Spring 2021

Course & Session Number	SOWK 557.40 S02	Classroom	Online
Course Name	**Practicing Self-Care and Social Care**		
Day(s) & Time	Synchronous via Zoom: Tuesday and Thursday 10:00am-2:30pm (lunch from 12:00-12:30 + stretch breaks) Asynchronous: Up to 4 hours per week of content		
Instructor	**Dr. Liza Lorenzetti, PhD, RSW** **Dr. Victoria F. Burns, PhD RSW**		
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SYLLABUS STATEMENT

SOWK 557.40 examines social work practice in specific contexts.

COURSE DESCRIPTION

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

Using a trauma-informed, decolonization approach, this course is designed to engage students in critical reflection, discussion, and experiential learning related to historical and contemporary theories, practices, and policies of self-care and social care. Students will be expected to participate in experiential reflection and skill-development while learning from the instructors, each other, and practitioners in the field. The intent of the assignments is to provide opportunities to make connections between thinking, feeling, and doing in relation to self-care practices in the context of social work practice and the pursuit of social justice. Students will be expected to critically reflect upon their own self-care practices and engage in a collaborative learning process to examine the ethics of social care.

Eight hours per week will be spent in synchronous Zoom sessions. Up to an additional four hours per week will consist of asynchronous activities which may include readings, media, and applications of theory as determined by the instructors.

SOWK 557.40 is an elective course open to undergraduate social work students.

COURSE LEARNING OUTCOMES

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

1. Identify issues, context, and scope of self-care and social care in social work practice;
2. Develop a professional identity that is consistent with the social justice mission of social work, reflective of and adhering to the profession's values of codes of ethics;
3. Engage in critically examining how structural inequities tied to social location (e.g. class, gender, race, sexuality, abilities) shape perspectives and practices related to care;
4. Identify relevant policies and organizational structures shaping areas of care relevant to social work practice;
5. Apply a trauma-informed, anti-oppressive, anti-racist, Indigenous and critical theories to understand tensions related to self-care and social care;
6. Integrate course materials to develop an ethical self and social care practice plan
7. Develop critical and practical skills to encourage inclusive and empowering care practices in personal and professional lives.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS
There is no required textbook for this course. Readings are listed on the class schedule and posted on D2L.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

Practicing Self-Care and Social Care integrates element of micro and macro practice, focusing on the foundations of praxis taught in other undergraduate social work classes. The course has no pre-requisites or co-requisites.

CLASS SCHEDULE

Although assignment due dates will not change, there may be additions or changes to the class schedule. Students will be advised of all changes.

Seminar Date	Additional Information	Class Topics, Readings, & Activities
		WEEK ONE
Tues June 1, 2021 First Day of Class	**Synchronous Via Zoom**	**Part 1: 10:00am-noon** • Identifying ourselves and our common ground **12:00-12:30pm: break** **Part 2: 12:30pm-2:30pm** • Co-creating an ethical classroom space
		Required Reading and Links Carello, J., & Butler, L. D. (2015). Practicing what we teach: Trauma-informed educational practice. *Journal of Teaching in Social Work*, *35*(3), 262-278. https://doi.org/10.1080/08841233.2015.1030059 Ermine, W. (2011) What is ethical space? Collective ethics as a path to resisting burnout. *Insights, Differently Knowings Speaker Series.* Retrieved from https://www.youtube.com/watch?v=85PPdUE8Mb0 Taylor , S.R. (2017). The body is not an apology – radical alchemy. Retrieved from https://www.youtube.com/watch?v=Q9HVTLf3sj4
Thurs June 3, 2021	**Synchronous Via Zoom**	**Part 1: 10:00am-noon** • Introduction: What is care? **12:00-12:30pm: break** **Part 2: 12:30pm-2:30pm** • Historical and Indigenous perspectives on care
		Required Readings and Links Day, S. (2013). Chapter 1: Introduction and the implications of conceptualizing care. In P. Armstrong & S. Braedley (Eds.), *Troubling*

		care: Critical perspectives on research and practices, (pp. 9-29). Canadian Scholars' Press. Grier, A. (2014). Asitimatoom: The embodiment of Blackfoot prayer as wellness (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*
	Asynchronous Activities	**Required Readings and Links** Allen, L., Hatala, A., Ijaz, S., Courchene, E. D., & Bushie, E. B. (2020). Indigenous-led health care partnerships in Canada. *CMAJ*, *192*(9), E208-E216. doi: https://doi.org/10.1503/cmaj.190728 Gehl, L. (2013, February). *The turtle must lead, anything else is false solidarity*. Retrieved from https://rabble.ca/news/2013/02/turtle-must-lead-anything-else-false-solidarity Sanchez, N. (2019, March). *Decolonization is for everyone.* TEDX SFU. Retrieved from https://www.youtube.com/watch?v=QP9x1NnCWNY
	WEEK TWO	
June 8, 2021	**Synchronous Via Zoom**	**Part 1: 10:00 am-noon** • Anti-racist perspectives of care **12:00-12:30pm: break** **Part 2: 12:30pm-2:30pm** • Feminist perspectives of care
		Required Readings and Links Brown, B. (2019). Boundaries. Retrieved from https://www.theworkofthepeople.com/boundaries Hudson, K.D. & Mountz, S.E. (2016). Teaching note—Third space caucusing: Borderland praxis in the social work classroom. *Journal of Social Work Education*, *52*(3), 379-384. doi: 10.1080/10437797.2016.1174633

