

Course Number	SOWK 553.08 S01	Classroom	Online
Course Name	Social Work in Health Care		
Day(s) & Time	Zoom sessions on Mondays 5-7pm (Mountain Time)		
Instructor	Brooke Allemang, MSW, RSW		
U of C E-mail	brooke.allemang1@ucalgary.ca	Phone	Please use email

SYLLABUS STATEMENT

This course is designed to provide social work students an opportunity to apply evidence-based practice models to individuals with health and mental health issues in the context of the Canadian health care system. BSW students will also acquire knowledge about social injustices and economic inequities that affect the health and well-being of Canadians.

COURSE DESCRIPTION

The main objective of this course is to facilitate the development of social work skills for working with the diversity of Canada's population presenting with a range of health and medical issues. Specifically, students will learn and integrate knowledge of psychosocial assessments, engaging with clients, working with interdisciplinary teams and applying social work interventions in the health care context. Students will be exposed to models that guide direct social work practice in the health care system including the biopsychosocial model. This course will utilize a range of teaching methods including problem-based learning, case examples, and interviews with guest speakers.

COURSE LEARNING OUTCOMES

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

1. Apply and critically analyze the effectiveness of various skills for engaging individuals from across the lifespan (children, adults and older people) with acute, complex and chronic health issues.
2. Understand the role of a social worker in the Canadian health care system and their relationship to other members of the interdisciplinary health care team.
3. Write a comprehensive psychosocial assessment for individuals with health issues.
4. Execute a range of skills to build collaboration and effective communication with interdisciplinary team members.
5. Critically appraise the assessments and interventions used from a social justice perspective and incorporate a diversity of perspectives of individuals with health issues and their families.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required text for this online course. Readings will be assigned on a weekly basis and can be accessed on D2L. Please see the required materials for each Zoom Session on the Class Schedule.

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

This is an elective course. There are no pre-requisites for this course. However, the content covered in this course will be applicable to practicum placements and integrative seminars in the BSW program. This course may build on other BSW courses including but not limited to SOWK 307, Practice Methods in Context; and, SOWK 393 Practice and Evaluation with Families.

CLASS SCHEDULE

The course will be made available on D2L one week prior to the start date. The entire course will be available on D2L. Students will be required to participate in Zoom sessions on Mondays from 5:00-7:00pm (Mountain Time). Each week will have a theme, recorded interviews with content experts, specific questions and related readings for discussion. Students are encouraged to set time aside in their week to engage in online course related activities.

Date	Topic	Readings	Assignments
January 11, 2021	Introduction and overview of course assignments <i>Students should come to the Zoom session prepared to share:</i> 1) <i>Their hopes for this course.</i> 2) <i>Whether they have any professional or volunteer</i>	Bryson, S. A., & Bosma, H. (2018). Health social work in Canada: Five trends worth noting. <i>Social Work in Health Care</i> , 57(8), 1–26. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00981389.2018.1474161 Craig, S. L., Betancourt, I., & Muskat, B. (2015). Thinking big, supporting families and enabling coping: The value of social work in patient and family centered health care. <i>Social work in health care</i> , 54(5), 422-443. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00981389.2015.1017074 Craig, S. L., & Muskat, B. (2013). Bouncers, brokers, and glue: The self-described roles of social workers in urban hospitals. <i>Health & Social</i>	All Assignments will be reviewed

