Course Number	SOWK 361 S04	Classroom	Online via ZOOM
Course Name	Professional Use of Self		
Day(s) & Time	Thursday mornings 9:00 am – 11:50 am MT		
Instructor	Iris Plain Eagle		
U of C E-mail	Iris.plaineagle@ucalgary.ca	Phone	(403) 332-4036

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

This course will provide an opportunity for students to explore their development as social work professionals. Students will develop critical thinking and reflection skills to exam their own values, beliefs, and strengths in relation to use of self within a professional social work identity. Students will analyze and integrate the Social Work profession's standards, values, CASW Code of Ethics, CASW Guidelines for Ethical Practice, and ACSW Standards of Practice for development of a professional social work identity. This course will also enable students to examine ethical decision making, the practice of self-care, and professional communication to understand the practice of social work. This course learning approach involves zoom lectures, readings, D2L discussion forums, and assignments.

COURSE LEARNING OUTCOMES

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

1. **Be knowledgeable of the social worker's "self" in all aspects of practice with the worker's relationship to their clients then draw upon this understanding to mobilize, review, and consider the context of the helping relationship for deploying strong critical reflection.**
   Related BSW Program Level Outcome: 1, 1.2, 9, 9.2

2. **Analyze their personal stories to understand reflexivity, reflective practice, and the journey toward formulating a social work professional identity.**
   Related BSW Program Level Outcome: 5, 5.1

3. **Synthesis social work's professional associations, Code of Ethics, Guidelines of Ethical Practice, Standards of Practice, and ethical decision models to describe relevance to use of self within their professional identity.**
   Related BSW Program Level Outcome: 2, 2.1

4. **Understand the influence of ethical decision-making process and reflect on one's own value system, emotions, and positionality in relation to the perspectives of the client, environment, or dominant narrative.**
   Related BSW Program Level Outcome: 2, 2.2, 10, 10.1

5. **Identify self-care as fundamental to their professional social work practice and apply this knowledge to evaluate their ability to develop and apply this balance**.
   Related BSW Program Level Outcome: 1, 1.1, 4, 4.2, 6,

The PLO's can be found here: https://fsw.ucalgary.ca/files/fsw/bsw-program-level-outcomes-april-2015.pdf

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Mandell, D. (Ed.). (2007). *Revisiting the use of self: Questioning professional identities*. Toronto, ON, Canada: Canadian Scholars.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site (http://d2l.ucalgary.ca) 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 incoming University Transfer and Post Diploma students. 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

This course is delivered fully in the classroom zoom lecture format. We will work through the weekly course format together, so that we can maximize our learning from each other. Each week will include classroom zoom sessions in lecture format, assigned readings, D2L discussion boards, etc.

D2L Discussions
Our discussions in D2L are a key aspect of our learning in this course. The advantage of the discussion board is that it is asynchronous, that is, we can all contribute at a time that is convenient to each of us. Discussion postings remain on the site for the duration of the course, although we expect your contributions to the discussion board to be timely to the assigned weeks of topics being discussed by the class.

Class Sessions
Classroom zoom lecture is online where we can have the opportunity to meet each other and discuss relevant issues. There will be one zoom class session per week, for a total of 12 weeks.

Date	Topic(s)	Readings , Discussion, Assignments
September 10, 2020	**Introductions** **Course Outline Review** **Zoom Lecture: Self, Personality**	No reading due See D2L for Discussion Board Topic Activities for this week will be available in D2L
September 11, 2020		Main Discussion Post Due
September 14, 2020		Response post replying to main discussion Due
September 17, 2020	**Zoom Lecture: Self-care, Critical Thinking, Reflection** **Project: Diversity Doll**	Mandell, D. (Ed.), Chapters: 1 See D2L for Discussion Board Topic Activities for this week will be available in D2L
September 18, 2020		Main Discussion Post Due
September 21, 2020		Response post replying to main discussion Due
September 24, 2020	**Zoom Lecture: Social Work Associations, Ethics, Standards, Ethical Practice** **Project: Diversity Doll**	Mandell, D. (Ed.), Chapters: 3 See D2L for Discussion Board Topic Activities for this week will be available in D2L
September 25, 2020		Main Discussion Post Due
September 28, 2020		Response post replying to main discussion Due
October 1, 2020	**Zoom Lecture: Ethics, Standards, Ethical Practice, Ethical Decision-making** **Project: Diversity Doll**	Mandell, D. (Ed.), Chapters:12 See D2L for Discussion Board Topic Activities for this week will be available in D2L
October 2, 2020		Main Discussion Post Due
October 5, 2020		Response post replying to main discussion Due
October 8, 2020	**Zoom Lecture: Social Work Research** **Project: Diversity Doll**	Mandell, D. (Ed.), Chapters: 4 See D2L for Discussion Board Topic Activities for this week will be available in D2L
October 9, 2020		Main Discussion Post Due
October 13, 2020		Response post replying to main discussion Due

