



## Spring 2019 (OUTLINE REVISED MAY 8 2019)

<b>Course Number:</b> SOWK 679.24 S04	<b>Classroom:</b> PF 4261 (Tuesday – Friday) Rosscarrock Community Hall (Thursday evening & Saturday)
<b>Course Name:</b> Tools for Social Justice	
<b>Day &amp; Time:</b> May 21 to May 25, 1:00pm to 8:00pm (break for supper)	

<b>Instructor:</b> Dr. Liza Lorenzetti, PhD, RSW	<b>Office Hours:</b> by appointment
<b>Telephone:</b> 403-606-6949 (Liza)	<b>Email:</b> <a href="mailto:lakoren@ucalgary.ca">lakoren@ucalgary.ca</a>

## COURSE OUTLINE

### Syllabus Statement

This course provides participants with an opportunity to enhance their knowledge of and comfort with community-based social justice practice through experience, theory, stories, and reflection. The focus will be on the utilization of multiple tools or strategies to affect social change.

### Course Description

This course is an extended conversation on the practice and theory of social justice work. It provides students opportunities to encounter groups and individuals who are pursuing social justice through issue-based or community-based initiatives. It also encourages students to examine their personal perspectives on social justice and social action in particular. Tools for issue analysis, group processes and awareness-raising will be demonstrated through participatory experiences. Understanding the basic values, as well as the ethical, strategic, evaluative and political issues involved in social justice work are key learnings. The course will examine community development, social action and advocacy within the context of anti-colonial and anti-oppressive social work practice steeped in an intersectionality framework. This course has no pre-requisites or co-requisites

### Learning Objectives

#### Course Learning Objectives (CLOs)

This course is designed to support learners to achieve the following course-specific objectives (CLOs). By the end of this course:

1. Students will be introduced to and involved in a process of critical self-reflection/analysis, group discussion and action related to social justice work in Calgary and beyond.
2. Students will enhance their understanding of structural injustice, intersectional oppression (racism, classism, sexism, hetero/cis-sexism, ableism, faith-based discrimination etc.), group-work, community organizing and systems change.
3. Students will examine multiple professional social work roles as a way of integrating theory and practice related to social change.

4. Students will be introduced to a selection of tools utilized in social justice work as an invitation to develop their own approaches to address structural inequalities and promote human rights and social-ecological justice.
5. Students will develop their capacity to engage in experiential, participatory and popular learning processes.
6. Students will examine and develop their roles in being recognized and trusted as allies and engaging in solidarity work, thinking and feeling with compassion and building congruence between self and social work values.
7. Students will engage in social action as individuals, in groups, and in and with community.

### **Program Learning Objectives (PLOs)**

This course is designed to reflect and adhere to the following MSW Program Level Learning Outcomes (PLOs) as outlined by the CASWE Core Learning Objectives for Accreditation Standards (2013) and the Faculty of Social Work, University of Calgary (updated 2015). Students will:

- 1.2) Acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities.
- 3.1) Understand their professional role in advancing human rights and responsibilities and social justice in the context of the Canadian society and internationally.
- 3.2) Understand the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.
- 4.2) Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations.
- 4.3) Generate plans that strive to end injustice (identified above), social injustice, and oppression.
- 5.2) Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.
- 7.2) Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.
- 8.2) Identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions. This includes working with Francophone, Indigenous and newcomer populations.
- 9.3) Acquire skills to practice at individual, family, group, organization, community, and population levels including advocacy and activism. This includes skills in working with Francophone, Indigenous and newcomer populations.

### **Relationship to Other Courses**

This is an elective course open to undergraduate and graduate social work students. It has no pre-requisites or co-requisites. It applies a “macro” perspective although the content is deeply embedded in personal work and transformative learning. The content is complementary to community development, anti-oppression and social justice courses, and builds upon material presented in group practice, research, and social policy.

### **Course Text(s)**

There are no required texts for this course. Readings are associated with each class. Please prepare yourself for class by completing the readings for the designated session.

## Class Schedule

This course takes place over 5 days. Dates for the key topics and speakers may vary depending on the availability of guests. Some sessions may occur off-site.

