



UNIVERSITY OF CALGARY

FACULTY OF SOCIAL WORK

Fall 2023

Mn

Course & Session Number	SOWK 361 S01	Classroom	HNSC 330
Course Name	Professional Use of Self		
Dates and Time	Start of Classes: September 5, 2023 End of Classes: Tuesday, December 5, 2023 Dates and Time: In-person instruction Tuesdays 9 to 11:50 p.m.		
Instructor	Cari Gulbrandsen, PhD, RSW	Office Hours	As requested by appointment
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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 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

Focuses on the examination and integration of theoretical and practical understandings of professional social work practice. Topics covered include: critical thinking; ethical decision-making; knowledge of the associations to which social work professionals belong; professional writing; and self-care.

COURSE DESCRIPTION

Utilizing inquiry-based learning and experiential learning, this course will invite students to: 1) articulate their professional social work identity, 2) strengthen their critical thinking capacity, 3) establish a high standard of professional and academic writing, and 4) use ethical decision-making models in their practice. Students will deepen their knowledge of the Canadian Association of Social Workers Code of Ethics and the Alberta College of Social Workers Standards of Practice through the process of analyzing ethical issues and deliberating about choices in social work practice. Students will develop a foundational understanding of critical thinking and gain the practical knowledge and skills that are required to function as a critical thinker and a social work professional. Professional and academic writing as they relate to documentation and research will be introduced into the course as a tool that is used for reflection, for communication, and for competent social work practice. Students will identify, explore, and understand their own value systems, the integration of self-care and collective care/peer support into practice, and a process for reflective practice. Such exploration takes place in this course through a combination of readings, lectures, discussion, case analysis, small group work, writing, and assignments.

COURSE LEARNING OUTCOMES

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

1. Articulate initial statements of professional social work identity and reflect on how professional identity develops over time;
2. Analyze ethical issues according to an ethical decision-making model as well as both the Canadian Association of Social Workers' Code of Ethics and the Alberta College of Social Workers' Standards of Practice, and apply to practice situations and ethical decision-making;
3. Apply critical thinking skills to practice situations, ethical decision-making, and inquiry-based research;
4. Understand and explain how personal values and beliefs fit with the values and principles that define the social work profession;
5. Engage in self-care and collective care and reflect on the roles of self-care and collective care in social work practice; and
6. Understand the need for and demonstrate proficient communication, especially writing for academic and professional purposes, in competent social work practice and be aware of their own skill level regarding professional communication as well as the possible need/options for improvement.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Strom, K. (2022). *Straight talk about professional ethics* (3rd ed.). Oxford University Press.

Alberta College of Social Workers. (2019). *Standards of practice*.

https://acsw.in1touch.org/document/2672/DOC_FINALACSWStandardsOfPractice_V1_1_20200304.pdf

Canadian Association of Social Workers. (2005). *Code of ethics*.

https://www.caswacts.ca/files/documents/casw_code_of_ethics.pdf

Canadian Association of Social Workers. (2005). *Guidelines for ethical practice*.

https://www.caswacts.ca/files/documents/casw_guidelines_for_ethical_practice.pdf

Truth and Reconciliation Commission. (2015). *Calls to action*.

https://web.archive.org/web/20200506065356/http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf

Additional required and optional readings related to weekly topics are indicated in class schedule and links are provided in Leganto Reading List in D2L.

PLEASE NOTE: Students should read and familiarize themselves with the ACSW *Standards of Practice*, the CASW *Code of Ethics*, and the *Guidelines for Ethical Practice* prior to the first class. Throughout the course, we will focus on interpreting and discussing the values, principles, and standards according to the contexts of social work practice scenarios. These documents will be referenced regularly throughout the semester.

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 access.

RELATIONSHIP TO OTHER COURSES

This is the first course that incoming University Transfer and Post Diploma students take together. It sets the tone and provides foundational knowledge for all the other required courses that students will take in the subsequent two years.