October 15, 2020	**Zoom Lecture: Social Work Research** **Project: Diversity Doll**	Mandell, D. (Ed.), Chapters: 5 See D2L for Discussion Board Topic Activities for this week will be available in D2L
October 16, 2020		Main Discussion Post Due
October 19, 2020		Response post replying to main discussion Due
October 22, 2020	**Zoom Lecture: Social Work Theories, Models, Perspectives** **Project: Diversity Doll**	Mandell, D. (Ed.), Chapters: 6 See D2L for Discussion Board Topic Activities for this week will be available in D2L
October 23, 2020		Main Discussion Post Due
October 26, 2020		Response post replying to main discussion Due
October 29, 2020	**Zoom Lecture: Communication, Diversity** **Project: Diversity Doll**	Mandell, D. (Ed.), Chapter: 10 See D2L for Discussion Board Topic Activities for this week will be available in D2L
October 30, 2020		Main Discussion Post Due
November 2, 2020		Response post replying to main discussion Due
November 5, 2020	**Zoom Lecture: Communication, Diversity** **Project: Diversity Doll**	Mandell, D. (Ed.), Chapters: 7 See D2L for Discussion Board Topic Activities for this week will be available in D2L
November 6, 2020		Main Discussion Post Due
November 16, 2020		Response post replying to main discussion Due
November 8-14, 2020	**Term Break: no class**	
November 19, 2020	**Zoom Lecture: Human Development, Behavior and Social Environment,** **Project: Diversity Doll**	Mandell, D. (Ed.), Chapters: 8 and 9 See D2L for Discussion Board Topic Activities for this week will be available in D2L
November 20, 2020		Main Discussion Post Due
November 23, 2020		Response post replying to main discussion Due

November 26, 2020	**Zoom Lecture: Social Welfare Policies** **Project: Diversity Doll**	Mandell, D. (Ed.), Chapters: 11 See D2L for Discussion Board Topic Activities for this week will be available in D2L
November 27, 2020		Main Discussion Post Due Assignment 2: Diversity Doll, Reflective Paper, & Zoom Video Due
November 30, 2020		Response post replying to main discussion Due
December 3, 2020	**Diversity Doll Presentations** **Zoom Lecture: Term Review**	See D2L for Discussion Board Topic Assignment 3: Group Diversity Doll Presentation Due
December 4, 2020		Main Discussion Post Due
December 7, 2020		Response post replying to main discussion Due

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS
The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

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). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

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

ZOOM RECORDINGS OF ONLINE CLASSES
The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These

recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

This course requires assignments of academic papers, discussion posts, projects, and powerpoint presentations. A mid-term and final paper will not be required. Academic papers, discussion posts, and powerpoint assignments will adhere to the American Psychological Association (APA) standards (7th edition) and grading will include these criteria.

Assignment 1: Professional Use of Self D2L Main Discussion Post & Response – Individual assignment

Aligned Course Learning Outcomes: 1, 2, 4, 5

Due Date:
- Main Discussion Post
  September 11, September 18, September 25
  October 2, October 9, October 16, October 23, October 30
  November 6, November 20, November 27
  December 4
Weight: 25%

- Response post replying to main discussion
  September 14, September 21, September 28
  October 5, October 13, October 19, October 26
  November 2, November 16, November 23, November 30
  December 7
Weight: 20%

Total Weight of Assignment 1: 45%
Total Weight of Assignment for Term Weight: 45/100

Purpose & Objectives:

The Professional Use of Self D2L discussion purpose is to provide a format for students to document use of self toward a professional social work identity. The goal of professional use of self D2L discussion is to become aware of the values, decisions, beliefs, personal biases, personal preferences, ethics, and competence with diversity, communication, environment, behavior, human development, social policy, and self-care strategies of students that will be a source of information for understanding of individual critical thinking and reflective practice that informs their social work practice. Students will integrate activities, text reading, and zoom lecture learning within the main discussion posting to understand the relationship of their professional use of self to professional identities and reflective practice.

