

Course Number	SOWK 393 S03 (SAR)	Classroom	Online via Zoom
Course Name	Practice and Evaluation with Families		
Day(s) & Time	Synchronous Online via Zoom: Every Thursday from January 14 to April 15, 2021 between 9:30am and 11:30am MST Asynchronous learning: One-hour self-directed learning per week and on March 4 (Family Role Play Group)		
Instructor	Dora Tam, PhD Tara Collins, PhD Candidate		
U of C E-mail	Tam: dtam@ucalgary.ca Collins: tara.collins2@ucalgary.ca	Phone	Please contact instructor via email

SYLLABUS STATEMENT

An introduction to theories and skills for family-centered social work practice with families. There will be an emphasis on diversity in relation to family development issues, the stresses families face, family assessment techniques, and theories and practices of family intervention.

COURSE DESCRIPTION

Students will be introduced to the dynamics of working with families from multiple perspectives and within diverse contexts. The perspectives will include major theoretical frameworks and assessment processes. Students will be introduced to and asked to apply a problem-based approach grounded in research methodology to critically evaluate approaches to assessing and working with a range of family groupings. See: You Didn't Throw Us to the Wolves. <http://jbsw.org/doi/10.18084/1084-7219.12.2.98>

This course will provide a conceptual and practical foundation for social workers engaged in work with families. This course will emphasize the practice of *generalist* family work, with a focus on family systems dynamics and the development of repetitive interactional patterns that contribute to dysfunctional processes in families. It will focus on the development of *beginning* intervention skills. A modified Problem-Based Learning (PBL) approach to teaching this class is used with both a theoretical and experiential focus.

Students will be involved in a conjoint theoretical and experiential learning process that will provide an opportunity to examine and explore the dynamics of family systems. Through tapes, lectures, simulated families and experiential learning and assignments grounded in practice, the class will examine family patterns to understand how the skills of a family worker can impact change on family processes and discover ways of moving families beyond their blocks.

Through a problem-based approach, students will learn about conducting family interviews in virtual settings, facilitating family interactions, assessing family dynamics and individual family member's

perceptions on the presenting problem, writing professional case histories and interview notes, and developing intervention plans.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able:

1. To be equipped with generalist-practice knowledge and skills to competently perform various interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy, and evaluation with families;
2. To acquire knowledge and skills to evaluate social work interventions across fields and levels of practice using culturally relevant approaches;
3. To develop skills in critical thinking, reasoning and reflective practice, including critical analysis of assumptions, consistent with the values of the profession, which they apply in their professional practice to analyze complex social situations, make professional judgments, and continually improve practice.;
4. To apply social work knowledge, as well as knowledge from other disciplines, and embrace a variety of knowledge generation lenses to advance professional practice, policy development, research, and service provision;
5. To practice at individual, family, group, organization, community, and population levels including advocacy and activism;
6. To prepare for interprofessional practice, community collaboration, and teamwork and acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities. Students develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users; and,
7. To incorporate critical thinking and anti-oppressive, decolonizing practice across fields and levels of professional practice and critically assess and integrate culturally relevant research findings in working with families from diverse backgrounds.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Collins, D., Jordan, C., & Coleman, H. (2013). *An introduction to family social work* (4th ed.). Brooks/Cole.

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

RELATIONSHIP TO OTHER COURSES

Though the course is designed for the beginning family practitioner, a foundation in generalist social work methods is required. Social Work 393 is one in a series of required practice courses within the BSW

curriculum. The content of Social Work 393 will provide social work students with theoretical and practice frameworks for critically exploring and understanding family social work practice.

CLASS SCHEDULE

Please note important dates for Winter 2021:

- First Day of Regular Classes: Monday, Jan 11
- Fee Deadline: Friday, January 22
- Winter Break: February 14 -20 (Sunday to Saturday) – no classes, assignments or course activities
- Good Friday: Friday, April 2
- Easter Monday: Monday, April 5
- Last Day of Regular Classes: Thursday, April 15
- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

