Fall 2022

Course & Session Number	SOWK 300 L01	Classroom	Online
Course Name	Generalist Practice in Context Theme Course		
Dates and Time	Start of Classes: September 6, 2022 End of Classes: December 7, 2022 Dates and Time: Tuesdays 6:00-8:00pm MST (Specific dates listed in class schedule below) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Olivia Cullen, PhD Candidate, RSW	**Office Hours**	As required
UCalgary E-mail	Olivia.cullen@ucalgary.ca	**UCalgary Phone**	Please use email

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization**.** We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that equity does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

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[1] In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy.](#)

SYLLABUS STATEMENT

Examination of the professional use of self in relation to the knowledge, values, and skills pertaining to the approaches of generalist social work practice in rural, remote, and Aboriginal communities. Course Hours: 6 units; F (6-0)

COURSE DESCRIPTION

Through readings, discussion, lectures and other class activities, students are introduced to the core concepts of generalist social work practice. A series of modules address skills, theories, and approaches of generalist practice. These modules include generalist practice; critical thinking and approaches to social work practice; crisis, task-centered, and systems & ecological approaches; strengths, narrative, solution focused, empowerment & advocacy approaches; and Indigenous and Diverse Contexts for Practice.

This course will be delivered fully **online** via Desire2Learn (D2L) and Zoom and will be delivered in a series of six modules. Each of the modules will include a variety of learning activities, including asynchronous activities and synchronous Zoom sessions. A full list and description of each activity in each module will be listed on the D2L site for the course.

COURSE LEARNING OUTCOMES

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

1. Articulate the conceptual elements of various social work theoretical approaches;
2. Identify the cultural assumptions and biases underlying generalist social work practice and critique its application in diverse contexts;
3. Discuss major theoretical frameworks in social work as they pertain to generalist social work practice;
4. Demonstrate critical thinking in appraising various theoretical approaches to social work practice;
5. Apply a range of theoretical approaches to varying contexts for social work practice;
6. Understand and integrate an anti-oppressive approach to generalist practice;
7. Demonstrate critical reflection and reflexivity in their analysis of social work theories and contexts, as it relates to their own social location and their own choice of practice framework(s).

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook for this course; all readings will be available through D2L and/or the University of Calgary Library.

Module 1 readings:

Payne, M. (2014). *Modern Social Work Theory.* (4th ed; 3-29). Oxford University Press.
https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4764057
Single-User eBook, however, students can download up to 70 pages per day

Fortier, C. & Wong, E. H. (2019). The settler colonialism of social work and the social work of settler colonialism. *Settler Colonial Studies, 9*(4), 437-456. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/2201473X.2018.1519962

Healy, L. (2008). Exploring the history of social work as a human rights profession. *International Social Work*, *51*(6), 735–748. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/10.1177/0020872808095247

Module 2 readings:

Fook, J. (2015). Reflective practice and critical reflection. In J. Lishman (Ed.), *Handbook for practice learning in social work and social care: Knowledge and theory* (pp. 442-454, 3rd ed.). Jessica Kingsley Publishers.
https://ezproxy.lib.ucalgary.ca/login?qurl=https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cdocument%7C3368749?account_id=9838&usage_group_id=107435

Thompson, N. (2018). Theory and methods in practice contexts: Theorizing Practice. In N. Thompson & P. Stepney (Eds.), *Social Work Theory and Methods* (pp.9-25). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781315210223/social-work-theory-methods-thompson-neil-stepney-paul

Heron, B. (2005). Self-reflection in critical social work practice: Subjectivity and the possibilities of resistance. Reflective Practice, 6(3), 341-351. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/14623940500220095

Module 3 readings:

Read for Oct. 11 class:

Rooney, R. (2018). Task-Centered Practice. In N. Thompson & P. Stepney (Eds.), *Social Work Theory and Methods* (pp. 94-104). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781315210223/social-work-theory-methods-thompson-neil-stepney-paul

