



<b>Course Number</b> SOWK 306	<b>SOWK</b> L06	<b>Classroom</b> ONLINE	
<b>Course Name</b>	<b>Social Work Methods Theme Course – Virtual Learning Circle</b>		
<b>Day(s)</b>	<b>Zoom Tuesdays</b>	<b>Time</b>	<b>Online Real Time Sessions</b> 6:30 pm to 8:30 pm MST
<b>Instructor</b>	<b>Carly-Ann Haney</b>	<b>Office Hours/Location</b> Office hours by Zoom will be announced	
<b>E-mail</b>	<b>camhaney@ucalgary.ca</b>	<b>Phone:</b> Appointment contact by email	<b>403-330-8129</b>

**SYLLABUS STATEMENT**

Examines various perspectives and theoretical approaches relating to the development, maintenance, and application of empowering relationships in generalist social work practice. Particular emphasis will be placed on local applications in rural, remote, and Indigenous organizations and communities.  
Course Hours: 6 units; F (6-0)

**COURSE DESCRIPTION**

Through a variety of learning activities, students will experience and demonstrate the integration of theory and practice required for generalist social work at a beginning professional level. Based on their prior learning from coursework and life experience, students will learn to reflect critically on the nature of effective empowering relationships.

This Social Work Methods Theme Course will be delivered in a series of modules. Module 1 will explore various theories and perspectives relating to generalist practice that inform our understanding of different empowering relationships. Included in this module will be discussion of problem-solving models, ecological perspectives, and strengths-based approaches. Module 2 focuses on developing skills in facilitating strengths-based, empowerment and social justice approaches to social work practice in a diverse society. Following this will be a series of modules devoted to exploring elements (connecting, building, maintaining, and parting) of empowering relationships and their application to common levels of social work practice (micro, mezzo, macro). Special emphasis will be given to the application of course concepts to the student's local context. The final module of the course offers opportunities for integration of the material from the other modules and application of group process content to a community case and to apply modules concepts to group process and teamwork.

**COURSE LEARNING OUTCOMES**

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

1. Explore and reflect on their personal and other beliefs, values and perspectives on empowering relationships in generalist social work practice;
2. Demonstrate understanding of common elements and enhance skills in building and maintaining

- empowering social work relationships at the micro, mezzo, and macro levels;
3. Critically examine their professional use of self in relation to building and maintaining empowering relationships;
  4. Explain how they have furthered their understandings of issues of diversity, values and ethics, as they affect the selection of professional practice responses from both personal and professional perspectives;
  5. Acquire additional generalist-practice knowledge and skills to competently perform various interactive practices such as building relationships, assessment and planning, activating resources, negotiation, mediation, advocacy, and evaluation;
  6. Apply relevant knowledge and skills to actively promote empowering and anti-oppressive practice;
  7. Demonstrate effective interprofessional practice, community collaboration, and teamwork skills.

### **LEARNING RESOURCES**

There are course readings for each module, which students can access online through the University of Calgary library. It is the responsibility of students to access/download the articles from the library. Please contact the Library for any downloading issues.

### **REQUIRED TEXTBOOKS AND/OR READINGS**

Miley, K., O'Melia, M., & DuBois, B. (2017). *Generalist social work practice* (8th ed.). Up Saddle River, NJ: Pearson Education.

Specific module readings are outlined below. Readings that are not in the text will be available through D2L)

#### Module 1 Readings:

Bennett, J., & Grant, N.S. (2016). Using an ecomap as a tool for qualitative data collection in organizations. *New Horizons in Adult Education and Human Resource Development*, 28(2), 1-13.

Miley, K., O'Melia, M., & DuBois, B. (2017). *Generalist social work practice* (8th ed. Chapters 1-2, pp. 1-45). Up Saddle River, NJ: Pearson Education.

#### Module 2 Readings:

Alberta College of Social Workers. (2017). *Continuing Competence Program Members Handbook*. Edmonton, AB: Alberta College of Social Workers. Retrieved from <http://www.acsw.ab.ca/site/social-workers/competence-program>

Miley, K., O'Melia, M., & DuBois, B. (2017). *Generalist social work practice* (8th ed. Chapters 3-5). Up Saddle River, NJ: Pearson Education.

