



Course Number: SOWK 657 S01	Classroom: TRA 101
Course Name: Clinical Social Work Applications	
Day(s): January 17- April 3, 2020	Time: 9-11:50 am
Instructor: Alan McLuckie, MSW, PhD, RCSW	Office Hours/Location: By appointment
E-mail: amclucki@ucalgary.ca	Phone: 403-220-2926
SYLLABUS STATEMENT	
Specific issues involved in the effective application of clinical approaches will be studied.	
COURSE DESCRIPTION	
<p>This required clinical graduate course extends the practice applications of approaches to change learned in SOWK 653 including the application to various problems and issues encountered by social workers within a chosen specialization. This course provides opportunities for students to extend their knowledge of various approaches to change utilized in social work practice, as well as the opportunity to further integrate previously acquired knowledge of change approaches and practice their application to diverse populations. Students will be encouraged to utilize a stance of critical openness to new ideas, as well as to systematically interrogate ideas they already embrace. Students will work to develop an integrated personal framework for social work practice and specific effective ways to appraise their work. The course will use a combination of instructor-led and student-led discussions, clinical demonstrations, clinical simulations, small group and problem-based formats, guest lectures, visiting clinicians, and community members.</p>	
COURSE LEARNING OUTCOMES	
<p>This course will enable students to:</p> <ol style="list-style-type: none">1. Explore and assess current clinical theory grounded in the person-in-environment perspective for understanding clinical social work.2. Develop a personal professional practice model based upon theory and evidence that can be articulated.3. Be equipped with the necessary knowledge to understand issues of diversity and critically examine the social structures and systems that facilitate experiences of diverse and marginalized communities. In addition, students will develop skills and necessary tools to facilitate accessible, inclusive and social justice oriented social work practice with these communities.4. Practice fundamental clinical social work skills (e.g., engagement, assessment, formulation; intervention design, implementation and evaluation), within the learning environment through participation in experiential learning activities and interactions with classmates and instructors including, but not limited to, intentional listening, critical reflexivity/personal reflection, and intentional interactions, consistent with social work values.	

LEARNING RESOURCES

REQUIRED TEXTBOOKS

There are no required texts for this course. All required readings are available from the the U of C, Taylor Family Digital Library.

LEARNING TECHNOLOGIES AND REQUIREMENTS

The course employs learning based technologies including D2L.

RELATIONSHIP TO OTHER COURSES

Prerequisite for this course is SOWK 653. This course provides an opportunity to analyze and integrate knowledge from other core courses (models of practice, policy, and research) and elective courses in each student's program of study. Although this course centers on theories, students will have ample opportunities to discuss and enact practice implications during class and in written assignments.

CLASS SCHEDULE

Class 1 (January 17) – Interventions in Clinical Social Work (Evidence-based)

- Beyond CBT: Critical examination of the theory, principles, practices and process of DBT
- Clinical social work and DBT: Anti-oppressive, strength-based and collaborative approaches to working with dysregulated and at-risk populations
- Practice Model(s) Critically Examined: Dialectical Behavioural Therapy (DBT)

Required readings:

Brodsky, B. S., & Stanley, B. (2013). The ABC's of DBT- the theoretical perspective. In B.S Brodsky & B. Stanley (Eds.), *The dialectical behavior therapy primer: How DBT can inform clinical practice* (pp. 63-74). New York, NY: Wiley-Blackwell. Retrieved from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1186872&ppg=79>

Brodsky, B. S., & Stanley, B. (2013). The ABC's of DBT- overview of the treatment. In Brodsky & B. Stanley (Eds.), *The dialectical behavior therapy primer: How DBT can inform clinical practice* (pp. 75-82). New York, NY: Wiley-Blackwell. Retrieved from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1186872&ppg=91>

Brodsky, B. S., & Stanley, B. (2013). The DBT tool kit: The essential DBT strategies and what happens in the individual session. In Brodsky & B. Stanley (Eds.), *The dialectical behavior therapy primer: How DBT can inform clinical practice* (pp. 101-124). New York, NY: Wiley-Blackwell. Retrieved from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1186872&ppg=117>

