UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Winter 2022

Course & Session Number	**SOWK 371 S01**	**Classroom**	SA 124A/ZOOM
Course Name	**Social Work & Diversity**		
Day(s) & Time	Wednesdays from 9:00 AM – 11:50 AM Face-to-Face: January 12, 19, 26, February 9, March 2, 9, Wednesdays from 9:00 AM – 11:50 AM Zoom: February 2, 16, March 16, 23, ZOOM Link:		
Instructor	**Linda Kongnetiman**	**Office Hours**	By appointment please email.
UCalgary E-mail	linda.kongnetiman@ucalgary.ca	**UCalgary Phone**	Please email

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SYLLABUS STATEMENT

Students will critically examine the issues of diversity and the power relations that form common links among the experiences of oppression and marginalization in Canadian society.

COURSE DESCRIPTION

In this course, students will be exposed to issues of diversity, oppression, racism, racialization and systemic racism. The course will also explore the social work professional roles and responsibilities for understanding and critically engaging in addressing these issues. Central to this course is learning about theories of power and developing critical understanding of social structures and relations and how they shape experiences of oppression, internalized racism, interpersonal racism and being marginalized. Students are encouraged to critically engage with course material, class activities, guest speakers and discussions to examine and critically address issues of diversity and oppression in their journey to becoming professional social work practitioners seeking social justice and broader social change and transformation. Reflexivity, reflection and critical thinking, and engagement are important practice skills that are emphasized in this course. Also central to this course are a diversity of social work theories such as intersectionality as these approaches shape social work professionals' perspectives on issues of racism, internalized oppression, and diversity. Students are encouraged to not only develop their critical understanding of various forms and strategies of resistance that facilitate processes of social change at the individual, institutional and systemic levels but, to also develop skills to infuse these skills in practice.

COURSE LEARNING OUTCOMES

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

1. Demonstrate critical understanding of theories of power and how they shape social structures and relations
2. Demonstrate critical understanding of oppressive social structures and the role that anti-oppressive social work theories and practices can play in facilitating resistance that leads to social justice and transformation
3. Articulate their understanding of how power relations, knowledge and language contribute to shaping oppressive social structures and unbalanced power relations
4. Apply critical practice knowledge and skills for working with diverse populations
5. Apply critical knowledge and analytic skills to understand and work at the intersectionality of diverse social identities such as the intersection of race, ethnicity, gender, sexuality, ability and disability, and so forth
6. To evaluate professional identity and explain how it is consistent with the social justice mission of social work; and also, how it is reflective of and adheres to the profession's Codes of Ethics
7. To describe awareness of and engagement with resistance perspectives central to social work's commitment to social change and transformation.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada (7th ed.)*. Between the Lines.

Additional readings outlined in the class schedule may be accessed through the University of Calgary Library system

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 if needed Zoom access.

RELATIONSHIP TO OTHER COURSES

This course is fundamental to developing critical analytic skills to understanding theories of power, issues of diversity oppression as well as social work's ethical and professional commitment to addressing issues of marginalization and promoting social change. This course complements theoretical and practice learnings on understanding diversity and working with diverse social groups offered in courses such as (SOWK 201; 361; 365; 383; 393;395; 397; & 399).

January 12th   **Class 1 : Introduction, Definitions, Positioning, & Overview of the Course**
Readings: No readings required

January 19th   **Class 2: Theoretical Foundations I- Diversity & Oppression**
Readings:
Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada* (7th ed.).: Between the Lines. (Chapter 1, pp. 1-). 10
Young, I. M. (2014). Five faces of oppression. In N. Asumah, & Mechthild Nagel (Eds.). *Diversity, Social Justice and Inclusive Excellence: Transdisciplinary and Global Perspectives.* (pp. 3-33). State University of New York Press.
    https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=26&docID=3408886&tm=1512429534081

January 26th   **Class 3: Theoretical Foundations II- Approaches to Power**
Readings:
Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada* (7th ed.). Between the Lines. (Chapter 2 & 3, pp. 11-51).
Tew, J. (2006). Understanding power and powerlessness: Towards a framework for emancipatory practice in social work. *Journal of Social Work, 6*(1), 33-51.
    http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/1468017306062222

