Spring 2022

Course & Session Number	SOWK 614.05 S03	Classroom	Online + In person residency: Room 3-330
Course Name	Community-Based Health and Wellness Approaches I		
Dates and Time	Start of Classes: May 04, 2022 End of Classes: June 16, 2022 Dates and Time: Mondays: 6:30pm - 9pm Synchronous Zoom sessions: Mondays (May 09, May 16, May 30, June 06, June 13) 6:30pm-9PM. Asynchronous sessions: To be completed by students at their own time. In-person residency: Tuesday June 14 & Wednesday June 15, 9AM – 4PM. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Dr. Regine King, M.Ed., PhD	Office Hours	Please email to request an appointment time.
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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,

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

particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](), [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

Examines issues in clinical practice with diverse populations, including Indigenous, Francophone and newcomer populations. Specific treatment modalities and techniques are critiqued and examined in depth.

COURSE DESCRIPTION

This course critically emphasizes the understanding and application of community-based practice models and approaches for immigrants, refugees and racialized populations. It invites students to participate in an experiential, relational, and critical examination of historical, economic, and socio-political realities that influence processes of mental health recovery, healing, care, and wellness in mental health services and interventions. The course combines lectures, expert guest speakers, and critical discussions of literature and other relevant materials (e.g., movies, podcasts, case studies) to engage students in a critical reflection of concepts such as racial justice equity, citizenship, common good, resistance, and resilience and their significance for community mental health.

Prerequisites: SOWK 610 and SOWK 612

This course is blended and will include 5 zoom sessions and in-person residency of 2 days at the end of the course as indicated in the course schedule. Additionally, there are asynchronous activities you must complete. You are asked to select and read at least 3 articles listed under each topic below for the synchronous sessions. You are asked to set aside at least 2.5 additional hours per week to read the remaining readings, view the videos posted on the D2L, and participate in group activities as part of your asynchronous activities.

If you are unable to participate "live" due to unforeseen circumstances, inform the instructor in advance and propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). You are responsible to ensure that the instructor approves of the alternate form of participation that you propose.

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

1. Demonstrate ability to critically analyze past and present social, economic, and political systems that have shaped and influenced dominant theories and approaches to health, mental health, and wellness.
2. Identify and link community-based theories and approaches to intersecting issues that impact the life of individuals and their communities.
3. Demonstrate ability to develop partnerships and collaborations with communities or community-based organizations to promote positive mental health and overall wellness of community members.
4. Demonstrate comprehensive knowledge of culturally appropriate and relevant community-based mental health approaches and interventions.
5. Demonstrate ability to integrate theories and related approaches in developing community-based intervention appropriate and relevant for immigrant, refugee and racialized populations.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Topic 1: Introductions and a recap—mental health and wellness in context.

Cummins, I. (2021). Mental health services and community care: A critical history. Cambridge University Press. https://ezproxy.lib.ucalgary.ca/login?&url=https://www.cambridge.org/core/product/075C71F72B70CF087532583EBAEE7282

→ Chapter 3, 5, 6, and 8

Kanani, N. (2011). Race and madness: Locating the experiences of racialized people with psychiatric histories in Canada and the United States. *Critical Disability and Society*, 3. https://cdd.journals.yorku.ca/index.php/cdd/article/view/31564

Meerai, S., Abdillahi, I., & Poole, J. M. (2016). An introduction to anti-Black sanism. *Intersectionality*, 5(3), 19-35. https://journals.library.mun.ca/ojs/index.php/IJ/article/view/1682/1328

Metzi, J. M. (2009). The protest psychosis: How schizophrenia became a Black disease. Beacon Press. https://ezproxy.lib.ucalgary.ca/login?&url=https://ebookcentral.proquest.com/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=3118070

Mills, C. (2015). The psychiatrization of poverty: Rethinking the mental health-poverty nexus. *Social and Personality Psychology Compass*, 9(5), 213–222. https://compass-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/pdfdirect/10.1111/spc3.12168