Date	Topic	Readings/Assignments Due
January 14, 2021 Class 1 Instructors: Tam/Collins	Introduction to the field of generalist family social work practice, family diversity, defining family, challenges to traditional family discourse, diverse structures	Chapter One: pp. 1-24
January 21 Class 2 Instructor: Collins	What is a family, family structures, family diversity	Chapter Two: pp. 25-67
January 28 Class 3 Instructor: Collins	Family Development and The Family Life Cycle	Chapter Four: pp. 100-146
February 4 Class 4 Instructor: Tam	Family Systems Theory, Tenets of Systems Theory, Circular Causality Guest Speaker: Dr. Heather Coleman	Chapter Three: pp. 68-99
February 11 Class 5 Instructor: Tam	Practical Aspects of Family Social Work The Beginning Phase, Engagement, Assessment, Goal Setting, and Contracting Guest Speaker: Margaret Miles on Virtual Counselling/Interview with Family	Chapter Six: pp. 182-204 Chapter Seven: pp. 205-238
WINTER BREAK: February 14 to 20 NO CLASSES		
February 25 Class 6 Instructor: Collins	Qualitative Family Assessment, Genograms, Ecological Family Assessment, Ecomaps	Chapter Eight: pp. 239-279 McGoldrick, M. (2005). History, Genograms, and the Family Life Cycle (pp. 47-68)
March 4 Class 7	Asynchronous learning Mid-term review of course materials and Family Role Play group work	
March 11 Class 8 Instructor: Tam	Quantitative Family Assessment, Family Categories Schema	Chapter Nine: pp.280-303

March 18 Class 9 Instructor: Tam	Interventions at the Child and Parental Levels,	Chapter Twelve: pp. 369-402 Patterson, G., Capaldi, D., & Bank, L. (1991). An early starter model for predicting delinquency (pp. 139-168).
March 25 Class 10 Instructor: Collins	Family Systems Interventions	Chapter Ten: pp. 304-336
April 1 Class 11 Instructor: Tam	Intervention Phase Couples and Gender-Sensitive Interventions	Chapter Eleven: pp. 337-368 Chapter Thirteen: pp. 403-436
April 8 Class 12 (Last Class) Instructor: Tam	Family Strengths and Resilience Termination Phase	Chapter Five: pp. 147-181 Chapter Fourteen: pp. 438-460
April 15 Class 13 (Last Class) Instructor: Collins	Course Wrap-up Final paper consultation	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

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.

ZOOM RECORDINGS OF ONLINE CLASSES

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

ASSESSMENT COMPONENTS

All Assignments to be uploaded to the Dropbox in D2L for this course

Assignment 1: Family Case Background (30%) due on Feb 11 at 11:30pm (Group Assignment)

Aligned Course Learning Outcomes: 3, 5, 6 & 7

In a small group of 4 to 5 students, develop a family case background (*a co-created family case background*). This family background should include the followings:

- a. Presenting problem: describe the reason why the family is seeing you (either referred by someone or self-referred) as the social worker;
- b. Family composition: (could be a two parent, single parent, blended, or grandparent headed family, but limited to a maximum of five characters in this family): introduce who is in this family, their name (first and last), age, gender/gender preference, role, ethnicity, language capacity (e.g. newcomer family), education level, employment status or school, financial situation (e.g. two income family, one income family, unemployed/underemployed, live on social assistance, etc.), any specific health condition, hobby, religion (if applicable), place of residence, type of accommodation, and living environment/neighborhood;
- c. Family relationship: describe the overall family structure and dynamics, bonding between sub-systems, or individual family members;
- d. Family development and family life cycle: describe any specific event(s) that is/are related to the presenting problem, and describe how individual family members function in their current life cycle; and,
- e. Family resources or supports: describe any known family resources/supports.

The aim of this assignment is to assist students in developing good case background writing skills. Please use formal professional writing (i.e., fact-based, non-judgmental, bias free, and for communication with other professions). Ensure that the use of language is comprehensible at a grade 12 level (i.e. avoid professional jargon for communication with individuals and families).

Excluding the cover page, the length of this family case background should be approximately 8 to 10 pages double line spacing with good sub-headings. On the cover page, state “Case Background of xxx Family,” course number, course name, student names and ID numbers, and names of instructors and submission date. Include page numbers on this case background but exclude the page number on the cover page.

