Spring 2019

Course Number:	SOWK 679.83 S06	Classroom: PF 3208
Course Name:	Social Work & Critical Disability	
Day & Time:	Block Week between May 27th-31st, 2019- 9:00 AM- 4:00 PM	

Instructor:	Yahya El-Lahib	Office Hours:	By Appointment
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COURSE OUTLINE

Syllabus Statement

Utilizing a critical disability lens, this course examines social work theory and practice responses to disability issues and experiences of people with disabilities within current socio-political and economic global and local contexts. Inspired by calls for a transnational disability movement, the course challenges dominant social work perspectives and offers alternatives to the medical models of practice on disability issues. The course includes an examination of critical disability theories and practice models and their potential contributions to informing social work perspectives on disability issues. Such critical disability contributions can inform service provision, social programs and policies, issues of access, accommodation and so forth.

Course Description

In this critical social work and disability course, students will begin with an exploration of disability as a "social construct" framed within historical and current sociopolitical and economic contexts, to examine social work's role on disability issues and interventions with people with disabilities. Situated within a social justice orientation to social work, the course will critically examine and trouble dominant and mainstream social work understandings and theories of disability to push for practices and models that align with and reflect critical disability discourses. Through critical engagement with course material, class activities and discussions, students will develop an understanding of the complexity of disability at the local and global levels in practice, policy and research. Key knowledges, concepts and issues that will be explored include: disability, ability, impairment, normalcy, inclusion/exclusion, ableism, disablism, sanism, mentalism, access/accessibility, care, among others. These concepts and issues will be explored through a broader analysis of issues of power and privilege, as well as interlocking and intersecting oppressions, to allow for a deeper understanding not only of othering and marginalization, but also of resistance and activism in the experiences of people with disabilities.

Learning Objectives

1. To develop a critical understanding of theories of power, knowledge and language and their roles in shaping oppressive social structures and unbalanced power relations specifically related to people with disabilities.
2. To develop critical knowledge of disability as a socially constructed site of oppression and learn how to navigate the spaces between disability and impairments.
3. To learn how to celebrate disability and engage with people with disabilities.
4. To develop knowledge of ableism, disablism, sanism and mentalism and recognize their role in shaping dominant oppressive social structures, systems, institutions, policies and societal norms.
5. To develop critical knowledge to identify, locate and navigate the tensions between various forms of exclusion as they shape the marginalization experiences of people with disabilities and the role that social work profession can play to improve access and meaningful inclusion that leads to active participation of people with disabilities.
6. To develop critical awareness of the tensions associated with notions of help and care and the

role that social work and other professions play in perpetuating problematic practices.

7. To develop an understanding of the complexities of disability issues and experiences at the local and global levels.
8. To develop a critical understanding of oppressive social structures and the role that anti-oppressive social work and critical disability theories and practices can play in facilitating resistance that leads to social justice and transformation.
9. To develop critical knowledge and analytic skills to understand and work at the intersectionality of diverse social identities such as the intersection of race, ethnicity, gender, sexuality, ability and disability, and so forth.
10. To develop an awareness of and engagement with resistance perspectives central to social work's commitment to social change and transformation.

This course outline is explicitly designed to reflect and adhere to the following MSW Program Level Learning Outcomes as outlined by the CASWE Core Learning Objectives for Accreditation Standards as well as the Faculty of Social Work, University of Calgary:

1. **Professional Identity:**
   1.1) Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.
2. **Values & Ethics in professional practice:**
   2.1) Demonstrate knowledge of the relevant social work codes of ethics in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.
3. **Promote Human Rights & Social Justice:**
   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. **Diversity:**
   4.1) Recognize diversity and identify how difference acts as a crucial and valuable part of living in a society.
   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. **Critical Thinking:**
   5.1) Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments.
   5.2) Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.
6. **Research:**
   6.1) Apply social work knowledge and other ways of knowing (including but not limited to Indigenous knowledge) from other disciplines, to advance professional practice, policy development, research, and service provision.
7. **Policy Analysis & Development:**
   7.1) Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.
   7.2) Contribute to the development and implementation of new and more equitable social policies.
8. **Change:**
   8.1) Acquire knowledge of organizational and societal systems.
   8.2) Identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions. This includes working with Francophone, Indigenous and newcomer populations.
   8.3) Critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.
   8.4) Develop leadership skills in organizational and societal systems and to work towards changing oppressive social conditions.

