



Course & Session Number	SOWK 604 S01	Classroom	Online
Course Name	Advanced Practice Theories in Context.		
Dates and Time	Start of Classes: September 6, 2022 End of Classes: December 6, 2022 Dates and Time: Weekly Synchronous Zoom sessions Tuesdays from 6:00 PM – 8:00 PM. Once a week one-hour Asynchronous activities. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Linda Kongnetiman PhD, RSW	Office Hours	By appointments as Requested by students
UCalgary E-mail	Linda.kongnetiman@ucalgary.ca	UCalgary Phone	Upon Request

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

Examines theoretical models, philosophical frameworks and ethical foundations of social work practice as a means to facilitate change while locating social work's development and current practice in historical, economic, political, socio-cultural and environmental contexts. Pre-requisite SOWK 600 and 602.

COURSE DESCRIPTION

This course will explore and examine various theories and macro, leadership, international and community development Social Work methods, assessing their underlying assumptions, values, and claims to effectiveness. You will compare, contrast, and critically assess multiple Social Work theories, philosophical frameworks, models, and approaches to change in Social Work practice and research. A major emphasis throughout this course will be to situate theories and the analysis of theories within particular historical, social, and environmental contexts that may transcend particular or convenient dichotomies. You will incorporate comparative approaches to change into your professional Social Work practice frameworks and identities. 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 alternate participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). The asynchronous activities may include article review, videos, book chapters, Podcasts etc. There will be 13 Synchronous Zoom sessions throughout the term from Tuesday August 29, 2022 – Tuesday December 23, 2022 (6:00 PM – 8:00 PM).

COURSE LEARNING OUTCOMES

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

1. Identify, understand, critically assess, and analyze the influence of historical, social, political, economic, environmental, and other developments on Social Work theory and practice;
2. Explore the relationship between Social Work and other theories, generating an awareness of your positioning in relation to theoretical approaches to change and application to your Social Work practice;
3. Evaluate, analyze, and critique the influence of “discipline-specific” and other theories on your practice;
4. Identify and critique dominant theories in your professional practice, and evaluate alternative theories and methods appropriate for your practice;
5. Create personal learning objectives relating to the development and evaluation of your professional

practice framework and Social Work identity;

6. Understand the relationship between comparative approaches to change and social justice in Social Work practice at multiple levels; and

7. Apply course learnings to your specialization and the exit requirements of the MSW programme

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Shaikh, S., S., LeFrancois, B., A., & Macias, t. (2022). *Critical Social Work Praxis*. Fernwood

Recommended Textbooks

Mullaly, R. (2007). *The new structural Social Work: Ideology, theory and practice* (3rd Ed). Toronto, ON: Oxford University Press.

For students who would prefer to rent an e-copy this Fall go to this address on the U of C's VitalSource e-store:

<https://calgary-store.vitalsource.com/products/the-new-structural-social-work-bob-mullaly-marilyn-dupre-v9780199022953>

Payne, M. (2017). *Modern Social Work theory* (5th Ed.). Chicago, IL: Lyceum Books.

An ebook is available in the library, however, it's a Single-User licensed ebook. Only one student can access the ebook at a time.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4764057>

Additional readings: accessed through the University of Calgary Library system.

Butler, A., Ford, D., & Tregaskis, C. (2007). Who do we think we are? Self and reflexivity in social work practice. *Qualitative Social Work Practice*, 6(3), 281-299.

<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/10.1177/1473325007080402>

Carbado, D., Crenshaw, K., Mays, V., & Tomlinson, B. (2013). Intersectionality: Mapping the movements of a theory. *Du Bois Review: Social Science Research on Race*, 10(2), 303-312. <https://www-cambridge-org.ezproxy.lib.ucalgary.ca/core/journals/du-bois-review-social-science-research-on-race/article/intersectionality/1E5E73E8E54A487B4CCFE85BB299D0E6>

Center for Community Health and Development. (2020). *Community toolbox*. <https://ctb.ku.edu/en> (Chapter 3: Assessing Community Needs and Resources using the following link <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources>)

Cannella, G. S., & Lincoln, Y. S. (2016). Deploying Qualitative Methods for Critical Social Purposes. In N. K Denzin & M. D. Giardina (Eds.), *Qualitative inquiry and social justice: Toward a politics of hope* (pp. 53-72). Taylor & Francis Group.

