



Course & Session Number	SOWK 383 S01	Classroom	Online
Course Name	Social Policy and Social Justice		
Day(s) & Time	Thursdays, 9 to 11:50 a.m. Zoom sessions on Thursdays: January 13, 20, 27; Feb 3, 10, 17; Mar 3, 10, 17, 24, 31; April 7: 9:00 a.m. to 11:50 a.m. Note: There will be a series of pre-recorded videos and PowerPoints available in D2L which can be viewed during the initial hour of the scheduled class time. See Class Schedule for details.		
Instructor	Suzanne Triance-Wright, MSW, RSW	Office Hours	Wednesdays, 12:00 to 1:00 p.m., or evenings by appointment
UCalgary E-mail	sltrianc@ucalgary.ca	UCalgary Phone	

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

Provides an understanding of Canadian social policy, its impact on social justice, and how it influences social work practice.

COURSE DESCRIPTION

This course will explore the relationship between social policy, social welfare policy agendas, and social work practice from a social justice standpoint. The focus is to provide students with the knowledge of social policies in relation to individuals, families, groups, and communities in the Canadian and global context. The course explores the trajectory of social welfare policy in Canada over the 20th century, focusing on the changing relationship between social policy and social justice. The course will provide students with knowledge and skills to identify negative or inequitable policies and gaps between policy and practice, to develop equitable policies, to engage in effective advocacy, and skills to influence policy directions and outcomes that contribute to a socially responsible society.

This class is being taught online via Desire2Learn (D2L) and Zoom. Students are expected to participate in the asynchronous learning tasks using the D2L Learning environment and live synchronous Zoom sessions. All synchronous sessions will be scheduled during the dates and times already timetabled for this course. When unable to participate live due to unforeseen circumstances, students are expected to inform the instructor in advance and as agreed in advance, will be expected to watch the recording, submit a brief reflection, or actively contribute to the follow up online discussion. Teaching methods will include watching some pre-recorded lectures, participation in critical interactive dialogues, inquiry-based learning, presentations, online discussions, and group projects to promote student learning. All Zoom sessions (as per Class Schedule) will be recorded, unless agreed otherwise for a particular session.

COURSE LEARNING OUTCOMES

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

1. Demonstrate how social policy is developed and implemented in the Canadian context and the theoretical concepts related to social policy and social justice in the Canada and more broadly, the United Nations in relation to Indigenous peoples' rights and at the international level.
2. Understand the relationship between social work, social justice, social change and social policy, and the impact on the well-being of individuals, families, groups, and communities.
3. Demonstrate an understanding of the relationship between the intent and outcomes of social policies.
4. Articulate the influence of social policies on social work practice in relation to the historical, social, economic, and political influences on policy development and implementation.
5. Develop analytical, reflective, critical thinking and practical skills to analyze assumptions that undergird social policy and provide input into or to influence the development of social policy.
6. Evaluate the gaps between policy and social work practice to engage in advocacy to promote social justice and to protect vulnerable and diverse populations. Be able to apply a variety of approaches to influence change in social policies.

LEARNING RESOURCES

REQUIRED TEXTBOOK

McKenzie, B. & Wharf, B. (2016). *Connecting policy to practice in the human services* (4th ed.). Oxford University Press.

REQUIRED READINGS

Boozary, & Laupacis, A. (2020). The mirage of universality: Canada's failure to act on social policy and health care. *Canadian Medical Association Journal*, 192(5), E105–E106.
<https://doi.org/10.1503/cmaj.200085>

Fischer, & Wood, E. (2020). A decade of extreme oscillations in opioid control and availability: implications for public health in a Canadian setting. *Journal of Public Health Policy*, 41(2), 214–220. <https://doi.org/10.1057/s41271-019-00214-0>

Gazso, A. (2009). Reinvigorating the debate: Questioning the assumptions about and models of “the family” in Canadian social assistance policy. *Women's Studies International Forum*, 32(2), 150–162. <https://doi.org/10.1016/j.wsif.2009.04.001>

Ives, N.G. & Thaweikenrat Loft, M. (2016). Building bridges with Indigenous communities through social work education. In Gray, M., Coates, J., Yellow Bird, M., & Hetherington, T. (2016). *Decolonizing social work*. Routledge. (pp. 239-259).

