



<b>Course &amp; Session Number</b>	<b>SOWK 555 S01</b>	<b>Classroom</b>	Online
<b>Course Name</b>	Africentric Perspectives in Social Work		
<b>Day(s) &amp; Time</b>	Start of Classes: Sep 6, 2022 End of Classes: Dec 7, 2022 Course withdrawal: September 15, 2022  Synchronous Zoom Sessions: Wednesdays 5:30 - 8:30 p.m. MT.		
<b>Instructors</b>	Instructors: Dr. Patrina Duhaney, PhD and Dr. Regine King, PhD		
<b>U of C E-mail</b>	<a href="mailto:patrina.duhaney@ucalgary.ca">patrina.duhaney@ucalgary.ca</a> ; <a href="mailto:regine.king@ucalgary.ca">regine.king@ucalgary.ca</a>	<b>U of C Phone:</b> (403) 220 -7309 (403) 210-7596	Please email your instructors should you wish to schedule an appointment

**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), 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.

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**

Explores contexts, theories and practice models in working with specific populations.

### **COURSE DESCRIPTION**

Africentric perspectives in social work explores social work practice with people of African descent and emphasizes the importance and centrality of Africentric perspectives and ways of knowing for social work practice while deconstructing the experiences of anti-Black racism. It draws on historical and contemporary contexts to underscore the ways in which slavery, colonization, racism, and other inequities shape the histories, traditions and lived experiences of peoples of African descent.

This course is experiential, relational, and critical of socio-political and economic histories of Black people in Canada and globally. Students will learn strategies and interventions that are grounded in Africentric principles and values that advance and promote social justice in social work. The course combines lectures, expert guest speakers, critical discussions of literature and other relevant materials (e.g., movies, podcasts, case studies) to engage students in a critical examination of their knowledge base in relation to anti-racist work.

### **COURSE LEARNING OUTCOMES**

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

1. Critically analyze historical and contemporary institutional and systemic discrimination, oppression, colonialism and legacy of slavery.
2. Develop critical analysis of anti-Black racism at the micro and macro-level structures and within social work education and practice and identify areas in which to take anti-racist actions against anti-Black racism.
3. Develop a critical consciousness of the past and present social, economic and political systems that have influenced the experiences of people of African descent globally, and particularly in Canada.
4. Critically articulate understanding of African diaspora and African Canadian presence.
5. Demonstrate comprehensive knowledge of African ways of knowing (epistemology).
6. Critically examine ways of integrating and applying Africentric theory and principles that can be applied with people of African descent and other marginalized groups.

### **CO-TEACHING MODEL**

This course adopts a co-teaching model in which planning, organization, delivery and assessment are done collaboratively. Both instructors offer diverse knowledge and varied perspectives. However, to ensure cohesion and an equitable process for all students, it is expected that instructors and students adhere to the following guidelines:

- Assignments will be graded by both instructors; mechanisms are also in place to ensure that each instructor has had an opportunity to view and mark students' work.

- All questions and concerns should be directed to both instructors; students who contact only one instructor will be informed that decisions will be made after consulting with the other instructor.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

Mullings, D. V., Clarke, J., Bernard, W.T., Este, D., & Giwa, S. (2021) (Eds.). *Africentric social work*. Fernwood Publishing.

Additional required readings and audio/visual content are listed in the class schedule in the table below.

### LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site has been set up for this course which contains required readings and other relevant class resources and materials.

Zoom will be used for all synchronous classes. To actively participate in these sessions, you will need a laptop, desktop or mobile device with Internet access and a camera. Speakers are required for easy access to zoom sessions.

Students will have the option of holding group work meetings during the asynchronized times over Zoom, or their chosen platform.

## CLASS SCHEDULE

DATE	TOPIC	REQUIRED TEXTS
Week 1 September 7, 2022	Introduction Relevance of Africentric approaches in social work	<p>Bent-Goodley, T., Fairfax, C. N., &amp; Carlton-LaNey, I. (2017). The significance of African-centered social work for social work practice. <i>Journal of Human Behavior in the Social Environment</i>, 27(1-2), 1-6. <a href="https://doi.org/10.1080/10911359.2016.1273682">https://doi.org/10.1080/10911359.2016.1273682</a></p> <p>Daniel, J. B., &amp; Lowe, T. B. (2014). Social work students' acceptance of Afrocentricity into the social work curriculum. <i>Fort Valley State University Journal of Teaching, Learning, and Scholarship</i>, 1(1), 1-17. <a href="https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.671.4376&amp;rep=rep1&amp;type=pdf">https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.671.4376&amp;rep=rep1&amp;type=pdf</a></p> <p>Schiele, J. H. (1996). Afrocentricity: An emerging paradigm in social work practice. <i>Social Work</i>, 41(3), 284-294. <a href="https://doi.org/10.1093/sw/41.3.284">https://doi.org/10.1093/sw/41.3.284</a></p>

