



<b>Course Number:</b> SOWK 371	<b>Classrooms:</b> SA 124 (S01) <b>Classroom:</b> SA 124A (S02) <b>Classroom:</b> SA 124 (S03)
<b>Course Name:</b> Social Work & Diversity	<b>Common Course Outline for Sections:</b> S01, S02, S03
<b>Day(s):</b> Wednesdays	<b>Time:</b> <b>S01:</b> 9:00-11:50 AM <b>S02:</b> 9:00- 11:50 AM <b>S03:</b> 1:00-3:50 PM
<b>Instructors:</b> Yahya El-Lahib- Section 01 Linda Kongnetiman- Section 02 Vibha Kaushik- Section 03	<b>Office Hours/Location:</b> As Arranged with your instructor
<b>E-mails:</b> - Section 01: Yahya El-Lahib- <a href="mailto:yellahib@ucalgary.ca">yellahib@ucalgary.ca</a> - Section 02: Linda Kongnetiman: <a href="mailto:linda.kongnetiman@ucalgary.ca">linda.kongnetiman@ucalgary.ca</a> - Section 03: Vibha Kaushik: <a href="mailto:vkaushik@ucalgary.ca">vkaushik@ucalgary.ca</a>	
<b>SYLLABUS STATEMENT</b>	
Students will critically examine the issues of diversity and the power relations that form common links among the experiences of oppression and marginalization in Canadian society.	
<b>COURSE DESCRIPTION</b>	
In this course, students will be exposed to issues of diversity and oppression as well as the social work professional roles and responsibilities for understanding and critically engaging in addressing them. Central to this course are learning about theories of power and developing critical understanding of social structures and relations and how they shape experiences of marginalization and oppression. Students are encouraged to critically engage with course material, class activities and discussions to examine and critically address issues of diversity and oppression in their journey to becoming professional social work practitioners seeking social justice and broader social change and transformation. Critical thinking, self-reflection, critical reflexivity, and dialogue are important practice skills that are emphasized in this course. Also central to this course are theories and application of intersectionality as they shape social work's perceptions on issues of diversity and oppression. Students are encouraged to develop their critical understanding of intersectionality, various forms and strategies of resistance that facilitate processes of social change at the individual, institutional and systemic levels. Although this is a common course outline, individual instructors may have a different focus within the common theme for each session, depending on their areas of practice, research interests and teaching styles. Therefore, students are expected to follow their own instructors on course expectations, guidelines and principles.	
<b>COURSE LEARNING OUTCOMES</b>	
Upon completion of this course, students will be able to: <ol style="list-style-type: none"><li>1. Demonstrate critical understanding of theories of power and how they shape social structures</li></ol>	

- and relations;
2. Demonstrate critical understanding of oppressive social structures and the role that anti-oppressive social work theories and practices can play in facilitating resistance that lead to social justice and transformation;
  3. Articulate their understanding of how power relations, knowledge and language contribute to shaping oppressive social structures and unbalanced power relations;
  4. Apply critical practice knowledge and skills for working with diverse populations;
  5. Apply critical knowledge and analytic skills to understand and work at the intersectionality of diverse social identities such as the intersection of race, ethnicity, gender, sexuality, ability and disability, and so forth;
  6. Evaluate professional identity and explain how it is consistent with the social justice mission of social work; and also, how it is reflective of and adheres to the profession's Codes of Ethics; and
  7. Describe awareness of and engagement with resistance perspectives central to social work's commitment to social change and transformation.

**LEARNING RESOURCES**

**REQUIRED TEXTBOOKS AND/OR READINGS**

Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada (7th Ed.)*. Toronto, ON: Between the Lines.

Additional readings outlined in the class schedule may be accessed through the University of Calgary Library system

**LEARNING TECHNOLOGIES AND REQUIREMENTS**

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

**RELATIONSHIP TO OTHER COURSES**

This course is fundamental to developing critical analytic skills to understanding theories of power, issues of diversity oppression as well as social work's ethical and professional commitment to addressing issues of marginalization and promoting social change. This course complements theoretical and practice learnings on understanding diversity and working with diverse social groups offered in courses such as (SOWK 201; 361; 365; 383; 393;395; 397; & 399).

