

<b>Course Number</b>	SOWK 614.01 S05	<b>Delivery</b>	Online
<b>Course Name</b>	Advanced Trauma-Informed Practice with Indigenous Peoples and Communities		
<b>Day(s) &amp; Time</b>	<p>Course dates: January 12 – February 25</p> <p>Synchronous Zoom sessions: January 14, 21, 28, February 4, 11, 25 from 6:00-8:30 p.m. MT</p> <p>Asynchronous activities: See course schedule for details</p> <p>Residency Dates: January 29, 30, 31 (see below for additional information)</p>		
<b>Instructor</b>	Patrina Duhaney Iris Plain Eagle	<b>Office Hours/Location</b>	By appointment
<b>E-mail</b>	<a href="mailto:patrina.duhaney@ucalgary.ca">patrina.duhaney@ucalgary.ca</a> <a href="mailto:iris.plaineagle@ucalgary.ca">iris.plaineagle@ucalgary.ca</a>	<b>Phone</b>	403-317-2852 403-332-4036
<b>SYLLABUS STATEMENT</b>			
<p>SOWK 614 Graduate Calendar Statement: Examines issues in clinical practice with diverse populations, including Indigenous, Francophone and newcomer populations. Specific treatment modalities and techniques are examined in depth.</p> <p>SOWK 614.01 Instructor Statement: This course section focuses on the nature of historical, multigenerational, and contemporary dynamics that impact Indigenous people through an examination of the traumatic experiences of colonization, residential schools, rampant child welfare apprehensions, cultural suppression, and discrimination. It provides a lens that tailors assessments and interventions that are culturally sensitive and appropriate.</p>			
<b>COURSE DESCRIPTION</b>			
<p>This course will explore the realities of traumatic events and experiences of Indigenous peoples and their communities impacted by colonization, settler ideologies and historical genocide policies by the Canadian government. It will examine and identify how these factors contributed to historical, intergenerational, childhood and situational trauma within Indigenous populations of colonial countries. This course will encourage students to synthesize previous course material on the fundamentals of trauma and the implications of traumatic experiences throughout an individual's lifespan within the context of Indigenous realities and considerations as an Indigenous ally. Students will identify self-location and develop an Indigenous ally framework for assessments, intervention tools and methodologies that is culturally conscientious in their trauma informed practice with Indigenous peoples.</p>			
<b>COURSE LEARNING OUTCOMES</b>			
<p>Upon completion of this course, students will be able to:</p>			

1. Identify and examine personal identity and awareness of privilege and power in self and society through an anti-oppressive lens.
2. Understand historical and social forces that have and continue to impact Indigenous peoples and communities.
3. Define and analyze historic and collective trauma, intergenerational trauma transmission, and situational trauma within Indigenous context.
4. Compare and contrast the impacts of Indigenous trauma to individuals, families and communities.
5. Synthesize prior course content and learn how to utilize culturally conscientious intervention and therapeutic approaches.
6. Understand and develop an Indigenous ally framework for assessments, intervention tools and methodologies for trauma-informed practice.
7. Practice advocacy and activism skills at individual, family, group, organization, community and population levels when working with Indigenous populations.

## LEARNING RESOURCES

### REQUIRED READINGS

Allan, B., & Smylie, J. (2015). First Peoples, second class treatment: The role of racism in the health and well-being of Indigenous peoples in Canada. The Wellesley Institute.

<https://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Summary-First-Peoples-Second-Class-Treatment-Final.pdf>

Bastien, B., & Kremer, J. (2004). *Blackfoot ways of knowing: The worldview of the Siksikaitsitapi*. University of Calgary Press. <https://press.ucalgary.ca/books/9781552381090/>

Bombay, A., Matheson, K., & Anisman, H. (2009). Intergenerational trauma: Convergence of multiple processes among First Nations peoples in Canada. *International Journal of Indigenous Health*, 5(3), 6-47.

<https://jps.library.utoronto.ca/index.php/ijih/article/view/28987/23916>

Brave Heart, Y. H. M. (1999). Gender differences in the historical trauma response among the Lakota. *Journal of Health and Social Policy*, 10(4), 1-21.

[https://doi-org.ezproxy.lib.ucalgary.ca/10.1300/J045v10n04\\_01](https://doi-org.ezproxy.lib.ucalgary.ca/10.1300/J045v10n04_01)

Chan, W. Y. A., Akanmori, H., & Parker, C. (2019). Addressing Canada's Truth and Reconciliation Commission for Indigenous Peoples through religious literacy and spirituality: Unexpected pathways to peace education. *FIRE: Forum for International Research in Education*, 5(1), 63-88.

