



WINTER 2022

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| Course & Session Number | SOWK 399 S03 | Classroom | Online |
| Course Name | Practice with Organizations & Communities | | |
| Day(s) & Time | Zoom sessions on: Tuesdays 9:00 am – 11:50 am https://ucalgary.zoom.us/j/98043071239 Meeting ID: 980 4307 1239 Passcode: 141026 | | |
| Instructor | Susan Ramsundarsingh | | |
| U of C E-mail | sramsund@ucalgary.ca | U of C Phone | 647-219-6330 |

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

An introduction to theories and skills in the study of human service organizations. Examines organizational dynamics and how these impacts professional practice, relationships with clients, and the potential for organizational change.

COURSE DESCRIPTION

An introduction to theories and skills in the study of human service organizations. Examines organizational dynamics and how these impacts professional practice, relationships with clients, and the potential for organizational change.

Human service organization management is a very hands-on area of practice therefore your assignments are designed to provide you with the experience of doing the type of work that you will do in the field. The course outline aligns with the different components of your assignments so that we will be able to use class time to work on the assignments and develop the skills that you will require to complete the assignments.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

There will be asynchronous and synchronous Zoom sessions throughout the term (include dates and times or as indicated in the course schedule), and lectures will be recorded and posted on D2L; however, class activities and discussions will not be recorded.

COURSE LEARNING OUTCOMES

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

- 1) Describe social and political context of social work practice in organizations;
- 2) Understand and apply key theories that guide practice in organizations;
- 3) Understand and practice the skills of managing social service organizations according to social work values (anti-oppressive practice, trauma informed care, diversity equity and inclusion);
- 4) Demonstrate the ability to evaluate social service organizations and programming;
- 5) Demonstrate an understanding of how oppression takes place in social service organizations;
- 6) Engage in activities that reflect professional standards of the social work profession; and
- 7) Apply reflexive and ethical reasoning in promoting human rights and social justice in the context of social service organizations.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

This course has no required textbooks.

Required Readings: All readings are available for download on D2L.

Baines, D. (2017). Anti-oppressive practice: Roots, theory, tensions. In D. Baines (Ed.), *Doing anti-oppressive practice: Building transformative politicized social work* (3rd ed., pp. 2–24). Fernwood Publishing.

Canada Helps.org (2021) The Giving Report, Retrieved from: <https://www.canadahelps.org/en/the-giving-report/>

Canada Revenue Agency – Fundraising for registered charities, Retrieved from: <https://www.canada.ca/en/revenue-agency/services/charities-giving/charities/policies-guidance/fundraising-registered-charities-guidance.html>

