



Course & Session Number	SOWK 300 L05	Classroom	Online via Zoom
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: Monday, 6:00-8:00 pm; Zoom sessions; Sept. 12, 19, 26; Oct. 3, 10, 17, 24, 31; Nov. 14, 21, 28; Dec. 5 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Iris Plain Eagle, MSW RSW	Office Hours	Friday 12:00-1:00 (by Zoom link)
UCalgary E-mail	Iris.plaineagle@ucalgary.ca	UCalgary Phone	403-977-4447 (cell)

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.

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 practice of generalist social work practice in rural, remote, and Aboriginal communities.

COURSE DESCRIPTION

Through readings, discussion, lectures and class activities, students are introduced to the core concepts of generalist social work practice. The course addresses skills, theories, and approaches of generalist practice. The course includes generalist practice; critical thinking, approaches to social work practice; approaches, perspectives, connecting theory to practice. A generalist social work practice exploring racial justice, equity, diversity, inclusion, indigenization, responses to calls for truth, and reconciliation issues facing equity deserving groups is a foundational learning of this course.

This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

There will be 12 synchronous Zoom sessions throughout the term (Sept. 12, 19, 26; Oct. 3, 10, 17, 24, 31; Nov. 14, 21, 28; Dec. 5; Monday, 6:00-8:00 pm), and each will be recorded.

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).

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Textbook:

Zastrow, C.H., & Hessenauer, S.L. (2021). *Generalist social work practice: A worktext* (12th ed). Oxford University Press

Required Readings:

Francis, C., Cherian, R. M., & Alex, R. G. (2022). Understanding the personality of single and married women: Implications for women-centred social work practice. *Aotearoa New Zealand Social Work Review*, 34(1), 100–112.

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=157022177&site=ehost-live>

Jackson, K. F., & Samuels, G. M. (2011). Multiracial competence in social work: Recommendations for culturally attuned work with multiracial people. *Social Work*, 56(3), 235–246.

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sw&AN=81436&site=ehost-live>

Kendler. (2003). “Truth and Reconciliation”: Workers’ Fear of Conflict in Groups. *Social Work with Groups* (New York. 1978), 25(3), 25–41.

https://doi-org.ezproxy.lib.ucalgary.ca/10.1300/J009v25n03_03

Kritsotakis, Galanis, P., Papastefanakis, E., Meidani, F., Philalithis, A. E., Kalokairinou, A., & Sourtzi, P. (2017). Attitudes towards people with physical or intellectual disabilities among nursing, social work and medical students. *Journal of Clinical Nursing*, 26(23-24), 4951–4963.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/jocn.13988>

Madibbo, A. (2020). Reverse Inclusion: Black Francophones in the Interface between Anti-Black Racism and Linguicism. *Canadian Review of Sociology*, 57(3), 334–355.

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=145403761&site=ehost-live>

McCauley, & Matheson, D. (2018). Social Work Practice with Canada’s Indigenous People: Teaching a Difficult History. *Practice* (Birmingham, England), 30(4), 293–303.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/09503153.2018.1483493>

Nadal, Wong, Y., Issa, M.-A., Meterko, V., Leon, J., & Wideman, M. (2011). Sexual Orientation Microaggressions: Processes and Coping Mechanisms for Lesbian, Gay, and Bisexual Individuals. *Journal of LGBT Issues in Counseling*, 5(1), 21–46.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/15538605.2011.554606>

Payne, M. (2014). *Modern social work theory*. Macmillan Education UK.
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4764057>

(It's a Single-User ebook, however, students can download up to 70 pages per day)

Ramírez, G. (2021). Who Am I and What Is My Role in Reconciliation with Indigenous Peoples? *Journal of Intercultural Studies*, 42(3), 346–361.
<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/07256868.2021.1935617>

Reynaud, A.-M. (2014). Dealing with Difficult Emotions: Anger at the Truth and Reconciliation Commission of Canada. *Anthropologica*, 56(2), 369–382.
<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/24467311>

Social Work Coalition for AntiRacist Educators. (2020, June 30). SWCAREs: Social work so white w rachel Cargle [Video]. YouTube. <https://youtu.be/WA5ZwkfHLCA>

Terpstra, Lehto, R., & Wyatt, G. (2021). Spirituality, Quality of Life, and End of Life Among Indigenous Peoples: A Scoping Review. *Journal of Transcultural Nursing*, 32(2), 161–172.
<https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/1043659620952524>

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

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 Learning Circles Program. It must be completed concurrent with SOWK 301 – Generalist Practice in Context Portfolio Project.

