



Course & Session Number	SOWK 300 L06	Classroom	Online
Course Name	Generalist Practice in Context		
Dates and Time	Start of Classes: Tuesday, September 6 th End of Classes: Wednesday, December 7 th Dates and Time: Mondays: 6:00 to 8:00 PM (Sept. 12, 26; Oct. 10, 17, 24, 31; Nov. 14; Dec. 5) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Kaltrina Kusari, Sessional Instructor, RSW	Office Hours	As Requested
UCalgary E-mail	Kaltrina.kusari@ucalgary.ca	UCalgary Phone	NA

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 Hours: 6 units; (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 take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected 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 an alternative participation activity (i.e. watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

There will be 8 synchronous Zoom sessions through the term (as indicated in the course schedule) 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

This course does not have a required textbook. Specific module readings are outlined below. Readings will be available through D2L.

Module 1 Readings:

- 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/10.1080/2201473X.2018.1519962>
- Miley, K. K., O'Melia, M., & DuBois, B. (2016). Generalist Social Work Practice. In K.K. Miley, M. O'Melia & B. DuBois (Eds.), *Generalist social work practice: An empowering approach* (8th ed., pp. 1-20). Allyn & Bacon.
http://catalogue.pearsoned.ca/assets/hip/us/hip_us_pearsonhighered/samplechapter/0205789811.pdf
- Payne, M. (2014). The Social Construction of Social Work Theory. M. Payne (Ed). *Modern Social Work Theory*, (pp.3-29). Oxford University Press. [This is a Single-User Ebook offered through the University of Calgary Library. You can download up to 70 pages per day. Please download the required chapter]

Module 2 Readings:

- 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>
- 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

Module 3 Readings:

- 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>
- Payne, M. (2014). Systems and Ecological Practice. M. Payne (Ed). *Modern Social Work Theory*, (pp.184-209). Oxford University Press. [This is a Single-User Ebook offered through the University of Calgary Library. You can download up to 70 pages per day. Please download the required chapter]

Module 4 Readings:

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>

Blundo, R., Bolton, K. W., & Lahmann, P. (2019). Strengths perspective: critical analysis of the influence on social work. In M. Payne & E. Reith-Hall (Eds.). *The Routledge Handbook of Social Work Theory* (pp. 216 – 223). Routledge. <https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781315211053/routledge-handbook-social-work-theory-malcolm-payne-emma-reith-hall>

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>

Desai, S. (2018). Solution-Focused Practice. In N. Thompson & P. Stepney (Eds.), *Social Work Theory and Methods* (pp. 141-153). Routledge. <https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781315210223/social-work-theory-methods-thompson-neil-stepney-paul>

Module 5 Readings:

Clark, K., & Yellow Bird, M. (2020). Confronting professional imperialism and moving towards integrative healing. In *Decolonizing Pathways Towards Integrative Healing in Social Work*, (pp. 70 – 85). Routledge.

Kennedy-Kish, B., Sinclair, R., Carniol, B., & Baines, D. (2017). Diverging Schools of Altruism. In *Case Critical: Social Services and Social Justice in Canada (7th Edition)*, (pp. 76 – 94). Between the Lines. (PDF posted to D2L)

Truth and Reconciliation Commission of Canada. (2015). *Calls to action*. http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf

Module 6 Readings:

Kennedy-Kish, B., Sinclair, R., Carniol, B., & Baines, D. (2017). Naming and Resisting Injustices. In *Case Critical: Social Services and Social Justice in Canada (7th Edition)*, (pp. 28-51). Between the Lines. (PDF posted on D2L)

Choose at least one 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:

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. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct>

Este, D. & Sato, C. (2020). Community organizing with immigrants and refugees. In S. Todd & S. Savard, *Canadian Perspectives on Community Development*, (pp. 255 – 276). University of Ottawa Press.

King, R., Este, D. C., Yohani, S., Duhaney, P., McFarlane, C., & Liu, J. K. K. (2021). Actions needed to

promote health equity and the mental health of Canada's Black refugees. *Ethnicity & Health*, 1–19. <https://doi.org/10.1080/13557858.2021.1955092>

Kusari, K. (2021). Being a helping professional in a transnational context: A framework of practice with forced returnees. *Journal of Constructivist Psychology*, 34(1), 79–97. <https://doi.org/10.1080/10720537.2019.1700857>

Lee, E. O. U. & Brotman, S. (2013). SPEAK OUT! Structural Intersectionality and Anti-Oppressive Practice with LGBTQ Refugees in Canada. *Canadian Social Work Review*, 30(2), 157-183. <https://www.jstor.org/stable/43486768>

Njeze, C., Bird-Naytowhow, K., Pearl, T. & Hatala, A. R. (2020). Intersectionality of Resilience: A strengths-based case study approach with Indigenous youth in an urban Canadian context. *Qualitative Health Research*, 30(13), 2001 – 2018.