Focusing on people with disabilities and disability issues, this course is fundamental to developing critical analytic skills to understanding theories and modes of power, issues of diversity and oppression as well as social work's ethical and professional commitment to addressing issues of marginalization, actively engaging in social change and promoting social justice and transformation.

Course Text(s)

Readings are listed below and can be accessed through the University of Calgary Library system.

Class Schedule

* For each day of class, please select and read your choice of <u>FOUR</u> readings (two for each session); however, you are encouraged to read as many of the readings as you wish as this would enrich and diversify class discussions and engagement with the theories and concepts examined.

Day 1: Monday May 27th, 2019

*Morning Session: Introduction, positioning & course overview
No Required Readings: *Sign up for Group presentations*

Afternoon Session: Disability & social work: Introducing the tensions
Required Readings:
Dupre´, M. (2012). Disability culture and cultural competency in social work. *Social Work Education, 31*(2), 168-183.
Galambos, C. M. (2004). Social work practice with people with disabilities: Are we doing enough? *Health & Social Work, 29*(3), 163-165.
James, E., Morga, H., & Mitchell, R. (2017). Named social workers--better social work for learning disabled people. *Disability & Society, 32*(7), 1-6.
Meekosha, H., & Shuttleworth, R. (2009). What's so 'critical' about critical disability studies? *Australian Journal of Human Rights, 15*(1), 47-75.
O'Brien, G. V. (2011). Eugenics, genetics, and the minority group model of disability: Implications for social work advocacy. *Social Work, 56*(4), 347-354.
Sherry, M. (2016). A sociology of impairment. *Disability & Society, 31*(6), 729-744.
Stainton, T., Chenoweth, L., & Bigby, C. (2010). Social work and disability: An uneasy relationship. *Australian Social Work, 63*(1), 1-3.

Day 2: Tuesday May 28th, 2019

Morning Session: Theoretical approaches I: Key concepts & theories
Required Readings:
Berghs, M. (2015). Radicalising 'disability' in conflict and post-conflict situations. *Disability & Society, 30*(5), 743-758.
Campbell, F. K. (2008). Exploring internalized ableism using critical race theory. *Disability & Society, 23*(2), 151-162.
Campbell, F. K. (2008). Refusing able(ness): A preliminary conversation about ableism. *MC Journal: A Journal of Media and Culture, 11*(3). Available online at: http://journal.media-culture.org.au/index.php/mcjournal/article/view/46
Goodley, D. (2013). Dis/entangling critical disability studies. *Disability & Society, 28*(5), 631-644.
Jaffee, L., & John, K. (2018). Disabling bodies of/and land: Reframing disability justice in conversation with Indigenous theory and activism. *Disability and the Global south, 5*(2), 1407-1429.
Joseph, A. J. (2015). The necessity of an attention to Eurocentrism and colonial technologies: An addition to critical mental health. *Disability & Society, 30*(7), 1021-1041.

Peters, S., Gabel, S., & Symeonidou, S. (2009). Resistance, transformation and the politics of hope: Imagining a way forward for the disabled people's movement. *Disability & Society, 24*(5), 543-556.

Poole, J., Jivraj, T., Arslanian, A., Bellows, K., Chiasson, S., Hakimy, H., Pasini, J., & Reid, J. (2012). Sanism, "mental health" and social work education: A review and call to action. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity and Practice, 1*(1), 20-36.

Sherry, M. (2004). Overlaps and contradictions between queer theory and disability studies. *Disability & Society, 19*(7), 769-783.