<p>Week 2 September 14, 2022</p>	<p>Historical perspectives to Africentricity: Local and global trends</p>	<p>Pellebon, D. A. (2007). An analysis of Afrocentricity as theory for social work practice. <i>Advances in Social Work</i>, 8(1), 169-183. <a href="https://doi.org/10.18060/139">https://doi.org/10.18060/139</a></p> <p>Schiele, J. H. (2017). The Afrocentric paradigm in social work: A historical perspective and future outlook. <i>Journal of Human Behavior in the Social Environment</i>, 27(1-2), 15–26. <a href="https://doi.org/10.1080/10911359.2016.1252601">https://doi.org/10.1080/10911359.2016.1252601</a></p> <p>* Walmsley, C., Bernard, W. T., &amp; Este, D. (2021). Social work pioneers. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este &amp; S. Giwa (Eds.), <i>Africentric social work</i> (pp. 44-72). Fernwood Publishing.</p>
<p>Week 3 September 21, 2022</p>	<p>Black presence in Canada</p>	<p>Austin, D. (2010). Narratives of power: Historical mythologies in contemporary Québec and Canada. <i>Institute of Race Relations</i>, 52(1), 19–32. <a href="https://doi.org/10.1177/0306396810371759">https://doi.org/10.1177/0306396810371759</a></p> <p>Bailey, J. (Director). <i>We are the roots</i> [Film]. Bailey and Soda Films. <a href="https://vimeo.com/257364347">https://vimeo.com/257364347</a></p> <p>Baird, C. (Host). (2020, June). <i>Canada's Slavery History</i> [Audio podcast]. Canadian History Ehx. <a href="https://canadaehx.com/2020/06/16/canadas-slavery-history/">https://canadaehx.com/2020/06/16/canadas-slavery-history/</a></p> <p>Morgan, A., &amp; Bullen, D. (2015). <i>Civil and political wrongs: The growing gap between international civil and political rights and African Canadian lives</i>. African Canadian Legal Clinic. <a href="http://tbinternet.ohchr.org/Treaties/CCPR/Shared%20Documents/CAN/INT_CCPR_CSS_CAN_20858_E.pdf">http://tbinternet.ohchr.org/Treaties/CCPR/Shared%20Documents/CAN/INT_CCPR_CSS_CAN_20858_E.pdf</a></p>
<p>Week 4 September 28, 2022</p>	<p>The institutionalization of Blackness</p>	<p>*Clarke, J., Pon, G., &amp; Phillips, D. (2021). The colour of child welfare: Overrepresentation of Black children in Ontario child welfare. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este &amp; S. Giwa (Eds.), <i>Africentric social work</i> (pp. 94-123). Fernwood Publishing.</p> <p>*Mullings, D. V., Giwa, S., &amp; Adam, A. (2021). Black Caribbean elders. In D. V. Mullings, J. Clarke, W. T.</p>

		<p>Bernard, D. Este &amp; S. Giwa (Eds.), <i>Africentric social work</i> (pp. 161-183). Fernwood Publishing.</p> <p>CBC Docs POV. (2017, November 3). <a href="https://youtu.be/msoBTlv1VqM">The skin we're in</a>: Pulling back the curtain on racism in Canada [Video]. YouTube. <a href="https://youtu.be/msoBTlv1VqM">https://youtu.be/msoBTlv1VqM</a></p> <p>Squire, D., Williams, B. C., &amp; Tuitt, F. (2018). Plantation politics and neoliberal racism in higher education: A framework for reconstructing anti-racist institutions. <i>Teachers College Record</i>, 120(14), 1-20. <a href="https://doi.org/10.1177/016146811812001412">https://doi.org.10.1177/016146811812001412</a></p> <p><b>Film Presentations: Group 1 &amp; 2</b></p>
<p>Week 5 October 5, 2022</p>	<p>Anti-Black racism and social determinants of health</p>	<p>*Massaquoi, N., &amp; Mullings, D. V. (2021). Practice modalities in health care with Black Canadians. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este &amp; S. Giwa (Eds.), <i>Africentric social work</i> (pp. 228-256). Fernwood Publishing.</p> <p>*Clarke, J., Mullings, D. V., &amp; Giwa, S. (2021). Black lives under lockdown COVID-19 and racial injustice converge. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este &amp; S. Giwa (Eds.), <i>Africentric social work</i> (pp. 284-318). Fernwood Publishing.</p> <p>Stephens. M. (2020). Getting next to ourselves: The interpersonal dimensions of double-consciousness. <i>Contemporary Psychoanalysis</i>, 56(2-3), 201-225. <a href="https://doi.org.10.1080/00107530.2020.1776095">https://doi.org.10.1080/00107530.2020.1776095</a></p> <p>Thornhill, E. M. A. (2008). So seldom for us, so often against us. Blacks and Law in Canada. <i>Journal of Black Studies</i>, 28(3), 321-337. <a href="http://ucalgary.ca">So Seldom for Us, So Often Against Us (ucalgary.ca)</a>.</p> <p><b>Film Presentations: Group 3 &amp; 4</b></p>

<p>Week 6 October 12, 2022</p>	<p>Historical and collective trauma: Part 1</p>	<p>Kumsa, M. K., Mfoafo-M'Carthy, M., Oba, F., &amp; Gaasim, S. (2014). The contours of anti-black racism: Engaging anti-oppression from embodied spaces. <i>Journal of Critical Anti-Oppressive Social Inquiry</i>, 1(1), 21-38. <a href="https://youthrex.com/wp-content/uploads/2019/01/6-10-1-SM-1.pdf">https://youthrex.com/wp-content/uploads/2019/01/6-10-1-SM-1.pdf</a></p> <p>Mullings, D. V., Morgan, A. M., &amp; Quelleng, H. K. (2016). Canada the great white north where anti-Black racism thrives: Kicking the doors and exposing the realities. <i>Phylon</i>, 53(1), 20-41.</p>
<p>Week 7 October 19, 2022</p>	<p>Historical and collective trauma: Part 2</p>	<p>Bernard, W. T., &amp; Smith, H. (2018). Injustice, justice, and Africentric practice in Canada. <i>Canadian Social Work Review</i>, 35(1), 147-155. <a href="https://doi.org/10.7202/1051108ar">https://doi.org/10.7202/1051108ar</a></p> <p>*Ewan, A. R., Mullings, D. V., &amp; Clarke, J. (2021). The cultural production of problem baby mamas. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este &amp; S. Giwa (Eds.), <i>Africentric social work</i> (pp. 124-159). Fernwood Publishing.</p>
<p>Week 8 October 26, 2022</p>	<p>The significance of Black resistance and resilience</p>	<p>Forbes, J., Curling, D., &amp; Donaldson, S. (2021). Black women's resilience. Therapy and support for refugee women. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este &amp; S. Giwa (Eds.), <i>Africentric social work</i> (pp. 257-283). Fernwood Publishing.</p> <p>Mosley, D. V., Hargons, C. N., Meiller, C., Angyal, B., Wheeler, P., Davis, C., &amp; Stevens-Watkins, D. (2021). Critical consciousness of anti-Black racism: A practical model to prevent and resist racial trauma. <i>Journal of Counselling Psychology</i>, 68(1), 1-16. <a href="https://doi.org/10.1037/cou0000430">https://doi.org/10.1037/cou0000430</a></p> <p>Okello, W. K., Quaye, S. J., &amp; Satterwhite, E. M. (2022). Between me and the world: Black survival and solidarity, here and then. <i>International Journal of Qualitative Studies in Education</i>, 35(5), 525-539. <a href="https://doi.org.10.1080/09518398.2021.1982050">https://doi.org.10.1080/09518398.2021.1982050</a></p> <p><b>Proposals Due</b></p>

