Fall 2022

Course & Session Number	SOWK 606 S02	Classroom	Online (Zoom)
Course Name	Advanced Policy in Context		
Dates and Time	Start of Classes: September 7, 2022 End of Classes: December 7, 2022 Zoom Sessions 6:00 pm – 8:00 pm MST on the following dates: September 7, 14, 21 October 12, 19, 26 November 2, 16, 23, 30 December 7 https://ucalgary.zoom.us/j/98043071239 Meeting ID: 980 4307 1239 Passcode: 141026 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Susan Ramsundarsingh MSW, MBA, RSW, PhD	Office Hours	By appointment
UCalgary E-mail	sramsund@ucalgary.ca	UCalgary Phone	

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

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

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.

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 the influences of public policy on the lives, relationships, and well-being of individuals, families, groups and communities, while examining the relationship between social justice in the policy-making process and the role of social workers in creating and shaping policy.

COURSE DESCRIPTION

This course will focus on critical analysis of policies that impact social work practice. We will examine the motivation behind proposed policies, the impacts and learn effective tactics for influencing social policy. We will use real policy examples to understand the policy development process and the impact of social policy on communities and individuals.
The course will include synchronous and asynchronous learning using both 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 propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).
There will be 11 synchronous Zoom sessions throughout the term (include dates and times or 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. Identify how public policy influences and shapes people's lives and relationships.

2. Demonstrate a critical understanding of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global context.
3. Assess and analyze essential features of a policy or policies that impact the service users they work with or have worked with in professional settings.
4. Examine how social workers, individually and collectively, can affect the policy process at the organizational, community, provincial or national levels.
5. Apply advocacy knowledge and skills to contribute to the development and implementation of new and more equitable social policies as it pertains to social work practice.
6. Develop strategies for applying course learning to the Advanced Practice Core portfolio as well as the practice concentration and exit requirements of the MSW Program.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS
Optional Textbook:
Harding, R., & Jeyapal, D. (2018). Canadian social policy for social workers. Oxford.

Readings:
Blackstock, C. (2016). The Complainant: The Canadian Human Rights Case on First Nations Child Welfare. McGill Law Journal / Revue de droit de McGill, 62(2), 285–328. https://doi.org/10.7202/1040049ar
Flanagan, T. (2022). The Road to Reparations, *the Fraser Institute,* URL: https://fraserinstitute.org/sites/default/files/40-billion-settlement-for-indigenous-child-welfare.pdf
John Howard Society - Solitary Confinement Factsheet - https://johnhoward.on.ca/wp-content/uploads/2017/02/Solitary-Confinement-FactSheet-Final-1.pdf
McGuire, M.M. (2022). Let's talk about Indigenous mental health: Trauma, suicide & settler colonialism, *Yellowhead Institute,* URL: https://yellowheadinstitute.org/2022/01/26/lets-talk-about-indigenous-mental-health-trauma-suicide-settler-colonialism/
Nick J. Mulé. (2018). Human Right Questioned: A Queer Perspective. *Canadian Social Work Review*, *35*(1), 139–146.
Nickel, Lee, J. B., Chateau, J., & Paillé, M. (2018). Income inequality, structural racism, and Canada's low performance in health equity. *Healthcare Management Forum*, *31*(6), 245–251. https://doi.org/10.1177/0840470418791868
Pendakur, & Pendakur, R. (2021). The Impact of Self-Government, Comprehensive Land Claims, and Opt-In Arrangements on Income Inequality in Indigenous Communities in Canada. *Canadian Public Policy*, *47*(2), 180–201. https://doi.org/10.3138/cpp.2020-004
Queer Events (2021). History timeline: LGBT2Q+ Rights & Freedoms, *Queer Events*, URL: https://www.queerevents.ca/queer-history/rights-freedoms
Spirit Bears Guide to Reconciliation: https://fncaringsociety.com/sites/default/files/38335_child_friendly_chrt_ctas_v7f.pdf

