



**Winter 2022**

<b>Course &amp; Session Number</b>	<b>SOWK 614.06 S03</b>	<b>Classroom</b>	<b>Blended</b>
<b>Course Name</b>	<b>Fostering Inclusion of Older Adults</b>		
<b>Day(s) &amp; Time</b>	1. Weekly Zoom sessions: Wed 6:30 – 8:30pm; Jan 12, 19, 26, Feb 2, 9, 16 2. Weekly asynchronous learning 3. Face to face residency: Feb 4 (6-9pm) & Feb 5 & 6 (9am-4pm)		
<b>Instructor</b>	<b>Jennifer Hewson, PhD</b>	<b>Office Hours</b>	<b>By appointment</b>
<b>UCalgary E-mail</b>	<a href="mailto:jahewson@ucalgary.ca">jahewson@ucalgary.ca</a>	<b>UCalgary Phone</b>	<b>Contact by email</b>

**SYLLABUS STATEMENT**

Examines issues in clinical practice with diverse populations, including Indigenous, Francophone and newcomer populations. Specific treatment modalities and techniques are critiqued and examined in depth.

**CERTIFICATE DESCRIPTION**

The Clinical Gerontology Practice Certificate is designed for social workers who are interested in pursuing clinical gerontology practice or are currently working with older adults in clinical contexts (e.g., long-term care facilities, social service agencies, community outreach). Students will explore social policy, legal and ethical issues, and theories related to practice with older populations. Using an evidence-informed approach, students will explore how to select and apply diagnostic tools and interventions. A variety of learning activities will provide students with opportunities to integrate their learnings and consider applications across diverse groups of older adults and clinical practice contexts. Completion of this certificate will provide social workers with deepened clinical knowledge and skills for enhanced gerontology practice. The certificate includes four required courses.

**COURSE DESCRIPTION**

In this course, we will explore theory, research, practice, and policy relevant to understanding strengths and challenges related to inclusion and exclusion of older adults. We will critically analyze theories, legislation, policies, and ethical issues through cultural, political, and social perspectives. This will provide a foundation for advancing our understanding of factors that impact isolation, loneliness, and

exclusion, and strengthen engagement, social support/networks, and inclusion. These learnings will be integrated with research evidence to explore assessment tools, resources and support, and other interventions. Using practice-based activities, we will apply these learnings to diverse populations across various settings (e.g., long term care, geriatric mental health units, and outreach) to support strategies of resistance and resilience.

## COURSE LEARNING OUTCOMES

Upon completion of this course students will be able to:

1. Critically analyze the historical, political, and social context of ageism and social inclusion of older adults.
2. Demonstrate deepened clinical knowledge and skills related to fostering inclusion of older adults and addressing ageism using an anti-oppression gerontology lens.
3. Select and apply theories and evidence-based social inclusion and other related (e.g., social isolation, social support, social participation, loneliness) clinical assessment tools and intervention strategies for working with diverse older adults in varied practice settings.
4. Situate themselves within a critical perspective, and articulate social justice, equity, diversity, antiracism, and ethical issues which inform social inclusion and anti-ageism practice in social work and interprofessional contexts with older populations.
5. Describe the role of a clinical gerontological social work practitioner from an anti-oppression gerontology lens and integrate course learnings to develop a personal practice framework to guide their practice.

## LEARNING RESOURCES

### REQUIRED TEXTBOOK

Hulko, W., Brotman, S., Stern, L., & Ferrer, I. (2020). *Gerontological Social Work in Action*. Routledge.

### REQUIRED READINGS/RESOURCES

#### **Week 1**

Breyspraak, L. & Badura, L. (2015). *Facts on Aging Quiz* (revised; based on Palmore (1977; 1981). Retrieved from <http://info.umkc.edu/aging/quiz/>

Hulko, W., Brotman, S., Stern, L., & Ferrer, I. (2020). *Gerontological Social Work in Action*. Routledge. (Read the Introduction & Ch. 2)

Sarkisian, C. A., Hays, R. D., Steers, W. N., & Mangione, C. M. (2005). Development of the 12-item Expectations Regarding Aging (ERA-12) Survey. *Gerontologist*, 45, 240-248.  
[https://labs.dgsom.ucla.edu/hays/files/view/docs/surveys/ERA12\\_summary.doc](https://labs.dgsom.ucla.edu/hays/files/view/docs/surveys/ERA12_summary.doc)

