



February – April 2023

Course & Session Number	SOWK 646.01 S01	Classroom	Online
Course Name	Advocacy and Diplomacy		
Dates and Time	Start of Classes: February 27 End of Classes: April 12 Dates and Time: Zoom sessions (6-8:00 pm Monday/Wed) Asynchronous activities: see course schedule (6 hours) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Lana Wells, MSW, RSW Associate Professor/Brenda Strafford Chair in the Prevention of Domestic Violence	Office Hours	As requested
UCalgary E-mail	lmwells@ucalgary.ca	UCalgary Phone	N/a

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants),

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work. Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), [Statements 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

Enhances competencies and skills in facilitation, building trust, managing conflict, and fostering relationships in working with individuals, groups, communities, organizations, and systems from a feminist and intersectional approach. Integration of practice-based research to inform best and promising practices, policy development and social change.

COURSE DESCRIPTION

In this course students will learn the necessary skills to work with others inside and outside organizations while utilizing advocacy and diplomacy to manage oneself, conflict, ethical dilemmas, and other organizational and system challenges. Our specific focus will be on changing ourselves before we can change others. It will also support the development of healthy relationships skills and competencies that facilitate partnerships and collaborations, professionalism, and use of self in the organization, funder and donor relationships, and working with system leaders and policy makers to advance social justice. Students will engage in critical reading and meaning making of human dynamic concepts along with interactive discussions, presentations, brainstorming sessions and online discussions.

This course will take place online via Desire2Learn (D2L) and through Zoom. To succeed in this course, students are expected to participate in our in-person evening zoom sessions, and in the asynchronous learning tasks using the D2L learning system that is outlined in this document. When students are unable to participate live, please inform me in advance (at least 24 hours) and we will design an alternative participation activity which may include (watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

There will be 5 asynchronous Zoom sessions throughout the term (6-8 pm on March 22) and on March 5, March 19, March 26, April 1.

COURSE LEARNING OUTCOMES

Course Learning Outcomes (CLOs):

Managers, supervisors, directors, and other leaders in human service organizations and government systems are faced with increasingly complex and conflicting client needs, staff development responsibilities, policy directives, funding and accountability requirements, and community expectations. There are both anticipated and unanticipated events that require quick responses with limited information and time. These challenges are matched, however, by those who assume leadership roles in the social work profession more generally, within communities, or in voluntary capacities. In all of these realms, leadership, advocacy, and diplomacy are critical factors in developing progressive, adaptable, accountable and innovative responses to the challenges facing our species. Upon completion of this course, you will be able to:

1. Understand multiple theories of advocacy and diplomacy in relation to leadership – and how/when they are most effective.

2. Describe key advocacy and diplomacy characteristics, behaviors and skills identified in the literature and practice and compare to your own style.
3. Understand how to facilitate and manage partnerships and collaborations with diverse stakeholders in diverse settings.
4. Use critical theory to develop and analyze your own style of leadership and advocacy.
5. Develop the capacities to become adaptive and lifelong learners to lead and advance organizational, systems and policy change.

LEARNING RESOURCES

REQUIRED TEXTBOOKS, READINGS AND VIDEOS

Text:

Ginwright, S.A. (2022). *The four pivots: Reimagining justice, reimagining ourselves*. North Atlantic Books.

Available from the following e-book vendors

[Amazon Kindle](#) ; [iBooks](#) ; [Google Play](#) ; [Kobo](#)

Hooks, b. (2004). *The will to change: Men, masculinity, and love* (Reprint edition). Washington Square Press.

Available from the following e-book vendors

[Amazon Kindle](#) ; [iBooks](#) ; [Google Play](#) ; [Kobo](#)

Johnson, H. (2022). *The power of story. On truth, the trickster, and new fictions for a new era*. Biblioasis.

Available from the following e-book vendors

[Amazon Kindle](#) ; [iBooks](#) ; [Google Play](#) ; [Kobo](#)

Schulman, S. (2016). *Conflict is not abuse: Overstating harm, community responsibility and the duty of repair*. Arsenal Pulp Press.

