



LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (District 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

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](#).

Course & Session Number	SOWK 318 S03	Classroom	Online
Course Name	Developing Identities in Social Work Practice		
Dates and Time	Start of Classes: January 15 th End of Classes: Thursday, April 9 th Dates and Time: Thursdays from 5:30 PM to 8:30 PM by Zoom Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Linda Kongnetiman, PhD, MSW, RSW, Faculty of Social Work	Office Hours	As requested
UCalgary E-mail	Linda.kongnetiman@ucalgary.ca	UCalgary Phone	Please contact by email

SYLLABUS STATEMENT

Learners examine social identities in Social Work practice, develop their Social Work practice framework, and apply professional ethics in working with diverse populations.

COURSE DESCRIPTION

Utilizing inquiry-based learning, this course will invite you to: 1) articulate your professional social work identity; 2) strengthen your critical thinking capacity; 3) establish a high standard of professional and academic writing; and, 4) use ethical decision-making models in your practice. You will deepen your 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. You 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. The art of professional writing will be introduced into the course as a tool that is used for reflection, communication, and for competent social work practice. You will identify, explore, and understand your own value systems, the integration of self-care 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 small and large group presentations. **Prerequisite:** Admission to BSW program (University Transfer route, including After-Degree) and Social Work 201.

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

Antirequisite: Credit for Social Work 318 and Social Work 361 will not be allowed

COURSE LEARNING OUTCOMES

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

1. Articulate the roles, tasks and their own professional identity as a social worker practicing with populations experiencing oppression.
2. Identify and apply self-care strategies that can help to mitigate personal triggers while working populations who may be vulnerable.
3. Illustrate new understandings of personal bias development and the impact on social justice processes.
4. Create a professional social work identity to advance social justice and well-being for all people through illustrations of critical thinking and ethical reasoning in relation to people experiencing oppression.
5. Critique ethical dilemmas in relation to social work practice and apply critical thinking skills and ethical decision-making to social challenges to people who are marginalized.
6. Analyze the CASW Code of Ethics and ACSW Standards of Practice in relation to their decision-making process.
7. Comprehend and assess ethical dilemmas in social work practice and apply ethical decision-making models to professional practice.

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

Your instructor will use excerpts from this text as a resource for the class. It is not mandatory to buy it, since the instructor will present key concepts and points in lecture and course material.

Strom, K. (2023). *Straight talk about professional ethics*. (3rd ed.). Oxford.

Weekly assigned readings are specified in the class schedule and will be available in the Leganto Reading list.

Required Readings:

Readings and other material for the course will be made available through the Leganto Reading List on the course D2L site.

Absolon, K. (2016). Wholistic and ethical: Social inclusion with Indigenous Peoples. *Social Inclusion*, 4(1), 44-56. <https://doi.org/10.17645/si.v4i1.444>

Badillo-Diaz, M. (July 5, 2024). AI in social work: A critical analysis of using AI for case note writing. MABD consulting.

<https://mabdconsulting.com/blog/ai-in-social-work--a-critical-analysis-of-using-ai-for-case-note-writing>

Gooding, A. R. (2022). Use of self in social work: A critical race and social identity perspective. In J.L. Drolet, G. Charles, S.M. McConnell & M. Bogo (Eds.) *Transforming social work field education: New insights from practice research and scholarship* (pp. 157-171). University of Calgary Press. https://ucp.manifoldapp.org/projects/9781773854403/resource/tswfe_chapter8