Media for Asynchronous Learning:
Alice Wong: Disability Visibility Project – Disability and Community Organizing
> https://disabilityvisibilityproject.com/2018/05/06/ep-24-disability-justice-and-community-organizing/

Canadian Civil Liberties Association - Solitary Confinement
> https://ccla.org/podcast/justice-vs-solitary-confinement-torture-in-canadian-prisons/

Desmond Cole – Black Resistance and Power
> https://www.youtube.com/watch?v=f7XSY7JaEXQ

Eh Sayers: Talk about the barriers, not the disability: Activity limitations and COVID-19
> https://www.statcan.gc.ca/en/sc/podcasts/eh-sayers-ep01

Indigenous Perspective on Poverty Reduction
> https://www.youtube.com/watch?v=P3YoVKFBBC0

Making EI work for workers
> https://irpp.org/podcast/making-ei-work-for-workers/

Spirit Bears Guide to Reconciliation:
> https://www.uvic.ca/hsd/socialwork/home/home/news/archive/spirit-bears-guide-to-reconciliation.php

Robyn Maynard - Policing Black Lives
> https://www.ualberta.ca/international/global-education/visiting-lectureship-human-rights/index.html

The Agenda: Black and Queer in Ontario
> https://www.youtube.com/watch?v=dVqtRHCS6QE

The Agenda: The campaign to end immigration detention
> https://www.youtube.com/watch?v=qp5efm-RBH4

Additional readings will be posted on D2L.

<u>Recommended Podcasts</u>
inFocus with David Coletto: https://podcasts.apple.com/us/podcast/infocus-with-david-coletto/id1552252903
The Strategists: https://podcasts.apple.com/ca/podcast/the-strategists/id1514440943
The Blueprinst: https://podcast.conservative.ca/
Institute for Research on Public Policy: https://irpp.org/media/?media_type=podcast
Canadian Civil Liberties Association: https://ccla.org/category/podcast/
Advancing Justice Podcast: https://maytree.com/maytree-podcasts/advancing-justice-podcast/
PosAbilities: https://www.posabilities.ca/good-for-all-podcast/
4Rs Youth Movement: https://4rsyouth.ca/resources/listen/podcasts/

<u>LEARNING TECHNOLOGIES AND REQUIREMENTS</u>
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.

The Advanced Practice Core curriculum consists of 4 theme courses, SOWK 600, 602, 604, and 606, which will explore core elements of social work knowledge and practice within the specializations. This curriculum will examine social justice, research strategies, social work practice models, and public policy with the intent of further developing student's unique social work perspective and strengthening their social work identity and personal practice framework.

CLASS SCHEDULE

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

Date	Topic
September 7, 2022	**Overview of Course Schedule & Assignments** ***Objectives*** ● Review course content and flow ● Review assignments ● Create guidelines for the classroom community ***Relevant Textbook Chapters:*** Ch. 1 – A critical perspective on Canadian social policy
September 14, 2022	**Introduction to Canadian Social Policy** ***Objectives*** ● Review of Social Policy History in Canada ● Understand the Policy Process ***Required Readings:*** Flanagan, T. (2022). The Road to Reparations, *the Fraser Institute,* URL: https://fraserinstitute.org/sites/default/files/40-billion-settlement-for-indigenous-child-welfare.pdf Blackstock, C. (2016). The Complainant: The Canadian Human Rights Case on First Nations Child Welfare. McGill Law Journal / Revue de droit de McGill, 62(2), 285–328. https://doi.org/10.7202/1040049ar

