



<b>Course &amp; Session Number</b>	<b>SOWK 553.12 S01</b>	<b>Classroom</b>	Online
<b>Course Name</b>	Addiction and Recovery		
<b>Dates and Time</b>	Start of Classes: July 19, 2022 End of Classes: August 9, 2022 Synchronous via Zoom: Tuesday and Thursday 1:00 pm to 4:00 pm Asynchronous: On your own; minimum 5 hours per week Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> . <sup>1</sup>		
<b>Instructor</b>	Dr. Victoria Burns, PhD, RSW	<b>Office Hours</b>	By appointment
<b>UCalgary E-mail</b>	<a href="mailto:Victoria.burns@ucalgary.ca">mailto:Victoria.burns@ucalgary.ca</a> *Preferred method of contact	<b>UCalgary Phone</b>	403-220-4309

**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.

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](#).

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

## SYLLABUS STATEMENT

Examines contexts, theories, practice models and skill development in specialized fields of practice.

## COURSE DESCRIPTION

SOWK 553.12 critically examines the socio-historical context, theoretical models, and debates surrounding addiction and recovery. Theoretical frameworks will be reviewed as these apply to issues of addiction and recovery in diverse populations, and include medical, socio-ecological, feminist, anti-racist, Indigenous, trauma-informed, public health, and community-based approaches. Topics include stigma, harm reduction, peer support/mutual aid, allyship, boundaries, and recovery capital.

In the spirit of adult education and trauma-informed pedagogy that emphasizes safety, self-care, and reflexivity, students are expected to participate in experiential reflection while learning from the professor, each other, and practitioners in the field. Social work education and practice deals with complex, difficult, and controversial topics, that may affect comfort and safety. If students experience distress in this class, they are encouraged to inform the professor, and seek support as needed. When different points of view arise, members of the class are expected to engage with curiosity and mutual respect, sensitivity, confidentiality, and professionalism – just as we would in professional practice.

This course will take place **online** via Desire2Learn (D2L) and Zoom. **Six hours per week** will be spent in synchronous (live) Zoom Sessions. A minimum of **five hours** per week will be spent in asynchronous activities, including readings, watching videos/listening to podcasts, posting on the discussion board, and other activities as determined by the professor. If you have any special learning needs, please notify the professor as soon as possible so we can arrange a plan to ensure a positive learning experience.

## COURSE LEARNING OUTCOMES

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

1. Understand the complex history and nature of addiction and recovery and need for holistic supports and interventions.
2. Articulate various theoretical frameworks and models relevant to understanding addiction and recovery.
3. Apply a trauma-informed, anti-oppressive, anti-racist, Indigenous and critical lens to addiction and recovery.
4. Critically examine ethical issues and personal values in relation to substance use, addiction, and recovery.
5. Reflect, understand, and challenge biases around substance use, addiction, harm reduction and recovery.
6. Demonstrate a thorough understanding of a variety of approaches that support people experiencing problematic substance use and behaviours.
7. Develop skills in relation to assessment of and intervention with those affected by substance and other addictions.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook for this class. All required readings are outlined in the class schedule below. A D2L site is set up for this course, which contains required readings and other relevant class resources and materials.

### LEARNING TECHNOLOGIES AND REQUIREMENTS

A laptop/desktop computer or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

## RELATIONSHIP TO OTHER COURSES

This course is a senior level course elective, designed to align with other courses of social work in the areas of policy, practice, and research. The course provides an opportunity to analyze and integrate knowledge from other courses in the social work program through application of principles as they relate to addiction and recovery in social work practice.

## CLASS SCHEDULE

### Important Dates for Spring 2022

- Start of Term: Tuesday June 19, 2022
- End of Term: Tuesday August 9, 2022
- Fee deadline: Wednesday, July 6, 2022

## CLASS SCHEDULE

Although assignment due dates will not change, there may be additions or changes to the class schedule. Students will be advised of all changes.

