

Course Number	SOWK 662 A S11	Classroom	Online
Course Name	Integrative Seminar		
Day(s) & Time	Wednesdays, Sep 9, 16, 23, 30, Oct 7, 14, 21, 28, Nov 4, 18, 25, Dec 2, 9 7 pm - 9 pm & Saturday, Sep 19, 9 am - 4 pm; Sunday, Sep 20, 9 am - 1 pm		
Instructor	Monica Sesma, PhD, MSW, RSW		
U of C E-mail	mseasmava@ucalgary.ca	Phone	

SYLLABUS STATEMENT

Integration of theory, research applications/evaluation and professional practice in the student's area of specialization; and preparation of a capstone exit requirement.

COURSE DESCRIPTION

This course provides students with an opportunity to integrate theory and practice – that is, to link knowledge, skills and values derived from MSW coursework and past experiences with social work practice experiences in the practicum setting (SOWK 660). Students will participate in collaborative discussions regarding professional issues, practice situations, ethical dilemmas, and the application of theory to practice. Students are encouraged to provide constructive feedback and consultation to peers, and to participate collectively and collaboratively in furthering their learning and promoting professional development. Emphasis will be placed on integration of research, theory and social work practice with personal and professional development. Students will be expected to: 1) present and discuss practice experiences from their practicum settings; 2) critically reflect upon their own and others' practice experiences; 3) engage in a collaborative learning process; 4) demonstrate competence in their ability to identify, apply, critique, and evaluate theories and conceptual frameworks to practice situations; and 5) apply learnings from advanced social work practice and specialization courses to their practice and practicum experiences.

The Integrative Seminar will also introduce or re-introduce key social work themes with a focus on application to social work practice and to students' practicum experiences. These themes relate to the five practice objectives of Advanced Practicum (SOWK 660) and include: 1) diversity and Indigenous contexts; 2) oppression and social justice; 3) professional identity and self-care; 4) theoretically informed and evidence-based practice; 5) program and practice evaluation; 6) facilitating and advocating for change; and 7) articulating a professional model of practice.

Finally, throughout the eight months of seminar, students will be building an electronic integrative portfolio (EIP) that will serve as the capstone project or final exit requirement of the MSW program. The EIP is described further in the *assignments* section, below.

Co-requisite: This course is taken concurrently with SOWK 660, Advanced Practicum.

COURSE LEARNING OUTCOMES

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

1. Identify, apply and reflect on their developing social work knowledge, values and skills, particularly in the context of Advanced Practicum and in the areas of: diversity and Indigenous contexts; oppression and social justice; professional identity and self-care; self-awareness; theoretically informed and evidence-based practice; program and practice evaluation; facilitating and advocating for change; and articulating a professional model of practice;
2. Critically assess social work practicum and practice experiences through reflection, discussion, peer consultation and constructive feedback;
3. Reflect on their practicum learning goals, and their growth/development towards reaching these goals, with reference to specific shifts in their thinking and practice;
4. Participate actively in class discussions and work collaboratively and collectively with other students in furthering learning and professional development.
5. Demonstrate the ability to create respectful, open, and safe learning environments which ensure that each student has a voice and everyone is treated with respect and dignity.

Upon completion of the Electronic Integrative Portfolio (EIP) or Capstone, students will (be able to):

1. Articulate their professional identity and social work practice foundations in relation to their values, the Code of Ethics, social justice, Anti-Oppressive Practice (AOP), and MSW specialization;
2. Make connections between their personal and professional identities and values and their social work identity and practice;
3. Present a personal model of practice that is grounded in theory and evidence and relevant to their MSW specialization;
4. Demonstrate the application of their model of practice and applied research concepts through a case study from practicum or from their practice, including a proposed evaluation of an intervention;
5. Articulate critical learning moments and insights reached during the MSW program, including key learnings from coursework in advanced social work practice, specialization courses and practicum/seminar;
6. Reflect broadly on their learning journey over the course of their MSW degree program and its impact on their social work identity/practice; and
7. Demonstrate a commitment to their continued growth and development by identifying future goals for continued learning and professional development.

LEARNING RESOURCES

RECOMMENDED TEXTBOOK AND/OR READINGS

Readings assigned on calendar (see below).

