



Course & Session Number	SOWK 306 L01-L07	Classroom	Online
Course Name	Social Work Methods Theme Course – Virtual Learning Circle		
Day(s) & Time	Zoom Sessions Tuesdays 6:00pm – 8:00pm MST		
Instructors	Patricia Smith (L01) Carol Ing (L02) Joyce Crandall (L03) Tara-Leigh Blankenstein (L04) Olivia Cullen (L05) Tammy Woroschuk (L06) Tamara Valstar (L07)	Office Hours	As requested
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EQUITY, DIVERSITY, INCLUSION, RECONCILIATION AND ANTI-RACISM

The Faculty of Social Work (FSW) is committed to anti-racist social work education and practice and to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge the historic and ongoing effects of racism, systemic inequities and compounded disadvantages due to the intersection of social locations, particularly for members of racialized, Indigenous, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour, and integrate diverse perspectives, experiences, and strengths into our work. See the faculty’s [Statement on Anti-Black and Anti-Asian Racism](#), the work of the faculty’s [Anti-Black Racism Task Force](#), and the university’s [Indigenous strategy](#).

SYLLABUS STATEMENT

Examines various perspectives and theoretical approaches relating to the development, maintenance, and application of empowering relationships in generalist social work practice. Particular emphasis will be placed on local applications in rural, remote, and Indigenous organizations and communities.

Course Hours: 6 units; F (6-0)

COURSE DESCRIPTION

Through a variety of learning activities, students will experience and demonstrate the integration of theory and practice required for generalist social work at a beginning professional level. Based on their prior learning from coursework and life experience, students will learn to reflect critically on the nature of effective empowering relationships.

This Social Work Methods Theme Course will be delivered in a series of modules. Module 1 will explore various theories and perspectives relating to generalist practice that inform our understanding of different empowering relationships. Included in this module will be discussion of problem-solving models, ecological perspectives, and strengths-based approaches. Module 2 focuses on developing skills in facilitating strengths-based, empowerment and social justice approaches to social work practice in a diverse society. Following this will be a series of modules devoted to exploring elements (connecting, building, maintaining, and parting) of empowering relationships and their application to common levels of social work practice (micro, mezzo, macro). Special emphasis will be given to the application of course concepts to the student's local context. The final module of the course offers opportunities for integration of the material from the other modules and application of group process content to a community case and to apply modules concepts to group process and teamwork.

This theme course will be delivered fully online via Desire2Learn (D2L) and Zoom and will be delivered in a series of modules involving approximately 78 hours of learning activities. It is divided into a series of 8 modules, and within that, 4 module sets. Each of the modules will include a variety of learning activities, assigned readings, D2L discussion boards, films, Zoom class sessions, recorded presentations, guest speakers, etc. A full list and description of each activity in each module will be listed on the D2L site for the course.

COURSE LEARNING OUTCOMES

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

1. Explore and reflect on their personal and other beliefs, values and perspectives on empowering relationships in generalist social work practice;
2. Demonstrate understanding of common elements and enhance skills in building and maintaining empowering social work relationships at the micro, mezzo, and macro levels;
3. Critically examine their professional use of self in relation to building and maintaining empowering relationships;

4. Explain how they have furthered their understandings of issues of diversity, values and ethics, as they affect the selection of professional practice responses from both personal and professional perspectives;
5. Acquire additional generalist-practice knowledge and skills to competently perform various interactive practices such as building relationships, assessment and planning, activating resources, negotiation, mediation, advocacy, and evaluation;
6. Apply relevant knowledge and skills to actively promote empowering and anti-oppressive practice;
7. Demonstrate effective interprofessional practice, community collaboration, and teamwork skills.

LEARNING RESOURCES

There are course readings for each module; for readings other than the required text, students can access these online through the University of Calgary library. It is the responsibility of students to access/download the articles from the library. Please contact the Library for any downloading issues.