## Week 2

Smith, A. (Host). (2021, March 4). *Reframing aging: A podcast with Patricia D'Antonio*. GeriPal. (47:05)  
<https://geripal.org/reframing-aging-podcast-with-patricia/>

de Medeiros, K. (2016). Narrative gerontology: Countering the master narratives of aging. *Narrative Works: Issues, Investigations, & Interventions*, 6(1), 63–81.  
<https://journals.lib.unb.ca/index.php/NW/article/view/25446/29482>

Hulko, W., Brotman, S., Stern, L., & Ferrer, I. (2020). *Gerontological Social Work in Action*. Routledge. (Read Ch. 1)

World Health Organization (WHO). (2021). *Global report on ageism*.  
<https://www.who.int/teams/social-determinants-of-health/demographic-change-and-healthy-ageing/combating-ageism/global-report-on-ageism>  
(Visit the website to access the report and view additional resources for combatting ageism)

## Week 3

City of Calgary. (2015). *Age-friendly Calgary*.  
<https://www.calgary.ca/csps/cns/seniors/age-friendly-calgary-background.html>  
(Visit the website to access the *Seniors age-friendly strategy and implementation plan 2015-2018* and other age-friendly information and resources)

Ferrer, I., Grenier, A., Brotman, S., & Koehn, S. (2017). Understanding the experiences of racialized older people through an intersectional life course perspective. *Journal of Aging Studies*, 41, 10-17, doi.org/10.1016/j.jaging.2017.02.001.  
<https://www.sciencedirect.com/science/article/pii/S0890406516303905>

Government of Canada. (n.d.) *Gender-based Analysis Plus (GBA+) Course*.  
<https://women-gender-equality.canada.ca/en/gender-based-analysis-plus/take-course.html>

Greenfield, E. A. (2018). Age-friendly initiatives, social inequalities, and spatial justice. *The Hastings Centre Report*. Wiley Online Library.  
<https://onlinelibrary.wiley.com/doi/full/10.1002/hast.912>

Hulko, W., Brotman, S., Stern, L., & Ferrer, I. (2020). *Gerontological Social Work in Action*. Routledge. (Read Ch. 11)

World Health Organization (WHO). (2007). *Age-friendly Cities: A guide*.  
[https://www.who.int/ageing/publications/Global\\_age\\_friendly\\_cities\\_Guide\\_English.pdf](https://www.who.int/ageing/publications/Global_age_friendly_cities_Guide_English.pdf)

World Health Organization (WHO). (2007). Checklist of essential features of age-friendly cities.  
[https://www.who.int/ageing/publications/Age\\_friendly\\_cities\\_checklist.pdf](https://www.who.int/ageing/publications/Age_friendly_cities_checklist.pdf)

## **Week 4, Residency and Assignment 2 (select 2 from A and 2 from B plus complete the McMaster lesson)**

### **A. General population of older adults**

City of Calgary Older. (n.d.) *Older adults and social isolation*.

<https://www.calgary.ca/csps/cns/seniors/Older-adults-and-social-isolation.html>

(Visit the website for information and resources about social isolation)

Forum of Federal/Provincial/Territorial Ministers Responsible for Seniors (FFPTMRS). (last updated 2018, March 6). *Social Isolation of Seniors: Volume 1: Understanding the issue and finding solutions*. Government of Canada.

<https://www.canada.ca/content/dam/esdc-edsc/documents/corporate/partners/seniors-forum/social-isolation-toolkit-vol1/SISI.volume1.eng.pdf>

McMaster Optimal Aging Portal. (n.d.) *Social isolation: Are you at risk?* (20 min lesson)

<https://www.mcmasteroptimalaging.org/e-learning/social-isolation-are-you-at-risk>

World Health Organization. (2021). *Social isolation and loneliness among older people: Advocacy brief*.

<https://www.who.int/publications/i/item/9789240030749>

### **B. Specific groups of older adults**

Employment and Social Development Canada. (2018). *Social isolation of seniors: A focus on Indigenous seniors in Canada*. Government of Canada.