CLASS SCHEDULE

Important Dates for Fall 2023

- Start of Term: Monday, August 28, 2023
- First Day of Class: Tuesday, September 5, 2023
- Last day to withdraw from a course without financial penalty: Thursday, September 14, 2023
- End of Term: Friday, December 22, 2023
- Last Day of Class: Wednesday, December 6, 2023
- Fee Deadline: Friday, September 22, 2023
- Labour Day, no classes: Monday, September 4, 2023
- National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- Thanksgiving Day, no classes: Monday, October 9, 2023
- Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)

Class Schedule

Please note: There may be minor adjustments to the course schedule topics over the course of the semester. Learners will be notified of any changes in advance.

WEEK/DATE	TOPIC	PREPARATION/READINGS
Week 1: Sept 5	<p>Review of course outline and course assignments</p> <p>Introduction to key course concepts:</p> <p>What is professional use of self?</p> <p>CASW professional Code of Ethics (values and principles) and ACSW Standards of Practice for social work practice and personal and professional values</p> <p>What is self-care and collective care and what role do these have in your social work practice?</p> <p>Introduction of self as social worker</p> <p>Peer support in the social work profession: An approach to collective care:</p> <ul style="list-style-type: none"> • Forming peer support groups of 3 • (Peer support introductory activity) <p>Establish working groups for ethical decision-making case assignment.</p>	<p>Read (required)</p> <p>Strom text: Chapter 1</p> <p>Read (required)</p> <p>Liechty, J. (2018). Exploring use of self: Moving beyond definitional challenges. <i>Journal of Social Work Education, 54</i>(1), 148-162.</p> <p>Read (optional)</p> <p>Sewpaul, V. & Henrickson, M. (2019). The (r) evolution of social work ethics. The Global Social Work Statement of Ethical Principles. <i>International Social Work, 62</i>(6), 1469-1481.</p>

	Aligning personal and professional values	
Week 2: Sept 12	<p>Peer Support Circles: first 10 minutes of class</p> <p>Critical thinking and social work practice as tools for social work practice: What are critical reflection and reflexivity?</p> <p>Ethical principles:</p> <ul style="list-style-type: none"> • Self-determination • Confidentiality <p>Introduction to ethical decision-making frameworks:</p> <ul style="list-style-type: none"> • Strom-Gottfried 6 Question Model • Alberta Health Services ethical decision-making resources • Ontario College of Social Workers and Social Service Workers <p>Ethical decision-making case discussion: re: Self-determination</p>	<p>Read (required)</p> <p>Strom text: Chapter 2,3,7</p> <p>Watch: (required). Maclean, S. (March 20, 2020). <i>The journey from reflection to reflexivity</i>. [Video]. YouTube. https://youtu.be/6UxggX6M1eg</p>
Week 3: Sept 19	<p>Peer Support Circles: first 10 minutes of class</p> <p>Introduction to inquiry-based learning:</p> <ul style="list-style-type: none"> • Overview of example • Learning activity (share 1 article about your topic of interest with your peers in designated small group D2L discussion forums one week in advance on the discussion board in D2L). • Formulating research questions for inquiry-based learning (small group exercise) <p>Ethics case discussion: Consent and minors/mature minors (confidentiality and consent)</p>	<p>Strom text: Chapter 4</p> <p>Watch/listen: (required)</p> <p>Laurier Library. (December 20,2017). <i>Developing a research question</i>. Wilfrid Laurier University. [Video]. YouTube. https://youtu.be/1oJNO6PYZe4</p> <p>Maclean, S. (March 19, 2020). <i>What is the difference between a theory, model, method, and approach in social work?</i> [Video]. YouTube. https://youtu.be/nE1rKczA2kk</p>