REQUIRED TEXTBOOKS AND/OR READINGS

Miley, K., O'Melia, M., & DuBois, B. (2017). *Generalist social work practice* (8th ed.). Pearson Education.

Module 1 Readings:

Bennett, J., & Grant, N.S. (2016). Using an ecomap as a tool for qualitative data collection in organizations. *New Horizons in Adult Education and Human Resource Development*, 28(2), 1-13
<https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/nha3.20134>

Miley, K., O'Melia, M., & DuBois, B. (2017). *Generalist social work practice* (8th ed., Chapters 1-2, pp. 1-45). Pearson Education.

Module 2 Readings:

Alberta College of Social Workers. (2017). *Continuing Competence Program Members Handbook*. Edmonton, AB: Alberta College of Social Workers. Retrieved from
<http://www.acsw.ab.ca/site/social-workers/competence-program>

Miley, K., O'Melia, M., & DuBois, B. (2017). *Generalist social work practice* (8th ed., Chapters 3-5, pp. 46-122). Pearson Education.

Module 3 Readings:

Brownlee, K., LeBlanc, H., Halverson, G., Piché, T., & Brazeau, J. (2019). Exploring self-reflection in dual relationship decision-making. *Journal of Social Work*, 19(5), 629–641.
<https://doi.org/10.1177/1468017318766423>
<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1468017318766423>

Miley, K., O'Melia, M., & DuBois, B. (2017). *Generalist social work practice* (8th ed., Chapters 6-8, pp. 123-203). Pearson Education.

Module 4 Readings:

Miley, K., O'Melia, M., & DuBois, B. (2017). *Generalist social work practice* (8th ed., Chapters 9-11, pp. 204-271). Pearson Education.

Module 5 Readings:

Blundo, R. G., & Simon, J. K. (2015). *Solution-focused case management* (1st ed., Chapter 7, pp. 123-143). Springer Publishing Company. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4107860&ppg=143>

Miley, K., O'Melia, M., & DuBois, B. (2017). *Generalist social work practice* (8th ed., Chapters 12-14, pp. 299-378). Pearson Education.

Module 6 Readings:

Ing, C. (2019). Culturally competent research. In R. Grinnell, M. Williams & Y. Unrau (Eds.), *Research methods for social workers: An introduction* (12th ed., pp. 174-196). Pairbond Publications. See: [Ing, C Cultural Competent Research 2019.pdf](#)

Miley, K., O'Melia, M., & DuBois, B. (2017). *Generalist social work practice* (8th ed., Chapters 15-16, pp. 379-431). Pearson Education.

Module 7 Readings:

Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of inter-professional collaborative health care teams. *Health and Social Work, 41*(2), 101–109. <http://doi.org/10.1093/hsw/hlw006>
<https://academic-oup-com.ezproxy.lib.ucalgary.ca/hsw/article/41/2/101/2356236>

Blanchard, M. (2010). Working with Indigenous People - a meeting of minds and hearts. In O'Hara, A., Weber, Z., & Levine, K, (Eds.), *Skills for human service practice: Working with individuals, groups, and communities, Canadian edition* (pp. 76-88). Oxford University Press.

CASW Code of Ethics 2005 https://www.casw-acts.ca/files/attachements/casw_code_of_ethics.pdf

ACSW Standards of Practice 2019 - Retrieved from <https://acsw.in1touch.org/document/2487/FINAL%20ACSW%20Standards%20of%20Practice%2003282019.pdf>

Module 8 Readings:

No assigned readings

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

SOWK 306 is one of the four foundation theme courses in the BSW Virtual Learning Circle Program. It must be completed prior to, or concurrently with, SOWK 307 – Practice Methods in Context.

CLASS SCHEDULE

Important Dates:

- Start of Classes: Monday, January 10, 2022
- Term Break, no classes: Sunday – Saturday, February 20 – 26, 2022
- End of Classes: Tuesday, April 12, 2022
- End of Term: Friday, April 29, 2022
- Alberta Family Day, no classes: Monday, February 21, 2022

This theme course will be delivered in a series of modules involving approximately 78 hours of learning activities.