<https://eric.ed.gov/?id=EJ1207550>

Doetzel, N-A . (2018). Cultivating spiritual intelligence: Honoring heart wisdom and First Nations Indigenous ways of knowing. *Interchange*, 49(4), 521-526.

<http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/2118120287?accountid=9838>

Elliott-Groves, E. (2019). A culturally grounded biopsychosocial assessment utilizing Indigenous ways of knowing with the Cowichan tribes. *Journal of Ethnic & Cultural Diversity in Social Work*, 28(1), 115-133.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/15313204.2019.1570889>

Ermine, W. (2007). The ethical space of engagement. *Indigenous Law Journal*, 6(1), 193-203.

<https://jps.library.utoronto.ca/index.php/ilj/article/view/27669>

Evans-Campbell, T. (2008). Historical trauma in American Indian/Native Alaska communities: A multi-level framework for exploring impacts on individuals, families and communities. *Journal of Interpersonal Violence*, 23(3), 316-338.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0886260507312290>

Kirmayer, L. J., Dandeneau, S., Marshall, E., Phillips, M. K., & Williamson, K. J. (2011). Rethinking resilience from Indigenous Perspectives, *Canadian Journal of Psychiatry*, 56(2), 84-91.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/070674371105600203>

Marsh, T. N., Coholic, D., Coté-Meek, S., & Najavits, L. M. (2015). Blending Aboriginal and Western healing methods to treat intergenerational trauma with substance use disorder in Aboriginal peoples who live in northeastern Ontario, Canada. *Harm Reduction Journal*, 12(14), 1-12. <https://doi.org/10.1186/s12954-015-0046-1>

Poonwassie, A. (2006). Grief and trauma in Aboriginal communities in Canada. *International Journal of Health Promotion & Education*, 44(1), 29-33.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/14635240.2006.10708062>

Robbins, J. A., & Dewar, J. (2011). Traditional Indigenous approaches to healing and modern welfare of traditional knowledge, spirituality and lands: A critical reflection on practices and policies taken from the Canadian Indigenous example, *The International Indigenous Policy Journal*, 2(4), 1-17. <https://doi.org/10.18584/iipj.2011.2.4.2>

Spiwak, R., Sareen, J., Elias, B., Martens, P., Munro, G., & Bolton, J. (2012). Complicated grief in Aboriginal populations. *Dialogues Clinical Neuroscience*, 14(2), 204-209.

<https://www.ncbi.nlm.nih.gov.ezproxy.lib.ucalgary.ca/pmc/articles/PMC3384449/>

Thomas, R., & Green, J. (2019). A way of life: Indigenous perspectives on anti-oppressive living. *First People's Child & Family Review*, 14(1), 81-93.

<https://fpcfr.com/index.php/FPCFR/article/view/27>

Tousignant, M., & Sioui, N. (2009). Resilience and Aboriginal communities in crisis: Theory and intervention. *Journal of Aboriginal Health*, 5(1), 43-61.

<https://jps.library.utoronto.ca/index.php/ijih/article/view/28977/23907>

Walker, A. C. (2008). Grieving in the Muscogee Creek tribe. *Death Studies*, 32(2), 123-141.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/07481180701801238>

Ward, C., Branch, C., & Fridkin, A. (2016). What is Indigenous cultural safety – and why should I care about it? *Visions*, 11(4), 29-32.

<http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/2231499442?accountid=9838>

Wesley-Esquimaux, C., & Snowball, A. (2009). Viewing violence, mental illness and addictions through a wise practice lens. *International Journal of Mental Health and Addictions*, 8(2), 390-407.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=50132686&site=ehost-live>

Wexler, L. (2014). Looking across three generations of Alaska Natives to explore how culture fosters Indigenous resilience. *Transcultural Psychiatry*, 51(1), 73-92.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/1363461513497417>

Whitbeck, L. B., Adams, G. W., Hoyt, D. R., & Chen, X. (2004). Conceptualizing and measuring historical trauma among American Indian people. *American Journal of Community Psychology*, 33(3-4), 119-130.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=13698726&site=ehost-live>

## **MULTIMEDIA**

Anderson, M., & McGibbon, E. (2017, October 26). *Indigenous health equity: Examining racism as an Indigenous social determinant of health*. [Webinar].