- Gibbons, J. & Gray, M. (2004). Critical thinking as an integral to social work practice. *Journal of Teaching in Social Work*, 24(1/2), 19-38. https://doi-org.ezproxy.lib.ucalgary.ca/10.1300/J067v24n01_02
- Hiranandani, V. (2005). Towards a critical theory of disability in social work. *Critical Social Work*, 6(1), 1-15. <https://doi.org/10.22329/csw.v6i1.5712>
- El-Lahib, Y. (2017). Theoretical dimensions for interrogating the intersections of disability, immigration and social work. *International Social Work*, 60(3), 640-653. <https://doi.org/10.1177%2F0020872816651704>
- Löfgren-Mårtenson, L. (2013). "Hip to be crip?" About crip theory, sexuality and people with intellectual disabilities. *Sexuality and Disability*, 31(4), 413-424. <https://doi.org/10.1007/s11195-013-9287-7>
- Kafele, K. (2004). Racial discrimination in mental health: Racialized and Aboriginal communities. *Report for Ontario Human Rights Commission*. <https://www.ohrc.on.ca/en/race-policy-dialogue-papers/racial-discrimination-and-mental-health-racialized-and-aboriginal-communities>
- Kamizaki, K. (2013). *Linking community organizing with policy change initiatives: implications for future community practice in Toronto*. Social Planning. <https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/239672>
- Ladson-Billings, G. (1998) Just what is critical race theory and what's it doing in a nice field like education? *International Journal of Qualitative Studies in Education*, 11(1), 7-24. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/095183998236863>
- Lazzari, M. M., Colarossi, L., & Collins, K. S. (2009). Where have all the feminist leaders gone? *Affilia*, 24(4), 348-359. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0886109909343552>
- Sakamoto, I. (2007). An anti-oppressive approach to cultural competence. *Canadian Social Work Review*, 24(1), 105-114. <https://ezproxy.lib.ucalgary.ca/login?url=https://www.proquest.com/scholarly-journals/forum-invited-papers-anti-oppressive-approach/docview/210106770/se-2?accountid=9838>

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

As one of four courses offered at the beginning of the MSW program, this course will support you in further developing skills necessary to critically evaluate Social Work theories in practice contexts. You will explore connections between this course and your learnings about social justice and theory (SOWK 600) and research and philosophy (SOWK 602) in advanced Social Work practice. These explorations will be continued as you advance your knowledge about policy in your final course (SOWK 606) of the Advanced Social Work Practice component of your MSW program.