- Canada Revenue Agency - Operating a registered charity, Retrieved from:
<https://www.canada.ca/en/revenue-agency/services/charities-giving/charities/policies-guidance/guidance-017-general-requirements-charitable-registration.html>
- Canada Revenue Agency – Political Activities, Retrieved from: <https://www.canada.ca/en/revenue-agency/services/charities-giving/charities/policies-guidance/public-policy-dialogue-development-activities.html>
- Flanagan, S. (2017). Performance management giving and receiving feedback, *Penn State Human Resources*: Retrieved from:
<https://hr.psu.edu/sites/hr/files/GivingAndReceivingFeedbackSupervisors.pdf>
- Hales, Green, S. A., Bissonette, S., Warden, A., Diebold, J., Koury, S. P., & Nochajski, T. H. (2019). Trauma-Informed Care Outcome Study. *Research on Social Work Practice*, 29(5), 529–539.
<https://doi.org/10.1177/1049731518766618>
- Hardina, D. (2005). Ten characteristics of empowerment-oriented social service organizations. *Administration in Social Work*, 29:3, 23-42, DOI: 10.1300/J147v29n03_03
- Havig, K. & Byers, L. (2019). Truth, reconciliation, and social work: A critical pathway to social justice and anti-oppressive practice. *Journal of Social Work Values and Ethics*, 16(2), 70-80
- Hosseini, C. S. (2017). A Black perspective on Canada's third sector: Case studies on women leaders in the social economy. *Journal of Canadian Studies*, 51(3), 749-781.
- Kania, & Kramer. (2011). Collective Impact. *Stanford Social Innovation Review*, 9(1), 36–.
- Kinjerski, V. (2014). Supervision: The Cornerstone for Caseworkers to Flourish. Retrieved from:
<https://acsw.in1touch.org/document/1963/Supervisory%20Support%20Final%20Report%202014.pdf>
- Knight, R. (2015). How to handle difficult conversations at work, *Harvard Business Review*, Retrieved from: <https://hbr.org/2015/01/how-to-handle-difficult-conversations-at-work>
- Lehner, O. M., & Nicholls, A. (2014). Social finance and crowdfunding for social enterprises: a public-private case study providing legitimacy and leverage. In *Venture Capital* (Vol. 16, Issue 3, pp. 271–286). Taylor & Francis. <https://doi.org/10.1080/13691066.2014.925305>
- Maytree (2011). *Diversity in Governance: A toolkit for nonprofit boards*. Maytree: Toronto. Retrieved from <http://diversecityonboard.ca/wp-content/uploads/2015/08/Diversity-on-Non-Profit-Boards-Toolkit.pdf>.
- Outcome Harvesting: https://www.betterevaluation.org/en/plan/approach/outcome_harvesting
- Program Logic Models: <https://www.albertahealthservices.ca/assets/info/res/mhr/if-res-mhr-eval-resources-logic-models.pdf>
- Prossack, A. (2018). How to have difficult conversations at work, *Forbes*, Retrieved from:
<https://www.forbes.com/sites/ashiraprossack1/2018/10/28/how-to-have-difficult-conversations-at-work/#22b25f2510b7>
- Ramsundarsingh, S., & Falkenberg, L. (2017). An exploration of Charity/Non-charity partnerships in Canada: Revue Canadienne de recherche sur les OSBL et l'économie sociale (ANSERJ). *Canadian Journal of Nonprofit and Social Economy Research*, 8(1), 52-70. Retrieved from
- Ramsundarsingh, S., & Shier, M. L. (2017). Anti-oppressive organisational dynamics in the social services: A literature review. *British Journal of Social Work*, 47(8). <https://doi.org/10.1093/bjsw/bcw174>
- Reisch, M. (2017). Why macro practice matters. *Human Service Organizations: Management, Leadership & Governance*, 41(1), 6–9. <https://www.tandfonline.com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/23303131.2016.1179537>
- Social Return on Investment: https://www.cfs-ab.org/wp-content/uploads/2016/11/SROI2013_20160720_NTL.pdf
- Truth and Reconciliation Commission of Canada. (2015). Calls to action

Truth and Reconciliation Commission of Canada. (2015). Summary
 Young, I.M. (1990). Five faces of oppression. In *Justice and the politics of difference* (pp. 39-65).
 Princeton, NJ: Princeton University Press.

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

Effective social work practice requires an understanding of both macro and micro practice ensuring that what takes place in organizations and policy is reflective and responsive to the lived reality of individuals, families, and communities. This course provides students with tools to elevate individual and family level concerns to organizational responses.

CLASS SCHEDULE

This course will meet on Zoom on Tuesday from January 10, 2022 until April 12, 2022 at 9:00 am – 11:50 am. Tuesday February 22, 2022 there will be no class due to the term break.