	<p>Small group work – preparing a case for facilitating ethical decision-making discussion and analysis (last hour of class)</p> <p>Groups of 3 Sign up for ethical decision-making presentation and discussion facilitation.</p> <p>(The class will be divided into 2 sections. Each group of 3 will facilitate an ethics case discussion with a group of 10-12 of their colleagues on the date they sign up for).</p>	
<p>Week 4: September 26th</p>	<p>Peer Support Circles: first 10 minutes of class</p> <p>Professional use of self:</p> <ul style="list-style-type: none"> • Self-awareness and emotional awareness/regulation • Trauma and emotional regulation • Burnout <p>Group IBL activity – summarizing, analyzing, synthesizing and evaluating literature as integral to research-informed practice</p> <p>Small group work – preparing a case for facilitating ethical decision-making discussion and analysis (last hour of class)</p>	<p>Read (required) Strom text: Chapter 8</p> <p>For group IBL activity, we will work through this article together. Please review the article before class and be prepared to analyze/discuss it.</p> <p>Suresh, R., Karkossa, A., Richard, J., & Karia, M. (2021). Program evaluation of a student-led peer support service at a Canadian university. <i>International Journal of Mental Health Systems</i>, 15(54), 1-11.</p> <p>Watch/listen (optional)</p> <p>Marks, T. (June 28, 2023). <i>The science of emotion regulation: How our brains process emotion</i>. [Video] YouTube. https://youtu.be/f0oG1J2escU</p> <p>Marks, T. (July 5, 2023). <i>Mastering your emotions: Dispel these 10 myths about emotions</i>. [Video]. YouTube. https://youtu.be/-4d25dW6qGc</p> <p>Due: September 31st - Assignment 1: Inquiry-based learning professional interest research project – completed project - brief proposal of inquiry-based learning research project (identifying topic/issue and research questions. Due date: September 31st</p>

Week 5 October 3	<p>Peer Support Circles: first 10 minutes of class</p> <p>Ethics, self-awareness, and professional communication:</p> <ul style="list-style-type: none"> • Assertive communication • Boundaries – role play learning activity • Equity, diversity, and inclusion considerations and responding to oppression and discrimination in social work practice • Moral distress <p>Class case discussion: re: Moral distress</p> <p>Ethics case discussion #1 (peer-led - last hour of class)</p>	<p>Read (required)</p> <p>Strom text: Chapter 6</p>
Week 6 October 10	<p>Peer Support Circles: first 10 minutes of class</p> <p>Applied ethics and interprofessional practice</p> <p>Interprofessional Practice Case</p> <p>Discussion:</p> <p>What do social workers contribute to interprofessional teamwork and ethical decision-making?</p> <p>What communication skills are conducive to respectful and assertive interprofessional communication?</p> <p>Ethics case discussion #2 (peer-led - last hour of class)</p>	<p>Read (required)</p> <p>Strom text: Chapter 9</p>
Week 7 October 17	<p>Peer Support Circles: first 10 minutes of class</p> <p>Applied ethics and written/electronic communication/use of technology</p> <p>Professional documentation</p> <p>Ethics case discussion #3 (peer-led - last hour of class)</p>	<p>Read (required):</p> <p>Reamer, F. G. (2005). Documentation in social work: Evolving ethical and risk-management standards. <i>Social Work</i>, 50(4), 325-334.</p>