Mapp, S.C. (2007). *Human Rights and Social Justice in a Global Perspective*. Oxford University Press.
<https://doi.org/10.1093/acprof:oso/9780195313451.001.0001> (Chapter 2, Human Rights)

Torrie, C., Yanicki, S., Sedgwick, M., & Howard, L. (2021). Social justice in pandemic immunization policy: We're all in this together. *Nursing Ethics*, 28(6), 924–934.
<https://doi.org/10.1177/0969733020983395>

The following links will be available in D2L: (1) Reports by the Parkland Institute: A Basic Income for Alberta and A Social Policy Framework for Alberta: Fairness and Justice for All and (2) Poor No More, Youtube; (3) *Truth and Reconciliation Commission of Canada: Calls to Action*. (n.d.). Truth and Reconciliation Commission of Canada.

Additional Suggested Readings will be provided in D2L

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, speaker, and video capability is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

SOWK383 is a core course of the BSW curriculum required for university transfer students.

CLASS SCHEDULE

Date	Topic	Readings / Assignment Due
January 13 Zoom Class: 9:00 – 11:50 am	Introduction to Course Review of course syllabus History and Ideology of Social Policy and Social Justice	McKenzie & Wharf (2016) class text: Introduction and Chapter 1 (pp. 1-40) Pre-recorded Video and PowerPoint: <i>History and Ideology of Social Policy and Social Justice</i>
January 20 9 – 10 am: Asynchronous: Watch Pre- recorded video and PowerPoint Zoom Class: 10 – 11:50 am	Social Policy Environment	McKenzie & Wharf (2016) class text: Chapters 2 & 3 (pp.41-97) Torrie, Yanicki, S., Sedgwick, M., & Howard, L. (2021). Social justice in pandemic immunization policy: We're all in this together. <i>Nursing Ethics</i> , 28(6), 924–934. Alberta's Social Policy Framework, February 2013. Alberta's social policy framework - Open Government
January 27 9-10 am Asynchronous: Watch Pre- recorded video and PowerPoint Zoom Class: 10-11:50 am	Policy Making Process and Policy Implementation And Preparation for February 3 Group Assignment No. 1 and February 10 "World Café" (Discuss topics/issues)	McKenzie & Wharf (2016) class text: Chapters 4 & 5 (pp. 98-151)
February 3 Asynchronous Zoom Group Work in Breakout Rooms 9 – 11:50 am	Discussion of Social Policy and Social Justice Assignment No. 1 Create a Social Policy Framework - Jamboard Project to be posted on D2L by 11:59 pm February 4	Required Reading in Advance of Class: (1) Mapp. (2007). <i>Human Rights and Social Justice in a Global Perspective</i> . Oxford University Press. https://doi.org/10.1093/acprof:oso/9780195313451.001.0001 (Chapter 2, Human Rights) (2) Alberta Social Policy Framework (2012), Parkland Institute (3) Alberta's Social Policy Framework, February 2013. Alberta's social policy framework - Open Government ASSIGNMENT NO. 1 DUE DATE by 11:59 pm Friday, February 4
February 10 Zoom Class:	Social Policy – Social Justice Issues <ul style="list-style-type: none">• Universal Health Care	World Café – Required Readings/Video: (1) Boozary, & Laupacis, A. (2020). The mirage of universality: Canada's failure to act on