This course is delivered fully online. It is divided into a series of eight modules, and within that, 4 module sets. Each of the modules will include a variety of learning activities, assigned readings, D2L discussion boards, films, Zoom class sessions, recorded presentations, guest speakers, etc. A full list and description of each activity in each module will be listed on the D2L site for the course.

D2L Discussions

The Discussion forums in D2L are a key aspect of the course. Participation in the discussion forums is asynchronous, allowing students and instructors to contribute at different times. Discussion postings will remain on the D2L site for the duration of the course. Your contributions to the discussion board are expected to be timely and related to the module and the topics being discussed by the class.

Zoom Class Sessions

Zoom is a web conferencing program that will allow us to meet at specific times for a “live” web conference, so that we can have the opportunity to meet each other virtually and discuss relevant issues. There will be one Zoom session per module, for a total of seven Zoom sessions. These sessions are mandatory and students are expected to attend all sessions.

Date	Topic	Zoom Tuesdays 6:00 pm to 8:00 pm MST	Assignments Due All Assignments due at end of the Module cluster
<i>MODULE SET 1</i>			
January 10 – January 19	<i>Module 1 – Belief, Values, & Theory</i>	January 11	
January 20– January 29	<i>Module 2 – Strengths, Empowerment, & Diversity</i>	January 25	Module 1 & 2 Interview and Paper <u>Due January 29</u>

MODULE SET 2			
January 30 – February 9	<i>Module 3 – Dialogue Phase: Building Relationships & Describing Situations</i>	February 1	
February 10 – February 27	<i>Module 4 – Discovery Phase: Assessing Resources & Planning Change.</i>	February 15	Integrative Case Analysis for Module 3 & 4 <u>Due February 27</u>
	<i>Term Break February 20 – 26</i>		
MODULE SET 3			
February 28 – March 9	<i>Module 5 – Development Phase: Activating Resources & Expanding Opportunities</i>	March 1	
March 10 – March 19	<i>Module 6 – Development Phase: Recognizing Success & Integrating Gains</i>	March 15	Integrative Case Analysis for Module 5 & 6 <u>Due March 19</u>
MODULE SET 4			
March 20 – March 26	<i>Project Group Time to Finalize – Poster Presentation</i>	Office Hours Contact Instructor	
March 27 – April 4	<i>Module 7 – Practice Models & Professional Development</i>	Optional Office Hours Contact Instructor (March 29)	Module 7 and 8: Poster Presentation and discussion forum <ul style="list-style-type: none"> • Poster <u>Due March 27</u> • Poster Discussion Forum <u>Due April 4</u>
April 5 – April 12	<i>Module 8: Summary & Integration</i>	April 5	Course Learnings and PD plan <u>Due April 10</u>
April 12	Participation Self-Evaluation form due April 12 or earlier		Participation Self-Evaluation form <u>Due April 12</u>

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If a session is missed for a valid reason, please contact the instructor prior to the session to notify them. 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: Reflections on Our Frames of Reference and Social Work Practice (15%) – Due January 29 by 11:59pm

Aligned Course Learning Outcomes: 1, 4

Assignment Description: This two-part assignment (partner interview & paper) is meant to help students reflect and share how their cultural upbringings, life experiences, education, beliefs, values, worldviews and scripts shape their thinking and influence their frame of reference individually and their approaches to social work practice. Students will also reflect on the CASW Code of Ethics, Value 1.

In partners, students will write a 4-5-page paper applying the Tree of Life, Module 1 and 2 readings and results from their partner interview (see D2L) on their similarities and differences in beliefs, values, worldview, views of diversity, concepts of culture, and strengths and empowerment. The paper will include examples of how their values, beliefs, worldview, and views of culture impact their social work practice and their professional use of self and how a strengths and empowerment perspective can enhance their practice.

