

Course Number	SOWK551.13 S01	Classroom	Online
Course Name	Child Welfare		
Day(s) & Time	Zoom classes: Mondays 9:00 a.m. to 11:50 a.m. (MST)		
Instructor	Peter Smyth MSW, RSW, MSM		
U of C E-mail	peter.smyth2@ucalgary.ca	Phone	By email

SYLLABUS STATEMENT

The child welfare course is designed to provide knowledge about the field of child abuse and child protection including how history has shaped current theory and practice. Social justice issues and the fit of child welfare practice with social work values will be explored.

COURSE DESCRIPTION

This course will provide an overview of child welfare as a field of social work practice. The course will examine legislation, policy and practice and how perspectives have shifted, and continue to shift introducing emerging theories and approaches to working with children, youth and families. The impact of child between individuals and their environments and how this can influence policy and decisions made by government workers in the child welfare system. Classes will follow a seminar format with assigned readings, a number of guest speakers maltreatment on children, youth, families and society will be examined as well as various interventions, whether voluntary or non-voluntary. The will be a focus on the historical and present impact of child welfare involvement with Indigenous communities. An ecological perspective will be presented looking at the interrelationship, videos, class discussions, and personal research.

COURSE LEARNING OUTCOMES

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

1. Understand the historical context of child welfare and how child, youth and families are impacted both positively and negatively.
2. Have an understanding of the Indigenous perspective of the child welfare system in relation to colonialism, residential schools, and the Sixties Scoop.
3. Examine an ecological perspective in child welfare practice.
4. Critically evaluate deficit-based approaches, and discussing strength-based approaches in a mandated public service, and how these intersect with a social justice and anti-oppressive perspectives.
5. Critically appraise existing child welfare policy, practice and research.
6. Explore emerging practices and trends in child welfare and how these fit with social work perspectives and values.

7. Have an understanding of the various roles within the child welfare system, as well as connections to community, legislation, bureaucratic perspectives, media coverage, and politics of the child welfare system.
8. Have an understanding of the balance between child safety and family preservation, evaluating short and long-term outcomes for children, youth and families involved with child welfare, and developing a personal practice model if one were to be a social worker employed in child welfare.

LEARNING RESOURCES

The required readings are listed in the section of class schedule under each week’s reading list.

LEARNING TECHNOLOGIES AND REQUIREMENT

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

This course is a senior-level elective. Previous studies in basic areas of policy, practice and research is expected since this course draws upon the content of those core courses. This course provides an opportunity to analyze and integrate knowledge from the social work program through application of practice principles to the context of child welfare practice.

CLASS SCHEDULE

Date	Topic	Readings/Assignments Due
January 11, 2021 CLASS 1 <i>What is ‘risk’ to service users? To you? To society?</i>	History of child welfare; Introduction to child welfare; Child, Youth, and Family Enhancement Act.	<i>Readings:</i> 1) Province of Alberta (2000). <i>Child, Youth and Family Enhancement Act</i> . The Queen’s Printer. http://www.gp.alberta.ca/documents/Acts/c12.pdf Scan through the act paying attention to Section 1(2)(a)-(h), Sections (1)(2.1) and 1(3) on p. 10-12; Matters to be considered, p. 12-14; Reporting a child in need Section 4(1), p. 17. Secure Services Order, Section 44(2), p. 47. 2) Markel, H & M. D. (2009, December 14). Case shines first light on abuse of children. <i>The New York Times</i> [3 pages]. http://www.nytimes.com/2009/12/15/health/15abus.html?r=0 3) Knitel , F. (2003). <i>Child protection: trends and issues in Alberta</i> [Master thesis]. Available from University of Lethbridge, Institutional Repository [pp. 4-14]. https://www.uleth.ca/dspace/bitstream/handle/10133/1151/Knitel_Faye.pdf?sequence=1
January 18, 2021 CLASS 2	Child and Family Services: processes and roles.	1) Jarvie, M. (2017, November 3). Can the sad, short, life of one boy save others, <i>Calgary Herald</i> , November 3, 2017

