



Course & Session Number	SOWK 662 A & B S06	Classroom	Online
Course Name	Integrative Seminar -LEAD		
Day(s) & Time	Zoom sessions on:		
	Fall:	Winter:	
	Sept 16, 6-8pm MT Sept 30, 6-8pm MT Oct 14, 6-8pm MT Oct 28, 6-8pm MT Nov 18, 6-8pm MT Dec 2, 6-8pm MT Dec 16, 6-8pm MT	Jan 13, 6-8pm MT Jan 27, 6-8pm MT Feb 10, 6-8pm MT Mar 3, 6-8pm MT Mar 17, 6-8pm MT Mar 31, 6-8pm MT Apr 7, 6-8pm MT Apr 12, 6-8pm MT Apr 14 6-8pm MT	
Instructor	Dr. Sarah Fotheringham		
U of C E-mail	sffother@ucalgary.ca	U of C Phone	Click or tap here to enter text.

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. At the master's level, students are leaders within the social work profession. Discussions will also focus on contributing to the profession and the body of knowledge.

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 from previous practice core and specialization courses 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 towards their capstone project and final exit requirement of the MSW program. The capstone assignment is described below.

Co-requisite: This course is taken concurrently with SOWK 660 A & B, 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; 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 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 an approach to 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

REQUIRED TEXTBOOKS AND/OR READINGS

- Castelli, P. A. (2016). Reflective leadership review: A framework for improving organisational performance. *Journal of Management Development*, 35(2), 217-236. <https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/1767544220/fulltextPDF/95300DD37514689PQ/1?accountid=9838>
- DiAngelo, R. (2011). White fragility. *International Journal of Critical Pedagogy* 3(3), 54-70. <http://libjournal.uncg.edu/ijcp/article/view/249>
- Gladstone, J. S., & Pepion, D. D. (2017). Exploring traditional Indigenous leadership concepts: A spiritual foundation for Blackfeet leadership. *Leadership*, 13(5), 571-589. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1742715016638913>
- Peters, S. C. (2017). Social Work Leadership: An analysis of historical and contemporary challenges. *Human Service Organizations: Management, Leadership & Governance*, 41(4), 336-345. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/23303131.2017.1302375>
- Peters, S.C. (2018). Defining social work leadership: A theoretical and conceptual review and analysis. *Journal of Social Work Practice*, 32(1), 31-44. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/02650533.2017.1300877>
- Ramsundarsingh, S., & Shier, M. L. (2017). Anti-Oppressive organisational dynamics in the social services: A literature review. *British Journal of Social Work*, 47(8), 2308-2327. <https://academic-oup-com.ezproxy.lib.ucalgary.ca/bjsw/article/47/8/2308/2888415>

Rural Health Innovations, National Rural Health Resource Centre. (2016). *A guide to writing a program evaluation plan*. Retrieved from:
https://www.ruralcenter.org/sites/default/files/Evaluation_Plan_Guide_Allied.pdf

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

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).

CLASS SCHEDULE

Tentative (subject to change)		
Fall 2021 Dates	Topics	Readings, Activities & Assignment Due Dates
Sept 16, 6-8pm MT	Course Overview & Reflective Practice Zoom Session	Castelli, P. A. (2016). Reflective leadership review: A framework for improving organisational performance. <i>Journal of Management Development</i> , 35(2), 217-236.
Sept 20-25	Topic: Ethics & Values D2L	Ermine, W. (2011). <i>What is ethical space? Collective ethics as a path to resisting burnout. Insights, Different Knowings Speaker’s Series</i> . Retrieved from: https://www.youtube.com/watch?v=85PPdUE8Mb0 Sime, C. (Feb, 15, 2019). <i>The power of values in leadership</i> . Retrieved from https://www.forbes.com/sites/carleysime/2019/02/15/the-power-of-values-in-leadership/?sh=6f598d7d6f76 D2L Activity: Students will reflect on their key values, or “compass” that grounds their leadership social work practice
Sept 30, 6-8pm MT	Practicum check-in, collaboration & consultation Zoom Session	Check-in Peer-led discussion on Ethics and Values in practicum