Recommended readings:

Linehan, M. M., & Wilks, C. R. (2015). The course and evolution of dialectical behavior therapy. *American Journal of Psychotherapy*, 69(2), 97-110.
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=108625907&site=ehost-live>

Ritschel, L. A., Lim, N. E., & Stewart, L. M. (2015). Transdiagnostic applications of DBT for adolescents and adults. *American Journal of Psychotherapy*, 69(2), 111-128.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=108625908&site=ehost-live>

Spirito, A., Esposito-Smythers, C., & Wolff, J. (2017). Developing and testing interventions for suicidal and nonsuicidal self-injury among adolescents. In J. R. Weisz & A. E. Kazdin (Eds.) *Evidence-based psychotherapies for children and adolescent* (3rd ed.) (pp. 235-252). New York, NY: The Guilford Press.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4844824&ppg=255>

Course Learning Outcomes: 1, 2, 3, 4

Class 2 (January 24) – Interventions in Clinical Social Work - Practice & Applications

- Experiential learning and critical examination of the applications to diverse populations/contexts: DBT
- *No additional required readings for this week*

Class 3 (January 31) – Interventions in Clinical Social Work (Evidence-based): MBCT

- Mindfulness and Mindfulness Based Cognitive Therapy (MBCT)
- Beyond CBT: Examining Eastern influences/philosophies on Western-centric clinical social work practices and theory, principles, practices and process of MBCT
- Critical examination of mindfulness-based approaches to clinical social work
- Developing mindfulness and applications to clients
- Practice Model(s) Critically Examined: Mindfulness Based Cognitive Therapy

Required readings:

Crane, R. S., Brewer, J., Feldman, C., Kabat-Zinn, J., Santorelli, S., ... Kuyken, W. (2017). What defines mindfulness-based programs? The warp and the weft. *Psychological Medicine*, 47, 990-999. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/S0033291716003317>

Farb, N. A. S., Anderson, A. K., & Segal, Z. (2012). The mindful brain and emotion regulation in mood disorders. *Canadian Journal of Psychiatry*, 57(2), 70-77. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/070674371205700203>

Kuyken, W., Watkins, E., Holden, E., White, K., Taylor, R. S., ... Dalgleish, T. (2010). How does mindfulness-based cognitive therapy work? *Behaviour Research and Therapy*, 48(11), 1105-1112. <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0005796710001774>

Recommended readings:

Eisendrath, S. J., Gillung, E., Delucchi, K. L., Segal, Z. V., Nelson, J. C., ... Feldman, M. D. (2016). A randomized controlled trial of mindfulness-based cognitive therapy for treatment-resistant depression. *Psychotherapy and Psychosomatics*, 85(2), 99-110.

<https://www.karger.com/Article/FullText/442260>

Parsons, C. E., Crane, C., Parson, L. J., Fjorback, L. O., & Kuyken, W. (2017). Home practice in mindfulness-based cognitive therapy and mindfulness-based stress reduction: A systematic review and meta-analysis of participants' mindfulness practice and its association with

outcomes. *Behavioural Research and Therapy*, 95, 29-41. <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0005796717300979>

Segal, Z. V., Bieling, P., Young, T., MacQueen, G., Cooke, R., ... Levitan, R. D. (2010). Antidepressant monotherapy vs sequential pharmacotherapy and mindfulness-based cognitive therapy, or placebo, for relapse prophylaxis in recurrent depression. *Archives of General Psychiatry*, 67(12), 1256-1264. <https://jamanetwork-com.ezproxy.lib.ucalgary.ca/journals/jamapsychiatry/fullarticle/210951>

Class 5 (February 7) – Interventions in Clinical Social Work - Practice & Applications

- Experiential learning and critical examination of the applications to diverse populations/contexts: MBCT
- *No additional required readings for this week*

Course Learning Outcomes: 1, 2, 3, 4

Class 6 (February 14) – Interventions in Clinical Social Work (Brief / Strengths-based)

- Critical examination of strength-based psychotherapy models
- Single session and solution-focused approaches
- Use of consultation/observation teams
- Practice Model(s) Critically Examined: Brief Solution-Focused Therapy (BSFT)

Required readings:

Greenberg, G., & Ganshorn, K. (2001). Solution-focused therapy: Counseling model for busy family physicians. *Canadian Family Physician*, 47, 2289-2295.