<http://www.icscollaborative.com/webinars/indigenous-health-equity-examining-racism-as-an-indigenous-social-determinant-of-health>

CBC. (2020, January 30). Death and dying: How Indigenous communities grieve, survive and thrive. [Podcast]. <https://www.cbc.ca/radio/unreserved/death-and-dying-how-indigenous-communities-grieve-survive-and-thrive-1.5441767>

National Collaborating Centre for Indigenous Health. (2016, February 17). *Cultural safety for Indigenous peoples: A determinant of health*. [Webinar].

[https://www.nccih.ca/495/Webinar\\_Cultural\\_safety\\_for\\_Indigenous\\_peoples\\_A\\_determinant\\_of\\_health.nccih?id=162](https://www.nccih.ca/495/Webinar_Cultural_safety_for_Indigenous_peoples_A_determinant_of_health.nccih?id=162)

National Collaborating Centre for Indigenous Health. (2019, January 17). *Indigenous languages*. [Webinar].

[https://www.nccih.ca/495/Webinar\\_Indigenous\\_Languages.nccih?id=258](https://www.nccih.ca/495/Webinar_Indigenous_Languages.nccih?id=258)

National Collaborating Centre for Indigenous Health. (2019, October 29). *Indigenous peoples' access to health services*. [Webinar].

[https://www.nccih.ca/495/Webinar\\_Indigenous\\_peoples%E2%80%99\\_access\\_to\\_health\\_services.nccih?id=285](https://www.nccih.ca/495/Webinar_Indigenous_peoples%E2%80%99_access_to_health_services.nccih?id=285)

Northern Health BC. (2017, February 17). *Cultural safety: Respect and dignity in relationships*.

[Video]. YouTube. <https://www.youtube.com/watch?v=MkxcuhdglwY>

Young, I. (2016). *When Indigenous healing practices meet modern medicine; 4 sacred medicines*. Retrieved from <https://www.cbc.ca/radio/unreserved/when-indigenous-healing-practices-meet-modern-medicine-1.3530072>

## **PODCASTS**

Library Resources:

<https://library.ucalgary.ca/guides/media-creation/podcast>

Faculty of Social Work Podcasts:

<https://soundcloud.com/ucalgary-social-work>

<https://soundcloud.com/ucalgary-social-work/sets/sowk-365-podcast-series>

Social Work Podcasts:

<http://socialworkpodcast.blogspot.com/>

<https://www.insocialwork.org/>

<https://www.showaboutrace.com/>

Video Tutorials:

Review list of resources provided in D2L.

## **ADDITIONAL SUGGESTED RESOURCES**

These will be posted in D2L.

## **LEARNING TECHNOLOGIES AND REQUIREMENTS**

D2L is the chosen learning platform for this course and contains required readings and other relevant class resources and materials.

Zoom video conferencing is the primary method through which all lectures are delivered for the course. Students are required to have a laptop, desktop or mobile device equipped with stable and reliable internet access. A high quality headset (or air pods) with a speaker, microphone and webcam are essential to communicate with the instructor and peers via Zoom.

## **MATERIALS FOR WELLNESS ACTIVITY**

Students will need to have the items below to participate in the wellness activity on January 21, 2021. Students are encouraged to order the Medicine Wheel as soon as possible to allow ample time for shipping.

1. 4" MEDICINE WHEEL KIT (materials include a 4" ring, beads, leather lace, hackles a quartz crystal) Cat.#: KITMW400

Ordering information: Halford, catalogues and Flyers, Leather Fur & Crafts Supplies  
<https://www.halfordsmailorder.com/leather-fur-and-craft-supplies>

2. Crafting glue gun, glue sticks, small scissors

<b>RELATIONSHIP TO OTHER COURSES</b>		
<p>This course is one of four courses (SOWK 610, 612, 614, 616) required to complete the trauma informed practice specialization. Each course addresses a specific topic area within the broader field of trauma informed practice.</p>		
<b>CLASS SCHEDULE</b>		
<b>Date</b>	<b>Topic</b>	<b>Readings, Activities &amp; Assignment due dates</b>
<b>Week 1:</b> <b>Synchronous</b> <b>Zoom Session</b> <b>January 14, 2021</b> <b>6:00-8:30 p.m.</b> <b>MT</b>	Introduction Review key components of course outline Discuss course expectations/introduce trauma Wellness activity	Allan & Smylie (2015) Ward (2016)
Week 1: Asynchronous		Watch the following videos and share 3 highlights of your learning in the designated D2L Discussion Board.  Videos: APTN (2020) Northern Health BC (2017) NCCIH (2016)
<b>Week 2:</b> <b>Synchronous</b> <b>Zoom Session</b> <b>January 21, 2021</b> <b>6:00-8:30 p.m.</b> <b>MT</b>	Historical and intergenerational trauma Medicine Wheel wellness activity	Brave Heart (1999) Evans-Campbell (2008) Whitbeck et al. (2004)
Week 2: Asynchronous		Gather supplies for the Medicine Wheel activity and review the activity guidelines.  Watch the following video: Anderson & McGibbon (2017)
<b>Week 3:</b> <b>Synchronous</b> <b>Zoom Session</b> <b>January 28, 2021</b> <b>6:00-8:30 p.m.</b> <b>MT</b>	Grief/loss Spirituality Wellness activity	Poonwassie (2006) Spiwak et al. (2012) Walker (2008)
Week 3: Asynchronous		Listen to the following podcast: CBC (2020)
<b>Assignment 1 Due: January 28<sup>th</sup> by 11:59 p.m.</b>		