Available from the following e-book vendors

[Amazon Kindle](#) ; [iBooks](#) ; [Google Play](#) ; [Kobo](#) ; [BookShelf](#) ; [RedShelf](#) ; [ebooks.com](#)

Tavis, C., & Aronson, E. (2007). *Mistakes were made (but not by me): Why we justify foolish beliefs, bad decisions, and hurtful acts*. Houghton Mifflin Harcourt. **OR** watch/listen to <https://www.skeptic.com/lectures/mistakes-were-made-but-not-by-me/>

Other required resources:

Alfred, G. T. [ASU Libraries]. (2013, December 12). *Resurgence of traditional ways of being* [Video]. YouTube. <https://www.youtube.com/watch?v=3ABP5QhetYs>

Brown, B. (Host). (2021, February). Brené with Aiko Bethea on Creating Transformative Cultures [Audio podcast episode]. In *Dare to lead with Brené Brown*. Spotify. <https://brenebrown.com/podcast/brene-with-aiko-bethea-on-creating-transformative-cultures/>

Dozois, E. & Wells, L. (2020). *Changing Contexts: A Framework for Engaging Male-Oriented Settings in Gender Equality and Violence Prevention – Practitioners’ Guide*
<https://preventdomesticviolence.ca/changing-contexts-a-framework-for-engaging-male-oriented-settings-in-gender-equality-and-violence-prevention-practitioners-guide/>

Government of Alberta. (2013). *Family violence hurts everyone: A framework to end family violence in Alberta*. <https://open.alberta.ca/publications/6466378>

Nielsen, T. C., & Kepinski, L. (2020). *Inclusion nudges: For motivating allies in organisations and communities*. Action Guide Series.

Available from the following e-book vendor

[Amazon Kindle](#)

Orlowski, J. (Director). (2020). *The Social Dilemma*. [Film]. Exposure Labs. <https://www.thesocialdilemma.com/the-film/>

One-time classroom screening permitted by Netflix subject to the terms on this page:
<https://media.netflix.com/en/only-on-netflix/81254224>

Roy, M., & Crooks, H. (Directors). (2011). *Surviving progress* [Film]. First Run Features. Square Press.
<https://media3-criterionpic-com.ezproxy.lib.ucalgary.ca/htbin/wwform/006?t=AL110752>
<https://www-nfb-ca.ezproxy.lib.ucalgary.ca/film/surviving-progress/>

Scott, K. [HotSpot Marketing]. (2017, January 20). *Radical candor* [Video]. YouTube.
<https://www.youtube.com/watch?v=yj9GLENCgm4>

Tavris, C., & Aronson, E. (2007). *Mistakes were made (but not by me): Why we justify foolish beliefs, bad decisions, and hurtful acts*. Houghton Mifflin Harcourt. **OR** watch/listen to
<https://www.skeptic.com/lectures/mistakes-were-made-but-not-by-me/>

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

In the Leadership in the Human Services specialization, students will learn the practical skills, leadership knowledge, and theoretical grounding they will need to be effective social work leaders in human service, government and other community based organizational contexts. Through these leadership courses, students will integrate practice skills, leadership knowledge, and theory and principles of transformational leadership using a social work lens. Students will be able to engage in critical thinking, reflection, and deliberate conversations required by social work leaders to navigate major issues and difficult organizational situations that managers face in a variety of human service, government and other community based organizational contexts. SOWK 646.01 is one of four courses that make up the specialization courses in this specialization.

CLASS SCHEDULE

Date	Topic	Readings/Activities/ Assignments Due
M – Feb 27 6-8 pm	<ul style="list-style-type: none"> • Introductions & activity • Course overview • Adaptive learning and leadership theories and constructs • Importance of self-reflection and daily mindful practices 	Watch or listen before the start of class https://www.skeptic.com/lectures/mistakes-were-made-but-not-by-me/
W – March 1 6-8 pm	<ul style="list-style-type: none"> • What is advocacy and diplomacy? • Approaches to influence community change • Approaches to support healthy partnerships and collaborations 	
Asynchronous activity (Assignment #1) to be completed by Sunday March 5 at 11:59 pm	<ul style="list-style-type: none"> • Understanding important concepts on gender and intersectionality • Understanding how gender construction and intersectionality impacts social issues and policy • Integrating these constructs and approaches into our advocacy and diplomacy 	Assignment #1
M – March 6 6-8 pm	<ul style="list-style-type: none"> • What is intersectional feminist leadership, advocacy and diplomacy? • What are the strategies used to facilitate and manage partnerships and collaborations from a feminist perspective? • How do we integrate theory to practice? • Guest speaker: Kim Ruse, ED, FearisNotLove 	Bell hooks, please read the first 107 pages prior to class