	Asynchronous Activities	James, C. et al., (2010). Chapter 1: Tracking the lived experiences of African-Canadians (pp.29-42). In *Race & well-being: The lives, hopes, and activism of African Canadians.* Fernwood. Available online at the U of C library. https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/447129 Okech, A. (2019, March 8). Feminist mentors. Retrieved from https://awino-okech.medium.com/feminist-mentors-f7f969f9c70 Timothy, K. (2018). *8 Ways you can practice self-care in the face of daily racism.* Retrieved from: https://www.huffingtonpost.ca/the-conversation-canada/racism-mental-health-self-care_a_23427584/
June 10, 2021	**Synchronous Via Zoom**	**Part 1: 10:00 am-noon** • Place-based & critical disability perspectives of care **12:00-12:30pm: break** **Part 2: 10:00 am-noon** • Socio-cultural approaches to mental health & addiction
		Required Readings 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. *Journal of Social Work Education*, 1-12. doi:10.1080/10437797.2016.1272512. Piepzna-Samarasinha, L. (2018). Part 1: Care webs: Experiments in creating collective access. In *Care work: dreaming disability justice* (pp. 32-68), Arsenal Pulp Press.
	Asynchronous Activities	**Required Readings and Links** Vest, N., Reinstra, M., Timko, C., Kelly, J., & Humphreys, K. (2020). *College programming for students in addiction recovery: A PRISMA-guided scoping review* [Preprint]. In Review. https://doi.org/10.21203/rs.3.rs-97352/v1 Hari, J. (2015). Everything you think you know about addiction is wrong. TedTalk. Retrieved from https://www.ted.com/talks/johann_hari_everything_you_think_you_know_about_addiction_is_wrong?language=en Heumann, J. (2016). Our fight for disability rights – and why we're not done yet. Retrieved from https://www.ted.com/talks/judith_heumann_our_fight_for_disability_rights_and_why_we_re_not_done_yet?language=en

June 13, 11:59pm MST	**Assignment 1 Due: Critical Analysis & Reflection**	
WEEK 3		
June 15, 2021	**Synchronous Via Zoom**	**Part 1: 10:00 am-noon** • Arts-based approaches to healing and care **12:00-12:30pm: break** **Part 2: 12:30pm-2:30pm** • Narratives of Community-Led Care Reponses: Solidarity with Temporary and Seasonal Workers during COVID-19
		Required Readings and Links Marich, J. (2015). Dancing mindfulness: Discover the practice. Retrieved from https://www.youtube.com/watch?v=O4QGrtU2Ddo Guante. (2013). "Ten responses to the phrase '*Man-up;"*. Retrieved from https://www.youtube.com/watch?v=QFoBaTkPgco Huss E., Sarid O., & Cwikel J. (2010). Using art as a self-regulating tool in a war situation: A model for social workers. *Health and Social Work 35(*3), 201–209. https://doi.org/10.1093/hsw/35.3.201
	Asynchronous Activities	**Required Readings and Links** Goertzen, L. (n.d.). What is EMDR. Retrieved from https://www.lynne-goertzen-counselling.com/emdr/ Marich, J. (2019). Ask Dr. Jamie Marich (EMDR & Addiction). Therapy Training : Retrieved from https://www.youtube.com/watch?v=yh37KvS9Pf8. Reynolds, V. (2009). Collective ethics as a path to resisting burnout. *Insights, BC's Clinical Counsellors' Magazine and News,* 6-7. Retrieved from https://vikkireynoldsdotca.files.wordpress.com/2017/12/reynolds2009collectiveethicsasapathtoresistingburnoutinsightsrccjournal.pdf Riba, C. (2014). Dealing with breast cancer: The journals of Audre Lorde. *Journal of US-China Public Administration*, *11*(6), 548-556.

June 17, 2021 Last Day of Class	**Synchronous Via Zoom**	**Part 1: 10:00 am-noon** • Trauma-informed approaches to care **12:00-12:30pm: break** **Part 2: 12:30pm-2:30pm** • Continuing our community of care
		Required Readings Burns, V. (2017). Imperfectly moving towards acceptance. *PLAID-People Living with and Inspired by Diabetes, 2*(2). Retrieved from: http://theplaidjournal.com/index.php/CoM/article/view/81/78 Wharton, T. C. (2008). Compassion fatigue: Being an ethical social worker. *The New Social Worker*, *15*(1), 4-7. Retrieved from https://www.socialworker.com/feature-articles/ethics-articles/Compassion_Fatigue%3A_Being_an_Ethical_Social_Worker/
June 18 11:59MST	**Assignment 2 Due: Participation/Self Assessment**	
June 22 11:59pm MST	**Assignment 3 Due: Reflective Video**	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION
The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

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.