	<i>experience in the health care system.</i>	Work, 38(1), 7-16. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=107992172&site=ehost-live	
January 18, 2021	<p>Social workers' scope of practice in health care</p> <p><i>Students will participate in small group discussions over Zoom based on their assigned readings for the week. Be prepared to reflect on the following questions:</i></p> <p>1) <i>What are the unique qualities social workers can bring to the health care setting?</i></p> <p>2) <i>How does the location/context of the client impact how a social worker performs their role?</i></p>	<p>Mcgregor, J., Mercer, S. W., & Harris, F. M. (2018). Health benefits of primary care social work for adults with complex health and social needs: a systematic review. <i>Health & social care in the community</i>, 26(1), 1-13. https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/hsc.12337</p> <p>Peterson, K. J. (2012). Shared decision making in health care settings: A role for social work. <i>Social Work in Health Care</i>, 51(10), 894-908. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00981389.2012.714448</p> <p>Shanske, S., Arnold, J., Carvalho, M., & Rein, J. (2012). Social workers as transition brokers: facilitating the transition from pediatric to adult medical care. <i>Social work in health care</i>, 51(4), 279-295. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00981389.2011.638419.</p> <p>Svärd, V. (2014). Hospital social workers' assessment processes for children at risk: positions in and contributions to inter-professional teams. <i>European Journal of Social Work</i>, 17(4), 508-522. https://www.researchgate.net/publication/259480660_Hospital_social_workers%27_assessment_processes_for_children_at_risk_Positions_in_and_contributions_to_inter-professional_teams</p>	
January 25, 2021	<p>Engaging individuals with various health care issues: From emergency departments to palliative care</p> <p><i>Students will participate in a small group activity using case studies</i></p>	<p>Auerbach, C., & Mason, S. E. (2010). The value of the presence of social work in emergency departments. <i>Social work in health care</i>, 49(4), 314-326. doi: 10.1080/00981380903426772 https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/13691457.2013.806296</p> <p>Davis, C. (2004). Psychosocial needs of women with breast cancer: How can social workers make a difference? <i>Health & social work</i>, 29(4), 330. https://academic-oup-</p>	<p>Solidify groups, topics and preferred date for Assignment 2.</p> <p>Instructor to approve all groups & topics by</p>

	<p>during the Zoom session.</p> <p>The final 30 minutes of the Zoom session will be dedicated to solidifying Assignment 2 groups/topics.</p>	<p>com.ezproxy.lib.ucalgary.ca/hsw/article/29/4/330/816151</p> <p>Lilliehorn, S., Isaksson, J., & Salander, P. (2019). What does an oncology social worker deal with inpatient consultations? An empirical study. <i>Social Work in Health Care</i>, 58(5), 494–508. https://doi.org/10.1080/00981389.2019.1587661</p> <p>Morris, R., Muskat, B., & Greenblatt, A. (2018). Working with children with autism and their families: pediatric hospital social worker perceptions of family needs and the role of social work. <i>Social Work in Health Care</i>, 57(7), 483–501. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00981389.2018.1461730</p>	<p>the end of class.</p>
<p>February 1, 2021</p>	<p>Psychosocial assessments in the health care context</p> <p>Students will be offered 30 minutes to meet with their small groups to work on Assignment #2 during Zoom session.</p>	<p>Beerbower, E., Winters, D., & Kondrat, D. (2018). Bio-psycho-social-spiritual needs of adolescents and young adults with life-threatening illnesses: Implications for social work practice. <i>Social work in health care</i>, 1-17. doi: 10.1016/j.pcl.2014.05.001 https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00981389.2018.1430091</p> <p>Crunkilton, D. D., & Rubins, V. D. (2009). Psychological distress in end-of-life care: A review of issues in assessment and treatment. <i>Journal of Social Work in End-of-Life & Palliative Care</i>, 5(1-2), 75-93. doi: 10.1080/15524250903173918 https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/15524250903173918</p> <p>Dean, R., & Poorvu, N. L. (2008). Assessment and formulation: A contemporary social work perspective. <i>Families in Society: The Journal of Contemporary Social Services</i>, 89(4), 596-604. doi: 10.1606/1044-3894.3822 https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1606/1044-3894.3822</p> <p>O'Reilly, L., & Dolan, P. (2016). The voice of the child in social work assessments: Age-appropriate communication with children. <i>The British Journal of Social Work</i>, 46(5), 1191-1207. doi: 10.1093/bjsw/bcv040 https://doi-</p>	