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

September 6, 2022	Class 1 Introductions & review of syllabus, structure, and assignment expectations Introduction to social work theory in context Critical Thinking Structural Social Work	<p>Shaikh et.al., 2022- Chapter Section 2 Gibbons, J & Gray, M (2004). Critical thinking as an integral to social work practice. <i>Journal of Teaching in Social Work</i>, 24(1/2), 19-38. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=13950685&site=ehost-live Butler, A., Ford, D., & Tregaskis, C. (2007). Who do we think we are? Self and reflexivity in social work practice. <i>Qualitative Social Work Practice</i>, 6(3), 281-299. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/1473325007080402</p>
September 13, 2022	Class 2 Marxist Social Work Social Anarchist Social Work	<p>Shaikh et.al., 2022- Chapter Section 1 & 15 Students are encouraged to share a resource with the group.</p>
September 20, 2022	Class 3 Poststructuralism: Language, Discourse, Power	<p>Shaikh et.al., 2022- Chapter Section 7 Cannella, G. S., & Lincoln, Y. S. (2016). Deploying Qualitative Methods for Critical Social Purposes. In N. K Denzin & M. D. Giardina (Eds.), <i>Qualitative inquiry and social justice: Toward a politics of hope</i> (pp. 53-72). Taylor & Francis Group.</p>
September 27, 2022	Class 4 Indigenous Social Work Theories of Colonialism, Colonization and Coloniality for Social Work	<p>Shaikh et.al., 2022- Chapter Section 6 & 10 Kafele, K. (2004). Racial discrimination in mental health: Racialized and Aboriginal communities. <i>Report for Ontario Human Rights Commission</i>. https://www.ohrc.on.ca/en/race-policy-dialogue-papers/racial-discrimination-and-mental-health-racialized-and-aboriginal-communities University of Calgary. (2017). Together in a good way: A journey of transformation and renewal, Indigenous Strategy. Calgary, AB.</p>

		https://live-ucalgary.ucalgary.ca/sites/default/files/teams/136/Indigenous%20Strategy_Publication_digital_Sep2019.pdf
October 4, 2022	Class 5 Social Work and the Environment	Shaikh et.al., 2022- Chapter Section 16
October 11, 2022	Class 6 Rights Based Approach	Shaikh et.al., 2022- Chapter Section 3 Community Toolbox, Center for Community Health and Development, University of Kansas, World Health Organization Collaborating Centre for Community Health and Development Visit Chapter 3: Assessing Community Needs and Resources using the following link http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources Guest Speaker: Sybil Braganza
October 18, 2022	Class 7 Anti-Oppressive Practice	Shaikh et.al., 2022- Chapter Section 4 Sakamoto, I. (2007). An anti-oppressive approach to cultural competence. <i>Canadian Social Work Review</i> , 24(1), 105-114. http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/41669865 Guest Speaker: Marva Ferguson PhD (c)
October 25, 2022	Class 8 Critical Race Theory	Shaikh et.al., 2022- Chapter Section 8 Kamizaki, K. (2013). Linking community organizing with policy change initiatives: Implications for future community practice in Toronto. Social Planning Toronto, Toronto, ON. https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/239672 Constance-Huggins, M. (2012). Critical race theory in social work education. <i>Critical Social Work</i> , 13(2). Crenshaw, K., Gotanda, N., Peller, G., & Thomas, K. (Eds.). (1995). <i>Critical race theory: The Key Writings that formed the movement</i> . The New Press.
November 1, 2021	Class 9 Critical Whiteness Studies	Shaikh et.al., 2022- Chapter Section 9 Patil, V. (2013). From patriarchy to intersectionality: A transnational feminist assessment of how far we've really come. <i>Journal of Women in Culture & Society</i> , 38(4), 847- 867. https://doi.org/10.1086/669560 Guest Speaker: Jill Fairbank
November 6-12, 2022	Fall Break	No Classes