ASSIGNMENT 1: Critical Analysis and Reflection (30%)

Due June 13th at 11:59pm MST

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

This is an individual assignment. Choose one of the following readings from the required reading list above: 1. Day, S. (2013); 2. Carello, J., & Butler, L. D. (2015); 3. Akesson, et al. (2017); 4. Grier, A. (2014); 5. Piepzna-Samarasinha, L. (2018).

- Include your name and the full citation of the article in APA 7 style format at the top of the page (not included in word count); no cover page is required.
- Overview of the reading (4 points): Provide two to three sentences that summarize the reading. This should capture the "essence" of what the reading is about. Be sure to provide the author's positionality and social location (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.
- Counterarguments/personal reactions (critical thinking) (10 points) How did you feel after reading the article/chapter? What stood out to you? What may have the author overlook? How does your own positionality and experience shape your analysis?
- Application to practice (8 points). Comment on how one of the main points/ideas is reflected (or not reflected) in social work ethics and 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): Imagine you are facilitating a group discussion based on this reading. Include 1 thoughtful question directly tied to your analysis.

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

Assignment 2: Participation/Self-Assessment (30%): Student Evaluation (15%); Instructor Evaluation (15%)

Due Date: June 18 at 11:59PM MST

Aligned Course Learning Outcomes: 1, 2, 3, 4, 7

The objective of this assignment is to evaluate your dedication to being an active and engaged 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 should include: attendance, punctuality, sharing in small and large group discussions, KWL charts, posing questions, openness to feedback, review of readings and videos (asynchronous activities, ~4 hour per week), humility, professional behaviour in the class, participating in community building activities. Be sure to include critical reflections on how your participation challenged you personally (e.g., did you take any risks?), contributed to promoting a more caring, respectful, 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. Include a grade for yourself out of 15.

Aligned Course Learning Outcome 1, 2, 3, 4, 7

ASSIGNMENT 3: Reflective Video: Developing an Integrated Self-Care and Social Care Plan (40%)

Due June 22 at 11:59PM MST

Length: 7-10 minutes

The objective of this assignment is to create your own video that demonstrates your learning and integration of self-care and social care. You can use the Zoom platform or an alternative to create your video. The video will be graded upon the progression of depth that you demonstrate through your integration of the course material.

Step 1: Preparation

- Complete the "maintenance self-care plan worksheet" and the "self-care assessment checklist" (posted on D2L).

Step 2: Create a video exploring the following questions:

- Share the key learnings gained from your participation in this course, reflecting on the integration between self-care and social care. At least two course readings must be referenced. Keep in mind, your video needs to demonstrate how you are developing an awareness of yourself as a social worker while situating yourself in micro, mezzo, and macro contexts. The video must also include:
- A reflection on how the meaning of self-care and social care has shifted for you during the class.
- A clear, integrated self-care and social care plan to maintain professional/personal growth and wellbeing. As you construct your plan, reflect on your experience completing the worksheets (e.g., Comment on what was missing? How did you feel completing the worksheets? Where did you score well? What areas do you hope to improve upon? What are some of the barriers to making improvements? How does self-care differ from self-soothing?
- Share a minimum of three artifacts, rituals and/or processes that represents self-care to you most.
- Include a reflection on how your self-care and social care plan relates to your social location and principles of equity and social justice.
- Include a reflection on how 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.

Aligned Course Learning Outcome: 1,2, 3, 4, 5, 6, 7

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend Tuesday and Thursday's synchronous sessions and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

As professionals, students and the instructor are expected to:

1) Respect the guidelines of confidentiality outlined in the Social Work Code of Ethics;
2) Ensure that no information that could identify a client of any service system is used in class meetings or in assignments; and
3) Keep confidential issues introduced in the class – please ensure that issues are discussed only in general (rather than specific) ways outside the classroom.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit assignments electronically through their respective Dropbox in D2L Assignments should have a file name as follows: "Full name and assignment number" (e.g., Name, Assignment 3). 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

Late assignments will be accepted only in exceptional circumstances and at the discretion or the instructor and assignments submitted after the deadline will be penalized with a grade reduction of 5% per day. No extensions will be provided if requested on the due date.

EXPECTATIONS FOR WRITING

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 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

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional suggested readings for the course be provided to students as a separate document or in D2L in order to manage the length of this course outline.

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/ . Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf

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

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

INSTRUCTOR INTELLECTUAL PROPERTY
Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

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

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

SEXUAL VIOLENCE POLICY
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/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**