- Lehtiniemi, T. (2024). Contextual social valences for artificial intelligence: anticipation that matters in social work. *Information, Communication & Society*, 27(6), 1110-1125.
- Lynch, D. & Forde, C. (2016). 'Moral distress' and the beginning practitioner: Preparing social work students for ethical and moral challenges in contemporary contexts. *Ethics and Social Welfare*, 10(2), 94-107. <https://doi.org/10.1080/17496535.2016.1155634>
- Mandell, D. *Revisiting the use of self: Questioning professional identities*. Canadian Scholar. (Chapter 1)
- Mattson, T. (2014). Intersectionality as a useful tool: Anti-oppressive social work and critical reflection. *Affilia: Journal of Women and Social Work*, 29(1), 8-17. <https://doi.org/10.1177/0886109913510659>
- McComb, L. (2020). Ethical dilemmas in power and authority: A social work student confronts her own power. *Ethics and Social Welfare*, 14(4), 425-431. <https://doi.org/10.1080/17496535.2020.1839183>
- Miller, A.E. & Tran, N. (2024) Your self-care is made of capitalism: A decolonial approach to self and community care. In L. Comas-Díaz, H.Y. Adames & N.Y. Chaves Dueñas (Eds.), *Decolonial psychology: Towards anticolonial theories, research, training, and practice* (pp. 389-408). American Psychological Association.
- Morley, C. (2012). How does critical reflection develop possibilities for emancipatory change? An example from an empirical research project. *British Journal of Social Work*, 42, 1513-1532. <https://doi.org/10.1093/bjsw/bcr153>
- Morley, C. & O'Bree, C. (2021). Critical reflection: An imperative skill for social work practice in neoliberal organisations. *Social Sciences*, 10, 97-114. <https://doi.org/10.3390/socsci10030097>
- O'Leary, P., Tsui, M.S. & Ruch, G. (2013). The boundaries of the social work relationship revisited: Towards a connected, inclusive and dynamic conceptualisation. *British Journal of Social Work*, 43, 135-153. <https://doi.org/10.1093/bjsw/bcr181>
- Ontario College of Social Workers and Social Service Workers. (Spring, 2024). The use of artificial intelligence in practice. *Perspective*. <https://www.ocswssw.org/2024/04/18/the-use-of-artificial-intelligence-in-practice/>
- Reamer, F. (2023). Artificial Intelligence in social work: Emerging ethical issues. *International Journal of Social Work Values and Ethics*, 20(2), 51-71. <https://jswve.org/volume-20/issue-2/item-05/>
- Reamer, F.G. (2023). Moral disengagement in social work. *National Association of Social Workers*. <https://doi.org/10.1093/sw/swad014>
- Reynolds, V., Dupuis-Rossi, R., & Heath, T. (2021). Inspiring believed-in-hope as an ethical position: Vicarious resistance & justice-doing. *Journal of Contemporary Narrative Therapy*, 1, 2-18. https://www.journalcnt.com/uploads/9/4/4/5/94454805/may_release.pdf
- Richardson, C. & Reynolds, V. (2012). "Here we are, amazingly alive": Holding ourselves together with an ethic of social justice in community work. *International Journal of Child, Youth and Family Studies*, 1, p. 1-19. <https://vikkireynolds.ca/wp-content/uploads/2017/12/richardsonreynolds2012hereweareamazinglyaliveuvcijournals.pdf>
- Rossiter, A. (2007). Self as subjectivity: Toward a use of self as respectful relations of recognition. In D. Mandell (Ed.), *Revisiting the use of self: Questioning professional identities* (pp. 21-33). Canadian Scholar.
- Taiwo, A. (2022). Social workers' use of critical reflection. *Journal of Social Work*, 22(2), 384-401. <https://doi.org/10.1177/14680173211010239>

Weinberg, M. (2022). The supremacy of whiteness in social work ethics. *Ethics and Social Welfare*, 16(4), 347-363. <https://doi.org/10.1080/17496535.2022.2058579>

Videos

Watch: Optima Training (UK) Ltd. *Six Thinking Hats* <https://www.youtube.com/watch?v=oHiwpz7r4wY>

Siobhan Maclean (March 20, 2020). The Journey from reflection towards reflexivity. [Video]. YouTube. <https://youtu.be/6UxggX6M1eg?si=klmpaJypw5TzHEYy>

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.