Class/Date	Type	Topics, Readings, & Links
1 July 19	ZOOM SESSION	<p><b>Topics</b></p> <ul style="list-style-type: none"><li>• Welcome, introductions, classroom guidelines, course outline review</li><li>• Introduction to addiction and recovery</li></ul> <p><b>Required readings and links</b></p> <ul style="list-style-type: none"><li>• Carello, J., &amp; Butler, L. D. (2015). Practicing what we teach: Trauma-informed educational practice. <i>Journal of Teaching in Social Work, 35</i>(3), 262-278. <a href="https://doi.org/10.1080/08841233.2015.1030059">https://doi.org/10.1080/08841233.2015.1030059</a></li><li>• Ermine, W. (2011). Ethical space in action: <a href="https://www.youtube.com/watch?v=ZUfXu3gfVJ8">https://www.youtube.com/watch?v=ZUfXu3gfVJ8</a></li><li>• Kelly, J. F., Saitz, R., &amp; Wakeman, S. (2016). Language, substance use disorders, and policy: the need to reach</li></ul>

		<p>consensus on an “addiction-ary”. <i>Alcoholism Treatment Quarterly</i>, 34(1), 116-123.  <a href="https://doi.org/10.1080/07347324.2016.1113103">https://doi.org/10.1080/07347324.2016.1113103</a></p>
	<i>Asynchronous learning &amp; assignments</i>	<ul style="list-style-type: none"> <li>• Introduce yourself on the D2L discussion board and comment on one post</li> <li>• Watch: Maté, G. (2020). The best explanation of addiction I’ve ever heard (9:49). Retrieved from <a href="https://www.youtube.com/watch?v=ys6TCO_oIoc&amp;t=217s">https://www.youtube.com/watch?v=ys6TCO_oIoc&amp;t=217s</a></li> </ul>
<b>2</b> <b>July 21</b>	<b>ZOOM SESSION</b>	<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Theoretical frameworks and models of addiction</li> </ul> <p><b>Required readings and links:</b></p> <ul style="list-style-type: none"> <li>• Zinberg, N. E. (1985). Preface. <i>Drug, Set, and Setting: The Basis for Controlled Intoxicant Use</i>. P. vii-xiii.  <a href="https://doi.org/10.1001/jama.1985.03350340121039">https://doi.org/10.1001/jama.1985.03350340121039</a></li> <li>• Wiens, T. K., &amp; Walker, L. J. (2015). The chronic disease concept of addiction: Helpful or harmful? <i>Addiction research &amp; theory</i>, 23(4), 309-321.  <a href="https://doi.org/10.3109/16066359.2014.987760">https://doi.org/10.3109/16066359.2014.987760</a></li> <li>• Witkiewitz, K., Montes, K. S., Schwebel, F. J., &amp; Tucker, J. A. (2020). What is recovery? <i>Alcohol Research: Current Reviews</i>, 40(3). <a href="https://doi.org/10.35946/arc.v40.3.01">https://doi.org/10.35946/arc.v40.3.01</a></li> </ul>
	<i>Asynchronous learning</i>	<ul style="list-style-type: none"> <li>• <b>Begin Assignment 1: <i>Critical Reflection and Analysis</i> by reflecting on the following media, then create one post and reply on the discussion board (see D2L for further instructions)</b></li> <li>• Brewer, J. (Feb. 18, 2020). Hacking your Brain’s Reward System to Change Habits (7:35). Retrieved from: <a href="https://www.youtube.com/watch?v=WQ40hNdZmfQ">https://www.youtube.com/watch?v=WQ40hNdZmfQ</a></li> <li>• Botticelli (Oct. 2016). Addiction is a disease. We should treat it as one (10:35). Retrieved from <a href="https://www.ted.com/talks/michael_botticelli_addiction_is_a_disease_we_should_treat_it_like_one?language=en">https://www.ted.com/talks/michael_botticelli_addiction_is_a_disease_we_should_treat_it_like_one?language=en</a></li> </ul>
<b>Class 3</b> <b>July 26</b>	<b>ZOOM SESSION</b>	<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Bias, stigma, &amp; discrimination</li> <li>• Recovery movement and collegiate recovery</li> <li>• Guest speaker</li> </ul> <p><b>Required readings and links</b></p> <ul style="list-style-type: none"> <li>• Vest, N., Reinstra, M., Timko, C., Kelly, J., &amp; Humphreys, K. (2021). College programming for students in addiction recovery: A PRISMA-guided scoping review. <i>Addictive Behaviors</i>, 121.  <a href="https://doi.org/10.1016/j.addbeh.2021.106992">https://doi.org/10.1016/j.addbeh.2021.106992</a></li> </ul>

		<ul style="list-style-type: none"> <li>Hunt, (2012). Recovery and harm reduction: Time for a shared, development-oriented, programmatic approach? In <i>Harm reduction in substance use and high-risk behaviors</i>. Wiley-Blackwell.</li> <li>McNeil, S. (2021). Understanding substance use stigma. <i>Journal of Social Work Practice in the Addictions</i>, 21(1), 83-96. <a href="https://doi.org/10.1080/1533256X.2021.1890904">https://doi.org/10.1080/1533256X.2021.1890904</a></li> </ul>
	<i>Asynchronous learning &amp; assignments</i>	<ul style="list-style-type: none"> <li><b>Continue working on Assignment 1; watch and reflect on following media; then create one post, and reply to one post on the discussion board (see D2L for further instructions)</b></li> <li>Hari, J. (2015). Everything you think you know about addiction is wrong. TedTalk. (14:42). Retrieved from <a href="https://www.ted.com/talks/johann_hari_everything_you_think_you_know_about_addiction_is_wrong?language=en">https://www.ted.com/talks/johann_hari_everything_you_think_you_know_about_addiction_is_wrong?language=en</a></li> </ul>
<b>Wed. July 27 11:59pm MT</b>		<b>***ASSIGNMENT 1 DUE: Critical Reflection &amp; Analysis (30%)***</b>
<b>4 July 28</b>	<b>ZOOM SESSION</b>	<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>Bias, stigma, &amp; discrimination</li> <li>Disclosure, risk, and professional implications</li> <li>Assignment 1: Small group facilitation</li> </ul> <p><b>Required readings and links:</b></p> <ul style="list-style-type: none"> <li>Burns, V. F. (2021). The sober professor: Reflections on the sober paradox, sober phobia, and disclosing an alcohol recovery identity in academia. <i>Contemporary Drug Problems</i>, 48(3), 223-240. <a href="https://journals.sagepub.com/doi/full/10.1177/0091450921103109">https://journals.sagepub.com/doi/full/10.1177/0091450921103109</a>.</li> <li>Kiepek et al., (2019). Substance use by social workers and implications for professional regulation. <i>Drugs and Alcohol Today</i>, 19 (2), 147-159. <a href="https://www.emerald.com/insight/content/doi/10.1108/DAT-08-2018-0040/full/pdf?title=substance-use-by-social-workers-and-implications-for-professional-regulation">https://www.emerald.com/insight/content/doi/10.1108/DAT-08-2018-0040/full/pdf?title=substance-use-by-social-workers-and-implications-for-professional-regulation</a></li> </ul>
	<i>Asynchronous learning &amp; assignments</i>	<b>***Come to class prepared to facilitate a small group discussion based on Assignment 1***</b>
<b>July 29 11:59pm MT</b>		<b>***Assignment 2: Program Change*** Submit the name of your program via email to the professor</b>

<p><b>Class 5</b> <b>Aug. 2</b></p>	<p><b>ZOOM SESSION</b></p>	<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Addiction, recovery, and intersectionality</li> <li>• Feminist perspectives</li> <li>• Alcohol culture</li> </ul> <p><b>Required readings and links:</b></p> <ul style="list-style-type: none"> <li>• Borowsky et al. (2016). Feminist identity, body image, and disordered eating. <i>Eating Disorders</i> 24.4 (2016): 297–311. doi: <a href="https://doi.org/10.1080/10640266.2015.1123986">10.1080/10640266.2015.1123986</a></li> <li>• hooks, b. (1993). Growing away from addiction. In <i>Sisters of the Yam: Black Women and Self Recovery</i>. Boston: South End</li> <li>• Lyons, T., et al. (2015). A qualitative study of transgender individuals' experiences in residential addiction treatment settings: Stigma and inclusivity. <i>Substance Abuse Treatment, Prevention, And Policy</i> 10. <a href="https://doi.org/10.1186/s13011-015-0015-4">https://doi.org/10.1186/s13011-015-0015-4</a></li> </ul>
	<p><i>Asynchronous learning &amp; assignments</i></p>	<p><b>Watch and reflect on the following media; then create one post, and reply to one post on the discussion board (<a href="#">see D2L for instructions</a>)</b></p> <ul style="list-style-type: none"> <li>• Holly Whitaker's Rudy Moment (January 28, 2022). Retrieved from: <a href="https://www.youtube.com/watch?v=GwS2Sj2Y8Zk&amp;t=2s">https://www.youtube.com/watch?v=GwS2Sj2Y8Zk&amp;t=2s</a></li> <li>• Baroness von Sketch Show: I don't drink (Nov. 30, 2020) (3:06). Retrieved from : <a href="https://www.youtube.com/watch?v=iT_Bfb6mG2M">https://www.youtube.com/watch?v=iT_Bfb6mG2M</a></li> <li>• Taylor , S.R. (2017). <u>The body is not an apology – radical alchemy</u>. Retrieved from: <a href="https://www.youtube.com/watch?v=Q9HVTLf3sj4">https://www.youtube.com/watch?v=Q9HVTLf3sj4</a></li> </ul>
<p><b>Class 6</b> <b>Aug. 4</b></p>	<p><b>ZOOM SESSION</b></p>	<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Addiction, recovery, &amp; intersectionality</li> <li>• Harm reduction</li> <li>• Public health and community-based approaches</li> <li>• Class time to work on Assignment 2: Program Change</li> </ul> <p><b>Required readings and links</b></p> <ul style="list-style-type: none"> <li>• Earp, B. D., Lewis, J., &amp; Hart, C. L. (2021). Racial justice requires ending the war on drugs. <i>The American Journal of Bioethics</i>, 21(4), 4–19. <a href="https://doi.org/10.1080/15265161.2020.1861364">https://doi.org/10.1080/15265161.2020.1861364</a></li> <li>• Esser, M. B., &amp; Jernigan, D. H. (2018). Policy approaches for regulating alcohol marketing in a global context: A public health perspective. <i>Annual review of public health</i>, 39, 385-401. DOI: <a href="https://doi.org/10.1146/annurev-publhealth-040617-014711">10.1146/annurev-publhealth-040617-014711</a></li> <li>• Mendoza, S., Hatcher, A. E., &amp; Hansen, H. (2019). Chapter 8: Race, stigma, and addiction. In J. D. Avery &amp; J. J. Avery</li> </ul>

