Fall 2023

Course & Session Number	SOWK 300 L01 AB North Cohort	Classroom	Online
Course Name	Generalist Practice in Context		
Dates and Time	Start of Classes: Monday, September 5, 2023 End of Classes: Wednesday, December 6, 2023 Dates and Time: **Mondays 5:30 – 8:30 pm MST Online** via Zoom (Specific dates listed in class schedule below) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Tara-Leigh Blankenstein, MSW RSW MALM RCSW Audrey Cochrane, RSW Donna Pruski, RSW Chantal Tkach, RSW Tracy Orr, RSW	Office Hours	As requested
UCalgary E-mail	tlrblank@ucalgary.ca Audrey.Cochrane@PortageCollege.ca donnapruski@keyano.ca tkachc@northerlakescollege.ca tracy.orr1@ucalgary.ca	UCalgary Phone	Please email

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization**.** We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that equity does not mean sameness in treatment of people, but rather requires measures and

---

[1] In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization, our Statement on Anti-Black Racism and the work of the faculty's Anti-Black Racism Task Force, our Statement on Anti-Asian Racism, and the university's Indigenous Strategy.

SYLLABUS STATEMENT

Examination of the professional use of self in relation to the knowledge, values, and skills pertaining to the approaches of generalist social work practice in rural, remote, and Aboriginal communities. Course Hours: 6 units; F (6-0)

COURSE DESCRIPTION

Through readings, discussion, lectures and other class activities, students are introduced to the core concepts of generalist social work practice. A series of modules address skills, theories, and approaches of generalist practice. These modules include generalist practice; critical thinking and approaches to social work practice; crisis, task-centered, and systems & ecological approaches; strengths, narrative, solution focused, empowerment & advocacy approaches; and Indigenous and Diverse Contexts for Practice.

This course will be delivered fully **online** via Desire2Learn (D2L) and Zoom and will be delivered in a series of six modules. Each of the modules will include a variety of learning activities, including asynchronous activities and synchronous Zoom sessions. A full list and description of each activity in each module will be listed on the D2L site for the course.

COURSE LEARNING OUTCOMES

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

1. Articulate the conceptual elements of various social work theoretical approaches;
2. Identify the cultural assumptions and biases underlying generalist social work practice and critique its application in diverse contexts;
3. Discuss major theoretical frameworks in social work as they pertain to generalist social

work practice;

4. Demonstrate critical thinking in appraising various theoretical approaches to social work practice;

5. Apply a range of theoretical approaches to varying contexts for social work practice;

6. Understand and integrate an anti-oppressive approach to generalist practice;

7. Demonstrate critical reflection and reflexivity in their analysis of social work theories and contexts, as it relates to their own social location and their own choice of practice framework(s).

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook for this course; all readings will be available through D2L and/or the University of Calgary Library.

Module 1 readings:

Payne, M. (2014). *Modern Social Work Theory.* (4th ed; 3-29). Oxford University Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4764057

Fortier, C. & Wong, E. H. (2019). The settler colonialism of social work and the social work of settler colonialism. *Settler Colonial Studies, 9*(4), 437-456. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/2201473X.2018.1519962

Healy, L. (2008). Exploring the history of social work as a human rights profession. *International Social Work*, *51*(6), 735–748. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/10.1177/0020872808095247

Module 2 readings:

Fook, J. (2015). Reflective practice and critical reflection. In J. Lishman (Ed.), *Handbook for practice learning in social work and social care: Knowledge and theory* (pp. 442-454, 3rd ed.). Jessica Kingsley Publishers. https://ezproxy.lib.ucalgary.ca/login?qurl=https://search.alexanderstreet.com/view/work/biblio graphic_entity%7Cdocument%7C3368749?account_id=9838&usage_group_id=107435

Thompson, N. (2018). Theory and methods in practice contexts: Theorizing Practice. In N. Thompson & P. Stepney (Eds.), *Social Work Theory and Methods* (pp.9-25). Routledge. https://www- taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781315210223/social-work-theory-methods-thompson-neil-stepney-paul

Heron, B. (2005). Self-reflection in critical social work practice: Subjectivity and the possibilities of resistance. Reflective Practice, 6(3), 341-351. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/14623940500220095

Module 3 readings:

Read for Oct. 11 class:

Rooney, R. (2018). Task-Centered Practice. In N. Thompson & P. Stepney (Eds.), *Social Work Theory and Methods* (pp. 94-104). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781315210223/social-work-theory-methods-thompson-neil-stepney-paul

