



Course & Session Number	SOWK 551.08 S01	Classroom	Online
Course Name	Intergenerational Trauma & Indigenous Pathways to Healing		
Dates and Time	Start of Classes: May 4 th , 2022 End of Classes: May 25 th , 2022 Days and Time: Mondays and Wednesdays 9 am-3:45 pm (MST) Virtual Zoom Sessions: May 4, 9, 11, 16, 18, 25 No Class: May 23 rd , Victoria Day Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Jennifer Markides, PhD	Office Hours	By request
UCalgary E-mail	jmmarkid@ucalgary.ca	UCalgary Phone	403-220-7750

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

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

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), [Statements on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Focuses on theory and practice related to social work interventions.

COURSE DESCRIPTION

In this course, we will explore the historical context and legacies of colonization that have given rise to intergenerational trauma. Through engagement with media-based Indigenous narratives, students will develop an increased conceptual understanding of systemic racism, as it contributes to existing inequities and ongoing oppression. The students will learn about Indigenous pathways to healing—drawing on examples from a variety of contexts inclusive of theory highlighted in the course readings alongside stories shared by practicing social workers—and will consider the processes as they may be applied to social work at the micro, mezzo, and macro levels, asking: *How can we better support Indigenous youth, families, and communities through strengths-based, culturally appropriate, and community specific programming, policies, and practices?*

This course will take place **online** via Zoom and Desire2Learn (D2L). 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 6 synchronous Zoom sessions throughout the term (9am-3:45pm MST, May 4, 9, 11, 16, 18, 25), and each will be recorded.

Zoom link:

<https://ucalgary.zoom.us/j/92854649387?pwd=UFI2czVGZHV0SzdFK0gvemFoT3Uvdz09>

Passcode: 551551

COURSE LEARNING OUTCOMES

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

1. Recognize how governmental structures, policies, and programs have normalized racism, violence, and oppression towards Indigenous peoples,
2. Describe how the legacies of colonization have contributed to intergenerational trauma,
3. Understand how trust has been broken and creates barriers for Indigenous people within systems of care, justice, and education,

4. Identify pathways to healing that reflect Indigenous ways of knowing, being, and doing,
5. Reflect on ways individuals and organizations work alongside Indigenous Elders and Knowledge Keepers to support healing processes and practices in ethical and respectful ways,
6. Make connections between the stories, theories, and experiences introduced in the course and the micro, mezzo, and macro levels of social work, and
7. Demonstrate a commitment to working towards reconciliation.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

- Campbell, W., Tamasese, K., & Waldegrave, C. (2019). Just therapy. In D. Denborough (Ed.) *Family therapy: Exploring the field's past, present and possible futures* (pp. 197-201). Dulwich Centre Publications.
- DiAngelo, R. & Sensoy, O. (2014). Leaning in: A student's guide to engaging constructively with social justice content. *Radical Pedagogy*, 11(1), 1-15. <https://robindiangelo.com/wp-content/articles/rad-ped-leaning-in.pdf>
- Hart, M. A. (2019). Indigenist social work practice. In M. Payne & R. Hall (Eds.), *Routledge Handbook of Social Work Theory* (pp. 268-281). London, UK: Routledge.
- Linklater, R. (2014). Colonialism, Indigenous trauma and healing. In *Decolonizing trauma work: Indigenous stories and strategies* (pp. 19-50). Fernwood.
- Little Bear, L. (2000a). Jagged worldviews colliding. In M. Battiste (Ed.), *Reclaiming Indigenous voice and vision*, (pp. 77-85). UBC Press. <https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/404356>
- Truth and Reconciliation Commission. (2015). *Calls to action*. https://web.archive.org/web/20200506065356/http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf

MEDIA RESOURCES

- Arnaquq-Baril, A. (Director). (2016, May). *Angry Inuk* [Film]. NFB of Canada. https://www-nfb-ca.ezproxy.lib.ucalgary.ca/film/angry_inuk/
- Blow, P. (Director). (1999, May). *Village of widows* [Film]. Lindum Films. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA21551807500004336
- Brittain, M. (Director). (2017). *(Dis)Placed: Indigenous youth in the child welfare system* [Film]. KingCrip Productions.
- Calgary United Way. (2019, June). *The #UNIGNORABLE issue of intergenerational trauma | Truth and Reconciliation* [Video]. YouTube. <https://www.youtube.com/watch?v=-mLe6BQ3pDo>
- CBC News. (2018a, March). *Residential school survivor explains the impact on her family* [Video]. YouTube. <https://www.youtube.com/watch?v=nJ64DItslI0>
- CBC News. (2018b, December). *Sixties Scoop survivor finds sister, only to lose her again* [Video]. YouTube. <https://www.youtube.com/watch?v=w7s78ishGyQ>
- CBC News. (2019, May). *Inuit break silence on skin graft experiments* [Video]. YouTube. https://www.youtube.com/watch?v=E-vh85X8VSc&list=PLeyJPHbRnGaZFu8_xxuXPIYG-j-9cogsx&index=72

