



Fall 2019

<b>Course Number:</b> SOWK 304	<b>Medicine Hat Learning Circles</b>
<b>Course Name:</b> Diversity and Oppression Theme Course	<b>Classroom:</b> Medicine Hat College Room F2002
<b>Day &amp; Time:</b> Friday evenings (6-9pm) and Saturdays (9am-4pm) on dates indicated in the course schedule unless online.	

<b>Instructor:</b> Linda Fehr	<b>Office Hours:</b> By appointment
<b>Telephone:</b> 1-403-329-2795 or Toll free 1-866-329-2794	<b>Email:</b> fehr@ucalgary.ca
<b>Instructor:</b> Linda Boksteyn	<b>Office Hours:</b> By appointment
<b>Telephone:</b> 403-504-3678	<b>Email:</b> linda.boksteyn@ucalgary.ca
<b>Instructor:</b> Heidi HeavyShield	<b>Office Hours:</b> By appointment
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## COURSE OUTLINE

### Syllabus Statement

Examines diversity, colonization, oppression, and intergroup relations associated with the practice of social work in rural, remote, and Indigenous communities. Anti-oppressive frameworks will be introduced for understanding the processes associated with social justice.

### Course Description

Through face-to-face, blended-learning, and online activities and discussions, students will be introduced to core concepts and experiences of oppression in Canadian society and diversity in generalist social work practice.

### Learning Outcomes

1. Social work students understand their professional role in advancing human rights and responsibilities and social justice in the context of the local community, Canadian society, United Nations Indigenous peoples' rights, and internationally.

Related BSW Program Level Outcomes:

- 1.2 Social work students acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities. Students develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users.
- 2.1 Social work students have knowledge of the relevant social work codes of ethics in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.

- 3.1 Social work students understand their professional role in advancing human rights and responsibilities and social justice in the context of the local community, Canadian society, United Nations Indigenous peoples' rights, and internationally.
  - 3.1.a Given the unique position of Indigenous people in Canada and the historic and ongoing conflicted relationship to the profession, social work students understand the history of colonization and its enduring impact on Indigenous people and communities.
2. Social work students have knowledge of the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.

Related BSW Program Level Outcomes:

- 3.2 Social work students have knowledge of the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.
3. Social work students recognize diversity and difference as a crucial and valuable part of living in a society.

Related BSW Program Level Outcomes:

- 4.1 Social work students recognize diversity and difference as a crucial and valuable part of living in a society.
  - 4.1.a. (University of Calgary specific BSW program outcome): Given the unique position of Indigenous people in Canada and the historic and ongoing conflicted relationship to the profession, social work students understand the distinctions between the Western (or Euro-Canadian) and Indigenous worldviews and how these distinctions inform ethical social work practice.
4. Social work students have knowledge of how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups and strive to end these and other forms of social injustice.

Related BSW Program Level Outcomes:

- 4.2 Social work students have knowledge of how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact of particular individuals and groups and strive to end these and other forms of social injustice.
- 5.2 Social work students are able to apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.
- 7.2 Social work students have knowledge and skills to identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.
- 7.2.a Given the unique position of Indigenous people in Canada and the historic and ongoing conflicted relationship to the profession, social work students understand the historic development and enduring legacy of policies related to Indigenous peoples including policies related to Treaty-making, the Indian Act, Residential Schools, the Sixties Scoop and current models of child welfare in Canada.
- 7.3 Social work students have understanding of social policy implications for northern, rural, and Indigenous communities.

5. Social work students have knowledge of how social determinants of health affect the well-being of individuals, families, groups, and communities, including rural, northern, and Indigenous populations and work toward ending sources of inequity.

Related BSW Program Level Outcomes:

- 4.3 Social work students have knowledge of how social determinants of health affect the well-being of individuals, families, groups, and communities, including rural, northern, and Indigenous populations and work toward ending sources of inequity.

6. Social work students have knowledge of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.

Related BSW Program Level Outcomes:

- 9.2 Social work students have relevant knowledge and skills to actively promote empowering and anti-oppressive practice.
- 9.4 Social work students acquire skills to practice at individual, family, group, organization, community, and population levels including advocacy and activism.

7. Social work students have understanding of social policy implications for rural and Indigenous communities

Related BSW Program Level Outcomes:

- 10.1 Social work students acquire skills to incorporate critical thinking and anti-oppressive, decolonizing practice across fields and levels of professional practice.
- 10.2 Social work students understand the relationships among direct practice (individual, family, group or community), social issues, social policy development and social action.