Date	Topics	Required Readings and Links
<b>DAY 1</b>		
Tuesday May 21 1:00PM– 4:00PM  Guest: Adrian Wolfleg	<b>Social Justice Practice on Traditional Blackfoot territory and Treaty 7 lands</b> <ul style="list-style-type: none"> <li>• Opening our learning space</li> <li>• Indigenous ways of knowing</li> <li>• Whats your superpower?</li> </ul>	Grier, A. (2014). <i>Asitimatoom: The embodiment of Blackfoot prayer as wellness</i> (pp. 7-29). (Unpublished Master Thesis), University of Lethbridge, Alberta. Retrieved from <a href="http://opus.uleth.ca/bitstream/handle/10133/3463/GRIER_ANGELA_MED_2014.pdf?sequence=1&amp;isAllowed=y">http://opus.uleth.ca/bitstream/handle/10133/3463/GRIER_ANGELA_MED_2014.pdf?sequence=1&amp;isAllowed=y</a>  Little Bear, L. (2016). <i>Blackfoot metaphysics 'waiting in the wings'</i> . Big Thinking Series. Retrieved from <a href="https://www.youtube.com/watch?v=otxPA8CiA4">https://www.youtube.com/watch?v=otxPA8CiA4</a>  Lorenzetti, L. (2017). <i>Introduction to social action</i> . Voicethread link to be provided on D2L.
Tuesday May 21 5:00PM- 8:00PM	<b>Locating Ourselves in the work of Social Justice</b> <ul style="list-style-type: none"> <li>• Establishing a positive and ethical learning community</li> <li>• Power Webs</li> <li>• Rivers</li> <li>• Identifying ourselves and our common ground</li> </ul>	Ermine, W. (2011) What is ethical space? Collective ethics as a path to resisting burnout. <i>Insights, Differently Knowings Speaker Series</i> . Retrieved from <a href="https://www.youtube.com/watch?v=85PPdUE8Mb0">https://www.youtube.com/watch?v=85PPdUE8Mb0</a>  Choudhury, S. (2015). <i>Deep diversity: Overcoming us vs them</i> (Emotions: Understanding ourselves and others, pp. 21-45) . Toronto, ON: Between the Lines.  Gilbert, A., & Sliiep, Y. (2009). Reflexivity in the practice of social action: From self to inter-relational reflexivity. <i>South African Journal of Psychology</i> , 39(4), 468-479.
<b>DAY 2</b>		
Wednesday May 22 1:00PM– 5:00 PM  Fourth floor student lounge	<b>World Café with Change-Makers</b> <ul style="list-style-type: none"> <li>• The role of art as social change</li> <li>• Research as a tool for social justice</li> <li>• Relationships &amp; welcoming spaces</li> </ul> Guests include: Alberta Men's Network; Basic Income Calgary/WTEP; City of Calgary Policy Makers; Migrante Alberta; Social Workers for Social Justice	Lorenzetti, L. (2017). <i>Types of social action</i> . Voicethread. Retrieved from <a href="https://voicethread.com/share/3928706/">https://voicethread.com/share/3928706/</a>  Alberta Men's Network. (2019). Retrieved from <a href="http://www.albertamen.com">http://www.albertamen.com</a>  Basic Income Calgary. (2018). Retrieved from <a href="https://www.basicincomecalgary.ca/">https://www.basicincomecalgary.ca/</a>  Migrante Alberta. (2018). Retrieved from <a href="https://www.migrantealberta.ca/">https://www.migrantealberta.ca/</a>  Social Workers for Social Justice Calgary. (n.d.) Retrieved from: <a href="https://www.facebook.com/CalgarySocialWorkersForSocialJustice">https://www.facebook.com/CalgarySocialWorkersForSocialJustice</a>
Wednesday May 22 6:00PM- 8:00PM	<b>Understanding Power</b> <ul style="list-style-type: none"> <li>• Understanding our environment: An analysis</li> </ul>	IASSW, ICSW, IFSW. (2018). <i>Global agenda for social work and social development (Third report): Promoting community and environmental sustainability</i> (pp. 1-25).