- CBC News: The National. (2018, April). *Finding Cleo: How a CBC podcast solved the mystery of a missing Indigenous girl* [Video]. YouTube. <https://www.youtube.com/watch?v=neprXCg0kjg>
- Democracy Now. (2014, March). "A slow genocide of the people": Uranium mining leaves toxic nuclear legacy on Indigenous land [Video]. Democracy Now: Independent Global News. https://www.democracynow.org/2014/3/14/a_slow_genocide_of_the_people
- Divided Films. (2016, November). *Mni Wiconi: The stand at Standing Rock* [Video]. YouTube. <https://www.youtube.com/watch?v=4FDuqYld8C8>
- Duke, A. (Director). (2021). *Understanding and finding our way: Decolonizing Canadian education* [Film]. Goldëlox Productions and Saskatchewan Teachers' Federation. https://youtu.be/JWkPBm_OC1s
- Fortier, H. (Director). (2019, September). *A mother's voice* [Video]. Telus Storyhive. <https://www.youtube.com/watch?v=lp3yGEKGXCX4>
- Haptic Pictures. (2019, October). *Sisters rising | Official trailer* [Video]. Vimeo. <https://vimeo.com/367084420>
- Henningson, D. (Director). (2013, February). *Somba Ke - The money place* [Film; Sundance version]. YouTube. <https://www.youtube.com/watch?v=hzhQBNmIXzA>
- Little, J., & Little, K. (Directors). (2017, August). *More than a word* [Film]. Media Education Foundation. **Streams on CPL Kanopy:** <https://calgarypl.kanopy.com/product/more-word>
- Morin, B. (2017, September 21). Residential school runaway remembers harrowing journey that killed his two friends. *CBC News*. <https://www.cbc.ca/news/indigenous/bernard-andreason-tuktoyaktuk-journey-1.4297798>
- Obomsawin, A. (Director). (1993, January). *Kanehsatake: 270 years of resistance* [Film]. NFB of Canada. https://www-nfb-ca.ezproxy.lib.ucalgary.ca/film/kanehsatake_270_years_of_resistance/
https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA51751481500004336
- Obomsawin, A. (Director). (2016). *We can't make the same mistake twice* [Film]. NFB of Canada. https://www-nfb-ca.ezproxy.lib.ucalgary.ca/film/we_can_t_make_the_same_mistake_twice/?ctlgsrc=mr
- Obomsawin, A. (Director). (2019). *Jordan River Anderson, the messenger* [Film]. NFB of Canada. <https://www-nfb-ca.ezproxy.lib.ucalgary.ca/film/jordan-river-anderson-the-messenger/?ctlgsrc=mr>
- Orui, T. (Director). (2010). *The scars of mercury* [Film]. Produced independently. <https://www.cultureunplugged.com/documentary/watch-online/play/6412/The-Scars-Of-Mercury>
- Paetkau, C. (Director). (2021) *The unforgotten* [Film]. Build. Films and Networked Health. <https://theunforgotten.cma.ca/full-film/>
- Péloquin, F. (Director). (2016, June). *The story of grassy narrows* [Video]. PSAC-AFPC. <https://www.youtube.com/watch?v=9E06pWtCHlg>
- Smiley, M. (Director). (2015, March). *Highway of tears* [Film]. Finesse Films. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA21684829280004336
- Smiley, M. (Director). (2021). *For love* [Film]. Carrier Sekani Family Services and Walk Tall Productions Inc. ***Awaiting licencing agreement.***
- Wolochatiuk, T. (Director). (2012). *We were children* [Film]. NFB of Canada. https://www-nfb-ca.ezproxy.lib.ucalgary.ca/film/we_were_children/
- Williams, A. (Director). (2015). *The pass system* [Film]. Tamarack Productions. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA51756179990004336

***Please note that you will choose media for Assignment 1, in class. Do not email your instructor to ask for selections in advance. As denoted above, four resources will be shared and discussed in class.**

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This course will build on existing social work diversity courses and extend learning through the critical consideration of theories and practices specific to Indigenous ways of knowing, being and doing.

CLASS SCHEDULE

Important Dates for Spring 2022

- Start of Term: Monday, May 2, 2022
- End of Term: Friday, June 24, 2022
- Fee deadline: Wednesday, May 11, 2022
- Victoria Day, no classes: Monday, May 23, 2022

The following schedule provides a general overview of the course schedule, topics, and readings. More detailed information and direction will be given during the course. Course topics may also be adapted to meet the emerging needs and interests of students.