February 2nd   **Class 4: Understanding the Operation of Power**

==Guest Speaker:== Denise Mitchell MSW, RSW
Readings:
Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada* (7th Ed.). Between the Lines. (Chapter 4, pp. 52-75).
Please listen to the following CBC Massey Lecture:
Tanya Talaga (Author). (2018). *The Third Space*. Lecture Three of the" *All Our Relations: Finding the Path Forward".* [The 2018 CBC Massey Lectures Series]. Toronto, Canada Broadcasting Corporation (CBC). Retrieved from: https://www.speakers.ca/2019/08/tanya-talaga-2018-cbc-massey-lectures/
Gibbons, J & Gray, M (2004). Critical thinking as integral to social work practice. *Journal of Teaching in Social Work, 24*(1/2), 19-38.
    http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=13950685&site=ehost-live

February 9th   **Class 5: Intersectionality**
Readings:
Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada* (7th Ed.). Between the Lines. (Chapter 5, pp. 76-94).
Hulko, W. (2009). The time-and context-contingent nature of intersectionality and interlocking oppressions. *Affilia: Journal of women & Social Work, 24*(1), 44-55.
    http://aff.sagepub.com.ezproxy.lib.ucalgary.ca/content/24/1/44

*February 16th   Class 6: Anti-Oppressive Social Work

<mark>**Term Paper Due: Theoretical & Practice Framework**</mark>

<mark>**Guest Speaker:**</mark> **Arianna Mestre-Wong**

Readings:

Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). Case critical: Social services and social justice in Canada (7th ed.). Between the Lines. (Chapter 6, pp. 95-122).

<u>Please Listen to the Following Youtube Lecture</u>

DiAngelo, R. (2020, July 3). "*White Fragility*". [Video]. YouTube:
https://www.youtube.com/watch?v=45ey4jgoxeU&feature=youtu.be

Sakamoto, I., & Pitner, R. O. (2005). Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels. *British Journal of Social Work (35)*, 435-452.
http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=106521512&site=ehost-live

Mclaughlin, K. (2005). From ridicule to institutionalization: Anti-oppression, the state and social work. *Critical Social Policy, 25*(3), 283-305.
http://csp.sagepub.com.ezproxy.lib.ucalgary.ca/content/25/3/283

<mark>***February 23rd   Term Break-NO CLASS**</mark>

March 2nd   Class 7: Reflexivity, Ethics & Social Work Practice

Readings:

Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada (7th ed.)*. Between the Lines. (Chapter 7, pp 123-138).

<u>Please Listen to the Following Scholar Strike Tech in</u>

Scholar Strike Canada (2020). Sandy Hudson: *Scholars and Educators for Black Lives. [Scholar Strike Canada].* Toronto, Canada. Retrieved from: https://www.youtube.com/watch?v=nth39Sas1bg

Butler, A., Ford, D., & Tregaskis, C. (2007). Who do we think we are? Self and reflexivity in social work practice. *Qualitative Social Work Practice, 6*(3), 281-299.
http://qsw.sagepub.com.ezproxy.lib.ucalgary.ca/content/6/3/281

D'cruz, H., Gillingham, P., & Melendez, S. (2007). Reflexivity, its meaning and relevance for social work: A critical review of the literature. *British Journal of Social Work, 37*(1), 73-90.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcl001

March 9th   Class 8: Examples from Research

Readings:

Potts, K. & Brown, L. (2015). Introduction. In L. Brown and S. Strega (Eds.). *Research as resistance (2nd edition)* (pp. 7-19). Toronto: Canadian Scholars' Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=6282047&ppg=20

Potts, K. & Brown, L. (2015). Becoming an anti-oppressive researcher. In L. Brown and S. Strega (Eds.). *Research as resistance (2nd ed.).* (pp. 20-38). Canadian Scholars' Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=6282047&ppg=20

<mark>*Please note that E-Book licence permits **only one user at a time, per day,** a user may print to pdf up to 54 pages. Please make sure you download these readings ahead of time!*</mark>

March 16th   **Class 9: Examples from Practice**

Readings:

Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada (7th ed.)*. Between the Lines. (Chapter 8, pp. 139-159).
https://ojs.uwindsor.ca/index.php/csw/article/download/5842/4808?inline=1

Galambos, C.M. (2004). Social work practice with people with disabilities: Are we doing enough? *Health & Social Work, 29*(3), 163-165.
http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=106672420&site=ehost-live

Clarke, J., & Wan, E. (2011). Transforming settlement work: From traditional to a critical anti-oppression approach with newcomer youth in secondary school. *Critical Social Work, 12*(1), 14-26.