<b>RESIDENCY DATES: January 29, 30, 31</b>		
Friday: 6:00-9:00 p.m. Saturday: 9:30-11:30 a.m. and 1:30-3:30 p.m. Sunday: 9:30-11:30 a.m. and 1:30-3:30 p.m.		
<b>Week 4: Synchronous Zoom Session February 4, 2021 6:00-8:30 p.m. MT</b>	Individual resilience/family resilience/community resilience Wellness activity	Tousignant & Sioui (2009) Kirmayer et al. (2011) Wexler (2014)
Week 4: Asynchronous		Case study 1: Check D2L for details
<b>Week 5: Synchronous Zoom Session February 11, 2021 6:00-8:30 p.m. MT</b>	Indigenous ways of knowing (ceremonial, cultural, tradition, language, stories) Wellness activity	Bastien & Kremer (2004) Chan et al. (2019) Thomas & Green (2019) Robbins & Dewar (2011)  Webinar: NCCIH (2019a)
Week 5: Asynchronous		Case Study 2: Check D2L for details
<b>Assignment 2 Due: February 12<sup>th</sup> by 11:59 p.m.</b>		
<b>Winter Break (February 14-20): No Classes</b>		
<b>Final Class: Synchronous Zoom Session February 25, 2021 6:00-8:30 p.m. MT</b>	Practice with Indigenous people who have experienced trauma: Ethics/allyship/building trust	Doetzel (2018) Elliott-Groves (2019) Marsh et al (2015) Ermine (2007) Wesley-Esquimaux & Snowball (2009)
Week 6: Asynchronous		Video: NCCIH (2019b) Video: Young (2016)
<b>Assignment 3 Due: February 26<sup>th</sup> by 11:59 p.m.</b>		
<b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b>		
<p><b><u>EQUITY, DIVERSITY AND INCLUSION</u></b></p> <p>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.</p>		

**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 inform your instructor. 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). 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. 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.

Students are responsible for testing the Zoom session link that the instructor provides in advance. If you experience technical difficulties, students can connect with the tech coach assigned to the course. When prompted to add your name, enter your full name (first name, last name).

**EMAIL POLICY**

Students are expected to adhere to professional conduct when corresponding with the instructor and their peers. All academic related correspondence must be done through the student’s university of Calgary email address. The Instructor reserve the right to not communicate through a student’s personal email account. Students are encouraged to regularly check their emails. Responses to emails will typically occur within 24 hours. Emails will not be checked on weekends or holidays.

**ASSESSMENT COMPONENTS**

**Assignment 1: Medicine Wheel Framework Reflective Paper**

Due Date: January 28<sup>th</sup> by 11:59 p.m.

Weight: 35%

Aligned Learning Outcome: 1,2,3,4,5

In this assignment, students will utilize key teachings of the Medicine wheel (i.e., mental, emotional, physical, spiritual) to 1) articulate the ways in which they would honor Indigenous ways of knowing; 2) develop knowledge while taking control of their own learning; 3) gain a sense of belonging within the classroom; and 4) attend to relationships with peers, instructor and Indigenous individuals/communities. Students must critically analyze the interconnectedness between these various areas from anti-colonial and anti-racist perspectives.



The paper should be 6 pages (double spaced), 1-inch margin, 12-inch font, not including cover page/references and comply with APA standards (7<sup>th</sup> edition). Students should use a minimum of 8 references. Marks will be deducted for grammatical and spelling errors as well and improper citation. Please refer to the rubric posted in D2L for additional information.

**Assignment 2: Educational Podcast Proposal and Interview Script**

Due Date: February 12<sup>th</sup> by 11:59 p.m.