	<p>of Power and our environment</p> <ul style="list-style-type: none"> <li>• Power Games &amp; Organizing for Power</li> </ul>	<p>IFSW, Rheinfelden: CH. Retrieved from <a href="https://www.iassw-aiets.org/wp-content/uploads/2018/07/Global-Agenda-3rd-Report-PDF.pdf">https://www.iassw-aiets.org/wp-content/uploads/2018/07/Global-Agenda-3rd-Report-PDF.pdf</a></p> <p>Lorenzetti, L. (2013). Developing a cohesive emancipatory social work identity: Risking an act of love, <i>Critical Social Work</i>, 14(2), 47-59.</p>
<b>DAY 3</b>		
<p>Thursday May 23 1:00PM– 4:00PM</p> <p>Guests: Adrian Wolfleg</p>	<p><b>Blanket Exercise</b></p> <ul style="list-style-type: none"> <li>• Understanding and disrupting colonialism</li> </ul>	<p>Hudson, K.D. &amp; Mountz, S.E (2016). Teaching note— Third space caucusing: Borderland praxis in the social work classroom. <i>Journal of Social Work Education</i>, 52(3), 379-384.</p> <p>DiAngelo, R. (2011). White fragility. <i>International Journal of Critical Pedagogy</i> 3(3), 54-70.</p> <p>Elliot, C. (2016). <i>Tips for creating effective, white caucus groups</i>. Retrieve from <a href="http://www.drcraigelliott.com/home/wp-content/uploads/2014/01/Guidelines-for-Effective-White-Caucuses.pdf">http://www.drcraigelliott.com/home/wp-content/uploads/2014/01/Guidelines-for-Effective-White-Caucuses.pdf</a></p>
<p>Thursday May 23 6:00PM– 8:00PM</p> <p>Class in the community 4411 10<sup>th</sup> Ave SW Rosscarrock Community Association</p>	<p><b>What Does Reconciliation Mean to Me?</b> Students will engage in learning and the preparation of group activities for a community event: “What does reconciliation mean to me” to be held on Saturday May 25<sup>th</sup> Key learning areas:</p> <ul style="list-style-type: none"> <li>• History of the Land (Nations, Treaties and land)?</li> <li>• What is colonialism?</li> <li>• What is Reconciliation?</li> <li>• What are the Calls to Action</li> <li>• What is my role in Reconciliation?</li> </ul> <p>*Time for group planning</p>	<p>Udophia, I. (2018). <i>Contemplative practices for an anti-oppression pedagogy</i>. Retrieved from: <a href="http://www.contemplativepracticesforantioppressionpedagogy.com/blog/2018/10/14/into-the-light-zines-as-radical-healing-by-itoro-udofia">http://www.contemplativepracticesforantioppressionpedagogy.com/blog/2018/10/14/into-the-light-zines-as-radical-healing-by-itoro-udofia</a></p> <p>Gehl, L. (2013). <i>The turtle must lead, anything else is false solidarity</i>. Retrieved from <a href="http://rabble.ca/news/2013/02/turtle-must-lead-anything-else-false-solidarity">http://rabble.ca/news/2013/02/turtle-must-lead-anything-else-false-solidarity</a></p> <p>Timothy, K. (2018). <i>8 Ways You can practice self-care In the face of daily racism</i>. Retrieved from: <a href="https://www.huffingtonpost.ca/the-conversation-canada/racism-mental-health-self-care_a_23427584/">https://www.huffingtonpost.ca/the-conversation-canada/racism-mental-health-self-care_a_23427584/</a></p>
<b>DAY 4</b>		
<p>Friday May 24 1:00PM– 4:00PM</p>	<p><b>Arts Activism</b></p> <ul style="list-style-type: none"> <li>• Power and potential of arts in creating community and social movements</li> <li>• Group Activity: social justice through photovoice</li> </ul>	<p>One Billion Rising Philippines. (2017). <i>#1BillionRising solidarity against exploitation of women</i>. Retrieved from <a href="https://www.onebillionrising.org/37719/one-billion-rising-philippines-2017-launches/">https://www.onebillionrising.org/37719/one-billion-rising-philippines-2017-launches/</a> (See website and watch video).</p> <p>Satu Ranta-Tyrkkö, S. (2010). Theatre as social work in Orissa, India: Natya Chetana Theatre for awareness. <i>Social Work Education</i>, 29(8), 923-927.</p>