It is 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. It is hoped that

students will also generate readings for the class as a whole based on emerging topics and themes throughout the class.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

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

RELATIONSHIP TO OTHER COURSES

The emphasis of SOWK 662 is on linking theory, research and practice; and the application, integration and demonstration of knowledge gained in advanced social work practice and specialization courses to social work practice and practicum. Therefore, this course relates to all other MSW courses. The seminar is taken concurrently with and is directly linked to Advanced Practicum (SOWK 660).

COURSE CONTENT

The content of the course will build from students' experiences and learning both in the practicum and prior to it. Students will work with the instructor to co-create content and develop identified learnings. Topics for Clinical Practice sessions will be discussed and determined by the class. These topics will continue develop as the semesters progress and the practice needs of students deepen and diversify. Learning material for clinical practice weeks will be chosen based on topics and suggested sources by students are welcomed. Learning materials may include podcasts, videos, websites, articles and other readings.

Potential topics may include, but are not limited to:

- Reflective and Reflexive practice
- Building Therapeutic Alliances
- Self-Care
- Use of the Self in Clinical Work
- Transference and Counter Transference
- Vicarious Trauma
- Anti-Racism in Clinical Settings & Practice
- Anti-oppressive practice
- Indigenous Social Work
- Creating safety
- Authenticity and vulnerability
- Shame
- Working with strong emotions
- Compassion Fatigue
- Power in a therapeutic relationship
- Rupture and Repair cycles
- Ethical Decision Making

- Working with Trauma
- DSM 5
- Personal Values
- Working with voluntary and involuntary (mandated) clients
- Self-disclosure
- Mindfulness in counselling
- Specific therapeutic interventions & skills

CLASS SCHEDULE: Wednesdays, Sep 9, 16, 23, 30, Oct 7, 14, 21, 28, Nov 4, 18, 25, Dec 2, 9 7 pm - 9 pm & Saturday, Sep 19, 9 am - 4 pm; Sunday, Sep 20, 9 am - 1 pm. All classes and residency will be on Zoom		
Fall 2020 Dates	Topics & Instructors	Readings & Assignment Due Dates
Sept 9	Zoom Introduction to this course Practicum Orientation Introductions and community building Seminar planning	Anderson, H., & Gehart, D. R. (2007). <i>Collaborative therapy: Relationships and conversations that make a difference</i> . Routledge. Chapters 3 & 4. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA21605421620004336
Sept 16	Reflective Practice Zoom Session	McNamee, S. (2015). Radical presence: alternatives to the therapeutic state. <i>European Journal of Psychotherapy & Counselling</i> , 17, 4, 373–383. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1080_13642537_2015_1094504
Sept 19 9 am - 4 pm	Residency (combination of mini lectures with practice and exercises)	
Sept 20 9 am - 1 pm	Residency (combination of mini lectures with practice and exercises)	
Sept 23	Reflective Practice Zoom Session	Bava, S., & McNamee, S. (2019). Imagining relationally crafted justice: A pluralist stance. <i>Contemporary Justice Review</i> , 22:3, 290-306. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1080_10282580_2019_1644174
Sept 30	Clinical Practice Zoom Session	

Oct 7	Reflective Practice Zoom Session	Dreier, O. (2015). Interventions in everyday lives: How clients use psychotherapy outside their sessions. <i>European Journal of Psychotherapy & Counselling</i> , 17:2, 114-128. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1080_13642537_2015_1027781
Oct 14	Clinical Practice Zoom Session	
Oct 21	Reflective Practice Zoom Session	Assignment 2 Due Wednesday, Oct. 21
Oct 28	Clinical Practice Zoom Session	
Nov 4	Reflective Practice Zoom Session	Stewart, S. (2009). Family counseling as decolonization: Exploring an Indigenous social-constructivist approach in clinical practice. <i>First Peoples Child & Family Review</i> , 4:2, 62-70. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_7202_1069330ar
Nov. 8-14	**No classes – Fall Term Break**	Enjoy and relax!
Nov 18	Reflective Practice Zoom Session	Walsh, F. (2020). Loss and resilience in the time of COVID-19: Meaning making, hope, and transcendence. <i>Family Process</i> . https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_proquest_journals_2424605623
Nov 25	Clinical Practice Zoom Session	
Dec 2	Reflective Practice Zoom Session	Assignment 3 Due Wednesday, Dec. 2
Dec 9	Semester Wrap up	
Dec. 10-Jan 3rd	**No classes – Holiday Break**	Enjoy and relax!
Winter 2021 Dates		Assignment Due Dates
Jan 13	Reflective Practice Zoom Session	Slive, A., & Bobele, M. (2012). Walk-In counselling services: Making the most of one hour. <i>Australian and New Zealand Journal of Family Therapy</i> , 33;1, 27-38.