<p>9:00 – 11:50 am</p>	<ul style="list-style-type: none"> • Opioid Drug Crisis • Social Assistance • Pandemic Immunization • Poverty 	<p>social policy and health care. <i>Canadian Medical Association Journal (CMAJ)</i>, 192(5), E105–E106</p> <p>(2) Fischer, & Wood, E. (2020). A decade of extreme oscillations in opioid control and availability: implications for public health in a Canadian setting. <i>Journal of Public Health Policy</i>, 41(2), 214–220.</p> <p>(3) Gazso. (2009). Reinvigorating the debate: Questioning the assumptions about and models of “the family” in Canadian social assistance policy. <i>Women’s Studies International Forum</i>, 32(2), 150–162.</p> <p>(4) Torrie, Yanicki, S., Sedgwick, M., & Howard, L. (2021). Social justice in pandemic immunization policy: We’re all in this together. <i>Nursing Ethics</i>, 28(6), 924–934.</p> <p>(5) Video: Poor No More (available on YouTube)</p> <p>ASSIGNMENT NO. 2 – PART 1 – DUE DATE: WEDNESDAY, FEBRUARY 16 @ 11:59 PM</p>
<p>February 17 9-10 Group Work</p> <p>Zoom 10-11:50 am</p>	<p>Inclusive Approaches to Policy Making</p> <p>Review of Jamboard Project from February 3, 2022</p>	<p>McKenzie & Wharf (2016) class text: Chapter 6 (pp. 152-179)</p> <p>Take the Gender-based Analysis Plus course, Govt of Canada, 2021. https://femmes-egalite-genres.canada.ca/en/gender-based-analysis-plus/take-course.html</p> <p>*Class time to work on Group Presentations</p>
<p>February 20-26, 2022</p>	<p>Mid-Term Break: No Classes</p>	
<p>March 3</p> <p>Zoom Class Session</p>	<p>Indigenous Social Policy</p>	<p>(1) McKenzie & Wharf (2016) class text: Chapter 10 (pp. 237-263)</p> <p>(2) Ives, N.G. & Thaweikenrat Loft, M. (2016). Building bridges with Indigenous communities through social work education. In Gray, M., Coates, J., Yellow Bird, M., & Hetherington, T. (2016). <i>Decolonizing social work</i>. Routledge. Chapter 12 (pp. 239-259)</p> <p>(3) <i>Truth and Reconciliation Commission of Canada: Calls to Action</i>. (2015). Truth and Reconciliation Commission of Canada.</p> <p>Tentative: Guest Speaker</p>

		ASSIGNMENT NO. 2 – PART 2 – DUE DATE: FRIDAY, MARCH 4 @ 11:59 PM
March 10 9-10 Group Work Zoom Session 10-11:50 am	Influencing Policy from Outside the System	McKenzie & Wharf (2016) class text: Chapter 7 (pp. 180-197) CBC Documentary: Poor No More (approx. 1 hour) *Class time to work on Group Presentations ASSIGNMENT NO. 3 – PART 1 – DUE DATE: FRIDAY, MARCH 11 @ 11:59 PM
March 17 Zoom Session 9 – 10 am 10-11:50 Group Work	Policy, Practice and Critical Social Work	McKenzie & Wharf (2016) class text: Conclusion (pp. 264-266) *Class time to finalize Group Presentations
March 24 9-11:50 Zoom Class Session	Presentations	Social Welfare Policy / Debate Projects ASSIGNMENT NO. 3 – PART 2 Presentation and References – DUE DATE: MARCH 24 or 31, 2022 to D2L Drop Box by 11:59 pm on date of presentation
March 31 9-11:50 Zoom Class Session	Presentations	Social Welfare Policy / Debate Projects
April 7 9-11:50 Zoom Class Session	Final Class: Policy Analysis Exercise Key Themes and Lessons Learned **Please load the free Kahoot App on your mobile device for some fun and games	Required Reading: Case Study material will be posted to the D2L course site In-class Case Study and Policy Analysis Exercise Course Wrap Up: Reflect on your learning during this course ASSIGNMENT NO. 4 – DUE DATE: FRIDAY, APRIL 12 @ 11:59 PM

Please note important dates for Winter 2022

- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre
- Block Week: Monday – Friday, January 3 – 7, 2022
- 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
- Good Friday, no classes: Friday, April 15, 2022
- Easter Monday, no classes: Monday, April 18, 2022

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. 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: Create a Social Policy Framework

Format: In-Class Group Jamboard Production

Weight: 15%

Aligned Learning Outcomes: 1, 2, 3, 5

Due date: February 4 by 11:59 p.m.