Date/Time	Course Topic	Readings/Assignments Due
Wednesday, May 4 th 9am – 3:45pm	Legacies of colonization <ul style="list-style-type: none">• Opening Circle• Instructor-Led Activities• Course Overview	<ul style="list-style-type: none">• DiAngelo, R. & Sensoy, O. (2014). Leaning in: A student's guide to engaging constructively with social justice content. <i>Radical Pedagogy</i>, 11(1), 1-15. https://robindiangelo.com/wp-content/articles/rad-ped-leaning-in.pdf• Truth and Reconciliation Commission. (2015). <i>Calls to action</i>. https://web.archive.org/web/20200506065356/http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf (specifically, Calls to Action 1-5, & 55)
Monday, May 9 th 9am – 3:45pm	Intergenerational trauma <ul style="list-style-type: none">• Instructor-Led Activities• Guest Speaker• Group Assignment Time	<ul style="list-style-type: none">• Little Bear, L. (2000a). Jagged worldviews colliding. In M. Battiste (Ed.), <i>Reclaiming Indigenous voice and vision</i>, (pp. 77-85). UBC Press. https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/404356• Assignment 1 – Sharing Due (or May 11)

Wednesday, May 11 th 9am – 3:45pm	Systemic racism and structural oppression <ul style="list-style-type: none"> • Instructor-Led Activities • Guest Speaker • Group Assignment Time 	<ul style="list-style-type: none"> • Linklater, R. (2014). Colonialism, Indigenous trauma and healing. In <i>Decolonizing trauma work: Indigenous stories and strategies</i> (pp. 19-50). Fernwood. • Assignment 1 – Sharing Due (or May 9)
Monday, May 16 th 9am – 3:45pm	Indigenous ways of knowing, being, and doing <ul style="list-style-type: none"> • Instructor-Led Activities • Guest Speaker • Group Assignment Time 	<ul style="list-style-type: none"> • Hart, M. A. (2019). Indigenist social work practice. In M. Payne & R. Hall (Eds.), <i>Routledge Handbook of Social Work Theory</i> (pp. 268-281). London, UK: Routledge. • Assignment 2 – Visual Essay Due
Wednesday, May 18 th 9am – 3:45pm	Indigenous approaches to healing <ul style="list-style-type: none"> • Instructor-Led Activities • Guest Speaker • Group Assignment Time 	<ul style="list-style-type: none"> • Campbell, W., Tamasese, K., & Waldegrave, C. (2019). Just therapy. In D. Denborough (Ed.) <i>Family therapy: Exploring the field’s past, present and possible futures</i> (pp. 197-201). Dulwich Centre Publications. • Assignment 3 – Reflection Due
Monday, May 23 rd NO CLASS	* * *	* * *
Wednesday, May 25 th 9am – 3:45pm	Commitment to reconciliation <ul style="list-style-type: none"> • Closing Circle 	<ul style="list-style-type: none"> • Assignment 4 – Commitment to Reconciliation Presentation Due

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.

ASSESSMENT COMPONENTS

Assignment 1: Sharing (10%) – Due May 9th or 11th in class (individual)

Aligned Course Learning Outcomes: 1, 2, 3

Assignment Description: Choose one media resource to preview prior to class. Provide a 2–3-minute oral account of the story in class, answering: What is the untold story? Who is telling it? How does the story fit with the historical and national narratives about colonization and Canada’s relationship with the First Peoples of Turtle Island? What is your responsibility as witness to the story?

Assessment Criteria: Rubric will be posted on D2L.

Assignment 2: Visual Essay (30%) – Due May 16th by 11:59 pm (individual)

Aligned Course Learning Outcomes: 1, 2, 3

Assignment Description: A visual essay allows for an aesthetic expression of your learning to date. The inclusion of original photos, along with accompanying text, holds great potential to stimulate deeper and more meaningful exploration of course themes. However, students must also enter into this assignment with caution and care, reflexively conscious of the ethical and sociocultural nuances underpinning such an investigation. Consider your positioning in relation to Indigenous histories and issues, and your responsibilities to right relationships.

In this assignment, you will work individually to create:

- An image or short series of images that represent(s) concepts relevant to course themes
 - images must be original, and not taken from the internet or elsewhere
 - images may not include living people, with or without permission

Along with an individually written 500–1000-word critical reflection in relation to personal experiences, course themes, in-class discussions, and relevant literature.

Reflections should include scholarly references and examples as to how your learning might inform your future practice as a social worker.

Assignments are to be submitted electronically through D2L.

Assessment Criteria: Rubric will be posted on D2L.