<https://open.alberta.ca/dataset/10f725c0-c8b2-49a2-b35d-f9594a90410a/resource/42305332-6307-41b6-adeb-cc3029b1f830/download/social-isolation-indigenous-seniors.pdf>

Employment and Social Development Canada. (2018). *Social isolation of seniors: A focus on LGBT seniors in Canada*. Government of Canada.

<https://www.canada.ca/content/dam/canada/employment-social-development/corporate/seniors/forum/social-isolation-lgbtq/social-isolation-lgbtq-seniors-EN.pdf>

Giwa, S., Mullings, D. V., & Karki, K. K. (2020). Virtual social work care with older black adults: A culturally relevant technology-based intervention to reduce social isolation and loneliness in a time of pandemic. *Journal of Gerontological Social Work*, 63(6-7), 679-681.

National Seniors Council. (2016, September). *Who's at risk and what can be done about it? A review of the literature on the social isolation of different groups of seniors*. Government of Canada.

[https://publications.gc.ca/collections/collection\\_2017/edsc-esdc/Em12-26-2017-eng.pdf](https://publications.gc.ca/collections/collection_2017/edsc-esdc/Em12-26-2017-eng.pdf)

## **Week 5**

Fieber, P. (2020, Nov 2). *Some families say isolation is worse than COVID for loved ones in long-term care homes*. CBC News.

<https://www.cbc.ca/news/canada/calgary/long-term-care-homes-isolation-1.5787167>

Lunstad, J. H. (2020, June 22). *The double pandemic of social isolation and COVID-19: Cross-sector policy must address both*. Health Affairs Blog.

<https://www.healthaffairs.org/doi/10.1377/hblog20200609.53823>

Andrey, S. (Host). (2021, April 28). *Older adults and digital literacy. Overcoming digital divides*. Ryerson Leadership Lab.

<https://www.youtube.com/watch?v=oWJHzi-poGM>

Snedeker, L. (2021). Aging advocate: An open letter about ageism. *Social Work Today*, 20(5), 12.

<https://www.socialworktoday.com/archive/Fall20p12.shtml>

UNECE. (July 7, 2021). *Ageing in the digital era – UNECE highlights key actions to ensure digital inclusion of older persons*. Press Release.

<https://unece.org/digitalization/press/ageing-digital-era-unece-highlights-key-actions-ensure-digital-inclusion-older>

### **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**

This is the third of four required courses in the Clinical Gerontology Practice Certificate. It is a prerequisite for the fourth course in this certificate.

### **CLASS SCHEDULE**

This course will include a combination of:

- 1) weekly synchronous (real-time) online instruction using Zoom (12 hrs),
- 2) weekly asynchronous (scheduled by the student) online learning (9 hrs), and
- 3) a weekend face to face residency (15 hrs).

A list of guest speakers will be provided in D2L once finalized.

<b>Date</b>	<b>Topic</b>	<b>Required preparation &amp; assignment due dates</b>
Week 1: Wed Jan 12 6:30-8:30pm Synchronous Zoom session	<ul style="list-style-type: none"><li>• Course overview</li><li>• Social inclusion and older adults</li><li>• Anti-oppressive clinical gerontological social work practice</li></ul>	<ul style="list-style-type: none"><li>• Read: Hulko et al. (2020) Intro</li><li>• Complete: Facts on Aging Quiz &amp; Expectations Regarding Aging Survey</li><li>• Assignment 1a due Jan 14</li></ul>