**CLASS SCHEDULE**

Date	Topic	Readings/Assignments Due
January 15, 2020	<b>Class 1</b> Introduction, Positioning the Course & Overview	<b>No readings required</b>
January 22, 2020	<b>Class 2</b> Theoretical Foundations I- Diversity & Oppression	Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). <i>Case critical: Social services and social justice in Canada (7th Ed.)</i> . Toronto, ON: Between the Lines. (Chapter 1, pp. 1-10). Young, I. M. (2014). Five faces of oppression. In N. Asumah, & Mechthild Nagel (Eds.). <i>Diversity, Social Justice and Inclusive Excellence: Transdisciplinary and Global Perspectives</i> . (pp. 3-33). New York: State University of New York Press.
January 29, 2020	<b>Class 3</b> Theoretical Foundations II-	Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). <i>Case critical: Social services and social justice in Canada (7th Ed.)</i> . Toronto, ON: Between the Lines. (Chapter 2 & 3, pp. 11-51).

	Approaches to Power	Tew, J. (2006). Understanding power and powerlessness: towards a framework for emancipatory practice in social work. <i>Journal of Social Work</i> , 6(1), 33-51.
*February 5, 2020	<b>Class 4</b> Understanding the Operation of Power	<b>*Joint session with the other sections- Guest Lecture with Tim Fox on the Impacts of Intergenerational Trauma on Indigenous Peoples- Classes will meet in ROOM TO BE DETERMINED</b> Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). <i>Case critical: Social services and social justice in Canada</i> (7th Ed.). Toronto, ON: Between the Lines. (Chapter 4, pp. 52-75). Gibbons, J & Gray, M (2004). Critical thinking as an integral to social work practice. <i>Journal of Teaching in Social Work</i> , 24(1/2), 19-38.
February 12, 2020	<b>Class 5</b> Intersectionality	Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). <i>Case critical: Social services and social justice in Canada</i> (7th Ed.). Toronto, ON: Between the Lines. (Chapter 5, pp. 76-94). Bilge, S. & Denis, A. (2010). Introduction: women, intersectionality & diasporas. <i>Journal of Intercultural Studies</i> , 31(1)1-8. <b>(PDF copy available on D2L)</b> . Hulko, W. (2009). The time-and context-contingent nature of intersectionality and interlocking oppressions. <i>Affilia: Journal of Women &amp; Social Work</i> , 24(1), 44-55.
*February 19, 2020	<b>Winter Break- No Class</b>	<b>Have A Good Winter Break!</b>
*February 26, 2020	<b>Class 6</b> Anti-Oppressive Social Work	<b>*Term Paper Due</b> Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). <i>Case critical: Social services and social justice in Canada</i> (7th Ed.). Toronto, ON Between the Lines. (Chapter 6, pp. 95-122). <b>Select One Reading from the Following:</b> Barnoff, L. & Moffatt, K. (2007). Contradictory tensions in anti-oppression practice in feminist social services. <i>Affilia: Journal of Women &amp; Social Work</i> , 22(1), 56-70. Sakamoto, I., & Pitner, R. O. (2005). Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels. <i>British Journal of Social Work</i> (35), 435-452. McLaughlin, K. (2005). From ridicule to institutionalization: Anti-oppression, the state and social work. <i>Critical Social Policy</i> , 25(3), 283-305. Solas, J. (2008). What kind of social justice does social work seek? <i>International Social Work</i> , 51(6), 813-822.
*March 4, 2020	<b>Class 7</b> Reflexivity, Ethics & Social Work Practice	<b>*Joint Session with the Other Sections- ROOM &amp; GUEST SPEAKERSTO BE DETERMINED</b> Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). <i>Case critical: Social services and social justice in Canada</i> (7th Ed.). Toronto, ON: Between the Lines. (Chapter 7, pp 123-138). <b>Select TWO Reading from the Following:</b>