<p>W – March 8 6-8 pm</p>	<p>A case study outlining advancing social change through working with government to prevent domestic and sexual violence in Alberta. Questions for the group to ponder during the session are:</p> <ul style="list-style-type: none"> • Which advocacy theories informed the approach? • Which partnership methods were used? • What worked? • What did not work? Why? • What lessons can you draw from this case example on how to build partnerships and collaborations to advance social policy change? 	<p>Please read Alberta’s Prevention of Family Violence Framework before class</p>
<p>M- March 13 6- 8 pm</p>	<p>How is technology influencing diplomacy and advocacy: The future?</p> <ul style="list-style-type: none"> • Data science and social work • What is a data equity framework? • What do we need to understand about technology and ourselves? • Using technology for social good. • Guest Speaker Dr. Alina Turner 	<p>Review both websites in preparation for the class</p> <p>https://weallcount.com/author/heather1729/</p> <p>https://helpseeker.org</p>
<p>W – March 15</p>	<p>Continuation of how technology influences diplomacy and advocacy and social justice and our future</p> <ul style="list-style-type: none"> • Understanding the impact of Tech on our society and ourselves • Is there a relationship between social tech and social justice/change and how do we leverage this approach? • How does tech impact our diplomacy and advocacy? • How can we leverage tech for good? 	<p>We will watch The Social Dilemma on Netflix and have a discussion</p>
<p>Sunday- March 19 asynchronous</p>	<ul style="list-style-type: none"> • What is primary prevention? • What are policy frameworks important to diplomacy and advocacy? • How do we change ourselves first to advance systemic change? • Understanding how our worldviews impact our advocacy, diplomacy and change work. 	<p>Complete the 5 modules TO ACCESS THE MODULES</p> <p>https://shiftolearn.com/groups/advocacy-and-diplomacy-students/</p> <ol style="list-style-type: none"> 1. “Login to Enroll” and complete the registration process 2. Go to “My Account” and click “Modules” (All courses will be listed on this page) 3. There are 5 modules to complete <p>If you have any issues accessing the modules, please contact Winta @ winta.abera@ucalgary.ca.</p>

<p>M - March 20 6-8 pm</p>	<p>Debriefing the modules together</p> <ul style="list-style-type: none"> • What is primary prevention? • How do we get at root causes and systems change? • What is the role of policy and legislation? • What did you learn about your worldview? • How will you apply this knowledge to your current practice? 	<p>Complete the 5 modules prior to class</p>
<p>W- March 22 6-8 pm</p>	<p>Learning about the four pivots</p> <ol style="list-style-type: none"> 1. Awareness: From lens to mirror 2. Connection: from transactional to transformative relationships 3. Vision: From problem fixing to possibility creating 4. Presence: From hustle to flow 	<p>Read the book: Ginwright, S.A. The four pivots: Reimagining justice, reimagining ourselves. North Atlantic Books.</p> <p>Here is a video of Dr. Ginwright book https://www.youtube.com/watch?v=JZ5mSDmaRHo</p>
<p>Sunday March 26 Asynchronous Assignment #2 to be completed by 11:59 pm</p>	<p>The four pivots: How can we apply his approach to our practice?</p>	<p>Assignment #2</p>
<p>M- March 27</p>	<p>Discussion and lessons learned from the four pivots</p> <p>Using an example of this approach in action</p>	<p>I will post a framework a week before in D2L</p>
<p>W – March 29</p>	<p>Systems Change and Advocacy</p> <ul style="list-style-type: none"> • What is systems change? • Why is important to understand as social work leaders? • How do we develop the skills to change systems? • Review case study: Working with Indigenous scholars, advocates and elders to change systems 	<p>Johnson, H. (2022). <i>The power of story. On truth, the trickster, and new fictions for a new era.</i> Biblioasis. https://www.cbc.ca/books/the-power-of-story-1.6564278 https://networkweaver.com/product/leading-systems-change/</p>

<p>Sunday April 2 by 11:59 pm</p>	<p>Using the power of story for diplomacy and advocacy</p>	<p>Assignment #3</p> <p>Johnson, H. (2022). <i>The power of story. On truth, the trickster, and new fictions for a new era.</i> Biblioasis.</p>
<p>M – April 3 6-8pm</p>	<p>The Power of Story to change our systems of oppression (patriarchy, capitalism, colonialism, white supremacy, etc)</p> <ul style="list-style-type: none"> • Discussion on how this can impact our diplomacy and advocacy in our work. 	<p>Johnson, H. (2022). <i>The power of story. On truth, the trickster, and new fictions for a new era.</i> Biblioasis</p>
<p>W- April 5 6- 8 pm</p>	<p>As you watch Alfred’s video, reflect on the following questions, and come prepared to unpack each one.</p> <ol style="list-style-type: none"> 1. How have colonial policies and practices impacted Indigenous families, community and our society? 2. Can you describe the similarities and differences between Indigenous and western views on leadership and change? 3. What are the 5 Traditional Values to decolonize in your leadership approach? 4. How can you know when you decolonize? What is the process? 5. What are the consequences of not following natural laws? 6. How does racism play out in your advocacy, partnership and collaborative work? 	<p>Together we will watch Alfred’s video and debrief on the questions together</p>

