



Spring 2019

Course Number: SOWK 679.93 S03	Classroom: PF 4267 Professional Faculties and Taylor Institute, Learning Studio A
Course Name: Practicing Self-Care and Social Care	
Day & Time: May 6 to May 10, 2019, 9:30am to 4:30pm	

Instructor: Dr. Liza Lorenzetti, PhD, RSW & Dr. Victoria Burns, PhD, RSW	Office Hours: by appointment
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COURSE OUTLINE

Syllabus Statement

Bridging self-care and social care brings together theory, practice, and policy to contend with the history, philosophy, and experiences of care work. Focusing on and examining social work's guiding frameworks, learners will explore professional and personal aspects of care through experiential teaching and learning and the design of a personal framework for ethical care.

Course Description

In this course, learners will engage in critical reflection, discussion, and experiential learning related to historical and contemporary theories, practices, and policies of self-care and social care. Participatory and collaborative activities will be used to engage learners in experiential reflection and skill-development while learning from practitioners/stakeholders in the field.

Learning Objectives

Course Learning Objectives (CLOs)

This course is designed to support learners to achieve the following course-specific learning objectives (CLOs). By the end of this course,

1. Learners will be able to use critical self-reflection to locate themselves within various approaches to self-care and social care;
2. Learners will engage in examining how structural inequities tied to social location (e.g. class, gender, race, sexuality, abilities) shape perspectives and practices related to care;
3. Learners will identify relevant policies and organizational structures shaping areas of care relevant to social work;
4. Learners will appreciate and discuss alternate ways of understanding care;
5. Learners will analyze tensions between macro policies and lived experience of care-workers, care providers and self-care;

6. Learners will develop an understanding of diverse perspectives on healing and care (e.g., Indigenous, anti-colonial, environmental, and disability justice);
7. Learners will develop critical and practical skills to encourage more inclusive and empowering care practices in their personal and professional lives.

Program Learning Objectives (PLOs)

This course is designed to reflect and adhere to the following MSW Program Level Learning Outcomes (PLOs) as outlined by the CASWE Core Learning Objectives for Accreditation Standards (2013) and the Faculty of Social Work, University of Calgary (updated 2015):

- 1.2) Acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities.
- 1.3) Develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users.
- 2.2) Demonstrate skills to monitor and evaluate their own behaviours in relation to the relevant codes of ethics.
- 4.1) Recognize diversity and identify how difference acts as a crucial and valuable part of living in a society.
- 5.1) Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments.
- 5.2) Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.
- 8.2) Identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions. This includes working with Francophone, Indigenous and newcomer populations.
- 9.2) Actively promote empowering and anti-oppressive practice.
- 9.4) Participate effectively in interprofessional practice, community collaboration, and team work.

Relationship to Other Courses

SOWK 679.93 S03 is an elective course open to undergraduate and graduate social work students. It has no pre-requisites or co-requisites.

Course Text(s)

There are no required texts for this course. Please see required and recommended readings on D2L.

Class Schedule

This course takes place over 5 days. Each day is structured into a morning and afternoon 3-hour session. Sessions will be co-facilitated by your instructors and guests. Dates for the key topics and speakers may vary depending on the availability of guests. Some sessions may occur off-site.