Content & Structure:

The Main discussion post will demonstrate critical thinking. Main discussion and response writing will include learning, reflections and critical thinking of understanding developed from activities, textbook chapter readings, and lecture content. The professional use of self D2L discussion post is beneficial for self-reflection, reduction of stress, motivation, and goal-setting. The discussion entries will demonstrate writing about experiences, thoughts, and feelings and any changes in stress levels or problem-solving abilities. Discussion will reflect the noticing of patterns in reactions, and the act of reflecting on and expressing feelings that help provide necessary perspective on problems and obstacles. The practice of regular reflection will be demonstrated in the discussion. The main discussion will be a structure for setting individual goals and marking progress over the term. The main discussion post will be a maximum of 500 words, adhere to APA 7th Edition standards, reference the literature, connect the current text readings, and reference the zoom lectures.

Response to the main discussion will apply critical thinking with integration of the activities, text, and lecture content, reference the literature, with a 100 word limit that adheres to APA 7th Edition Standards. Each student will respond to two of their colleagues with professional dialogue that respects Social Work professional values, principles, and ethics offering a new insight, commenting to promote further conversation, and ask a meaningful question.

Grading Criteria: The Rubric for the Assignment will be posted to the D2L course site.

Assignment 2: Diversity Doll, Reflective Paper, & Zoom Video – Individual Assignment

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

Due Date: November 27, 2020
Weight: 30% Diversity Doll
Weight: 20% Reflective Paper & Zoom Video
Total Weight of Assignment 2: 50%
Total of Term Weight: 50/100

Purpose & Objectives:

This Diversity Doll, Reflective Paper, & Zoom Video assignment promotes self-awareness and understanding of vulnerable populations, diversity, and the complex issues of social problems experienced. Further, understanding of professional use of self by applying methods of critical thinking, empathy, problem solving, theoretical framework, ethical decision-making, research, communication, social policy, and anti-oppressive skills will be learned with this assignment process.

Content & Structure:

The Diversity doll project requires researching a chosen topic relevant to a vulnerable population to study along with selection of the social work theoretical framework of relevance. There are three components to this Diversity Doll assignment. Students will research a vulnerable population. For the first component of the project students will use material or technique that will allow creation of

an individual handmade doll to customize with features to represent the diversity doll persona. Diversity dolls may also be created using readymade dolls. A background with pictures and words/messages or short story to achieve effect and realistic physical environment of the vulnerable individual for exploration of the life situation and experience is suggested. Each project must include a reference page and a minimum of five references are required.

For the second component of the Diversity Doll assignment students will write a Reflective paper. For this reflective paper students will explore and discuss their learning of the personal and professional journey toward professional use of self. Through use of their critical thinking process students will discuss their research of the chosen vulnerable population. The reflective process will include the student's discussion of professional social work values, principles, ethics, social policy, ethical decision making, beliefs, attitudes, empathetic process, anti-oppressive approach, problem solving, theoretical framework, and developed understanding of the chosen vulnerable population.

A Zoom video is the third component of this Diversity Doll project. Students will make a Zoom video presenting their completed Diversity Doll. Students are encouraged to be creative in their video presentation of the Diversity Doll. Students will ensure the audio and video quality of the Zoom video is optimal. The Zoom video will be 10 minutes maximum in length.

The Reflective paper component of the assignment will be 8 pages in length and include a title and reference page. The title and reference page are not included in the paper length. Students will adhere to APA 7th Edition standards. Included must be use of a minimum of ten references from the literature. The research sources from the literature for this paper will be within the last 10 years (dating back from 2020). APA guidelines must be adhered to with all reference material, crediting of sources, and accurate citing of the literature within the paper that meets all APA guidelines, including use of a reference page. A minimum of ten (10) literature sources of lectures, books and peer-reviewed articles, will be used for the paper. Any graphics or videos used within the assignment require adherence to APA guidelines. Criteria for grading will also include professional presentation of self, APA adherence, application of relevant literature, grammar, professional vocabulary, punctuation, structure, format, organization, and spelling. An assignment Rubric will be posted in the D2L site. Submit the paper using the D2L Drop Box.