Weight: 20%

Aligned Learning Outcome: 1,2,3,4,5,6

For this assignment, students will work in groups of 3-4 people and utilize an Indigenous approach (storytelling) to demonstrate their knowledge of course content. A range of topics will be provided to students in a subsequent document. Groups will be randomly assigned.

Students will develop a podcast proposal and guide that capture their process of creating and delivering a podcast.

Students are asked to discuss the topic that will be covered as well as the structure of the podcast. How will information be delivered? What resources will be utilized to inform and guide the project? How will the student incorporate Indigenous perspectives? Students should identify potential recording equipment, audio editing software (i.e. Audacity, GarageBand), music, sound effects that they wish to incorporate. Students should also identify elements and techniques they plan to use that will contribute to effective storytelling and podcasting. Discuss how these elements enhance the listening experience. Identify and discuss obstacles (technical issues, ethical concerns) that you may encounter and how you plan to manage these.

Students should write a total of 10 pages for this assignment including: 1) a 5 page (double spaced) educational proposal, and 2) a 5 page (single spaced) interview script. Papers should be 1-inch margin, not including cover page and comply with APA standards (7<sup>th</sup> edition). Students should use a minimum of 12 references. Marks will be deducted for grammatical and spelling errors as well and improper citation. Please refer to the rubric posted in D2L for additional information.

This is a group assignment with a group mark.

**Assignment 3: Educational Podcast**

Due Date: February 26<sup>th</sup> by 11:59 p.m.

Weight: 45%

Aligned Learning Outcome: 1,2,3,4,5,6,7

This podcast assignment will help foster students' critical understanding of and deep engagement with Indigenous approaches to trauma informed practice. In this assignment students are asked to produce a podcast by incorporating content developed in Assignment 2.

Students are required to continue to work in the same group established for Assignment 2. Produce an educational Podcast that is approximately 10-15 minutes. Students must incorporate various elements (i.e. music, sound effects, in their podcast). At the discretion of the instructor and with permission of the student group, selected podcasts will be uploaded to

an external website or platform for public access. Please refer to the rubric posted in D2L for additional information.

This is a group assignment with a group mark.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **CO-TEACHING MODEL**

This course adopts a co-teaching model in which planning, organization, delivery and assessment are done collaboratively. Both instructors offer diverse knowledge and varied perspectives. However, to ensure cohesion and an equitable process for all students, it is expected that instructors and students adhere to the following guidelines:

- Instructional time will be divided equally across both instructors
- Assignments will be graded by both instructors; mechanisms are also in place to ensure that each instructor has had an opportunity to view and mark students' work
- All questions and concerns should be directed to both instructors; students who contact only one instructor will be informed that decisions will be made collaboratively with the other instructor

### **EXPECTATIONS FOR WRITING AND ASSESSMENT OF ALL ASSIGNMENTS**

All assignments will be assessed on writing skills and adherence to assignment and rubric guidelines. 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 (7<sup>th</sup> edition). If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>.

Students must adhere to the page limitation for each assignment; pages beyond this guideline will not be used as part of the assessment. Unless instructed otherwise, each paper must be typed with one-inch margins, double spaced and written in Word format. Documents should be saved using the following format: Last name, first name, assignment # (Cardinal, Kiora, Assignment 1). Acceptable fonts include Times New Roman 12pt, Calibri size 11pt, Arial 11pt, Lucida Sans Unicode 10pt, and Georgia 11pt. Page limit does not include cover page or references. All papers must comply with APA standards (7th edition). Marks will be deducted for grammatical and spelling errors as well and improper citation.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Assignments are due on or before the due date and by 11:59 p.m. Mountain Time. Grades are deducted for late submissions (10% per day will be deducted e.g. 90% to 80%). It is the student's responsibility to request an extension from the instructor should you require more time. Extensions may be granted at the discretion of the instructor and for extenuating circumstances.

Please submit assignments to D2L in the appropriate Dropbox folder. Please note, it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper assignment is submitted to the correct folder. Failure to do this will result in deductions of marks.

**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 **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. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> 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. <b>Note:</b> Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

**COURSE EVALUATION**

Students are welcome to discuss the process and content of the course at any time with the instructor. Informal student feedback will be sought during the course. Feedback will also be requested at the end of the course through the standard University and Faculty of Social Work course evaluation forms.

## UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

### PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar

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

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Student 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 (2010) 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's policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who request 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 the professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials

may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

#### **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

#### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

#### **SEXUAL VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

#### **OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**