Thompson, N. (2018). Crises Intervention. In N. Thompson & P. Stepney (Eds.), *Social Work Theory and Methods* (pp. 105-115). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781315210223/social-work-theory-methods-thompson-neil-stepney-paul

Read for Oct. 18 class:

Langer, & Lietz, C. A. (2015). *Applying theory to generalist social work practice a case study approach* (pp. 27-55). John Wiley & Sons, Inc. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1874136

Greene, R.R., Wright, M., Herring, M., Dubus, N., & Wright, T. (2019). RESM assessment and intervention: Ecological and systems theory. In R. R. Greene, M. Wright, N. Dubus, & T. Wright (Eds.). *Human behavior theory and social work practice with marginalized oppressed populations* (1st ed; pp. 31-49). Routledge. https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780429489198

Module 4 readings:

Read for Oct. 25 class:

Simmons, C. A., Shapiro, V. B., Accomazzo, S., & Manthey, T. J. (2016). *Strengths-based social work: A social work metatheory to guide the profession.* In N. Coady & P. Lehmann Coady, N., & Lehmann, P. (Eds.). *Theoretical perspectives for direct social work practice: A generalist-eclectic approach* (pp. 131-155). Springer Publishing Company. https://ebookcentral-proquest- com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4519171

Roscoe, K. (2019). Narrative social work: Key Concepts. In M. Payne & E. Reith-Hall (Eds.). *The Routledge Handbook of Social Work Theory* (pp. 246 – 255). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781315211053/routledge-handbook-social- work-theory-malcolm-payne-emma-reith-hall

Langer, & Lietz, C. A. (2015). *Applying theory to generalist social work practice a case study approach* (pp. 210-229). John Wiley & Sons, Inc. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1874136

Read for Nov. 1 class:

Baines, D., Tseris, E., Waugh, F. (2018). Activism and Advocacy. In N. Thompson & P. Stepney (Eds.), *Social Work Theory and Methods* (pp. 215-226). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781315210223/social-work-theory-methods-thompson-neil-stepney-paul

Stepney, P. (2019). *Empowerment ideas in social work.* In M. Payne & E. Reith-Hall (Eds.). *The Routledge Handbook of Social Work Theory* (pp. 331-339). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781315211053/routledge-handbook-social- work-theory-malcolm-payne-emma-reith-hall

Wilks, T. (2019). *Advocacy ideas in social work.* In M. Payne & E. Reith-Hall (Eds.). *The Routledge Handbook of Social Work Theory* (pp. 350-360). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781315211053/routledge-handbook-social- work-theory-malcolm-payne-emma-reith-hall

Module 5 readings:

Choate, P. (2019). The call to decolonise: Social work's challenge for working with Indigenous peoples. *British Journal of Social Work,* 49(4), 1081-1099. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcz011

Truth and Reconciliation Commission of Canada. (2015). *Calls to action.* https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous- people/aboriginal-peoples-documents/calls_to_action_english2.pdf

Schmid, J. & Morgenshtern, M. (2022). In history's shadow: Child welfare discourses regarding Indigenous communities in the *Canadian social work* journal. *International Journal of Child, Youth and Family Studies, 13*(1), 145-168. https://doi.org/10.18357/ijcyfs131202220662

Module 6- Diverse Contexts for Practice:

Choose at least two of the following readings in an area of interest, or select an article/reading of your choice in an area relating to social work practice with diverse populations:

Read for November 27 & December 4 Classes

Giwa, S., Mullings, D. V., Adjei, P. B., & Karki, K. K. (2020). Racial erasure: The silence of social work on police racial profiling in Canada. *Journal of Human Rights and Social Work, 5*. 224-235. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s41134-020-00136-y

Sewpaul, V. (2016). The West and the rest divide: Human rights, culture, and social work. *Journal of Human Rights and Social Work, 1.* 30-39. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s41134-016-0003-2

Dominelli, L. (2021). A green social work perspective on social work during the time of COVID-19. *International Journal of Social Welfare, 30.* 7-16. https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/ijsw.12469

Finn, J. L., Nybell, L. M., & Shook, J. J. (2010). The meaning and making of childhood in the era of globalization: Challenges for social work. *Children and Youth Services Review, 32*(2), 246-254. https://doi.org/10.1016/j.childyouth.2009.09.003

Hicks, S., & Jeyasingham, D. (2016). Social work, queer theory and after: A genealogy of sexuality theory in neo-liberal times. *British Journal of Social Work, 46*(8), 2357-2373. https://doi- org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcw103