#### Module 3 Readings:

Halverson, G., & Brownlee, K. (2010). Managing ethical considerations around dual relationships in small rural and remote Canadian communities. *International Social Work*, 53(2), 247-260. doi: 10.1177/0020872809355386

Miley, K., O'Melia, M., & DuBois, B. (2017). *Generalist social work practice* (8th ed., Chapters 6-8, pp. 123-203). Up Saddle River, NJ: Pearson Education.

Module 4 Readings:

Miley, K., O'Melia, M., & DuBois, B. (2017). Generalist social work practice (8th ed., Chapters 9-11 pp. 204-271). Up Saddle River, NJ: Pearson Education.

Module 5 Readings:

Blundo, R. G., & Simon, J. K. (2015 & 2016). *Working with clients and other agencies. Solution-focused case management* (1st ed. pp. 123-143). New York, NY: Springer Publishing Company.

Miley, K., O'Melia, M., & DuBois, B. (2017). Generalist social work practice (8th ed., Chapters 12-14, pp. 299-378). Up Saddle River, NJ: Pearson Education.

Module 6 Readings:

Ing, C. (2019) Culturally competent research. In R. Grinnell, M. Williams & Y. Unrau, *Research methods for social workers: An introduction* (12th ed. 174-196). Kalamazoo, MI: Pairbond Publications.

Miley, K., O'Melia, M., & DuBois, B. (2017). Generalist social work practice (8th ed., Chapters 15-16, pp. 379-431). Up Saddle River, NJ: Pearson Education.

Module 7 Readings:

Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of inter-professional collaborative health care teams. *Health and Social Work, 41*(2), 101–109. Retrieved from <http://doi.org/10.1093/hsw/hlw006>

Blanchard, M. (2010). Working with Indigenous People - a meeting of minds and hearts. In O'Hara, A., Weber, Z., & Levine, K, (Eds.), *Skills for human service practice: Working with individuals, groups, and communities*, Canadian edition (pp. 76-88). Don Mills, Ontario, Oxford University Press, ISBN-10 0199011826.

Module 8 Readings:

No assigned readings

**LEARNING TECHNOLOGIES AND REQUIREMENTS**

- A D2L site is set up for this course that contains required readings and other relevant class resources and materials with Zoom sessions assigned to each Module.
- Specific technology requirements for the course include: a laptop, desktop or mobile device with Internet access and microphone and speaker are required for D2L and Zoom access.

**RELATIONSHIP TO OTHER COURSES**

SOWK 306 is one of the four foundation theme courses in the BSW Virtual Learning Circle Program. It must be completed prior to, or concurrently with, SOWK 307 – Practice Methods in Context.

**CLASS SCHEDULE**

This theme course will be delivered in a series of modules involving approximately 78 hours of learning activities.

This course is delivered fully online. It is divided into a series of eight modules, and within that, 4 module sets. Each of the modules will include a variety of learning activities, assigned readings, D2L discussion boards, films, Zoom class sessions, recorded presentations, guest speakers, etc. A full list and description of each activity in each module will be listed on the D2L site for the course.

**D2L Discussions**

The Discussion forums in D2L are a key aspect of the course. Participation in the discussion forums is asynchronous, allowing students and instructors to contribute at different times. Discussion postings will remain on the D2L site for the duration of the course. Your contributions to the discussion board are expected to be timely and related to the module and the topics being discussed by the class.

**Zoom Class Sessions**

Zoom is a web conferencing program that will allow us to meet at specific times for a “live” web conference, so that we can have the opportunity to meet each other virtually and discuss relevant issues. There will be one Zoom session per module, for a total of seven Zoom sessions. These sessions are mandatory and students are expected to attend all sessions.

- **Please note important dates for Winter 2020:**
  - **Winter Break: February 16-22**
  - **Last Day of Classes: Wednesday, April 15, 2020**

Date	Topic	Zoom Tuesdays 6:30 pm to 8:30 pm MST	Assignments Due All Assignments due at end of the Module cluster
January 13-21	<i>Module 1 – Belief, Values, &amp; Theory –</i>	January 14	
January 22 – Jan 31	<i>Module 2 – Strengths, Empowerment, &amp; Diversity</i>	January 28	Module 1 & 2 Interview and Paper Due January 31
February 1-February 10	<i>Module 3 – Dialogue Phase: Building Relationships &amp; Describing Situations</i>	February 4	
February 11-27	<i>Module 4 – Discovery Phase: Assessing Resources &amp; Planning Change.</i>	February 11	Integrative Case Analysis for Module 3 & 4 due February 27
Feb 28 - March 8	<i>Module 5 – Development Phase: Activating Resources &amp; Expanding Opportunities</i>	March 3	
March 9 - March 19	<i>Module 6 – Development Phase: Recognizing Success &amp; Integrating Gains</i>	March 10	Integrative Case Analysis for Module 5 & 6 due: March 19
March 20-26	<i>Project Group Time to Finalize – Poster Presentation</i>	Office Hours Contact Instructor	

