



Fall 2019

Course Number: SOWK 669 S01	Classroom: Online
Course Name: Leading Organizations and Communities	
Day & Time: Online Monday classes 7p.m.- 8:30 pm Mountain Time (MT)	

Instructor: Chris Branch, MSW	Office Hours: As arranged/online
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COURSE OUTLINE

Syllabus Statement

A practical course that will emphasize networked and collaborative approaches to leadership in a global context.

Course Description

We live in a time in which the community problems we face seem increasingly complex, yet the resources available to address problems are limited. Effective social service leaders can be part of the solution through practicing with effective roles, values, skills, theories, and impacting change within their particular context.

This course is practical in nature and will emphasize collaborative, relational approaches to leadership in community and organizational contexts. Being a leader and being led can be choices and the exercise of leadership happens in the process and the relationships. Future leaders will be facilitators and consensus builders, helping individuals, groups, and communities to reframe issues and develop shared meaning. Through the generous participation of successful social service community leaders, and the generous participation of our student colleagues, we will engage in respectful dialogue and personal reflection in order to increase our own effectiveness as leaders.

Prerequisite: Social Work 667.

Learning Objectives

Course Learning Objective One

- Acquire knowledge and develop skills in advanced practice, and in specialized practice with organizations and communities. (MSW Program Learning Outcome 9.5)
- Course specific outcome: Apply other's leadership stance and skill to your own skills and practice.
- Specialization Learning Outcome: Students will examine and define the role of being a supervisor for providing leadership and management excellence in a human services organization. In addition, students will apply their knowledge and skills to start and/or develop an organization within a changing environment.

Course Learning Objective Two

- Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices. (MSW Program Learning Outcome 5.3)
- Course specific outcome: Demonstrate ability to increase your own social work leadership competence by indicating capacity for personal critical reflection on values, influences, and behaviors found in contemporary social service leadership.
- Specialization Outcome: Students will critically examine the organization cultures of an organization and will apply their knowledge to make the cultures conducive to the growth and development of an organization and the staff members

Course Learning Objective Three

- Acquire skills to practice at (individual, family, group) organization, community, (and population) levels including advocacy and activism. This includes skills in working with Francophone, Indigenous and newcomer populations. (MSW Program Learning Outcome 9.3)
- Course specific outcome: mastery of leadership theory, self-knowledge, and processes for facilitating in a complex community environment.
- Specialization Learning Outcome: Students will critically examine the diversity within an organization and will apply their knowledge to facilitate the development of an inclusive organization.

Course Learning Objective Four

- Participate effectively in inter-professional practice, community collaboration, and team work. (MSW Program Learning Outcome 9.4)
- Course specific outcome: to set goals for continuing growth as a collaborative leader and to evaluate your collaborative skills.

Course Learning Objective Five

- Develop leadership skills and roles in organizational and societal systems and to work towards changing oppressive social conditions. (MSW Program Learning Outcome 8.4)
- Course specific outcome: Express understanding of the changing roles of leadership in complex adaptive systems and changing contexts.
- Specialization Learning Outcome: Students will critically examine the macro and external environments that affect the survival and development of an organization. Students will apply this knowledge to strengthen the organization and advocate for the clients and the communities from a social justice orientation.

Course Learning Objective Six

- 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. (MSW Program Learning Outcome 1.2)
- Course specific outcome: Evolve a personal framework, or model, of leadership that reflects your strengths, knowledge, values, interests, experiences, and diversities.

Relationship to Other Courses

Prerequisite(s): Social Work 667. This is the second of two core theory and methods courses. The first course emphasized conceptual, theoretical and practical applications; this course will emphasize strategies and approaches to leading in a variety of social service contexts. This course also supports the general knowledge base for the Field Practicum.