<p>M– April 10 6-8 pm</p>	<p>Conflict is not Abuse: Reflect on the following when reading Schulman’s (2016) book and come prepared to discuss together:</p> <ol style="list-style-type: none"> 1. How do you face and deal with conflict in both your personal and professional life? Is it different? Why? 2. How does trauma play into building relationships? 3. What do think is the difference between conflict and abuse? 4. How does this information impact your advocacy? Does it? 5. What do you agree and disagree with her approach? 6. Escalation and what’s so important about apologizing for your part? 7. What do you think about duty of repair? 8. How does this knowledge impact you? Your social work practices? Your advocacy approaches? Your style? 	<p>Read Schulman’s first 4 chapters in her (2016) book and come prepared to discuss the following.</p>
<p>W- April 12 6- 8 pm</p>	<p>Important skills for Advocacy and Diplomacy</p> <ul style="list-style-type: none"> • Radical Candor • Compassionate Accountability • Calling in vs Calling Out • Restorative and Transformative Approaches • Diplomacy, Radical Candor and Leadership • Bringing behavioural insights into our toolbox to advance social justice 	<p>Watch Kim Scott’s video and review Inclusive Nudges for Leadership</p> <p>Review Changing Contexts guide for practitioners</p>
<p>Asynchronous activity (Assignment #4) Reflection paper (40%) Due April 21 by 11:59 pm</p>	<p>Please see instructions and rubrics below</p>	<p>Assignment #4</p>

Asynchronous activity (Assignment #1) writing a post to be completed by March 5 at 11:59 pm. (20%)	<ul style="list-style-type: none"> • Understanding important concepts on gender and intersectionality • Understanding how gender construction and intersectionality impacts social issues and policy • Integrating these constructs and approaches into our advocacy and diplomacy 	Assignment #1
Asynchronous activity (Assignment #2) writing a post to be completed by March 26 at 11:59 pm. (20%)	<ul style="list-style-type: none"> • Understanding the four pivots <ol style="list-style-type: none"> 1. Awareness: From lens to mirror 2. Connection: from transactional to transformative relationships 3. Vision: From problem fixing to possibility creating 4. Presence: From hustle to flow 	Assignment #2
Asynchronous activity (Assignment #3): Writing a post due by April 2 11:59 pm (20%)	Understanding the power of storytelling and how you can integrate and change your story.	Assignment #3
Asynchronous activity (Assignment #4) Reflection paper due April 21 by 11.59pm. (40%)	Please see instructions and rubrics below	Assignment #4

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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

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: Online posting and discussion (20%). Post must be complete by March 5, 11:59 pm

Aligned Course Learning Outcomes: CLOs 3 & 4

Assignment Description:

Part 1: Complete the GBA+ course offered by the federal government (found here)

https://women-gender-equality.canada.ca/gbaplus-course-cours-acplus/eng/mod02/mod02_02_01.html

Part 2: Reflect on the following questions:

1. How can you apply GBA+ to your practice?
2. What excites you about this approach to social change?
3. What worries you about this approach to social change?
4. How will this information impact your decision-making? Your leadership approaches?
5. Was there any content you struggled with? Why?
6. Which concepts will you apply to your advocacy today, tomorrow and in the future?

Write one post by March 5 at 11:59 pm

Your post should be your opinion on the questions articulated above (all questions). Your post must be no more than 500 words and attention must be paid to correct grammar and spelling, and all references must be in APA 7th edition style format. Avoid all jargon or slang in your post. The marks will be based on your ability to articulate how you can integrate GBA+ into your advocacy along with ability to be critical of the approach.

Assignment 2: Writing a post (20%). Due March 26 by 11:59pm.

Aligned Course Learning Outcomes: CLOs 3, 4 & 5

Assignment Description:

After you completed Harold Johnson's book, post on D2L about what you learned about the power of story. Questions to reflect on:

1. How can you change your story?
2. How can we change our story to reimagine a different future?
3. How have colonial policies and practices impacted Indigenous families, community and our society?
4. How does racism play out in your advocacy, partnership and collaborative work?
5. How does this information impact or change your leadership approach to advocacy and diplomacy?