		https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1017_aft_2012_4
Jan 20	Clinical Practice Zoom Session	
Jan 23 9 am - 4 pm	Residency (combination of mini lectures with practice and exercises)	
Jan 24 9 am - 1 pm	Residency (combination of mini lectures with practice and exercises)	
Jan 27	Reflective Practice Zoom Session	McDowell, T., & Hernández, P. (2010). Decolonizing academia: Intersectionality, participation, and accountability in family therapy and counseling. <i>Journal of Feminist Family Therapy</i> , 22:2, 93-111. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1080_08952831003787834
Feb 3	Clinical Practice Zoom Session	
Feb 10	Reflective Practice Zoom Session	D'Arrigo-Patrick, J., Hoff, C., Knudson-Martin, C., & Tuttle, A. (2017). Navigating critical theory and postmodernism: Social justice and therapist power in family therapy. <i>Family Process</i> , 56:3, 574-588. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_gale_infotracacademiconefile_A502685136
Feb 14-20	**No classes – Winter Term Break**	Enjoy and relax!
Feb 24	Case Studies Zoom Session	Assignment 4 Due Wednesday, Feb. 24 Students TBD
Mar 3	Case Studies Zoom Session	Assignment 4 Due Wednesday, Mar 3 Students TBD
Mar 10	Clinical Practice Zoom Session	
Mar 17	**Capstone Practice Session	Assignment 5 - EIP Due Wednesday, March 17 Students TBD
Mar 24	**Capstone Practice Session	Assignment 5 - EIP

		Due Wednesday, March 24 Students TBD
Mar 31	Clinical Practice Zoom Session	
Apr 7	Clinical Practice Zoom Session	
April 14	Semester Wrap up	
April 23	Official Capstone Presentations	Friday, April 23, from 10am to 3pm.
TBD	MSW Program Closing and Celebration	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

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

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Participatory Activities (10%) – Ongoing over the semester

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

Through class discussion, reflective exercises and self-directed learning activities, students will have the opportunity to process their practicum experiences (individually and in groups), reflect upon their own professional development, and explore the relationships between theory, research and practice. Participatory activities may include, but are not limited to, developing a self-care plan, writing and discussing Integration of Theory and Practice (ITP) loops, counselling practice (role play), discussion posts. These activities can be used to support and enhance assignment 5. Active engagement and participation in the integrative seminar activities and Zoom sessions is an expectation and integral to your participation grade.

Assignments 2-5: Capstone Project: Electronic Integrative Portfolio (EIP)

In this course the Integrative Electronic Portfolio (EIP) is the key demonstrative project for the MSW and represents an articulation of praxis. Praxis, which is knowledge as action, is informed by the integration of critical reflection/theory, learning, practice/experiences, and evaluation/assessment. This portfolio will demonstrate a student's journey through the MSW program, showing the evolution in their approaches to practice throughout the period of the MSW study. Learnings from the classroom, assignments, readings, practicum, positionality and other experiences are integrated and summarized in order to achieve the capstone objectives as stated in this course outline.

Students will create or "build" the EIP throughout the Integrative Seminar. In other words, the seminar assignments, outlined below, will each form key components of the EIP. Students will receive a grade and feedback on most individual components and are encouraged to use this feedback to further refine each component in preparation for the final presentation of the EIP at the end of the course/program.

Every student will build a personal website as the organizing platform for their EIP. Major components of the website/EIP will be as follows:

- Introduction: Who am I? (Assignment 2)
- Practice Foundations (Assignment 2)
- Personal Model of Practice (Assignment 3)
- Case Study & Evaluation Plan (Assignment 4)
- Key Learnings (Assignment 5)
- Future Goals (Assignment 5)

As part of the final component of the EIP, students will share and present the final electronic integrative portfolio to a small panel of instructors and their peers. Exact dates to be determined (March/April 2021). Please see Assignment 5 below for further details.

In addition to the academic and critically reflective pieces that students will be completing through their assignments, students are encouraged to add selected artifacts to the EIP, such as pictures, music, art, particularly relevant assignments, or other artifacts. These artifacts will compliment and add depth to the written components and contribute to a creating a website that is both dynamic and engaging.