Assignment 2: Family Interview Role Play (30%) due on March 18 at 11:30pm. (Group assignment)

Aligned Course Learning Outcomes: 1, 2, 5 & 6

Each small group formed for assignment 1 will continue to work together as a social work team. The team will be (randomly) assigned with a family case developed by their peers. The team will then prepare to

conduct a 40-minute first interview with this family (team being selected will role play as family members. During the role play, each family member and the social worker needs to place a name card with the name and role they are playing in front of the camera). This interview will be recorded for teaching purpose within this cohort. The social work team will study the family case background, develop specific focuses and questions to ask the family in their first family interview, determine who will be the primary family social worker and co-worker at the interview. The primary social worker will contact the family and organize the first interview. The primary family social worker will also facilitate the entire interview with the family; whereas the co-worker will ask supplement questions or help to summarize important points when the primary worker needs help. Other (2 – 3) team members will take notes (both verbal and non-verbal) of the family interview (do not rely on the video recording because in real practice, social workers seldom do video or audio recording). Then, upload the recorded interview to the D2L Dropbox for this course on or before due date.

Assignment 3: Family Assessment Report (40%) due on April 15, 2021 at 11:30pm (Individual Assignment)
Aligned Course Learning Outcomes: 1 through 7

Based on the notes taken during the family interview, each team member will then compile **an independent** family interview assessment report that includes the following:

- a. A summary of the family background and presenting problem;
- b. Who attended the interview with their names and roles;
- c. The main focuses/purposes of the interview;
- d. Main topics of discussion during the interview;
- e. Family dynamics during the interview;
- f. Family members' perception or interpretation of the presenting problem;
- g. Overall assessment on the family by using the Family Categories Schema;
- h. Develop a genogram and an ecomap based on the information provided in the case background and information shared in the family interview; and
- i. Develop overarching intervention goals for the family and identify focus for next meeting.

This Family Assessment Report is about 16 to 20 pages in length excluding cover page, table of contents, references and any appendices (e.g. all graphics).

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

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.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

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.

Faculty members in the Southern Alberta Region expect and insist that assignments:

- Be typed (or in legible handwriting);
- Be free of grammatical, spelling and typing errors;
- Incorporate correct usage of referencing set forth by the current edition of the American Psychological Association (APA).

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments are to be handed in at or before the date and time as specified in the course outline. Grades are deducted for late submissions (one grade level per day will be deducted e.g. B to B-) unless otherwise specified in the course outline and without an extension being granted by the instructor. It is the student's responsibilities to request an extension from the instructor should you require more time and offer an alternate due date and time for the instructor's consideration.

LATE ASSIGNMENTS

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.

EXPECTATIONS FOR WRITING

The University of Lethbridge Writing Centre is located in the Library and provides individual consultations with trained academic writing instructors and tutors to all students at the University of Lethbridge from all disciplines. There is no charge for this instruction, and the Writing Centre is happy to assist students at all stages of the writing process and levels of proficiency. For more information:

<https://www.uleth.ca/artsci/academic-writing/writing-centre>

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>

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 **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

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.