Course Text(s)

Wheatley, M. (2005). *Finding our way: Leadership for an uncertain time*. San Francisco, CA: Berrett-Koehler. ISBN 978-1576754054.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=483765>

<https://www.oreilly.com/library/view/finding-our-way/9781605091464/?ar>

Other Required Readings are available in the D2L Course including:

Alberta College of Social Workers. (2013). *Standards of practice*. Edmonton, AB: Author. Available at <http://www.acsw.ab.ca/site/practice-resources?nav=sidebar>

Canadian Association of Social Workers. (2005). *Code of ethics*. Ottawa, ON: Author. Available at <http://www.casw-acts.ca/en/Code-of-Ethics>

Canadian Association of Social Workers. (2005). *Guidelines for ethical practice* (Companion document to the Code of Ethics). Ottawa, ON: Author. Available at <http://www.casw-acts.ca/en/Code-of-Ethics>

Kouzes, J., & Posner, B. (2007). Strengthen others. Chapter 10 (pp. 248-278) in *The leadership challenge* (4 ed.). San Francisco, CA: Jossey-Bass. ISBN 978-1119278962

Class Schedule

D2L

The D2L (Desire2Learn) course management system available at: <http://D2L.ucalgary.ca> allows you a link to participate in our **Zoom Meeting** discussion sessions and to review related learning resources and lectures, and write/video to the class via our discussion board assignments. Please see our class activity checklist, in our D2L course, for specific dates for each activity.

Zoom Meetings

Zoom meetings are online class sessions scheduled normally at 7p.m. Mountain Time (MT). Log-in 10 minutes early to be prepared to start on time.

You are expected to come to class prepared with a working webcam and headset.

Zoom Checklist

1. Find a quiet place for your online meeting to avoid background noise.
2. Make sure the Wi-Fi connection is good. If not, you can a) move the laptop closer to the router, or b) use an Internet cable to connect your laptop directly to the router. You may need to increase the strength of your internet with your internet company (ISP) or attend in a community resource area with high internet strength (bandwidth).
3. Use a headset instead of built-in microphone and speaker to communicate with others in the online room. A headset can prevent echo and background noise.
4. If it is your first time entering the Zoom online room, we recommend using Firefox as your browser.
5. Before you access the online room, please run the Zoom diagnostic test by logging onto Zoom and testing your camera and microphone settings.
6. You can also access the online room through your mobile devices. The app can be downloaded for free. Please note that your access to Zoom Meetings allows for online discussions among class members outside of scheduled Zoom Sessions (e.g., to collaborate, to coach, to seek and to gain

assistance as needed). Zoom technology is a tool that can be applied in many creative and meaningful ways.

Assignments

The grade for this course will be largely based on online written Discussion posts/videos on D2L, Zoom Room discussion participation, and presentation to your peers.

Expectations for all assignments

We will engage in a collaborative teaching/learning approach and initiate a thoughtful and professional community of practice. Together we will explore, discover, connect, teach each other, and create new understandings of leadership. As adult learners it is important to actively participate in the learning process and because of the “more art than science” nature of leadership, critical conversations, and reflections are essential for deep learning.

A **Zoom Room** opportunity will be provided for questions and answers after your review of the resources and lectures in each of the three main course modules. Students will then incorporate their reflections from these lectures into their own practice or their own professional leadership framework and demonstrate the reflections in the assigned discussion posts on D2L.

Assignment writing standard will be a factor in grading for written assignments. Assignments are expected to follow the 6th edition *Publication Manual of the American Psychological Association* (2010) for writing guidelines and referencing. However, your instructor realizes that most of our assignment formats are somewhat incompatible with APA. Please refer to the Activity Checklist and Grading Criteria posted in our D2L course.

In your assignments, you are expected to:

- present a distillation or a succinct summary of your personal reflections on our course material.
- demonstrate a process of critical reflection and NOT simply an overview of content covered.
- present in the first-person, contribute personal experiences, and share relevant personal experiences/ideas.
- report significant learnings from the text and the lectures and identify questions emerging for you.
- contribute to the learning of others. Effective learning participation could include a personal experience/story/current concern, an “ah-ha” moment, a practice question, or some other personal reflection.
- demonstrate critical review/analysis and exploration of creative ways of using current theories and practice methods.
- make linkages between theory and practice and relevant resources, considering different perspectives. Demonstrate synthesis of course materials/lectures, discussions, required readings, and textbook.
- include in each assignment at least one reference, incorporating our textbook, lectures, guest lectures, Alberta College of Social Workers’ Standards of Practice, required readings, or other social work professional or academic references.
- present a new insight gained from the references. For example, in Margaret Wheatley’s text *Finding our Way: Leadership for an Uncertain Time*, she contrasts two different forms of leadership. These forms of leadership reflect two very different ways of viewing the world: a command and control, mechanistic view versus an organic, adaptive living systems view. For one of your assignments, try to include an analysis of an event or situation utilizing these two different world views and forms of leadership. You could discuss the degree to which you believe the actions of those involved reflect one or the other form of leadership. What are the major strengths and weaknesses of each approach for this situation or event? How might the outcome of the

event or situation have been different had those involved taken a different approach? You can use an example from your own experiences or from those presented from others.