<p>November 15, 2022</p>	<p>Class 10 Feminism</p>	<p>Shaikh et.al., 2022- Chapter Section 5 Lazzari, M. M., Colarossi, L., & Collins, K. S. (2009). Where have all the feminist leaders gone? <i>Affilia</i>, 24, 348–359. doi:10.1177/0886109909343552 https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0886109909343552 Enns, C. Z., Comas-Díaz, L., & Bryant-Davis, T. (2020). Transnational feminist theory and practice: An Introduction. <i>Women & Therapy</i>, 1-16. https://doi.org/10.1080/02703149.2020.1774997</p>
<p>November 22, 2022</p>	<p>Class 11 Spirituality Queer Theories and Transgender Theories</p>	<p>Shaikh et.al., 2022- Chapter Section 11 & 12 McRuer, R. (2011). Disabling sex: Notes for a crip theory of sexuality. <i>GLQ: A Journal of Lesbian and Gay Studies</i>, 17(1), 107–117. https://doi.org/10.1215/10642684-2010-021</p>
<p>November 29, 2022</p>	<p>Class 12 Critical Disabilities Mad Studies</p>	<p>Shaikh et.al., 2022- Chapter Section 13 & 14 Hiranandani, V. (2005). Towards a critical theory of disability in social work. <i>Critical Social Work</i>, 6(1), 1-15. https://doi.org/10.22329/csw.v6i1.5712 El-Lahib, Y. (2017). Theoretical dimensions for interrogating the intersections of disability, immigration and social work. <i>International Social Work</i>, 60(3), 640-653. https://doi.org/10.1177%2F0020872816651704 Löfgren-Mårtenson, L. (2013). “Hip to be crip?” About crip theory, sexuality and people with intellectual disabilities. <i>Sexuality and Disability</i>, 31(4), 413-424. https://doi.org/10.1007/s11195-013-9287-7 Panel Discussion - Knowledge Dissemination</p>
<p>December 6, 2022</p>	<p>Class 13 Course wrap-up and moving forward</p>	<p>Panel Discussion – Knowledge Dissemination Final Reflections Assignment 3 Due at 11:59 PM</p>

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.

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 – Asynchronous Activities

Weekly Reading (K-W-L Charts), Podcast, small group discussions and Engagement

The purpose of this assignment is to engage students in active participation during synchronous and asynchronous sessions, and to develop their critical reflections and reflexivity of assigned course readings. Grades will be based on student's submission of five K-W-L Charts. In particular, students will be expected to contribute new insights and critique, to weekly readings as well as connections to their field of practice and theory development.

Submit through DROPBOX.

Due Date: September 13, October 4, 25 November 15 & 29 - 11:59 pm

Engagement and Participation

Format: Attendance, engagement, online activities, small and large group discussions

Participation will be graded based on contributions to class discussions, completion of online activities and small group peer feedback.

Aligned course learning outcome: 1, 2, 3, 4, 5, 6, 7 7

Weight: 20%

Aligned Course Learning Outcomes: 1-5

Assignment Two: log Post Reply – Theory Identification Peer Feedback – Asynchronous activity

Students will participate in three (3) discussion board activities. Students will choose a new Social Work theory each submission day to discuss on D2L and respond to two (2) post shared by another student. Responses should be constructive and critical, provide a new perspective or insight, and pose a question for further reflection.

As a leader developing your own skills in social work theories and working within your cohort you will be required to provide feedback. This assignment provides multiple benefits such as: the opportunity to give and receive constructive peer feedback from two colleagues; the opportunity to learn about how others understand theory and its' application; finally, you will receive feedback from more than one source so that you can see how your work is being received by others. You will be graded on the feedback that you provide to each of the two colleagues and your critical reflection on a theory. Your feedback will be constructive, highlighting the strengths of your colleagues' work in each of the six following areas identified below and also ideas/comments/suggestions for how your colleagues could strengthen their work.

1. Identification of a theory,

2. Understanding of/description of the theory,
3. How/why the theory relates to social work practice,
4. Rationale for use of the theory with a specific population (literature justification),
5. Application – how would you apply this theory into practice and
6. Critique.

Length: 500 to 600 words Format: Discussion post References: Minimum of two (2) resources, cite according to APA 7th Edition.

Submit through D2L

Due Date: September 23, October 18 & October 28 11:59 pm

Weight: 30%

Aligned Course Learning Outcomes: 1-6

Assignment Three – Group Assignment: Application of Theory to Practice

This assignment is aligned with your Social Policy course, Developing an Organizational/Government Social Equity Strategy. Students have identified that they would like to see assignments and course content aligned. This is an effort to attend to this.