<p>What are the pros and cons of the “least intrusive” aspect of the Child, Youth and Family Enhancement Act?</p>	<p>Screenings, assessments (Investigations), agreements, orders, court process. Roles of assessor, case worker, permanency worker, foster care support worker.</p>	<p>http://calgaryherald.com/news/local-news/can-the-sad-short-life-of-one-boy-save-others</p> <p>2) Puxley, C. (2015, October 3). Almost half of newborns seized in Manitoba have developmental, addiction issues. <i>Edmonton Journal</i> [3 Pages]. http://www.edmontonjournal.com/health/almost+half+newborns+seized+manitoba+have+developmental+addiction/11412930/story.html</p> <p>3) Fitzgerald, S. (2013, July 13). ‘Crack baby’ study ends with unexpected but clear result. <i>The Inquirer</i> [5 Pages]. http://www.courts.ca.gov/documents/BTB_23_PRECON_Poverty_Simulation_3.pdf</p> <p>4) Kufeldt, K. & MacKenzie, B. (2011). Critical issues in current practice. In K. Kufeldt & B. MacKenzie (Eds.), <i>Child Welfare: Connecting, research, policy, and practice (second edition)</i> (pp. 553-567). Wilfred Laurier University Press.</p> <p>Due: Assignment 1-1</p>
<p>January 25, 2021 CLASS 3 How do workers advocate for their children, youth and families and against their own employer?</p>	<p>Challenges of working in the system for service users and workers. Guest speakers: Office of the Child and Youth Advocate</p>	<p><i>Readings:</i></p> <p>1) Representative for Children and Youth. (2015). <i>Paige’s story: Abuse, indifference and a young life discarded</i> (executive summary, pp. 5-8). Victoria, British Columbia: Representative for Children and Youth. https://www.rcybc.ca/sites/default/files/documents/pdf/reports_publications/rcy-pg-report-final.pdf</p> <p>2) Herbert, M. (2007). Creating conditions for good practice: A child welfare project sponsored by the Canadian Association of Social Workers. In I. Brown, F. Chaze, D. Fuchs, J. Lafrance, S. McKay, & S. Thomas-Prokop (Eds.) <i>Putting a human face on child welfare: Voices from the prairies</i> (pp. 223-250). Prairie Child Welfare Consortium, Prairie Child Welfare Consortium, www.uregina.ca/spr/prairiechild/index.html/Centre of Excellence for Child Welfare www.cecw-cepb.ca. http://cwrp.ca/sites/default/files/publications/prairiebook/Chapter11.pdf</p>
<p>February 1, 2020 CLASS 4 Should the emphasis of child welfare work be on the child, the rights of the parents, or on the family?</p>	<p>Shifting practice and models of practice used in child welfare practice today. Guest speaker(s): Children’s Services; Alberta politician</p>	<p><i>Readings:</i></p> <p>Ruch, G. (2010). The contemporary context of relationship-based practice. In G. Ruch, D. Turney, & A. Ward (Eds.) <i>Relationship-based social work; Getting to the heart of practice</i> (pp. 13-28). Jessica Kingsley Publishers. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=677618&ppg=15</p> <p>MacDonald, N. (2019, December 14). No way out: How a mother is fighting to keep her Indigenous children out of care. <i>The Globe and Mail</i>. https://www.theglobeandmail.com/canada/article-bc-indigenous-child-welfare-fight/</p> <p>Due: Assignment 1-2</p>