### Relationship to Other Courses

SOWK 304 is one of the four foundation theme courses in the BSW Learning Circles Program. It must be completed concurrent with SOWK 305: Social Work Diversity and Oppression Portfolio Project.

### Course Text(s)

There is no required text book for this course. Assigned reading material and resources will be made available on the course D2L site and/or handed out in class. It is also expected that students will use their existing resources and access to the University of Calgary Library online resources and data bases to support their learnings and coursework.

Desire to Learning (D2L) Course Site Address: <http://d2l.ucalgary.ca>

## Course Schedule

This Theme Course will be delivered in a series of eight modules. Following a brief orientation, students will complete the following modules.

Dates	Module: Topics	Assignments & Due Dates
Sept. 6 & 7	Module 1: Diversity and AOP Generalist Practice Instructor: Linda Fehr	Module 1 Resource Sharing Activity DUE: Sept. 15
Sept. 18	SOWK 305	Exploring the Francophone & Metis Realities Posting DUE
Sept. 20 & 21	Module 2: Human Development & Environments Instructor: Linda Boksteyn	Module 2 Human Development & Environments Assignment DUE: Oct. 15
<b>**Online**</b> Sept. 24 – Oct. 1	Module 3: Embracing Difference Instructor: Linda Boksteyn	Module 3 Online Activities DUE: Oct. 1
Oct 4 & 5	Module 4: Colonization and Decolonization Instructor: Heidi HeavyShield	-----
Oct. 18 & 19	Module 5: Social Determinants of Health Instructor: Heidi HeavyShield	Modules 4 & 5 Inquiry Project DUE: Oct. 27
Nov. 1 & 2	Module 6: Social Justice and Social Policy Instructor: Linda Boksteyn	-----
Nov. 12	SOWK 305	Book Discussion Self Evaluation DUE
Nov. 15 & 16	Module 7: Social Action Instructor: Linda Boksteyn	Modules 6 & 7 Social Justice & Social Action Assignment DUE: Dec. 3
Nov. 26	SOWK 305	Final Portfolio Project DUE
Dec. 6 & 7	Module 8: Summary and Integration Instructor: Linda Fehr	Integrative Group Project Presentations DUE: Dec 6 & 7

## Module Descriptions and Course Assignments

### **Module 1: Diversity and AOP Generalist Practice**

This module will encourage students to have a beginning understanding of diversity in relationship to anti-oppressive generalist practice for beginning practitioners. Students will be given opportunities to broaden their knowledge regarding the development of diversity and anti-oppressive movements in social work in a Canadian context. Further, students will apply these concepts to their lived experience, different group experiences historically, and discuss implications for social work practice.

Module Learning Outcomes:

1. Define terms used to explore diversity and oppression in society.
2. Understand the utility of an anti-oppressive perspective in generalist practice.
3. Recognize the importance of the context of oppression in rural and Indigenous communities.
4. Share resources related to anti-oppressive social work practice, human rights, and social justice.

Readings for this module will be available in D2L

### **Module 1 Assignment: Resource Sharing Activity**

Value: 5% of final grade

Due Date: Sunday, Sept. 15

The purpose of this activity is for students to share resources related to anti-oppressive social work practice, human rights, and social justice and to collaboratively build resources for use in the theme and portfolio courses. Students will post one resource to the D2L Module 1 Resource Sharing Activity Discussion forum and provide a description of their resource (at least 150 words) including a brief discussion of why this resource is meaningful to share. Postings should be timely, offer high quality, well thought out, and articulate discussions, and provide resources that are relevant, available, and accessible. All resources must be referenced in APA style.

***This assignment is to be posted to D2L by Sunday, Sept. 15***

### **Module 2: Human Development & Environments**

The purpose of this Module is to introduce dominant and alternative paradigms associated with the study of human development. For the purpose of this module dominant paradigms are identified as those associated with European and western notions of development. Alternative paradigms include Indigenous, feminist, and postcolonial paradigms. Dominant and alternative paradigms of development will be examined in terms of oppressive and anti-oppressive practice and attention will be paid to developing alternative, contextual models of human development for social work practice.

Module Learning Outcomes:

1. Examine dominant, western paradigms of human development and the oppressive function of dominant paradigms.
2. Understand alternative paradigms of human development within the context of anti-oppressive practice.
3. Articulate alternative, contextual theories of human development.

Readings for this module will be available in D2L.

### **Module 2 Assignment: Human Development & Environments**

Value: 20% of final grade

Due Date: Tuesday, Oct. 15

*Part one:* Students will identify a practice issue, individual or family system where a dominant contextual model or theory of human development was utilized to help understand or explain the changes of behavior and the evolving changes that occurred in the physical, psychological and social environments. The unmet needs or deficiencies identified from the assessment to the individual or family shall be examined based on the application of one model of human development.

*Part Two:* Using the practice issue, individual or family from part one, students shall apply an alternative paradigm using Indigenous, feminist or postcolonial approaches to human development. Students shall compare and contrast the two models chosen and describe the major differences using an anti-oppressive framework of practice.

Assignment shall be 7-8 pages, double spaced and in APA format with a minimum of 8 references.

***This assignment is to be emailed to Linda Boksteyn by Tuesday, Oct. 15***

### **Module 3: Embracing Differences - Online Module**

Students will build an understanding of the role of power and privilege and social structures in Canadian society to be able to apply concepts of intersectionality, human rights, and social justice to social work practice in various contexts.

Module Learning Outcomes:

1. Critically apply concepts of human rights and multiculturalism to social work practice.
2. Explore concepts of social justice in application to promotion of equity and equality in society.
3. Understand the role of social structures in promotion of inclusion in rural and northern contexts.

Readings for this module will be available in D2L.

### **Module 3 Assignment: Online Module Activities in D2L**

Value: 10% of final grade

Due Date: Tuesday, Oct. 1

This assignment will encompass various activities further described and completed in the D2L course site.

### **Module 4: Colonization and Decolonization**

This module will provide students with an opportunity to become familiar with concepts of assimilation, colonization/de-colonization, marginalization, racism, ethnocentrism, and the process of colonization. We will also examine the connections between social work and colonization/de-colonization, structural and systemic oppression and racism. The module will conclude with an effort to explore the context of an Indigenous restorative model of social work and agency practice.

Module Learning Outcomes:

1. Develop a beginning understanding of Indigenous knowledge, worldviews and systems
2. Understand the structures and processes of colonization and oppression in the context of diverse social work practice settings
3. Become aware of how colonization continues to impact Indigenous peoples in Canada and the implications to social work practice.
4. Strengthen practice knowledge and approaches that empower oppressed Indigenous populations.
5. Develop social work practice approaches and skills which recognize Indigenous restorative and healing responses.

Readings for this module will be available in D2L.

### **Module 5: Social Determinants of Health**

In this module students will study the relevance of social determinants of health and their potential impacts on various contexts and populations. Students will use their knowledge of the impacts of social determinants of health to consider social action and to promote change in social policy. Particular emphasis will be made on social determinants of health and of the implications of systems, structures, oppression and approaches to social justice and empowering clients we serve.

Module Learning Outcomes:

1. Develop a conceptual framework the social determinants of health in just societies.
2. Examine how social health determinants impact different groups in society in relation to oppression, power, and privilege.
3. Understand the differential impact of social determinants of health in rural and Indigenous contexts.
4. Apply concepts of social justice and social action relating to the social determinants of health in social work practice.

Readings for this module will be available in D2L.

### **Modules 4 & 5 Assignment: Inquiry Project**

Value: 20% of final grade

Due Date: Sunday, Oct. 27

*Part 1:* 15% Choose a relevant social justice issue from your current practice setting (or an area of practice interest). *Describe, explore and analyze* the impact of *at least 2 social determinants of health* as it relates to your work with individuals, families, groups or communities. Using an Indigenous lens, identify how this framework can address and empower marginalized populations. Your framework should provide a restorative response that meets the needs of individuals, families, groups or communities it impacts. Integrate an Indigenous lens which can offer a decolonizing/restorative approach of looking at the issue where appropriate, including any questions that arise around oppression and social justice through this process of inquiry. Your assignment can be in the form of a paper (**5-6 pages**) or a powerpoint (20-25 slides) or another form that can be posted to D2L to be shared with the class.

***This assignment is to be posted to D2L by Oct. 27 at 9pm***

*Part 2:* 5% 1-2 page personal reflective paper which explores your own personal understanding and experience of your health status. Include a discussion of the influence of at least 2 different health determinants, including your own understanding and/or experience of colonization and/or oppression and how it has impacted your health status.

***The reflective paper is to be e-mailed to Heidi HeavyShield by Oct. 27 at 9pm***

### **Module 6: Social Justice and Social Policy**

The purpose of this module is to expand upon the core concept of social justice and to understand the connection to social policy. Students will also explore the various roles that the direct service practitioner may play in the development and implementation of social policy.

Module Learning Outcomes:

1. Understand the nature and scope of Canadian social policy.
2. Have an awareness of the impact of oppression on the economic, political, and cultural rights of different populations across Canada.
3. Understand the different ideological perspectives inherent in social welfare policy.
4. Develop knowledge and skills to analyze social policy issues.

5. Understand the opportunities for rural communities to participate in policy development and analysis.

Readings for this module will be available in D2L.

### **Module 7: Social Action**

This Module will be completed online and is designed to improve student knowledge of methods and approaches to social action, advocacy and citizen participation. It is also intended to develop student self-awareness in relation to social action, and awareness of the role social action strategies can play in broader processes of social change.

#### Module Learning Outcomes

1. Understand the role of social action in generalist practice.
2. Develop skills required for implementing social action in local communities.
3. Apply differing approaches to social action and their impacts.

Readings for this module will be available in D2L.

### **Modules 6 & 7 Assignment: Social Justice & Social Action Assignment**

Value: 20% of final grade

Due Date: Tuesday, Dec. 3

*Part one:* Students shall identify a social action initiative that has led to social change and policy development. The social action initiative that you select should describe the history of the issue or problem identified and the mandate or anticipated outcomes of the event. Citizen participation should be examined including who initiated this event as well as the empowerment and mobilization of the community members involved. Describe the planning process used to demonstrate the principles of social action. What were the desired outcomes? What social change has occurred as a result of this strategy and how does it apply to advocacy, policy development and political environments within the social structures of the community?

*Part two:* Students shall evaluate the effectiveness of this initiative and discuss the positive impacts of this strategy. In addition students shall list limitations to the event/strategy and include recommendations based on your learning from the modules in this course.

Assignment shall be 7-8 pages, double spaced and in APA format with a minimum of 8 references.

***This assignment is to be emailed to Linda Boksteyn by Tuesday, Dec. 3***

### **Module 8: Summary and Integration**

The final module is intended to provide students an opportunity to consolidate their learning of the course materials. Themes from the various course modules will be identified and discussed. Students present their final group project during the Integration/Summary Module.

#### Module Learning Outcome:

After completing this module, students will be able to demonstrate the integration of course materials.

### **Module 8 Assignment: Integrative Group Project Presentation**

Value: 25% of final grade

Due Date: Dec. 6 & 7

The groups will critically reflect on the themes and the professional response(s) to a local diversity/oppression issue of their choice identifying limitations, gaps, oppressive impacts, relevant social policy, and consequences. Where possible, parallels between local, national, and international experiences of oppression and/or issues of diversity would also be included. Each group will then propose an action plan that will build upon or supplant prevailing professional responses. This action plan should be aimed at enhancing current responses for addressing the diversity issue in their community and involve a variety of social action strategies, a component on the indigenous ways of



knowing, and a discussion of how this plan is part of the structure and process of anti-oppressive social work practice.

The presentation will be a maximum of 30 minutes including class discussion. Criteria also include:

- Originality, creativity, innovation of ideas, use of concepts, critical analysis and reflection and presentation - 15%
- Inclusion and integration of theme and portfolio course readings and course content- 5 %.
- Participation and feedback- 5%

All groups will also provide of copy of their presentation materials for grading purposes to the instructor, including a reference list, at their scheduled presentation.

**DUE: Group Presentations will be scheduled on Dec. 6 & 7**

**Note:** To support an integrative and collaborative group process and recognize the difficulty students may face in getting together outside of class time, at least 60 minutes will be allowed at the end of each Saturday class for work on the group projects.

### Recommended Readings and Resources

Baines, D. (Ed.). (2017). *Doing anti-oppressive practice: Social justice social work* (3rd ed.). Halifax, N.S.: Fernwood Publishing.

Critical Social Work Journal

Dumbrill, G., & Yee, J. (2019). *Anti-oppressive social work: Ways of knowing, talking, and doing*. Don Mills, ON: Oxford University Press.

Journal of Progressive Human Services

Mullaly, B., & Dupre, M. (2018). *The new structural social work: Ideology, theory, and practice* (4<sup>th</sup> ed.). Don Mills, ON: Oxford University Press.

Mullaly, B., & West, J. (2018). *Challenging oppression and confronting privilege: A critical approach to anti-oppressive and anti-privilege theory and practice* (3<sup>rd</sup> ed.). Don Mills, ON: Oxford University Press.