<p>Week 9 November 2, 2022</p>	<p>Africentric ways of knowing, being and doing</p>	<p>*Chambers, L. A. (2021). Decolonizing social work research. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este &amp; S. Giwa (Eds.), <i>Africentric social work</i> (pp. 73-92). Fernwood Publishing.</p> <p>Hatcher, S. S., King, D. M., Barnett, T. M., &amp; Burley, J. T. (2017). Mental health for youth: Applying an African-centered approach. <i>Journal of Human Behavior in the Social Environment, 27</i>(1-2), 61-72, <a href="https://doi.org/10.1080/10911359.2016.1259930">https://doi.org/10.1080/10911359.2016.1259930</a></p> <p>Mathebane, M. S., &amp; Sekudu, J. (2018). A contrapuntal epistemology for social work: An Afrocentric perspective. <i>International Social Work, 61</i>(6), 1154-1168. <a href="https://doi.org/10.1177/0020872817702704">https://doi.org/10.1177/0020872817702704</a></p> <p>Nicolito, A. G. (2011). Delving into the Ethical Dimension of Ubuntu Philosophy. <i>Cultura. International Journal of Philosophy of Culture and Axiology, 8</i>(1), 63-82.</p> <p><b>Proposals Due</b></p>
<p><b>WEEK 10, NOVEMBER 6-13, 2022, TERM BREAK</b></p>		
<p>Week 11 November 16, 2022</p>	<p>The role of spirituality, religion, and church in Black communities</p>	<p>Beagan, B. L., Etowa, J., &amp; Bernard, W. T. (2012). "With God in our lives he gives us the strength to carry on": African Nova Scotian women, spirituality, and racism-related stress. <i>Mental Health, Religion &amp; Culture, 15</i>(2), 103-120. <a href="https://doi.org/10.1080/13674676.2011.560145">https://doi.org/10.1080/13674676.2011.560145</a></p> <p>Gayle, N. (2011). Black women's experiences of spirituality as a form of resistance and activism. <i>Canadian Woman Studies, 29</i>(1/2), 107-120.</p>
<p>Week 12 November 23, 2022</p>	<p>Africentered approaches in social work</p>	<p>Daniels, J. E. (2001). Africentric social work practice: The new approach for social work practice intervention in the 21st century. <i>International Social Work, 44</i>(3), 301-309. <a href="https://doi.org/10.1177/002087280104400303">https://doi.org/10.1177/002087280104400303</a></p> <p>Gilbert, D. J., Harvey, A. R., &amp; Belgrave, F. Z. (2009). Advancing the Africentric paradigm shift discourse:</p>

		<p>Building toward evidence-based Africentric interventions in social work practice with African Americans. <i>Social Work</i>, 54(3), 243-252.  <a href="https://doi.org/10.1093/sw/54.3.243">https://doi.org/10.1093/sw/54.3.243</a></p> <p>Graham, M. J. (1999). The African-centered worldview. Toward a paradigm for social work. <i>Journal of Black Studies</i>, 30(1), 103-122.  <a href="https://doi.org/10.1177/002193479903000106">https://doi.org/10.1177/002193479903000106</a></p> <p>Whitehead, M. M. (2018). <i>Applying Afrocentric theory to mezzo practice with African-Americans</i>. <i>Journal of Human Behavior in the Social Environment</i>, 28(2), 125-141,  <a href="https://doi.org/10.1080/10911359.2017.1390521">https://doi.org/10.1080/10911359.2017.1390521</a></p> <p><b>Op-Eds Due</b></p>
Week 13 November 30, 2022	How to become an anti-racist social worker	<b>Poster Presentations</b>
Week 14 December 07, 2022	Wrap up	<b>Poster Presentations</b>

**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

**EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION**

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

**GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

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



## **MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

## **ZOOM RECORDINGS OF ONLINE CLASSES**

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

## **ASSESSMENT COMPONENTS**

### **Assignment 1: Film Presentation – Group Assignment**

Due Date: September 28- October 5, 2022

Weight: 25%

Aligned Learning Outcome: 1, 2, 3, 5, 6

For this assignment, you will work in groups of three to four students to present your overview and analysis of a film/movie to the class. All films depict issues relevant to Black communities. You will choose from a list of films provided by the instructors. You are expected to address the following key areas in your presentation:

- Provide a brief overview of the film including main characters
- Discuss the story and issues the film seeks to convey to its viewers
- Clearly articulate the social, cultural, and historical context of the film
- Discuss your interpretations and perspective of the representations of Blackness
- Identify the ways in which the film informs your understanding of issues affecting Black individuals and communities
- Identify and describe a critical theory or perspective that informs your understanding of the film. Please integrate themes from the course to guide your analysis.
- Describe the ways in which the film challenges or provokes critical debate.
- Provide concrete examples with clear descriptions of specific scenes to support your arguments.
- Go beyond the film to find evidence to support your claims. A minimum of five references must be used for this assignment.
- Prepare questions to elicit discussion from the class.
- If available, you may wish to share a trailer with the class

Each group has a total of 25 minutes: 20 minutes to present and 5 minutes to answer questions. Please upload a copy of your PowerPoint including references to D2L. All references must be consistent with APA 7 formatting.