Stienstra, D., Baikie, G., & Manning, S. M. (2018). 'My grandmother doesn't know she has disabilities and we are not going to tell her': Navigating the intersections of indigenousness, disability and gender in Labrador. *Disability and the Global South, 5*(2), 1385-1406.

Thomas, C., & Milligan, C. (2018). Dementia, disability rights and disablism: Understanding the social position of people living with dementia. *Disability & Society, 33*(1), 115-131.

Afternoon Session: Theoretical approaches II: Dominant and critical models of practice
Required Readings:

Oliver, M. (2013). The social model of disability: Thirty years on. *Disability & Society, 28*(7), 1024-1026.

Peters, S., Gabel, S., & Symeonidou, S. (2009). Resistance, transformation and the politics of hope: Imagining a way forward for the disabled people's movement. *Disability & Society, 24*(5), 543-556.

Schuelka, M. J. (2015). The evolving construction and conceptualization of 'disability in Bhutan. *Disability & Society, 30*(6), 820-833.

Snoddon, K., & Underwood, K. (2014). Toward a social relational model of Deaf childhood. *Disability & Society, 29*(4), 530-542.

Soldatic, K., & Grech, S. (2014). Transnationalising disability studies: Rights, justice and impairment. *Disability Studies Quarterly, 34*(2). Available online at: http://dsq-sds.org/article/view/4249/3588

Stevens, A. R. A. (2008). Social models of disability and social work in the twenty-first century. *Ethics and Social Welfare, 2*(2), 197-202.

Day 3: Wednesday May 29th, 2019

Morning Session: Thinking disability policy: National & international standards
Required Readings:

Gibson, B. E., & Mykitiuk, R. (2012). Health care access and support for disabled women in Canada: Falling short of the UN convention on the rights of persons with disabilities: A qualitative study. *Women's Health Issues, 22*(1), 111-118.

Johnson, S. (2015). Jordan's principle and Indigenous children with disabilities in Canada: Jurisdiction, advocacy, and research. *Journal of Social Work in Disability & Rehabilitation, 14*(3-4), 233-244.

Kim, H. S. (2010). UN Disability Rights Convention and implications for social work practice. *Australian Social Work, 63*(1), 103-116.

Kim, V. L., van Edema, A., Sims, J., & Brusegaard, C. (2017). No one left behind: A review of social protection and disability at the World Bank. *Disability and the Global South, 4*(1), 1112-1142.

Kingston, D. (2017). Can the implementation of the Sustainable Development Goals (SDGs) be achieved without addressing disability rights? *Disability and the Global South, 4*(1), 1180-1188.

Malcarida, C. (2010). Income support in Canada and the UK. Different, but much the same. *Disability & Society, 25*(6), 673-686.

Mays, J. M. (2016). Countering disablism: An alternative universal income support system based on egalitarianism. *Scandinavian Journal of Disability Research, 18*(2), 106-117.

Prince, M. J. (2010). What about a disability rights act for Canada? Practices and lessons from America, Australia, and the United Kingdom. *Canadian Social Policy, 36*(2), 199-214.

Zhuang, K. (2016). Inclusion in Singapore: A social model analysis of disability policy. *Disability & Society, 31*(5), 622-640.

*Afternoon Session: Social services & programs: Critical Disability & citizenship: Rethinking

issues of access & entitlement

Required Readings:

Chouinard, V., & Crooks, V. (2005). 'Because they have all the power and I have none': State restructuring of income and employment supports and disabled women's lives in Ontario, Canada. *Disability & Society, 20*(1), 19-32.

Dossa, P. (2006). Disability, marginality and the nation-state--negotiating social markers of difference: Fahimeh's story. *Disability & Society, 21*(4), 345-358.

Gibson, B. E., Secker, B., Rolfe, D., Wagner, F., Parke, B., & Mistry, B. (2012). Disability and dignity-enabling home environments. *Social Science & Medicine, 74*, 211-219.