Maynard, R. (2017). Devaluing Black life, demonizing Black bodies: Anti-Blackness from slavery to segregation. In *Policing Black Lives in Canada: State Violence in Canada from Slavery to the Present*. (p. TBA). Fernwood Publishing.

Randall, W.L., Clews, R., & Furlong, D. (2015). *The Tales that Bind: A Narrative Model for Living and Helping in Rural Communities*. Toronto Press. Available at University of Calgary Ebook Central: Recommended: Chapter 15 – Recurring Themes p. 156-171. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3297093>

Yan, M., & Chan, S. (2010). Are social workers ready to work with newcomers? *Canadian Social Work*, 12(1), 16-23. <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=62092905&site=ehost-live>

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, camera, 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

- 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 Schedule

This theme 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	Monday Sep. 12, 6:00-8:00pm MST
Mon Sep 19 – Sun Oct 2	Module 2: Critical Thinking & Approaches to Social Work Practice	Monday Sep. 26, 6:00-8:00pm MST
Mon Oct 3 – Wed Oct 19	Module 3: Crisis, Task-Centered, Systems & Ecological Approaches	Monday Oct 10, 6:00-8:00pm MST Monday Oct 17, 6:00 – 8:00pmMST
Thu Oct 20 – Sat Nov 5	Module 4: Strengths, Narrative, Solution-Focused, Empowerment & Advocacy Approaches	Monday Oct 24, 6:00-8:00pm MST Monday, Oct 31, 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	Monday Nov. 14, 6:00-8:00pm MST
Sat Nov 26 – Wed Dec 7	Module 6: Diverse Contexts for Practice	Monday Dec. 5, 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 (20%) – Due October 3rd by 11:59pm MST

Aligned Course Learning Outcomes: 1, 2, 4, 7

Critical reflection is a key social work skill. It helps us 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., Indigenous rights, Covid-19) and provide a critical reflection on: 1) their personal understandings of this issue/event; 2) how this event is portrayed in the media, and 3) the role social workers could play in addressing the issue/event. Students are expected to apply knowledge gained during Modules 1 and 2 to their discussion of the role social workers can play in addressing the chosen issues.

Students have the option to complete this assignment in various formats including written, digital/video presentations, or audio presentation/podcasts. Written papers should be 1000-1250 words (4-5 pages double-spaced) in APA format. Video/audio presentations should be 8-10 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 through discussion of how student's values, beliefs, worldview, social location, and other factors influence what they know, and how this, in turn impacts their understandings of the chosen event/issue;
- 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 the media;

- Demonstration of knowledge of the social work profession and how the profession could be (or is) involved in addressing world events;
- Use of appropriate resource materials to support the discussion, organization of information, effectiveness of communication (clarity, grammar), and adherence to APA.

Further assignment details will be provided on D2L.

Assignment 2: Case Application (35%) – due Monday, November 14th by 11:59pm MST

Aligned Course Learning Outcomes: 3, 4, 5

For this assignment, you will select a social work theory of your choice to demonstrate your understanding of the theory, and then apply the theory to a case provided. At least 3 cases will be posted on D2L for students to choose from, including an individual, group, and a community case. Students will:

- Demonstrate a comprehensive understanding of the social work theory selected in application to the case, including foundation and knowledge base of the theory, main tenets of the theory, strengths, and limitations.
- Apply the theory to a case provided, including their understanding, assessment, or analysis of the case, and possible interventions.

A detailed rubric for the assignment will be provided in class. Length = 2,000 to 2,500 words (8-10 pages double-spaced), plus references. Minimum 5 references.

Assignment 3: Reflections on key learnings (25%) – 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.

A detailed rubric for the assignment will be provided in class.

Assignment 4: Participation (20%) – Self-evaluation due Friday, December 9th by 11:59pm MST

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

- 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 at least 2 postings per module 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 in all eight Zoom sessions for the course. If you must miss a session for a valid reason, please contact the instructor prior to the session to notify them and arrange a make-up assignment.

At the end of the term, submit a self-evaluation (200-400 words) 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

ATTENDANCE AND PARTICIPATION EXPECTATIONS

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

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 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.

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

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

Please see D2L for a list of suggested reading for each module

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