Este, D. & Sato, C. (2020). Community organizing with immigrants and refugees. In S. Todd & S. Savard (Eds.). *Canadian Perspectives on Community Development*, (pp. 255 – 276). University of Ottawa Press. https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1879701/canadian- perspectives-on-community-development/2629097/

Daley, M. R. & Avant, F. L. (2014). Down-home social work: A strengths-based model for rural practice. In T. L. Scales, C. L. Streeter, & H. S. Cooper (Eds.). *Rural social work: Building and sustaining community capacity (2nd Ed;* pp. 5-18). Wiley. https://ebookcentral-proquest- com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1273520

Dominelli, L. (2019). Green social work, political ecology and environmental justice. In S. A. Webb (Eds). *The Routledge Handbook of Critical Social Work.* (pp. 233-243). Routledge. https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781351264402

Noble, C. & Ottmann, G. (2020). Right wing nationalist populism and social work. In C. Noble & G. Ottmann (Eds.). *The challenge of right-wing nationalist populism for social work* (pp. 1-14). https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780429056536

MacDonald, J., Cooper, S., & Myers, M. (2020). "Nothing about us without us": (dis)Ability community development in Nova Scotia. In S. Todd & S. Savard (Eds.). *Canadian Perspectives on Community Development*, (pp. 301 – 320). University of Ottawa Press. https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1879701/canadian-perspectives- on-community-development/2629097/

Carey, M. (2019). Issues of ageing, social class, and poverty. In S. A. Webb (Eds). *The Routledge Handbook of Critical Social Work.* (pp. 256-266). Routledge. https://doi- org.ezproxy.lib.ucalgary.ca/10.4324/9781351264402

Hulko, W., Brotman, S., Stern, L., & Ferrer, I. (2019). *Gerontological social work in action: Anti-oppressive practice with older adults, their families, and communities,* (pp. 36-54). Routledge. https://doi- org.ezproxy.lib.ucalgary.ca/10.4324/9781315207735

Arguello, T. (2019). *Queer social work: Cases for LGBTQ+ affirmative practice*. Columbia University Press. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_askews holts_vlebooks_9780231550604 (Any Chapter).

Bernard, C. (2021)*. Intersectionality for social workers: A practical introduction to theory and practice.* Routledge. https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780429467288 (Chapter 2 or 3).

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 300 is one of the four foundation theme courses in the BSW Virtual Learning Circles Program. It must be completed concurrent with SOWK 301 – Generalist Practice in Context Portfolio Project.

CLASS SCHEDULE

Important Dates for Fall 2023
- o Start of Term: Monday, August 28, 2023
- o First Day of Class: Tuesday, September 5, 2023
- o End of Term: Friday, December 22, 2023
- o Last Day of Class: Wednesday, December 6, 2023
- o Fee Deadline: Friday, September 22, 2023
- o Labour Day, no classes: Monday, September 4, 2023
- o National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- o Thanksgiving Day, no classes: Monday, October 9, 2023
- o Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)

Class Schedule

Module Dates	Module: Topic	Zoom sessions
Tue September 5 Through Thursday, September 14	**Module 1** Generalist Practice Instructor: Tara-Leigh Blankenstein	Monday, September 11 5:30-8:30pm *Instructor: Tara-Leigh Blankenstein*
Friday, September 15 Through Thursday, September 28	**Module 2** Critical Thinking & Approaches to Social Work Practice	Monday, September 18 5:30-8:30pm Monday, September 25 5:30-8:30pm *Instructor: Audrey Cochrane*
Friday, September 29 Through Thursday, October 19	**Module 3** Crisis, Task- Centered, Systems & Ecological Approaches	Monday, October 2 5:30-8:30pm Monday, October 16 5:30-8:30pm *Instructor: Donna Pruski*
Friday, October 20 Through Thursday, November 2	**Module 4** Strengths, Narrative, Solution-Focused, Empowerment & Advocacy Approaches	Monday, October 23 5:30-8:30pm Monday, October 30 5:30-8:30pm *Instructor: Chantal Tkach*
Friday, November 3 Through Thursday, November 10	**Module 5** Indigenous Contexts for Practice	Monday, November 5 5:30-8:30pm *Instructor: Tracy Orr*
November 12 – 19 Term Break		
Friday, November 24 Through Wednesday, December 6	**Module 6** Diverse Contexts for Practice	Monday, November 27 5:30-8:30pm Monday, December 4 5:30-8:30pm *Instructor: Tara-Leigh Blankenstein*

Instructional Hours

Synchronous Zoom Sessions – 16 hours (see timetable
above) Asynchronous Activities
- View pre-recorded lectures – around 1.5 hours for each module (9 hours)
- Independent viewing of course related videos and demonstrations (2 hours)
- Participation in online discussion forms – original posts and replies to peers (9 hours)
- Application of class material to case studies and/or reflective activities (3 hours)