		(Eds.), <i>The stigma of addiction: An essential guide</i> (pp. 131–152). Springer
	<i>Asynchronous learning</i>	Listen to the following podcast, create one post, and reply to one post on the discussion board ( <a href="#">see D2L for instructions</a> ) <ul style="list-style-type: none"> <li>Johnson, H. (2018). Think Indigenous – Harold Johnson (39: 26) Retrieved from: <a href="https://thinkindigenous.libsyn.com/think-indigenous-harold-johnson">https://thinkindigenous.libsyn.com/think-indigenous-harold-johnson</a></li> </ul>
<b>Class 7 Aug. 9</b>	<b>ZOOM SESSION</b> Last day of class	<b>Topics</b> <ul style="list-style-type: none"> <li>The Future of Addiction &amp; Recovery</li> </ul> <b>Required readings and links</b> <ul style="list-style-type: none"> <li>Bartram, M. (2021). 'It's really about wellbeing': A Canadian investigation of harm reduction as a bridge between mental health and addiction recovery. <i>International Journal of Mental Health and Addiction</i>, 19(5), 1497-1510. <a href="https://doi.org/10.1007/s11469-020-00239-7">https://doi.org/10.1007/s11469-020-00239-7</a></li> <li>Szalavitz, M. (2021). Redoing the future (chapter 22). In <i>Undoing drugs: The untold story of harm reduction and the future of addiction</i></li> </ul>
<b>Aug. 10 11:59 pm MT</b>		<b>ASSIGNMENT #2 DUE: Preparing an Addiction Recovery Program Change (40%)</b>
<b>Aug. 12 11:59 pm MT</b>		<b>ASSIGNMENT 3 DUE: Participation/Self-Assessment (30%): Student Evaluation (15%)</b>

### 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 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. Please log-in 10 minutes early to be prepared to start on time. 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.

If you experience issues with Zoom after reading these instructions, please contact the Learning Technology Coach for your course or your instructor. You may also view this support video created for University of Calgary online programs in Social Work. Additional support documentation is available via the Zoom online knowledgebase: Zoom Audio, Video, and Sharing. ZOOM sessions: You are expected to

come to class prepared with a working webcam and headset with microphone. Find a quiet place for your online meeting to promote active listening and engagement.

### **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: Critical Reflection & Analysis (30%)**

**Due July 27 at 11:59 pm MST**

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

This is an individual written assignment. In 700 to 1000 words, double-spaced pages, 12-point font. complete the following:

1. Read: Wiens, T. K., & Walker, L. J. (2015). The chronic disease concept of addiction: Helpful or harmful? *Addiction research & theory*, 23(4), 309-321
2. Overview of the reading (3 points):
  - a. Provide the two author's positionality and social locations (1 point).
  - b. Provide two to three sentences that summarize the reading. This should capture the "essence" of what the reading is about (see example posted on D2L) (approximately 50-75 words) (2 points).
3. Summary of main points (3 points):
  - a. Provide three concise points that speak to the main arguments/ideas put forward by the author(s). Do not get lost in details and sub-points (approximately 75-100 words) (3 points).
4. Critical Reflection and Analysis (20 points).
  - a. Based on your lived experience and learnings from this course so far, answer the following two questions
    - i. Is the disease model helpful or harmful? In what ways? You are required to support your arguments with a minimum of three references (articles or media) from this course. You will be evaluated on the depth and clarity of your analysis, including your ability to weave in the literature to back up your position. (12 points) (approximately 300-400 words).
    - ii. What biases do you or have you had about addiction? What about recovery? Where do your biases come from? How have these changed since taking this course (approximately 200-300 words) (8 points).
5. Discussion question and facilitating in-class small group discussion (4 points): At the end of the assignment, include 1 thoughtful question directly tied to your analysis (1 point). You will facilitate a group discussion in small groups based on this reading during class July 28, 2022. (3 points).