Week 1: Jan 12 – 18 Asynchronous learning	<ul style="list-style-type: none"> <li>Theories of aging and social work practice</li> </ul>	<ul style="list-style-type: none"> <li>Read: Hulko et al. (2020) Ch. 2</li> <li>Assignment 1b due Jan 18</li> </ul>
Week 2: Wed Jan 19 6:30-8:30pm Synchronous Zoom session	<ul style="list-style-type: none"> <li>Anti-ageism</li> <li>Dominant narratives &amp; counter storytelling</li> </ul>	<ul style="list-style-type: none"> <li>Review: WHO (2021) resources for combatting ageism</li> <li>Read: Hulko et al. (2020) Ch. 1</li> </ul>
Week 2: Jan 19 – 25 Asynchronous learning	<ul style="list-style-type: none"> <li>Reframing aging</li> </ul>	<ul style="list-style-type: none"> <li>Read: de Medeiros (2016)</li> <li>Watch: D’Antonio (2021) podcast</li> <li>Assignment 1c due Jan 25</li> </ul>
Week 3: Wed Jan 26 6:30-8:30pm Synchronous Zoom session	<ul style="list-style-type: none"> <li>Global and local age-friendly frameworks (domains: respect and social inclusion, social participation, and community and health services)</li> </ul>	<ul style="list-style-type: none"> <li>Review: City of Calgary (2015); WHO (2007)</li> <li>Read: Greenfield (2018); Hulko et al. (2020) Ch. 11</li> </ul>
Week 3: Jan 26 – Feb 1 Asynchronous learning	<ul style="list-style-type: none"> <li>Age, identity factors &amp; intersectionality</li> </ul>	<ul style="list-style-type: none"> <li>Read: Ferrer (2017)</li> <li>Complete: Government of Canada GBA+ training</li> <li>Assignment 1d due Feb 1</li> </ul>
Week 4: Wed Feb 2 6:30-8:30pm Synchronous Zoom session  Note: there is no asynchronous learning for Week 4 due to the residency	<ul style="list-style-type: none"> <li>Social isolation &amp; racialized, Indigenous, &amp; LGBTQ2S+ older adults</li> </ul>	<ul style="list-style-type: none"> <li>Review: 2 resources from Week 4A and Week 4B</li> <li>Complete: McMaster lesson on social isolation (20min)</li> </ul>
Residency: Face to face Fri Feb 4 6:00-9:00pm University of Calgary, Calgary campus	<ul style="list-style-type: none"> <li>Skill building &amp; application <ol style="list-style-type: none"> <li>6-8pm: selecting assessment tools (e.g., social isolation, loneliness, social support, social participation)</li> <li>8-9pm: social isolation/inclusion innovation lab (part 1)</li> </ol> </li> </ul>	

Residency: Sat Feb 5 9:00am – 4:00pm AgeCare, Calgary	<ul style="list-style-type: none"> <li>• Skill building &amp; application               <ol style="list-style-type: none"> <li>1) 9am-2pm: tour and social engagement with residents at AgeCare</li> <li>2) 2-4pm: social isolation/inclusion innovation lab (part 2)</li> </ol> </li> </ul>	
Residency: Face to face Sun Feb 6 9:00am – 4:00pm University of Calgary, Calgary campus	<ul style="list-style-type: none"> <li>• Skill building &amp; application               <ol style="list-style-type: none"> <li>1) 9am-2pm: interventions in care &amp; community settings</li> <li>2) 2-4pm: social isolation/inclusion innovation lab (part 3)</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Assignment 2a due Feb 6</li> </ul>
Week 5: Wed Feb 9 6:30-8:30pm Synchronous Zoom session	<ul style="list-style-type: none"> <li>• Double pandemic of social isolation and COVID</li> <li>• Digital inclusion for older adults</li> </ul>	<ul style="list-style-type: none"> <li>• Read: Fieber (2020); Lunstad (2020); UNECE (2021)</li> <li>• Watch: Ryerson Leadership Lab (2021)</li> </ul>
Week 5: Feb 9-15 Asynchronous learning	<ul style="list-style-type: none"> <li>• Advocacy role of a clinical gerontological social worker</li> </ul>	<ul style="list-style-type: none"> <li>• Read Snedeker (2021)</li> <li>• Assignment 1e due Feb 15</li> </ul>
Week 6: Wed Feb 16 6:30-8:30pm Synchronous Zoom session  Note: Last class, no asynchronous learning this week	<ul style="list-style-type: none"> <li>• Group sharing of social isolation/inclusion innovations</li> <li>• Course integration and closing</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment 2b due Feb 16</li> </ul>

**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**

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.

### **ZOOM RECORDINGS OF ONLINE CLASSES**

The instructor may record online Zoom sessions for the purposes of supporting student learning in this class, such as making the recording available for review 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: Anti-oppression gerontology reflections**

**Worth: 80% (4 activities worth 20% each)**

**Due dates: indicated below**

**Aligned course learning outcomes: 1-5**

Complete 4 of the 5 reflective activities listed below. These activities build on weekly Zoom sessions and asynchronous learning to demonstrate your reflection and analytical skills. These assignments can be submitted as a 3-page, double spaced written response (no cover page required), a visual/artistic representation with a 250-word description, OR a 3-minute audio and/or video recording. Submit your reflection in the designated D2L dropbox folder. These assignments will be assessed based on your completion of the required task(s) and the depth of your critical analysis and reflection (vs. descriptive discussion).