	Related Textbook Chapters: Ch. 2 – Media and public discourse Ch. 3 – Ideas and social policy
September 21, 2022	**Income inequality and taxation** **Objectives** • Understand how taxation works • Identify the impacts of the current taxation structure • Explore income inequality and social policies that contribute to it and options to address it. **Required Readings:** Nickel, Lee, J. B., Chateau, J., & Paillé, M. (2018). Income inequality, structural racism, and Canada's low performance in health equity. *Healthcare Management Forum*, *31*(6), 245–251. https://doi.org/10.1177/0840470418791868 Lightman, E. (2003). Paying through taxes. In *Social Policy in Canada*. (pp.165-196). Don Mills, ON: Oxford University Press. **Related Textbook Chapters:** Ch. 4 – The ideals and realities of policy-making processes Ch. 5 – Making Canadians richer and poorer
September 28, 2022	**Employment Insurance - Asynchronous** **Objectives** • Understand the ideological and values-based drivers of the social welfare system in Canada **Required Readings:** • Making EI work for workers: https://irpp.org/podcast/making-ei-work-for-workers/ • Herd, D., Mitchell, A., Lightman, E. (2005) Rituals of degradation: Administration as policy in the Ontario Works programme. *Social Policy and Administration*, *39*(1), 65-79.
October 5, 2022	**Indigenous Social Policy** **Objectives** • Understand current social policy issues impacting Indigenous communities

	Required Readings:
	Indigenous Perspective on Poverty Reduction
	        https://www.youtube.com/watch?v=P3YoVKFBBC0
	Blackstock, C. (2022) Governments need to stop politicizing the lives of First
	        Nations children says Cindy Blackstock URL:
	        https://www.aptnnews.ca/facetoface/governments-need-to-stop-
	        politicizing-the-lives-of-first-nations-children-says-cindy-blackstock/
	Pendakur, & Pendakur, R. (2021). The Impact of Self-Government,
	        Comprehensive Land Claims, and Opt-In Arrangements on Income
	        Inequality in Indigenous Communities in Canada. *Canadian Public*
	        Policy, *47*(2), 180–201. https://doi.org/10.3138/cpp.2020-004

==October 12, 2022==	**Neurodiversity and Support for People with Disabilities - Asynchronous**
	
	Objectives
	● Understand key social policy issues for neurodiverse individuals and
	    individuals with disabilities.
	
	Required Readings:
	Eh Sayers: Talk about the barriers, not the disability: Activity limitations and
	        COVID-19: https://www.statcan.gc.ca/en/sc/podcasts/eh-sayers-
	        ep01
	Alice Wong: Disability Visibility Project – Disability and Community
	        Organizing: https://disabilityvisibilityproject.com/2018/05/06/ep-
	        24-disability-justice-and-community-organizing/
	
	Related Textbook Chapters:
	Ch. 10 – (dis)Ability policy: A tangled web of complexity

October 19, 2022	**The Justice System**
	
	Objectives
	● Understand the key justice related social policy change initiatives
	
	Required Readings:
	Robyn Maynard - Policing Black Lives
	        https://www.ualberta.ca/international/global-education/visiting-
	        lectureship-human-rights/index.html
	Desmond Cole – Black Resistance and Power
	        https://www.youtube.com/watch?v=f7XSY7JaEXQ
	Canadian Civil Liberties Association - Solitary Confinement:
	        https://ccla.org/podcast/justice-vs-solitary-confinement-torture-in-
	        canadian-prisons/
	
	Related Textbook Chapters:

	Ch. 16 – Justice for whom? The effect of criminalization of marginalized peoples
	Sexual and Gender Identity **Guest Speaker: Katie DeLucia-Burk – President OUTreach Southern Alberta Society** *Objectives* ● Understand key social policy issues impacting trans, non-binary, gay, bi-sexual, queer, two-spirit, questioning, intersex and asexual communities. *Required Readings:* The Agenda: Black and Queer in Ontario https://www.youtube.com/watch?v=dVqtRHCS6QE Queer Events (2021). History timeline: LGBT2Q+ Rights & Freedoms, *Queer Events*, URL: https://www.queerevents.ca/queer-history/rights-freedoms Nick J. Mulé. (2018). Human Right Questioned: A Queer Perspective. *Canadian Social Work Review*, *35*(1), 139–146. *Related Textbook Chapters:* Ch. 9 – Sexual and gender diversity
	The Labour Movement **Guest Speaker: Jordan Thompson, Alberta Union of Provincial Employees** *Objectives* ● Understand the history of the labour movement of Canada ● Understand how the labour movement has historically and is today advocating for policy change *Required Readings:* AUPE. (2018). *Introduction to Labour History* [video]. Youtube. https://www.youtube.com/watch?v=4pC56qMSDMs Labor Notes. (2022, June 16). *Labor's upsurge: how unions can make the most of this moment* [video]. Youtube. https://www.youtube.com/watch?v=d4QvTyPfV70
November 16, 2022	**The Immigration System** *Objectives*

	● Understand key social policies governing the immigration system and their impacts on social work. ***Required Readings:*** The Agenda: The campaign to end immigration detention: https://www.youtube.com/watch?v=qp5efm-RBH4 Migrant Mother's Project – Digital Stories: http://mmpdigitalstories.weebly.com/stories.html ***Related Textbook Chapters:*** CH. 7 Race, Racialization, and Racism

November 23, 2022	**Legislative Committee Presentations**
	    Objectives
	    ● Practice speaking to policy officials on social policy issues that you are passionate about.

November 30, 2022	**Legislative Committee Presentations**
	    Objectives
	    ● Practice speaking to policy officials on social policy issues that you are passionate about.

December 7, 2022	**Consolidating our Learning**
	    Objectives
	    ● Tactics for social policy change

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: Identifying Current Social Policy Issues (30%) – Due November 2, 2022
Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6
Working on your own or in pairs, select a social policy issue to analyze. Your analysis must consider the values underlying the policy, the opinions of the different ideological groups about the policy, and the impact of the policy on individuals. Your analysis must be no more than 500 words. Your analysis must include the following:

- Describe the social policy.
- Who is impacted by this policy?
- What values are communicated through this policy?
- How do different political parties view this policy?
- In what ways has this policy been successful/unsuccessful in achieving its intended outcome?

Assessment criteria:
- Summary of the social policy issue (20%)
  - Accuracy
  - Clarity
  - Identify the key issue
  - Identify the stakeholders impacted
- Discussion of the values and views associated with this policy (40%)
  - Critical analysis of the values underlying the policy
  - Assessment of left and right political views on the issue
- Discussion of the impact of this issue on individuals (40%)
  - Identify the impacts of the policy individuals, communities, and culture.

Assignment 2: Legislative Committee Presentation (30%) – November 23 or 30 2022
Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

Students will have 6 minutes to present a persuasive argument to a policy maker of their choice. Otherwise known as a testimony, deputation, or public comment your presentation must include the following:

1) Clearly identify to whom your presentation is directed.
2) Clearly identify the legislation or policy that are requesting changes to.
3) Provide a summary of why the identified policy is problematic. Support this with compelling stories and statistics demonstrating the impact.
4) Highlight your proposed solution.
5) Make a clear ask for change.

It is recommended that you prepare a written script and time yourself before presenting. You will submit a written transcript of your presentation. Following your presentation, you will have 4 minutes to respond to questions from your classmates.

Assessment criteria:

1) Clarity of the presentation (20%)
2) Use of facts and stories to persuade the audience (30%)
   a. Are facts accurate?
   b. Are sources reliable?
   c. Are facts and stories compelling?
3) Clarity of proposed solutions/ask (30%)
   a. Is your proposed solution clear?
   b. Is it realistic?
   c. Does it demonstrate an understanding of the community impacted by the policy?
4) Response to questions (20%)
   a. Ability to respond in a timely manner.
   b. Ability to use questions to support your ask.

