

<b>Course Number</b>	<b>SOWK 301</b>	<b>Classroom</b>	<b>Online</b>
<b>Course Name</b>	<b>Generalist Practice in Context Portfolio Project</b>		
<b>Day(s) &amp; Time</b>	<b>See Class Schedule for Zoom meetings</b>		
<b>Instructor</b>	<b>Linda Fehr</b>		
<b>U of C E-mail</b>	<b>fehr@ucalgary.ca</b>	<b>Phone</b>	<b>403-329-2795</b>

#### SYLLABUS STATEMENT

Individual preparation of a self-directed portfolio as an expression of the student's own understanding of generalist social work practice in relation to the local context. The student's prior learning experiences will be incorporated in the development of the project.

Course Hours: 3 units; H(1S-2T)

Prerequisite or Corequisite: Social Work 300.

#### COURSE DESCRIPTION

Generalist practice "in context" is the core of the learning in the social work 300 theme course. The social work 301 integrated study is designed to encourage the contextualizing of social work practice. It hinges upon the idea that everything social workers do in relationship is dependent upon the contextual practice in which the relationship unfolds. There are multiple ways of knowing and coming to know, Eurocentric ways of knowing being only one of these. This portfolio is premised on the importance of exploring context and expanding perspective to recognize and include the uniqueness of different contexts. A contextual practice model affirms the need for social workers to expand their vision of both what can be done and how it is to be done. The themes in this course provide students with the opportunity to articulate a contextualized practice model, recognizing interconnection and interdependence between different ways of knowing and honouring of different cultural, geographical, and ethical contexts.

#### COURSE LEARNING OUTCOMES

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

1. Demonstrate the integration of SOWK 300 theme course teachings into the personal and professional self.
2. Acquire the ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of a student's own social locations and identities.
3. Develop skills in critical thinking, reasoning and reflective practice, including critical analysis of assumptions, consistent with the values of the profession which apply in their professional practice.

4. Expand and further elaborate each student’s contextualized model of generalist practice.
5. Actively engage in the development of an inclusive community of learners that incorporates collaborative and cooperative learning processes, and demonstrates the ability to create respectful, open, and safe learning environments which ensure that each student has a voice and everyone is treated with respect and dignity.

**LEARNING RESOURCES**

**REQUIRED TEXTBOOKS AND/OR READINGS**

There is no required text book for this course. Assigned reading material and resources will be made available on the course D2L site. It is also expected that students will use their existing resources and access to the University of Calgary Library online resources and data bases to support their learnings and coursework.

Desire to Learning (D2L) Course Site Address: <http://d2l.ucalgary.ca>

**Recommended Reading:**

Zubizarreta J. (2004). *The learning portfolio: Reflective practice for improving student learning*. The Teaching in Higher Education Forum.  
[http://teachingcommons.cdl.edu/eportfolio/documents/LearningPortfolio\\_000.pdf](http://teachingcommons.cdl.edu/eportfolio/documents/LearningPortfolio_000.pdf)

**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 301 must be completed concurrent with Social Work 300: Generalist Practice in Context Theme Course.

**CLASS SCHEDULE (tentative)**

<b>Dates</b>	<b>Assignments &amp; Consultation Meetings</b>	<b>Weight</b>
Saturday, Sept 12 Zoom Session 9:00am-noon	Orientation Module: Welcome and Introduction to Medicine Hat Learning Circles SOWK 300 & SOWK 301 Course Work Instructor: Linda Fehr	-----
<b>Tues. Sept. 22</b>	<b>Zoom Consultation Meeting 6:30-7:30pm</b>	-----
Fri. Sept. 25	Module 1 Generalist Practice	10%

	Reflective Notes & Artifacts DUE	
Fri. Oct. 2	Module 2 Professional Use of Self Reflective Notes & Artifacts	10%
<b>Tues. Oct. 6</b>	<b>Zoom Consultation Meeting 6:30-7:30pm</b>	-----
Fri. Oct. 16	Module 3 Critical Thinking Reflective Notes & Artifacts	10%
Fri. Oct. 23	Module 4 Approaches in Social Work Practice Reflective Notes & Artifacts	10%
<b>Tues. Oct. 27</b>	<b>Zoom Consultation Meeting 6:30-7:30pm</b>	-----
Fri. Oct. 30	Module 5 Social Work Ethics Reflective Notes & Artifacts	10%
Fri. Nov. 27	Module 6 Indigenous Contexts Reflective Notes & Artifacts	10%
<b>Tues. Dec. 1</b>	<b>Zoom Consultation Meeting 6:30-7:30pm</b>	-----
Fri. Dec. 4	Module 7 Rural & Indigenous Communities Reflective Notes & Artifacts	10%
<b>Sun. Dec. 13</b>	<b>Learning Portfolio DUE</b>	30%

<b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b>
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**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). 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. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

**MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING**

The instructor may use 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

All course assignments in SOWK 301 contribute to the end product: the learning portfolio. The learning portfolio is the collection of the student's past, present and future experiences and learnings that influence/shape their social work identity and contextualized model of generalist practice.