Hirji-Khlfan, R. (2009). Federal supports for Aboriginal People with disabilities. *Critical Disability Discourses, 1.* Available online at: http://pi.library.yorku.ca/ojs/index.php/cdd/article/view/23386

Kelly, C. (2013). Building bridges with accessible care: Disability studies, feminist care scholarship, and beyond. *Hypatia: A Journal of Feminist Philosophy, 28*(4), 784-800.

Lewis, C., Stenfert-Kroese, B., O'Brien, A. (2015). Child and family social workers' experiences of working with parents with intellectual disabilities. *Advances in Mental Health and Intellectual Disabilities, 9* (6), 327–337.

Malacrida, C., & Duguay, S. (2009). 'The AISH review is a big joke': Contradictions of policy participation and consultation in a neo-liberal context. *Disability & Society, 24*(1), 19-32.

Swain, P. A., & Cameron, N. (2003). "Good enough parenting": Parental disability and child protection. *Disability & Society, 18*(2), 165-177.

Day 4: Thursday May 30th, 2019

Morning Session: Global critical disability perspectives: Postcolonial disability
Required Readings:

Barker, C., & Murray, S. (2010). Disabling postcolonialism: Global disability cultures and democratic criticism. *Journal of Literary & Cultural Disability Studies, 4*(3), 219-236.

Bregain, G. (2016). Colonialism and disability: The situation of blind people in colonised Algeria. *ALTER, European Journal of Disability Research* 10(2), 148-167.

Grech, S. (2011). Recolonising debates or perpetuated coloniality? Decentring the spaces of disability, development and community in the global South. *International Journal of Inclusive Education, 15*(1), 87-100.

Meekosha, H. (2011). Decolonising disability: Thinking and acting globally. *Disability & Society, 26*(6), 667-682.

Spagnuolo, N. (2016). The medical inadmissibility of intellectual disability: A postcolonial reading of Canadian Immigration systems. *Disability and the Global South, 3*(2), 1000-1021.

Afternoon Session: Disability & displacement: Immigration & refugee issue
Required Readings:

Berghs, M. (2015). Disability and displacement in times of conflict: Rethinking migration flows and boundaries. *Disability and the Global South, 2*(1), 442-459.

El-Lahib, Y. (2015). The inadmissible "other": Discourses of ableism and colonialism in Canadian immigration. *Journal of Progressive Human Services, 26*(3), 209-228.

El-Lahib, Y. (2016). Dominant health discourses in action: Constructing people with disabilities as the "inadmissible Other" in Canadian immigration. *Disability Studies Quarterly, 36*(3). Available on line at: http://dsq-sds.org/article/view/5055/4414

El-Lahib, Y. (2018). Social work at the intersection of disability and displacement: Rethinking our role. *Journal of Progressive Human Services.* Published online first on October 17, 2018: https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10428232.2018.1531744

Mirza, M. (2015). Disability-inclusive health care in humanitarian camps: Pushing the boundaries of disability studies and global health. *Disability and the Global South, 2*(1), 497-500.

Mirza, M., & Heinemann, A. W. (2012). Service needs and service gaps among refugees with disabilities resettled in the United States. *Disability & Rehabilitation, 34*(7), 542-552.

Mostafa, A. (2015). Disability and forced migration: The experience of a Syrian Doctor. *Disability and the Global South, 2*(5), 551-555.

Pearce, E. (2015). 'Ask us what we need': Operationalizing guidance on disability inclusion in refugee and displaced persons programs. *Disability and the Global South, 2*(1), 460-478.

Pisani, M., & Grech, S. (2015). Disability and forced migration: Critical intersectionalities. *Disability & the Global South, 2*(1), 421-441.

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Day 5: Friday, May 31st, 2019

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Morning Session: Disability activism & the media: Challenging dominant representations
Required Readings:

Fudge Schormans, A. (2014). Weightless? Disrupting relations of power in/through photographic imagery of persons with intellectual disabilities. *Disability & Society, 29*(5), 699-713.

Spagnuolo, N. (2016). Political affinities and complex identities: Critical approaches to disability organizing. *Canadian Journal of Disability Studies, 5*(2), 72-97.