| Date | Topic |
|--------------|--|
| Jan 11, 2022 | <p>Overview of Course Schedule & Assignments</p> <p><i>Objectives</i></p> <ul style="list-style-type: none"> ● Review course content and flow ● Review assignments ● Create guidelines for the classroom community ● Selection of groups for assignment 1 <p><i>Required Readings:</i> Reisch, M. (2017). Why macro practice matters. <i>Human Service Organizations: Management, Leadership & Governance</i>, 41(1), 6–9. . https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/23303131.2016.1179537</p> |
| Jan 18, 2022 | <p>Organizational Theory</p> <p><i>Objectives</i></p> <ul style="list-style-type: none"> ● Understand key organizational theories from both social work and business |
| Jan 25, 2022 | <p>Policies Governing Charitable Organizations - Asynchronous</p> <p><i>Objectives</i></p> <ul style="list-style-type: none"> ● Understand different forms of nonprofit organizations (nonprofit corporations, social enterprises, charitable nonprofits) |

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| | <ul style="list-style-type: none"> ● Understand key government policies including guidelines for political activities and required reporting. <p><u>Required Readings:</u> Canada Revenue Agency - Operating a registered charity, Retrieved from: https://www.canada.ca/en/revenue-agency/services/charities-giving/charities/policies-guidance/guidance-017-general-requirements-charitable-registration.html Canada Revenue Agency – Political Activities, Retrieved from: https://www.canada.ca/en/revenue-agency/services/charities-giving/charities/policies-guidance/public-policy-dialogue-development-activities.html</p> |
| Feb 1, 2022 | <p>Anti-oppressive Practice in Social Service Organizations – Group 1</p> <p>Objectives</p> <ul style="list-style-type: none"> ● Understand how service users experience oppression ● Understand how organizational characteristics contribute to service user oppression ● Understand key anti-oppressive organizational management practices <p><u>Required Readings:</u> Young, I.M. (1990). Five faces of oppression. In <i>Justice and the politics of difference</i> (pp. 39-65). Princeton, NJ: Princeton University Press. Baines, D. (2011). An overview of anti-oppressive practice: Roots theory and tensions. In D. Baines (Ed.), <i>Doing anti-oppressive practice: Building transformative politicized social work</i> (2nd ed., pp. 2–24). Fernwood Publishing. Ramsundarsingh, S., & Shier, M. L. (2017). Anti-oppressive organisational dynamics in the social services: A literature review. <i>British Journal of Social Work</i>, 47(8). https://doi.org/10.1093/bjsw/bcw174</p> |
| Feb 8, 2022 | <p>Trauma Informed Organizations – Group 2</p> <p>Objectives</p> <ul style="list-style-type: none"> ● Understand what trauma informed care is ● Understand trauma informed care can be integrated into a social service organization. <p><u>Required Readings:</u> Hales, Green, S. A., Bissonette, S., Warden, A., Diebold, J., Koury, S. P., & Nochajski, T. H. (2019). Trauma-Informed Care Outcome Study. <i>Research on Social Work Practice</i>, 29(5), 529–539. https://doi.org/10.1177/1049731518766618</p> |
| Feb 15, 2022 | <p>Equity in Social Service Organizations – Group 3</p> <p>Objectives</p> <ul style="list-style-type: none"> ● Understand key equity considerations for social service organizations <p><u>Required Readings:</u> Truth and Reconciliation Commission of Canada. (2015). Truth and Reconciliation Commission of Canada The survivors speak : a report of the Truth and Reconciliation Commission of Canada. Retrieved from: https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Survivors_Speak_English_Web.pdf</p> |