Pyne, J. (2011). Unsuitable Bodies: Trans People and Cisnormativity in Shelter Services, Canadian *Social Work Review, 28*(1), 129-137. http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/41658838

*March 23rd   **Class 10: Examples from Policy**
Group Policy Assignment: Policy Brief Due
Guest Speaker: Louise Ng
Readings:

Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada (7th ed.)*. Between the Lines. (Chapter 9 & 10, pp. 160-195).

Solas, J. (2008). What kind of social justice does social work seek? *International Social Work, 51*(6)813-822. http://isw.sagepub.com.ezproxy.lib.ucalgary.ca/content/51/6/813.abstract

Lombe, M., & Sherraden, M. (2008). Inclusion in the policy process: An agenda for participation of the marginalized. *Journal of Policy Practice, 7*(2-3), 199-213.
http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=33803364&site=ehost-live

Wilson, T. (2011). Embodied liability: The Usefulness of "At-Risk Youth", *Canadian Social Work Review, 28*(1), 49-68. http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/41658833

*March 30th   Class 11: Group Policy Presentations Day 1
Readings: **No Assigned Readings**

*April 6th   Class 12: Group Policy Presentations Day 2
Readings: **No Assigned Readings**
          Course Wrap up & Moving Forward

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

The Faculty of Social Work (FSW) is committed 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 systemic inequities and compounded disadvantages due to intersectionality of social

locations particularly for those who are members of the racialized, Indigenous peoples, 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 into our work diverse perspectives, experiences, and strengths. https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Please note that all class sessions consist of in-person classes.

A D2L site has been set up for this course which contains required readings and other relevant class resources and materials.

Students are expected to participate actively in all sessions. If you are unable to attend a a scheduled session, please contact your instructor to arrange an alternative activity for the missed session.

Due to the sensitive nature of this course and the type of conversations we will have in this class, **no sessions will be recorded** and students who miss class for various reasons, can make arrangements with the instructor and/or any of their classmates to catch up on missed material.

In addition, students are expected to use computers to sign in to class and adhere to online protocols in professional manners. This includes signing into class from a private and quite place with no background noise or disruptive sounds (as best as you are able) which will allow you to be fully present and engaged in Zoom sessions**. Cameras are expected to be turned on all the time**, unless necessary to preserve confidentiality or privacy. This is a seminar class and students' active participation in class discussions is expected at all times.

Considering the nature of this seminar, there is an emphasis on students' output in class and collaborative spaces of engaged learning.

If for some reason the sessions need to be transferred to an online platform, Zoom and D2L will be used for all asynchronous classes. To actively participate in these sessions, you will need a laptop, desktop or mobile device with Internet access, a camera, and headphones/earbuds.

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.

ZOOM RECORDINGS OF ONLINE CLASSES

Due to the nature of the course and the sensitive material that will be discussed in class, **NO recording** of the online Zoom class sessions will take place during this course. Any un-authorized recording of the session via zoom or personal recording tools is not permitted and will result in non-academic misconduct and breach of confidentiality of class.

Students are encouraged to email or communicate on D2L with the instructor throughout the seminar. Please note that email communication is a form of professional communication and reflects a culture of respect and professional mannerism. ***Students are expected to adhere*** to professional codes of conduct when communicating via email with their peers and instructors. As per the University of Calgary policy, all communication with the instructor ***must be done through the U of C email address***, and the instructor maintains the rights ***not to*** respond to communications through personal email addresses. Please allow up to ***48 hours*** for response time to your email communications.

Individual Assignment: Theoretical & Practice Framework: 50%......................Due: February 16th, 2022
In this paper, students are encouraged to build on the theories and knowledge learned throughout the first part of the term to develop their own theoretical and practice frameworks related to diversity and anti-racist practice. The expectation is that students apply their understanding of concepts discussed in class, use examples of their past and current practice to reflect on systemic racism, anti-racism, colonialism, decolonization, oppression, privilege and marginalization.