Submit the Zoom video through the D2L drop box.

Grading Criteria: The Rubric for the Assignment is posted to the D2L course site.

Assignment 3: Group Diversity Doll Presentation – Group Assignment

Aligned Course Learning Outcomes: 1, 3, 4

Due Date: December 3, 2020
Weight: 5%
Total Weight of Assignment 3: 5%
Total Weight of Assignment for Term Weight: 5/100

Purpose & Objectives:

The group Diversity Doll presentation allows students to participate in sharing their learning about the role of social workers at the micro, mezzo, and macro levels when supporting their clients, making ethical decisions, respecting rights, protecting vulnerable populations from a human rights perspective, and role of the client as an active participant in their care. Students will demonstrate understanding of the helping profession of social work and how social workers strive to alleviate poverty, liberate the vulnerable and oppressed, and promote social inclusion and social cohesion. Students will demonstrate understanding the vulnerability of individuals, families, and groups. Students will communicate their increased effective skills and knowledge to engage with their clients. Collaboration and communication abilities working in a group project process will be achieved.

Content & Structure:

The Diversity Doll group assignment will require students to present their vulnerable population through their individually created Diversity Dolls. The group presentation will focus on the profession of social work and how it protects and empowers vulnerable populations, respects, values, and works from an anti-oppressive and theoretical approach. Students will focus upon the macro, mezzo, and micro levels of social work for their presentation. Connecting their chosen client populations within their group presentation will focus on the social work professional role. Students will discuss ethics, ethical decision-making, social policy, research, professional values and principles, and communication approaches of importance when working with their vulnerable population. Each group member will present. The combined presentation will be 15 minutes, with additional time allotted for questions from the class about social work's professional use of self, the client population, and Diversity Dolls. Presenting times on the assigned due date will be random as determined by the class. The group PowerPoint will be uploaded to the D2L discussion board for the class to access prior to the assigned presentation date. Powerpoint or Prezi are recommended presentation programs for this assignment.

The Diversity Doll group assignment presented by students will adhere to APA 7th Edition standards. Included must be use of a minimum of ten references from the literature. The research sources from the literature for this presentation will be within the last 10 years (dating back from 2020). APA guidelines must be adhered to with all reference material, crediting of sources, and accurate citing of the literature within the presentation that meets all APA guidelines, including use of a reference page. A minimum of ten (10) literature sources of lectures, books, and peer-reviewed articles, will be used for the presentation. Any graphics or videos used within the assignment require adherence to APA guidelines. Criteria for grading will also include professional presentation of self, APA adherence, application of relevant literature, grammar, professional vocabulary, punctuation, structure, format, organization, and spelling. An assignment Rubric will be posted in the D2L site. Submit the presentation using the D2L Drop Box.

Grading Criteria: The Rubric for the Assignment will be posted to the D2L course site.

Total Assignment Accumulated Term Weights:
Assignment 1: 45/100
Assignment 2: 50/100
Assignment 3: 5/100
       Total: 100/100

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due before midnight 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

Late assignments will be accepted only in exceptional circumstances and at the discretion or the instructor. It is the student's responsibility to request an extension from the instructor should you require more time and offer an alternate due date and time for the instructor's consideration.

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.

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

COURSE EVALUATION

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

ADDITIONAL SUGGESTED READINGS

Additional readings for the course will be provided in the D2L site.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT
As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar
http://www.ucalgary.ca/pubs/calendar/current/k.html

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

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: https://acsw.ab.ca/site/practice-resources?nav=sidebar

ACADEMIC ACCOMMODATION
It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ . Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf

RESEARCH ETHICS
"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb) before beginning the assignment.

ACADEMIC MISCONDUCT
For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

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

COPYRIGHT LEGISLATION
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

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 VIOLENCE POLICY
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at
https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf

OTHER IMPORTANT INFORMATION
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines
for additional important information on the following:

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