Thompson, N. (2018). Crises Intervention. In N. Thompson & P. Stepney (Eds.), *Social Work Theory and Methods* (pp. 105-115). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781315210223/social-work-theory-methods-thompson-neil-stepney-paul

Read for Oct. 18 class:

Langer, & Lietz, C. A. (2015). *Applying theory to generalist social work practice a case study approach* (pp. 27-55). John Wiley & Sons, Inc. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1874136

Greene, R.R., Wright, M., Herring, M., Dubus, N., & Wright, T. (2019). RESM assessment and intervention: Ecological and systems theory. In R. R. Greene, M. Wright, N. Dubus, & T. Wright (Eds.). *Human behavior theory and social work practice with marginalized oppressed populations* (1st ed; pp. 31-49). Routledge. https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780429489198

Module 4 readings:

Read for Oct. 25 class:

Simmons, C. A., Shapiro, V. B., Accomazzo, S., & Manthey, T. J. (2016). *Strengths-based social work: A social work metatheory to guide the profession.* In N. Coady & P. Lehmann Coady, N., & Lehmann, P. (Eds.). *Theoretical perspectives for direct social work practice: A generalist-eclectic approach* (pp. 131-155). Springer Publishing Company. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4519171

Roscoe, K. (2019). Narrative social work: Key Concepts. In M. Payne & E. Reith-Hall (Eds.). *The Routledge Handbook of Social Work Theory* (pp. 246 – 255). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781315211053/routledge-handbook-social-work-theory-malcolm-payne-emma-reith-hall

Langer, & Lietz, C. A. (2015). *Applying theory to generalist social work practice a case study approach* (pp. 210-229). John Wiley & Sons, Inc. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1874136

Read for Nov. 1 class:

Baines, D., Tseris, E., Waugh, F. (2018). Activism and Advocacy. In N. Thompson & P. Stepney (Eds.), *Social Work Theory and Methods* (pp. 215-226). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781315210223/social-work-theory-methods-thompson-neil-stepney-paul

Stepney, P. (2019). *Empowerment ideas in social work.* In M. Payne & E. Reith-Hall (Eds.). *The Routledge Handbook of Social Work Theory* (pp. 331-339). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781315211053/routledge-handbook-social-work-theory-malcolm-payne-emma-reith-hall

Wilks, T. (2019). *Advocacy ideas in social work.* In M. Payne & E. Reith-Hall (Eds.). *The Routledge Handbook of Social Work Theory* (pp. 350-360). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781315211053/routledge-handbook-social-work-theory-malcolm-payne-emma-reith-hall

Module 5 readings:

Choate, P. (2019). The call to decolonise: Social work's challenge for working with Indigenous peoples. *British Journal of Social Work,* 49(4), 1081-1099. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcz011

Truth and Reconciliation Commission of Canada. (2015). *Calls to action.* https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf

Schmid, J. & Morgenshtern, M. (2022). In history's shadow: Child welfare discourses regarding Indigenous communities in the *Canadian social work* journal. *International Journal of Child, Youth and Family Studies, 13*(1), 145-168. https://doi.org/10.18357/ijcyfs131202220662

Module 6 readings:

Choose at least two of the following readings in an area of interest, or select an article/reading of your choice in an area relating to social work practice with diverse populations:

Giwa, S., Mullings, D. V., Adjei, P. B., & Karki, K. K. (2020). Racial erasure: The silence of social work on police racial profiling in Canada. *Journal of Human Rights and Social Work, 5*. 224-235. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s41134-020-00136-y

Sewpaul, V. (2016). The West and the rest divide: Human rights, culture, and social work. *Journal of Human Rights and Social Work, 1.* 30-39. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s41134-016-0003-2

Dominelli, L. (2021). A green social work perspective on social work during the time of COVID-19. *International Journal of Social Welfare, 30.* 7-16. https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/ijsw.12469

Finn, J. L., Nybell, L. M., & Shook, J. J. (2010). The meaning and making of childhood in the era of globalization: Challenges for social work. *Children and Youth Services Review, 32*(2), 246-254. https://doi.org/10.1016/j.childyouth.2009.09.003