The focus of this assignment is to engage in an analysis of issues of power, marginalization and oppression of the topic chosen and discuss how they impact and construct relationships within and between diverse social groups. Also important is to highlight methods and strategies of resistance and how they can shape social work practice especially when addressing issues of diversity and oppression. The paper also needs to include a critical reflection of your role as a social worker engaged in addressing systemic oppression through advocacy, activism and/or resistance. Examples of your reflections should include your thoughts on the challenges, opportunities as well as the ethical and professional tensions and considerations that shape your interventions and inform your practice. Papers will be graded based on integration of course readings and classroom content, critical analysis, originality of ideas, abilities to apply theories into practice, APA mechanics, organization and clarity. More details about this assignment, expectations and grading criteria will be discussed in class. This assignment aligns with the course learning outcomes 1, 2, 3, 4, 5, 6 & 7. The paper should be 1250 words maximum, double spaced, 12 points Times New Roman font, properly sourced using the 7th edition of the APA referencing style. The paper is due at midnight on **February 16th, 2022.**

Group Policy Analysis & Brief Assignment: (50%) In this skill-based assignment, students are to work in groups of 5-6 members and conduct a critical analysis of a how an organization can respond appropriately and effectively to the successful resettlement of Afghan refugee families destined for Canada in 2021. In the next few months, Calgary will be one of the port of entries for many Afghan families who are fleeing and have left their country. The city is anticipating 5,000 Afghan families. Many organizations will have to provide cultural appropriate services, attend to policies, services, the right supports to name a few to ensure that the needs of these families are attended to in anti-racist manner. Considering diversity, inclusion and belonging. This assignment is composed of two parts: **1)** a 1250 words summary of an anti-oppressive response to the needs of these families your organization will put in place for and **2)** present to the class on the analysis process and the recommendation the organization feel is necessary to improve policies, barriers, gaps and other issues that may impact access to services for Afghan refugee families.

Part One: Summary Paper: 20%...Due: March 23rd, 2022
In this skill-based assignment, students are expected to write and submit **ONE** 1250 word paper/brief, as a group as described above. Students can pick from the following organizations: Education, Health, Not-for-Profit, Recreational Services, Financial Institutions, Employment, Settlement Services and Social Services and reflect on how these organizations can respond This brief may be approached as an advocacy tool that offer a critical analysis of the services in the organization. The paper should provide a succinct and clearly articulated direction on anti-oppressive practice. This paper should be written from the perspective of practitioners/social workers to point out issues of marginalization, oppression and

systemic racism and help their organization by providing them with actionable recommendations and suggestions. This summary should be perceived as a tool that the organization can rely on to point-out gaps and barriers in services, highlight progressive changes, suggest policy options, advance a particular culturally appropriate direction for service implementation, or even provide alternative service/support recommendations. This summary should be a persuasive and well-researched short document and include key elements such as: Executive summary, context or scope of the problem, policy/program/services alternatives, actionable recommendations, a brief summary of the consultation process involved, and appendices. For this assignment, groups are encouraged to work together and assign roles, responsibilities and tasks on the paper analysis. Groups are also encouraged to pick a particular organization as suggested above outlining the following:

- **Executive summary:** what is the problem within the organization as related to providing support/services to Afghan refugee families; its impacts on these families; a statement on the needed change; and a brief summary of the key recommendations or call for action
- **Context** of the problem within the chosen organization which includes a statement on the key issues within the organization; short summary of its impacts and effects; its relevance to the Afghan families; critiques of the current policies/practices/services/supports to illustrate why these need to be changed. It is always helpful to include a discussion of your research strategy and your group analysis process of the targeted organization in this part
- **Actionable recommendations** which include a detailed and convincing argument for the need for change; key practical steps and implementation phases; expected outcomes; clearly outlined plan of action and timeline; and a closing statement to highlight and emphasize the need for the organizational changes suggested
- **Appendices** (if needed) to demonstrate the actual process taken to develop the recommendation outlined in the paper

This is a group paper and therefore, grades are assigned to the entire group based on the quality and depth of the group's paper and their abilities to articulate relevant, applicable and feasible organizational recommendations and how they affect the inclusivity and accessibility for Afghan families. The paper should be a maximum of _**1250**_ words in length (1inch margins, 12-point Times New Roman font) and must follow the 7th edition of APA format within the text and in the reference list.