ADDITIONAL SUGGESTED READINGS

- Ackerman, N. (1958). *The psychodynamics of family life: Diagnosis and treatment of family relationships*. Basic Books.
- Aponte, H. (1994). *Bread and spirit: Therapy with the new poor*. Norton.
- Bateson, G. (1972). *Steps to ecology of mind*. University of Chicago Press.
- Becvar, D., & Becvar, R. (1988). *Family therapy: A systemic integration*. Allyn and Bacon.
- Bloomquist, M. (2005). *Skills training for children with behavior disorders*. Guilford Press.
- Berg, I.M., & Kelly, S. (2000). *Building solutions in child protective services*. Norton.
- Boscolo, L., Cecchin, G., Hoffman, L. & Penn, P (1987). *Milan systemic family therapy: Conversations theory and practice*. Basic Books.
- Boyd Webb, N. (Ed.). (2001). *Culturally diverse parent-child and family relationships: A guide for social workers and other practitioners*. Columbia University Press.
- Bowen, M. (1978). *Family therapy in clinical practice*. Rowman & Littlefield Publishers.
- Boszormenyi-Nagy, I., & Framo, J. (Eds). (1965). *Intensive family therapy: Theoretical and practical aspects*. Harper and Row.
- Bronfenbrenner, U. (1981). *The ecology of human development*. Harvard University Press.
- Carter, B. & McGoldrick, M. (Eds.) (2005). *The expanded family life cycle: Individual, family, and social perspectives* (3rd ed.). Allyn and Bacon.
- Coleman, H. (2015). Families. In E.J. Mullen (Ed.), *Oxford bibliographies in social work*. Oxford University Press. doi: 10.1093/obo/9780195389678-0106
- Collins, D., & Tomm, K. (2009). Karl Tomm: His changing views on family therapy over 35 years. *Family Journal*, 17(2), 106-117.
- Coontz, S. (2000). *The way we never were: The American family and the nostalgia trap*. Basic Books.
- Corcoran, K., & Fischer, J. (2013). *Measures for clinical practice. Couples, families, and children* (3rd ed.). Oxford University Press.
- De Shazer, S., Berg, K., Lipchik, E., Nunnally, E., Molnar, A., Gingerich, W., & Weiner-Davis, M. (1986). Brief therapy: Focused solution development. *Family Process* 25(2), 207-221.
- Epstein, N.B., Bishop, D.S., & Levin, S. (1978). McMaster model of family functioning. *Journal of Marriage and Family Counselling*, 4(4), 19-30.
- Erickson, G., & Hogan, T. (1972). *Family therapy: An introduction to theory and technique*. Wadsworth.
- Foley, V. (1974). *An introduction to family therapy*. Grune and Stratton.
- Fong, R. (Ed.). (2004). *Culturally competent practice with immigrant and refugee children and families*. Guilford Press.

- Framo, J. (1982). *Explorations in marital and family therapy: Selected papers of James L. Framo*. Springer Publishing.
- Framo, J. (1992). *Family-of-origin therapy: An intergenerational approach*. Routledge.
- Freeman, D. (1992). *Multigenerational family therapy*. Routledge.
- Garbarino, J. (1992). *Children and families in the social environment* (2nd ed.). Aldine Publishers.
- Geismar, Ludwig L., & La Sorte, M. (1964). *Understanding the multi-problem family: A conceptual analysis and exploration in early identification*. Association Press.
- Goldenberg, H., & Goldenberg, J. (1998) *Counselling today's families* (3rd ed.). Brooks/Cole.
- Goldenberg, J. & Goldenberg, H. (1990). *Family therapy: An overview* (3rd ed.). Brooks/Cole.
- Goldner, V. (1988). Generation and gender: Normative and covert hierarchies. *Family Process* 27(1), 17-33.
- Gurman, A. (1981). *Handbook of family therapy*. Routledge.
- Haley, J. (1971). *Changing families: A family therapy reader*. Psychological Corporation.
- Haley, J. (1976). *Problem-solving therapy*. Jossey-Bass.
- Haley, J. & Hoffman, L. (1967). *Techniques of family therapy*. Basic Books.
- Hare-Mustin, R. (1978). A feminist approach to family therapy. *Family Process*, 17(2), 181-194.
- Hartman, A. & Laird, J. (1983). *Family-centered social work practice*. Free Press.
- Jackson, Don D., ed. (1968). *Communication, family, and marriage*. Science and Behavior.
- Jacobson, N. & Margolin, G. (1979). *Marital therapy: Strategies based on social learning and behavior exchange principles*. Routledge.
- Jones, S. (1980). *Family therapy: A comparison of approaches*. Prentice-Hall.
- Kaplan, L. (1986). *Working with multi problem families*. Lexington Books.
- Kazdin, A. (2005). *Parent management training*. Oxford University Press.
- Laird, J. & Green, R. (Eds.). (1996). *Lesbians and gays in couples and families*. Jossey- Bass.
- Lidz, T., Fleck, S., & Cornelison. A. (1965). *Schizophrenia and the family*. International Universities Press.
- Madanes, C. (1981). *Strategic family therapy*. Jossey- Bass.
- McGoldrick, M., Gerson, R., & Petry. S. (2008). *Genograms: Assessment and intervention* (3rd ed.). Norton.
- McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy*. Guilford.
- McGoldrick, M., Anderson, C, & Walsh, F. (Eds.). (1991). *Women in families: A framework for family therapy*. Norton.
- Minuchin, S. (1998). Where is the family in narrative family therapy? *Journal of Marital and Family Therapy*, 24(4), 397-403.
- Minuchin, P., Colapinto, J., & Minuchin. S. (2006). *Working with families of the poor* (2nd ed.). Guilford.
- Minuchin, S. (1976). *Families and family therapy*. Harvard University Press.
- Minuchin, S., & Fishman, C. (1981). *Family therapy techniques*. Harvard University Press.