		org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcv040	
February 8, 2021	<p>Addressing social determinants of health</p> <p><i>Students will participate in small group discussions over Zoom based on their assigned readings for the week. Be prepared to reflect on the following questions:</i></p> <p>1) <i>What are the strengths and limitations of a psychosocial assessment in a hospital setting?</i></p> <p>2) <i>What types of questions could be included in assessments to ensure we are addressing social justice issues?</i></p> <p>3) <i>How will understanding the social determinants of health impact how you practice social work?</i></p>	<p>Craig, S. L., Bejan, R., & Muskat, B. (2013). Making the invisible visible: Are health social workers addressing the social determinants of health? <i>Social Work in Health Care</i>, 52(4), 311-331. doi: 10.1080/00981389.2013.764379 https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00981389.2013.764379</p> <p>Garg, A., Toy, S., Tripodis, Y., Silverstein, M., & Freeman, E. (2015). Addressing social determinants of health at well child care visits: a cluster RCT. <i>Pediatrics</i>, 135(2), e296-e304. https://pediatrics-aapublications-org.ezproxy.lib.ucalgary.ca/content/135/2/e296</p> <p>Kolahdooz, F., Nader, F., Yi, K. J., & Sharma, S. (2015). Understanding the social determinants of health among Indigenous Canadians: priorities for health promotion policies and actions. <i>Global health action</i>, 8(1), 27968. doi: 10.3402/gha.v8.27968 https://doi-org.ezproxy.lib.ucalgary.ca/10.3402/gha.v8.27968</p> <p>Mendell, A., Dyck, L., Ndumbe-Eyoh, S., & Morrison, V. (2012). Tools and approaches for assessing and supporting public health action on the social determinants of health and health equity. <i>National Collaborating Centre for Determinants of Health</i>. Retrieved from: http://www.ncchpp.ca/docs/Equity_Tools_NCCD_H-NCCHPP.pdf</p> <p>Muskat, B., Craig, S. L., & Mathai, B. (2017). Complex families, the social determinants of health and psychosocial interventions: Deconstruction of a day in the life of hospital social workers. <i>Social Work in Health Care</i>, 56(8), 765–778. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00981389.2017.1339761</p>	Assignment #1 Due by 11:59 pm (Mountain Time)
February 15, 2021	WINTER BREAK – NO CLASS		
February	Interprofessional	Ambrose-Miller, W., & Ashcroft, R. (2016).	Assignment #4

<p>22, 2021</p>	<p>collaboration</p> <p><i>In preparation for this session, please view interview with professional on interprofessional practice & discharge planning on D2L.</i></p> <p><i>Students will participate in a small group activity using case studies during the Zoom session.</i></p>	<p>Challenges faced by social workers as members of interprofessional collaborative health care https://academic-oup-com.ezproxy.lib.ucalgary.ca/hsw/article/41/2/101/2356236</p> <p>Cheong, L., Armour, C. & Bosnic-Anticevich. (2013). Multidisciplinary collaboration in primary care: Through the eyes of patients. <i>Australian Journal of Primary Health, 19</i>, 190-197. doi: 10.1071/PY12019 http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=93284354&site=ehost-live</p> <p>Glaser, B., & Suter, E. (2016). Interprofessional collaboration and integration as experienced by social workers in health care. <i>Social Work in Health Care, 55</i>(5), 395–408. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00981389.2015.1116483</p> <p>Hallin, K., Kiessling, A., Waldner, A. & Henriksson, P. (2009). Active interprofessional education in a patient based setting increases perceived collaborative and professional competence. <i>Medical Teacher, 31</i>,151-157.doi: 10.1090/01421590802216258 http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=37208575&site=ehost-live</p>	<p>Self-Reflection Part A Due by 11:59pm (Mountain Time)</p>
<p>March 1, 2021</p>	<p>Embracing diversity in health care</p> <p><i>In preparation for this session, please view the interviews with Heather Hirsch and Les Jerome on D2L.</i></p> <p><i>Students will participate in small group discussions over Zoom based on their assigned readings for the week. Be prepared</i></p>	<p>Daniel, C. L. (2008). From liberal pluralism to critical multiculturalism: The need for a paradigm shift in multicultural education for social work practice in the United States. <i>Journal of Progressive Human Services, 19</i>(1), 19-38. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10428230802070215</p> <p>Nicholas, D., Fleming-Carroll, B., Durrant, M., & Hellmann, J. (2017). Examining pediatric care for newly immigrated families: Perspectives of health care providers. <i>Social work in health care, 56</i>(5), 335-351. doi: 10.1080/00981389.2017.1292985 https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00981389.2017.</p>	