This assignment should be 4-5 pages in length, double-spaced, APA format, and will be evaluated on:

- demonstration of an understanding of skills and knowledge important to social work practice;
- critical thinking about key issues;
- self-awareness;
- awareness of how their values, beliefs, worldview, and views of culture, impacts their social work practice and their professional use of self and how strengths and empowerment perspectives can enhance their practice;
- use of resource materials to support the discussion, and adherence to APA standards for referencing resource materials;
- organization of information, and effectiveness of communication (clarity, grammar, vocabulary, punctuation and presentation).

Assignment Submission: Title paper with both partners names. Only one partner to submit to Drop Box.

Note: See Partner Interview questionnaire in D2L.

Assignment 2: Integrative Case Analysis PART 1 (15%) – Due February 27 by 11:59pm

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

Assignment Description: In the Integrative Case Analysis Project (which includes Assignment 2, 3, and 4), you will be describing and applying the empowerment method of social work generalist practice approach and will actualize the strengths perspective with a hypothetical client, program (group) or community. You are NOT expected to contact an individual, program or community. *The case study will demonstrate your understanding and application of the course content.*

The intent of this assignment is to engage in reflective, collaborative and empowerment/strength-based social work practice. You will be working in small groups of 3.

Steps for PART 1:

1. Introduction to Case: Provide a description of client background, issues and concerns.
2. Using content (readings, text and modules) from Module Three: Building Relationships, and Describing Situations, and Module Four: Assessing Resources and Planning Change, develop and apply the concepts, phases and approaches of empowering practice to a client, group or community.
3. Be certain to include a rationale, a description of the processes and activities within each phase of work i.e. Engagement Phase (see text: Chapters 6-8) and Assessment Phase (see text: Chapters 9-11) with concrete examples how you will work with the client, group or community for each phase.
4. Ensure the social work theory and methods chosen clearly address the relevant issue and that you provide a clear rationale for why you have chosen the approach.
5. Check that the paper also provides a description of the practice models, learned techniques or skills you are considering using.

Please use text, Module and readings to support your work with the client/group/community.

This assignment will be evaluated on:

- demonstration of an understanding of skills and knowledge important to social work practice;
- critical thinking about key issues;
- social work theory and methods chosen clearly address the relevant issue and provides a clear rationale why you have chosen the approach;
- use of resource materials to support the discussion, and adherence to APA standards for referencing resource materials;
- organization of information and effectiveness of communication (clarity, grammar, vocabulary, punctuation and presentation).

Length: 4-5-pages, double-spaced paper in APA format.

Note: Only one team member is to submit the paper. Place all the group members' names on the title of the paper. Assignments should have the team member's name and Assignment title and be submitted to the drop box.

Assignment 3: Integrative Case Analysis PART 2 (15%) – Due March 19 by 11:59pm

Aligned Course Learning Outcomes: 1, 2, 5, 6, 7

Assignment Description: The intent of this assignment is to engage in reflective, collaborative, and empowerment/strength-based social work practice. You will be working with the same group of 3 as Part One.

Steps for PART 2:

1. Using the same client, group or community, students are to develop an appropriate *Intervention and Evaluation* plan that applies concepts described from readings, and text for Module 5: Activating Resources and Planning Change and Module 6: Recognizing Success and Integrating Gains.
2. Clearly describe and apply your Intervention and Evaluation phase and include the following components:
 - A description of the potential Intervention Phase and processes will be provided. It will demonstrate a relationship between the assessment, and the potential interventions. The potential interventions will be supported with theory and chosen methodology and will include examples of the chosen intervention (See text: Chapters 12-14).
 - The paper is to include a rationale, a description of the processes and activities within each phase of work, with concrete examples how you will work with the client, group or community for each phase.
 - The Evaluation Phase will include methods to evaluate and monitor outcomes. Examples and application of such areas as client outcome evaluation or single-system design will be provided (See text: Chapters 15 & 16).
 - Do check that the Evaluation Phase includes a clear description of the potential evaluation processes for the approach for the chosen client, group or community and a clear rationale for your choice.