		<p>Butler, A., Ford, D., &amp; Tregaskis, C. (2007). Who do we think we are? Self and reflexivity in social work practice. <i>Qualitative Social Work Practice</i>, 6(3), 281-299.</p> <p>D’cruz, H., Gillingham, P., &amp; Melendez, S. (2007). Reflexivity, its meaning and relevance for social work: A critical review of the literature. <i>British Journal of Social Work</i>, 37(1), 73-90.</p> <p>Freud, S. &amp; Krug, S. (2002). Beyond the Code of Ethics: Complexities of ethical decision making in social work practice. <i>Families &amp; Society: The Journal of Contemporary Human Services</i>, 83(5/6), 474-482.</p> <p>Gray, M. (2010). Moral sources and emergent ethical theories in social work. <i>British Journal of Social Work</i>, 40(6), 1794-1811.</p> <p>Hugman, R. (2003). Professional ethics in social work: Living with the legacy. <i>Australian Social Work</i>, 56(1), 5-15.</p> <p>Trevelyan, C., Crath, R., &amp; Chambon, A. (2014). Promoting critical reflexivity through arts-based media: A case study. <i>British Journal of Social Work</i>, 44(-), 7-26.</p>
<p><b>March 11, 2020</b></p>	<p><b>Class 8</b> Example from Policy</p>	<p>Kennedy-Kish, B., Sinclair, S., Carniol, B., &amp; Baines, D. (2017). <i>Case critical: Social services and social justice in Canada</i> (7th Ed.). Toronto, ON: Between the Lines. (Chapter 9, pp. 160-184).</p> <p><b>Select One Reading from the Following:</b></p> <p>Chouinard, V., &amp; Crooks, V. A. (2005). 'Because they have all the power and I have none': State restructuring of income and employment supports and disabled women's lives in Ontario, Canada. <i>Disability &amp; Society</i>, 20(1), 19-32.</p> <p>El-Lahib, Y. (2015). The inadmissible “Other”: Discourses of ableism and colonialism in Canadian immigration. <i>Journal of Progressive Human Services</i>, 26(3), 209-228.</p> <p>Lombe, M., &amp; Sherraden, M. (2008). Inclusion in the policy process: An agenda for participation of the marginalized. <i>Journal of Policy Practice</i>, 7(2-3), 199-213.</p> <p>Wilson, T. (2011). Embodied Liability: The Usefulness of "At-Risk Youth". <i>Canadian Social Work Review</i>, 28(1), 49-68.</p>
<p><b>March 18, 2020</b></p>	<p><b>Class 9</b> Examples from Practice</p>	<p><b>*Joint Session with the Other Sections- ROOM &amp; GUEST SPEAKERSTO BE DETERMINED</b></p> <p>Kennedy-Kish, B., Sinclair, S., Carniol, B., &amp; Baines, D. (2017). <i>Case critical: Social services and social justice in Canada</i> (7th Ed.). Toronto, ON: Between the Lines. (Chapter 8, pp. 139-159).</p> <p>Galambos, C. M. (2004). Social work practice with people with disabilities: Are we doing enough? <i>Health &amp; Social Work</i>, 29(3), 163-165.</p> <p><b>Select one reading from the following:</b></p> <p>Clarke, J., &amp; Wan, E. (2011). Transforming settlement work: From traditional to a critical anti-oppression approach with newcomer youth in secondary school. <i>Critical Social Work</i>, 12(1), 14-26.</p> <p>Stainton, T., Chenoweth, L. &amp; Bigby, C. (2010). Social work and disability: An uneasy relationship. <i>Australian Social Work</i>, 63(1), 1-3.</p>