- see our course learning objectives for more information about assignment expectations.

Specific assignment expectations and descriptions with grading criteria are explained in further detail in the Activity Checklist and Grading Criteria document provided in our D2L course.

Assignments

1. Collaboration Assignment: 10% of course grade

Meets CLO One (PLO 9.5) and CLO Six (PLO 1.2), (see Learning Objectives section above)

Collaboration Skill Development Professional Development – Posts in D2L Discussion Board.

Post 1: Collaboration Skill Development Goal (5% of course grade) video post due **Sep. 30, 2019**.

Post 2: Goal Follow-up (Reply to Self) post (5% of course grade) due **Dec. 09, 2019**.

2. Zoom Room Session Participation: 20% of course grade (4 sessions at 5% each)

Meets CLO's Two, Three, Five (PLO's 5.3, 9.3, and 8.4) (see Learning Objectives section above)

7 p.m. Mountain Time. 2019 dates:

- **September 16** (Mon.) (Your Collaboration Goal and Introduction of course)
- **September 30** (Mon.) (Module 1 discussion)
- **October 28** (Mon.) (Module 2 discussion)
- **November 18** (Mon.) (Module 3 discussion)
- **December 02** (Mon.) (Discussion related to your cohort's presentations – various start times)

You will be graded on only 4 out of 5 **Zoom Room** sessions. Each of your four “best” graded sessions will count for up to 5% of your course grade. As part of each **Zoom Room** discussion, you are graded on one statement **OR** visual aid with explanation. You must meet time/length requirement in order to demonstrate proficient social work communication skills. Please note: only contributions provided which the instructor can review (e.g., in recording) can be graded.

Therefore, you can miss one **Zoom Room** session without special permission. If you are unable to attend more than one **Zoom Room** session, this must be negotiated with the instructor before the **Zoom** session – it is likely that you would be expected to submit a 1000-1500 word paper related to the missed **Zoom Room** topic (as negotiated with the Instructor before the **Zoom Room** date). See Activity Checklist with grading criteria in our D2L course.

3. Three D2L Leadership Discussion Forums: 60% of course grade – (20% for each forum)

Meets CLO Four (PLO 9.4), (see Learning Objectives section above)

Our D2L course has three main Module Leadership Discussion Forums. You are required to provide a Main Post in each of these three Leadership Discussion Forums. You are also required to provide a minimum of two replies to other students in each of the three Leadership Discussion Forums.

Main Posts: Please limit your Main Posts (Primary discussion posts) to 200-250 words. Please do not go over 300 words, bear in mind your classmates wish to follow the conversation without the task becoming tedious.

Replies: For your replies in the Discussion Board forums, to ensure each student gets a reply, when possible please reply to those students who have no replies to their main post. Respond to your colleagues' Main Posts with an approximately 150 word entry. Replies which encourage

classmates, and critically reflect on their ideas, can be 100-150 words but should not be over 200 words. In online discussion, **less is usually more**. A minimum of six replies to other students are required: two for each of the three online discussions.

Your own reply to your own main video post is also required in the Collaboration Skill Development Discussion board forum.

Assignment requirements and grading criteria are provided in further detail in the Activity Checklist and Grading Criteria for SOWK 669 Fall 2019 in our D2L course.

Module One Leadership Discussion: Community Development. D2L Discussion Board Forum -

Main Post Discussion 1 due October 7, 2019 (10% of course grade)

Your Main post is a succinct personal reflection, integrated experience, keenest insight, and/or most significant learning from your text reading, our course materials, and our Module 1.

Two Replies to Discussion 1 due October 21, 2019 (10% of course grade - Each reply is worth 5% of the final grade).