CONNECTION TO PRACTICE

This course will prepare you with essential skills in use of self, ethical decision-making, and critical thinking for practice with diverse individuals, families, groups and communities. You will apply critical reflection and reflexivity to understand the tenets of your use of self in becoming a professional social worker who can apply ethical decision-making models within a practice context. An intimate understanding of social work values and principles are applied to specific populations and social issues.

RELATIONSHIP TO OTHER COURSES

This course is taught early in the sequence for University Transfer students (second semester). It sets the tone and provides foundational knowledge about how social workers Use of Self is applied through a critical lens and is related to all courses in the program.

CLASS SCHEDULE

Important Dates for Winter 2026

- Start of Term: Monday, January 5
- First Day of Class: Monday, January 12
- Fee Deadline: Friday, January 30
- Term Break, no classes: Sunday-Saturday, February 15-21
- Alberta Family Day, no classes: Monday, February 16
- Good Friday, no classes: Friday, April 3
- Easter Monday, no classes: Monday, April 6
- Last Day of Class: Tuesday, April 14
- End of Term: Thursday, April 30

Week/Date	Content	Preparation, Weekly Readings, and Important Dates
MODULE 1: Use of Self		
Week 1 January 15, 2026	<ul style="list-style-type: none"> • Introductions • Review of Course Outline • Expectations • Academic Writing 	<p>Mandell (2007), Chapter 1 Use of Self: Contexts & Dimensions</p> <p>Explore the Purdue Owl Online Writing Lab (link); identify APA 7 format, citation, referencing questions to bring to class</p>
Week 2 January 22, 2026	<ul style="list-style-type: none"> • Professional use of self • Critical use of self • Sustainable use of self • Use of self in relation 	<p>Gooding, A. R. (2022). Use of Self in Social Work: A Critical Race and Social Identity Perspective</p> <p>Rossiter (2007) Self as Subjectivity: Toward a Use of Self as Respectful Relations of Recognition</p> <p>Watch: Optima Training (UK) Ltd. <i>Six Thinking Hats</i> https://www.youtube.com/watch?v=oHiwpz7r4wY</p> <p>Siobhan Maclean (March 20, 2020). The Journey from reflection towards reflexivity. [Video]. YouTube. https://youtu.be/6UxggX6M1eg?si=klmpaJypw5TzHEYy</p>
Week 3 January 29, 2026	<ul style="list-style-type: none"> • <i>Panel – Evolving Social Work Identities and Use of the Self in Relation</i> 	<p>Miller & Tran (2024) Your self-care is made of capitalism: A decolonial approach to self and community care</p> <p>Richardson & Reynolds (2012) Here we are, amazingly alive</p> <p>Assignment 1a due January 27, 2025, 11:59pm</p>
MODULE 2: Ethical Decision Making		
Week 4 February 5, 2026	<ul style="list-style-type: none"> • Introduction to ethics • Ethical dilemmas, philosophical underpinnings and decision-making in social work practice • Thinking critically about ethics • Ethical decision-making models • The use of AI in Social Work Practice 	<p>Strom (2023), Chapter 1 & 2</p> <ul style="list-style-type: none"> • On ethics and ethical behaviour • Ethical decision-making models <p>Lehtiniemi, T. (2024). Contextual social valences for artificial intelligence: anticipation that matters in social work. <i>Information, Communication & Society</i>, 27(6), 1110-1125.</p> <p>Be prepared to discuss: What are the author's main points? What are the implications for practice? What is your critical evaluation of the points or ideas presented in the article?</p>