		<p>International Labour Organization. (2012). Youth voices on social justice. Retrieve from <a href="http://www.youtube.com/watch?v= UHINOBMecg">http://www.youtube.com/watch?v= UHINOBMecg</a></p> <p>International Labour Organization. (2018). <i>What does social justice mean to you?</i> Retrieved from <a href="http://www.youtube.com/watch?v=z754lhcX6qw">http://www.youtube.com/watch?v=z754lhcX6qw</a></p>
<p>Friday May 24 5:00PM- 8:00PM</p>	<p><b>Sharing Inspirations and Self-Care</b></p> <ul style="list-style-type: none"> <li>• Photovoice Presentations</li> <li>• Self-care facilitations</li> <li>• Moving forward: making commitments</li> </ul>	<p>Hanauer, N. (2014). <i>Beware, fellow plutocrats, the pitchforks are coming.</i> Ted Talks. Retrieve from <a href="https://www.youtube.com/watch?v=q2gO4DKVpa8">https://www.youtube.com/watch?v=q2gO4DKVpa8</a></p> <p>Samuel, J. (2002). What is people-centered advocacy? <i>PLA Notes</i>, 43, 9-12 Retrieve from <a href="http://pubs.iied.org/pdfs/G01974.pdf">http://pubs.iied.org/pdfs/G01974.pdf</a></p> <p>Sinclair, M. (2018). <i>How can Canadians work towards reconciliation?</i> CBC News. Retrieve from <a href="https://www.youtube.com/watch?v=j2Lv21Ktz84">https://www.youtube.com/watch?v=j2Lv21Ktz84</a></p>
<b>DAY 5</b>		
<p>Saturday May 25  1pm to 8pm</p>	<p><b>What Does Reconciliation Mean to Me? Community Event</b></p> <p>1pm to 3:00pm (offsite – group time) Preparation and Planning</p> <p>3:30-8:00pm Set up and event hosting Rosscarrock Community Hall 4411 10<sup>th</sup> Ave SW</p>	<p>No readings for this day</p>

## Assignments

**Assignment 1. Take Action: Write a letter to your elected representative: Due Thursday May 24<sup>th</sup> by 11:30PM. Responses to your peers Due Thursday May 23<sup>th</sup> at 11:30PM (30%)**

This assignment corresponds with CLOs: 1, 2, 4, 7; PLOs, 1.2, 3.1 3.2, 4.3., 5.2, 7.2, 9.3

- Choose an area of social injustice that you would like to see changed or addressed. Based on your understanding of this issue, write a letter to your designated elected official. In this letter, you should include the following:
  - Identify yourself (including address, email address etc.)
  - Identify the issue that you are writing about
  - Provide a brief overview of your views and concerns
  - Suggest alternative approaches that you believe should be taken
  - Request that your elected representative respond to you in writing regarding your letter
- **Follow the instructions on letter-writing found in D2L** and review the examples before you begin. Send a letter (by email) to your selected representative and also post it on the discussion board on D2L.

- Letters should be approximately 1- 2 pages (2 is a maximum!). Please don't forget to include your name, address and date. Also include the official title of the person that you are addressing in your letter.
- Read and provide feedback to two of your peers regarding their letter by May 26 at 11:30PM.. Please be constructive with your feedback!

Grading Rubric

<b>Letter to Your Elected Representative: Rubric</b>	<b>5 Excellent</b>	<b>4.5</b>	<b>4 Very Good</b>	<b>3.5</b>	<b>3 Good</b>	<b>2 Minimal</b>	<b>1 Un- satisfactory</b>
Professional writing style, grammar and sentence structure. This includes identifying yourself and the official title of the person that you are addressing in your letter.							
Clearly indicate an area of social injustice that you would like to see changed or addressed. Clearly identify the issue/concern that you are writing about and why.							
Provide a brief overview of your views and concerns (substantiate your argument using evidence).							
Clearly suggest a minimum of one action or alternative that should be taken by the representative to address the issue. Use critical thinking to explain and substantiate your opinion.							
Request that your elected representative respond to you in writing regarding your letter. End your letter in a professional manner. Send your letter via email.							
Read and provide a brief and thoughtful comment on two letters by your peers (comments can range from 2-3 sentences)							

**Assignment 2: What Does Reconciliation Mean to Me: Community Event Saturday May 25<sup>th</sup>. (40%)**

This assignment corresponds with CLO's 1, 2, 3, 5, 6, 8 and PLOs 1.2, 3.1, 3.2, 4.2, 4.3, 5.2, 8.2, 9.3

Students will demonstrate community organizing and social justice principles to engage and work with community members in an event on reconciliation: **What Does Reconciliation Mean to Me?** This will be held on May 25<sup>th</sup> in Rosscarrock community. Students will be provided with class time to engage in learning and the preparation of group activities for the community event. Groups of 5 or 6 will prepare "interactive learning booths" on one of the following topics: What is Treaty 7 (background, Nations and agreements)? What is colonialism? What is Reconciliation? What are the Calls to Action? What is my role in Reconciliation? Students are asked to work together to prepare the activities for their booth, to collaborate with community residents and to engage families in a positive learning environment. Further discussion about the event to occur in class.

