



Course & Session Number	SOWK 361 S04	Classroom	Online
Course Name	Professional Use of Self		
Dates and Time	<p>Start of Classes: September 11th, 2023 End of Classes: December 4th, 2023 Dates and Time: Mondays 9:00-11:50 am online (Zoom) https://ucalgary.zoom.us/j/97004440732?pwd=Wk1qYlhzc3BqK3R6UFlaNDAxY0xOUT09 Thanksgiving Day, no class October 9th, 2023 Remembrance Day (observed Monday), no class November 13th, 2023 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p>		
Instructor	Jacqueline Dagneau, MSc, RSW	Office Hours	<p>As Requested, and virtual drop in: Oct 16 11:00am – 12:00pm (Zoom) https://ucalgary.zoom.us/j/94440608034?pwd=c1h5SUZ6RS9SMep4Sk5DQUJLc0VJdz09 Nov 6 11:00am – 12:00pm (Zoom) https://ucalgary.zoom.us/j/92425659236?pwd=YIRYQXUrMm9YeWt5alhmVGd1Vmxodz09</p>
UCalgary E-mail	jacqueline.dagneau@ucalgary.ca	UCalgary Phone	Please email

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

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

Over the duration of this online course, students will be introduced to foundational social work values, ethical decision-making models, self-care frameworks and techniques, and professional writing. Through the student's progression of readings, seminars, peer discussions, reviewing case studies, and other learning exercises and assignments, students will gain competence in their understanding and use of the Canadian Association of Social Workers Code of Ethics and Guidelines for Ethical Practice as well as the Alberta College of Social Workers Standards of Practice. Self-care techniques, and approaches to academic and professional writing will be explored as essential tools for emerging and practicing social workers.

COURSE LEARNING OUTCOMES

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

1. Understand and apply the Canadian Association of Social worker's Code of Ethics and Guidelines for Ethical Practice and the Alberta College of Social Workers Standards of Practice to case studies.
2. Apply critical thinking skills to practice situations.
3. Analyze ethical issues in social work practice and respond to ethical dilemmas through using various decision-making models.
4. Articulate an initial statement of professional identity.
5. Understand the role and importance of self-care for the practitioner and as a necessity for competent and ethical practice.
6. Understand and apply good communication in competent social work practice and be aware of their own skill level regarding professional communication as well as the possible need for improvement.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Dolgoff, R., Harrington, D., & Loewenberg, F. (2012). *Ethical decisions for social work practice* (9th ed.). Brooks/Cole.

Recommended textbook:

Healey, K., & Mulholland, J. (2019). *Writing Skills for Social Workers* (3rd ed.) SAGE Publications.

Required readings:

Alberta College of Social Workers. (2023). Standard of practice.

<https://acsw.in1touch.org/uploaded/web/ACSW%20Council/ACSW%20Standards%20of%20Practice%202023.pdf>

Alberta College of Social Workers. (2019). Honouring sacred relationships: Wise practices in Indigenous social work.

https://acsw.in1touch.org/uploaded/web/RPT_IndigenousSocialWorkPracticeFramework_Final_20190219.pdf

Blackstock, C. (2009). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. *First Peoples Child and Family Review* 4(1), 28-37. (Link provided in D2L)

Blackstock, C. (2011). Wanted: Moral courage in Canadian child welfare. *First Peoples Child & Family Review* 6(2), 35-46. (Link provided in D2L)

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

<https://www.caswacts.ca/en/Code-of-Ethics>

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

https://www.casw-acts.ca/files/attachements/casw_guidelines_for_ethical_practice.pdf

Dominelli, L. (2018). Identity: A personal matter or a political issue. In J. Campling (Ed.), *Anti-racist social work* (pp. 41-67). Macmillan Publishers. (Link provided in D2L)

Hugman, R. (2016). Power and authority in social work practice: Some ethical issues. In R. Hugman and J. Carter (Eds.), *Rethinking values and ethics in social work* (pp. 64-79). Palgrave. (Link provided in D2L)

Reamer, F. G. (2005). Documentation in social work: Evolving ethical and risk-management standards. *Social Work* (New York), 50(4), 325–334. (Link provided in D2L)

Veage, S., Ciarrochi, J., Deane, F.P., Andresen, R., Oades, L.G., & Crowe, T. (2014). Values congruence, importance and success and in the workplace: Links with well-being and burnout amongst mental health practitioners. *Journal of Contextual Behavioral Science*, 3, 258-264. (Link provided in D2L)

LEARNING TECHNOLOGIES AND REQUIREMENTS

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

RELATIONSHIP TO OTHER COURSES

SOWK 361 is a required course for third year social work students in the BSW program. This course consists of three key aspects of social work competencies: social work ethics, professional writing, and self-care. Each competency is intended to contribute foundational knowledge and strategies for students to apply throughout their BSW program.