Date	Topics	Required Readings
DAY 1		
Monday May 6 9:30AM– 12:30PM	Identifying Ourselves and Our Common Ground <ul style="list-style-type: none"> • Establishing a positive teaching and learning community • Introducing the concepts of self-care and social care: “Beyond the bubble bath” 	<p>Gilbert, A., & Sliep, Y. (2009). Reflexivity in the practice of social action: From self to inter-relational reflexivity. <i>South African Journal of Psychology</i>, 39(4), 468-479.</p> <p>Gill, R. S. (2017). From safe spaces to resilient places: A role for interfaith cooperation in contentious times. <i>Journal of College and Character</i>, 18(3), 202-207.</p> <p>Reynolds, V. (2009) Collective ethics as a path to resisting burnout. <i>Insights, BC’s Clinical Counsellors’ Magazine and News</i>, 6-7. Retrieved from https://vikkireynoldsdotca.files.wordpress.com/2017/12/reynolds2009collectiveethicsasapathtoresistingburnoutinsightsrccjournal.pdf</p>
Monday May 6 1:30PM- 4:30PM	What is Care? Arts-Based Approaches to Healing and Care <ul style="list-style-type: none"> • Historical shifts in care • Experiential perspectives • Art as transformation <p>Guests: Arya Boustani, Mohsen Khalili</p>	<p>Struthers, J. (2013). Chapter 11: Historical perspectives on care and the welfare state: the rise, retreat, return and reframing of a key concept. In P. Armstrong & S. Braedley (Eds.), <i>Troubling care: Critical perspectives on research and practices</i>, (pp. 159-170). Toronto, ON: Canadian Scholars' Press.</p> <p>Huss E., Sarid O., & Cwikel, J. (2010). Using art as a self-regulating tool in a war situation: A model for social workers. <i>Health and Social Work</i> 35(3), 201–209.</p>
DAY 2		
Tuesday May 7 9:30AM–12:30 PM	What is Care? Anti-racist and feminist perspectives <ul style="list-style-type: none"> • Acknowledgements • Relationship building activity (‘fun fact’ activity) • Anti-racist and feminist perspectives <p>Guests: Adrian Wolfleg & Lemlem Haile: Anti-Colonization/Anti-Racism Learning Series</p>	<p>James, C., Este, D., Thomas, W., Benjamin, A., Lloyd, B., & Turner, T. (2010). Tracking the lived experiences of African-Canadians. In <i>Race & well-being: The lives, hopes, and activism of African Canadians</i>. Toronto, ON: Fernwood. Available online at the UoC library.</p> <p>Gehl, L. (2013). <i>The turtle must lead, anything else is false solidarity</i>. Retrieved from http://rabble.ca/news/2013/02/turtle-must-lead-anything-else-false-solidarity</p> <p>Timothy, K. (2018). <i>8 ways you can practice self-care In the face of daily racism</i>. Retrieved from https://www.huffingtonpost.ca/the-conversation-canada/racism-mental-health-self-care_a_23427584/</p>
Tuesday May 7 1:30PM- 4:30PM	What is Care? Place-based and critical disability perspective <ul style="list-style-type: none"> • Care work and the physical environment • Disability justice 	<p>Akesson, B., Burns, V., & Hordyk, S.-R. (2017). The place of place in social work: Rethinking the person-in-environment model in social work education and practice. <i>Journal of Social Work Education</i>, 1-12. doi:10.1080/10437797.2016.1272512 (Available on D2L).</p>

	<ul style="list-style-type: none"> • Webs of care 	Piepzna-Samarasinha, L. (2018). Part 1: Care webs: Experiments in creating collective access. In <i>care work: dreaming disability justice</i> (pp. 32-68), Vancouver, BC: Arsenal Pulp Press.
DAY 3		
Wednesday May 8 9:30AM–12:30 PM	Arts-Based Approaches to Healing and Care <ul style="list-style-type: none"> • The role of art in healing • Story-telling as care <p>Guest: Kim Van Patten</p>	<p>Satu Ranta-Tyrkkö, S. (2010). Theatre as social work in Orissa, India: Natya Chetana Theatre for awareness. <i>Social Work Education</i>, 29(8), 923-927.</p> <p>One Billion Rising Philippines. (2017). <i>#1BillionRising solidarity against exploitation of women</i>. Retrieved from https://www.onebillionrising.org/37719/one-billion-rising-philippines-2017-launches/ (See website and watch video).</p>
Wednesday May 8 1:30PM- 4:30PM	What is Care? Indigenous and Anti-Colonial Perspectives <ul style="list-style-type: none"> • Indigenous and two-spirit perspectives on care and well-being • Anti-colonial work as care • The implications of conceptualizing care <p>Guest: Evans Yellow Old Woman</p>	<p>Grier, A. (2014). <i>Asitimatoom: The embodiment of Blackfoot prayer as wellness</i> (pp. 7-29). (Unpublished Master Thesis), University of Lethbridge, Alberta. Retrieved from:: http://opus.uleth.ca/bitstream/handle/10133/3463/GRIER_ANGELA_MED_2014.pdf?sequence=1&isAllowed=y</p> <p>Udophia, I. (2018). <i>Contemplative practices for an anti-oppression pedagogy</i>. Retrieved from http://www.contemplativepracticesforantioppressionpedagogy.com/blog/2018/10/14/into-the-light-zines-as-radical-healing-by-itoro-udofia</p> <p>Guante. (2013). <i>Man-up</i>. Retrieved from https://www.youtube.com/watch?v=QFoBaTkPgco</p>
DAY 4		
Thursday May 9 9:30AM–12:30 PM	Trauma-Informed Approaches to Care <ul style="list-style-type: none"> • Intervening through embodied practices, peer-support and community <p>Guests: Larissa Szlavik Trauma-informed yoga</p> <p>Rachel Clare Crisis and Trauma Resource Institute (CTRI)</p>	<p>Burns, V. (2017). Imperfectly moving towards acceptance. <i>PLAID-People Living with and Inspired by Diabetes</i>, 2(2). Retrieved from: http://theplaidjournal.com/index.php/CoM/article/view/81/78</p> <p>Emerson, D., Sharma, R., Chaudhry, S., & Turner, J. (2009). Trauma-sensitive yoga: Principles, practice, and research. <i>International Journal of Yoga Therapy</i>, 19, 123-128.</p> <p>Wharton, T. C. (2008). Compassion fatigue: Being an ethical social worker. <i>The New Social Worker</i>, 15(1), 4-7. Retrieved from https://www.socialworker.com/feature-articles/ethics-articles/Compassion_Fatigue%3A_Being_an_Ethical_Social_Worker/</p>
Thursday May 9 1:30PM- 4:30PM	Self-Care, Healing & Spirituality	Gross National Happiness – the Bhutan Index https://ophi.org.uk/policy/national-policy/gross-national-happiness-index/