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| | <p>Truth and Reconciliation Commission of Canada. (2015). Calls to action</p> <p>Hossein, C. S. (2017). A Black perspective on Canada's third sector: Case studies on women leaders in the social economy. <i>Journal of Canadian Studies</i>, 51(3), 749-781.</p> <p>Havig, K. & Byers, L. (2019). Truth, reconciliation, and social work: A critical pathway to social justice and anti-oppressive practice. <i>Journal of Social Work Values and Ethics</i>, 16(2), 70-80</p> |
| Feb 22, 2022 | No Class Winter Break |
| Mar 1, 2022 | <p>Supporting Staff – Group 4</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand supervision as a way of supporting staff • Understand reflective practice as an organizational tool <p>Required Readings:</p> <p>Kinjerski, V. (2014). Supervision: The Cornerstone for Caseworkers to Flourish. Retrieved from: https://acsw.in1touch.org/document/1963/Supervisory%20Support%20Final%20Report%202014.pdf</p> <p>Hardina, D. (2005). Ten characteristics of empowerment-oriented social service organizations. <i>Administration in Social Work</i>, 29:3, 23-42, DOI: 10.1300/J147v29n03_03</p> |
| Mar 8, 2022 | <p>Performance Management – Group 5</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand factors that impact our performance • Build skills in engaging in difficult conversations <p>Required Readings:</p> <p>Knight, R. (2015). How to handle difficult conversations at work, <i>Harvard Business Review</i>, Retrieved from: https://hbr.org/2015/01/how-to-handle-difficult-conversations-at-work</p> <p>Prossack, A. (2018). How to have difficult conversations at work, <i>Forbes</i>, Retrieved from: https://www.forbes.com/sites/ashiraprossack1/2018/10/28/how-to-have-difficult-conversations-at-work/#22b25f2510b7</p> <p>Flanagan, S. (2017). Performance management giving and receiving feedback, <i>Penn State Human Resources</i>: Retrieved from: https://hr.psu.edu/sites/hr/files/GivingAndReceivingFeedbackSupervisors.pdf</p> |
| Mar 15, 2022 | <p>Governance and Collaboration – Group 6</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand the role of collaboration in program delivery, funding, and advocacy <p>Required Readings:</p> <p>Kania, & Kramer. (2011). Collective Impact. <i>Stanford Social Innovation Review</i>, 9(1), 36.</p> <p>Maytree (2011). <i>Diversity in Governance: A toolkit for nonprofit boards</i>. Maytree: Toronto. Retrieved from http://diversecityonboard.ca/wp-content/uploads/2015/08/Diversity-on-Non-Profit-Boards-Toolkit.pdf.</p> |

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| | <p>Ramsundarsingh, S., & Falkenberg, L. (2017). An exploration of Charity/Non-charity partnerships in Canada: Revue Canadienne de recherche sur les OSBL et l'économie sociale (ANSERJ). Canadian Journal of Nonprofit and Social Economy Research, 8(1), 52-70. Retrieved from http://myaccess.library.utoronto.ca/login?url=https%3A%2F%2Fwww.proquest.com%2Fdocview%2F1927395285%3Faccountid%3D14771</p> |
| Mar 22, 2022 | <p>Fundraising and Income Generation</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand different forms of fundraising • Understand donor behaviour and trends • Understand policy governing fundraising <p>Required Readings:</p> <p>Canada Revenue Agency: Retrieved from: https://www.canada.ca/en/revenue-agency/services/charities-giving/charities/policies-guidance/fundraising-registered-charities-guidance.html</p> <p>Lehner, O. M., & Nicholls, A. (2014). Social finance and crowdfunding for social enterprises: a public-private case study providing legitimacy and leverage. In <i>Venture Capital</i> (Vol. 16, Issue 3, pp. 271–286). Taylor & Francis. https://doi.org/10.1080/13691066.2014.925305</p> <p>Canada Helps.org (2021) The Giving Report, Retrieved from: https://www.canadahelps.org/en/the-giving-report/</p> |
| Mar 29, 2022 | <p>Program Evaluation</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand how use different methods of program evaluation to measure and communicate the impact of your program <p>Required Readings:</p> <p>Program Logic Models: https://www.albertahealthservices.ca/assets/info/res/mhr/if-res-mhr-eval-resources-logic-models.pdf</p> |
| Apr 5, 2022 | <p>Program Evaluation</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand how use different methods of program evaluation to measure and communicate the impact of your program <p>Required Readings:</p> <p>Outcome Harvesting: https://www.betterevaluation.org/en/plan/approach/outcome_harvesting</p> <p>Social Return on Investment: https://www.cfs-ab.org/wp-content/uploads/2016/11/SROI2013_20160720_NTL.pdf</p> |
| Apr 12, 2022 | <p>Consolidating Learning</p> |

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 Part 1- Class discussion facilitation (35%) – Select from topics above for one of the following dates: Feb 1, 8, 15, Mar 1, 8, 15, 22

Assignment 1 Part 2 – Reflection (20%) – Due one week after presentations.

