



**Winter 2022**

<b>Course &amp; Session Number</b>	<b>SOWK 306 L09/10</b>	<b>Classroom</b>	<b>Online</b>
<b>Course Name</b>	Social Work Methods		
<b>Day(s) &amp; Time</b>	Zoom Sessions: 10-2 Jan 15, 29; Feb 12, Mar 12,26; Apr 9		
<b>Instructor</b>	<b>Multi-Instructor</b>	<b>Office Hours</b>	As requested
<b>UCalgary E-mail</b>	Check D2L	<b>UCalgary Phone</b>	Check D2L

**EQUITY, DIVERSITY, INCLUSION, RECONCILIATION AND ANTI-RACISM**

The Faculty of Social Work (FSW) is committed to anti-racist social work education and practice and to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge the historic and ongoing effects of racism, systemic inequities and compounded disadvantages due to the intersection of social locations, particularly for members of racialized, Indigenous, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour, and integrate diverse perspectives, experiences, and strengths into our work. See the faculty's [Statement on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous strategy](#).

**SYLLABUS STATEMENT**

Examines various perspectives and theoretical approaches relating to the development, maintenance, and application of empowering relationships in generalist social work practice. Particular emphasis will be placed on local applications in rural, remote, and Indigenous organizations and communities.

**COURSE DESCRIPTION**

Through a variety of learning activities, students will experience and demonstrate the integration of theory and practice required for generalist social work at a beginning professional level. Based on their prior learning from coursework and life experience, students will learn to reflect critically on the nature of effective empowering relationships.

This Social Work Methods Theme Course will be delivered in a series of eight modules. Module 1 will explore various theories and perspectives relating to generalist practice that inform our understanding of different empowering relationships. Included in this module will be discussion of problem-solving models, ecological perspectives, and strengths-based approaches. Module 2 focuses on developing skills in facilitating strengths-based, empowerment and social justice approaches to social work practice in a diverse society. Following this will be a series of modules devoted to exploring elements (connecting, building, maintaining, and parting) of empowering relationships and their application to common levels of social work practice (micro, mezzo, macro). Special emphasis will be given to the application of course concepts to the student's local context. The final module of the course offers an opportunity for integration of the material from the other modules.

This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students need to participate in both the asynchronous and synchronous learning, complete required tasks, and submit all required assignments as per the course outline.

### **COURSE LEARNING OUTCOMES**

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

1. Enhance their self-knowledge and the professional use of self in relationship with others;
2. Explore their personal and other beliefs, values and perspectives on empowering relationships in generalist social work practice;
3. To understand common elements and enhance skills in building and maintaining empowering social work relationships at the micro, mezzo, and macro levels;
4. Critically examine their professional use of self in relation in building and maintaining empowering relationships;
5. Broaden their understanding of issues of diversity, values and ethics, as they affect the selection of professional practice responses from both personal and professional perspectives;
6. Acquire additional generalist-practice knowledge and skills to competently perform various interactive practices such as building relationships, assessment and planning, activating resources, negotiation, mediation, advocacy, and evaluation;
7. Gain relevant knowledge and skills to actively promote empowering and anti-oppressive practice; and,
8. The ability to demonstrate effective inter-professional practice, community collaboration, and team work.

### **LEARNING RESOURCES**

#### **REQUIRED TEXTBOOKS AND/OR READINGS**

Miley, K., O'Melia, M., & DuBois, B. (2017). *Generalist social work practice: An empowering approach* (8th ed.). Up Saddle River, NJ: Pearson Education.

#### **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 306 is one of the four foundation theme courses in the BSW Learning Circles Program. It must be completed prior to, or concurrent with, SOWK 307 – Practice Methods in Context.

## CLASS SCHEDULE

This Theme Course will be delivered in a series of eight modules involving approximately 78 hours of learning activities. Specific class times and assignment due dates will be found on the Community Based Learning Circle Schedule on D2L.

Important dates for Winter 2022:

- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre
- Block Week: Monday – Friday, January 3 – 7, 2022
- Start of Classes: Monday, January 10, 2022
- Term Break, no classes: Sunday – Saturday, February 20 – 26, 2022
- End of Classes: Tuesday, April 12, 2022
- End of Term: Friday, April 29, 2022
- Alberta Family Day, no classes: Monday, February 21, 2022
- Good Friday, no classes: Friday, April 15, 2022
- Easter Monday, no classes, Monday, April 18, 2022

See Course Modules below for further details concerning each module.