<p>Week 8 October 24</p>	<p>Peer Support Circles: first 10 minutes of class</p> <p>Applied ethics and decolonization in social work practice Ethics and Indigenous ways of knowing, being, doing, and connecting and approaches to healing and relationships</p> <p>Ethics case discussion #4 (peer-led - last hour of class)</p>	<p>Read (required):</p> <p>Strom text: Chapter 10</p> <p>Laurila, K. (2019). Reconciliation in social work: Creating ethical space through a relational approach to Circle Pedagogy. <i>Research Gate</i>. 1-16</p> <p>Truth and Reconciliation Commission. (2015). <i>Calls to action</i>. https://web.archive.org/web/20200506065356/http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf</p> <p>Due: November 3rd - Assignment 1: Inquiry-based learning professional interest research project – completed project</p>
<p>Week 9 October 31</p>	<p>Peer Support Circles: first 10 minutes of class</p> <p>What does “bioethics” mean?</p> <p>MAIDD and roles and responsibilities of social worker</p> <p>Ethics case discussion #5. (peer-led - last hour of class)</p>	<p>Read: (required)</p> <p>Canadian Association of Social Workers (CASW)</p> <p>Medical Assistance in Dying: Resource Hub (2023 Update)</p> <p>https://www.casw-acts.ca/en/resources/medical-assistance-dying-resource-hub</p> <p>Alberta College of Social Workers (2016). Medical Assistance in Dying</p> <p>Information Sheet. Retrieved from:</p> <p>https://acsw.in1touch.org/uploaded/web/website/ACSW_MAID%20Info.pdf</p> <p>Read: (optional)</p> <p>Heilman, M. K. D., & Trothen, T. J. (2020). Conscientious objection and moral distress: a relational ethics case study of MAiD in Canada. <i>Journal of Medical Ethics</i>, 46(2), 123-127.</p> <p>Silvius, J. L., Memon, A., & Arain, M. (2019). Medical assistance in dying: Alberta approach and policy analysis. <i>Canadian Journal on Aging/La Revue canadienne du vieillissement</i>, 38(3), 397-406.</p>

Week 10 November 7th	<p>Peer Support Circles: first 10 minutes of class</p> <p>Guest presentation: Worker's Resource Centre Calgary (worker's rights)</p> <ul style="list-style-type: none"> - Social workers' rights as workers - Social workers' response to service users who experience employment and workplace issues (information and advocacy) 	
November 14th	Fall break – no class	
Week 11 November 21	<p>Peer Support Circles: first 10 minutes of class</p> <p>Professional regulation: Alberta College of Social Workers (ACSW) disciplinary process</p> <p>Case discussion based on ACSW Disciplinary case/s.</p>	<p>Read (required):</p> <p>Reamer, F. G. (2023). Moral Disengagement in Social Work. <i>Social Work</i>, 68(3), 183-191.</p>
Week 12 November 28	<p>Peer Support Circles: first 10 minutes of class</p> <p>Ethics and legislation Example: Interpreting and applying professional ethics in consideration of legislation (Clare's Law)</p> <p>Ethical Decision-making case discussion</p> <p>IBL Research sharing circles</p>	<p>Read: (Required)</p> <p>Robinson, J. (2020). Clare's legacy travels to Alberta: Undesired consequences and repercussions of bill 17. <i>INvoke</i>, 6.</p>
December 5th	<p>IBL Sharing Circles</p> <p>Celebration of learning and peer support</p> <p>Self-care fair</p>	

ASSESSMENT COMPONENTS

Assignment 1: Professional interest inquiry project (Individual assignment)

Weight: 45% (combined Part 1 and Part 2)

Assignment 1 Part A: 10% - brief proposal of professional interest inquiry project (completed template that will be provided in D2L) Due date: September 31st

Assignment 1 Part B: 35% - completed project - Due date: November 3rdth

Aligned Course Learning Outcomes: 3, 4, 6

Rationale: Research-informed practice and critical evaluation of research are professional standards that are expected of social workers across practice settings.

This assignment will be an opportunity to cultivate research-informed practice as you explore a topic or issue of your professional interest and further your professional/academic writing development in the process. Your professional interests, social justice issues that concern you or that you are actively working on, and goals for professional learning are integral to your professional identity. An appealing and exciting aspect of a social work career is that the profession offers virtually unlimited potential for learning and opportunities to respond to social justice issues.

This assignment will involve exploring a social work or social justice topic or issue of interest as it relates to a specific population, and also, identifying a model of practice, approach, framework, or theory that can facilitate understanding of or inform practice in response to an issue or population, guided by an inquiry-based approach. This assignment will involve opportunities for peer learning and consultation since each learner will collaborate with colleagues during the process of inquiry and will have opportunities to share their learning with their peers.