This assignment aligns with course learning outcomes 1, 2, 3, 4 5, 6, 7, & 8.

Part Two: Group Organizational Analysis Presentation: (30%) ……Please Sign Up for your Groups' Presentations
This part of the group assignment aims to provide students with the opportunity to utilize their learnings from class to engage in critical organizational analysis and examination beyond what was discussed in the paper. In other words, groups are encouraged to carry forward their discussion that started in their paper and build on their ideas to advance a critical examination of their chosen organization/service topic. Presenters will be expected to integrate classroom material (lectures, discussions, readings and classroom activities) into their presentation. Specific attention will be paid to presenters' chosen organization and how they ground their analysis within critical theoretical frameworks we discussed in class. Attention also will be paid to presenters' way of **1)** articulating their analysis of the chosen services/organization; **2)** its relevance to advancing experiences of diversity; **3)** its ability to challenge oppression and marginalization of Afghan refugee families; **4)** its applicability to social work practice; **5)** how the group examines the flows, the tensions or contradictions inherent between actionable recommendations for the organization. Key questions to consider include, **1)** what perspectives drive anti-oppressive changes, development and application? **2)** How would these organizations roll out these anti-oppressive actions? In addition, presenters are encouraged to use any creative presentation

formats they are comfortable with. This assignment aligns with the course learning outcomes 1, 2, 3, 4, 5, 6, 7   Key expectations in this assignment include groups' abilities to respond to, engage with and critically interrogate the points below in their presentations:

- Issues of eligibility and entitlement
- Access to services, health care system, and any other relevant social service
- The tensions between systemic racism and how it impacts refugee families
- Key audiences/partners informing and affecting these services
- Responses from activist groups in relation to the issue
- Current trends and debates related to the issue
- Suggestions for alternative services/programs and policies and your groups' suggestions for actionable changes. This could include how to build alliances you might involve in the program/service changes your process, consultation steps, potential timing, etc.

Presentation dates are scheduled during the last two days of class and students are responsible for organizing their time and all the logistics and handouts in preparation for their presentation days. Students are expected to submit all their presentation slides, discussion notes and a complete list of references consulted at least **ONE week** before their presentation day. Grades are assigned to the entire group. The instructors will ensure students have many opportunities to discuss their assignments and every effort will be made to meet with groups individually to support them in the development of their group assignment.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to attend class, read assigned required readings, to be fully present and engaged in class activities and discussions, and adhere to class requirements and expectations as well as follow social work's ethical guidelines and professional codes of conduct in their class participation and engagement.
- Students are expected to work together on their group projects and assignments are to be submitted on time.
- Make up assignments are subject to the discretion of the instructor of the section, and it is the students' responsibilities to make any necessary arrangements with their instructor for any missed assignment

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria. Please note the following requirements for all assignments:

- Please submit all assignments electronically through their respective dropbox in D2L.
- Assignments are to be submitted **ONLY** in word format
- Assignments should have a file name as follows: "Full Name- Assignment Title" (e.g., Jane Smith- Theoretical & Practice Framework 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.
- Students are responsible for attaching the appropriate file to the dropbox folder and the instructor holds the right to accept or reject wrongfully attached files that do not match assignment requirements.

LATE ASSIGNMENTS

- Assignments and papers are to be submitted on time, absolutely **_NO extensions_**, unless legitimate reasons are provided.
- Late assignments will be accepted **only** in exceptional circumstances and at the discretion or the instructor.
- Late assignments will be **_downgraded by 2%_** of the assignment grade **_per day_** including weekends, holidays and study weekdays.
- There is a **_seven-day_** maximum limit by which to accept late assignments where students have not asked for extension. No assignments will be accepted beyond this seven-day limit.

EXPECTATIONS FOR WRITING

- Throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria.
- 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.
- All submitted work **must follow proper APA format within the text and in the reference list** Failure to do so will result in significant deduction of grades.
- 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: https://www.ucalgary.ca/pubs/calendar/current/k.html

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary Undergraduate Grading System and Faculty of Social Work Percentage Conversion will be used. 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.

ADDITIONAL SUGGESTED READINGS

All additional readings have been listed in the relevant sections.

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