Module Two Leadership Discussion: Leadership Practice. D2L Discussion Board Forum

Main Post Discussion 2 due November 4, 2019 (10% of course grade)

Your Main post is a succinct personal reflection, integrated experience, keenest insight, and/or most precious learning from your text reading, our course materials, and our Module 2.

Two Replies to Discussion 2 due November 18, 2019 (10% of course grade - Each reply is worth 5% of the final grade).

Module Three Leadership Discussion: Leadership and Change. D2L Discussion Board Forum -

Main Post Discussion 3 due November 25, 2019 (10% of course grade)

Your Main post is a succinct personal reflection, integrated experience, keenest insight, and/or most precious learning from your text reading, our course materials, and our Module 3.

Two Replies to Discussion 3 due Dec 2, 2019 (10% of course grade - Each reply is worth 5% of the final grade).

4. Final Integration Assignment: 10% of course grade

Meets CLO Six (PLO 1.2), (see Learning Objectives section above)

Due December 02, within a 60 minute Zoom Room session, you will provide a presentation to your attending group cohort. Group discussion will follow. This is an individual speech about one learning from the class with a website or presentation to accompany. You should include an integration of your model of practice, policy, and research. Please include a case study of how the leadership theories studied impact your social work practice. **Topic: One thing from this course that I will integrate into my personal framework (personal model of practice) and my practice behavior.** December 02 times as arranged in the D2L Discussion Board Forum: *Time Confirmation for your Final Integration Assignment* and one of the threads regarding *Sign up for a Zoom Room Time*. You may be required to present during one of these times:

- Dec 02, 5 p.m. MT;
- Dec 02, 6:15 p.m. MT; OR
- Dec 02, 7:30 p.m. MT.

Late Assignments

For the Discussion Board assignments, postings after midnight of the due date (MT time zone) will receive a zero percentage point for that portion of our discussion.

Missed attendance at a Zoom Room session will result in a record of no participation and a zero grade entered for that session.

Recommended Readings

Atwood, M., Pedler, M., Pritchard, S., & Wilkenson, D. (2003). *Leading change: A guide to whole systems working*. Bristol, UK: Policy Press. ISBN-13: 978-1861344496

Bailey, D., & Koney, K. M. (2000). *Strategic alliances among health and human services organizations: From affiliations to consolidations*. Thousand Oaks, CA: Sage. ISBN-13: 978-0761913160

Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice and leadership*. San Francisco, CA: Jossey-Bass. ISBN-13: 978-1119281818

<https://www.oreilly.com/library/view/reframing-organizations-artistry/9781118047392/?ar>

**6th Edition also available in UCalgary e-book collection

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4883027>

Bolman, L. G., & Deal, T. E. (2012). *Leading with soul: An uncommon journey of spirit*. San Francisco, CA: Jossey-Bass. ISBN-13: 978-0470619001

<https://www.oreilly.com/library/view/leading-with-soul/9781118067536/?ar>

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=697558>

Chrislip, D. D. (2002). *The collaborative leadership fieldbook: A guide for citizens and civic leaders*. San Francisco, CA: John Wiley and Sons. ISBN: 978-0-787-95719-3

Easterby-Smith, M., Araujo, L., & Burgoyne, J. (1999). *Organizational learning and the learning organization: Developments in theory and practice*. Thousand Oaks, CA: Sage. ISBN-13: 978-0761959168

Gabarro, J. J., & Kotter, J. P. (2005). Managing your boss, *Harvard Business Review*, 83(1), 92-99.

**Search in our database: https://ucalgary-primis.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA21631360390004336

Galperin, B. L., & Alamuri, S.C. (2017). Leadership style and qualities in Africa: A literature review. In: *LEAD: Leadership Effectiveness in Africa and the African Diaspora*. Palgrave Studies in African Leadership. New York, NY: Palgrave Macmillan. ISBN 978-1-137-59121-0

Ginsberg, L. H. (Ed.). (2008). *Management and leadership in social work practice and education*. Alexandria, VA: Council on Social Work Education. ISBN-13: 978-0872931329

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3138879>

Heimovics, R. D., Herman, R. D., & Jurkiewicz, C. L. (1995). The political dimension of effective nonprofit executive leadership. *Nonprofit Management and Leadership: A Quarterly Journal*, 5(3), 233-248.