Grading Rubric

<b>What Does Reconciliation Mean to Me: Rubric</b>	<b>5 Excellent</b>	<b>4.5</b>	<b>4 Very Good</b>	<b>3.5</b>	<b>3 Good</b>	<b>2 Minimal</b>	<b>1 Dis-engaged</b>
Facilitation skills							
Background Preparation/Planning							
Collaboration/Engagement with community							
Articulation of role in reconciliation							
Listening / Avoiding appropriation							
Integration of Knowledge and Skills							
Punctuality/participation							

**Assignment 3 Praxis: Due Sunday June 2<sup>nd</sup> at 11:30PM (30%)**

This assignment corresponds to CLOs: 1, 2, 3, 4, 6, and PLOs 1.2, 3.1, 3.2, 4.2, 4.3, 5.2, 7.2, 8.2

Integrating the theories, reflections and practical knowledge gleaned from this class with your prior lived experiences and learning, share your thoughts on the following questions: What does social social justice mean to you? What are the barriers that impede social justice? What roles should social workers take to advance social justice? What is one (at minimum) commitment that you can make to reconciliation? Seven to eight pages double-spaced plus references and title page (a minimum of 8 references from class readings or content). Please follow APA format. See OWL Purdue for APA information: <https://owl.english.purdue.edu/owl/resource/560/01/>

Your grade for this assignment will also reflect your participation in the various 'experiential learning' opportunities from which you will draw some of your insights/examples for your submission. The inclusion of literature from outside this course is also welcome.

*Late assignments will be marked with a 5% grade reduction for each late day. For special circumstances, please discuss with the instructors in advance of the due date.*

Grading Rubric

<b>Praxis: Rubric</b>	<b>5 Excellent</b>	<b>4.5</b>	<b>4 Very Good</b>	<b>3.5</b>	<b>3 Good</b>	<b>2 Minimal</b>	<b>1 Un- satisfactory</b>
Professional writing style, grammar and sentence structure							
Use of critical thinking and a minimum of one reference from class content to respond to the question: What does social justice mean to you? (may include and other learning and experiences outside of class)							
Use of critical thinking and a minimum of one reference from class content to respond to the question: What are the barriers that impede social justice? (may include and other learning and experiences outside of class)							
Use of critical thinking and a minimum of one reference from class content to respond to the question: What are the barriers that impede social justice? What roles should social workers take to advance social justice? (may include and other learning and experiences outside of class)							
Use of critical thinking and a minimum of one reference from class content to respond to the question: What is one (at minimum) commitment that you can make to reconciliation? (may include and other learning and experiences outside of class)							



Positions oneself in the paper and owns ideas and knowledge shared.							
Demonstrates commitment to anti-colonial and anti-oppressive principles and social work ethics							
Use of APA							

There is no final exam for this course.

### Recommended Readings

A list of recommended readings will be posted on D2L. Learners are encouraged to contribute to this list throughout the course.

### 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 will be used.

Grade	Grade Point	Description	Percentage
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. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> 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. <b>Note:</b> 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
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### 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.

#### 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-2.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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): [http://www.acsw.ab.ca/document/1327/final\\_standardsofpractice\\_20131104.pdf](http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf)

Students are expected to ensure they are both familiar with, and comply with these standards.

#### RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she 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."

#### WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lqb1nucdh/>

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: <http://ucalgary.ca/ssc/graduatestudent>

## IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

### **Wellness Centre 24 hours/day Phone Support (403) 210-9355**

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to [copyright@ucalgary.ca](mailto:copyright@ucalgary.ca).

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The Social Work representative to the Students Union is to be determined ([swsacalgary@gmail.com](mailto:swsacalgary@gmail.com)).

Appeals: If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

### **STUDENTS WITH DISABILITIES**

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: [access@ucalgary.ca](mailto:access@ucalgary.ca). Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

### **STUDENTS WITH CAREGIVING RESPONSIBILITIES**

We ask that students collaborate with us to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status. Thus, bringing children to class in order to cover a gap in care is perfectly acceptable. If you require further accommodation, please talk to us.

### **Building Evacuations**

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency

Wardens to re-enter the building. You are encouraged to download the UofC Emergency App:  
<http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

### **SAFEWALK (403) 220-5333**

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

### **Supports for Mental Health**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, [ucalgary.ca/wellnesscentre/counselling/personal/](http://ucalgary.ca/wellnesscentre/counselling/personal/) ) and the Campus Mental Health Strategy website ([ucalgary.ca/mentalhealth](http://ucalgary.ca/mentalhealth)).

### **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/policies/files/policies/sexual-violence-policy.pdf>