This final version of this assignment will be a polished academic and professional artifact that can be included in your future professional practice framework/portfolio, and possibly, expanded on in the future. As you complete the assignment, imagine that your work will be an artifact that represents your professional interests and your approach research informed practice and that you could include in your professional portfolio. The recommended length 7-8 double spaced pages (for part A and B together) – excluding references.

A detailed grading rubric will be provided in D2L.

Completing this assignment will involve:

Assignment 1: Part A: worth 10% and submitted by September 31st (a template will be provided in D2L for this part of the assignment that will include the following components).

1. Identifying a social justice issue or topic of interest and establishing a manageable scope for inquiry that will be conducive to depth of exploration (supported by at least 2 scholarly references – these can also be included in Part 2).

2. Identifying a theory, perspective, model of practice, framework, or approach that can be applied to understanding or responding to the topic or issue (e.g., trauma-informed practice, harm reduction, intersectionality theory, social determinants of health etc.).
3. Formulating one main and 2-3 ancillary inquiry questions that implicate critical thinking and reflection to guide your inquiry process.

Assignment 2: Part B: Capturing what you learned from your inquiry process and sharing with colleagues (sharing will be informal in small groups and the sharing of your work will not be graded). This component will be worth 35% and will be due on November 3rd. Alternatives for capturing your inquiry process include:

- a. Academic paper (recommended length: 7 - 8 double spaced pages)
- b. Narrated PPT or video presentation (recommend length 10 -15 minutes).

Part B - Worth 35% -should include:

- a. Introduction and review, synthesis, and critical evaluation of scholarly literature and/or resources, guided by research questions. At least 10 scholarly references should be included. Your voice and critical reflection should be evident in your commentary. In other words, this section should go beyond summarizing and synthesizing to include your critical reflection in response to the literature you have gathered. Some news items, grey literature, or arts-based resources can also be included (e.g., film, documentaries, digital stories) but there should be a balance of peer reviewed scholarly research and other sources. Your articles can be about your topic, population, or the theory, approach, framework, or model of practice you choose to include in your assignment.) (approx. 5 pages).
- b. Overview and brief discussion of 1 theory, approach, perspective, framework, or model of practice (e.g., trauma-informed practice, harm reduction, intersectionality theory, social determinants of health etc.) that could be applied to understanding the issue or problem, working with the population impacted by the issue or otherwise responding to the issue or problem and a rationale or explanation for your choice. This section should explain how the theory, approach, perspective, framework, or model contributes to understanding of the issue or topic (approx. 1 page).
- c. Ethical implications of interest to social workers related to your topic that could be considered in response to the issue, and/or specific values, principles, or standards of practice (1-2 from the CASW Code of Ethics or ACSW Standards of Practice) that are relevant to the topic or issue. Include an explanation of how the values, principles or standards of practice are relevant. (approx 1 page)
- d. Conclusion that includes two questions that emerged from your inquiry to guide future learning (approx. 1/4 page)

A grading rubric will be provided in D2L.

Assignment 2: Ethics case preparation, discussion, and analysis (25%) (Small group assignment)

Part A and Part B: Ethics case preparation and case discussion facilitation (10%) and analysis write-up (15%)

Total 25%

Aligned Course Learning Outcomes: 2, 3, 4, 6

Assignment Description:

Rationale: The complexity of social work practice requires social workers to interpret and analyze practice scenarios, consider context, and apply ethical values and principles. Collegial and supervisory consultation can strengthen ethical decision-making.

Assignment 2 Part A: Ethics case preparation and collegial discussion facilitation: (10%) – small group assignment

Most of this assignment can be completed during class time. In groups of 3, you will create a brief, informal group contract to document division of work among group members, locate or formulate a realistic and plausible ethical decision-making case, and facilitate an ethical decision-making discussion using the 6 Question model, with a group of 12-15 of your colleagues. A sample case and resources will be provided. You may use or adapt a case you find in a resource or ethics text, keeping in mind that you will apply Canadian CASW Code of Ethics and ACSW Standards of Practice to your analysis.