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by their instructors, video cameras must be turned on during class and students are expected to manage their microphones as required**. All students are expected to behave in a professional manner during all Zoom sessions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Personal Philosophy and Social Work Practice

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

Value: 20% (Part A – 15%; Part B- 5%)

> **Part A-Personal Philosophy and Social Work Practice**
>
> **Due: Part A-** Monday, September 25 by 4:00 pm

Assignment Details: What is your personal philosophy and how does it influence how you think about and apply theory in social work practice? Our personal philosophy or worldview is impacted by our lived experiences and a diversity of influences (education, culture, family of origin, sexual orientation, political orientation, economic status, spirituality, and relationships). Students are invited to reflect on their lived experiences, influences and identify their personal philosophy by completing a series of questions outlined in the personal inventory worksheet posted to D2L. Each question requires a maximum number of 50 – 100 words. At the end of the worksheet, students are

invited to reflect on how their personal philosophy might influence how you think about and practice social work.

Check D2L for worksheet and information on D2L.

Value: 15%

Part B- Self-Reflection of Participation, Contributions and Personal Philosophy Value: 5%

Assignment Details: At the end of the term, submit a 2 – 3-page reflection of your:

1. course participation and contributions,
2. your evaluation will be based on identified key learnings,
3. contributions in Zoom
4. and reappraise and any adjustments you would make to your personal philosophy from assignment

Due: Part B- December 4 by 4:00 pm

Assignment 2- Critical Thinking & Approaches to Social Work Practice

Aligned Course Learning Outcomes: 2, 4, 6, 7

Value: 20%

A) **Module 2 - Discussion Board** (10%)

Due: Initial Posts completed by Friday, September 21 by 11:59 pm.

Response Posts ongoing throughout the module.

Note: Only those posts posted by Thursday, September 28, 2023 by 11:59pm will be graded. In the interests of promoting rich and ongoing discussions, students are encouraged not to wait until the deadline.

Assignment Details: Discussion questions based on the module readings will be posted to the discussion board. Students will select two questions and post their initial responses. After submitting their **initial post,** students are expected to actively participate in ongoing discussions by responding to the posts made by their peers. Students are expected to work together collaboratively to expand their understanding of the selected topic; this could include sharing of ideas or feedback, posing questions to clarify or further discussion, sharing experiences, etc. Students will engage in ongoing discussions regularly throughout the Module. In addition to their initial posts, they should have **three additional responses** to posts made by other students. Students may post responses within any of the available questions – they are not limited to the two in which they initially posted.

Initial posts must be completed by Friday, September 21st 11:59pm. Response posts will be ongoing throughout the module; only those posted by 11:59pm Thursday, September 28th will be graded. In the interests of promoting rich, ongoing discussions, students are encouraged not to wait until the deadline.

A list of questions, detailed instructions, and grading criteria is available on D2L.

B) **Personal Reflection** (10%)

Aligned Course Learning Outcomes: 2, 4, 6, 7

Due: Monday, October 2nd by 4:00 pm

Assignment Details: Students will complete a personal reflection using the guiding questions posted on the D2L site; topics such as critical reflection, social work theory, practice, knowledge, and personal learnings from readings, online classes, peers, and self will be explored.

Students have the option to complete this assignment in various formats including written or digital/video format. Written submissions will be approximately 1000 words (4 pages) in APA format.

Digital/video submissions will be approximately 7 minutes with APA references as necessary. Should students have another format in mind, they can discuss this individually with the instructor for approval.

A list of questions, detailed instructions, and grading criteria is available on D2L.

Assignment 3 - Video Case Application, Ecomap and Reflection

Aligned Course Learning Outcomes: 1, 3, 4, 5, 7

Value: 35% (30% Assignment, 5% Group Participation)

Due: Monday, November 6th by 4:00 pm

Assignment Details: For this assignment, students will consider the various approaches studied throughout module 3 and 4. These include but are not limited to Strengths, Narrative, Solution-Focused, Empowerment, Advocacy Approaches, Crisis, and Task-Centered.

Students will choose a case study and apply the one approach from the following: Strengths, Narrative, Solution-Focused, Empowerment, Advocacy Approaches, Crisis and Task Centered to research and demonstrate an in-depth understanding of one or two aspects/skills of the chosen approach. All students will then apply an ecological and systems theory lens to their case analysis.