<https://www.cfp.ca/content/47/11/2289>

Harper-Jaques, S., McElheran, N., Slive, A., & Leahey, M. (2008). A comparison of two approaches to the delivery of walk-in single session mental health therapy. *Journal of Systemic Therapies*, 27(4), 40-53.

Turnell, A., & Hopwood, L. (1994). Solution-focused brief therapy: An outline for second and subsequent sessions. *Case Studies in Brief and Family Therapy*, 8(2), 52-64.

<http://signsofsafety-stuff.s3.amazonaws.com/TurnellHopwoodSFBT2.pdf>

Recommended readings:

Gingerich, W. J., & Peterson, L. T. (2012). Effectiveness of solution-focused brief therapy: A systematic qualitative review of controlled outcome studies. *Research on Social Work Practice*, 23(3), 266-283. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1049731512470859>

Myers, S. (2008). Solution-focused approaches and anti-oppressive practice. In S. Myers (Ed.), *Solution-focused approaches* (pp. 77-90). Dorest, UK: Russell House.

Nelson, T. S., & Thomas, F. N. (Eds.). *Handbook of solution-focused brief therapy: Clinical applications*. New York, NY: Routledge.

Slive, A., McElheran, N., & Lawson, A. (2008). How brief does it get? Walk-in single session Therapy. *Journal of Systemic Therapies*, 27(4), 5-22.

Course Learning Outcomes: 1, 2, 3, 4

No Class February 21st – Winter Break

Class 7 (February 28) – Interventions in Clinical Social Work – Practice & Application Week

- Experiential learning & critical examination of the applications to diverse populations/contexts: Brief Solution-focused Therapy
- *No additional required readings for this week*

Course Learning Outcomes: 1, 2, 3, 4

Class 8 (March 6) – Interventions in Clinical Social Work (Social Constructionist - Part I)

- Critical examination of social constructionist approaches to clinical social work
- Collaborative, curiosity-based approaches to clinical practice- multiple ways of being/knowing
- Use of consultation/observation teams
- Practice Model(s) Critically Examined: Narrative Therapy

Course Learning Outcomes: 1, 2, 3, 4

Required readings:

Madigan, S. (2012). Anti-individualist narrative practice: Listening to the echoes of cultural histories. *International Journal of Narrative Therapy and Community Work*, 1, 27-34.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=77669390&site=ehost-live>

Morgan, A. (2000). *What is narrative therapy?* Adelaide, South Australia: Dulwich Centre.
Retrieved from <http://dulwichcentre.com.au/what-is-narrative-therapy/>

Recommended readings:

Morgan, A. (2002). Beginning to use a narrative approach in therapy. *The International Journal of Narrative Therapy and Community Work*, 1, 85-90.

For online reading only on publisher's website, no downloading/printing:

http://www.narrativetherapylibrary.com/media/downloadable/files/links/0/2/021Morgan_2.pdf

Young, K. (2013). When all the time you have is now: Narrative practice at a walk-in therapy clinic. Retrieved from <http://www.narrativeapproaches.com/resources/narrative-therapy-archive/374-2/>

Zimmerman, J., & Beaudoin, M. N. (2015). Neurobiology for your narrative: How brain science can influence narrative work. *Journal of Systemic Therapies*, 34(2), 59-74.