<p>February 8, 2020 CLASS 5 <i>How can workers be creative in a risk-management system?</i></p>	<p>The shift in child welfare practice continued. Perspectives of youth; parenting in the system; LGBTQ youth; youth transitions. <i>Guest speakers(s): Supervisor who grew up in the system</i></p>	<p><i>Readings:</i></p> <ol style="list-style-type: none"> 1) Smyth, P. (2016). Aligning practice, ethics and policy: Adopting a harm reduction approach in working with high-risk children and youth. In H. Montgomery, D. Badry, D. Fuchs, & D. Kikulwe (Eds.), <i>Transforming Child Welfare: Interdisciplinary Practices, Field Education, and Research</i> (pp. 107-131). University of Regina Press https://uofrpress.ca/content/download/4860/45638/version/1/file/9780889774513_TransformingChildWelfare_OpenAccess.pdf 2) Bigler, M. O. (2005). Harm reduction as a practice and Prevention Model for social work. <i>The Journal of Baccalaureate Social Work</i>, 10(2): 69-86. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=17693850&site=ehost-live 3) Walker, C. (2019, August 30). How former youth in care are working to fix Canada's child welfare system. <i>CBC News</i>. https://www.cbc.ca/radio/thesundayedition/the-sunday-edition-for-september-1-2019-1.5262676/how-former-youth-in-care-are-working-to-fix-canada-s-child-welfare-system-1.5262680 4) Mann-Feder, V. (2011). Aging out of care and the transition to adulthood. Implications for intervention. In K. Kufeldt & B. MacKenzie (Eds.), <i>Child Welfare: Connecting, research, policy, and practice (second edition)</i> (pp. 259-266). Waterloo, Ontario: Wilfred Laurier University Press.
<p>February 14-20, 2020</p>	<p>Term Break</p>	<p>No class</p>
<p>February 22, 2021 CLASS 6 <i>How does a social worker in the child welfare system balance the mandate aspect of their work with the helping and nurturing part of their practice?</i></p>	<p>Trauma, attachment, and brain development. Other legislation impact child welfare work: Protection of Sexually Exploited Children Act; Protection of Children Abusing Drugs Act; Drug Endangered Children Act; Protection Against Family Violence Act. <i>Guest speaker(s): Family Violence</i></p>	<ol style="list-style-type: none"> 1) Shlonsky, A., Friend, C., & Lambert, L. (2007). From culture clash to new possibilities: A harm reduction approach to family violence and child protection services. <i>Brief Treatment and Crisis Intervention</i> 7(4), 345-363. https://www.researchgate.net/publication/247902810_From_Culture_Clash_to_New_Possibilities_A_Harm_Reduction_Approach_to_Family_Violence_and_Child_Protection_Services/link/54b2e2090cf2318f0f953ac7/download 2) Frazier Frazier, P., Murrell, C., Badry, D., Mierau, M., Tucker-Wright, T. (2020). <i>Youth in care chronicles: Reflections on growing up in the child welfare system</i>. Amazon. (Optional) <p>Due: Assignment 1-3</p>