Students must pass all individual assignments, including the final assignment and presentation (Assignment 5), in order to pass the course and successfully complete their MSW program.

Assignment 2: Introduction & Practice Foundations (20%) – Due Wednesday, October 21, 2020

Aligned Course Learning Outcome: 1, 3, 4

Introduction - Students will introduce themselves and reflect on the life journey and values that led them to social work and to the MSW Program. Questions to reflect on for this section include: Who am I? What is my identity or how do I position myself in the world? What values and beliefs are important to me? What led me to social work? What were my goals coming into the MSW program? What are my practice interests?

Practice foundations – Students will discuss their professional identity and social work practice foundations in relation to their values, the Code of Ethics, social justice, Anti-Oppressive Practice (AOP), and MSW specialization. Questions to reflect on for this section include: Who am I as a social worker? How does this relate to who I am and what I believe in personally? What is my worldview? What values and beliefs guide my practice? How does the Code of Ethics guide my practice? How do I understand issues of power, oppression and diversity? What does social justice mean to me? How does AOP relate to my social work practice?

Length – 1500-2000 words (6-8 pages, double spaced, APA)

Assignment 3: Personal Model of Practice (20%) – Due Wednesday, December 2, 2020

Aligned Course Learning Outcome: 1, 2, 3

Students will present a personal model of practice that is grounded in theory and evidence, and relevant to their MSW specialization. Students will: 1) articulate their model of practice and identify relevant theories central to their model; 2) introduce each relevant theory and demonstrate a solid understanding of these (e.g., main tenets of each theory, key theorists and works); 3) present some evidence for the use of their model of practice for clinical practice in general and/or in practice contexts relevant to their specialization, including limitations or potential limitations of the model. A minimum of 8 references will be used to support this assignment.

Questions for reflection and planning include: Which theories or approaches ground my social work practice? How do these relate to each other, to who I am and to my social work practice foundations? How do these relate to my practice specialization and areas of interest? What do these theories propose? Who are the main theorists and/or what are the seminal works in this area and what are their contributions? What are some of the benefits and limitations of this approach? What research evidence supports my model of practice in my specialization or area of interest?

Length – 1500-2000 words (6-8 pages, double spaced, APA).

Assignment 4: Case Study, Evaluation Plan, and Class Presentation (25%) – Due Wednesday, February 24 & March 3, 2021

Aligned Course Learning Outcome: 1, 2, 3

In this assignment, students will have an opportunity to demonstrate their ability to integrate theory, research and practice through the application of their personal model of practice (articulated in Assignment 3) and development of a practice evaluation plan.

This assignment presents an actual “case study” involving a situation the student encountered in their practice, either in the Advanced Practicum (SOWK 660) or in other recent practice. The case must relate to the student’s specialization (e.g., clinical practice) and substantive area of focus (e.g., child mental health) in which the student has developed specialized knowledge during the MSW program. In the clinical specialization, the “case” may be an individual, couple, family or group. The case may be an actual case from practice (if consent is obtained) or represent a composite of cases (if consent is not obtained). It may include a description of how the student worked with the case presented, and/or how the student may have worked differently in hindsight.

This assignment builds on Assignment 3 by providing an opportunity for the student to demonstrate their personal model of practice “in action” through application to a practice situation. Students will also have an opportunity to demonstrate their understanding of applied research concepts through developing a brief evaluation plan for their proposed intervention.

The following headings are suggested as guidelines:

1. Introduction - Introduce the case by briefly describing the context and why you selected this particular case for this assignment.
2. Case description - Provide a full description of the case, including relevant background and the key problem, question or issue for analysis.
3. Analysis of the Case - Briefly summarize your personal model of practice from Assignment 3. Using this personal model of practice, what is your assessment, understanding or analysis of this case, problem or practice situation?
4. Proposed intervention - Based on your case assessment, understanding or analysis, what is your actual or proposed intervention or approach to address this case, problem or practice situation? How does this intervention or approach align with your model of practice?
5. Evaluation plan - How would/did you evaluate the effectiveness of the intervention in your case study? Briefly describe the proposed evaluation purpose/question(s), research approach (e.g., quantitative/qualitative/mixed methods), methodology, rationale and methods.
6. Final reflections - Reflect on your own challenges/strengths during your work with this case, problem or practice situation. What have you learned about the integration of theory, research and practice? How will you apply these learnings to your future practice?