Write one post no more than 300 words on the question above: Your post must be no more than 300 words and attention must be paid to correct grammar and spelling, and all references must be in APA 7th edition style format. Avoid all jargon or slang in your post.

Assignment 3: Writing a post (20%). Due April 2 by 11:59pm.

Aligned Course Learning Outcomes: CLOs 3, 4 & 5

Assignment Description:

Complete reading the book, *The four pivots: Reimagining justice, reimagining ourselves*.

While you are reading the book, reflect on the following question

1. How can you apply the four pivots he is suggesting to your practice?

Write one post no more than 300 words on the question above: Your post must be no more than 300 words and attention must be paid to correct grammar and spelling, and all references must be in APA 7th edition style format. Avoid all jargon or slang in your post.

Assignment 4: Reflection paper (40%). Due April 21 by 11.59pm.

Aligned Course Learning Outcomes: CLOs 4 & 5

Assignment Description:

Schulman's (2006) book illuminates the cultural phenomenon of blame, cruelty, and scapegoating, revealing how those in positions of power exacerbate and manipulate fear of the "other" to avoid facing themselves. She argues that we often conflate conflict and abuse and believes in the need for mutual recognition and accountability. In your paper, describe your reflections on the book and **three** lessons learned that you will take into your practice with providing practical examples.

Rubric for Marking Assignment 3: A **four-page reflective paper double spaced on conflating conflict with abuse and the impact to your advocacy approach (APA 7th edition style format)**

Review – 20%

- Introduce Schulman's (2016) book and identify and describe the following characteristics briefly: content, viewpoints, epistemological and theoretical standpoint, and recommendations briefly.

Critical Discussion – 40%

- Engage in a critical discussion with the author's main arguments. Here, you need to move from the abstract way of explaining author's arguments, and critically discuss whether the arguments mirror your understanding of the topic (conflict is not abuse). A critical discussion does not necessarily mean that you need to criticize the author's work, but to point out any satisfactory/unsatisfactory aspects of the arguments (i.e., your overall judgement). You need to support your judgment of author's arguments with your personal knowledge/understanding of the topic.

Impact and Application – 40%

For this part, you need to comment on the ways in which the book has helped you develop a better grasp of the concept/practice of advocacy and diplomacy in your leadership. You have the freedom to

refer to any part of the book (concepts, theory, arguments, recommendations, etc.) that you found attractive, and explain *why* the items discussed have helped you improve your knowledge of advocacy, diplomacy and leadership. Next, discuss the ways in which you plan to apply/use the points you just highlighted. Your plans for applications/use of the content of the book should sound feasible and purposeful, given your past experience of leadership.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ANTI-OPPRESSION POLICY

The instructor of this course will not tolerate expressions of racism, sexism, misogyny, heterosexism, homophobia, transphobia, ageism, ableism, xenophobia, anti-Semitism, Islamophobia, or other such prejudices and will deal with such incidents on an official level. The instructor is committed to making this classroom a discursive space, free of oppressive behaviours, and ensuring that her evaluations of students are empowering and not discriminatory. Students should not hesitate to bring incidents of oppressive behaviour to the attention of the instructor.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- All assignments are to be submitted in electronic form by D2L, with an original copy being archived by the student; this is a paperless course.
- Use Word .doc or .docx format.
- In both electronic form, please put this information on one line as the title at the beginning of your paper:
 - Name: Wells
 - Course: SOWK646
 - Assignment number: #1 or #2 etc.
 - Your name and student number
- When you send in the electronic form, when you use “save as” and give a name to your file, students are asked to label their paper using this format; again, this will aid me greatly in tracking and sorting:
 - Last name
 - First name
 - Advocacy
 - Assignment number #2 or #3
- Submit paper in dropbox
- Course #, Last name first name, Assignment number
- All papers are to be typewritten in 12-point font and **SINGLE SPACED**.
- **Pay attention to the number of pages assigned**. Students are asked to respect page length of each assignment. I will only read the paper to this length (which does NOT include references).
- Separate cover page is unnecessary
- All reference lists are to be in APA 7th edition style format.
- Pre-reads or re-writes of papers are not an option.
- High standard of writing will be a factor in grading students work.

Note: I will archive the papers for 2 months after marks for the course are submitted in case of an appeal of marks. After this time, all papers will be shredded or deleted.

LATE ASSIGNMENTS

Due to course timelines, extensions will only be granted in **exceptional circumstances** with a minimum notice of 48 hours. Any changes in deadline must be agreed to by the instructor in writing by email.

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 [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used.

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	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average 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. Note: 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's [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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](#) and requirements of the [Copyright Act](#) 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 [NonAcademic 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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