<p>March 1, 2021 CLASS 7 <i>Is the child welfare system an extension of the residential schools system?</i></p>	<p>Indigenous peoples and the child welfare system—history.</p>	<p><i>Readings:</i></p> <ol style="list-style-type: none"> 1) Blackstock, C. (2008). Reconciliation means not saying sorry twice: Lessons from child welfare in Canada. From truth to reconciliation: Transforming the legacy of residential schools (pp. 162-175). Indigenous Healing Foundation. https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/252758 2) Lafrance, J, & Bastien, B. (2007). Here be dragons! Breaking down the iron cage for Indigenous children. In I. Brown, F. Chaze, D. Fuchs, J. Lafrance, S. McKay, & S. Thomas-Prokop (Eds.), <i>Putting a human face on child welfare: Voices from the prairies</i> (pp. 89-113). Prairie Child Welfare Consortium, www.uregina.ca/spr/prairiechild/index.html/Centre of Excellence for Child Welfare https://cwrp.ca/publications/here-be-dragons-breaking-down-iron-cage-aboriginal-children. 3) Barrera, J. (2019, September, 6). Ottawa ordered to compensate First Nations children impacted by on-reserve child welfare system. <i>CBC News</i>. https://www.cbc.ca/news/indigenous/child-welfare-on-reserve-compensation-1.5272667 <p><i>Handout:</i></p> <p>Jarvie, M. (2017, November 3). Can the sad, short, life of one boy save others, <i>Calgary Herald</i>, November 3, 2017 http://calgaryherald.com/news/local-news/can-the-sad-short-life-of-one-boy-save-others</p>
<p>March 8, 2021 CLASS 8 <i>Will child welfare ever be able to eliminate the historical over-representation of Indigenous children in the child welfare system?</i></p>	<p>Indigenous peoples and the child welfare system—present day. <i>Guest speaker(s): Discussion Sixties Scoop and future for Indigenous peoples in the child welfare system</i></p>	<p><i>Readings:</i></p> <ol style="list-style-type: none"> 1) Carreiro, D. (2016, October 9). The time they took us away: Faces of the Sixties scoop. <i>CBC News</i>. http://www.cbc.ca/beta/news/the-time-they-took-us-away-faces-of-the-sixties-scoop-1.3787709 2) Cuthand, D. (2018, December 8). Scooped children struggling to fit anywhere. <i>Saskatoon StarPhoenix</i>. https://thestarphoenix.com/opinion/columnists/cuthand-scooped-children-struggle-to-fit-in-anywhere 3) National Inquiry into Missing and Murdered Indigenous Women and Girls. (2019). <i>Reclaiming Power and Place: The final report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, Vol, 1a (excerpts: pp. 339-355; pp. 379-384)</i>. https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a.pdf 4) National Inquiry into Missing and Murdered Indigenous Women and Girls. (2019). <i>Reclaiming Power and Place: The final report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, Vol, 1b (excerpts: pp. 112-117; pp. 194-196)</i>. https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1b.pdf <p><i>Video:</i></p>

		Richard Cardinal story (29 mins); online, National Film board of Canada. https://www.nfb.ca/film/richard_cardinal Due: Assignment 1-4 (Double)
March 15, 2021 CLASS 9 <i>Is there a chance we could be apologizing in 50 years for what we are doing in child welfare today?</i>	Indigenous peoples and the child welfare system—present day (cont.) <i>Guest speaker: Del Graff, Provincial Advocate, Office of the Child and Youth Advocate</i>	<i>Readings:</i> 1) Office of the Child and Youth Advocate. (2016). <i>Voice for change: Indigenous child welfare in Alberta. A special report.</i> Edmonton, Alberta: Office of the Child and Youth Advocate. http://www.ocya.alberta.ca/wp-content/uploads/2014/08/SpRpt_2016July_VoicesForChange_v2.pdf .
March 22, 2021 CLASS 10	Group presentations.	Documentary: <i>We Can't Make the Same Mistake Twice (2016)</i>, Directed by Alanis Obomsawin. https://www.youtube.com/watch?v=Ha9RKEoiPyk No class but class time provided to watch this documentary. Assignment 2, Blog 1: March 22 – March 28, 2021
March 29, 2021 CLASS 11 <i>Can child welfare work be anti-oppressive? What is the difference between "hand-holding" an</i>	Anti-oppressive practice in child welfare; Boundaries, scenarios, Q&A. <i>Guest speaker(s)</i>	<i>Readings:</i> 1) Strega, S. (2007). Anti-oppressive practice in child welfare. In D. Baines, (Ed.). <i>Doing anti-oppressive practice: Building transformative politicized social work</i> (pp. 67-82). Fernwood Publishing. 2) Bishop, A. (2002). Step 5: Becoming an ally. In, A. Bishop, <i>Becoming an ally: Breaking the cycle of oppression in people (second edition)</i> (pp. 109-124). Fernwood Publishing. 3) Dumbrell, G. C. & Ying Yee, J. (2019). How to do anti-oppressive with individuals, families, and communities. In, G. Dumbrell & J. Ying Yee, <i>Anti-oppressive social work: Ways of knowing, talking, and Doing.</i> (pp. 282-309). University Press. • Class discussion on boundaries. • Scenarios will be presented for group discussion. • Question and answer session, discussion, and reflections and observations on any aspect of child welfare. Assignment 2, Blog 2: March 29 – April 5, 2021
April 5, 2021	Easter Monday	No class
April 12, 2020 CLASS 12 <i>Are social workers suited to doing child welfare work, or should they even be doing?</i>	This class will continue the themes of anti-oppressive practice and boundaries. There will be a final discussion on what some key learnings have been	1) Howe, D. (2014). The compleat social worker. In D. Howe, <i>The compleat social worker</i> . Palgrave, McMillan. <i>The compleat social worker</i> (pp. 180-199)—distributed for personal reading. Due: Assignment 3 (Final Paper)