Oct 4-9	Topic: Self Care D2L	Brown, B. (Host). (2020, Oct, 14). Burnout and how to complete the stress cycle [Audio podcast episode]. In <i>Unlocking Us</i> . Brené Brown. https://brenebrown.com/podcast/brene-with-emily-and-amelia-nagoski-on-burnout-and-how-to-complete-the-stress-cycle/ D2L Activity: Develop a selfcare plan and post to D2L
Oct 14, 6-8pm MT	Practicum check-in, collaboration & consultation Zoom Session	Check-in Peer-led discussion on Self-care and burnout
Oct 18-23	Topic: AOP D2L	Ramsundarsingh, S., & Shier, M. L. (2017). Anti-oppressive organisational dynamics in the social services: A literature review. <i>British Journal of Social Work, 47</i> (8), 2308-2327. D2L Activity: Questions will be posted to guide a critical discussion of article.
Oct 28 6-8pm MT	Practicum check-in, collaboration & consultation Zoom Session	Check-in Peer-led discussion on AOP in practicum
Nov 1-6	Topic: Leadership Theories D2L	Peters, S. C. (2018). Defining social work leadership: A theoretical and conceptual review and analysis. <i>Journal of Social Work Practice, 32</i> (1), 31-44. D2L Activity: TBD
Nov. 7-13	**No classes – Fall Term Break**	
Nov 18 6-8pm MT	Practicum check-in, collaboration & consultation Zoom Session	Check-in Peer-led discussion on applying leadership theory in practice Assignment #2 Due: Monday November 15
Nov 22-27	Topic: Indigenous contexts & Reconciliation D2L	Gladstone, J. S., & Pepion, D. D. (2017). Exploring traditional Indigenous leadership concepts: A spiritual foundation for Blackfeet leadership. <i>Leadership, 13</i> (5), 571-589. Fox, T. (Oct, 27, 2020). Sharing the responsibility for decolonization. [Audio podcast episode]. In <i>The Small Nonprofit Podcast</i> . Charity Village. https://charityvillage.com/the-small-nonprofit-podcast-sharing-the-responsibility-for-decolonization-with-tim-fox/ D2L Activity: Reflective questions will be posted on D2L

Dec 2, 6-8pm MT	Practicum check-in, collaboration & consultation Zoom Session	Check-in Peer-led discussion on Indigenous Contexts & Reconciliation
Dec 6-11	Topic: Diversity & Anti-Racism D2L	DiAngelo, R. (2011). White fragility. <i>International Journal of Critical Pedagogy</i> , 3(3), 54-70. Brown, B. (Host). (June 3, 2020). Ibram X. Kendi on how to be an anti-racist. In <i>Unlocking Us</i> . Brené Brown. https://brenebrown.com/podcast/brene-with-ibram-x-kendi-on-how-to-be-an-antiracist/ D2L Activity: Reflective questions will be posted on D2L
Dec 16, 6-8pm MT	Practicum check-in, collaboration & consultation Zoom Session	Check-in Peer-led discussion on diversity and anti-racism in practicum Assignment #1 Due: Wednesday December 15
Dec. 22- Jan. 3	**Term Holiday Break**	
Winter 2021 Dates	Topics	Readings, Activities & Assignment Due Dates
Jan 13, 6-8pm MT	Practicum check-in, collaboration & consultation Zoom Session	Check-in
Jan 17-22	Topic: Change Models D2L	Skipper, J. (Jan 16, 2020). Resistance is real: leading people through strategic transformation and change. [webinar]. CCVO. https://www.calgarycvo.org/events/webinar-resistance-is-real D2L Activity: Teams of 2 students will summarize a change model on D2L for their peers and engage in critical reflection
Jan 27, 6-8pm	Practicum check-in, collaboration & consultation Zoom Session	Check-in Peer-led discussion on change in practicum
Jan 31 – Feb 4	Topic: Evidence-based practice D2L	Reading - TBD CDC. (n.d.). <i>Understanding evidence</i> , 5 videos. Retrieved from https://vetoviolence.cdc.gov/apps/evidence/training.aspx#&panel1-2