March 27- April 4	<i>Module 7 – Practice Models &amp; Professional Development</i>	Optional Office Hours  March 31	Module 7 and 8: Poster Presentation and discussion forum <ul style="list-style-type: none"> <li>• Poster Due: March 27</li> <li>• Poster Discussion Forum: April 5</li> </ul>
April 5 - April 15	<i>Module 8: Summary &amp; Integration</i>	April 7	1.5 -2 page Course Learnings and PD plan Due April 10
April 12	Participation Self-Evaluation form due April 12 or earlier		Participation Self-Evaluation form due April 12 or earlier

<b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b>
<p><b><u>Media recording for assessment of student learning</u></b></p> <p>The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.</p> <p><b><u>Zoom recordings of online classes</u></b></p> <p>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.</p>

<b>ASSESSMENT COMPONENTS</b>				
Assessment Method		Due Date	Weight	Aligned Course Learning Outcome
Partner Interview and Paper	<p><i>Reflections on Our Frames of Reference and Social Work Practice</i></p> <p>This two-part assignment is meant to help students reflect and share how their cultural upbringings, life experiences, education, beliefs, values, worldviews and scripts shape their thinking and influence their frame of reference individually and their approaches to social work practice. Students will also reflect on the CASW Code of Ethics, Value 1.</p> <p>With a partner, students will write a 4-5-page paper applying the Tree of Life, Module 1 and 2 readings and results from their partner interview (see D2L) on their similarities and differences in beliefs, values, worldview, views of diversity,</p>	Jan 31	15%	1, 4

	<p>concepts of culture, and strengths and empowerment. The paper will include examples of how their values, beliefs, worldview, and views of culture impact their social work practice and their professional use of self and how a strengths and empowerment perspective can enhance their practice.</p> <p>This assignment should be 4-5 pages in length, double-spaced and single-sided, and will be evaluated on:</p> <ul style="list-style-type: none"> <li>• demonstration of an understanding of skills and knowledge important to social work practice;</li> <li>• critical thinking about key issues;</li> <li>• self-awareness;</li> <li>• awareness of how their values, beliefs, worldview, and views of culture, impacts their social work practice and their professional use of self and how strengths and empowerment perspectives can enhance their practice;</li> <li>• use of resource materials to support the discussion, and adherence to APA standards for referencing resource materials;</li> <li>• organization of information, and effectiveness of communication (clarity, grammar, vocabulary, punctuation and presentation).</li> </ul> <p><u>Length:</u> Paper will be 4 - 5 pages double spaced and follow APA format.</p> <p>Assignment Submission: Title paper with both partners names. Only one partner to submit to Drop Box. Assignments should have partner's names and Assignment title and submitted to drop box.</p> <p><i>Note: See Partner Interview questionnaire in D2L.</i></p>			
<p>Integrative Case Analysis Project Description</p>	<p>In the Integrative Case Analysis Project, you will be describing and applying the empowerment method of social work generalist practice approach and will actualize the strengths perspective with a <u>hypothetical</u> client, program (group) or community. You are NOT expected to contact an individual, program or community. <i>The case study will demonstrate your understanding and application of the course content.</i></p> <p>1. The focus of the project series is to use the skills and knowledge gained from your text, modules and readings. You will be working in small groups of <u>3</u> students. This portion of the project is designed into the</p>			<p>1, 2, 3, 4, 5, 6, 7</p>