Students will:

a) Create an 8-10 minute video working together with one other student.
b) Together, create a ecomap along with a 1-page summary of their ecomap
c) Together, students will demonstrate their understanding of systems theory by creating a 3–4-page written intervention plan providing examples on how to intervene at the Micro, Mezzo & Macro systems levels.

d) After students have finalized their research and video, **each** student will write a 1-2 page reflection on their video demonstration only.
e) Each student partner will complete the group participation form giving themselves a grade for their work as well as their partner's, including a rationale.

The objective of this assignment is to demonstrate the development of your personal practice approach doing an assessment and intervention using one theory, in addition to Ecological and Systems Theory.

Student assignments will be evaluated on:

·   Strong Research: Use of appropriate and varied research to support the choice of case study and approach.
·   Written, Verbal and relational Skills: APA formatting, organizational skills, adherence to effective written and verbal skills (clarity, spelling, grammar) as well as the ability to communicate and work together
·   Understanding: Demonstration of a comprehensive understanding of a chosen social work approach that includes a rich, critically reflective lens. It is important that students include foundational knowledge of their chosen approach, main tenets of such, as well as strengths and limitations.
·   Connective, evaluative and reflective Skills: Rich reflection of the chosen approach and it's applicability to the choice of the case study, and analysis of approach.

Further assignment details will be provided on D2L

Assignment 4 - Reflection on Decolonization and Social Work Practice

Aligned course learning outcomes: 2, 3, 4, 6, 7

Value: 25%
Due: Monday, November 27 by 4:00 pm

This assignment has 2 parts:

A) **Part One – Calls to Action** (10%)
Assignment Details: Having completed the readings for module 5, students will visit the website https://www.cbc.ca/newsinteractives/beyond-94 . Choose an area of calls to action to investigate (Child Welfare, Education, Language & Culture, Health, Justice, or Reconciliation). Follow your area of calls to action and choose one each of those actions started, in-progress (proposed & underway) and complete. Describe the actions you've chosen,

B) **Part Two – Reflection on Module 5** (15%)
•   Assignment Details: Offer a critical review of 2-3 key learnings gained in Module 3 including what you learned from readings, discussion, and your investigation of the Beyond 94 website. As a part of this, Discuss your understanding of decolonization of social work practice.
•   How has this understanding impacted your understanding of the social work profession and your own social work identity?

Students may complete this assignment in various formats including written, digital/video presentation, or audio presentation/podcast. Written papers should be 3-4 pages double-spaced (approximately 750-1000 words) in APA format. Video/audio presentations should be 5-6 minutes with APA references as necessary.

Student assignments will be evaluated based on

- demonstration of critical thinking, analysis, and reflection on learning regarding decolonization, application to social work practice and social work identity.
- Use of appropriate course and resource materials to support the discussion, organization of information, effectiveness of communication (clarity, grammar), and adherence to current APA standards.

Details and grading rubric to be posted to D2L.

Assignment	Course Weighting	Assignment Due Date
1. Personal Philosophy & Social Work Practice	15% 5%	Part A- Monday, September 25 by 4:00 pm Part B- December 4 by 4:00 pm
2. Critical Thinking & Approaches to Social Work Practice	20%	Discussion Posts by September 28 by 11:59pm Personal Reflection by Monday, October 2 by 4:00 pm
3. Video Case Application, Ecomap & Reflection	35%	November 6 by 4:00pm
4. Reflection on Decolonization and Social Work Practice	25%	November 27 by 4:00pm

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor prior to the session when possible.

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.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Written assignments should be submitted in Word format. Please note that it is thestudent'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 at the discretion or the instructor and may be penalized with a grade reduction. If you cannot submit an assignment on time, please contact the instructor as soon as you become aware of the circumstances that prevent you from making a timely submission. Late assignments without instructor approval will receive a late penalty of 5% per day for up to 7 days (includes weekends, holidays and study days) after which the assignment will receive a "0" grade.

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 format (7th edition). If you need writing support, please connect with the Student Success Centre, at: https://www.ucalgary.ca/student-services/student-success/writing-support

ACADEMIC MISCONDUCT

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

GRADING

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

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76

B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

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 or resources are available on D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's Code of Conduct.

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow

community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on Student Accommodations.

Research Ethics

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the Integrity and Conduct section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the Copyright Act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom of Information and Protection of Privacy

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

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's Sexual and Gender-based Violence Policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the Registrar's website for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's Code of Conduct.

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on Student Accommodations.

Research Ethics

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the Integrity and Conduct section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the Copyright Act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information

related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's Sexual and Gender-based Violence Policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the Registrar's website for additional important information on the following:
- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk