



Fall 2019

Course Number: SOWK 651 S01	Classroom: SA (Science A building) 124
Course Name: Policy as a Context for Clinical Work	
Day & Time: Mon/Tues/Wed/Thurs/Fri: 9AM - 4PM	
	Aug 26, 27, 28, 29, 30, 2019

Instructor: Professor Mishka Lysack PhD RSW	Office Hours: By appointment
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COURSE OUTLINE

Syllabus Statement

Policies and their impacts on theory and practice of clinical social work and other social work related practice will be examined.

Course Description

Because clinical practice does not occur in isolation or a vacuum cut off from its various contexts, understanding public policy and forces on a macro level and how they shape and interact with people's lives and relationships is crucial. This understanding of this connection will enable students to have a deeper knowledge and more integrated perspective on their particular area of social work practice.

Students in this course will examine public policy in Canada and Alberta as well as in the UK and Germany in multiple dimensions and its implications for clinical practice. In addition to public policy, considerable attention will be given to the economic, political and environmental forces that shape and constitute people's lives.

Students will explore clinical approaches that consciously include policy and context as part of their clinical practice: narrative therapy and just therapy.

Students will also review strategies for creating changes in different policy areas, and how to create changes at the community level, as well as working toward changes at municipal, provincial, and national levels. Students are encouraged to make connections between policy related to their own area of practice and interest.

Classes will vary in structure to include discussion of assigned readings, lectures given by the instructor, student sharing, guest presentations, and documentaries (DVDs, web-links). The course is deliberately designed to allow students to explore issues that they deem relevant to their professional practice, with discussions on SW practice.

This course has no pre-requisites or co-requisites. This course is restricted to Social Work MSW students or consent of the course instructor.

Learning Objectives

The course is intended for MSW students in the clinical specialization. It identifies major structures and forces influencing public policy and the larger context, and different ways in which policy and planning may be conceived and subsequently carried out.

The course also concentrates on understanding competing ideological/value based components of public policy, and various approaches to create change.

From clinical practice to policy implications, this course will facilitate the students to have an advanced understanding of how practice is affected in the context of policy development and forces in the larger context.

Course Learning Outcomes (CLOs) for students in this course will include:

- a) a deeper understanding of how **public policy** influences and shapes people's lives and relationships;
- b) a critical perspective on the **economic, political and environmental forces** that constitute people's lives;
- c) an appreciation and integration of **practices and insights from selected clinical approaches** that consciously take context and policy into account in their assessment and practice with people and communities, especially Narrative Therapy and Just Therapy;
- d) an introduction to **key skills involved with influencing policy and larger contexts** as a core dimension of SW practice,
- e) an understanding of clinical practices** that are contextual and take policy contexts into account,
- f) Students will be equipped with the necessary knowledge to understand issues of **diversity** and critically examine the **social structures and systems** that facilitate experiences of diverse and marginalized communities. In addition, students will develop **skills and necessary tools** to facilitate accessible, inclusive and social justice oriented social work practice with these communities.
- g) Students will practice (a) **deep and generous listening** through personal reflection and in conversations with classmates and the instructor, and (b) **responding in thoughtful ways** that **increase understanding and potential for change**.

Relationship to Other Courses

This is a core course for the MSW Clinical Specialization Program. It connects social work students with a clinical practice interest to acquire the skills for advanced level practice by considering and practicing in the policy context.

Course Text(s)

Students are required to write 2 papers. Students review 1 book for each paper, and 1 additional small book for the Category #2 paper on Policy, Advocacy Skills, and Context for SW Practice (see below) .

Papers #1 and #2: All students are required to write a reflection paper on one (1) book from the suggested texts in the category listed below.

Students cannot read two books from the same category.

Students cannot re-read a book they have already read.

Category 1: Clinical Practice

CLO's: c, e, g

Title: Collaborative Therapy with Multi-Stressed Families
Author: William C. Madsen
ISBN: 978-1593854348
Publisher: Guilford Press

or

Title: Narrative Practice: Continuing the Conversations
Author: Michael White
ISBN-10: 0393706923
ISBN-13: 978-0393706925

or

Title: The Body Speaks: Therapeutic Dialogues for Mind-Body Problems
Author: James Griffith & Melissa Elliott Griffith
ISBN-13: 978-0465007165
ISBN-10: 0465007163
Publisher: Basic Books/HarperCollins

Category #2: Policy, Advocacy Skills, and Context for SW Practice

CLO's: a, b, d, f

1) Please note: All students are required to have either a) read this book already, or b) to read and review it as part of one of their papers.

In the interests of balance and fairness, students who have already read this book are asked to select 2 additional articles from the course in their area of interest in consultation with the professor and include them in this paper.

Title: The Collapse of Western Civilization: A View from the Future
Author: Naomi Oreskes & Erik Conway
ISBN: 978-0231169547
Publisher: Columbia University Press

2) All students are also required to choose one (1) book from this list:

Title: Advocacy Practice for Social Justice
Author: Richard Hoefler
ISBN: 978-1-935871-82-8

Publisher: Lyceum Books

Title: Developing Public Policy

Author: Bobby Siu

Publisher: Canadian Scholars Press

Title: Connecting Policy to Practice in the Human Services.

Author: B. McKenzie & B. Wharf

ISBN: 978-0195430097

Publisher: Oxford University Press

Title: Childhood Under Siege: How Big Business Targets Your Children

Author: Joel Bakan

ISBN: 978-0143170433

Publisher: Penguin

Title: Deep Economy: The Wealth of Communities and the Durable Future

Author: Bill McKibben

ISBN: 978-0805087222

Publisher: St. Martin's Griffin

Title: The Green Boat

Author: Mary Pipher

ISBN: 978-1594485855

Publisher: Riverhead Books

Title: This Crazy Time: Living Our Environmental Challenge

Author: Tzeprah Berman & Mark Leiren-Young

Publisher: Vintage Canada

ISBN-10: 0307399796

ISBN-13: 978-0307399793

Title: Better Now: Six Big Ideas to Improve Health Care for All Canadians

Author: Danielle Martin

Publisher: Allen Lane

ISBN-10: 0735232598

ISBN-13: 978-0735232594

Title: Matters of Life and Death: Public Health Issues in Canada

Author: André Picard

Publisher: Douglas & McIntyre

ISBN-10: 1771621540

ISBN-13: 978-1771621540

Title: The Inconvenient Indian: A Curious Account of Native People in North America

Author: Thomas King

Publisher: Doubleday Canada

ISBN-10: 0385664214

ISBN-13: 978-0385664219

Title: In the Realm of Hungry Ghosts: Close Encounters with Addiction

Author: Gabor Mate M.D.

Publisher: Vintage Canada

ISBN-10: 0676977413

ISBN-13: 978-0676977417

Title: No Is Not Enough: Resisting the New Shock Politics and Winning the World We Need
Author: Naomi Klein
Publisher: Knopf Canada
ISBN-10: 0735273995
ISBN-13: 978-0735273993

Title: Bury the Chains: Prophets and Rebels in the Fight to Free an Empire's Slaves
Author: A. Hochschild
Publisher: Mariner Books - Houghton Mifflin

Title: Oil and Honey: The Education of an Unlikely Activist
Author: B. McKibben (2013)
Publisher: Henry Holt

Any of Branch Taylor's classic biographies of Martin Luther King Jr.:
The King Years
Pillar of Fire
Parting the Waters
At Canaan's Edge

Class Schedule

A list of articles, website articles/videos or book chapters that students will be required to be read and reviewed to prepare for classes are designated as "Required" and will be provided to the students.

Students are encouraged to include a reference to three 3 helpful articles, chapters, or videos, where relevant, in each of their 2 papers (total of 6 references across the 2 papers). All other references and resources are suggested background reading/viewing material, but not required.

Class 1

AM

Overview of course and course requirements; scan of student interests; areas of professional interest (groups); multi-contextual approach to SW practice; public policy and SW practice; ethical antecedents in axial/wisdom traditions (e.g., Confucianism; Hebrew prophets); building blocks of effective public policy, policy intensity vs policy density; models of policy-informed clinical practice; overview of advocacy and policy influencing (Tzeporah Berman)

CLO's: a, b, d, f

PM

Narrative therapy practices; externalizing practices; re-authoring practices, review videotape

CLO's: c, e, g

Class 2

AM

Progressive Ethics/Values and Language framing: Protection and Empowerment (Lakoff); economy, politics and policy on federal and provincial levels; emergence of progressive social and economic policy (F.D. Roosevelt; Eleanor Roosevelt)

CLO's: a, b, d, f

PM

Narrative therapy practices; re-authoring practices, re-membering conversations; (C video)

CLO's: c, e, g

Class 3

AM

Economics: chrematistics vs oikonomia (Aristotle; Herman Daly); Daly & Karl Polanyi on sustainable and just economies; ordoliberalism vs neoliberalism; Joel Bakan the Corporation (2); systematic advocacy/ policy influencing: Ganz

CLO's: a, b, d, f

PM

Narrative therapy, therapeutic documents, reflecting processes; Mary Pipher film; (role play re biophilia or B)

CLO's: c, e, g

Class 4

AM

Climate Protection & Public Policy (Do the Math; Tipping Points); Communication and policy influencing; Canadian gov't policy/history of discrimination against First Nations children (Mansbridge/Blackstock); Abolition of slavery movement: model for policy influencing and movement-building

CLO's: a, b, d, f

PM

Strategic thinking and planning; 8 Building Blocks of Strategic Campaigns to Effective Influencing of Public Policy (Gideon Foreman, DSF); public policy and advocacy; effective policy influencing from the outside and inside; 4 skill sets for effective influencing of public policy; models of policy-informed clinical practice: Aboriginal Health Council of South Australia & Dulwich Centre – Reclaiming our Stories, Reclaiming our Lives; Just Therapy (v - Charles Waldegrave Family Centre, Lower Hutt); Talking to People with Power, or How to meet with a politician who probably doesn't want to meet with you (Dr. Rob Oliphant); (systematic advocacy/ policy influencing: Ganz)

CLO's: a, b, d, f

Class 5

AM

Martin Luther King Jr. & relationship between racial justice & economic justice; Indigenous leadership re trauma from residential schools, Indigenous land, climate change

CLO's: a, b, d, f

PM

Reflecting team interviews on key learning moments in course and integration into SW practice; Review

CLO's: c, e, g

Assignments

Assignment	Due Date	Value
1. Paper #1 – Context & Policy	Sept 25 – To Be Confirmed with class	45%

All students are required to write a reflection paper on one (1) book from the suggested texts on context & policy (max: 1,400 words).

Students are also required to include brief discussion of:

- a) elements of the 3 levels of their SW practice (micro, mezzo, macro) from workshop in class 1; &
- b) 2 key leaders/policy influencers/researchers in effective public policy in your SW practice area (max: 400 words).

Maximum total paper length: 1,800 words

Students cannot read two books from the same category.

Students cannot re-read a book they have already read.

Students will also be assigned some required articles to read for their paper #1.

Students are required to include a reference to three 3 articles, chapters, or videos from the classes in each of their 2 papers (total of 6 references across the 2 papers).

1) All students are also required to read and review:

Title: The Collapse of Western Civilization: A View from the Future

Author: Naomi Oreskes & Erik Conway

ISBN: 978-0231169547

Publisher: Columbia University Press

The text is 52 pages in a pamphlet version with small pages. Equivalent to 1-2 academic articles.

Note: Students who have already read this book will be asked to select 2 articles of interest to the student within the subject areas of the course to be decided in consultation with the professor.

2) Students are also required to read and review articles or book chapters that will be assigned to the class for discussion in paper 1.

2. Paper #2 – Clinical

Oct 5 – To Be Confirmed with class

45%

1) All students are required to write a reflection paper on one (1) book from the suggested texts on clinical practice listed in the Course Texts section of this outline (max: 1,400 words).

Students are also required to include a brief discussion of:

a) elements of student's policy influencing and advocacy, b) key community partners & allies, c) policy change objectives in practice area, key messaging; etc. (from workshops in classes 1 & 4) (max: 400 words).

Maximum total paper length: 1,800 words

Students cannot read two books from the same category.

Students cannot re-read a book they have already read.

All students will also be assigned some required articles to read for paper #2.

Students are required to include a reference to three 3 articles, chapters, or videos from the classes in each of their 2 papers (total of 6 references across the 2 papers).

About the Reflection Papers

The student's working knowledge of the material can be partly demonstrated by the inclusion of some quotes (at least 5-6) from the readings that the student believed to be especially important to his/her learning. Students are asked to use the following questions as a guide for their reflection and writing of the paper:

- What were the key learning moments or “sparkling moments” as you were reading the articles/chapters?
 - What effect did these moments have on you as a person and as a developing professional?
 - What are some (1-2) of the ideas that you found to be the most helpful in these articles?
 - What difference could these ideas make in how you “see” or perceive your work?
 - What are some of the related practices (1-2) that you find the most appealing?
 - How are these practices related to the ideas that you found helpful?
- 1) When students are starting to write the paper, they need to identify 3 (possibly 4) key learning moments, a-ha experiences, or sparkling moments as they were reading the book. Students are asked to use these learning experiences as the “spine” of the paper.
 - 2) In response to each of the 3 learning moments, students need to include 2 sections or “streams”: 1) exposition & 2) reflection.
 - 3) The exposition section needs to convey to the instructor that the student has read and understood the material to the degree that the student can communicate the essential elements of the material to a layperson. This section needs to be anchored in a small selection of direct quotes from the source material with the appropriate references.
 - 4) In the reflection section, students need to focus on the significance of the 3 learning moments and a description of why the student believes this insight is important. In addition, students are asked to also describe the difference such insights would make to both a) SW practice and theory in general as well as b) their own future SW practice on all 3 levels of i) micro, ii) mezzo, and iii) macro practice.

Notes & Format for Papers

- There are no in-class tests or final exam.
- in your reflection papers on books/articles, be sure to include direct quotes to illustrate your discussion along with page numbers
- All assignments are to be submitted in electronic form by email, with an original copy being archived by the student; this is a paperless course.
- Use Word .doc or .docx format.
- In both electronic and paper forms of paper, please put this information on one line as the title at the beginning of your paper:
 - Name
 - Policy 651
 - Assignment name
- In electronic form, when you use “save as” and give a name to your file, students are asked to label their paper using this format; again, this will aid greatly in tracking and sorting:
 - Last name,
 - first name,
 - Policy 651,
 - Assignment name
- In electronic form, when preparing to send me their paper, students are asked to label the subject of their email for their paper using this format; this will aid me greatly in tracking and sorting:
 - Policy 651
 - Last name first name Policy 651 Assignment name
- All papers are to be typewritten in 12-point font
- Separate cover page is unnecessary
- Papers are limited to 1,800 words: 1,400 (main paper) and 400 words (**paper #1** micro/mezzo/macro practices & 2-3 key researchers in public policy in your SW practice area;

paper #2: elements of student's policy influencing and advocacy, key community partners & allies, key messaging; etc.). Students are asked to respect page length of each assignment; papers that exceed specified limits may be returned for re-writing.

- Re-writes and pre-reads of papers are not an option.
- Standard of writing will be a factor in grading students' work.

- Extensions in terms of deadlines are possible within certain limits. Any changes in deadline must be agreed to by the instructor in writing by email.
- Students must submit all papers by their respective deadlines. The instructor is not obligated to accept any papers handed in after the deadline.

- Papers will be archived after marks for the course are submitted in case of an appeal of marks.

- Students cannot re-read any book that they have read for another course. They must read a new book.
- Students must pass all assignments to pass the course.

- Important: The procedure of the Faculty of Social Work for any students who have concerns or suggestions about any aspects of the course, including marks, course content, or class functioning, is for the student to discuss their concerns with the course instructor.

Criteria for an A- level paper:

- word count within reasonable range

- active and explicit first-person person voice (I, me), including emotional and personal responses to learning moments

- integration of social work practice, experiences, values, theories.

- integration of class content

- direct quotes with page numbers

- good integration of all additional material as required in the section providing re papers

- correct spelling and grammar

- clarity in sentence structures and writing style

- structured according to key learning moments

- makes thematic connections across learning moments

- labels file name, subject name of email etc. according to directions in Notes & Format for Papers

- in the reflection section, explores how insights from learning moments can be translated into SW practice, both a) in the specific SW practice of the student, and b) in the field of SW generally on all 3 levels of i) micro, ii) mezzo, and iii) macro

Criteria for an A level paper:

All A- criteria have been met and significantly exceeded.

The paper contains original insights with respect to the subject matter.

The a) quality of writing, b) levels of analysis and reflection, and c) the exposition of the application of learning moments to both personal SW practice as well as the SW profession on micro, mezzo, & macro must all be exceptional.

In this instructor's classes, A level papers are the exception, and not the rule.

Learning Experiences, Class Participation, Skill Development and Class Etiquette 10%

This course is a theory-in-practice class. Thus, all students are expected to participate in role-plays, reflection groups and class exercises on an ongoing basis in class. Participating in the classes is expected and critical to the functioning of the class as a learning community.

In addition to the instructor's presentations and exercises, this class will include personal reflection through journaling, discussion in pairs, and experiential learning. And so, class performance includes 1) contributing to the class discussion in a relevant and coherent way, 2) indicating through one's discussion and contributions a thorough preparation of the assignment, and 3) willingness to try and practice advanced skills.

The instructor asks that you apply the same standards of behavior, communication, and courtesy about punctuality, attendance, and readiness for work that would apply to a professional social worker in meeting with clients, supervisors, or in attending agency meetings.

Grades for participation are based on asking questions, sharing experiences, actively participating in class discussions or small group exercises, and giving respectful feedback to others during class. Above all, participation means demonstrating personal and professional engagement in the learning process.

If a situation arises that precludes class attendance, the student should apprise the instructor. It is neither the instructor's responsibility to determine why a student was not in class nor is it the instructor's responsibility to advise the student of what was missed by a student's absences or tardiness to class.

All students are expected to participate in role-plays, reflection groups and class exercises on an ongoing basis in class to the best of their ability.

Students are asked to restrict their use of their computer & cell-phones during class time for activities directly related to the course (for instance, taking notes), & are asked to refrain from all other non-class activities (checking or writing email, Facebook, texting, shopping, computer games, etc.).

Students suspected of being involved with these non-class activities may be asked a) to identify to leave the class, and b) will not be permitted to return to the course until after a meeting between the student and instructor has been completed.

Students are required to participate in the entire class, arrive on time, stay until the end of class, and return from the break in a timely manner.

Students are expected to arrange their schedules (childcare, work, social life, etc.) accordingly so that they may attend classes in their entirety.

Students are asked to inform instructor of all absences.

Recommended Readings

Influencing Public Policy and Advocacy Skills - Policy Influencing as Framing and Value Centered

Lakoff, G. (2004). *Don't think of an elephant! Know your values and frame the debate*. White River Junction, VT: Chelsea Green.

Influencing Public Policy and Advocacy Skills - Policy Influencing as Campaigning and Movement Building

Rose, C. (2010). *How to win campaigns: Communications for change*. London, UK: Earthscan.

Psychology, Policy-influencing, Framing in Public Education

Marshall, G. (2014). *Don't even think about it: Why our brains are wired to ignore climate change*. New York, NY: Bloomsbury.

Narratives, Biographies and Models of Advocacy

McKibben, B. (2013). *Oil and honey: The education of an unlikely activist*. New York, NY: Henry Holt. ISBN: 978-0805092844

Berman, T. (2011). *This crazy time*. Toronto, ON: Alfred Knopf Canada. ISBN: 978-0307399793

Pipher, M (2013). *The green boat*. New York, NY: Riverhead. ISBN: 978-1594485855

Mandela, N. *Long walk to freedom: The autobiography of Nelson Mandela*.

Sparks, A Tutu, M. *Tutu: Authorized*

Any of the biographical books on Martin Luther King Jr. by Taylor Branch, such as *Parting the Waters: America in the King Years 1954-63*".

Background Social Work Resources Regarding Ethical Practice (optional reading)

ACSW
ACSW General Advocacy
Social Policy Framework (2012)
Disparity Campaign
Influencing Social Policy and Development (ISPAD)
ACSW Standards of Practice
CASW
CASW Code of Ethics
CASW Guideline for Ethical Practice
CASW Code of Ethics 'Values and Principles' (1-pager)
CASW Social Work Scope of Practice

Grading

The University of Calgary Graduate Grading System will be used.

A student's final grade for the course is the average of the separate assignments.

It is necessary to pass each assignment separately in order to pass the course.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		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 as well as a summative evaluation for instructor.

Students are welcome to discuss the process and content of the course at any time with the instructor.

Important: The procedure of the Faculty of Social Work for any students who have concerns or suggestions about any aspects of the course, including marks, course content, or class functioning, is for the student to discuss their concerns with the course instructor.

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): <https://acs.w.in1touch.org/uploaded/web/website/DRAFT%20ACSW%20Standards%20of%20Practice%20Bill%2021%20Implementation%2002282019.pdf>

Students are expected to ensure they are both familiar with, and comply with these standards.

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."

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

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/p8lgb1nucdh/>

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate 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://ucalgary.ca/ssc/graduatestudent>

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.

Supports for Mental Health and Wellness

The UCalgary Student Wellness Centre <https://www.ucalgary.ca/wellness-services> is an on-campus student wellness centre offering a variety of medical services, mental health services, and drop in spaces and programs. The Centre is located on the third floor of MacEwan Student Centre (MSC 370).

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. For more information visit the Campus Mental Health Strategy website <https://ucalgary.ca/mentalhealth/>

The UCalgary Student Wellness Centre provides mental health support and education to University of Calgary students Monday to Friday from 9:00a.m. to 4:30p.m. Call 403-210-9355 to make an appointment, or use drop-in appointment times (weekdays at 10:00am and 2:00pm). Afterhours support is also available by calling 403.210.9355.

Students can also call the Alberta wide, 24/7 Mental Health Help Line 1-877-303-2642 (toll free within Alberta) for confidential, anonymous service; crisis intervention; information about mental health programs and services; and referrals to other agencies if needed.

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>

Technology

Students must use their ucalgary email address as the preferred email for university communications. Cell phones must be turned off in class unless otherwise arranged with the instructor.

Student Representatives

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com). The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

FOIP Act

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.

Academic Accommodations

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. 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 Jessica Ayala, the Faculty of Social Work's Associate Dean (Teaching & Learning) jayala@ucalgary.ca.

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 of the Faculty of Graduate Studies Calendar.

Building Evacuations

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App: <http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

SAFEWALK (403) 220-5333

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.