	<p><u>three</u> linked assignments below, with the last culminating in a Poster Presentation</p> <ol style="list-style-type: none"> <li>2. You want to ensure that the social work theory and method chosen clearly address the relevant issue and you can explain why you have chosen the approach. The intent of this assignment is to engage in reflective, collaborative social work practice using a combination of theory, reflective practice and teamwork.</li> <li>3. Examples of micro, mezzo and marco levels can be found in Chapter 5 of your text.</li> </ol>			
Integrative Case Analysis Part One	<p><i>Integrative Case Analysis: Part One</i></p> <p>The intent of this assignment is to engage in reflective, collaborative and empowerment/strength-based social work practice. You will be working in small groups of 3.</p> <p>Steps:</p> <ol style="list-style-type: none"> <li>1. Introduction to Case: Provide a description of client background, issues and concerns.</li> <li>2. Using content (readings, text and modules) from <u>Module Three: Building Relationships, and Describing Situations</u>, and <u>Module Four: Assessing Resources and Planning Change</u>, develop and apply the concepts, phases and approaches of empowering practice to a client, group or community.</li> <li>3. Be certain to include a rationale, a description of the processes and activities within each phase of work i.e. Engagement Phase (see text: Chapters 6-8) and Assessment Phase (see text: Chapters 9-11) with concrete examples how you will work with the client, group or community for each phase.</li> <li>4. Ensure the social work theory and methods chosen clearly address the relevant issue and that you provide a clear rationale for why you have chosen the approach.</li> <li>5. Check that the paper also provides a description of the practice models, learned techniques or skills you are considering using.</li> </ol> <p>Please use text, Module and readings to support your work with the client/group/community.</p> <p>This assignment should be 4-5 pages in length, double-spaced and single-sided, and will be evaluated based on:</p> <ul style="list-style-type: none"> <li>• demonstration of an understanding of skills and knowledge important to social work practice;</li> <li>• critical thinking about key issues;</li> </ul>	Feb 27	15%	1, 2, 5, 6

	<ul style="list-style-type: none"> <li>• social work theory and methods chosen clearly address the relevant issue and provides a clear rationale why you have chosen the approach;</li> <li>• use of resource materials to support the discussion, and adherence to APA standards for referencing resource materials;</li> <li>• organization of information and effectiveness of communication (clarity, grammar, vocabulary, punctuation and presentation).</li> </ul> <p>Length: 4-5-page paper in APA format.</p> <p>Note: Only one team member is to submit the paper. Place all the group members' names on the title of the paper. Assignments should have the team member's name and Assignment title and be submitted to the drop box.</p>			
<p>Integrative Case Analysis <i>Part Two</i></p>	<p><i>Integrative Case Analysis: Part Two</i></p> <p>The intent of this assignment is to engage in reflective, collaborative, and empowerment/strength-based social work practice. You will be working with the same group of 3 as Part One.</p> <p>Steps:</p> <ol style="list-style-type: none"> <li>1. Using the same client, group or community, students are to develop an appropriate <i>Intervention and Evaluation</i> plan that applies concepts described from readings, and text for <u>Module 5</u>: Activating Resources and Planning Change and <u>Module 6</u>: Recognizing Success and Integrating Gains.</li> <li>2. Clearly describe and apply your Intervention and Evaluation phase and include the following components: <ul style="list-style-type: none"> <li>• A description of the potential Intervention Phase and processes will be provided. It will demonstrate a relationship between the assessment, and the potential interventions. The potential interventions will be supported with theory and chosen methodology and will include examples of the chosen intervention (See text: Chapters 12-14).</li> <li>• The paper is to include a rationale, a description of the processes and activities within each phase of work, with concrete examples how you will work with the client, group or community for each phase.</li> <li>• The Evaluation Phase will include methods to evaluate and monitor outcomes. Examples and application of such areas as client outcome</li> </ul> </li> </ol>	<p>Mar 19</p>	<p>15%</p>	<p>1, 2, 5, 6, 7</p>



	<p>evaluation or single-system design will be provided (See text: Chapters 15 &amp; 16).</p> <ul style="list-style-type: none"> <li>• Do check that the Evaluation Phase includes a clear description of the potential evaluation processes for the approach for the chosen client, group or community and a clear rationale for your choice.</li> </ul> <p>Please use the text, modules and readings to support your work with the client, group or community.</p> <p>This assignment should be 4-5 pages in length, double-spaced and single-sided, and will be evaluated on:</p> <ul style="list-style-type: none"> <li>• demonstration of an understanding of skills and knowledge important to social work practice;</li> <li>• critical thinking about key issues;</li> <li>• social work theory and methods chosen clearly address the relevant issue and provides a clear rationale why you have chosen the approach;</li> <li>• clear description of the potential intervention and how the processes are connected to the assessment, and in what way the potential interventions are supported with the theory and methodology chosen;</li> <li>• use of resource materials to support the discussion, and adherence to APA standards for referencing resource materials;</li> <li>• organization of information, and effectiveness of communication (clarity, grammar, vocabulary, punctuation and presentation).</li> </ul> <p>Length: 4-5-page paper in APA format.</p> <p>Note: Only one team member is to submit the paper with the group member's names. Assignments should have the team member's name and Assignment title and be submitted to the drop box.</p>			
<p>Integrative Case Analysis Poster Presentation and Discussion Forum</p>	<p><i>Part One: Poster Presentation</i></p> <ul style="list-style-type: none"> <li>• Your presentation is expected to be of <i>high quality and engaging</i> for your audience. Submit your poster presentation that summarizes your group project to the Poster Presentation Discussion Forum. The poster should be a combination of text, pictures, graphs and should clearly outline and summarize the case analysis (10% of final grade). <u>Only one group member</u> has to post the presentation on behalf of the group onto the d2l Discussion Board Poster date: March 27, 2020, 11:59 pm.</li> </ul>	<p>Poster on d2l by Mar 27</p>	<p>17%</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