Trickett, E. J. (2009). Community Psychology: Individuals and interventions in community context. *Annual Review of Psychology*, (60), 95–419. https://www-annualreviews-org.ezproxy.lib.ucalgary.ca/doi/pdf/10.1146%2Fannurev.psych.60.110707.163517

Topic 2: Significance of migration, discrimination, and racial trauma for the community mental health of immigrants, refugees and racialized populations

Beiser, M. & Feng, H. (2016). Mental health effects of premigration trauma and postmigration discrimination on refugee youth in Canada. The *Journal of Nervous and Mental Disease* 204 (6): 464–470. https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_proquest_miscellaneous_1792375497&context=PC&vid=UCALGARY&lang=en_US&search_scope=EVERYTHING&adaptor=primo_central_multiple_fe&tab=everything&query=any,contains,Mental%20health%20effects%20of%20premigration%20trauma%20and%20postmigration%20discrimination%20on%20refugee%20youth%20in%20Canada&offset=0

Comas-Díaz, L., Hall, G. N., & Neville, H. A. (2019). Racial trauma: Theory, research, and healing: Introduction to the special issue. *American Psychologist, 74(1*), 1-5. https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_proquest_miscellaneous_2179370379&context=PC&vid=UCALGARY&lang=en_US&search_scope=EVERYTHING&adaptor=primo_central_multiple_fe&tab=everything&query=any,contains,Racial%20trauma:%20Theory,%20research,%20and%20healing:%20Introduction%20to%20the%20special%20issue&offset=0

Francis, J. (2019). Human rights violations as humanist performance: Dehumanizing criminalized refugee youth in Canada. *The Canadian Geographer* 63(1): 129-144. https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_proquest_journals_2207328081&context=PC&vid=UCALGARY&lang=en_US&search_scope=EVERYTHING&adaptor=primo_central_multiple_fe&tab=everything&query=any,contains,Human%20rights%20violations%20as%20humanist%20performance:%20Dehumanizing%20criminalized%20refugee%20youth%20in%20Canada&offset=0

Hansson, E. et al., (2010). Improving mental health services for immigrant, refugee, ethno-cultural and racialized groups: Issues and options for service improvement. https://www.mentalhealthcommission.ca/wp-content/uploads/drupal/Diversity_Issues_Options_Report_ENG_0_1.pdf

Topic 3: Challenges and opportunities of community-oriented approaches to mental health

Alberta Men's Network (2022**).** Latino men's wellbeing. Community. Practice. Research. Equity Movement. Community support group (copy available in D2L).

Castillo, E. G. et al. (2019). Community interventions to promote mental health and social equity. *Current Psychiatry Reports,* 21, 35. https://link.springer.com/content/pdf/10.1007/s11920-019-1017-0.pdf

Colic-Peisker, V. & Walker, I. (2003). Human capital, acculturation and social identity: Bosnia refugees in Australia." *Journal of Community & Applied Social Psychology* 13 (5), 337-360. https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/pdfdirect/10.1002/casp.743

Gist, R. & Lubin B. (1999). Response to disaster. Psychosocial, community, and ecological approaches. Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781315803500/response-disaster-richard-gist-bernard-lubin

Holland, N. E. (2017). Beyond conventional wisdom: Community cultural wealth and the college knowledge of African American youth in the United States. *Race Ethnicity and Education, 20:6*, 796-810. https://www.tandfonline.com/doi/full/10.1080/13613324.2016.1150823?casa_token=LsvSkMm6OpQAAAAA%3Ap3Z0Eda2fu7KIeDlaSvboS7yZYvpRfzyzSjaiJCDIPnwjWpS08VQMjt_M3vuVyDhQwY9VdtsXRDC7wY

McKenzie, K. (2015). Issues and options for improving services for diverse populations. *Canadian Journal of Community Mental Health*, 34(4), 69-88. https://www.cjcmh.com/doi/abs/10.7870/cjcmh-2015-012

Naidoo L. (2009) Developing social inclusion through after-school homework tutoring: a study of African refugee students in Greater Western Sydney. *British Journal of Sociology of Education*, 30(3), 261-273. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1080/01425690902812547?needAccess=true