Hicks, S., & Jeyasingham, D. (2016). Social work, queer theory and after: A genealogy of sexuality theory in neo-liberal times. *British Journal of Social Work, 46*(8), 2357-2373. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcw103

Este, D. & Sato, C. (2020). Community organizing with immigrants and refugees. In S. Todd & S. Savard (Eds.). *Canadian Perspectives on Community Development*, (pp. 255 – 276). University of Ottawa Press. https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1879701/canadian-perspectives-on-community-development/2629097/

Daley, M. R. & Avant, F. L. (2014). Down-home social work: A strengths-based model for rural practice. In T. L. Scales, C. L. Streeter, & H. S. Cooper (Eds.). *Rural social work: Building and sustaining community capacity (2nd Ed;* pp. 5-18). Wiley. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1273520

Dominelli, L. (2019). Green social work, political ecology and environmental justice. In S. A. Webb (Eds). *The Routledge Handbook of Critical Social Work.* (pp. 233-243). Routledge. https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781351264402

Noble, C. & Ottmann, G. (2020). Right wing nationalist populism and social work. In C. Noble & G. Ottmann (Eds.). *The challenge of right-wing nationalist populism for social work* (pp. 1-14). https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780429056536

MacDonald, J., Cooper, S., & Myers, M. (2020). "Nothing about us without us": (dis)Ability community development in Nova Scotia. In S. Todd & S. Savard (Eds.). *Canadian Perspectives on Community Development*, (pp. 301 – 320). University of Ottawa Press. https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1879701/canadian-perspectives-on-community-development/2629097/

Carey, M. (2019). Issues of ageing, social class, and poverty. In S. A. Webb (Eds). *The Routledge Handbook of Critical Social Work.* (pp. 256-266). Routledge. https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781351264402

Hulko, W., Brotman, S., Stern, L., & Ferrer, I. (2019). *Gerontological social work in action: Anti-oppressive practice with older adults, their families, and communities,* (pp. 36-54). Routledge. https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315207735

Arguello, T. (2019). *Queer social work: Cases for LGBTQ+ affirmative practice*. Columbia University Press. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_askewsholts_vlebooks_9780231550604 (Any Chapter).

Bernard, C. (2021)*. Intersectionality for social workers: A practical introduction to theory and practice.* Routledge. https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780429467288 (Chapter 2 or 3).

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 300 is one of the four foundation theme courses in the BSW Virtual Learning Circles Program. It must be completed concurrent with SOWK 301 – Generalist Practice in Context Portfolio Project.

CLASS SCHEDULE

Important Dates for Fall 2022
- o Start of Term: Monday, August 29, 2022
- o End of Term: Friday, December 23, 2022
- o Fee deadline: Friday, September 23, 2022
- o Labour Day, no classes: Monday, September 5, 2022
- o National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- o Thanksgiving Day, no classes: Monday, October 10, 2022
- o Remembrance Day, no classes: Friday, November 11, 2022

This course will be delivered in a series of six modules. Modules 1, 2, 5, and 6 will have one Zoom session and modules 3 and 4 will have two Zoom sessions. Please find the schedule below with the module dates and Zoom sessions. Students are required to attend all Zoom sessions for the course.

Module Dates	Module: Topic	Zoom sessions
Tue Sep 6 – Sun Sep 18	Module 1: Generalist Practice	Tuesday Sep. 13, 6:00-8:00pm MST
Mon Sep 19 – Sun Oct 2	Module 2: Critical Thinking & Approaches to Social Work Practice	Tuesday Sep. 27, 6:00-8:00pm MST
Mon Oct 3 – Wed Oct 19	Module 3: Crisis, Task-Centered, Systems & Ecological Approaches	Tuesday Oct 11, 6:00-8:00pm MST Tuesday Oct 18, 6:00 – 8:00pmMST
Thu Oct 20 – Sat Nov 5	Module 4: Strengths, Narrative, Solution-Focused, Empowerment & Advocacy Approaches	Tuesday Oct 25, 6:00-8:00pm MST Tuesday Nov 1, 6:00-8:00pm MST
Sun Nov 6 – Sat Nov 12	Fall Break	No classes
Mon Nov 14 – Fri Nov 25	Module 5: Indigenous Contexts for Practice	Tuesday Nov. 15, 6:00-8:00pm MST