### **1. Assignment - Reflective Notes & Artifacts** Weight 70% (7 X 10% each)

Due: Fridays: Sept. 25, Oct. 2, Oct. 16, Oct. 23, Oct. 30, Nov. 27, and Dec. 4

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

At the end of the modules 1 through 7 in the SOWK 300 course, you will post in the SOWK 301 D2L Discussion Forum for the module:

a) A reflective note: A description of a learning moment (e.g., a moment of realization, clarity, inspiration, recognition, insight, and/or understanding) from the module and how it *specifically* influences/shapes your evolving social work identity and your approach to social work practice. Reflective notes should be approximately 1-2 pages double spaced (250-500 words) in length.

b) 1-2 artifact(s) that helped to facilitate your learning moment: An artifact could be, for example, a link and brief review of an article (or section of an article) or other reading discussed during the module Zoom session, instructional material (or an aspect of it), a quote or phrase from class, a photo, a video, and/or a group activity/discussion. APA format for citing and referencing of resources and materials used is required.

Students unable to attend and participate in the Zoom module instructional sessions and activities can post a reflective note and artifact based on the module information and/or readings, however these postings will be graded beginning at an 8 out of 10.

**Post your reflective notes and artifacts in the SOWK 301 D2L Discussion Forum for each module**

### **2. Assignment - Learning Portfolio** Weight 30%

Due: Submitted to the SOWK 301 D2L Dropbox by Sunday, Dec. 13, 2020

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

The final assignment is about putting it all together – the past, present and future of your evolving social work identity and approach to generalist practice. In the learning portfolio you may be as creative as your wish, however your discussion and artifacts must in some way include all of the Modules 1-7 and address the following areas:

a) Identifying with the social work profession:

- This section discusses how you identify with the social work profession and how your lived experiences, social location and identities influence/shape your social work professional identity and approach to practice.
- Identify specific content from one or more modules that supported your learning in this area.

- Include and discuss any artifacts you collected throughout SOWK 300 (or other previous courses or experiences) that support the uniqueness of the social work profession and why you identify with the profession.

b) Generalist social work practice in context

- This section describes your understanding of generalist social work practice and discusses your expanding perspective to recognize and include the uniqueness of different contexts.
- Identify specific content from one or more modules that supported your learning in this area.
- Include and discuss any artifacts you collected throughout SOWK 300 (or other previous courses or experiences) that supports generalist social work as contextual practice.

c) Social work practice approaches and resources:

- This section discusses diverse social work practice approaches and resources from SOWK 300 that will enhance your practice and why.
- Identify specific content from one or more modules that supported your learning in this area.
- Include and discuss any artifacts that you collected throughout SOWK 300 that would support your current and/or future social work practice.

d) Future directions:

- This section discusses the area(s) in social work practice that you would like to learn more about and/or gain more experience with.
- Include reflections on why you have identified this area(s), and
- Identify 1-2 ways in which you aim to gain more knowledge and/or experience in this area(s) in the future.

The written portion of the assignment should be 7-8 pages in length, double-spaced (1750-2000 words) plus the artifacts and a reference page. The assignment will be in a format that can be submitted to Dropbox such as a word document, power point, website link, or other format as discussed with the instructor. It is strongly recommended that students keep a log/journal of their activities in SOWK 300 to assist with their learning portfolio. Criteria for grading will also include: comprehensively addressing the assignment criteria; organization of portfolio; relevance and depth of discussion; ability to integrate SOWK 300 modules and content; demonstration of critical thinking; effective professional communication; and the use of APA format for referencing of resources and materials.

**Submit the learning portfolio using the SOWK 301 D2L Dropbox by Sunday, Dec. 13, 2020**

<b>ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION</b>
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**ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend the instructional Zoom session and to be fully present and engaged in class activities and discussions. A rich exchange of ideas is a key element of the learning process in this class. It is expected that students will prepare in advance for each class and participate in all learning processes through thoughtful, respectful contributions.

**GUIDELINES FOR SUBMITTING ASSIGNMENTS**

All assignments are to be submitted electronically at or before the date and time as specified in the course outline. If no time is stipulated, assignments are due before midnight 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**

Grades are deducted for late submissions (one grade level per day will be deducted e.g. B to B-) unless otherwise specified in the course outline and without an extension being granted by the instructor. It is the student's responsibility to request an extension from the instructor should you require more time and offer an alternate due date and time for the instructor's consideration.

### **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>

<b>GRADING</b>
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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 instructors.

## 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 at <http://www.ucalgary.ca/policies/files/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://www.ucalgary.ca/policies/files/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 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/policies/files/policies/sexual-violence-policy.pdf>

### **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**

### **MEDICINE HAT COLLEGE BUILDING EVACUATIONS**

The fire alarm bells mean all users must evacuate the building immediately. Emergency wardens will direct you to the nearest exit and ask that you move away from exit doors and to the assembly areas. The Emergency Broadcast System (EBS) will give direction to evacuate if an event occurs that is not fire related (for example, a chemical spill). Once the nature of the event has been found, you will be given further direction using the EBS. You are encouraged to get acquainted with the MHC Emergency website: <https://www.mhc.ab.ca/AboutMHC/CampusSafety/EmergencyResponse>

**Medicine Hat College SAFEWALK 403-529-3911**

To request a safe-walk, contact security at 403-529-3911. One of the security officers will meet you at your location and escort you to your requested destination on campus. Campus Security is on duty 24 hours a day, 365 days a year. Security is available to support students, employees and visitors, and is located in the main entrance across from the bookstore.