	<ul style="list-style-type: none"> • Community-based approaches to self-care • The role of spirituality in care • Social approaches to healing mental health and addiction 	<p>Gabor Maté: How to build a culture of good health: available at: https://www.iahe.com/docs/articles/Gabor_Mate_How_to_Build_a_Culture_of_Good_Health.pdf</p> <p>University of Calgary, Campus Mental Health Strategy: Creating a Community of Healing (2015). Retrieved from: https://www.ucalgary.ca/mentalhealth/strategy/campus-mental-health-strategy</p>
DAY 5		
Friday May 10 9:30AM–12:30 PM	Coffee, Critique and Conversation <ul style="list-style-type: none"> • Deepened learning in topic areas (CCC) 	TBD by CCC facilitators
Friday May 10 1:30PM-4:30PM	Coffee, Critique and Conversation <ul style="list-style-type: none"> • Deepened learning in topic areas (CCC) • Parting reflections 	TBD by CCC facilitators

Assignments

1. **Participation (30%)** Self-assessment: 15%; Instructor assessment: 15%
 - Due Friday, May 17th at midnight
 - CLOs: 1, 2, 3, 4, 7
 - PLOs, 1.2,1.3, 2.2, 5.1, 8.2, 9.2, 9.4

The objective of this assignment is to evaluate your dedication to being an active learner in the course. You are expected to submit a 500 (+/- 50) word self-evaluation to the designated D2L Dropbox in which you assess your participation and contribution to the class. Your assessment criteria should include: attendance, punctuality, sharing in small and large group discussions, posing questions, openness to feedback, humility, professional behaviour in the class, participating in community building activities (e.g., snacks, peer support, ice breakers). Include critical reflections on how your participation challenged you personally (e.g. did you take any risks?), contributed to promoting a caring, inclusive class environment, and aligned with social work values and the social justice mission of social work.

Rubric: There is no grading rubric for this assignment. Standard of writing will be a factor in grading students work

2. **Coffee, Critique, and Conversation (CCC) (40%)**
 - Part 1: Written component due Wednesday May 8 at midnight (35%)
 - Part 2: Small and large group discussion due Friday, May 10 (in class) (5%)
 - CLOs: 1, 2, 3, 4, 5, 6, 7
 - PLOs, 1.2, 5.1, 4.1, 9.2, 9.4

Part 1: Written component: Critical analysis and reflection (35%)