	<p>throughout the course, and a session titled: “Last chance to ask the burning questions you had but were afraid to ask?!”</p> <p><i>Guest speakers: Arlene Eaton- Erickson and Karen Bruno</i></p>	
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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.

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

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Assignment 1 (a-d):	<p>Reflections of Child welfare:</p> <ul style="list-style-type: none"> The journals are to reflect on the course material. Integrate an assigned reading AND 	<i>Reflection 1: January</i>	30%	1-8

Reflection Journals	<p>one other source relating to course learnings (lecture/slides, guest speaker, an article, video, or song) in completing this personal reflection.</p> <ul style="list-style-type: none"> • There will be 4 reflections over the course of the term with the first three each worth 6% of final course grade, and the further reflection worth 12% of final mark. • Each reflection will be out of 10 marks. <ul style="list-style-type: none"> ○ What you learned from the article (3 marks). ○ What was your personal learning—how did the article impact you? (3 marks). ○ How does this link to your practice or future practice relating to action steps you would take with a service user (3 marks). • Grammar, sentence structure, readability (1 mark). • First three reflections: 2-3 pages expected (4 pages max.), double-spaced, 12 pt. • Fourth reflection: 3-4 pages expected (5 pages max.), double-spaced, 12 pt. • 0.5 mark off per day for late submissions. • For the 4th reflection, review one of the following episodes of the BBC three-part documentary called <i>Protecting Our Children</i>. These are 58 minutes each: <ol style="list-style-type: none"> 1) Episode 1: “Damned If They Do, Damned If They Don’t” www.dailymotion/video/x15pc3t 2) Episode 2: “Expecting Trouble” www.dailymotion/video/x15qqow 3) Episode 3: “I Want My Baby Back” www.dailymotion/video/x15quxl <p>The BBC followed social workers doing child protection work in Bristol, England. A number of families are followed, as well as the social workers who are working with the families. They are all troubling situations that present many issues around practice and making difficult decisions. Share your thoughts and feelings about the one episode you choose and connect this to the comments and critiques about child protection made in the course textbook.</p>	<p>18, 2021, 11:59 p.m. (MST)</p> <p><i>Reflection 2:</i> February 1, 2021, 11:59 p.m. (MST)</p> <p><i>Reflection 3:</i> February 22, 2021, 11:59 p.m. (MST)</p> <p><i>Reflection 4:</i> March 8, 2021, 11:59 p.m. (MST)</p>		
Assignment 2: BLOGS Discussion Board	Blog 1 The focus is the documentary, <i>We Can’t Make the Same Mistake Twice</i> (2016), Directed by Alanis Obomsawin.	START: March 22, 2021 at 9:00 p.m.	2X15% =30%	1-8