Module 1	Beliefs, Values And Theory
Module 2	Strengths, Empowerment and Diversity
Module 3	Building Relationships and Describing Situations
Module 4	Assessing Resources and Planning Change
Module 5	Activating Resources and Expanding Opportunities
Module 6	Recognizing Success and Integrating Gains
Module 7	Practice Models and Professional Development
Module 8	Summary and Integration

### Module I: Beliefs, Values & Theory

This module is designed to provide an introduction to generalist social work practice including core values of social justice and anti-oppressive practice. The ecosystems perspective, the conceptual framework for practice, is introduced and its affinity with social work values and practice is considered. Knowledge construction is introduced with a discussion of western and alternative knowledge generation and critical thinking concepts for evaluating knowledge claims are introduced. The importance of self-reflection for situating oneself personally and professionally, and examining personal and professional beliefs, values, and perspectives, is emphasized.

After completing this module students will be able to:

- Identify their own values beliefs and perspectives

- Differentiate self in relation to others
- Describe how self “fits with” generalist social work practice in their community
- Identify their developing social work identity through reflection
- Explain the social construction of values, beliefs, and perspectives
- Identify inter/intrapersonal challenges to awareness, beliefs, and values

**Readings:**

Miley, K., O’Melia, M., & DuBois, B. (2017). *Generalist social work practice* (8th ed., Chapters 1-2, pp. 1-46). Up Saddle River, NJ: Pearson Education and review of the CASW Code of Ethics (2005), CASW Guidelines for Ethical Practice (2005), and ACSW Standards of Practice (2019).

**Module 2: Strengths, Empowerment, and Diversity**

This module focuses on the development of skills and knowledge relating to multi-cultural competence. Students will reflect on experiences relating to building empowering relationships with clients from different geographical and cultural contexts.

After completing this module students will be able to:

- Appraise how different worldviews affect the ability to practice in various cultural contexts;
- Identify and compare the differences in worldviews (e.g. holistic vs. linear);
- Recognize diversity within and between cultures through reflection on personal experience;
- Define/describe (knowledge) concepts of culture, empowerment, and strengths;
- Engage in experiences with others cross-culturally to enhance understanding, safety, trust and respect;
- Articulate evidence of increased connectedness and understanding of culturally competent practice.

**Readings**

Miley, K., O’Melia, M., & DuBois, B. (2017). *Generalist social work practice* (8th ed., Chapters 3-5, pp. 47-122). Up Saddle River, NJ: Pearson Education.

**Module 3: Dialogue Phase - Building Relationships & Describing Situations**

In this module students will learn about the characteristics of professional partnerships as well as the processes and skills associated with engaging and building empowering relationships.

After completing this module students will be able to:

- Demonstrate an understanding of the characteristics of a professional social work relationship.
- Demonstrate the ability to create an empowering and culturally sensitive social work relationship.
- Demonstrate an understanding of dual relationships and how to critically evaluate boundaries in ethically responsible social work relationships.
- Describe the factors involved in successful collaboration with both individual and community partnerships.

### **Readings**

Miley, K., O'Melia, M., & DuBois, B. (2017). *Generalist social work practice* (8th ed., Chapter 6, 7, & 8, pp. 123-203). Up Saddle River, NJ: Pearson Education.

### **Module 4: Discovery Phase - Assessing Resources & Planning Change**

This module will focus on assessment and planning change. Students will acquire skills and knowledge in identifying strengths, and locating resources that may be useful in facilitating change. Various components of a strengths-based assessment process will be explored as well as collaborative approaches in planning change, goal-setting, and framing solutions.

After completing this module students will be able to:

- Demonstrate an understanding of the role of assessment in generalist social work practice.
- Demonstrate the ability to apply a strengths-based perspective in the assessment process.
- Demonstrate an understanding of the components of an assessment process.
- Demonstrate an understanding of the planning and goal-setting process.

### **Readings**

Miley, K., O'Melia, M., & DuBois, B. (2017). *Generalist social work practice* (8th ed., Chapter 9-11, pp. 204-298). Up Saddle River, NJ: Pearson Education.

