



<b>Course &amp; Session Number</b>	<b>SOWK 304 L08</b>	<b>Classroom</b>	<b>Online</b>
<b>Course Name</b>	<b>Diversity and Oppression Theme Course</b>		
<b>Day(s) &amp; Time</b>	<b>Zoom Sessions on Saturdays from 9:00am-4:00pm MT – see class schedule for specific dates</b>		
<b>Instructor</b>	<b>Linda Fehr, PhD, MSW, RSW</b>		
<b>U of C E-mail</b>	<a href="mailto:fehr@ucalgary.ca">fehr@ucalgary.ca</a>	<b>U of C Phone</b>	<b>403-329-2795</b>
<b>Instructor</b>	<b>Iris Plain Eagle, MSW, RSW</b>		
<b>U of C E-mail</b>	<a href="mailto:iris.plaineagle@ucalgary.ca">iris.plaineagle@ucalgary.ca</a>	<b>U of C Phone</b>	<b>403-332-4036</b>

**SYLLABUS STATEMENT**

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

**COURSE DESCRIPTION**

Experiences such as racism, colonization, classism, sexism, heterosexism, ableism, and ageism intersect at individual, interpersonal, institutional, and systemic levels and create barriers to the realization of social justice. By critically analyzing social work practice in the framework of diversity, power and oppression, this course seeks to develop the linkages between social work practice and social justice in a holistic framework.

The course aims to create a respectful and engaging environment in which students can increase their knowledge and understanding of diversity issues and their implications for social work practice. It addresses the intersection between diversity, oppression, social justice, and social work at the personal, cultural, and structural levels. The course will also enable students to critically examine their own social location and positionality through critical reflection of their experiences, beliefs, and values. This awareness in relation to diversity is fundamental to the practice of social work. Students will also examine issues related to human development, social determinants of health, social policy, and social action in the context of diversity and social justice issues.

## **COURSE LEARNING OUTCOMES**

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

1. Identify their professional role in advancing human rights and responsibilities and social justice in the context of the local community, Canadian society, United Nations Indigenous peoples' rights, and internationally.
2. Understand the role that social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups, and communities.
3. Recognize diversity and difference as a crucial and valuable part of living in a society.
4. Describe how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups and strive to end these and other forms of social injustice.
5. Understand how social determinants of health affect the well-being of individuals, families, groups, and communities, including rural, northern, and Indigenous populations and work toward ending sources of inequity.
6. Explore social policies in relation to the wellbeing of individuals, families, groups, and communities in Canadian and global contexts.
7. Describe the social policy implications for rural and Indigenous communities.
8. Apply concepts of social justice and social action to social work practice.
9. Engage in collaborative and cooperative learning processes, and 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.

## **LEARNING RESOURCES**

### **REQUIRED TEXTBOOKS AND/OR READINGS**

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

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

### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

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

## **RELATIONSHIP TO OTHER COURSES**

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

**CLASS SCHEDULE (tentative and subject to change)**

This Theme Course will be delivered in a series of eight modules and classes are held **on Zoom on Saturdays from 9:00am-4:00pm**. The following schedule also includes SOWK 305 Zoom tutorial and assignment due dates to support student organization.

Dates	Module Topics	Assignments & Due Dates
Sat. Sept. 11	Introduction to SOWK 304 & 305 Module 1: Diversity & AOP Generalist Practice Instructor: Linda Fehr	See Module 1 in D2L for readings
Tues. Sept. 14	SOWK 305 Zoom tutorial 6:30-7:30pm Instructor: Linda Fehr	-----
Sun. Sept. 19	SOWK 305	Exploring Francophone & Metis Realities Posting DUE
Sat. Sept. 25	Module 2: Human Development & Environments Instructor: Iris Plain Eagle	See Module 2 in D2L for readings
Tues. Sept. 28	SOWK 305 Zoom tutorial 6:30-7:30pm Instructor: Linda Fehr	-----
Sat. Oct. 2	Module 3: Colonization & Decolonization Instructor: Iris Plain Eagle	See Module 3 in D2L for readings
Tues. Oct. 12	SOWK 305 Zoom tutorial 6:30-7:30pm Instructor: Linda Fehr	-----
Thurs. Oct. 14	SOWK 304	Assignment 1 DUE
Sat. Oct. 16	Module 4: Social Justice & Social Policy Instructor: Linda Fehr	See Module 4 in D2L for readings
Tues. Oct. 26	SOWK 305 Zoom tutorial 6:30-7:30pm Instructor: Linda Fehr	-----
Sat. Oct. 30	Module 5: Social Action Instructor: Linda Fehr	See Module 5 in D2L for readings
Sat. Nov. 6	Module 6: Social Determinants of Health Instructor: Iris Plain Eagle	See Module 6 in D2L for readings
Nov. 7-13	Term Break – no classes	-----
Sun. Nov. 14	SOWK 305	Book Discussion Self-Evaluation Assignment DUE
Thurs. Nov. 18	SOWK 304	Assignment 2 DUE
Sat. Nov. 20	Module 7: Embracing Diversity Instructor: Iris Plain Eagle	See Module 7 in D2L for readings
Tues. Nov. 30	SOWK 305 Zoom tutorial 6:30-7:30pm Instructor: Linda Fehr	-----
Thurs. Dec. 2	SOWK 304	Assignment 3 DUE
Sat., Dec. 4	Module 8: Summary & Integration Instructor: Linda Fehr	Assignment 4 Group Presentations
Sun. Dec. 12	SOWK 305	Portfolio Project Assignment DUE

## IMPORTANT DATES FOR FALL 2021

- Block Week: August 30 – September 3, 2021
- Labour Day, Monday, September 6, 2021
- Start of Classes: Tuesday, September 7, 2021
- National Day of Truth and Reconciliation: Thursday, September 30, 2021
- Thanksgiving Day: Monday, October 11, 2021
- Remembrance Day: Thursday, November 11, 2021
- Term Break, no classes: Sunday – Saturday, November 7-13, 2021
- End of Classes: Thursday, December 9, 2021
- End of Term: Friday, December 24, 2021
- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

\*\* Please note that the University of Calgary recognizes Thursday, September 30, 2021, as the National Day of Truth and Reconciliation. This is a federal holiday. University operations are closed on this day.

## MODULE DESCRIPTIONS

**Readings for all the Modules will be available in D2L**

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

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

Module Learning Outcomes:

- Define terms used to explore diversity and oppression in society.
- Understand the focus of an anti-oppressive perspective in generalist practice.
- Recognize the importance of the context of oppression in rural and Indigenous communities.

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

The purpose of this Module is to introduce the study of human development and the journey of how people develop psychologically, socially, and biologically. The module will examine human development from a perspective of cultural diversity that exists in peoples of Canada and incorporate their alternative worldview, ideology, and knowledge to understand the lifespan.

Module Learning Outcomes:

- Understand alternative paradigms of human development within the context of anti-oppressive social work practice.
- Develop a beginning understanding of Indigenous human development knowledge, worldviews, and systems

- Understand how dominate human development paradigms weaken a social workers anti-oppressive work and create potential to further oppressive vulnerable and marginalized populations in society.

### **Module 3: Colonization and Decolonization**

This module will examine Indigenous people’s present-day relationship with the Settler within the colonial context. Indigenous gender vulnerability and their human rights issues of the colonial state will be explored. Anti-racism engagement within Indigenous perspective is presented to promote social change. Contemporary Indigenous resilience, resistance, and resurgence are recognized as valued to encourage social workers as allies to this group.

Module Learning Outcomes:

- To develop social work critical thought on creating Indigenous futures that refuses and rejects dispossession, settler colonialism, white supremacy, and violent capitalism.
- Identify Canadian systems insensitive to the unique challenges faced by Indigenous men and women.
- Determine individual social work decolonial practice approach to addressing the colonial legacy of health inequities to achieve social justice and health equity.
- Integration of anti-oppressive practices to address settler colonialism tools of negative stereotypes that instil shame in Indigenous individuals.
- Establish an intersectional critical lens that brings awareness, advocacy, allyship, and social justice for Indigenous peoples of Canada which will disrupt the colonial impacts upon the peoples.