Stamou, A. G., Alevriadou, A., & Soufl, F. (2016). Representations of disability from the perspective of people with disabilities and their families: A critical discourse analysis of disability groups on Facebook. *Scandinavian Journal of Disability Research, 18*(1), 1-16.

Thill, C. (2015). Listening for policy change: how the voices of disabled people shaped Australia's National Disability Insurance Scheme. *Disability & Society, 30*(1), 15-28.

Titchkosky, T. (2009). Disability images and the art of theorizing normality. *International Journal of Qualitative Studies in Education, 22*(1), 75-84.

Wehbi, S. (2012). Advancing a disability rights agenda in the context of war: Challenges and opportunities. *International Social Work, 55*(4), 522-537.

*Afternoon Session: Disability & Research: Reclaiming Knowledge, voice & agency
Course Wrap-Up & Moving Forward
Required Readings:

Goodley, D., & Moore, M. (2000). Doing disability research: Activist lives and the academy. *Disability & Society, 15*(6), 861-882.

Kitchin, R. (2000). The researched opinions on research: Disabled people and disability research. *Disability & Society, 15*(1), 25-47.

Nuwagaba, E. L., & Rule, P. (2015). Navigating the ethical maze in disability research: Ethical contestations in an African context. *Disability & Society, 30*(2), 255-269.

Woelders, S., Abma, T., Visser, T., & Schipper, K. (2015). The power of difference in inclusive research. *Disability & Society, 30*(4), 528-542.

Yoshida, K. K., & Shanouda, F. (2015). A culture of silence: Modes of objectification and the silencing of disabled bodies. *Disability & Society, 30*(3), 432-444.

Have a great summer☺

Assignments

Group Presentation (35%): …………..………………….…..…………...Friday, May 31st, 2019

Theory-based Reflection/Reaction/Interaction Journal Logs (25%): …..Friday, June 10th, 2019

Final Paper- Critical Essay (40%): ……………………..………………Friday June 14th, 2019

Description of Assignments

1- Group Presentation (35%)…..………..……………………………..... Friday May 31st, 2019

This assignment aims to provide students with the opportunity to utilize a critical disability lens to engage in policy analysis. For this group presentation, students are asked to choose any local, national or international social welfare policy and examine it through a critical disability lens based on the key

concepts, themes and ideas we discussed in the course. Presenters will be expected to integrate classroom material (lectures, discussions, readings and classroom activities) into their presentation. Specific attention will be paid to presenters' chosen policy and how they ground their analysis within critical disability frameworks. Attention also will be paid to presenters' way of articulating their analysis of the chosen policy, its applicability to social work practice, and how they examine its flows, the tensions or contradictions inherent between policy text and its application. Key questions to consider include, what perspectives drive policy development and application? How would such policy respond to the needs it is set to address? In addition, Presenters are encouraged to use any creative presentation formats you are comfortable with. This assignment aligns with the learning objectives (1, 2, 3, 4, 5, 6, 7, 8, 9, & 10), and responds to the MSW Level Learning Outcomes as listed above (1, 2, 3, 4, 5, 6, 7 & 8). Key expectations in this assignments include your ability to respond to, engage with the and critically interrogate the points below in your presentation:

- Issues of eligibility and entitlement
- Access to social services, health, etc.
- The tensions between policy texts and how they are applied
- Key stakeholders informing and affecting this policy
- Responses to the policy by activist groups
- Suggestions for alternative policies
- Your own suggestions for an alternative policy or for revisions to be made to this existing policy. For example, this could include additional stakeholders you might involve in the policy formulation process, consultation steps, potential timing, etc.