### **Module 5: Developing Phase - Activating Resources & Expanding Opportunities**

This module examines the implementation of change through the development and managing of resources supporting change among a variety of systems. Processes of change as well as contextually relevant techniques that promote the engagement and expansion of resources and supports for change will be explored.

After completing this module students will be able to:

- Determine action to facilitate change.
- Discriminate and determine context-appropriate resources with clients.
- Work in coordination with community professionals and natural networks.

### **Readings**

Miley, K., O'Melia, M., & DuBois, B. (2017). *Generalist social work practice* (8th ed., Chapters 12-14, pp. 299-378). Up Saddle River, NJ: Pearson Education.

### **Module 6: Developing Phase - Recognizing Success & Integrating Gains**

Consistent with a strengths focus, this module examines a variety of techniques that can be used to recognize progress achieved in processes of change. Evaluation and research methods as they relate to monitoring change will be explored. This module will also examine contextually-relevant process of resolving professional partnerships.

After completing this module students will be able to:

- Incorporate appropriate evaluation to facilitate change and critically assess practice within context.

- Facilitate completion of professional client system relationship in a context-sensitive manner to maintain and enhance gains.

### **Readings**

Miley, K., O'Melia, M., & DuBois, B. (2017). *Generalist social work practice* (8th ed., Chapters 15-16, pp. 379-432). Up Saddle River, NJ: Pearson Education.

### **Module 7: Continuing Competency & Professional Development**

The dialogue that will be encouraged during this module will allow students to consolidate their learning about building and activating empowering relationships in rural, remote, and Indigenous organizations and communities. Particular emphasis will be given to building effective inter-professional relationships. One or more practitioners from social work or allied professions and organizations will offer their contextually relevant knowledge and experience in this module.

Upon completing this module, students will be able to

- Develop empowering collaborative relationships in various inter-professional settings;
- Identify and respond to the strengths, challenges and opportunities that arise when working in inter-professional settings; and,
- Activate and maintain their professional identity in inter-professional settings.

**Readings:** Posted to D2L.

### **Module 8: Summary and Integration**

The final module is intended to provide students an opportunity to consolidate their learning of the course materials. Themes from the various course modules will be identified and discussed.

After completing this module students will be able to demonstrate the integration of course materials.

## **ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

### **GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

Students are expected to participate actively in all Zoom sessions. 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 are expected to use their camera and microphone. All students are expected to behave in a professional manner during the session.

**ASSESSMENT COMPONENTS**

<b>Assignment</b>	<b>Weight</b>	<b>Due Date</b>	<b>Description</b>	<b>Aligned Course Learning Outcomes</b>
Annotated Bibliography & Critical Analysis of Theories	25%	Annotated Bibliography (10%) Critical Analysis (15%)  Due: January 30 <sup>th</sup>	1.Submission of Annotated Bibliography of review of selected theories. 2. Submission of Critical Inquiry of Social Work Theories worksheet.	2,3,7
Application of Assessment tool & Reflection	25%	Assessment Tool (10%) Reflection paper (15%)  Due: February 20th	1. Completion of either an ecomap, genogram, or culturagram. 2. Submission of reflective paper examining the tool submitted	5,6,7
Professional Interview & Articulation of Practice model	25%	Guided Practice Interview (10%) Due: Completed in class March 12 <sup>th</sup> Practice Model Submission (15%)  Due: March 20th	1. Completion of job interviews in mock simulation designed to have students articulate their professional practice model. 2. Submission of written practice model.	1,4,8
Application of Practice Evaluation	25%	Interview a social worker (10%) Written Practice Evaluation Analysis (15%)  Due: April 3rd	1. Complete an interview with a social worker about how they evaluate their practice. 2. Submission of written analysis of the practice evaluation.	1,3,8,6

**Full descriptions, expectations, and grading rubrics are posted on D2L.**

## ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

### LATE ASSIGNMENTS

Assignments are due as per the schedule. Late submissions will be graded with a 25 % deduction. Any assignments submitted more than 7 days past the original due date will not be accepted and scored as a "0". Late assignments submissions with no deduction must be approved by the instructor and only in exceptional circumstances.

### GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

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



## COURSE EVALUATION

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

## 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 <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 who use materials protected by copyright are expected to comply with 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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

### **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 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/university-policies-procedures/sexual-and-gender-based-violence-policy>

## **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