CLASS SCHEDULE

Important Dates for Fall 2023

- Start of Term: Monday, August 28, 2023
- First Day of Class: Tuesday, September 5, 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)

WEEK/DATE	TOPIC	PREPARATION/READINGS
Week 1: Sept 11	<ul style="list-style-type: none"> • Introductions • Review of syllabus • What is professional helping? Who are you as a professional? • Overview of Code of Ethics and Standards of Practice 	<p>ACSW (2023). Standards of practice.</p> <p>ACSW (2019). Honouring scared relationships: Wise practices in Indigenous social work.</p> <p>CASW (2005). Code of ethics.</p> <p>CASW (2005). Guidelines for ethical practice.</p> <p>Dolgoff, Harrington & Loewenberg (2009). Chapter 1</p>
Week 2: Sept 18	<ul style="list-style-type: none"> • Values, principles & biases • Professional & academic writing • Reflective practice and writing as a tool for self care and critical examination of self 	<p>Dominelli, L. (2018). Identity: A personal matter or a political issue. In J. Campling (Ed.), <i>Anti-racist social work</i> (pp. 41-67). Macmillan Publishers.</p> <p>Reamer, F.G. (2005). Documentation in social work: Evolving ethical and risk-management standards. <i>Social Work</i> (New York), 50(4), 325-334.</p> <p>Dolgoff, Harrington & Loewenberg (2009). Chapters 2 & 3</p>
ASSIGNMENT 1: Statement of current professional social work identity (15%) DUE Sunday September 24th by 11:59pm in D2L Dropbox		
Week 3: Sept 25	<ul style="list-style-type: none"> • Ethical dilemmas in professional practice • Ethical decision-making models • Working on group presentations 	<p>Hugman, R. (2016). Power and authority in social work practice: Some ethical issues. In R. Hugman and J. Carter (Eds.), <i>Rethinking values and ethics in social work</i> (pp. 64-79). Palgrave.</p> <p>Dolgoff, Harrington & Loewenberg (2009). Chapters 4 & 5</p>
Week 4: Oct 2	<ul style="list-style-type: none"> • Ethical dilemmas in professional practice • Critical thinking and moral courage • Critical examination and dialogue regarding social work and oppressive systems 	<p>Blackstock, C. (2009). The occasional evil of angels: Learning from the experiences of Aboriginal Peoples and social work. <i>First Peoples Child & Family Review</i> 4(1), 28-37.</p> <p>Blackstock, C. (2011). Wanted: Moral courage in Canadian child welfare. <i>First Peoples Child & Family Review</i>, 6(2), 35-46.</p> <p>Dolgoff, Harrington & Loewenberg (2009). Chapter 6</p>
Thanksgiving Day, no classes: Monday, October 9, 2023		

Week 5: Oct 16 Asynchronous	<ul style="list-style-type: none"> Ethical dilemmas in professional practice Working on group presentations 	Dolgoff, Harrington & Loewenberg (2009). Chapters 7, 8 & 9
Week 6: Oct 23	Group Presentations ASSIGNMENT 2: Ethical decision-making case analysis (25%) DUE Monday October 23rd in class	
Week 7: Oct 30	<ul style="list-style-type: none"> Guest speaker (TBA) Research & writing Ethics and documentation Working on final research paper 	Dolgoff, Harrington & Loewenberg (2009). Chapters 10 & 11
Week 8: Nov 6 Asynchronous	<ul style="list-style-type: none"> Non-western approaches to helping. Walking in two worlds. 	
Fall Break November 12th -18th No classes		
Week 9: Nov 20	<ul style="list-style-type: none"> Social work with selected client groups 	Dolgoff, Harrington & Loewenberg (2009). Chapters 12 & 13
ASSIGNMENT 3: Ethics research paper (25%) DUE Friday November 24th by 11:59pm in D2L Dropbox		
Week 10: Nov 27	<ul style="list-style-type: none"> Professional use of self Self care and ethics Compassion fatigue and burnout 	Veage, S., Ciarrochi, J., Deane, F.P., Andresen, R., Oades, L.G., & Crowe, T. (2014). Values congruence, importance and success and in the workplace: Links with well-being and burnout amongst mental health practitioners. <i>Journal of Contextual Behavioral Science</i> , 3, 258-264.
Week 11: Dec 4	<ul style="list-style-type: none"> Self care tools and practices Reflect on learnings and growing professional self 	
ASSIGNMENT 4: Reflective writing assignment – Professional use of self (20%) DUE Wednesday December 6th by 11:59pm in D2L Dropbox		

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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 should 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.

ASSESSMENT COMPONENTS

ASSIGNMENT 1: STATEMENT OF CURRENT PROFESSIONAL SOCIAL WORK IDENTITY (15%)

Due: Sunday September 24th by 11:59pm

Aligned Course Learning Outcomes: 1, 4, 5, & 6

Assignment Description:

You will prepare a statement of the current state of your emerging professional identity as a social worker. This assignment emphasizes clarity, conciseness, and precision. Who are you/who do you want to be as a social worker?