CLASS SCHEDULE

Important Dates for Fall 2022

- Start of Term: Monday, August 29, 2022
- End of Term: Friday, December 23, 2022
- Fee deadline: Friday, September 23, 2022
- Labour Day, no classes: Monday, September 5, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022

- Thanksgiving Day, no classes: Monday, October 10, 2022
- Remembrance Day, no classes: Friday, November 11, 2022
- Class Dates and Time: Monday, 6:00-8:00 pm; Zoom sessions; Sept. 12, 19, 26; Oct. 3, 10, 17, 24, 31; Nov. 14, 21, 28; Dec. 5

Date	Topic	Reading, View, Listen, D2L Discussion, Assignments Due
Monday, August 29	Start of Term	Begin reviewing course D2L site
Tuesday, September 6	Start of Classes	Reviewing course D2L site continues
September 6-11	Reading text chapters, Reading Articles, Viewing Youtube	Read Text: Chapter 1 Overview of Social Work Practice & Chapter 2 Surviving and Enjoying Social Work (Zastrow & Hessenauer, 2021) Read Articles: (Nadal et al., 2011); (McCauley & Matheson, 2018); View: (Social Work Coalition for AntiRacist Educators, 2020)
September 9	Main Discussion	Main discussion due 11:59 pm
September 11	Replies	Replies Due
Monday, September 12	Zoom session: Class #1 Review Course Outline, Generalist practice, diversity, inclusion	Class: 6:00-8:00 pm
September 12	Quiz	Quiz due 11:59 pm
September 12-18-	Reading text chapters, Reading Articles Read E-Book	Read Text: Chapter 3 Social Work Values Read: (Payne, 2014) online access; Chapter 11 Empowerment & Advocacy Read Articles: (Kritsotakis et al., 2017); (Madibbo, 2020); (Francis et al., 2022).
September 16	Main Discussion	Main discussion due 11:59 pm
September 18	Replies	Replies Due
Monday, September 19	Zoom session: Class #2 Generalist practice, diversity, inclusion	Class: 6:00-8:00 pm
September 19	Quiz	Quiz due 11:59 pm
September 19-25	Reading text chapters Read E-Book	Read Text: Chapter 4-Assessment Chapter 5-Social Work with Individuals-Interviewing

		Read: (Payne, 2014) online access; Chapter 9 Strengths, narrative and solution practice
September 23	Main Discussion	Main discussion due 11:59 pm
September 25	Replies	Replies Due
Monday, September 26	Zoom session: Class #3 Generalist Practice, equity	Class: 6:00-8:00 pm
September 26	Quiz	Quiz due
September 26-October 2	Reading text chapters, Reading Articles Read E-Book	Read Text: Chapter 6-Social Work with Individuals Problem -Solving and Intervening Read Articles: (Jackson & Samuels, 2011) Read: (Payne, 2014) online access; Chapter 5 Crisis and task-centred practice
September 30	Main Discussion	Main discussion due 11:59 pm
October 2	Replies	Replies Due
October 2	Assignment 3: First Role Play Video	First Role Play Due, post to discussion forum & Dropbox
Monday, October 3	Zoom session: Class #4 Critical Thinking & Approaches to Social Work Practice, equity	Class: 6:00-8:00 pm
October 3	Quiz	Quiz due 11:59 pm
October 3-October 9	Reading text chapters, Reading Articles	Read Text: Chapter 7 Social Work with Groups: Types of Groups and Guidelines for Leading Them Read Articles: (Kendler, 2003); (Reynaud, 2014)
October 7	Main Discussion	Main discussion due 11:59 pm
October 9	Replies	Replies Due
October 9	Assignment 3: First Role Play Pair feedback	Assignment 3: First Role Play pair feedback Due, post to discussion forum
Monday, October 10	Zoom session: Class #5 Critical Thinking & Approaches to Social Work Practice, equity	Class: 6:00-8:00 pm
October 10	Quiz	Quiz due 11:59 pm
October 10-October 16	Reading text chapters Read E-Book	Read Text: Chapter 8 Social Work with Families