Please note that if your group chooses to create a case, it must be realistic, plausible, and respectfully represent fictional service users and social workers. Please refrain from representing or reinforcing harmful, negative, or oppressive stereotypes in your depiction of social workers or service users in your ethical decision-making case.

Your case should include enough detail for the case to be substantial and engaging and clearly imply that the social worker/s involved have a decision or decisions to make about how to proceed or what action to take or not take. The case should also prompt discussion about additional information that is needed or would be helpful to make the decision. In other words, the ethical decision-making case should approximate practice, where there are multiple details to work through and determine what information is relevant to making decisions, where making decisions will require asking more questions or gathering more information, and where all the information and answers aren't immediately apparent, obvious, or neatly organized and presented for the social worker.

Resources for fictional ethics cases be derived from:

1. Professional casebooks or scholarly literature (building or adapting a case and making it realistic for a Canadian practice context is recommended). Some resources will be posted on D2L and shared in class.
2. Social work professional publications. Some resources will be posted on D2L
3. Social work practice: A case can draw generally from details from your or a registered social worker's professional experience but should not directly represent or depict an actual individual, group, or client case. Rather, general details, characteristics or events encountered in social work, community, volunteer, or other professional practice can be used to create a fictional case scenario. If this option is chosen, no real names or identifying information (social worker, agency/organization or client) should be included.

Each group of 3 will present their case and facilitate an ethical decision-making discussion with 10 -12 of your course colleagues. The schedule will be created in class.

Part A of this assignment will be ungraded. This means that active participation of all group members in creating a case and demonstrating reasonable and shared effort to co-facilitate an engaging ethical decision-making discussion will result in earning full credit (10%) for this part of this assignment.

The collegial discussion is intended to approximate ethical decision-making discussions and processes that take place in practice among social workers and interprofessional teams in organizations and in social work practice.

Assignment 2 Part B: Ethics case analysis (15%) – small group assignment

Each group will submit the analysis of their case using the Six-Question Model framework (one submission per group). A 6 Question Model template will be provided in class and posted in D2L. The important part of the assignment is facilitating discussion of the case with a group of 10-12 colleagues, drawing from diverse perspectives, and the engagement in collegial consultation as part of the ethical decision-making process. In other words, the final submission of your ethical decision-making case analysis should consider and incorporate points, recommendations and actions gleaned from your collegial discussion. You do not need to quote individuals (course colleagues) in your analysis.

Please note: For both Part A and B, any concerns about individual group members identified by groups will be addressed by the instructor. Any individual's lack of contribution to the group assignment or any individual's limited participation may result in a reduced individual grade for the assignment. If concerns are identified, all group members will be consulted, and the determination of individuals' grades will be at the instructor's discretion, with all group members' perspectives taken into consideration.

Assignment 3: Self-Evaluation and Participation Course Journal – 20% (Individual assignment)

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

Due Date: Journal entries should be added to the Dropbox throughout the semester. All 6 journal entries should be submitted by December 5th.

Assignment Description:

Rationale: Intentional and focused self-evaluation contributes to personal and professional growth.

- a) 6 total journal entries – a) 5 entries associated with class learning activities - $5 \times 3\% = 15\%$ and b) 1 overall self-evaluation entry (proposing a participation grade out of 5 with corresponding rationale) - 5%

Your self-evaluation journal will capture your learning highlights, reflections, and development of professional identity throughout the course. Ideas and prompts associated with weekly learning topics and learning activities will be presented in each class, and when possible, brief periods of time (15-20 minutes) will be provided during class to complete journal entries. The journal entries will require participation in class learning activities, and should refer to your personal experience, interpretation, observations, and reflection. The journal entries can take the form of electronic word documents/journals, completed class learning activities accompanied by brief reflection explaining the value of the activity or its contribution to developing professional identity, paper artifacts (e.g., scrapbook or paper journal), audio/video recordings, artwork, or a combination of these. Recommended minimum length for each written journal entry is 150 words and for audio video entries is 2 minutes.