**Rubric:** The grading rubric for the written portion of the assignment will be posted on D2L. You will also be evaluated on:

- Style of writing: clear structure, style, and grammar
- Depth and breadth of analysis
- Explicit references to course material (minimum 3 references)
- Persuasiveness
- APA

## **ASSIGNMENT #2: Preparing an Addiction/Recovery Program Change (40%)**

**Due August 10, 11:59 pm MST**

**Aligned learning outcomes: 1,2,3,4,5,6,7**

**Format: Narrated PowerPoint or Video (7-10 minutes).** You can use the Zoom platform or an alternative to create your video. The video will be graded upon the progression of depth that you demonstrate through your integration of the course material. This is an individual assignment that must include the following:

- **Choose** an existing program addressing addiction and/or recovery (e.g., mutual aid programs, safe injection sites, residential treatment centres, detox, community-based initiatives, collegiate recovery program, etc.). You are required to submit the name of your program via email to the professor by **July 29<sup>th</sup>, 2022**.
- **Comprehensive presentation of existing program:** Clearly identifying the purpose of the existing program, how it fits into a larger structure, eligibility, and operational details, including how it is funded, its vision, mission, and brief overview of strategic plan/goals (if applicable) Describe the theories or models of addiction/recovery informing your program (15 points)
- **Critical reflection and analysis:** What attracted you to this organization/program? Does the program align with social work values and ethics? How and/or how not. Does the program address issues of equity and intersectionality? How and/or how not? You are required to cite sources using APA (10 points).
- **Recommendations for program change are well articulated:** Recommendations are clear, grounded in a relevant knowledge base, linked to conceptualizations of addiction/recovery discussed in the course (use at least two peer-reviewed references). If the program is already promoting social justice, explain how and what other organizations/programs could learn from it (10 points).
- **Presentation style:** organization, clarity of ideas and expression, creativity, all sources cited using APA (5 points).

## **ASSIGNMENT 3: Participation Assessment (30%)**

**Due August 12 11:59 pm MST**

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

**Student Self-Assessment (15%):** The objective of this assignment is to evaluate your dedication to being an active and engaged learner in the course. You are expected to submit a 500 (+/- 50 word) self-evaluation to the designated D2L Dropbox in which you assess your participation and contribution to the class. In addition to commenting on the unique ways you participated in the class, your assessment should include the following: attendance, punctuality, engagement and being fully present, sharing in

small and large group discussions, posing questions, quality of discussion board posts and replies, review of readings and media (asynchronous activities, minimum 5 hour per week), and professional behaviour in the class. Also include a critical reflection on how your participation challenged you personally (e.g., did you take any risks?), contributed to promoting a more caring, respectful, inclusive class environment, and aligned with social work mission and values. Make sure to include a grade for yourself out of 15.

**Rubric:** There is no grading rubric for this assignment. Standard of writing will be a factor in this assignment (clear structure, style, and grammar).

**Professor Assessment (15%):** Your professor will also provide a grade out of 15, based on the student's self-assessment, and their own observations of student participation over the course. Standard of writing will be a factor in grading this assignment.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

- Students are expected to be on time, fully present, and engaged in all class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Class attendance is essential to the development of collegial relationships that characterize learning, reflection, and critical analysis within social work practice. If you are required to miss a class, please notify the professor as soon as possible to arrange for an alternate make up activity/assignment.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

- Please submit all assignments electronically through their respective Dropbox in D2L. Depending on the nature of the assignment, assignments must be submitted in either Microsoft Word or PowerPoint. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

### **LATE ASSIGNMENTS**

- Late assignments will be accepted only in exceptional circumstances and at the discretion of the professor. 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 7<sup>th</sup> 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. Grade rounding: when the decimal grade point is less than "0.5", the grade is to be rounded down to the nearest whole number and when the decimal grade point is greater than or equal to "0.5", the grade is to be rounded up to the nearest whole number. For example, an "82.3" would be rounded to an "82", an "89.56" would be rounded to a "90" and a "69.44" would be rounded to a "69". 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.

## 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