	<p><i>Submit the Poster Presentation to your group discussion thread in d2l and in the d2l Drop box.</i></p> <p><i>Part Two: Poster Discussion Forum 7% of Final grade Due April 5, 2020.</i></p> <ul style="list-style-type: none"> <li>• View a minimum of <u>two</u> other presentations and post questions and comments to the Poster Presentation Discussion Forum. Each presentation will have a discussion thread that you can reply to.</li> <li>a) As part of the presentation discussion board grade, each student will view two other student group presentations and participate in the discussion board discussion (<i>2% of grade per response = 4% total</i>)</li> <li>b) Each discussion is to be moderated by the team responsible for creating the poster presentation. Respond to all questions and comments to your presentation. Each project team member is asked to respond and engage in the discussion board discussion with viewers of their presentation (<i>3 responses X 1% = 3%</i>)</li> <li>c) Students will be graded on their participation and the quality of their posts for the Poster Presentation Discussion Forum.</li> </ul> <p>As a result, you are expected to post a minimum of 5 posts total valued at 7% total in the Poster Presentation Discussion Forum thread</p>	<p>Part 2 Due on April 5 d2l</p>		<p>1, 2, 3, 4, 5, 6, 7, 8</p>
<p>Course Learnings and Professional Development Plan</p>	<p><i>My Course Learning and Professional Development Plan</i></p> <p>The intent of this assignment is for students to reflect on their development as an emerging social work professional. The paper should focus on the skills of generic practice; knowledge and application of the CASW Code of Ethics and ACSW Standards of Practice; and your engagement within the course with students and instructors. The brief paper should include a description of key learning during the semester and a brief assessment of your current development as a social worker, including strengths and areas you would like to further develop in the future.</p> <p>This assignment should be 1-2 pages in length, double-spaced and single-sided, and will be evaluated on:</p> <ul style="list-style-type: none"> <li>• demonstration of an understanding of skills and knowledge important to social work practice;</li> <li>• critical thinking about key issues;</li> <li>• self-awareness and personal growth;</li> <li>• use of resource materials to support the discussion, and</li> </ul>	<p>April 10</p>	<p>10%</p>	<p>6,7</p>

	<p>adherence to APA standards for referencing resource materials.</p> <ul style="list-style-type: none"> <li>organization of information, and effectiveness of communication (clarity, grammar, vocabulary, punctuation and presentation).</li> </ul> <p>Maximum 1-2 pages total in APA format. Please add your name to the file name and submit to the appropriate to drop box</p>			
Discussion & Zoom	<p><i>Participation: Zoom (In-class activities and participation) and Participation on Discussion Boards = 28%</i> <i>Self-Evaluation Report <b>Due</b> April 12, 2020.</i></p> <p>Throughout the semester, a number of activities will take place. These will vary in type and may include such activities as interviews, case analysis, activities in Zoom, discussion forums and other assigned activities. Each in-class activity will contribute to the in-class activity grade.</p> <p>In addition, a component of this grade will be for participation. A rich exchange of ideas is a key element of the learning process in this class. It is expected that students will prepare in advance for each class and participate in all learning processes through thoughtful, respectful contributions. It goes without saying that students must attend and participate in the Zoom classes to participate and receive full credit in this component of the grade. Students are expected to demonstrate active learning in the Zoom sessions and asynchronous discussions. Active learning includes regular attendance and participation in class activities, sharing of experiences, providing appropriate feedback and ideas, and honest reflection. Students will be asked to complete participation forms (to be provided in D2L) in which they will assess the level and quality of their own participation. The instructor will consider the self-report, as well as the demonstration of active learning in assigning a grade.</p> <p>See “<i>Additional Assessment and Evaluation Information</i>” below for more information.</p> <p><i>DUE: Participation Form (Self-evaluation) to be handed in to the Instructor on April 12, 2020.</i></p>	April 12	28%	1,2,3,4.5.6,7
<b>ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION</b>				