Class 9 (March 13) – Interventions in Clinical Social Work – Practice & Application Week

- Experiential learning & critical examination of the applications to diverse populations/contexts: Narrative Therapy
- *No additional required readings for this week*

Course Learning Outcomes: 1, 2, 3, 4

Class 10 (March 20) Interventions in Clinical Social Work (Social Constructionist Part II / AOP)

- Critical examination of critical and anti-oppressive practice (AOP) to clinical social work the theory
- How to employ critical and AOP into clinical setting

Required readings:

Fook, J., & Gardner, F. (2007). *Practicing critical reflection*. Berkshire, UK: McGraw-Hill Education. Retrieved from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=332676>

Recommended readings:

Baines, D. (2011). Bridging the practice-activism divide in mainstream social work. In D. Baines (Ed.), *Doing anti-oppressive practice* (pp. 79-84). Black Point, NS: Fernwood.

Brown, C. G. (2012). Anti-oppression through a postmodern lens: Dismantling the master's conceptual tools in discursive social work practice. *Critical Social Work*, 13(1). Retrieved from <https://ojs.uwindsor.ca/index.php/csw/article/download/5848/4820?inline=1>

Dumbrill, G. (2012). Anti-oppressive child welfare: How do we get there from here? *The Ontario Association of Children's Aid Societies Journal*, 57(1), 2-8.
<http://www.oacas.org/pubs/oacas/journal/2012spring/Inside2012Spring.pdf>

Course Learning Outcomes: 1, 2, 3, 4

Class 11 (March 27) – Interventions in Clinical Social Work (Social Constructionist - Part I)

- Practice Model(s) Critically Examined: Critical Social Work & Critical Incidents
- *No additional required readings for this week*

Course Learning Outcomes: 1, 2, 3, 4

Class 12 (April 3) – Interventions in Clinical Social Work (Indigenous)

- Critical examination of Indigenous approaches to clinical social work
- Indigenous knowledge and ways of knowing
- Practice Approach Critically Examined: Indigenous Informed Clinical Practice

Course Learning Outcomes: 1, 2, 3, 4

Required reading: TBA

Recommended Readings: TBA

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

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.

CLASS RECORDINGS

Media recording for assessment of student learning

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.

ASSESSMENT COMPONENTS				
Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
1. Demonstration of clinical competencies: Case formulation, treatment plan and evaluation.	<p>From a case scenario (i.e., virtual case file) provided you will write a case formulation consistent with <u>Dialectical Behavior Therapy (DBT)</u> approach to clinical social work that provides the best hypothesis to explain the occurrence of the key problem(s) experienced by the client(s), while accounting for key DBT concepts. You may employ DBT formulation template' (examined in the course) as a tool to help you construct your written case formulation and include as an appendix (this appendix will not be counted against your page limit for the assignment).</p> <p>b) Informed by, and consistent with your DBT case formulation, you will create a formal written treatment plan detailing your DBT intervention including i) the goals/objectives, ii) specific DBT techniques used to achieve these goals/objectives, iii) time-frames and sequence in which these techniques will be employed, iv) evaluation methods used to determine therapeutic progress.</p> <p>You will write up your formulation and treatment plan as if you were writing a professional report to be placed in the client file in a manner consistent with social work values and professional standards.</p> <p>You should draw directly from course materials including explicitly referencing theories, frameworks and/or research in your works making direct reference/citation to academic sources (e.g., journals, texts, community-based policy documents) and scholarly texts including required and/or recommended readings to support your work.</p>	Due February 7 th by 9am MST.	25%	1, 2, 3, 4

	<p>This submitted paper will be <u>no longer than four (4) double-spaced typed pages</u> excluding references using 11-point font and 1-inch margins. References throughout the paper and on the reference page are required to conform to APA format [American Psychological Association, 2010 <i>Publication Manual</i> (6th ed.)].</p>			
<p>2. Demonstration of clinical competencies: Clinician self-awareness or knowledge of practice models.</p>	<p>Please select <u>either</u> option 1 <u>or</u> option 2</p> <p><u>Option 1</u></p> <p>As mindfulness is a central component for the effective practice of DBT and MBCT, you are invited to engage in an ‘experiment’ related to incorporating mindfulness into your life/practice. You are required to complete both part A and part B of option 1.</p> <p><i>Part A:</i> Specifically, you are invited to draw upon the course materials (e.g., readings, lectures) and other scholarly, practice-based and/or community-knowledge, to develop a detailed plan as to how you will incorporate mindfulness into your daily practices, including, but not limited to your clinical practice. When references are employed, they should be referenced throughout the paper and in the reference page conforming to the current APA format [APA, 2010 <i>Publication Manual</i> (6th ed.)].</p> <p><i>Part B:</i> Building on this plan you are invited to engage in this ‘experiment’ and implement your plan for mindfulness in your daily practice, for a period of 7 days. You will engage in a reflective journaling processes throughout this week and at the end of the week to share your observations about the impact that mindfulness has had on your daily practice, including your scope of practice as a social work student and your daily experience pertaining to the</p>	<p>Due February 28th by 9:00am MST.</p>	<p>15%</p>	<p>1, 2, 3, 4</p>