Rusch, D. et al. (2020). A community-based organization model to promote Latinx immigrant mental health through advocacy skills and universal parenting supports. *American Journal of Community Psychology* (66), 337–346. https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_proquest_miscellaneous_2439975178&context=PC&vid=UCALGARY&lang=en_US&search_scope=EVERYTHING&adaptor=primo_central_multiple_fe&tab=everything&query=any,contains,A%20community-based%20organization%20model%20to%20promote%20Latinx%20immigrant%20mental%20health%20through%20advocacy%20skills%20and%20universal%20parenting%20supports&offset=0

Westoby, P. (2008). Developing a community-development approach through engaging resettling Southern Sudanese refugees within Australia. *Community Development Journal, (43), 4*, 483–495. https://www.semanticscholar.org/paper/Developing-a-community-development-approach-through-Westoby/de0aa0041ce34e6543e56819b517b04c87b3339b

Topic 4: Where community-based mental health is done

Atterbury, K. & Rowe, M. (2017). Citizenship, community mental health, and the common good. *Behav. Sci. Law*, 35, 273-287. https://pubmed.ncbi.nlm.nih.gov/28631834/

Buckner-Brown, J. et al. (2011). Racial and ethnic approaches to community health. Reducing health disparities by addressing social determinants of health. *Family Community Health S. 1*, 34, S12–S22. https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_proquest_miscellaneous_822550948&context=PC&vid=UCALGARY&lang=en_US&search_scope=EVERYTHING&adaptor=primo_central_multiple_fe&tab=everything&query=any,contains,Racial%20and%20ethnic%20approaches%20to%20community%20health.%20Reducing%20health%20disparities%20by%20addressing%20social%20determinants%20of%20health

Hooper, C. M., Ivory, V. C., & Fougere, G. (2015). Childhood neighbourhoods as third places: Developing durable skills and preferences that enhance wellbeing in adulthood. Health & Place, 34, 34-45. https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_proquest_miscellaneous_1752994832&context=PC&vid=UCALGARY&lang=en_US&search_scope=EVERYTHING&adaptor=primo_central_multiple_fe&tab=everything&query=any,contains,Childhood%20neighbourhoods%20as%20third%20places:%20Developing%20durable%20skills%20and%20preferences%20that%20enhance%20wellbeing%20in%20adulthood&offset=0

Ingram, R. (2016). Doing mad studies: Making (non)sense together. *Intersectionalities*, 5(3), 11-17 https://journals.library.mun.ca/ojs/index.php/IJ/article/view/1680

MacDonnell, J. et al. (2017). Findings a space for me outside the stereotypes: Community engagement in policy and research to foster Canadian racialized immigrant women's mental health and well-being. *International Journal of Mental Health and Addiction, 15(4),* 738-752. https://www.semanticscholar.org/paper/%E2%80%9CFinding-a-Space-for-Me-Outside-the-Stereotypes%E2%80%9D%3A-Macdonnell-Dastjerdi/cedfcf9b2bcbfcecbd8e2ab1a8494565fb1b51db

MacDonnell, J. et al. (2017). Activism as a feature of mental health and wellbeing for racialized immigrant women in a Canadian context. *Health Care for Women International, 38(2),* 187-204. https://pubmed.ncbi.nlm.nih.gov/27797680/

Niemi, M. et al. (2019). A scoping review and conceptual model of social participation and mental health among refugees and asylum seekers. *International Journal of Environmental Research and Public Health 16*(20), 4027. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6843961/

Topic 5: International trends to community-based mental health: International perspectives and implications for Canada

Gasibirege, S. (2022). The community-based approach to mental health after a genocide, In U.R., King, M., Kamuzinzi, & S., Gasibirege (Eds.), *Healing life wounds. Restoring communities after mass violence.* Tyndale Academic Press. (pp. 69-87).

Gasibirege, S. *(2022).* Healing the Wounds of Genocide through LIWOHA Workshops, In U. R. King, M. Kamuzinzi, & S. Gasibirege (Eds.), *Healing life wounds. Restoring communities after mass violence* (pp. 88-100). Tyndale Academic Press.