		Activity: Students will reflect on if and how evidence-based practice is used in their practicum settings; how it can be incorporated or improved upon.
Feb 10, 6-8pm	Practicum check-in, collaboration & consultation Zoom Session	Check-in Peer-led discussion on evidence-based practice in practicum
Feb 14-19	Topic: Case Discussion D2L	Activity: Students will post a summary of their case for peer feedback
Feb. 20-26	**No classes – Winter Term Break**	
Mar 3, 6-8pm MT	Practicum check-in, collaboration & consultation Zoom Session	Check-in Assignment # 3 Due: Monday, Feb 28
Mar 7-12	Topic: Evaluation D2L	Fruchterman, J. (Summer, 2016). <i>Using data for action and for impact</i> . Retrieved from https://ssir.org/articles/entry/using_data_for_action_and_for_impact Rural Health Innovations, National Rural Health Resource Centre. (2016). <i>A guide to writing a program evaluation plan</i> . Retrieved from: https://www.ruralcenter.org/sites/default/files/Evaluation_Plan_Guide_Allied.pdf Activity: Students will engage in a discussion on how evaluation is used in their practice setting; how it can be incorporated or improved upon.
Mar 17, 6-8pm MT	Practicum check-in, collaboration & consultation Zoom Session	Check-in Peer-led discussion on program evaluation Assignment # 4 Due: Monday, March 14
Mar 21-26	Topic: Contemporary Challenges & D2L	Peters, S. C. (2017). Social work leadership: An analysis of historical and contemporary challenges. <i>Human Service Organizations: Management, Leadership & Governance</i> , 41(4), 336-345. Activity: TBD
Mar 31, 6-8pm MT	Practicum check-in, collaboration & consultation Zoom Session	Check-in Peer-led discussion on contemporary challenges

April 7, 6-8pm MTS	Capstone Presentations Zoom Session	Assignment # 5 Due
April 12, 6-8pm MTS	Capstone Presentations Zoom Session	Assignment # 5 Due
April 14, 6-8pm MTS	Capstone Presentations Zoom Session	Assignment # 5 Due

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

Assignment 1: Participatory Activities (15%) – Ongoing over the semester

Due date: Wednesday December 15

Aligned with learning outcomes 1-5.

Through synchronous and asynchronous discussion, reflective exercises and assigned activities, students will have the opportunity to process their practicum experiences, individually and in groups, during the integrative seminar.

Through a series of activities students will reflect on their own professional development, their values and ethics, and explore the relationships between theory, research and practice. Activities may include, but are not limited to, examination of their social location and impacts, the development of a self-care plan, writing a social action letter, program evaluation, and writing and discussing Integration of Theory and Practice (ITP) loops. Students will collect artifacts from their reflective work in a learning folder that will be submitted to D2L. For the submission of the learning folder, students will write a 750 - 1000 word final summary reflection of what they have learned about themselves through these activities and discuss how these learnings impact them personally and professionally.

Assignment 2: Theories for Practice (20%)

Due Date: Due: Monday November 15

Aligned Course Learning Outcome: 1, 2, 3

Students will identify and present a minimum of 2 theoretical approaches to social work practice, relevant to their practice and/or MSW specialization. Students will: 1) articulate the relevancy of these theories to social work practice; 2) introduce each relevant theory and demonstrate a critical understanding of these (e.g., main tenets of each theory, key theorists and works); 3) present evidence for the use of these theoretical approaches for social work practice in general and/or in practice contexts relevant to their specialization, including limitations and critiques of the theories.