### **Module 4: Social Justice and Social Policy**

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

Module Learning Outcomes:

- Understand the nature and scope of Canadian social policy.
- Develop an awareness of the impact of oppression on the economic, political, and cultural rights of different populations across Canada.
- Understand the different ideological perspectives inherent in social welfare policy.
- Develop knowledge and skills to analyze social policy issues.
- Recognize the opportunities for social workers to participate in policy development and analysis.

### **Module 5: Social Action**

This Module is designed to improve student knowledge of methods and approaches to social action and advocacy work within the social work profession. It is also intended to develop student self-awareness in relation to social action, and awareness of the role social action strategies can play in broader processes of social change.

Module Learning Outcomes

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

### **Module 6: Social Determinants of Health**

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

Module Learning Outcomes:

- Understand the concepts of social determinants of health as defined by the World Health Organization and in consideration of the social factors and process that inform these definitions.
- Assessing the socioeconomic inequalities that impact social determinants of Indigenous peoples
- Integrating global social justice and empowerment concepts with health promotion and social determinants of health toward ensuring health equity.
- Developing knowledge on how to address the social determinants of health to improve health equity by exploring themes of global practice, innovations, and policy environment.

### **Module 7: Embracing Differences**

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

Module Learning Outcomes:

- Understand multiracial cultural attunement and the importance of going beyond the black and white dichotomy within individual social work practice to address the disproportionate challenges and risks individuals and families face.
- Developing knowledge of how social work professionals have a voice in social and policy debates about racial profiling in Canada.
- Explore resettled refugees and asylum seekers in the national and international context to understand their transnational experience within a theoretical framework.

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

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

Module Learning Outcome:

- Students will be able to demonstrate the integration of course materials.

## ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

### **EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION**

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

### **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) for your best learning experiences. 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 - ASSIGNMENTS

### **Assignment 1: Module 2 & 3 Human Development & Environments & Colonization & Decolonization - Weight: 20%**

**Due: Thursday, October 14, 2021**

Aligned Course Learning Outcomes: 3, 4, 7, 9

Students will explore for the module 2 & 3 assignment human development, colonization, and decolonization within a Canadian context. The aim of this project is to develop a personal social work

decolonial framework of practice. Students will describe the domains and elements of their decolonial framework and discuss its utility and value within their field practice with Indigenous peoples. The established decolonial framework will compare and contrast to identify how it acknowledges Indigenous knowledge in comparison to the colonial forces of southern Alberta Residential School, missing and murdered Indigenous women, settler colonialism, shame, colonial domination, and the status quo. The comparison and contrasting of the student's decolonial framework will consider the Indigenous human development worldview context and these diverse ways of knowing which enhance child, individual, family, and community.

Using Powerpoint for this assignment is the recommended technology for this presentation. Students will narrate the PowerPoint. The presentation will be a minimum of 10 and maximum of 12 slides. APA guidelines must be adhered to with all reference material, crediting of sources, citing graphics, citing videos, citing links, accurate citing of the literature overall on each slide, and inclusion of an accurate Reference list according to 7<sup>th</sup> edition structure. The assignment Reference page will include a minimum of ten resources. Criteria for grading will also include professional presentation of self, APA adherence, application of relevant literature, grammar, professional vocabulary, punctuation, structure, format, organization, and spelling. More information about this assignment will be provided in class. An Assignment Rubric will be posted in the D2L site. The **PowerPoint assignment will be submitted to the appropriate Dropbox of D2L.**

### **Assignment 2: Module 4 & 5 Social Policy Analysis & Social Action – Weight 20%**

**Due: Thursday, November 18, 2021**

Aligned Course Learning Outcomes: 2, 4, 6, 7, 8, 9

Students will provide a written analysis of a social policy related to a social issue they have encountered (or will encounter) within their social work practice and develop a social action plan. The following criteria are to be addressed within the assignment:

- Describe what social issue or need the social policy/legislation/program is intended to address and explain why this is an important problem.
- Describe what population the policy is intended to affect and how it is intended to help reduce a problem or meet a need.
- Describe, analyze and critique the existing policy/legislation/program by discussing how it works in practice
- Assess the extent to which it succeeds in addressing the problem or need and identify the policy gaps.
- Suggest how the policy should be changed or improved through social action.
- Identify the focus of the social action plan: You will need to think about the primary target for the social action plan – that is, whom do you need to focus on for initiating your plan, and why focus this way?
- Identify allies and barriers: Consider the other people, organizations, or communities which might be allies for your social action plan, and who might be barriers in operationalizing your plan.
- Identify the strategies: You need to identify the strategies you will use, the sequence in which you will use them and the escalating nature of the strategies if you do not get results with the earlier ones.



- Discuss the process of completing a social action plan and its relationship to social justice and social work practice: You should provide reflective comments on the process of developing this social action plan and how it contributes to social justice and anti-oppressive social work practice.

This social policy analysis and social action assignment will be **8-10 pages in length, double spaced** (2,000-2,500 words). **A minimum of 10 resources** should be used for this assignment and, in addition to academic sources, students should also use current data as well as reports from academic sources, think tanks, advocacy groups and the media. Criteria for grading will also include comprehensively addressing the above criteria; relevance and depth of discussion; use of course materials and other resources and research to support the analysis; ability to use social policy and social justice concepts in context; demonstration of critical thinking; effective professional communication; and the use of APA format for referencing of resources and materials.

**Assignment 2 will be submitted to the appropriate Dropbox of D2L.**

### **Assignment 3: Module 6 & 7: Social Determinants of Health & Embracing Differences - Weight 30%**

**Due: Thursday, December 2, 2021**

Aligned Course Learning Outcomes: 1, 2, 3, 5, 8

Students will explore for the module 6 & 7 assignment social determinants of health and their impacts on difference within the context of Canada and an international country then compare and contrast this data and the measures. The aim of this project is to identify differences in health between Canada and an international country, develop a health promotion strategy focusing on social determinants of health, and recognizing social justice within difference.

The country of Canada will be explored by accessing Government of Canada's Health Inequalities data tool found on their website. The student's chosen international country will be explored using the Health Equity Assessment Toolkit data found in the WHO Health Equity Monitor database (HEAT) found on their website. Using the inequality data students will select several health indicators to identify favourable and adverse data outcomes for each country. Student's will select a strategy at the micro, mezzo, or macro level of health promotion and illustrate how the effort will change inequities of social determinants of health of the resettled refugee and their transnational context.

Using PowerPoint for this assignment is the recommended technology for this presentation. Students will narrate the PowerPoint. The presentation will be a minimum of 10 and maximum of 12 slides. APA guidelines must be adhered to with all reference material, crediting of sources, citing graphics, citing videos, citing links, accurate citing of the literature overall on each slide, and inclusion of an accurate Reference list according to 7<sup>th</sup> edition structure. The assignment Reference page will include a minimum of nine resources. Criteria for grading will also include professional presentation of self, APA adherence, application of relevant literature, grammar, professional vocabulary, punctuation, structure, format, organization, and spelling. More information about this assignment will be provided in class. An Assignment Rubric will be posted in the D2L site. **The PowerPoint assignment will be submitted to the appropriate Dropbox of D2L.**

### **Assignment 4 Module 8 Integrative Group Project Presentation - Weight 30%**

**Presentations Date: Saturday, December 4, 2021**

Aligned Course Learning Outcomes: 1- 9

The groups will critically reflect on the themes and the professional response(s) to a local diversity/oppression issue of their choice – 15%.

Each group will:

- identify limitations, gaps, oppressive impacts, relevant social policy, and consequences. Where possible, parallels between local, national, and international experiences of oppression and/or issues of diversity would also be included.
- propose an action plan that will build upon or supplant prevailing professional responses. This action plan should be aimed at enhancing current responses for addressing the diversity/oppression issue in their community, involve a variety of social action strategies, and include a component on indigenous ways of knowing.
- discuss how this action plan is part of the structure and process of anti-oppressive social work practice.

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

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

In preparing this assignment, in addition to academic sources, groups should use current data as well as reports from academic sources, think tanks, advocacy groups and the media.

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

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

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend the instructional 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 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 7<sup>th</sup> edition format. If you need writing support, please connect with the Student Success Centre, at:

<https://www.ucalgary.ca/student-services/student-success/writing-support>

### **ACADEMIC MISCONDUCT**

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:

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

### **GRADING**

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

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

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

F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50
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## COURSE EVALUATION

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

## 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/](http://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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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://ucalgary.ca/legal-services/sites/default/files/teams/1/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 AND GENDER-BASED 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

## **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