Sinclair, R. (2007). Identity lost and found: Lessons from the sixties scoop. *First Peoples Child & Family Review*, Volume 3, Issue 1, pp. 65-82. Retrieved from [http://www.fncfcs.com/sites/default/files/online-journal/vol3num1/Sinclair\\_pp65.pdf](http://www.fncfcs.com/sites/default/files/online-journal/vol3num1/Sinclair_pp65.pdf)

The Canadian Encyclopedia Open Access Journal Francophone collection. Retrieved from <http://www.thecanadianencyclopedia.ca/en/collection/canadian-francophonie/>

Wehbi, S., & Parada, H. (Eds). (2017). *Reimagining anti-oppressive social work practice*. Toronto, ON: Canadian Scholars Press.

Yan, M., & Anucha, U. (Eds). (2017). *Working with immigrants and refugees: Issues, theories, and approaches for social work and human service practice*. Don Mills, ON: Oxford University Press.

## Grading

The University of Calgary Undergraduate Grading System and the standard 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

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.

## 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(s).

### 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-2.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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): [http://www.acsw.ab.ca/document/1327/final\\_standardsofpractice\\_20131104.pdf](http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf). Students are expected to ensure they are both familiar with, and comply with these standards.

Social Work students are held to professional standards at all times while in the program. Class and field settings are considered to be professional work settings and students are expected to perform and behave accordingly. Class attendance is an expectation in a professional program.

### RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she 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."

### WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lqb1nucdh/>

A number of programs and services, including online writing tutors, are available through the Student Success Centre (SSC) to assist students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at <http://www.ucalgary.ca/ssc/>

### ONLINE WRITING SUPPORT FOR DISTANCE STUDENTS

Students registered in a distance education program may be able to access Writing Support Services using Adobe Connect or Skype to facilitate synchronous tutoring and document sharing. Please email the Writing Support Services Coordinator, Asher Ghaffar ([asher.ghaffar@ucalgary.ca](mailto:asher.ghaffar@ucalgary.ca)) for more information. Please note that all distance appointment must be requested with a minimum three business days notice and are subject to staff availability. Distance appointments are available within Student Success Centre hours: Monday - Friday 9 a.m. - 4 p.m. <http://www.ucalgary.ca/ssc/>

### STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: [access@ucalgary.ca](mailto:access@ucalgary.ca). Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

### **IMPORTANT INFORMATION**

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

#### **Wellness Centre Phone Support (403) 210-9355 24 hours/day**

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to [copyright@ucalgary.ca](mailto:copyright@ucalgary.ca).

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students are expected to regularly check and must use their University of Calgary email address for all academic related correspondence.

Cell phones and other electronic equipment may be used for activities directly related to the class and for learning purposes only. Cell phones must be turned off in class unless otherwise arranged with the instructor.

The Social Work representative to the Students Union is to be determined ([swsacalgary@gmail.com](mailto:swsacalgary@gmail.com)).

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/>

Appeals: If there is a concern with the course, academic matter, or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process in the Calendar. <http://www.ucalgary.ca/pubs/calendar/current/i.html>

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

#### **Handing in of Course Assignments**

All assignments are to be handed in at or before the date and time as specified in the course outline. Grades are deducted for late submissions (one grade level per day will be deducted e.g. B to B-) unless otherwise specified in the course outline and without an extension being granted by 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.

#### **Assignment Guidelines**

Faculty members in the Southern Alberta Region expect and insist that assignments:

- Be typed (or in legible handwriting);
- Be free of grammatical, spelling and typing errors;
- Incorporate correct usage of referencing set forth by the current edition of the American Psychological Association (APA).

**Supports for Mental Health**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, [ucalgary.ca/wellnesscentre/counselling/personal/](http://ucalgary.ca/wellnesscentre/counselling/personal/)) and the Campus Mental Health Strategy website ([ucalgary.ca/mentalhealth](http://ucalgary.ca/mentalhealth)).

**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>

**MHC Building Evacuations**

The fire alarm bells mean all users must evacuate the building immediately. Emergency wardens will direct you to the nearest exit and ask that you move away from exit doors and to the assembly areas. The Emergency Broadcast System (EBS) will give direction to evacuate if an event occurs that is not fire related (for example, a chemical spill). Once the nature of the event has been found, you will be given further direction using the EBS. You are encouraged to get acquainted with the MHC Emergency website: <https://www.mhc.ab.ca/AboutMHC/CampusSafety/EmergencyResponse>

**Medicine Hat College SAFEWALK 403-529-3911**

To request a safe-walk, contact security at 403-529-3911. One of the security officers will meet you at your location and escort you to your requested destination on campus. Campus Security is on duty 24 hours a day, 365 days a year. Security is available to support students, employees and visitors, and is located in the main entrance across from the bookstore.