Please use the text, modules and readings to support your work with the client, group or community.

This assignment will be evaluated on:

- demonstration of an understanding of skills and knowledge important to social work practice;
- critical thinking about key issues;
- social work theory and methods chosen clearly address the relevant issue and provides a clear rationale why you have chosen the approach;
- clearly description of the potential intervention and how the processes are connected to the assessment, and in what way the potential interventions are supported with the theory and

methodology chosen;

- use of resource materials to support the discussion, and adherence to APA standards for referencing resource materials;
- organization of information, and effectiveness of communication (clarity, grammar, vocabulary, punctuation and presentation).

Length: 4-5-pages, double-spaced paper in APA format.

Note: Only one team member is to submit the paper with the group member's names. Assignments should have the team member's name and Assignment title and be submitted to the drop box.

Assignment 4: Integrative Case Analysis PART 3A & B: Poster Presentation & Discussion Forum (17%)

Aligned Course Learning Outcomes: 1, 2, 3, 4 5, 6, 7, 8

PART 3A: POSTER PRESENTATION (10%) – Due March 27 by 11:59pm

Assignment Description: Your group will create an academic poster (examples will be provided on D2L) to summarize the Integrative Group Project. Your presentation is expected to be of *high quality and engaging* for your audience. The poster should be a combination of text, pictures, graphs and should clearly outline and summarize the case analysis. Only one group member has to post the presentation on behalf of the group onto the D2L Poster Discussion Board.

Your poster will be submitted to the D2L Poster Discussion Board AND in the D2L Dropbox.

PART 3B: DISCUSSION FORUM (7%) – Due April 4 by 11:59pm

Assignment Description: View a minimum of two other presentations and post questions and comments to the Poster Presentation Discussion Forum. Each presentation will have a discussion thread that you can reply to.

- a) Individual discussion responses: As part of the presentation discussion board grade, each student will view two other student group presentations and participate in the discussion board discussion (*2% of grade per response = 4% total*)
- b) Each discussion is to be moderated by the team responsible for creating the poster presentation. Respond to all questions and comments to your presentation. Each project team member is asked to respond and engage in the discussion board discussion with viewers of their presentation (*3 responses X 1% = 3%*)
- c) Students will be graded on their participation and the quality of their posts for the Poster Presentation Discussion Forum.

Assignment 5: My Course Learning and Professional Development Plan (10%) – Due April 10 by 11:59pm

Assignment Description: The intent of this assignment is for students to reflect on their development as an emerging social work professional. The paper should focus on the skills of generic practice; knowledge and application of the CASW Code of Ethics and ACSW Standards of Practice; and your engagement within the course with students and instructors. The brief paper should include a

description of key learning during the semester and a brief assessment of your current development as a social worker, including strengths and areas you would like to further develop in the future.

This assignment will be evaluated on:

- demonstration of an understanding of skills and knowledge important to social work practice;
- critical thinking about key issues;
- self-awareness and personal growth;
- use of resource materials to support the discussion, and adherence to APA standards for referencing resource materials.
- organization of information, and effectiveness of communication (clarity, grammar, vocabulary, punctuation and presentation).

Length: 1-2 pages, double-spaced, APA format.

Assignment 6: Participation in Zoom (16%) – Please note this assignment requires 4 submissions. Students will submit a participation self-evaluation at the end of each Module Set

Due Dates:

Module Set 1 – January 29th by 11:59 pm – Value 6% (4% for first class, 2% for second class)

Module Set 2 – February 27th by 11:59 pm – Value 4% (2% for each zoom session)

Module Set 3 – March 19th by 11:59 pm – Value 4% (2% for each zoom session)

Module Set 4 - April 12 by 11:59pm – Value 2%

Assignment Description: Students must attend and participate in the Zoom classes to receive credit for this component of the grade. A variety of activities may be part of zoom classes, including interviews, case analyses, discussions and other assigned activities. Each in-class activity will contribute to the student's zoom participation grade.