		<p><i>Choose 1 of the following:</i></p> <p>Absolon (2016) Wholistic and ethical: Social inclusion with Indigenous Peoples</p> <p>McComb (2020) Ethical dilemmas in power and authority: A social work student confronts her own power</p> <p>Weinberg (2022) The supremacy of whiteness in social work ethics</p> <p>Links:</p> <ul style="list-style-type: none"> • ACSW. (2023). Standards of Practice. Link • CASW. (2005). Code of ethics. Link • CASW. (2024). Code of ethics. Link
Week 5 February 12, 2026	<ul style="list-style-type: none"> • Ethical SW practice in a contemporary world reality • Application of SW ethics • Self-Determination • Informed Consent • Conflicts of Interest • Boundaries • <i>Guest Speaker - TBD</i> 	<p>O'Leary et al. (2013) The boundaries of the social work relationship revisited</p> <p><i>Choose 2 of the following!</i></p> <p>Strom (2023), Chapter 3, 4, 5, 6</p> <ul style="list-style-type: none"> • Self-Determination • Informed Consent • Conflicts of Interest • Boundaries <p>Assignment 1b due February 10, 2025, 11:59pm</p>
Week 6 February 19, 2026	<ul style="list-style-type: none"> • No class (Term Break) 	February 15 – 21, 2026
Week 7 February 26, 2026	<ul style="list-style-type: none"> • Application of SW ethics • Confidentiality • Competence • Professional integrity • Non-discrimination • Practice case studies • Group Time 	<p><i>Choose 2 of the following!</i></p> <p>Strom (2023), Chapter 7, 8, 9, 10</p> <ul style="list-style-type: none"> • Confidentiality • Competence • Professional integrity • Non-discrimination <p>Assignment 1c due February 24, 2025, 11:59pm</p>
Week 8 March 5, 2026	<ul style="list-style-type: none"> • Collective Project DRAFTS & Peer Consultation 	Assignment 2a March 4, 2025, IN CLASS
Week 9 March 12, 2026	<ul style="list-style-type: none"> • Application of SW ethics • Commitments to social justice 	<p>Lynch & Forde (2016) Moral distress and the beginning practitioner</p> <p>Reamer (2023) Moral disengagement in social work</p>

	<ul style="list-style-type: none"> •Ethical pain, moral distress, and moral disengagement •Group Time 	Reynolds et al. (2021) Inspiring believed-in-hope as an ethical position
MODULE 3 – Critical Thinking		
Week 10 March 19, 2026	<ul style="list-style-type: none"> •Introduction to Critical Thinking & Ethical Reasoning •Critical Thinking Matrix (Dumbrill & Yee, 2019) Group Time 	Mattson (2014) Intersectionality as a Useful Tool Assignment 1d due March 17, 2025
Week 11 March 26, 2026	<ul style="list-style-type: none"> •Critical Reflection or Reflexivity •Creating Plans for Ongoing Critical Thinking and Critical Reflection in Practice •Group Time 	<i>Choose 1 of the following!</i> Morley (2012) Critical reflection and emancipatory change Morley & O'Bree (2021) Critical Reflection: An Imperative Skill for Social Work Practice in Neoliberal Organisations? Taiwo (2022) Social worker use of critical reflection
MODULE 4 – Bringing it All Together		
Week 12 April 2, 2026	<ul style="list-style-type: none"> •Group presentations – 30 minutes each group 	Assignment 2b April 2, 2025 – IN CLASS!
Week 13 April 9, 2026	<ul style="list-style-type: none"> •Group presentations – 30 minutes each group •Summary of course •Final Assignment •Student Evaluation of Teaching 	Assignment 2b April 9, 2025 – IN CLASS! Assignment 3 April 11, 2025

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

GUIDELINES FOR PROFESSIONAL COMMUNICATION

You are expected to practice professional communication in all interactions with the instructor and your peers. Please use your UCalgary email for all school-related communications. Your email should start with a proper greeting (e.g. Dear/ Good Day), address the instructor by name, and include a sign-off (e.g. Sincerely/ Best regards) and your name.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions.

Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class small and large group discussions and you are expected to manage your microphone as required. You may choose to have your camera on or off when the instructor is sharing lecture material. Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use Zoom media recordings as part of class learning. 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. Students will be advised before the instructor initiates any recordings of lectures or assessment.

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Grading rubrics and instructions for all assignments can be found on the D2L site for this course.

Assignment 1: Looking in: Guided Journal Reflections (40%, 4x 10% each) Individual Assignment

Due Dates: January 26 (1a), February 9 (1b), February 23 (1c), March 16 (1d)

Over the course of the semester, you will complete four reflections on the following reflective prompts: 1a) My Emerging Professional Identity, 1b) My Plan for Sustainable Use of Self, 1c) My Plan for Maintaining Ethical Fitness (Strom, 2023), and 1d) My Plan for Ongoing Critical Reflection. More context will be provided on D2L.

This activity is intended to support you throughout the semester. It is a space to reflect on your learning and transformation throughout the semester. It is to be used for processing learnings inside and outside of the classroom to help make sense of the challenges and shifts in your thinking that may occur as you transition and integrate your personal and professional self. As well, these written reflections are an opportunity for you to hone your academic writing, formatting, citing, and referencing skills.

The reflections intend to develop skills of critical thinking and reflective (self) awareness and to make critical connections between all that you are coming to know, not only within the course, but about yourself. As an assignment, your use and application of the reflections within the course are intended to foster your professional identity development, demonstrate your individual participation and engagement with the course material, and facilitate a critically reflective practice. As one of the major course goals is to develop skills in professional identity (thinking and acting like a social worker), this semester-long project involves your efforts in documenting your processes of coming into your own identities – both as a human being and as an emerging professional.

Strong reflections will include a) connections to multiple aspects of course content (synchronous sessions, group work, readings, and other learning resources); b) personal learnings; c) professional learnings; and d) an emerging question(s) for future exploration. Reflections will be approximately 500-750 words.

A detailed rubric will be available on D2L.

APA 7 citation, referencing, and format is expected.

Reflections/journals will be submitted through D2L Drop Box before 11:59 am on the relevant due date.

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

Assignment 2: Ethics case creation, discussion facilitation and analysis – (Group assignment) Value: 30%

Assignment 2: Part A - Due Date: March 30th Part B – Due dates April 2nd and 9th.

CLOs #4,5,6,7

Part A

Step 1: Create an ethical decision-making social work practice case

Generate a fictional social work or interprofessional practice case that involves responding to an ethical dilemma or involves ethical decision-making.

Your group may choose to use AI to generate a fictional case, draw from your own volunteer or employment experience or formulate a realistic case based on shared interests. If you are drawing from your one group member's volunteer or professional experience, please ensure that some details are changed and that no identifying information is used.

The case must be realistic, plausible, and respectfully represent fictional service users and social workers (and other professionals if you choose to create an interprofessional case). 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 generated and edited case should be suitable for prompting collegial discussion. In other words, the case should approximate practice, where there are complex details to work through and determine what information is relevant to making decisions, where social workers would seek collegial consultation and multiple perspectives, 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.

The written version of the case should be no more than 250 words. The recommended word guideline/limit for analysis presented on PPT (or Canva etc.) is 500 words (divided across the 6 Questions).

Step 2: Engage in discussion within your group to analyze the case

Within your group, you will analyze your case, using the Strom-Gottfried 6-question model as a guide and document your analysis. We will work through examples of ethical case discussions in class using the 6 Question model before sharing and discussing learner-created cases.

Part B

Step 3: Present your case and analysis

Your group will present your case and analysis to the class on April 2 and 13, 2026. Use PPT slides to present your case and your analysis. Include 1 question for class discussion related to your case that has the potential to advance your analysis. Your discussion questions can pertain to any of the 6 questions.

The submitted PPT (including the case) will be accompanied by a document outlining each group member's contributions and e-signed by each group member, indicating their agreement and validating their contributions.