This is an in-class exercise which will be done on February 3, 2022, and uploaded to D2L by 11:59 p.m. on Friday, February 4, 2022.

Each group will create their vision for an Alberta Social Policy Framework on a topic of their choice.

Topics will be selected. The Framework should include responses to four key questions: (1) VISION:

What words would you include in your vision for social policy? (2) OUTCOMES: What results are needed to achieve your vision for Alberta's social policy? (3) PRINCIPLES: What Principles should guide social policy in Alberta? And (4) MOVING FORWARD STRATEGIES: What actions could help achieve the desired outcomes for Albertans?

Assignment 2: Letter to the Editor: Social Justice Advocacy Initiative

Format: D2L discussion forum

Weight: Part 1 – 25%; Part 2 – 10%

Aligned Learning Outcomes: 2, 3, 5, 6

Part 1

Due Date: Wednesday, February 16, 2022

Each student will write a *Letter to the Editor* as a Discussion Thread in the D2L Discussion Board on a Social Justice Advocacy Initiative. You will start a new thread, to a maximum of 750 words that highlights a policy that is in some ways creating injustice, marginalization, or barriers for people and includes your proposed action or change initiative that would advocate to eradicate, improve, or alter the policy to improve conditions for those most negatively impacted by the policy or program. Imagine that you are the social worker...how would you advocate for social justice? For social action? You can refer to the following website for details on writing letters to the editor:

<https://ctb.ku.edu/en/table-of-contents/advocacy/direction-action>

The individual thread (Letter to the Editor) must be maximum of 750 words, cite at least two (2) peer reviewed articles, and be posted to D2L by 11:59 p.m. on Wednesday, February 16, 2022

Part 2

Due Date: Friday, March 4, 2022

Each student will then read and respond to at least two (2) other threads. Your **Replies** to the thread should include a) your thoughts/perspective on the policy or program highlighted in the Letter to the Editor; b) Whether you are “for” or “against” the proposed advocacy initiative; and c) Provide a brief rationale for your positioning on the issue that incorporates at least **one (1) peer reviewed article** to support your points.

Replies must be maximum of 450 words, cite at least one (1) peer reviewed article, and be posted to D2L by 11:59 p.m. on Friday, March 4, 2022; each reply is worth 5%

Assignment 3: Social Policy Analysis and Debate Presentation

Format: Group project

Weight: Part 1 - 15%; Part 2 – 25%

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

Due Dates: Part 1 – March 11, 2022

Part 2 – In-Class March 24 and March 31, 2022

Part 1: Each group will be organized through random assignment and assigned a Canadian social welfare policy area. Each group will select a major policy within that policy area and submit a 4–6-page descriptive outline of their proposed policy with an annotated bibliography of principal references on the topic (minimum 5-6 references; each student in the group will write at least one of the annotated bibliographies). The proposal should address:

- (1) Brief overview of the policy.
- (2) Rationale for selection.
- (3) Significance of the policy as it relates to the assigned policy area, and as it relates to the course.
- (4) A brief introduction to the central argument at the heart of the debate, which is the “pro” side and what is the “con” side of the debate.
- (5) Description of who in the group is doing what. The following is a planning tool, develop a project timeline that assigns tasks and workflow, for example:

Task (identify below)	Start Date	End Date	Person Responsible/Assigned
Task #1			
Task #2			
etc			

This is a required component of the assignment and should be included in your paper as an appendix and will be used to give direction and feedback to students on the project. This chart provides an integrative tool to keep the group focused on individual tasks and on a collective outcome.