	<p>to reflect on the following questions:</p> <p>1) Did these readings/resources introduce you to new concepts in social work practice you had not considered?</p> <p>2) How does your social location play a role in how you will engage with diverse communities?</p> <p>3) Did anything arise in the readings this week that you take issue with?</p>	<p>1292985</p> <p>Panos, P. T., & Panos, A. J. (2000). A model for a culture-sensitive assessment of patients in health care settings. <i>Social Work in Health Care</i>, 31(1), 49-62. doi: 10.1300/J010v3n01_04 https://doi-org.ezproxy.lib.ucalgary.ca/10.1300/J010v31n01_04</p> <p>Sasakamoose, J., Scerbe, A., Wenaus, I., & Scandrett, A. (2016). First Nation and Métis youth perspectives of health: an indigenous qualitative inquiry. <i>Qualitative Inquiry</i>, 22(8), 636-650. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1077800416629695</p>	
<p>March 8, 2021</p>	<p>Client-centered care & service user involvement in health and mental health services</p> <p>Guest speaker: TBD</p> <p>Students will be offered 30 minutes to meet with their small groups to work on Assignment #2 during Zoom session.</p>	<p>Henderson, J. L., Hawke, L. D., & Relihan, J. (2018). Youth engagement in the YouthCan IMPACT trial. <i>Canadian Medical Association Journal</i>, 190(Suppl), S10–S12. https://link.gale.com/apps/doc/A561118668/HWRC?u=ucalgary&sid=HWRC&xid=80bc338a</p> <p>Linhorst, D. M., Eckert, A., & Hamilton, G. (2005). Promoting participation in organizational decision making by clients with severe mental illness. <i>Social Work</i>, 50(1), 21-30. https://academic-oup-com.ezproxy.lib.ucalgary.ca/sw/article/50/1/21/1897825</p> <p>Morgan, S., & Yoder, L. H. (2012). A concept analysis of person-centered care. <i>Journal of Holistic Nursing</i>, 30(1), 6-15. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0898010111412189</p> <p>Van Mossel, C., Alford, M., & Watson, H. (2011). Challenges of patient-centred care: Practice or rhetoric. <i>Nursing Inquiry</i>, 18(4), 278-289.</p>	

		https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1440-1800.2011.00523.x	
March 15, 2021	Group Presentations		Assignment #2 Presentations in Zoom session
March 22, 2021	Group Presentations		Assignment #2 Presentations in Zoom session
March 29, 2021	<p>Quality improvement and research in health care: Where is the role of social work?</p> <p><i>In small groups, students will brainstorm potential research or quality improvement questions they could pose given their roles in one of the following areas:</i></p> <p>1) Social worker in pediatric emergency department.</p> <p>2) Social worker in geriatric outpatient clinic.</p> <p>3) Social worker in inpatient mental health unit serving 18-25 year olds.</p> <p>4) Social worker in an outpatient diabetes program.</p>	<p>Allemang, B., Bradley, J., Leone, R., & Henze, M. (2020). Transitions to postsecondary education in young adults with hemoglobinopathies: Perceptions of patients and staff. <i>Pediatric Quality and Safety</i>, 5(5), e349-355. https://journals.lww.com/pqs/Fulltext/2020/09000/Transitions_to_Postsecondary_Education_in_Young.9.aspx</p> <p>Dimitropoulos, G., Morgan-Maver, E., Allemang, B., Schraeder, K., Scott, S., Pinzon, J... Samuel, S. (2019). Health care stakeholder perspectives regarding the role of a patient navigator during transition to adult care. <i>BMC Health Services Research</i>, 19, 390. https://prism.ucalgary.ca/handle/1880/110520</p>	Assignment #4 Self-Reflection Part B Due by 11:59pm (Mountain Time)
April 5, 2021	EASTER MONDAY – NO CLASS		

April 12, 2021	Reflections & connections <i>Students should come prepared to share a 2-3 minute reflection on their key learnings from the course, referencing specific readings, Zoom sessions or recorded interviews.</i>		Assignment #3 Due by 11:59pm (Mountain Time)
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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.

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

Assignment #1: Psychosocial Assessment (30%) – Due Feb 8 by 11:59 pm (Mountain Time) in D2L

Aligned Course Learning Outcomes: 1, 3,

This assignment is to be no more than **5 pages**, double spaced with 1-inch margins and size 12 font (Times New Roman). Students will be required to develop a psychosocial assessment on a client with a health issue of their choice. The client can be based on previous clinical experiences or a fictional client. If basing a client on previous clinical experiences, ensure anonymity by changing names and other identifying details. Students should indicate that they have anonymized their case study at the start of the paper. In their 5-page paper, students should briefly provide background information on a client and their health issue and the context in which they are being seen in the health care system (i.e., emergency department, mental health clinic, outpatient diabetes clinic). For this assignment, students will be assessed on how well they synthesize the literature to support the assessment. An assessment rubric will be posted on D2L. Headings are recommended to help organize the paper (i.e., overview of client, presenting issue, psychosocial issues to be addressed, assessment of presenting issue). The following should be addressed:

- 1) Describe the presenting issue or problem of the client.
- 2) Describe the role(s) of social work with this client.
- 3) Identify the bio-psychosocial issues and social determinants of health to be addressed.
- 4) Develop a comprehensive assessment of the presenting issue.
- 5) Critically appraise how this assessment plan addresses social justice issues and recognizes diversity.
- 6) References must be cited in APA 7th edition format at the end of the paper. References listed at the end of the paper **do not** add to your page count.

Assignment #2: Group Presentation & Facilitation (25%) – Due Mar 15 or 22 in Zoom Session

Aligned Course Learning Outcomes: 4,

By the third week of class (Jan 25), students will have formed small groups of 3-4 students on the basis of their shared interest in a specific topic. Students will be offered a list of potential topics relating to pressing issues in Canadian health/mental health care or they can select their own topic. Students will be expected to deliver a **20-minute group presentation** which provides the class with:

- 1) An overview of their topic
- 2) Significance of this topic in relation to social work principles and values
- 3) Critical reflection on how issues of diversity/social justice relate to the issue
- 4) The role of a social worker in addressing the issue

Students are encouraged to be creative in their presentation delivery over Zoom by incorporating a class discussion, activity, or question and answer period, for example. Students will be expected to submit their slide deck (with appropriate APA 7th edition reference list) to the instructor by 11:59pm (mountain time) on the day they present. An assessment rubric will be posted on D2L.

Assignment #3: Working on an Interprofessional Team (35%) – Due Apr 12 by 11:59pm (Mountain Time) in D2L

Aligned Course Learning Outcomes: 2, 4, 5,

Students will develop a paper describing potential challenges/issues that may arise working with a client and their family in the context of an interdisciplinary team in the health care system, and how a social worker might address these issues. Students are encouraged to use the same client they used in Assignment #1. This paper should be no more than **5 pages** double spaced with 1-inch margins and size 12 font (Times New Roman). Students are encouraged to use **course materials** (readings, Zoom sessions, interviews on D2L) to support their claims. An assessment rubric will be posted on D2L. Headings are recommended to help organize the paper. Students will address the following:

- 1) Demonstrate critical thinking about how the role of social work and professional values may create tensions with other disciplines (i.e., physicians, nurses, psychologists) working with the same client/family.
- 2) Identify what strategies will be used to facilitate effective communication and collaboration with the interdisciplinary team to respond to the psychosocial needs of the client/family.
- 3) Specifically identify how you will work with different members of a team to apply social work interventions addressing the social determinants of health (i.e., resource finding, advocacy, discharge planning).
- 4) References must be cited in APA 7th edition format at the end of the paper. References listed at the end of the paper **do not** add to your page count.

Assignment #4: Course Participation (10%) – Self-Assessments Due Feb 22 & Mar 29 by 11:59pm (Mountain Time) in D2L

Grades for participation are based on asking questions, sharing experiences, demonstrating use of readings, and actively participating in class discussions or small group exercises. If students are unable to attend a Zoom session, they are expected to contact the instructor via email **in advance** of the class to arrange for a brief alternative assignment. Students will be provided with a participation self-assessment to be uploaded on D2L at two timepoints throughout the term (March 1st and April 12th), allowing them to reflect on their own participation throughout the course. The instructor will take their reflections into account when assigning grades. A participation rubric will also be available on D2L.

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.

If students are unable to attend a Zoom session, they are expected to contact the instructor via email **in advance** of the missed class to arrange for a brief alternative assignment. This will consist of a 250-word reflection on the recorded Zoom session they missed, due by 11:59pm on Sunday the week of the missed class.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments should be submitted in Word format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm 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

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Please note that assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills and clarity. 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 7th edition 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

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

- Anderson, K. K., Cheng, J., Susser, E., McKenzie, K. J., & Kurdyak, P. (2015). Incidence of psychotic disorders among first-generation immigrants and refugees in Ontario. *Canadian Medical Association Journal*, Advance online publication. doi:10.1503/cmaj.141420
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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>

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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)**