Articulate this statement as if you are describing a new role (even if it is imagined at this stage) to an acquaintance or family member who is unfamiliar with what a social worker does. Imagine that you will be working in an interdisciplinary team within the complex environment such as: homelessness, mental health, policy, individual case management, special sub-populations (elderly, differently-abled, families with children, etc.) or anything else that aligns with your interests. This should not be merely a description of the functions of the role but rather what you bring to the role as a social worker. You may choose to discuss your social location, strengths, needs, values, ethics, areas of development, etc. This is meant to capture your identity as an emerging professional at this point in time.

Maximum 750 words; include at least one reference in APA 7th Edition format; you may use appropriate headings/sub-headings for added clarity.

Assessment Criteria: Assessment rubrics will be provided in_class/posted on D2L.

ASSIGNMENT 2: ETHICAL DECISION-MAKING CASE ANALYSIS (25%)

Due: Monday October 23rd in class

Aligned Course Learning Outcomes: 1, 2, 3, & 6

Assignment Description:

This is a group assignment (6 groups of 4 students each). The groups will be assigned a Case Scenario by the instructor in which the group will analyze the case and develop a brief presentation. This presentation can be done live or pre-recorded.

Group presentations will include:

- A brief summary of the case you will be analyzing.
- A clear definition of the ethical problem.
- Clearly connect the ethical issue directly to Canadian Association of Social Worker's Code of Ethics and/or Guidelines for Ethical Practice and/or the Alberta College of Social Workers Standards of Practice.
- Develop a plan or approach to manage this ethical concern in professional practice.
- Incorporate at least 5 academic journal articles that help support the case and/or topic.
- Presentations should take no longer than 15 min to view.

Ethics Review Discussion:

- After viewing the presentation in class, the group will receive feedback from the class and instructor.
- This discussion should take be 10-15 min so students should be prepared to ask questions and answer any questions that the Guest Ethics Review Committee may have for the group.

Assessment Criteria: Assessment rubrics will be provided in_class/posted on D2L.

ASSIGNMENT 3: ETHICS RESEARCH PAPER (25%)

Due: Friday November 24th by 11:59pm

Aligned Course Learning Outcomes: 1, 2, 3, & 6

Assignment Description:

Students can choose a research topic of related to the course material. Students will write a formal research paper including an introduction, thesis/ research question, and conclusion. Students should frame the paper in a traditional academic writing format with a well-supported argument and appropriate research. There should be no less than 8 research articles referenced in the paper and the articles should be no older than 10 years old and from a recognized academic source. All papers will be graded on APA 7th edition formatting.

Possible topics could include:

- Deeper dive into your Case Study from Assignment 2.
- Self-Care vs Community Care
- Different Ethical Frameworks/ theories covered in your textbook.
- Indigenous World view and connection (or lack of) to Social Work Ethics
- Anti-racism and its application to social work practice
- Heteronormative practices and ethical impacts
- Ethical considerations with select client groups
- Ethical considerations in mandated practice settings
- Ethics in International Social Work
- Any other topic discussed with Instructor in advance

Assessment Criteria: Assessment rubrics will be provided in_class/posted on D2L.

ASSIGNMENT 4: REFLECTIVE WRITING ASSIGNMENT – PROFESSIONAL USE OF SELF (20%)

Due: Wednesday December 6th by 11:59pm

Aligned Course Learning Outcomes: 5 & 6

Assignment Description:

Referring to topics discussed in class such as ethical use of self, notions of privilege, self-care, collective care, supervision as well as class discussions and resources D2L, students will submit a four-page paper or a 5-7 min video/ audio recording to summarize and reflect and what they have learned about themselves personally and professionally in this course. Students are encouraged to include a self-care plan or proposal for wellness in professional practice as well as a personal assessment of professional areas for growth and learning. Students are required to include at least four scholarly references.

Assessment Criteria: Assessment rubrics will be provided in_class/posted on D2L.

PARTICIPATION (15%)

Due: Ongoing

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

Assignment Description

Students are expected to participate in class through regular attendance, critically reading and analyzing the readings, sharing experiences and ideas, asking meaningful questions, responding to issues raised by their peers and engaging in classroom and small group discussions.

Active involvement in class activities and discussion is required in this course in order to facilitate the learning not only of theoretical and applied material but also to engage in a transformative learning process. Participation in online discussion posts is required during the asynchronous learning weeks.

When, due to certain circumstances such as illness, family emergency or other medical issues, students will not be able to attend class, please contact the instructor prior to the class time.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. If a student must miss a synchronous class, it is the student's responsibility to catch up on discussions, notes and other information through other classmates and/or D2L. All class PowerPoints, videos, reading and other material will be posted on D2L. If classes are conducted virtually, Zoom sessions will be recorded when appropriate for lecture material but some class discussion may not be recorded due to confidentiality concerns of other students.

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.

Emailed submissions will not be marked. Please contact IT or a technology coach if you have trouble uploading to D2L

LATE ASSIGNMENTS

Assignments submitted after the deadline may be penalized with a grade reduction unless specifically arranged prior to the due date with the instructor.

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.

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