Assignment 2 – Diversity, equity, and inclusion in social service organizations (45%) – Due April 11, 2022

Assignment 1 Part 1- Class discussion facilitation (35%) – Select from dates identified above.

Facilitation of meaningful conversations and learning is an essential skill for working in organizations as it is an important part of team meetings, collaboration, and working with community members and service users. To build your skill in this area you will work in groups of 3 or 4 you to facilitate an activity engaging your classmates on the topic of the week. The weeks that are available for this assignment are indicated above. You will have 45 minutes for your facilitation followed by 5 minutes for feedback from your classmates.

This assignment requires that you be very intentional in your facilitation. Your group will set out learning objectives for your facilitation and then create an outline for your facilitation highlighting exactly what you are doing to achieve these objectives.

You will be graded on the following criteria:

- Effectiveness of facilitation - clarity, focus, organization, preparation (30%)
- Inclusivity - ability to create a safe space in which everyone feel comfortable contributing (20%)
- Creativity - ability to engage classmates to actively participate (20%)
- Alignment - ability to achieve learning objective (30%)

The Due Date will be the week that you choose to present available dates include: Feb 1, 8, 15, Mar 1, 8, 15, 22

Assignment 1 Part 2 – Reflection (20%) – Due one week after presentations.

Provide an overview of the intentional elements of your facilitation. Please address the following in your reflection:

- 1) What was your intended goals for student learning?
- 2) What did you intentionally do to ensure accessibility and inclusivity?
- 3) What worked well?
- 4) What did you find challenging?
- 5) What did you learn about yourself through this exercise?
- 6) What key lessons will you take away that are applicable to your work in social service organizations?

Reflections should be no more than 3 pages in length using APA formatting. Reflections will be graded according to the following:

1. Comprehensiveness of your assessment in term of understanding of self and student participants (30%)
2. Evidence of understanding classroom dynamics (30%);
3. Personal reflection on the experience of facilitating a dialogue on this topic (30%)
4. Professional writing style that includes the organization of ideas, proper spelling, grammar and appropriate citations using APA format (10%).

Reflections are due one week after your presentation. Dates include: Feb 8, 15, Mar 1, 8, 15, 22.

Assignment 2 – Diversity, equity, and inclusion in social service organizations (45%) – Due April 11, 2022

Effective social service provision is deeply hindered by service user experiences of oppression. Both institutional and interpersonal oppression impact staff and service users. As social workers we must continuously be aware of oppression and work to reduce it. For this reflective paper, identify a population of your choice and discuss how social service organizations can be accessible and inclusive of this population.

Key elements to address are:

- Avoiding stereotypes and essentializing describe the defining characteristics of the population
- Discuss historical or current forms of oppression experience by this population
- Describe how social workers in social service organizations can address/prevent oppression of this population. Be sure to address institutional and interpersonal forms of oppression.

This assignment will be evaluated using the following criteria:

1. Comprehensiveness of your understanding of the population (30%)
2. Comprehensiveness of your discussion of current and historical oppression experienced by this population (30%)
3. Quality and practicality of your recommended solutions to prevent oppression (30%);
4. Professional writing style that includes the organization of ideas, proper spelling, grammar and appropriate citations using APA format (10%).

Papers are due April 11, 2022.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each classes' activities and discussions. If you are unable to attend, please notify the instructor in advance.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Extension requests must be made in writing prior to the assigned deadline.

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 particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

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

Additional readings are posted on D2L.

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.

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All students are required to read 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.

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