- Minuchin, S., Montalvo, B. Guerney, G., Roseman, B., & Schumer, F. (1967). *Families of the slums*. Basic Book.
- Myers Avis, J. (1992). Where are all the family therapists? Abuse, violence within families, and family therapy's response. *Journal of Marital and Family Therapy*, 18(3), 225-232.
- Napier, A. & Whitaker, C. (1978). *The family crucible*. Harper and Row.
- Nichols, M., & Schwartz, R. (1988). *Family therapy: concepts and methods* (3rd ed.). Allyn & Bacon.
- Patterson, G. (1982). *Coercive family process: A social learning approach*. Castalia.
- Patterson, G., Capaldi, D., & Bank, L. (1991). An early starter model for predicting delinquency. In D.J. Pepler & K.H. Rubin (Eds.). *The development and treatment of childhood aggression* (pp. 139-168). Lawrence Erlbaum.
- Satir, V. (1964). *Conjoint family therapy*. Science and Behaviour Books.
- Satir, V. & Baldwin, M. (1983). *Satir step by step: A guide to creating change in families*. Science and Behavior.
- Selvini-Palazzoli, M., Boscolo, L., Cwccchin, G., & Prata, G. (1978). *Paradox and counter-paradox*. Rowman & Littlefield Publishers.
- Sexton, T., Weeks, G., & Robbins, M. (Eds.). (2003). *Handbook of family therapy: The science of working with families and couples*. Routledge.
- Stein, J. (1970). *The family as a unit of study and treatment*. Regional Rehabilitation Research Institute.
- Tomm, K. (1982). Towards a cybernetic systems approach to family therapy. In F. W. Kaslow (Ed.), *The international book of family therapy* (pp. 70-90). Brunner/Mazel.
- Tomm, K., & Wright, L. (1979). Training in family therapy: Perceptual, conceptual and executive skills. *Family Process*, 18(3), 227-250.
- von Bertalanffy, L. (1968). *General system theory: Foundations, development, applications*. George Braziller.
- Walsh, F. (Ed.). (2003). *Normal family processes: Growing diversity and complexity* (3rd ed.). Guilford Press.
- Walsh, F. (2003). Family resilience: A framework for clinical practice. *Family Process* 42(1), 1-18.
- Walsh, F. (2006). *Strengthening family resilience* (2nd ed.). Guilford Press.
- Walsh, F. (Ed.). (2008). *Spiritual resources in family therapy* (2nd ed.). Guilford Press.
- Watzlawick, P., Beavin, J.H., & Jackson, D.D. (1967). *Pragmatics of human communication*. W.W. Norton.
- Watzlawick, P., Weakland, J., & Fisch, R. (1974). *Change: Principles of problem formation and problem resolution*. W.W. Norton & Company.
- White, M. (1986). Negative explanation, restraint, and double description: A template for family therapy. *Family Process*, 25(2), 169-185.
- White, M., & Morgan, A. (2006). *Narrative therapy with children and their families*. Dulwich Centre.
- Wood, K. Geismar, L. (1989). *Families at risk: Treating the multi-problem family*. Human Sciences.
- Wright, L., & Leahey, M. (1994). *Nurses and families: A guide to family assessment and intervention* (2nd ed.). F. A. Davis.

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 <https://www.ucalgary.ca/pubs/calendar/current/k.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 <https://ucalgary.ca/student-services/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 <https://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 (<https://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 (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.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>

BUILDING EVACUATIONS

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs, and proceed to the Assembly Points posted on campus. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to get acquainted with the U of L Emergency website: <https://www.uleth.ca/campus-safety/emergency-evacuation-plan>

UNIVERSITY OF LETHBRIDGE SAFEWALK (403) 380-1888 OR (403) 329-2345.

For more information – <http://www.uleth.ca/security/content/safe-walk>

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**