In the same group of 2-4, students after developing a “Social Equity” strategy for an order of government or organization, are asked to identify which community/group this equity will apply to? Which social work theory, model or approach would be best suited to support this community, provide rationale? How would you use the theoretical construct? What are the steps that you will take? In short how do you put theory into practice in a community and international development context. What are the strengths and weaknesses of the theory/theories?

Following are some questions to consider helping you identify which theory, model and approach best suits the Social Policy:

Q1: What social work perspectives, theories or models will guide your social worker interventions to facilitate change? Why did you choose these theories/models? Integrate course topics, social work specializations, course readings, presentations, and your experiences/examples.

Q2: As a social worker you are a change agent, what does this mean to you especially in terms of the theory/theories, models and practice/perspectives/approaches you will be using? How does social justice factor into this? Integrate past volunteer and practicum experience, knowledge from other courses, course readings, and other social worker experiences.

Q2: How will you acknowledge and address white supremacy/privilege/oppression as part of your anti-racist social work practice?

Preferably groups should be formed based on area of specialization but not mandatory. Please be sure to reference a minimum of ten (10) sources. The document, in either Word, PowerPoint, Canva, PDF or another format, will be a maximum of 10 pages, single sided and single spaced, excluding references. The use of plain language, infographics and creative design and layout are encouraged for this assignment. The assessment rubric for this assignment will be posted on D2L.

Submission: Dropbox

Format: Word, PowerPoint, Canva, PDF or another format.

Citations: For all cited materials, adhere to APA 7th Edition formatting for in-text citations and reference lists.

Weight: 35%

Due date: November 22, 11:59 pm

Assessment: A detailed rubric will be provided on D2L.

Aligned course learning outcome: 1, 2, 3, 4, 5, 6,

Assignment Four (15%) - Panel Presentation – Knowledge Dissemination.

Using the content of Assignment three, student groups will present to the class on December 6, 2022.

The group decides who is presenting, not all members are required to present. Since this is a MSW course the expectation is that each group will coordinate adequate group participation.

Discussion Facilitation: Each pair will have 20 minutes to facilitate a discussion about their topic and resource (15 minutes presentation and 5 minutes group facilitation).

Due Date: November 29 & December 6, 2022.

Weight: 15%

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

Summary of Assignments:

Assignments	Due Date	Percent of Final Grade	Grouping for Assignment
Assignment 1: Weekly Readings K-W-L Charts	Sep-13, Oct – 4 & 25; Nov. 15 & 29	20%	Individual
Assignment 2: Theory Identification Peer Feedback	Sept. 23; Oct. 18 & 28	30%	Individual
Assignment 3: Application of theory to Practice	November 22	35%	Group
Assignment 4: Knowledge Dissemination	December 6	15%	Group

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to attend class, read assigned required readings, to be fully present and engaged in class activities and discussions, and adhere to class requirements and expectations as well as follow social work’s ethical guidelines and professional codes of conduct in their class participation and engagement.

- Students are expected to work together on their group projects and assignments are to be submitted on time.
- Make up assignments are subject to the instructor of the section and it is the student'

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically through their respective Dropbox in D2L.
- Assignments may be submitted in Word.
- 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

- Assignments and papers are to be submitted on time, absolutely ***NO extensions***, unless legitimate reasons are provided and supported by official documentation.
- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- Late assignments will be ***downgraded by 2%*** of the assignment grade ***per day*** including weekends, holidays and study weekdays.
- There is a ***seven-day*** maximum limit by which to accept late assignments where students have not asked for extension. No assignments will be accepted beyond this seven-day limit.

EXPECTATIONS FOR WRITING

- Throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria.
- 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.
- All submitted work ***must follow proper APA format within the text and in the reference list*** Failure to do so will result in significant deduction of grades.

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:

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

GRADING

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

The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor. An effort will be made to do regular check in at different stages of the course during the term.

ADDITIONAL SUGGESTED READINGS

In addition to the required readings, students are encouraged to further expand their readings as relevant to their theoretical and practice frameworks.

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