Sat Nov 26 – Wed Dec 7	Module 6: Diverse Contexts for Practice	Tuesday Dec. 6, 6:00-8:00pm MST

Instructional Hours
Synchronous Zoom Sessions – 16 hours (see timetable above)
Asynchronous Activities
- View pre-recorded lectures – around 1.5 hours for each module (9 hours)
- Independent viewing of course related videos and demonstrations (2 hours)
- Participation in online discussion forms – original posts and replies to peers (9 hours)
- Application of class material to case studies and/or reflective activities (3 hours)

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) 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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING
The instructor may use Zoom 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: Social Work & World Events (25%) – Due October 2nd by 11:59pm

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

Assignment Description: Critical reflection is a key social work skill; this can help us to understand how we come to know what we know and how this impacts our social work practice. In this assignment, students will choose a current real-world issue/event (local or global; e.g., Covid-19) and provide a

critical reflection on: 1) their personal understandings of this issue/event; 2) how this event is portrayed in media, and 3) what role the social work profession could play in addressing the issue/event. Students will take knowledge gained from Module 1 and 2 to use critical reflection skills to discuss their understanding the issue/event, including a reflection on how they have come to know what they know. Students will provide critical reflection on how this issue/event is portrayed in different media (e.g., news outlets, social media) and how this influences one's understanding of an issue. Finally, students will reflect on the profession of social work and what role social workers could or do play in addressing their chosen issue/event.

Students have the option to complete this assignment in various formats including written or digital/video presentations. Written papers should be 1000-1250 words (4-5 pages double-spaced) in APA format. Digital/video presentations should be 7-9 minutes with APA references as necessary. Should students have another format in mind, they can discuss this individually with the instructor for approval.

Student assignments will be evaluated on:
- Demonstration of self-awareness and reflexivity of how student's values, beliefs, worldview, social location, and other factors influences how they have come to know what they know and how this influences their understandings of world events;
- Student engagement with various media sources to provide critical reflection and analysis of how media and various dominant or non-dominant discourses influence how world events are portrayed in media;
- Demonstration of knowledge of the social work profession and how the profession could be (or is) involved in addressing world events;
- And use of appropriate resource materials to support the discussion, organization of information, effectiveness of communication (clarity, grammar), and adherence to APA.

Further assignment details including reflective questions and more detail on different format options will be provided on D2L.

Assignment 2: Case Application (35%) – Due November 20th by 11:59pm

Aligned Course Learning Outcomes: 1, 3, 4, 5, 6, 7

Assignment Description: For this assignment, students will select a social work theory of their choice (can be ones discussed in class or other) to demonstrate an understanding of the theory, and the application of the theory to a case study. At least 3 cases will be posted on D2L for students to choose from, including an individual, group, and a community case. Students can also develop their own case but must discuss with the instructor for approval. Student case applications should be 2,000-2,500 words (8-10 pages double-spaced), in APA format.

Student assignments will be evaluated on:

- Demonstration of a comprehensive understanding of the social work theory selected including foundation and knowledge base of the theory, main tenets of the theory, strengths, and limitations;
- Application of the theory to a case study, including how the theory informs their understanding, assessment and/or analysis of the case, and possible interventions to utilize in the case;

- And use of appropriate resource materials to support the discussion, organization of information, effectiveness of communication (clarity, grammar), and adherence to APA.

Further assignment details including cases will be provided on D2L.