Goldstain, J. L. & Godemont, M. M. L. (The Legend and Lessons of Geel, Belgium: A 1500-year-old legend, a 21st-century model. *Community Mental Health Journal*, 39, 441–458. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1023/A:1025813003347

King, R. (2019). The true healing is healing together: Healing and rebuilding social relations in post-genocide Rwanda. *Peace and Conflict: Journal of Peace Psychology*, 25(1), 49-60. https://psycnet.apa.org/record/2018-48730-001

Nabbali, E.M. (2013). 'Mad' activism and its (Ghanaian?) future. A prolegomena to debate. Trans-Sciripts, 3, 178-201. https://cpb-us-e2.wpmucdn.com/sites.uci.edu/dist/f/1861/files/2014/10/2013_03_13.pdf

Rosen, A., et al. (2014). International trends in community-oriented mental health services, In *Community-oriented health services: Practices across disciplines* (pp. 315-349). Springer Publishing Company. https://www.researchgate.net/publication/345647464_International_Trends_in_Community-Oriented_Mental_Health_Services

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site has been set up for this course which contains required readings and other relevant class resources and materials. A Zoom link to be used for all online sessions will be posted in D2L before the start of the class. To actively participate in zoom sessions, you will need a laptop, desktop or mobile device with Internet access and a camera. Speakers are required for easy access to zoom sessions.

Students will have the option of holding group work meetings during the asynchronized times over Zoom, or their chosen platform.

RELATIONSHIP TO OTHER COURSES

This course builds on the critical theories and practice models studied in SOWK 610 and SOWK612 to build a body of community-informed mental health interventions for racialized, immigrants, refugees, and survivors of natural and man-made disasters.

CLASS SCHEDULE

Important Dates for Spring 2022
- o Start of Term: Monday, May 2, 2022
- o End of Term: Friday, June 24, 2022
- o Fee deadline: Wednesday, May 11, 2022

o   Victoria Day, no classes: Monday, May 23, 2022

Class Schedule
A complete course includes 39 hours. In this course, there is will be 25.5 hours of zoom and in-person residency instruction. The students will use the remaining 12.5 hours to view course-related films and application of course contents, to visit community organizations, and to carry out group discussions

Date	Topics
Week 1 May 9, 2022	Topic 1: Introductions and a recap—mental health and wellness in context.
Week 2 May 16, 2022	Topic 2: Significance of migration, discrimination, and racial trauma for community mental health of immigrants, refugees and racialized populations **Assignment 1, Part 1 Due**
Week 3 May 23, 2022	No class
Week 4 May 30, 2022	Topic 3: Challenges and opportunities of community-oriented approaches to mental health **Guest Panel discussion**
Week 5 June 06, 2022	Topic 4: Where community-based mental health is done
Week 6 June 13, 2022	Topic 5: International trends to community-based mental health: International perspectives and implications for Canada
In person residency June 14, 2022	Community-based mental health fair Group presentations + Poster presentations **Assignment 2 due**
In person residency June 15, 2022	Individual and group reflections and wrap up **Assignment 1, Part 2 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 to engage 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 conduct themselves in a professional manner during Zoom sessions.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: From theory to practicing community health and wellness (50% of the overall grade)

Aligned learning outcomes: 1, 2, 4, 5

This assignment requires synthesizing theories and approaches of community-based mental health interventions and translating them into intervention plan for identified issues and populations. This assignment presents three parts:
- Part 1: Initial conceptualization of a community-based intervention (20%)
- Part 2: Informed approach to community-based intervention with a particular population (20%)
- Part 3: Power point presentation of the conceptual understanding of community-based health and wellness interventions (10%)

Part 1: Initial conceptualization of a community-based intervention (15%)—Due May 16, 2022, by 8PM.