		<p>Pyne, J. (2011). Unsuitable Bodies: Trans People and Cisnormativity in Shelter Services. <i>Canadian Social Work Review</i>, 28 (1), 129-137.</p> <p>Siddiqui, S. (2011). Critical social work with mixed-race individuals: Implications for anti-racist and anti-oppressive practice. <i>Canadian Social Work Review</i>, 28(2), 255-272.</p> <p>Sakamoto, I. (2007). An anti-oppressive approach to cultural competence. <i>Canadian Social Work Review</i>, 24(1), 105-114.</p>
<b>*March 25, 202</b>	<b>Class 10</b> Examples from Research	<p><b>*Group Policy Briefs Due</b></p> <p>Potts, K. &amp; Brown, L. (2005). Becoming an anti-oppressive researcher. In L. Brown and S. Strega (Eds.). <i>Research as resistance</i> (pp. 255-286). Toronto: Canadian Scholars' Press. <b>(PDF copy available on D2L).</b></p> <p><b>Select One Reading from the Following:</b></p> <p>Anderson-Nathe, B., Gringeri, C., &amp; Wahab, S. (2013). Nurturing "critical hope" in teaching feminist social work research. <i>Journal of Social Work Education</i> 49(2), 277-291.</p> <p>Lavallee, L. (2009). Practical application of an Indigenous research framework and Indigenous Research methods: Sharing circles and Anishnaabe symbol-based reflection. <i>International Journal of Qualitative Methods</i> 8(1), 21-40.</p> <p>Rogers, J. (2012). Anti-oppressive social work research: Reflections on power in the creation of knowledge. <i>Social Work Education</i> 31(7), 866-879.</p> <p>Schnarch, B. (2004). Ownership, control, access, and possession (OCAP) or self-determination applied to research: A critical analysis of contemporary First Nations research and some options for First Nations communities. <i>Journal of Aboriginal Health</i>, 1(1), 80-95.</p>
<b>*April 1<sup>st</sup>, 2020</b>	<b>Class 11</b> Policy Presentations Day 1	<b>* Group Policy Presentation- Day 1- No Assigned Readings</b>
<b>*April 8, 2020</b>	<b>Class 12</b> Policy Presentations Day 2	<b>* Group Policy Presentation- Day 2- No Assigned Readings</b>
<b>*April 15, 2020</b>	<b>Class 13</b> Policy Presentation Day 3, & Course Wrap-Up & Moving Forward	<p><b>* Group Policy Presentation- Day 3</b></p> <p><b>Please Read the Following:</b></p> <p>Kennedy-Kish, B., Sinclair, S., Carniol, B., &amp; Baines, D. (2017). <i>Case critical: Social services and social justice in Canada</i> (7th Ed.). Toronto, ON: Between the Lines. (Chapter 10, pp. 185-195).</p>

<b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b>
<p><b><u>USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS</u></b></p> <p>The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.</p> <p><b><u>Email Communication</u></b></p>

- Email communication is a form of professional communication and reflects a culture of respect and professional mannerism. ***Students are expected to adhere*** to professional codes of conduct when communicating via email with their peers as well as their instructors
- As per the university policy, please note that all communication with the instructor ***must be done through the U of C email address***, and the instructor maintains the right not to respond to communications through personal email addresses
- Please allow up to ***48 hours*** for response time to your email communications
- The instructor will ***not respond*** to email communications during weekends or official holidays