- This is an individual assignment
- Sign-up for a topic area on day 1

- Choose a full-length peer-reviewed article published in the last 5 years related to your topic area
- Prepare a 500-word (+/- 50 words) critical analysis of your article and post to the D2L discussion board by **Wednesday, May 8th at midnight**. The summary must include:
 - Your name and the full citation of the article in APA style format at the top of the page (not included in word count); no cover page is required.
 - Overview of the article (4 points): Provide two to three sentences that summarizes the article. This should be formulated after reading the whole article and should capture the “essence” of what the article is about. Be sure to provide the author’s positionality (see example posted on D2L).
 - Summary of main points (6 points): Provide three concise points that speak to the main arguments/ideas put forward by the author (s). Do not get lost in details and sub-points.
 - Counter-arguments/personal reactions (critical thinking) (10 points) How did you feel after reading the article? What stood out to you? What may have the author overlooked? How does your own positionality and experience shape your analysis of this article?
 - Application to practice (8 points). Comment on how one of the main points/ideas is reflected (or not reflected) in your practice context. Also, comment on how one of the main points aligns or contradicts with social work values/standards of practice?
 - Discussion question (2 points): Include 1 thoughtful question directed tied to your article analysis to discuss in your small group.
- Post your 500-word analysis that includes 1 discussion question on D2L.

Rubric: The grading rubric for the written portion of the CCC assignment will be posted on D2L. Standard of writing will be a factor in grading students work.

Part 2: Small-group /large-group facilitation & discussion (5%)

- During class time on Friday May 10th, students will break out into a small group discussion for 45-minute (time is shared among all the students). The group discussion is based on the article analysis and discussion questions.
- The small groups will begin with each student facilitating a 3-minute summary of their article. The 3-minute summary must include the author’s positionality and why they chose this particular article.
- Each small group is required to identify three common themes from the articles and one question to pose to the large group.
- Following the small group discussions, a spokesperson from each group will present the three themes and a discussion question that emerged.
- The large group discussion will last approximately 45 minutes.

Grading: There is no rubric for part 2. Students conduct a self-evaluation.

3. Reflective Journal: Developing a Social-Justice Informed Self-Care Plan (30%): Due May 17th at midnight

Length: 2000 (+/-250 words)

Objective: The journal will be graded upon the progression of depth that you demonstrate through your writings and how deftly you weave the personal with the professional.

CLOs: 1, 2, 3, 4,5, 6, 7

PLOs, 1.2, 1.3, 2.2, 4.1, 5.1, 5.2, 8.2, 9.2, 9.4

- **Step 1:** Complete the “maintenance self-care plan worksheet” and the “self-care checklist” (posted on D2L)
- **Step 2:** Explore your personal journey in developing a personal and professional approach to self-care and social care. Reflect on your experience completing the worksheets (e.g. What was missing? How did you feel completing it? Where did you score well? What areas do you hope to improve upon? What are some of the barriers to making improvements?)
- Include a clear self-care plan to maintain professional/personal growth and wellbeing
- Your reflection needs to demonstrate how you are developing an awareness of yourself as a social worker while situating yourself in micro, mezzo and macro contexts. Drawing on a minimum of 4 required course readings you are required to include reflections of the following two questions:
 - 1) How does the concept of self-care relate to principles of equity and social location?
 - 2) How do systems and structures create barriers and enablers to self-care and social care? What are some ways forward that promote greater social justice?

Rubric: Available on D2L. This is a reflective journal however you are required to cite using **APA standards and include word count at bottom of page (word count does not include references)**.

Late Assignments: Late submissions will receive 2-point reduction each day per assignment, including weekends. Late assignments must be submitted via D2L. Students with extenuating circumstances (e.g. medical or family issues), please discuss with instructors **as soon as possible to make alternate arrangements**.

Recommended Readings

A list of recommended readings will be posted on D2L. Learners are encouraged to contribute to this list throughout the course.

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 Graduate Grading System will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		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.

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-2.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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf. Students are expected to ensure they are both familiar with, and comply with these standards.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she 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."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lgb1nucdh/>

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: <http://ucalgary.ca/ssc/graduatestudent>

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

Wellness Centre 24 hours/day Phone Support (403) 210-9355

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com).

Appeals: If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

STUDENTS WITH CAREGIVING RESPONSIBILITIES

We ask that students collaborate with us to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status. Thus, bringing children to class in order to cover a gap in care is perfectly acceptable. If you require further accommodation, please talk to us.

Building Evacuations

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App: <http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

SAFEWALK (403) 220-5333

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

Supports for Mental Health

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre,

ucalgary.ca/wellnesscentre/counselling/personal/) and the Campus Mental Health Strategy website (ucalgary.ca/mentalhealth).

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>