Must be submitted to the D2L Drop Box by 11:59 pm on March 11, 2022

Part 2:

Social workers are often in key roles where they have opportunities to advocate for improved social policies. Developing your ability to express yourself and understand counter arguments are essential in effective social work practice. Presentations will be scheduled for 2 class sections at the end of March, depending on the number of groups. Each group will prepare a 45-minute class presentation (using Power Point, Prezi, or a different approved forum) utilizing a selected Canadian social welfare policy, identify four (4) major forces or influences that are affecting the fulfillment of policy objective. The groups are encouraged to draw on at least one influence from each of the following areas: economic, social and/or political patterns that are intrinsic in the social structures; Paradigms or theories explaining social problems, social welfare, social change, social justice, and ideologies explaining human nature and the nature of society.

The presentation time **must include** some facilitated peer discussion as part of your overall group presentation. You are encouraged to engage your peers in interactive dialogue, or class interaction such a case study, reflective exercise, or guided questions.

A detailed Rubric for Parts 1 and 2 of this Assignment will be provided and reviewed setting out the influences and dimensions to be examined.

All groups are required to submit a copy of their presentation and references to the D2L Drop Box by 11:59 pm on the date of their presentation.

Assignment #4: Reflection Paper

Weight: 10%

Aligned Learning Outcomes: 2, 3, 5

Due Date: Thursday, April 14, 2022, by 11:59 p.m. in D2L DropBox

Each student will write an individual reflection paper examining their experience in the Social Policy group paper and presentation process. Reflection is an integral component to effective social work practice. In this paper, the student will address the following:

1. Brief overview of the social issue and policy that their group examined, with emphasis on your contribution to this group project
2. Locate yourself in this work: i.e., the intersections of values, beliefs, and assumptions, personally and professionally
3. Key learnings from the group project in the chosen policy area, including a discussion of anything that may have surprised you and the influence it has on social work practice at the micro, mezzo and/or macro levels

4. Consideration of future learning and applications to practice that may be informed by your work on this project.

Sections 1 and 2 above may be written in first person. This paper will consist of **5-6 pages** maximum not including the Reference page, double spaced and following APA guidelines (7th Edition). Adherence to academic writing standards is required.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

Further information and grading rubrics will be discussed within class and posted within the course D2L site. Should students have any questions or concerns, please do not hesitate to contact the instructor well in advance of the assignment deadline via email.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class via Zoom regularly and to be fully present and engaged in class activities and discussions. In-Class Exercises are outlined in the assessment components section above. If a student is required to miss a class due to extraordinary circumstances (e.g., medical emergency) it is expected that the student will contact the instructor as soon as possible and make alternative arrangements to complete the class activities.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox 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). Assignments are due by 11:59 pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor provided **PRIOR APPROVAL FOR THE EXTENSION HAS BEEN GRANTED** by the instructor. A late assignment without agreement with the instructor may not be accepted or will be penalized with a grade reduction from the actual grade assigned for every day late e.g., B to B-.

EXPECTATIONS FOR WRITING

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 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:

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

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L. Grades assigned for each assignment will be rounded to 2 decimal points if necessary and all grades will be added at the end of term to determine the final grade for the course. Students must meet or exceed the lower threshold of the percentage range as indicated below to achieve the corresponding letter grade for the course; e.g., a grade of 89.5 will be rounded up to 90%; 89.4 will be rounded down to 89%.

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 and the instructor will regularly seek input on the course process from the students throughout the semester.

ADDITIONAL SUGGESTED READINGS

In addition to the required readings, students are encouraged to further expand their readings as relevant to their theoretical and practice frameworks. Examples of additional readings will be listed in D2L site for this course.

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