Assignment 3: Reflections on key learnings (20%) – Due December 12ᵗʰ by 11:59pm MST

Aligned Course Learning Outcomes: 1, 4, 5, 6, 7

Assignment Description: After completing all modules and learning about various social work theories, students will reflect on their course learnings generally, as well as in specific relation to the issue or event chosen in Assignment 1. This assignment will be separated into two parts. The first part will require students to reflect on key learnings from Modules 5 and 6. The second part will require students to reflect on the issue/event they chose for Assignment 1 and discuss how the theories and approaches discussed in this course have influenced, changed, or challenged their understanding of this issue/event.

Students have the option to complete this assignment in various formats including written, digital/video presentations, or audio presentation/podcasts. Written papers should be 500-750 words (2-3 pages double-spaced) in APA format. Video/audio presentations should be 4-5 minutes with APA references as necessary. Should students have another format in mind, they can discuss this individually with the instructor for approval. In all format, students are required to address the following:

1) Offer a critical overview of 2-3 key learning gained in Modules 5 and 6. As part of this, discuss your understanding of decolonization of social work practice.
2) Discuss how/if your course learnings have changed your understanding of the social work profession and its role in addressing the issue/event you chose for Assignment 1.
3) Reflect on how course learnings have influenced your social work identity, and current or future social work practice.

Student assignments will be evaluated based on:

- Demonstration of critical thinking, analysis, and reflection on course learnings and the integration of theory in social work practice and professional identity;

- Demonstration of theoretical understandings and how theory influences our understanding of world events, including reflection on theoretical influences, changes, or challenges to previous understandings;

- Use of appropriate resource materials to support the discussion, organization of information, effectiveness of communication (clarity, grammar), and adherence to APA.

Assignment 4: Participation (20%) – Ongoing; Self-evaluation Due December 12ᵗʰ by 11:59pm

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Assignment details: The participation grade awards you marks for your dedication for being an active learner in the different components of the course. The participation grade will be allocated based on the following elements:

- Your active engagement and participation the D2L discussion boards. You are expected to contribute <u>at least 2 postings per module</u> to the discussion boards. At least one of these contributions needs to be your original post (the other can be a reply to a peer).

- Keep in mind that just logging on is not the same as actively participating. Assessment of posts will be based on timeliness, relevance, and quality. Quality of postings will be assessed based on the depth of the contribution – therefore, postings that reflect application of ideas, combination of concepts, evaluation, critique, etc. will be graded higher than those that restate or repeat information.

- Postings to the discussion board should demonstrate a scholarly contribution to issues being discussed in class. We expect you to be open about your reactions to topics and respectfully challenge one another. We also encourage and expect you to take the lead in facilitating D2L discussions to focus on issues that are of interest, relevance and importance to you.

- Your attendance and active participation in the Zoom sessions. You are required to attend and participate <u>in all eight Zoom sessions</u> for the course. If you must miss a session for a valid reason, please contact the instructor.

At the end of the term, submit a self-evaluation (Template will be provided on D2L) of course participation in which you assess your contribution to course activities. Your participation mark will be based on your ongoing timely presence in the different aspects of the course and your self-evaluation. Marks will be assigned as follows:

- Modules 1-6 discussion boards (minimum 2 postings per module) = 6 marks (1 mark X 6 modules)

- Zoom sessions (attendance and active participation in 8 Zoom sessions) = 12 marks (1.5 marks X 8 sessions)

- Self-evaluation = 2 marks

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

<u>ATTENDANCE AND PARTICIPATION EXPECTATIONS</u>

- Students are expected to attend all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor <u>prior to the session</u> when possible.

- 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.

<u>GUIDELINES FOR SUBMITTING ASSIGNMENTS</u>

- Please submit all assignments electronically through their respective Dropbox in D2L. Written assignments should be submitted in Word format. 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 at the discretion of the instructor.

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 (7th edition). 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. This grading system overrides the grading system in D2L.

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		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

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

Additional suggested readings or resources are available on 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's Code of Conduct.

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).

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. 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. Please refer to the full policy on Student Accommodations.

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 before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the Integrity and Conduct section in the University of Calgary Calendar.

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 who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the Copyright Act 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 and Gender-based 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.

Other Important Information

Please visit the Registrar's website 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