## ASSESSMENT COMPONENTS

### **Term Paper: Theoretical & Practice Framework: 50%.....Due: February 26, 2019**

In this paper, students are encouraged to build on the theories and knowledge learned throughout the term to develop their own theoretical and practice frameworks. Specifically, using concepts from our course readings and class discussions related to theories of power, issues of diversity and oppression, ways of resistance, students are expected to apply their own understanding of these concepts to practice examples related to issues of marginalization and oppression. Students can use examples from current or past field placements, past/present social work practice, a form of political engagement or an example of social activism they are involved with. The focus of this assignment is to engage in an analysis of power dynamics of the chosen issue and discuss how they shape interactions within and between diverse social groups. Also important is to highlight methods and strategies of resistance and how they can shape social work practice especially when addressing issues of diversity and oppression. The paper also needs to include a critical reflection of your role as a social worker engaged in advocacy, activism and/or resistance efforts at individual or broader societal levels. Examples of your reflections should include your thoughts on the challenges, opportunities as well as the ethical and professional tensions and considerations that shape your interventions and inform your practice. Papers will be graded based on integration of course readings and classroom content, critical analysis, originality of ideas, abilities to apply theories into practice, APA mechanics, organization and clarity. More details about this assignment, expectations and grading criteria will be discussed in class. This assignment aligns with the course learning outcomes 1, 2, 3, 4, 5, 6 & 7. The paper should be 5-7 pages long maximum, double spaced, 12 points Times New Roman font, properly sourced using APA referencing style. The paper is due on the first day of class after Winter reading week, **February 26, 2020**.

**Group Policy Analysis & Brief Assignment: (50%)**- In this skill-based assignment, students are to work in groups of 5-7 members and conduct a critical analysis of a policy related to issues of diversity and offer **1)** a policy brief on the nature of the policy and the necessary change and **2)** present to the class on their analysis process and the recommendations they feel are necessary to improve the policy and address its flows and gaps that affect marginalized communities and social groups. Please note that this assignment is composed of two main parts:

### **Part One: Policy Brief Paper: 20%.....Due: March 25<sup>th</sup>, 2019**

In this skill-based assignment, students are expected to write and submit **ONE** policy brief, as a group, on an issue of diversity as they relate to social work practice with marginalized social groups. Typically, policy briefs are used as an advocacy tool that offer a critical analysis of a particular policy and provide a succinct and clearly articulated direction on policy options on a particular issue. Normally, they are written by community organizations, practitioners, and local community groups to point out policy

issues and help policy makers by providing them with actionable recommendations and suggestions. Policy briefs are useful tools that social work practitioners and community activists rely on to point out policy gaps or flaws, highlight their impacts, suggest policy options, advance a particular direction for policy implementation, or even provide alternative policy recommendations. Policy briefs are generally persuasive and well-researched short documents and include key elements such as: Executive summary, context or scope of the policy problem, policy alternatives, policy recommendations, a brief summary of the consultation process involved, and appendices. For this assignment, groups are encouraged to work together and assign roles, responsibilities and tasks on the policy analysis and examination process. Groups are also encouraged to pick a particular policy that affects a community or a social group that they wish to work with and write a maximum of **5-page** policy brief outlining the following:

- **Executive summary:** What are the problems within the policy; its impacts on marginalized social groups or communities; a statement on the needed change; and a brief summary of the key recommendations or call for action
- **Context** of the problem within the chosen policy which includes a statement on the key issues within the policy; short summary of its impacts and effects; its relevance to the community; critiques of the current policy to illustrate why this policy needs to be changed. It is always helpful to include a discussion of your research strategy and your group analysis process of the targeted policy in this part
- **Policy recommendations** which includes a detailed and convincing argument for the need for change; key practical steps and implementation phases; expected outcomes; clearly outlined plan of action and timeline; and a closing statement to highlight and emphasize the need for the policy change suggested)
- **Appendices** (if needed) to demonstrate the actual process taken to develop the recommendation outlined in the brief

This is a group paper and therefore, grades are assigned to the entire group based on the quality and depth of the group's policy brief and their abilities to articulate relevant, applicable and feasible policy recommendations and how they affect the inclusivity and accessibility of the chosen policy to marginalized communities and social groups. The paper should be a maximum of ***FIVE double-spaced pages*** in length (1inch margins, 12 point Times New Roman font) and must follow APA format within the text and in the reference list. This assignment aligns with the course learning outcomes 1, 2, 3, 4 5, 6, 7, & 8.