Assignment 3: Looking Back to Look Forward: Reflection and Analysis (30%) – Individual Assignment

Due Date: April 11, 2025

Engaging actively and deeply with the course content and with each other in our classroom community is a key element of ensuring our co-learning is a success.

For Assignment 3, you will reflect on ALL your learning activities over the course and provide a reflection and analysis of this learning in a format of your choice (eg. narrated Power Point, scrapbook, video, audio, written, poster, etc.).

This reflection will address the following:

- Your emerging professional social work identity

- Your developing critical thinking skills
- Your developing critical reflexivity skills including your understandings of your positionality and how power relations impact, and are navigated in, social work practice
- Key learnings from ALL sources (eg. class conversations, panelists, readings, guided reflections, collective work - formal and informal, individual work, feedback given and received, self-evaluation) and how individual sources informed specific learnings.
- How do these learnings contribute to your emerging picture of who you are as a social worker? Can you begin to articulate what will be important to you and define you as a social worker?

Additionally, you will consider and reflect on your own contributions to or investments in the course:

- Did you consistently contribute to the class by critically analyzing and sharing experiences, asking meaningful questions, engaging in courteous listening skills, responding to questions and issues raised by their peers and guest speakers, offering feedback, sharing insights from the readings, and engaging in small and large group discussions?
- Did you contribute to the learning of your peers as well as to your own learning?
- Did you come to class having read the materials for the week and prepared to apply your knowledge?
- Did your contributions inform your own learning?
- Are there learnings about your own participation that you will take with you into future courses?

A detailed rubric will be available on D2L.

APA 7 citation, referencing, and format is expected.

Final products will be submitted through D2L Drop Box before 11:59 am on the relevant due date.

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

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the course engagement grade, as outlined in the assessment components section above.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Submitted or graded assignments may not be revised and resubmitted to earn a higher grade. The instructor will not review and provide feedback on assignments drafts prior to submitting. Please make use of class time for instructor consultation or schedule an individual or group appointment to ask questions or ask for direction in advance of assignment due dates.

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.

MISSED OR LATE ASSIGNMENTS

- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date.
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays).
- There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.
- There may be a delay in grading late assignments, meaning that late assignments may not be graded and returned at the same time as assignments submitted by the due date.

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: <https://calendar.ucalgary.ca/pages/eb50d7931bba4da5942de21f51d1f514>

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Some Use Permitted

Students may use generative AI tools in this course for Assignment #3 in accordance with the instructions and guidelines outlined for each course assignment or assessment. The use of generative AI tools must be referenced and cited following citation instructions outlined by the course instructor. Use of generative AI outside assessment or assignment guidelines or without citation will constitute academic misconduct.

Some Use Permitted

Students may use generative AI tools in this course in accordance with the instructions and guidelines outlined for each course assignment or assessment. The use of generative AI tools must be referenced and cited following citation instructions outlined by the course instructor. Use of generative AI outside assessment or assignment guidelines or without citation will constitute academic misconduct. It is the student's responsibility to be clear on the limitations on the use of generative AI tools for each assessment or assignment, on the expectations for citation and referencing, and on fact checking statements created by generative AI tools. If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. You are ultimately accountable for the work you submit. Your approved use of AI tools must be documented in your assignment/s. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work. Your assignment should clearly demonstrate what you did to extend your work beyond the AI generated resources. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

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 EXPERIENCE FEEDBACK

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. They will receive an email from [UCalgary Course Experience Surveys](#) with direct links to their current course surveys, or they can access within the D2L course shell. Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the [University of Calgary Code of Conduct](#), the [Alberta College of Social Work Standards of Practice \(2023\)](#) and the [Canadian Association of Social Workers Code of Ethics \(2024\)](#).

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](#). They 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 behaviours in class, including evaluations of teaching and learning, that are consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2024) and the [Alberta College of Social Work Standards of Practice](#) (2023).

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

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#).

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course 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