<https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1002/nml.4130050303>

- Holosko, M. J. (2009). Social work leadership: Identifying core attributes. *Journal of Human Behavior in the Social Environment*, 19, 448-459. doi:10.1080/10911350902872395
<https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10911350902872395>
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=43389236&site=ehost-live>
- Huxham, C., & Vangen, S. (2005). *Managing to collaborate: The theory and practice of collaborative advantage*. New York, NY: Routledge. ISBN-13: 978-0415339209
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=214493>
- Kenny, C. (2012). *Living Indigenous leadership: Native narratives on building strong communities*. Vancouver, BC: UBC press. ISBN-13: 978-0774823470
- Lewis, J. A., Packard, T., & Lewis, M. D. (2007). *Management of human service programs*. Belmont, CA: Thomson Brooks/Cole. ISBN-13: 978-0534368869
- Mattessich, P., Murray-Close, M., & Monsey, B. (2001). *Collaboration: What makes it work* (2nd ed.). Saint Paul, MN: Amherst H. Wilder Foundation. ISBN-13: 978-0940069329
- McClomb, G. E. (1998). Top executive leadership and organizational innovation: An empirical investigation of nonprofit human service organizations (HSOs). *Administration in Social Work*, 22(3), 1-21. https://doi-org.ezproxy.lib.ucalgary.ca/10.1300/J147v22n03_01
- McKee, A., Boyatzis, R. E., & Johnston, F. (2008). *Becoming a resonant leader: Develop your emotional intelligence, renew your relationships, sustain your effectiveness*. Boston, MA: Harvard Business Press. ISBN-13: 978-1422117347
- Perrault, E., McClelland, R., Austin, C., & Sieppert, J. (2012). Working together in collaborations: Successful process factors for community collaboration. *Administration in Social Work*, 35(3), 282-298. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/03643107.2011.575343>
- Saint-Onge, H., & Wallace, D. (2003). *Leveraging communities of practice for strategic advantage*. Burlington, MA: Butterworth-Heinemann. ISBN-13: 978-0750674584
- Schmid, H. (2006). Leadership styles and leadership change in human and community service organizations. *Nonprofit Management & Leadership*, 17(2), 179-194. doi:10.1002/nml.142
<https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1002/nml.142>
- Senge, P. M. (1990). *The fifth discipline: The art & practice of the learning organization*. New York, NY: Doubleday Currency. ISBN-13: 978-0385517256
- Solansky, S., Gupta, V., & Wang, J. (2017). Ideal and Confucian implicit leadership profiles in China, *Leadership & Organization Development Journal*, 38(2), 164-177. <https://doi.org/10.1108/LODJ-06-2015-0114>
<https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/1880037250/fulltextPDF/C4CDACBAE8724752PQ/1?accountid=9838>
- Stewart, J., & Warn, J. (2017). Between two worlds: Indigenous leaders exercising influence and working across boundaries. *Australian Journal of Public Administration*, 76, 3-17. doi:10.1111/1467-8500.12218
<https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/1467-8500.12218>

Weinbach, R. W. (2008). *The social worker as manager: A practical guide to success*. Boston, MA: Pearson Education. ISBN-13: 978-0205792771

The following websites may also prove useful for social work leadership:

- Alberta College of Social Workers www.acsw.ab.ca
- Canadian Association of Social Workers www.casw-acts.ca
- International Federation of Social Workers www.ifsw.org
- Canadian Council on Social Development www.ccsd.ca
- Parkland Institute <http://www.parklandinstitute.ca/>
- Caledon Institute of Social Policy www.caledoninst.org
- Statistics Canada www.statcan.gc.ca
- Government of Alberta www.gov.ab.ca

Please also see the U of C WebPages on Professional Skills for Graduate Students at <http://grad.ucalgary.ca/>

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 Graduate Grading System will be used.

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. A mid-term survey to check progress toward course learning objectives will be facilitated for formative on-going evaluation of the course. Students are welcome to discuss the process and content of the course at any time with the instructor.

University of Calgary Information

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://acsw.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.