#### **Due Jan 14 by 11:59pm: Assignment 1a**

Complete the Facts on Aging Quiz & the Expectations Regarding Aging Survey (see Week 1 required readings/resources) before the start of our first Zoom session (Jan 12). Critically analyze your assumptions and potential biases and reflect on how these may influence your practice with older adults. Identify 2 areas for professional development to extend your awareness.

#### **Due Jan 18 by 11:59pm: Assignment 1b**

Read Hulko et al. (2020) Ch. 2. Share your responses to the following questions listed on p. 36: How do we connect theories of aging, subjective or lived experiences of aging, and practice wisdom in AOP with older adults? Whose knowledge do we prioritize in personal and professional settings? Which theories of aging are most closely associated with AOG and AOP? How does/should theory inform our practice with older adults, their families, and communities?



**Due Jan 25 by 11:59pm: Assignment 1c**

Read the article by de Medeiros (2016) and listen to D'Antonio (2021) podcast (see Week 2 required readings/resources). Identify 1 YouTube video, podcast, film, or news article with a counter story of aging. Provide a summary of your selection, explain why you think it is an example of a counter-story, and describe how you could share this story with others as a tool to foster social inclusion and address ageism.

**Due Feb 1 by 11:59pm: Assignment 1d**

Complete the Government of Canada Gender-based Analysis Plus training (2hrs). Upload your certificate of completion. Also submit a reflection on how GBA+ training aligns with anti-oppression gerontology Principle 7 (Hulko et al., 2020, p. 5) and how it informs/will inform your gerontological practice.

**Due Feb 15 by 11:59pm: Assignment 1e**

Read the letter by Snedeker (2021) in *Social Work Today*. Create a personal advocacy plan for fostering social inclusion of older adults in your gerontological practice and developing an anti-oppression gerontology model of practice. As you prepare your plan, consider Snedeker's (2021) tips: (1) think critically about how you engage in ageist behavior, (2) be mindful of the dominant narratives about aging and older adults, (3) locate your position about aging, and (4) take A.C.T.I.O.N.

**Assignment 2: Social isolation assessment and intervention group project**

**Worth: 20% (group mark)**

**Due dates: indicated below**

**Aligned course learning outcomes: 2, 3, 4**

During the residency, you will have time to work in a small group (4 students) to develop a social isolation intervention for a hypothetical case. This assignment will be discussed in detail during the residency and a template will be provided for your group to complete and submit on Feb 6. As a group, complete the following activities:

**Due Feb 6 by 4:00pm (worth 10%)**

1. Develop a hypothetical case as the foundation for your project.
2. Identify identity factors and intersectionality of your case (see Week 3).
3. Conduct a hypothetical assessment using a social isolation or related tool (provided during the residency).
4. Use a bio-psycho-social lens to assess risk and protective factors of your case (see Week 4).
5. Refer to the social isolation resources (see Week 4) and identify key resources to assist you with this project.
6. Develop a social isolation intervention that best addresses the risk and protective factors and circumstances of the case (examples will be provided during the residency).
7. Explain how & why you think this will address social isolation.
8. Situate your intervention within anti-oppression gerontology principles (see Week 1), anti-ageism (see Week 2), and 1 theory of aging (see Week 1).
9. Submit a draft of your group work (items 1-8) in bullet format to the assigned D2L dropbox at the end of the residency on Feb 6.

**Due Feb 16 in class (worth 10%)**

1. Present your project to the class (using an infographic, PowerPoint presentation, role playing, etc.). You will have 10 minutes for your presentation. Provide a copy of your final project in D2L.

## **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be present and fully engaged in each class activities and discussions. Students should consult with the instructors if they are unable to attend a class or miss a portion of the class. In these cases, it is expected that students will watch the Zoom recording for the missed class.

## **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

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: "Your full name and assignment number" (e.g., Christi Cardinal 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.

## **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 7<sup>th</sup> 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 [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage Range</b>
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100

A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. <b>Note:</b> Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

## COURSE EVALUATION

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

## UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

### PROFESSIONAL CONDUCT

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

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

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal

growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

### **ACADEMIC ACCOMMODATION**

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://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