If you choose, you can focus some of your journal entries on the peer support discussions that will take place at the beginning of each class or the ethics case discussions you participate in that are facilitated by your peers. Reflections on peer support circle discussions (you and 2 colleagues) could describe how collegial relationship building unfolded over the semester (e.g., what professional communication skills were used or observed), approaches you used to build relationships with your peer support colleagues, approaches your colleagues took to building relationships with you or your perspective on the value of professional peer support. If you are including examples or quotes from your peer support interactions, ensure that your colleague has provided their consent and clearly indicate this in your journal entry. You are welcome to co-create journal entries with your peer support colleagues that you can each include in your assignment. In this case, please indicate all authors' names.

Please do not include a summary or analysis of your own group's ethical decision-making case as a journal entry, since you will already be receiving credit for this in Assignment 2. You may, however, choose to summarize your analysis of the ethical decision-making cases presented by other groups and include it as a journal entry.

Journal entries must be associated with direct and in person participation in class activities. Entries not associated with in- class participation will not be eligible for credit for this assignment.

The number of required journal entries allows each learner some weeks when no journal entry is required. Each learner can decide which dates/classes they will create journal entries for.

The final journal entry should propose a participation grade out of 5% and a rationale for that grade.

Assessment Criteria:

The 6 journal entries should be submitted in the designated Dropbox D2L throughout the semester. Posting at least one journal entry each month of the fall semester so that self-evaluation and reflection becomes meaningfully woven throughout the semester. Journal entries will be graded when all 6 entries have been submitted. A grading rubric will be provided in D2L. Criteria for a grade in the A range includes:

- Reflexivity, critical reflection interpretation, and critical evaluation of learning activities and topics discussed in class.
- Clarity of expression and adherence to a high standard of academic writing.
- Academic integrity (referencing when referring to or citing a scholarly source).
- Inclusion of specific and well-articulated examples that are accompanied by reflection that "goes beyond the surface" of what is/was observable.
- Inclusion of specific and well-articulated examples of how you contributed to your colleagues' learning or how your colleagues contributed to or supported your learning.
- Clear articulation of connections between learning activity or course material to current or future social work practice.
- Application, analysis or interpretation of ethical values and principles outlined in CASW Code of Ethics and/or ACSW Standards of Practice.
- Going beyond summarizing and describing what you did or said in class to critically reflecting on how a learning activity contributed to your learning or the development of your professional identity.

Assignment 4: 10% - Instructor assigned participation grade: The instructor assigned participation grade will be evaluated on consistency of overall class participation and level of engagement in peer support activities at the beginning of each class, contributions to class discussions, and quality of

contributions to collective learning. The learner's own appraisal will be taken into consideration when the instructor calculates this participation grade.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Requests for make-up assignments will be considered on an individual basis only in the event of emergency or extenuating circumstances. It will be the learners' responsibility to contact the instructor about an outstanding assignment or when emergency or extenuating circumstances arise.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm 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

Each student will have a total of 5 discretionary "late days" that can be applied to one or more assignment deadlines. These days beyond the deadline do not require contacting the instructor. Any days late beyond this require contacting the instructor in advance of and no later than 2 business days after the assignment deadline. Additional time will be granted for emergency and exceptional circumstances only at the instructor's discretion.

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

ACADEMIC MISCONDUCT

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

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.

Final, overall grades only will be rounded up to the nearest whole number (not individual assignments). For example, a final course numeric grade of 84.5% will be rounded up to 85%.

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

Bogo, M. (2018) *Social work practice: Integrating concepts, processes and skills*. Columbia University Press. (Access and some chapters available for download from University of Calgary library).

Other optional readings and resources will be posted in 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