	<p>person-of-the-social-worker (i.e., your life outside of your professional role). These reflections may include, but are not limited to, reflecting on barriers and/or facilitators to engaging in mindfulness, the impact mindfulness has on your way of thinking, feeling, behaving, and/or being. You may also reflect on any challenges and/or tension points that arise in relation to your values (personal, professional) in engaging mindfulness, and how you are navigating these tensions. The reflective journal component of this assignment does not require references, however, should you employ resources (scholarly, academic, practice-based/community-based) to inform your work, please ensure these references are properly cited using the current APA format [APA, 2010 Publication Manual (6th ed.)].</p> <p>This paper will be <u>no longer than six (6) double-spaced typed pages in total</u> excluding references in 11-point font and 1-inch margins. Submissions will only be accepted via the D2L Dropbox.</p> <p style="text-align: center;"><u>OR</u></p> <p><u>Option 2</u></p> <p>In order to work intentionally with clients in clinical social work practice, it is important to be able to identify which model(s)/approaches may be best indicated to inform your clinical work with a particular client(s) and/or client groups/populations. In deciding between models social workers are required to understand the features that make treatment models/approaches similar and/or unique. You are to complete a critical comparison of CBT, DBT and MBCT (using a template provided in class) that</p>			
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	<p>will draw upon course materials and other scholarly and clinically relevant sources. Maximum 6 pages in length. Consistent with the template please use single space and 11-Font. References throughout the paper and on the reference page are required to conform to APA format [American Psychological Association, 2010 Publication Manual (6th ed.)].</p>			
<p>3. Demonstration of clinical competencies : Conducting a simulated intervention, and critically self-evaluating of work via process recording.</p>	<p>Part A: Using a clinical vignette (provided) related to the school-aged population, each student is required to produce a shortened video demonstration (between 30-40 minutes) of a simulated counselling session utilizing <u>either narrative therapy OR solution focused therapy</u>. It is recommended that you use a partner from class to role-play the ‘client’ due to their familiarity with the clinical vignette. This clinical role-play demonstration should <u>NOT</u> be a scripted interaction.</p> <p>Video materials should be upload to Youtube (a de-listed page is highly recommended) and the link to this Youtube video should be submitted on a MS Word Document or PDF document via to D2L Dropbox. Please ensure that this document contains a) your name, and b) which aspect(s) of your selected intervention model you are demonstrating. Prior to submitting your work to D2L please ensure that your video is operational.</p> <p>Part B: To accompany the video from Part A, students are required to review their video and create a ‘process recording’ of their session (a template will be provided). Specifically, students are required to select two (2) sub-sections from their video (each approximately 5 minutes in length) in order to analyze/critique key aspects of their</p>	<p>Due March 27th 9:00am MST.</p>	<p>30%</p>	<p>1, 2, 3, 4</p>