		Read: (Payne, 2014) online access; Chapter 3 Connecting Theory and Practice & Chapter 7 Systems & Ecological practice
October 14	Main Discussion	Main discussion due 11:59 pm
October 16	Replies	Replies Due
October 16	Assignment 3: Journal	Assignment 3: Journal first submission due
Monday, October 17	Zoom session: Class #6 Theory, racial justice	Class: 6:00-8:00 pm
October 17	Quiz	Quiz due 11:59 pm
October 17-October 23	Reading text chapters Read E-Book	Read Text: Chapter 9 Social Work with Organizations Read: (Payne, 2014) online access; Chapter 14 Anti-oppressive and multicultural sensitivity approaches to practice
October 21	Main Discussion	Main discussion due 11:59 pm
October 23	Replies	Replies Due
Monday, October 24	Zoom session: Class #7 Theory, Racial Justice	Class: 6:00-8:00 pm
October 24	Quiz	Quiz due 11:59 pm
October 24-October 31	Reading text chapters Reading Articles	Read Text: Chapter 10 Social Work Community Practice Read & View: (Truth and Reconciliation Commission of Canada, 2015)
October 28	Main Discussion	Main discussion due 11:59 pm
October 30	Replies	Replies Due
October 30	Assignment 3: Second Role Play Video	Second Role Play Due, post to discussion forum & Dropbox
Monday, October 31	Zoom session: Class #8 Theory, Issues Facing Equity deserving Groups	Class: 6:00-8:00 pm
October 31	Quiz	Quiz due 11:59 pm
October 31-October 5	Reading text chapters	Read Text: Chapter 11 Practice Evaluation & Program Evaluation
Sunday-Saturday, November 6-12	Term Break, no classes	Term Break, no classes
November 13	Assignment 3: Second Role Play Pair feedback	Assignment 3: Second Role Play pair feedback Due, post to discussion forum

Monday, November 14	Zoom session: Class #9 Theory, Issues Facing Equity deserving Groups	Class: 6:00-8:00 pm
November 14	Quiz	Quiz due 11:59 pm
November 14-November 20	Reading text chapters Reading Articles	Read Text: Chapter 12 Social Work Practice with Diverse Individuals, Families, Groups, and Communities Read: (Ramirez, 2021)
November 18	Main Discussion	Main discussion due 11:59 pm
November 20	Replies	Replies Due
November 20	Assignment 3: Journal	Assignment 3: Journal second submission due
Monday, November 21	Zoom session: Class #10 Indigenous Contexts for Practice, Indigenization	Class: 6:00-8:00 pm
November 21	Quiz	Quiz due 11:59 pm
November 21-November 27	Reading text chapters	Read Text: Chapter 13 Spirituality & religion in Social Work Practice Read: (Terpstra et al., 2021)
November 25	Main Discussion	Main discussion due 11:59 pm
November 27	Replies	Replies Due
Monday, November 28	Zoom session: Class #11 Indigenous Contexts for Practice, Responses to calls for truth, and reconciliation	Class: 6:00-8:00 pm
November 28	Quiz	Quiz due 11:59 pm
November 28-December 4	Reading text chapters	Read Text: Chapter 14 Transitions & Endings in Social Work Practice
December 2	Main Discussion	Main discussion due 11:59 pm
December 4	Replies	Replies Due
Monday, December 5	Zoom session: Last Class #12 Diverse Contexts for Practices, Course Ending	Last Class: 6:00-8:00 pm
December 5	Quiz	Quiz due 11:59 pm
Wednesday, December 7	End of Classes	End of Classes
December 8	Assignment 4: Paper	Assignment 4: Paper Due submit to Dropbox

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: Discussion Board

Weight 25%

Weight Main Discussion: 15%

Weight Replies: 10%

Main discussion & replies due weekly

Main discussion due (Friday): September 9, 16, 23, 30; October 7, 14, 21, 28; November 18, 25; December 2

Replies due (Sunday): September 11, September 18, September 25, October 2, October 9, October 16, October 23, October 30, November 20, November 27, December 4

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

These weekly assigned discussion forum activities will focus on the profession of social work drawing from Zastrow, Hessenauer, Generalist Social Work Practice, 12e text chapter, lectures, and assigned journal article mandatory readings. Student learning emphasizes generalist social work practice along with theory to practice, racial justice, equity, diversity, inclusion, indigenization, responses to calls for truth, and reconciliation issues facing equity deserving groups.