Assignment 3: Reflection (20%) – Due May 18th by 11:59 pm (individual)

Aligned Course Learning Outcomes: 4, 5

Assignment Description: Based on course readings and guest speakers, write a 150–250-word reflection on Indigenous pathways to healing. Consider your role in supporting healing processes and practices in ethical and respectful ways.

Assessment Criteria: Rubric will be posted on D2L.

Assignment 4: Commitment to Reconciliation (40%) – Due May 25th in class (group)

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

Assignment Description: This learning task is intended to facilitate and assess students' ongoing learning, reflection, collaboration, and responsibility to reconciliation. Honouring the relational, interconnected nature of Indigenous ways of knowing, being, and doing, this work is intentionally collective. Through small-group discussion, students will engage in a collaborative process of reflection, positioning, and coming to terms with personal and professional responsibilities. At the end of the term, groups will look back on their collective process and then make a claim about their commitment to reconciliation with consideration for the micro, mezzo, and macro levels of social work.

Students will be placed into small groups (+/- 5 students) and will work with their assigned learning group throughout the course. Each class, each group will:

- Meet as a group (if online, in a dedicated Zoom session) as set out by your instructor
- Select an alternating member each class to serve as witness
 - The witness will listen to the group conversation and will share a synopsis of that day's process (process of deep listening rather than sharing own perspectives)
 - This synopsis will be digitally recorded (audio or visual), approx. 3 minutes in length, and posted in D2L before the next class
- Represent and share their learning by making a claim to their colleagues (*via an oral presentation*), looking back at the weekly discussions to articulate growth/transformation/learning/relationship to (or continuing barriers with) course themes, and responsibility to reconciliation at the micro, mezzo, and macro levels of social work

Claims will be presented orally during the last week(s) of class (approximately 10 minutes' duration).

Students will be asked to submit peer feedback on group members' contributions to this learning task. Students will also be asked to provide qualitative feedback on other groups' work. Instructor will consider peer feedback in generating grades for this learning task. Instructor may choose to give grade and feedback orally rather than in writing, in keeping with Indigenous traditions.

Assessment Criteria: Rubric will be posted on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Much of the learning in this course is participatory. For this reason, students are expected to be fully present and engaged in class Zoom activities and discussions. If you need to miss a class, please notify your instructor, and follow up with a peer to find out what was missed in class.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF 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 at the discretion of the instructor and may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

Written 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. If a student's final grade falls between two letter grades, the instructor will round up (e.g., 89.25 → 90). 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.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

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

- Absolon, K. (2009). Navigating the landscapes: Dbaagmowin of a helper. In R. Sinclair, M. A. Hart, & G. Bruyere (Eds.), *Wicihitowin: Aboriginal Social Work in Canada*. (pp. 172-199). Fernwood.
- Absolon, K. (2010). Indigenous wholistic theory: A knowledge set for practice. *First Peoples Child & Family Review* 5(2), 74-87.

- Absolon, K. (2016). Wholistic and ethical: Social inclusion with Indigenous Peoples. *Social Inclusion* 4(1), 44-56.
- Carriere, J. & Richardson, C. (2013). Relationship is everything: Holistic approaches to Aboriginal child and youth mental health. *First Peoples Child & Family Review* 7(2), 8-26.
- Government of Alberta (2019). *Well-being and resiliency: A framework for supporting safe and healthy children and families*. <https://open.alberta.ca/dataset/520981c4-c499-4794-af55-bc932811cb1e/resource/7fda0ae8-8d97-49e7-b94b-7f0088cd767d/download/well-being-resiliency-framework-march2019.pdf>
- Government of Alberta (2019). *Well-being and resiliency: The miyo resource – kâ-nâkatohkêhk miyo-ohpikinawâwasowin*. <https://open.alberta.ca/dataset/a0afeba2-e180-4f1c-8aa0-68bb1327ff71/resource/acc8ecfd-00dd-40c2-8c31-36d01656daad/download/well-being-resiliency-miyoresource-march2019.pdf>
- Graveline, F. J. (1998). *Circleworks: Transforming eurocentric consciousness*. Fernwood.
- Hart, M. (2009). Anti-colonial Indigenous social work: Reflections on an Aboriginal approach. In Sinclair, R., Hart, M. A. & Bruyere, G. (Eds.), *Wicihitowin: Aboriginal social work in Canada*. (pp. 25-41). Fernwood.
- Hill, G. (2014). A holistic aboriginal framework for individual healing. In T. O'Connor, K. Lund, & P. Berendsen (Eds.), *Psychotherapy: Cure of the soul*, (pp. 59-69). Waterloo Lutheran Seminary.
- Wenger-Nabigon, A. (2010). The Cree medicine wheel as an organizing paradigm of theories of human development. *Native Social Work Journal* 7(1), 139-161.

***Please note that readings not assigned to a specific day will be taken up in group activities in class. Pre-reading is not required.**

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