In part 1, you are asked to identify and name a mental health problem that you strongly believe could benefit from a community-based mental health theorization, approach and intervention. Based on your learnings from the prerequisite courses (SOWK 610 and SOWK 612), identify one or two theoretical frameworks and one or two corresponding approaches that inform the ways you would conceptualize an intervention appropriate to the identified issue and the concerned individuals and/or communities. Explain the assumptions or the rationale that informed the selection of specific theories and intervention approaches. Based on the selected theories, briefly discuss a tentative planned intervention and explain its appropriateness and relevancy.

This assignment must be a minimum of 800 to a maximum of 900 words (Arial or Calibri 11 font) not including references. Use 3-4 references that support your decision and arguments made in this assignment. Apply APA 7 format in your citations and references. A rubric for this assignment will be made available at the start of the class.

Part 2: Informed approach to community-based intervention (25%)—Due June 10, 2022, by 8PM

Part 2 of assignment 1 facilitates a critical self-assessment of the initial conceptualization of the issue at hand and the theoretical and intervention decisions made. In Part 2, assess whether there has been a shift in the theories and approaches you utilized in designing the planned intervention. Explain the new

insights behind any of the changes you have incorporated. If there are no changes in the theories and approaches you utilized in designing the planned intervention, explain how the learnings from this course have affirmed your initial decisions. Be specific by naming what shifted or what affirmed your initial conceptualization.

This assignment must be a minimum of 600 to a maximum of 700 words (Arial or Calibri 11 font) not including references. Use 3-4 references that support your decision and arguments made in this assignment. Apply APA 7 format in your citations and references. A rubric for this assignment will be ready at the start of the class.

Part 3: Power point presentation of the conceptual understanding of community-based health and wellness interventions (10%)—due June 15, 2022.

In Part 3 of Assignment 1, you are asked to share your individual learnings about conceptualizing and planning community-based mental health interventions appropriate and relevant for immigrant, refugee, and racialized populations. You are asked to prepare 3-4 slides reflective of your written assignment and use them to present your learnings and receive feedback from other class members. Be creative in your visual presentation and oral presentation. The presentation must be between 3-15 minutes (8-10 minutes presentation and 3-5 minutes to answer questions or additional insights from the class.

Assignment 2: Learning about community-based approach from the community (50%) –Due June 14

Aligned learning outcomes: 2, 3, 5

Assignment 2 is a group-based assignment invites students to collaborate to build partnerships and connections with communities serving immigrant, refugee, and racialized populations. A community can be a school, a community-based organization, an ethnic-based association, a religious community (e.g., church, mosque, temple, etc.), or a neighbourhood. Students will be assigned to a group of 3-5 students. Students in the same group will have two options from which to choose for this assignment:

1. Establish connections with a given community and work together to describe one of the approaches the identified community utilizes to promote community-based mental health and wellness.
2. Conduct a needs assessment in a community that seeks to promote community-based mental health and wellness.

Each group must produce a summary of 3 pages on the key findings along with a poster presentation highlighting the context of the organization, the population served, and the key tenets of the utilized approach. The preliminary findings must be discussed with the community organization that provided information and obtain approval before showcasing the findings in a poster presentation fair. Each group will have 25-30 minutes to present their poster and an additional 10 minutes for a question/answer period. Students are encouraged to extend invitations to stakeholders or service users from the investigated communities to take part in the presentations.

Additional guidelines and an assessment rubric will be provided during the first day of class.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to complete the weekly readings before class and be fully present and engaged in the activities and discussions of each class. If you miss a class, you are responsible for informing the instructor and negotiating a replacement for your participation in class.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Please submit your assignment in Word to facilitate comments during grading. Assignments should have your full name starting with your last name. Example: "Smith, Jane, Assignment 2". Assignments are due by 8pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted."

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion or the instructor. Assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: https://www.ucalgary.ca/student-services/student-success/writing-support

ACADEMIC MISCONDUCT

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

GRADING

The University of Calgary Graduate Grading System and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95-100

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

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. The instructor will seek out students' formative feedback from time to time during the course.

ADDITIONAL SUGGESTED READINGS

It is advised that additional suggested readings for the course will be provided to students in D2L in order to manage the length of this course outline.

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