### **Part Two: Group Policy Analysis Presentation: (30%).....Please Sign Up for your Groups' Presentations**

This part of the group assignment aims to provide students with the opportunity to utilize their learnings from class to engage in critical policy analysis and examination beyond what was discussed in the policy briefs. In other words, groups are encouraged to carry forward their discussion that started in their policy briefs and build on their ideas to advance a critical examination of their chosen policies. Specifically, for this group presentation, students are asked to choose any local, national or international social welfare policy and examine it through a critical lens based on the key concepts, themes and ideas we discussed in the course. Presenters will be expected to integrate classroom material (lectures, discussions, readings and classroom activities) into their presentation. Specific attention will be paid to presenters' chosen policy and how they ground their analysis within critical theoretical frameworks we discussed in class. Attention also will be paid to presenters' way of **1)** articulating their analysis of the chosen policy; **2)** its relevance to advancing experiences of diversity; **3)** its ability to challenge oppression and marginalization of affected social groups; **4)** its applicability to social work practice; **5)** how the group examines the flows, the tensions or contradictions inherent between policy text and its application. Key questions to consider include, **1)** what perspectives drive policy development and application? **2)** How would such policy respond to the needs it is set to address? In addition, presenters are encouraged to use any creative presentation formats they are comfortable with. This assignment aligns with the course learning outcomes 1, 2, 3, 4, 5, 6, 7 Key expectations in this assignment include

groups' abilities to respond to, engage with and critically interrogate the points below in their presentations:

- Issues of eligibility and entitlement
- Access to social services, health care system, and any other relevant social service
- The tensions between policy texts and how they are applied
- Key stakeholders informing and affecting this policy
- Responses to the policy by activist groups and affected communities
- Current trends and debates affecting the policy and its reach
- Suggestions for alternative policies and your groups' suggestions for an alternative policy or for revisions to be made to this existing policy. For example, this could include additional stakeholders you might involve in the policy formulation process, consultation steps, potential timing, etc.

Presentation dates are scheduled during the last three days of class and students are responsible for organizing their time and all the logistics and handouts in preparation for their presentation days. Students are expected to submit all their presentation slides, discussion notes and a complete list of references consulted at least **ONE week** before their presentation day. Grades are assigned to the entire group. The instructors will ensure students have many opportunities to discuss their assignments and every effort will be made to meet with groups individually to support them in the development of their group assignment.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

- Students are expected to attend class, read assigned required readings, to be fully present and engaged in class activities and discussions, and adhere to class requirements and expectations as well as follow social work's ethical guidelines and professional codes of conduct in their class participation and engagement.
- Students are expected to work together on their group projects and assignments are to be submitted on time.
- Make up assignments are subject to the discretion of the instructor for the section.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

- Please submit all assignments electronically through their respective dropbox in D2L.
- Assignments may be submitted in Word or PDF format.
- Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2).
- Assignments are due 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.

### **LATE ASSIGNMENTS**

- Assignments and papers are to be submitted on time, absolutely ***NO extensions***, unless legitimate reasons are provided and supported by official documentation.
- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- Late assignments will be ***downgraded by 2%*** of the assignment grade ***per day*** including weekends, holidays and study weekdays.
- There is a ***seven-day*** maximum limit by which to accept late assignments where students have not asked for extension. No assignments will be accepted beyond this seven-day limit.

### **EXPECTATIONS FOR WRITING**

- Throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria.



- 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.
- All submitted work **must follow proper APA format within the text and in the reference list.** Failure to do so will result in significant deduction of grades.
- 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:

<https://www.ucalgary.ca/pubs/calendar/current/k.html>

<b>GRADING</b>			
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.			
The University of Calgary <b>Undergraduate Grading System</b> and Faculty of Social Work Percentage Conversion will be used.			
<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage Range</b>
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

<b>COURSE EVALUATION</b>
Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.
Students are welcome to discuss the process and content of the course at any time with the instructor. An effort will be made to do regular check in at different stages of the course during the term.
<b>ADDITIONAL SUGGESTED READINGS</b>
In addition to the required readings, students are encouraged to further expand their readings as relevant to their particular theoretical and practice frameworks.

## 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 Calendar

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

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program 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). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

### 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. 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**