A rich exchange of ideas is a key element of the learning process in this class. It is expected that students will prepare in advance for each class and participate in all learning processes through thoughtful, respectful contributions. Students are expected to demonstrate active learning in the Zoom sessions. Active learning includes regular attendance and participation in class activities, sharing of experiences, providing appropriate feedback and ideas, and honest reflection.

Students will complete a participation self-evaluation form at the end of each module set. Students will assess the level and quality of their own participation. The instructor will consider the self-evaluation, as well as the demonstration of active learning in assigning a participation grade for each module set.

Students are required to attend and participate in all seven Zoom sessions for the course. If a session is missed for a valid reason, please contact the instructor prior to the session to notify them. A second missed Zoom session will result in participation grades (2 marks per missed session) being deducted from this component of the course.

Assignment 7: Participation in Discussion Boards (12%) – Please note this assignment includes Three Discussion Forum with different due dates

Due Dates:

Module Set 1 – January 29th by 11:59 pm – Value 4% (3% for main post , 1% for reply)
Module Set 2 – February 27th by 11:59 pm – Value 4% (3% for main post , 1% for reply)
Module Set 3 – March 19th by 11:59 pm – Value 4% (3% for main post , 1% for reply)

Assignment Description: Each Module Set (Excluding Module Set 4)will have an associated Discussion Forum on the D2L site. Postings to the discussion board should demonstrate a scholarly contribution to issues being discussed in class. Students are encouraged to take the lead in facilitating D2L discussions to focus on issues that are of interest, relevance and importance to the student.

Students are expected to create 1 discussion thread for each Module Set and 1 reply to a fellow student. Students are expected to post throughout the Module Set versus at the end of each module set.

Posts will be assessed on the following areas: 1) Presenting an insightful and thorough understanding of the content, 2) Demonstrating breadth, depth, and/or accuracy of knowledge in the content area. 3) Composing well-written, and articulate responses that clearly link to module content, text and pertinent readings. 4) Depth of the contribution including elements such as reflection, application of ideas, combination of concepts, evaluation, critique 5) Adherence to APA in-text citations and references and articulate grammar and writing style.

Restating or repeating information will be evaluated as a low-quality response

Please Note:

As a social work student, you are expected to be open about your reactions to topics and be respectful of one another.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please Note:

- Your module instructors will only read your final submissions for your assignments.
- Please submit all assignments electronically through their respective drop box in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: “Full name and assignment number” – e.g., ‘Jane Smith Assignment 2.’
- For group assignments, only one student should submit for their entire group. Ensure to include all group member names on the submitted assignment.
- Assignments are due before midnight 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.”

EXTENSIONS

- Extensions are only given for exceptional circumstances and only if requested within *24 hours* in advance of the assignment due date. The amount of time is at the discretion of the instructor.

LATE ASSIGNMENTS

- Students are expected to submit all assignments by the due date indicated in the course outline. All assignments after the due date are considered late and a 25% penalty will be applied. Late assignments will be accepted for 7 days (including weekends, holidays, and study days) past the due date after which the assignment shall receive a “0” grade. No assignments will be accepted after 7 days. In extraordinary circumstances and only if requested within 24 hours in advance of the

assignment due date, extensions may be granted approval by the instructor however, the 25% penalty shall still be applied. Students must submit their request, in writing, to their instructor for consideration. The amount of time is at the discretion of the instructor.

EXPECTATIONS FOR WRITING

- Writing quality is a component of any written assignments with the use of APA formatting for citations and referencing. All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. No pdf's only Word Document submissions allowed. 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 should be the student's own work, written expressly by the student for this particular course. 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. This grading system overrides the grading system in D2L.

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.

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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

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 AND GENDER-BASED 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

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