	<p>https://www.youtube.com/watch?v=Ha9RKEoiPyk, the 1984 documentary, <i>The Richard Cardinal Story</i> https://www.nfb.ca/film/richard_cardinal as well as the readings from class 7, 8, and 9, do a 2-page blog on your thoughts about an aspect of these issues presented on the history and current situation of how Indigenous peoples have been served by the child welfare system. The documentary, <i>We Can't Make the Same Mistake Twice</i>, must figure prominently in the blog. In addition, respond to 3 blogs done by other students.</p> <p><u>Guiding questions:</u></p> <ol style="list-style-type: none"> 1) <i>Is the child welfare system an extension of the residential school system?</i> 2) <i>Will child welfare ever be able to eliminate the historical over-representation of Indigenous children in the child welfare system?</i> <p>Blog 2: March 29-April 5, 2020 Anti-Oppressive Practice and Boundaries The focus for this blog is on anti-oppressive practice in child welfare and boundaries as well (use readings and discussion for class 11, and other readings from the course can be used too). Again this is a 2-page blog plus responses to at least 3 other blogs done but other students in the class.</p> <p><u>Guiding Questions:</u></p> <ol style="list-style-type: none"> 1) <i>Child welfare practice is inherently oppressive so how do we acknowledge this and do our best to level the playing field and use power and privilege to advocate and support families, while also ensuring the safety of children? i</i> 2) <i>Can child welfare work be anti-oppressive?</i> 3) <i>How do having appropriate boundaries help avoid being oppressive; how do a lack of boundaries result in oppressive practice?</i> 	<p>(MST)</p> <p>END: March 28, 2021 at 11:59 p.m. (MST)</p> <p>START: March 29, 2021 at 9:00 p.m. (MST)</p> <p>END: April 5, 2021 at 11:59 p.m. (MST)</p>		
<p>Assignment 3: Final Paper</p>	<p>Final paper Pick an issue that intersects with the child welfare system. This could be poverty, neglect, abuse (physical, mental, emotional, sexual); mental health, addictions, multi-generational trauma, domestic violence, FASD, or low cognitive functioning. You may also choose another issue, but this needs to be checked with the instructor first.</p>	<p>April 12, 2020 11:59 p.m. (MST)</p>	<p>30%</p>	<p>1-8</p>

	<p>For this essay, you are required to do the following:</p> <ul style="list-style-type: none"> • Discuss the issue you have chosen. • From a perspective of your own social values, share your personal thoughts, feelings and biases and consider your own position of power and privilege. This should incorporate a micro, mezzo, and macros perspectives. • Along with other sources of your choosing (discussions, guest speakers, materials from class, and resources external to the course). <p>Use the following questions to guide your exploration of the issue: How does child protection intersect with this issue? What are the perceptions and expectations of society on this issue? What are the political ideologies that could play a role in the response to this issue? What role can the media play? What are the gaps in the child welfare system for this issue? What response and interventions should be taken by you as a social worker? What might a different response look like, incorporating a critique of the system? What are the oppressive and social justice that could surface in dealing with this issue, and what steps could be taken to take an anti-oppressive approach to the issue?</p> <p>10-12 pages (excluding references), double-spaced, 12 pt.</p>			
Participation	Participation in class discussions	N/A	10%	N/A

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.
- Students are expected to let the instructor know if they will not be able to attend class. If two three-hour blocks are missed, a conversation will be requested with that student to discuss the situation and look for ways this can improve.
- If students are unable to attend the class, the recordings of the class will be posted.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- All assignments should be submitted through email at peter.smyth2@ucalgary.ca. Submitted assignments in Word are preferred, though PDF format is acceptable. Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith – Reflection 1; Jane Smith – Final Paper). Assignments are due by 11:59 p.m. (MST) 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

- It is expected that assignments are handed in on the deadline outlined. Late assignments will be penalized 10% per day.
- If challenges arise with submitted assignments contact instructor to discuss accommodation.

EXPECTATIONS FOR WRITING

- APA style is important in all assignments. Reflections will be corrected to reflect proper APA writing though students will not be penalized significantly (worth only 10%). It is always helpful to use APA style to get in the habit in your writing. I will correct papers to reflected proper use of APA. The intent of this is to consider any corrections made as for the final paper, there is an expectation that APA is followed closely. All grammar and punctuation will be corrected and students are expected to avoid repeating the same mistakes in subsequent papers. Attention will also be paid to general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

- It is expected that all work submitted in assignments is the student’s own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student’s final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. 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

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	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
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

Student

COURSE EVALUATION

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

Additional readings for a number of classes will be posted on D2L. While not mandatory readings, these could help with assignments, particularly the group project and final paper.

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.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 (<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>

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 (Calgary)**
- **Safewalk (Calgary)**