Assignment 3: Policy brief (40%) – December 10, 20222
Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6
Prepare a policy briefing note for an elected official, staff member, administrator of key decision maker in relation to an issue that is important to you. You may select a policy issue that is relevant to your personal or professional practice and draw on material from other courses such as your research course to build a strong argument for your proposed policy solution. You may include academic and practice literature including both qualitative and quantitative studies. The brief should be no more than 5 pages double spaced (not including references) using APA formatting. Below is an outline of the sections that should be included in your brief and considerations for important content. You are not required to address of the of the questions this is simply a guideline.

Introduction
- Describe the issues.
- Highlight why this is an important issue to take action on now.

- How do newspapers and other popular media define the issue or problem and explain what is causing it?
- How do experts in government, academia, trusted professions, and the private nonprofit sector define the issue or problem and explain what is causing it?

Background and relevant research
- Review key factors that have contributed to the issue. This could include historical, values, biases, significant legal precedents.

Current status
- Identify the stakeholders of this issue or problem; it is critical to include those who are most impacted by the issue or problem as well as those who benefit from the issue's/problem's existence.
- Use stories and data to describe the scope and the impact of the issue on stakeholders

Key considerations
- Identify goals, values, ideological assumptions, or concerns motivating political interest groups and major players, and others who would be affected by the bill or proposal (if it were to pass, not pass, undergo reform, be met within action/upholding the status quo, etc.).
- Note any important conflicts between goals or values held by those various interests.
- How does the issue or problem produce or perpetuate marginalization?
- How else does the issue or problem affect the public interest?
- Explain how any other politically significant values are at stake, such as national security, civil rights, family or religious/secular values, profitability/cost-benefits/economics, neoliberalism/the market state, personal or civil liberties, equity and access, power, privilege, and oppression, among others?
- Discuss political, economic, and administrative feasibility of the policy (either proposed in a bill or as determined through your analysis), with attention to effectiveness and efficiency.
- Evaluate the likelihood that the policy will accomplish its goals; is there currently a "policy window" that coincides with the proposed change?
- Examine how cost-effective and equitable the policy is compared to alternative proposals, the status quo, or inaction.

Recommendations
- Provide clear concise recommendations
- Highlight examples if you are recommending a program or action that has been used elsewhere
- If you have multiple recommendations provide a timeline for implementing them or prioritize your recommendations

Your brief must be concise and focus on the most important information that you would like to convey. Use simple clear and easy to understand language avoiding jargon or language that is judgemental or accusatory. Avoid compound sentences and long paragraphs. Use headings to organize the document.

Assessment criteria:

1) Communication/writing style (15%)
    a. Clarity
    b. Conciseness
    c. APA formatting
2) Use of data to support your arguments (25%)
    a. Is data relevant?
    b. Is data appropriate?
    c. Is data from credible sources?
    d. Is the data compelling?
3) Comprehensiveness of your analysis (40%)
    a. Does your analysis take into account perspectives of different stakeholders?
    b. Does your analysis take into account different policy drivers (values, impact, cost, political power)
    c. Does your analysis address those that benefit from the status quo?
4) Presentation of recommendations (20%)
    a. Are recommendations aligned with the content of your brief?
    b. Are your recommendations realistic?
    c. Are your recommendations aligned with the intended outcomes of the policy?
    d. Are your recommendations compelling?

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each classes' activities and discussions. If you are unable to attend, please notify the instructor in advance.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). 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 or the instructor. Extension requests must be made in writing prior to the assigned deadline.

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 7th edition format. If you need writing support, please connect with the Student Success Centre, at: https://www.ucalgary.ca/student-services/student-success/writing-support

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this 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.

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.

ADDITIONAL SUGGESTED READINGS

Additional readings are posted on D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's Code of Conduct.

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote

individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on Student Accommodations.

Research Ethics

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website before beginning the assignment.

Academic Misconduct

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

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright and

requirements of the Copyright Act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom of Information and Protection of Privacy

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

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's Sexual and Gender-based Violence Policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the Registrar's website for additional important information on the following:
- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information