	<p>interaction with the simulated client and/or application of aspects of the simulated therapy session.</p> <p><i>Sub-section #1 will reflect an aspect of the simulated intervention with the simulated client that you are pleased/satisfied with and/or accurately demonstrates the intended technique.</i></p> <p><i>Sub-section #2 will reflect an aspect of the simulated intervention that you are displeased/dissatisfied with and/or you believe to be a less than full demonstration of the intended technique</i></p> <p>Consistent with 'process recording' formats (template provided in class) students will create a verbatim transcript of two selected sub-sections of their video (including non-verbals/para-verbals) being sure to reference the specific time on your video that these interactions start/stop. In a separate column of the process recording students will provide a critical analysis of their selected interactions that details <u>why</u> you were either pleased/satisfied or displeased/dissatisfied with the interaction or application of the intended technique. Regarding your analysis of sub-section #2, where you were dissatisfied, you may also consider discussing alternative ways of interacting with the simulated client and/or alternative applications of your selected model. Although reflective in nature, this analysis should draw upon and, where applicable, make explicit reference to course materials, including readings, class discourse and in-class experiential activities. References throughout the process recording and on the reference page are required to conform to APA</p>			
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	format [APA, 2010 Publication Manual (6th ed.)].			
4. Demonstration of clinical competencies: Anti-oppressive clinical practice. (critical incident).	<p>From a case scenario provided (i.e., a written critical incident), informed by the Critical Social Work Approach reviewed in this course you will create a written report detailing your process of engaging the client in examining a critical incident including a) <u>identifying and labelling</u> the recurring patterns & themes that alert you to possible dominant discourses, including potential questions you could ask the client to deconstruct these discourses. You will also identify assumptions/contradictions that are suggestive of power-based differentials, b) identify how in the course of speaking with this client about their incident that you will demonstrate your 'refusal to accept or participate in dominant discourses', c) how you might work with the client to construct new inclusive empowering discourses and/or establish new cultures/climates from which new discourses can be generated.</p> <p>You should draw directly from course materials including explicitly referencing theories, frameworks and/or research in your works making direct reference/citation to academic sources (e.g., journals, texts, community-based policy documents) and scholarly texts including required and/or recommended readings to support your work.</p> <p>This submitted paper will be <u>no longer than six (6) double-spaced typed pages</u> excluding references using 11-point font and 1-inch margins. References throughout the paper and on the reference page are required to conform to APA format [APA, 2010 <i>Publication Manual</i> (6th ed.)].</p>	Due April 3 rd by 9am MST.	20%	1, 2, 3, 4
Participation	Students should actively participate in all classroom activities (lectures, discussions, and experiential exercises) and in demonstrating your professionalism in a manner consistent with social work ethics	Evaluations completed at the end of each class	10%	1, 2, 3, 4

	<p>and standards of practice. For example, students are expected to demonstrate the same standards of behavior in the classroom environment and on D2L as they would in professional social work venues such as meeting with clients, supervisors, or in attending agency meetings.</p>			
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ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Participation means demonstrating personal and professional engagement in the learning process. If a situation arises that precludes class attendance, the student should apprise the instructor. It is neither the instructor’s responsibility to determine why a student was not in class nor is it the instructor’s responsibility to advise the student of what was missed by a student’s absences or tardiness to class. Your absence deprives the class of your contribution to the collective learning process, including discussions and experiential activities. As the knowledge and skills covered in this course are often sequential in nature, it is important for students who have missed a portion of the course to take all necessary steps to understand this missed material in order to be prepared to learn the subsequent competencies.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Assignments will only be accepted for submission via the D2L dropbox for this specific course, unless specific alternate guidelines are provided during the course. Please ensure that your full name is on each page of the assignment (i.e., footer).

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the course instructor. It is the students responsibility to communicate with the instructor to discuss possible extensions, otherwise assignments submitted after the posted deadline may be penalized with a grade reduction (i.e., A+ becomes, A or B+ becomes a B etc.) at the instructors discretion.

EXPECTATIONS FOR WRITING

Unless otherwise stated your written submission should be using 11-point font and 1 inch margins. References throughout the paper and on the reference page are required to conform to APA format [American Psychological Association, 2010 *Publication Manual* (6th ed.)]. Unless stated otherwise, written submissions should be of a professional quality that includes full sentences, correct spelling and grammar, as well as organized in a coherent manner. 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 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.

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

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	98-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-97
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of "B-" or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below "B-" are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.

Students are welcome to discuss the process and content of the course at any time with the instructor.

Students are given the option to provide the instructor with weekly feedback via the participation form.

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/. 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) 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**