? Historical oppression in SW Critical Thinking and reflection in Social Work	Dolgoff et al. Chapter 2 Blackstock, C. (2009). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. <i>First Peoples Child and Family Review</i> 4(1), 28-37.
Sept 27	Ethical approaches Guidelines for Ethical Decision Making Time for groups	Dolgoff et al. Chapter 3 & 4
Oct 4 (optional attendance)	Asynchronous Writing workshops APA Academic writing Library Reflective writing Presentations Group work Time for groups Class time will be used for questions on asynchronous content or to work on groups	Recommended/Reference: Healy & Mulholland Chapters 1, 2, 10, 11
Oct. 11	Ethical Considerations – topic areas	Group presentations Dolgoff et al. Chapters 5-9 Assignment 1, Part B paper due October 16
Oct 18	Wellness Compassion Satisfaction. Compassion Fatigue. Self care and community care in social work Time for groups Guest speaker	
Oct 25	Social Work Ethics in Practice and Organizations Social Work with Selected Client Groups Guest speaker(s)	Dolgoff et al. Chapter 10 & 11

Nov. 1	Professional Writing. Ethical documentation, differential considerations, strategies, critical thinking. Time for groups	Recommended: Healy & Mulholland Chapter 3-5
Fall Break November 6-12 - No classes		
Nov. 15	Case studies	Group presentations Documentation due Nov 20
Nov 22	Non-western approaches to helping. Walking in two worlds. Guest speaker	Dolgoff et al. Chapter 12
Nov 29	Competency and self-assessment Supervision Professional identity	Dolgoff et al. Chapter 13
Dec 6	Film screening and ethical discussion (optional attendance)	Reflective paper due Dec 11
Dec. 7 Last day to Withdraw from course		

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: Ethical Considerations (35%) – Due October 11 in class presentation

Aligned Course Learning Outcomes: 1, 2, 3, 4, 6

Assignment Description:

Part A: Group presentation (15%)

Students will form into small groups to develop an expertise one of the following areas of professional practice, ethical considerations and relevant standards of practice:

- Client's Rights, Professional Expertise and Competence
- Value neutrality and Imposing Values
- Professional Relationships (Dual role, conflict of interest)
- Confidentiality, Informed Consent and Duty to Protect
- Social justice, Limited Resources and Advocacy

Each group will develop a 20-minute presentation on:

- Core concepts of their topic area as discussed in the textbook.
- Connect the topic directly to Canadian Association of Social worker's Code of Ethics and/or Guidelines for Ethical Practice and/or the Alberta College of Social Workers Standards of Practice.
- Use case examples to demonstrate the importance of the topic in practice.
- Incorporate at least 5 academic journal articles that help support the case and/or topic.
- Students will incorporate best practices for oral presentation (ie: use of visual aids, organization, and clarity)

Regular class time as noted in the class schedule will be provided for groups to collaborate regularly on this assignment.

Part B: Academic paper on area of ethical consideration and reflection on group process. (20%) – Due October 16

This paper contains 2 parts for a total of 4 pages. This first part (3 pages) will be a summary of the content presented. The second part will be a 1-page reflection on the process.

Students will submit a 3-page summary of their assigned area of ethical consideration and professional practice. Content in this paper will be a summary of the content that was presented as a group; however, this will be an individually written paper. This paper will be written as an academic paper including at least 5 referenced academic journals and in an APA format.

This paper will also include an additional 1-page reflection on the group collaborative process. Students will highlight their experience in forming the group, finding consensus, sharing of resources towards creation of a learning project (aka group presentation!). Students will also include areas for further growth and development or reflections on what they might do differently in the future. These reflections can be applied in the next group assignment.

Assessment Criteria: Assessment rubric found on D2L.

Assignment 2: Case Review (25%) – Due Nov 16 in class presentation. Documentation due Nov 20

Aligned Course Learning Outcomes: 1, 2, 3, 4, 6

Assignment Description:

Part A (15%): student “experts” from the ethical consideration groups in assignment 1 will be reassigned into small groups so that each group has expertise in the topic areas previously discussed in the first assignment. These new groups will be assigned a Case Scenario by the instructor in which the group will analyse the case and present the scenario, considerations, decision making processes, and outcome to the class.

Groups will be assigned and scenarios presented to groups on Oct 17.

- Connect the topic directly to Canadian Association of Social worker’s Code of Ethics and/or Guidelines for Ethical Practice and/or the Alberta College of Social Workers Standards of Practice to case studies.
- Develop a plan or approach to manage this ethical concern in professional practice.
- Incorporate at least 5 academic journal articles that help support the case and/or topic.
- Provide examples of professional documentation required for this particular case scenario.

Presentations should be no longer than 20 minutes.

Part B (10%): based on these case scenarios, students will document the case response and scenario using principles of professional documentation that is no more than 500 words and suited to the scenario and field of practice. This is an individual assignment Due Nov 20. More information and details will be provided in class.

Assessment Criteria: 2 assessment rubrics (presentation and documentation) will be provided in class/posted on D2L.

Assignment 3: Reflective Writing Assignment – Self-care (25%) – Dec 11

Aligned Course Learning Outcomes: 5,6

Assignment Description:

Referring to self-care discussion and resources throughout the course and on D2L, students will write a four-page paper to summarize and reflect and what they have learned about themselves and potential personal and professional impacts related to self care and collective care. Students are encouraged to include a self-care plan or proposal for wellness in professional practice. Students are required to include at least four scholarly references.

Assessment Criteria: Assessment rubrics available on D2L.

Assignment 4: Participation (15%)

Due: Ongoing

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

Assignment Description:

Students are expected to participate in class through regular attendance, critically reading and analyzing the readings, sharing experiences and ideas, asking meaningful questions, responding to issues raised by their peers and engaging in classroom and small group discussion. Active involvement in class activities and discussion is required in this course in order to facilitate the learning not only of theoretical and applied material but also to engage in a transformative learning process. When, due to certain circumstances such as illness, family emergency or other medical issue, students will not be able to attend class, please contact instructor prior to the class time.

Assessment Criteria: Assessment rubrics will be provided in class/posted on D2L. Student will submit a self-assessment of their participation based on this rubric to inform this assessment.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

Should a student need to miss a class, professionalism dictates that you let the instructor know via email.

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 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 with prior discussion and at the discretion of the instructor.

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 7th 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. At the mid-term, the instructor will collect anonymous, formative feedback to inform the second half of the term.

ADDITIONAL SUGGESTED READINGS

Please see D2L content.

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