Discussion forum postings will emphasize student social work understanding of the assigned course text chapters, lectures, and journal article mandatory readings. Discussion forum postings are expected to represent student social work values, principles, ethics, perspectives, critical thinking, and analysis. One main discussion post is contributed by the student for each weekly assigned activity. In addition, two replies are required and made to two separate peer main discussions each week. Student replies will be

professional, build on the main discussion, and offer a new social work perspective not discussed by the peer. Student's will maintain their own thread by acknowledging peer conversation posts. All activity main discussion and reply posts to two peers will adhere to the APA 7th edition standards with clear in-text citations for all paraphrasing or direct quotes informed by the scholarly literature. An APA 7th edition, reference list, will be complete for each main discussion as well as, for both of the two reply posts. Students will appreciate and respect the diverse perspectives of peers for all discussions within the forum and will treat each other with the utmost respect and dignity. It is expected that students will demonstrate within the discussion forum social work professionalism in their writing, participation, and engagement. Discussion forum and topics are found in the D2L course site.

Assignment 2: Quiz

Weight 20%

Quizzes Due weekly

Quiz due (Monday): September 12, 19, 26; October 3, 10, 17, 24, 31; November 14, 21, 28; December 5

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

These weekly assigned quiz activities will focus on the profession of social work drawing from Zastrow, Hessenauer, Generalist Social Work Practice, 12e text chapter and assigned journal article mandatory readings. Student learning emphasizes generalist social work practice along with theory to practice, racial justice, equity, diversity, inclusion, indigenization, responses to calls for truth, and reconciliation issues facing equity deserving groups.

Quizzes will be completed by students after reading their assigned Generalist Social Work Practice, 12e text chapters and journal article mandatory readings. The quizzes will consist of multiple choice and true or false learning objective questions. Quizzes are found in the D2L course site. The assigned weekly activities are structured with an established due date and students will adhere to this schedule to share their social work perspective and in turn learn the same of their class peers.

Assignment 3: Role play & Journal

Weight Two Role-play: 15%

Weight Journal: 15%

Total Assignment Weight: 30%

First Role-Play Due: October 2, 2022, 11:59 pm submit to Discussion Board Forum & Dropbox in D2L

First Role-Play Peer Feedback Postings due: October 9, 2022

First submission of Journal Due: October 16, 2022, 11:59 pm submit to Dropbox in course D2L

Second Role-Play Due: October 30, 2022, 11:59 pm submit to Discussion Board Forum in D2L

Second Role-Play Peer Feedback Postings due: November 13, 2022

Second submission of Journal Due: November 20, 2022, 11:59 pm submit to Dropbox in course D2L

Aligned Course Learning Outcome: 2, 3, 4, 5, 6

Assignment 3 Role play & Journal requires two components to be completed:

Component 1: Role Play

Students will complete, two recorded social work generalist practice role plays where they will demonstrate their skills of social work practice, values, assessment with clients and; students will demonstrate, in a role play their generalist social work with individuals-interviewing, skills. Each student will represent a diverse population of interest, represented within the mandatory article readings, and include this population, special issues and concerns particular to this population in the role play. Students will review their recording and use this video to critically analyze their social work generalist practice skill and technique. There are two role play recordings required one is focusing on skills of social work practice, values, assessment with clients and; the second recording is focused on generalist social work with individuals-interviewing, skills.

To assist students in their critical analysis of their developing social work generalist practice skills and technique each pair will post their recordings to the discussion board to illicit feedback from their peers and Instructor. Each student pair will create a thread with a brief summarization of their role play to provide context for the class about their recording. Each student pair will provide discussion board social work relevant, professional, and respectful feedback to three other pairs in the class.