## **NOTES ON ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above

Participation (Self-evaluation) due by April 12, 2020

## **GENERAL EXPECTATIONS FOR DISCUSSION RESPONSES AND ZOOM**

### *Discussion Expectations:*

The participation grade awards students marks for being an active learner in the different learning components of the course. The participation grade will be allocated based on the following elements:

1. Active engagement and participation the D2L discussion boards.
2. Students are expected to contribute at least *1 posting per module set and 1 reply to fellow student* to the discussion boards. Keep in mind that just logging on is not the same as actively participating. Students are expected to post throughout the modules versus at the end of each module set.
3. Although discussion posts will count towards the participation grade, assessment of posts will be based on timeliness, relevance, and quality. Quality of postings will be assessed based on the depth of the contribution – therefore, postings that reflect application of ideas, combination of concepts, evaluation, critique, etc. *Restating or repeating information is considered to be a low quality response.*
4. Posts will also be assessed on the following areas: 1) Presenting an insightful and thorough understanding of the content, 2) Demonstrating breadth, depth, and/or accuracy of knowledge in the content area. 3) Composing well-written, and articulate responses that clearly link to module content, text and pertinent readings. 5) APA in-text citations and references that are correct and clear, and articulate grammar and writing style.
5. Postings to the discussion board should demonstrate a scholarly contribution to issues being discussed in class. *As a social work student, you are expected to be open about your reactions to topics and be respectful of one another.*
6. Students are encouraged to take the lead in facilitating D2L discussions to focus on issues that are of interest, relevance and importance to you.

### *Zoom Expectations*

1. Attendance and active participation are expected for the Zoom sessions. Students are required to attend and participate in all **seven Zoom sessions** for the course. If a session is missed for a valid reason, please contact the instructor prior to the session to notify them and arrange a make-up assignment. A second missed Zoom session will result in participation grades (2 marks per missed session) being deducted from this component of the course.

### *Please Note:*

- Discussion boards will be created for each Module set (1 & 2, 3 & 4, 5 & 6) and will include 1 Main post and 1 reply. The value is the following: 3 marks for the Main post and 1 mark for the reply to as classmates Main post. Marks are  $3 \times 3 + 3 = 12$  marks
- Zoom sessions (attendance and active participation in 7 Zoom sessions) = Zoom Session 1 = 4 marks and Zoom 2-7 =  $6 \times 2 = 12$  marks for a total of 16 marks.

Students will be asked to complete participation forms (to be provided) in which they will assess the level and quality of their own participation. The instructor will consider the self-report, as well as the demonstration of active learning in assigning a grade.

## **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

### **Please Note:**

- Your module instructors will only read your final submissions for your assignments.

- Please submit all assignments electronically through their respective drop box 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 before midnight 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.”

**EXTENSIONS**

- Extensions are only given for exceptional circumstances and only if requested within *24 hours* in advance of the assignment due date. The amount of time is at the discretion of the instructor.

**LATE ASSIGNMENTS**

- Late assignments will be accepted only in exceptional circumstances (i.e. jury duty, family death, or extreme illness) and at the discretion of the instructor. Late assignments without instructor approval will receive a late penalty of 5% per day for up to 7 days after which the assignment will receive a “0” grade.

**EXPECTATIONS FOR WRITING**

- Writing quality is a component of any written assignments with the use of APA formatting for citations and referencing. 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 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 should be the student’s own work, written expressly by the student for this particular course. 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 **Undergraduate 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		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

- 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.

#### **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 POLICES 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 Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

Students and staff are also expected to demonstrate professional behavior in class that promotes and maintains a positive and productive learning environment.

Consistent with the aims of the Social Work Program, all students and staff are also expected to respect, appreciate, and encourage expression of diverse worldviews and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

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

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005):

<https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): [http://www.acsw.ab.ca/document/1327/final\\_standardsofpractice\\_20131104.pdf](http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf)

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

### **ACADEMIC ACCOMMODATION**

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. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). 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. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### **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 (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

### **ACADEMIC MISCONDUCT**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) 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 VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

### **OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> 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**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**