Length – 2500-3000 words (10-12 pages double spaced, APA).

All reference material must be clearly cited and a reference list must be included with the assignment. Criteria for grading will also include clarity, organization of content, effectiveness of communication (clarity, grammar, vocabulary, punctuation, and presentation), the use of relevant literature, and adherence to APA 7th edition style for citing and referencing materials.

Class Presentation – On February 24 and March 3 students will share on Zoom class their clinical case and will respond to questions from students. The presentation is a friendly and informal oral presentation of their written Case Study. Students could distribute a handout, conceptual map or prepare a 6 slides maximum PowerPoint. Hand out or Power Point is not a requirement. These didactic tools are only meant to support the presenter, if they choose to use them. Students are not obliged.

Assignment 5 – Final EIP Development & Class Capstone Presentations (25%) – Due: March 17 & 24: EIP website to be posted to D2L by dates March 28 (this date might change). Official Capstone Presentations will be on Friday April 23, from 10am to 3pm.

Aligned Electronic Integrative Portfolio (EIP) Learning Outcome: 1,2,3,4,5,6,7

Students will develop the final two components of the EIP, then integrate the different components and artifacts into the website for final submission by Sunday, March 28, 2021 (this date might change).

Developing Final EIP Components – Key Learnings & Future Goals

Key Learnings – Students will reflect broadly on their learning journey over the course of their MSW degree program and its impact on their social work identity/practice. Students will articulate critical learning moments and insights reached during the MSW program, including key learnings from coursework in advanced social work practice, specialization courses and practicum/seminar. Questions for reflection include: What critical learnings from particular courses stand out to me? What moments during the program have been most meaningful to me? Who or what has been most influential to my growth and development? Meaningful artifacts for this section include transformative assignments, pictures of influential books/people, or links to meaningful resources.

Future Goals – Students will demonstrate a commitment to their continued growth and development by identifying goals for future learning and professional development. Questions for reflection include: What's next for me as I look forward to being an MSW practitioner? What projections, dreams, intentions and aspirations do I have? What are areas for continued exploration, growth and professional development?

Final EIP Submission – Due: Sunday, March 28, 2021 (this date might change)

Students will integrate the final two components of their EIP with all previous components in order to create the entirety of the EIP project for final submission. The final EIP Project will have the following sections:

- Introduction: Who am I? (Assignment 2)
- Practice Foundations (Assignment 2)
- Personal Model of Practice (Assignment 3)
- Case Study & Evaluation Plan (Assignment 4)
- Key Learnings (Assignment 5)
- Future Goals (Assignment 5)

Students may also add additional sections to the EIP that may be meaningful to them. As stated above, students are also encouraged to add selected artifacts to their final EIP submission, such as pictures, music, art, particularly relevant assignments, or other artifacts. These artifacts will compliment and add depth to the written components and contribute to creating a website that is dynamic and engaging.

Official Capstone Presentations (Friday April 23, from 10am to 3pm.)

Students will be scheduled for a 20-minute presentation (10-minutes for student presentation of website and 10 minutes for questions from a panel) present their EIP to a small panel of 2-3 instructors and/or social work practitioners. Panelists will provide feedback and a recommended grade to the course instructors, who will then finalize the grade for this assignment. Panelists will review the EIP as a whole, but will not re-grade components of the EIP that have already been graded. Instead, they will focus on: 1) the two new components added to the EIP; 2) the overall alignment, integration and presentation of the different components and artifacts presented; and 3) the oral presentation.

A more detailed grading rubric will be provided.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend the Integrative Seminar Zoom sessions and to be fully present and engaged in class activities and discussions. A rich exchange of ideas is a key element of the learning process in this class. It is expected that students will prepare in advance for each class and participate in all learning processes through thoughtful, respectful contributions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments are to be submitted electronically through the D2L Dropbox at or before the date and time as specified in the course outline. If no time is stipulated, assignments are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

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.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at:
<https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

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

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Graduate Grading System** and Faculty of Social Work Percentage Conversion 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

Student

COURSE EVALUATION

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.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

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

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

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

RESEARCH ETHICS

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

ACADEMIC MISCONDUCT

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

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

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

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

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

OTHER IMPORTANT INFORMATION

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

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