Each student will take a turn role playing the client and the social worker. The role-play scenario summaries will be assigned by the instructor and posted to the D2L course area for students to access in preparation for this assignment. The instructor will assign pairs at the beginning of the semester and post this information in the D2L course content area.

Each student pair will post feedback to their peer postings. Each pair will coordinate a feedback and post to at a minimum of two peer postings.

Students will conduct their role plays using their Zoom account system. Student Zoom provisioning setup information is found in the D2L content area. Students will ensure their Zoom role-play is set to record their transcript. By recording the role play using Zoom video and transcript this will allow students to both record and review their social work practice. A rubric for this role play component of assignment 3 will be posted in the D2L content area. Submit to the two role-play videos on the designated due date. Each pair will submit their two videos to the Dropbox in the D2L for grading purposes.

Component 2: Journal

Students will complete a journal of their social work generalist practice skills and technique development experiences that occur during the role play. The journal is to include entries focusing on the student's developing social work generalist practice skills and technique by applying critical reflection. Reflection will consider their social work practice concerning racial justice, equity, diversity, inclusion, indigenization, and issues facing equity deserving groups. Journal entries will demonstrate the students thinking about their social work practice and ability to ask of themselves probing questions that will examine and promote critical thinking for their written reflection. The written reflection will answer the questions the student posed to themselves about their application of the various social work skills and techniques they implemented in the role play. Two submissions of the Journal to the Instructor will be required for this component of the assignment.

Journal writing will be comprehensive in its scholarly content and be academic in tone with attention to representing the student's social work professionalism. Journal entries will adhere to the APA 7th edition standards with clear in-text citations for all paraphrasing or direct quotes informed by the scholarly literature. An APA 7th edition, reference list, will be complete for the journal. The two journal entries will each be a minimum of three (3) double spaced pages. A rubric for this journal component of assignment 3 will be posted in the D2L content area.

Assignment 4: Social Work Practice, Transitions, and Endings with Diverse Populations Paper

Weight Paper: 25%

Total Assignment Weight: 25 %

Paper due: December 8, 2022, 11:59 pm, submit to Dropbox in the course D2L site

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

Social work practice requires students to develop understanding of how to interact with diverse individuals, families, groups, and communities; and social workers must understand how to help client transition or end services. Exploring their understanding of generalist social work skills and practice with diversity students will focus on any one of individuals, families, groups, and communities for this assignment; and describe their social work strategies for working with their chosen individuals, families, groups, or community diverse populations in their practice. Students will discuss in this paper their social work practice process of transitioning their diverse client population to alternate services; and students will discuss their understanding of the social work termination process. Student understanding of their social work generalist practice will emphasize their knowledge of theory to practice, racial justice, equity, diversity, inclusion, indigenization, responses to calls for truth, and reconciliation issues facing equity deserving groups. The student should reflect upon their role as the social worker and then prepare a 6-8 page paper that describes their understanding, strengths, limitations, and actions to correct limitations, and explain how their knowledge of their practice will affect them once they are in the field working as a social work practitioner. Papers will adhere to the APA 7th edition standards for a student paper and include clear in-text citations for all paraphrasing or direct quotes informed by the scholarly literature. It is expected that students will include citations and references from their course textbook and assigned mandatory readings. An APA 7th edition, reference list, will be complete for the paper. Submit the assignment to the Dropbox in the D2L course site.

This paper is graded as Pass/Fail. If students follow the directions above and turn in the paper assignment, they automatically receive full points. However, if students do not follow the instructions above, they will not receive any points for this paper assignment.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. Attending Zoom sessions is strongly encouraged. Your attendance and participate in all the Zoom sessions for the course benefit your learning experience as well as understanding full the

content of this course. If any reasons, you must miss a session, please contact the instructor prior to the session to notify them. For your best learning purpose, you can contact the instructor for an assignment to allow you to catch up the materials of the missing class(es). That assignment will not be counted in the overall grade of this course. It is for your own learning purpose. And there is no penalty if you do not ask for the assignment for a missing class.

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 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

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

EXPECTATIONS FOR WRITING

All writing is expected to be written to social work professional standards. 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 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

Not Applicable

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