Questions for reflection and planning include: Which theories or approaches ground my social work practice? How do these relate to each other? 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 the limitations and critiques of this approach, within the literature and in practice? What research evidence supports these theoretical models/approaches in my specialization or area of interest? How do they promote socially just outcomes?

Length – 1500-2000 words (6-8 pages double spaced, not including references). Attention to the current and relevant scholarly literature required.

Assignment 3: Integration of theory to practice-Case Study (30%)

Due Date: Monday, Feb 28

Aligned Course Learning Outcome: 1, 2, 3

The purpose: In this assignment, students will have an opportunity to demonstrate their ability to integrate theory, research, and practice through the application of a theoretically informed approach to practice.

The concept:

Students will present an actual “case study” (could also be conceptualized as a ‘problem’ or practice issue) involving a situation encountered in their practice, either in the Advanced Practicum (SOWK 660) or in other recent practice. The case will relate to the area of focus in which the student has developed substantive or specialized knowledge during the MSW program and will allow the student to demonstrate and rationalize the application of a particular theoretically informed approach (drawn from Assignment 2).

The “case” may be defined differently depending on the specialization and orientation, and might be an individual, couple, family, group, community, organization or other. The “case” may be an actual case from practice (if consent is obtained) or represent a composite of cases (if consent is not obtained).

The paper will also provide an overview of how the student worked with the case presented, and/or how the student may have worked differently in hindsight. The student will clearly demonstrate ways in which their practice strategies and/or interventions were grounded in the theoretical frameworks germane to their substantive areas of practice. Students should identify noted gaps between theory and practice. The student’s knowledge of the problem area and application of an intervention approach should typically be critiqued from a social justice/anti-oppressive perspective including reflection on the impact of self in social work practice. As in real life the case does not need to represent the “perfect” application of theory to practice.

The tasks:

The following headings are suggested as guidelines:

1. Introduction - Introduce the context within which the problem situation or case exists, why you selected this particular case for the assignment, and its relevance for social work.
2. Case description - Provide a brief description of the case, including relevant background context and the key area of concern, questions, or issue for analysis.
3. Theoretically grounded analysis of the “case” - critically describe and analyze the theoretical knowledge base related to the substantive practice area(s) associated with the “case. How do the theoretical perspectives identified in Assignment 3 help advance your understanding of the issues of concern? How do they inform your interventions?

4. Intervention - Based on your case assessment, understanding and analysis, describe and critique your actual (or hypothetical) practice interventions or approach to the case. "What 'worked' and what didn't? What gaps between theory and practice did you observe? What alternative interventions may be applicable?"
5. Conclude the paper by discussing your personal and professional learnings, including whether any held biases were challenged. Consider also how you will apply your learning to your future clinical practice.

Length – 2500-3000 words (10-12 pages double spaced, not including references, APA 7th formatting).

Assignment 4: Program evaluation plan (15%)

Due Dates: Monday, March 14

Aligned course learning outcomes: 1, 2

Students will submit a plan to evaluate the intervention described in Assignment 3 - How did/could you or your organization 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. Include reflection on any social justice issues that may arise.

Assignment 5– Capstone Oral Presentations (Weight 20% - graded as a Pass/Fail)

Due Dates: April 7, 12 & 14

Aligned with learning outcomes 1-5.

Student presentations- conference-style format. This final presentation aims to be a synthesis product that highlights and transmits some key learning or aspects of their MSW journey. Students may utilize/integrate technology, such as a website, Prezi, PPT, digital story telling or not, depending on their own preference and comfort. Each student will be allotted 30 minutes and will be expected to present for 20 minutes and use 10 minutes to engage and respond to questions/comments from audience members.

Students will be assessed based on their oral presentation only. Assessment elements will include knowledge of their subject, communication skills (verbal and non-verbal), and interaction skills.

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 seminar 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

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm 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

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Assignments submitted after the due date may be penalized with a grade reduction.

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 7th 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 **Graduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	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. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Any additional suggested readings will be posted in D2L.

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 <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