2- Theory-based Reflection/Reaction/Interaction Logs (5 logs=25% total)………..June 10th, 2019

These theory-based logs provide you with an opportunity to reflect, react or interact in an ongoing way **_on your own learnings_** from the course by engaging in an interactive way with course material, lectures and class discussions. For this assignment, you will be required to submit a total of **_five_** logs worth **_5%_** each. These logs must correspond to ideas discussed in the class and should integrate key concepts and theories. The format of the log could be textual, audio- visual or any art format that you are comfortable with. For example, you may decide to draw an image to respond to your learning about a theoretical concept in class and to submit a brief textual description relating the image to your learning. Or you may decide to write a **_1 page_** reflection on a key issue that we discussed noting theoretical tensions that are challenging or unsettling for you. You may also wish to write a poem or a song in reaction to something that emerged for you in the course (e.g. reacting to an ad you saw that reflects ableism). Written submissions should not exceed **_ONE_** page double-spaced per log. Expectation of this assignment are based on your ability to critically engage with and apply the theories, concepts and practice models discussed in class. In addition, this is an opportunity to apply your learnings beyond classrooms by actively engaging in critical reflections, reactions or interactions that build on your understandings of the issues examined as they apply to everyday realities experienced by people living with disabilities. Reflection logs can be submitted daily as the course unfolds, or the total of **_5 logs_** is due no later than **June 10th**. This assignment aligns with the learning objectives (1, 2, 3, 4, 5, 6, 7, 8, 9 & 10), and responds to the MSW Level Learning Outcomes as listed above (1, 2, 3, 4, 5, 6, 7 & 8).

3- Final Paper- Critical Essay (40%)………………………….……………..…......Friday June 14th, 2019

The final paper aims to help you bring the learnings from the course to inform your understanding of social work and disability as applied to a specific area of practice. Concretely, your task in this paper is to demonstrate how a selected concept, issue or theme discussed in the course can inform your social work practice, your role and identity as a practitioner, and/or your professional values and ethics. In addition, the paper should be framed within a broader understanding of anti-oppressive and social justice oriented social work, in keeping with the theoretical frameworks of this course. In order to encourage in-depth critical analysis and reflection, you have the option to continue with the theme you had selected for your

presentation. However, this is not a requirement of the assignment. More details will be provided about the assignment in class. This assignment aligns with the course learning objectives (1, 2, 3, 4, 5, 7, 8, 9, & 10), and responds to the MSW Level Learning Outcomes as listed above (1, 2, 3, 4, 5, 6, 7 & 8). Key ideas to cover in this assignment include:

- Analysis of marginalization based on disability as it manifests on your selected area of practice
- Analysis of intersectionality as it is applied to your practice example
- The role of disability movement, identity, activism, or resistance in addressing or shaping the practice area or issue
- Critical look at social work intervention in your chosen area of practice
- Your reflection on your own role, values, professional identity, ethics, and so forth

The paper should be between **8-10** double-spaced pages in length (**1 inch margins, 12 point Times New Roman font)** and must include a minimum of 12 peer-reviewed additional academic references not including course readings

Important Notes for All Assignments:
- ✓ Throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria.
- ✓ 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.
- ✓ Details about all assignments, expectations, and grading criteria will be discussed in class.
- ✓ 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 *downgraded by 2%* of the assignment grade *per day* including weekends, holidays and study week days.
- ✓ There is a **seven-day** maximum limit by which to accept late assignments when a student has not asked for extension. No assignments will be accepted beyond this seven-day limit.
- ✓ In normal circumstances, assignments will be graded and returned to students within three weeks form the day they are submitted.

Recommended Readings

In addition to the required readings, students are encouraged to further expand their readings as relevant to their particular theoretical and practice frameworks and how they see fit to meet their learning goals.

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.

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. **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.

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 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/p8lgb1nucdh/

A number of programs and services, including online writing tutors, are available through the Student Success Centre (SSC) to assist 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://www.ucalgary.ca/ssc/

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 Phone Support (403) 210-9355 24 hours/day
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.

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.

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.

The Social Work representative to the Students Union is to be determined (swsa@ucalgary.ca).

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 in the Calendar. http://www.ucalgary.ca/pubs/calendar/current/i.html

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. 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).

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

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 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

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/) and the Campus Mental Health Strategy website (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
g lot pay booths.