Movie Ideas:

1. Just Mercy

2. 12 Years a Slave
3. The Central Park Five
4. Hidden Figures
5. Selma

### **Assignments 2 & 3: Op Ed – Individual Assignment**

Due Dates: Proposal (October 26<sup>th</sup>) Op-Ed (November 23, 2022)

Weight: 40%: Proposal (15%) Op-Ed (25%)

Aligned Learning Outcome: 1, 2, 3, 4, 5

An op-ed (Opposite to the editorial) is an article in a newspaper or magazine that addresses a specific topic (e.g., moral, social, political, educational) and is intended for and engages the general public or a particular audience (e.g., academia). This assignment is a critical opinion piece that takes a position on a current issue that concerns people of African descent.

There are two parts to this assignment: a proposal and an op-ed. The proposal outlines the steps you will take to create your op-ed and provides an opportunity for you to receive feedback prior to submitting a final copy of your op-ed.

#### **Part 1: Proposal**

For the proposal, please discuss your topic, arguments you plan to make, relevance of topic, and intended audience. You are also required to list three local or national news outlets (i.e., newspaper, magazine), campus media or major media outlets that you plan to submit your op-ed and a rationale for each choice. Please only submit to one outlet at a time. Identify relevant sources you will use and how they inform your topic. You will write a maximum of four pages for this assignment. Your assignment should include title page (1 pg.), proposal (3 double pgs.), references (1 pg.).

#### **Part 2: Op-Ed**

Your op-ed is written in first person narrative. Your opening paragraph should be compelling/persuasive and captivates your audience's attention. If possible, link your op-ed to a current issue in the news or its lack thereof. Each paragraph should have a topic sentence which informs the reader of what to expect. Arguments should be supported by both scholarly and popular culture sources. Your closing paragraph should summarize the key arguments and have recommendations and a call to action; please provide three to four recommendations. Your op-ed can integrate anecdotes, personal reflections, or stories. Your op-ed should use active voice, clear and simple language and be jargon free, and has short sentences and paragraphs. The maximum word count is 750 to 1000. Students will review several examples of op-eds to inform their work.

The proposal and op-ed should have a 1-inch margin, and a minimum of 5 references that are consistent with APA 7 guidelines. Please review the rubric and resources posted on D2L for additional information. Please submit your assignment by the due date on D2L.

### **Assignment 4: Virtual Poster Presentation and personal reflection – Individual Assignment**

Due Dates: Poster presentations: November 30<sup>th</sup> & December 7<sup>th</sup>, 2022

Weight: Poster presentation (35%)

Aligned Learning Outcome: 1, 2, 5, 6

This assignment encourages social work students to intentionally develop their skills and practices to become anti-racist practitioners. As the class progresses, begin to reflect and journal regularly on various Africentric principles, values, perspectives and practices that are meaningful to you in becoming an anti-racist practitioner. Keep in mind the values, struggles, resistance, and resilience of people of African descent that you are representing. Create a poster that captures these key principles, values or perspectives and your commitment to anti-racist practice.

1) Poster presentation: Each student will have a total of 20 minutes: **15 minutes** to present the principles and values from the class that will guide your practice with people of African descent and **5 minutes** to respond to questions and comments from peers. Be creative and personalize your poster.

The following questions may help guide your poster development and presentation:

1. What should other students know about me and the principles and values I am presenting to them?
2. What are the top three principles and practices I am committed to uphold in my practice?
3. How will I know that my clients, particularly those of African descent, have experienced these principles in my service delivery?
4. How will my workplace, Black communities, and the systems that govern my practice become aware of my commitment to these principles, values, and practices?

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L. All assignments must be submitted as a Word document. Assignments should have a file name as follows: "Last name, first name and name of the assignment" (e.g., Williams, Taraji, Assignment 2\_Op-Ed). Assignments must be submitted by 11:59 p.m. 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**

Assignments submitted after the deadline may be penalized with a grade reduction of 5% per day up to 7 days after which assignments will not be accepted.

### **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7<sup>th</sup> edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

### **ACADEMIC MISCONDUCT**

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

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

## GRADING

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

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

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

## **UNIVERSITY OF CALGARY POLICIES AND SUPPORTS**

### **PROFESSIONAL CONDUCT**

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

### **ACADEMIC ACCOMMODATION**

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available <https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

### **RESEARCH ETHICS**

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

### **ACADEMIC MISCONDUCT**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **SEXUAL VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Sexual-Violence-Policy.pdf>

### **OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**