

<b>Course Number</b>	<b>SOWK 551.20 - S03</b>	<b>Classroom</b>	<b>Online</b>
<b>Course Name</b>	<b>Domestic Violence</b>		
<b>Day(s) &amp; Time</b>	<b>Wednesdays – 6:00pm to 8:00pm, July 8 to August 12</b> <b>Online Simulation Dates: July 11/15, August 5/8</b> <b>(Sign up for 30-minute time slots)</b> Synchronous learning via ZOOM Sessions: July 8, 15, 22, 29, August 5, 12 Asynchronous learning (on your own - online only): July 9, 16, 23, 30, August 6, 13		
<b>Instructor</b>	<b>Angelique Jenney</b>	<b>Office Hours /Location</b>	<b>Online, by appointment</b>
<b>E-mail</b>	<b>angelique.jenney@ucalgary.ca</b>	<b>Phone</b>	<b>403-220-7123</b>

**SYLLABUS STATEMENT**

Focuses on theory and practice related to social work interventions.

**COURSE DESCRIPTION**

SOWK 551 Family Violence is designed to provide an overview of the issue of violence in families. The course explores how various forms of abuse/violence is perpetrated and maintained, examines challenges to safety, and reviews interventions with best outcomes for individuals and families. These issues are studied and discussed within the diverse contexts of family life and take into account the multiple influences of intersecting oppressions on families.

Based on feminist principles, this course integrates theory and practice and incorporates analyses of both policy and inter-disciplinary responses to woman abuse and children exposed to domestic violence. In Canada violence in families occurs at concerning rates. Emphasis will be on the relationships between societal structures and the family, and congruence with professional practice response. Theoretical frameworks will be reviewed as these apply to issues of violence in families and will include feminist, intersectional, structural, and psychological/trauma theories. Professional and ethical considerations will be discussed in relation to the wide range of belief and value systems encountered in practice. Intersecting oppressions of gender, race, class, ability, age, culture, religion and sexual orientation, and impact on the causes and maintenance of violence will be analyzed and discussed.

Teaching in this course is guided by principles of adult education, which views students as active and self-directed learners, and an educational approach that fosters a positive working partnership between the instructor and students. Based on principles of adult learning, the class will be taught using a wide variety of instructional methods including lectures, large and small group discussions, videos, student presentations, guest speakers from the practice community, a progressive case study and an in-class clinical simulation experience. A core concept in adult education is valuing student experiences and knowledge, and the potential for sharing these to deepen individual learning.

Class attendance is essential to the development of collegial relationships that characterize learning, reflection, and critical analysis within social work practice. If absences are anticipated or occur, it is the responsibility of the student to inform their instructor and make arrangements to stay caught up. Students will be expected to read all assigned materials and to be prepared to participate in discussions and case simulations. Social work education also deals with complex and controversial issues, which may impact your comfort and safety. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive course experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. It is the responsibility of everyone in the classroom to strive toward an environment that values civility, respect and professionalism even if we do not agree. Students are expected to accord their colleagues the respect, sensitivity and confidentiality similar to the environment they would offer in professional practice. We expect to learn from each other in an atmosphere of positive engagement and mutual respect.

*Unanticipated distress, mental health and stress management:* This is a course that deals with violence in families and therefore, students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor and seek self-care as needed using the resources listed in the Wellness section of this document.

*Research study participation:* Please be advised that within this course, you will have the opportunity to volunteer as a research participant in a study that aims to a) examine the feasibility and effectiveness of simulation in social work education, and b) identify procedural competency skills required for professionals working with youth with childhood exposure to intimate partner violence (CEIPV). Further details will be provided at the start of the course.

## **COURSE LEARNING OUTCOMES**

### **Specific Course-Level Outcomes (CLO):**

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

1. Identify and define the various forms of intimate partner violence; violence in families and the impact on children.
2. Articulate theoretical frameworks relevant to understanding key issues of violence in families.
3. Demonstrate awareness of the multi-causal nature of violence in families and the extent to which this social problem exists.
4. Develop a critical awareness surrounding the characterization of victims and offenders; identify potential risk factors.
5. Provide a gender, class, race, age, ability, sexual orientation and power analysis relating to the problem of family violence.
6. Identify the effects of violence on people in relation to psychological trauma, socialization and social location.
7. Examine ethical issues and personal values in working with victims and perpetrators of violence.
8. Identify policies affecting abused women and children exposed to woman abuse.

9. Identify and articulate evidence-based interventions and applicability to this field of practice.

## **LEARNING RESOURCES**

### **REQUIRED TEXTBOOK AND READINGS**

Alaggia, R., & Vine, C. (Eds.). (2012). *Cruel but not unusual: Violence in Canadian families* (2nd ed.). Wilfrid Laurier University Press.

Additional required readings are outlined in the class schedule below. Articles are available through the university library online resources. Readings will also be available via D2L.

### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

#### ***D2L***

The D2L (Desire2Learn) course management system, available at <http://D2L.ucalgary.ca>, allows you to access a link to participate in our ZOOM discussion sessions, to review related learning resources and lectures, and write/video to the class via our discussion board assignments. Please see our class activity checklist in our D2L course for specific dates for each activity.

#### ***ZOOM***

Zoom is an internet-based platform that provides high definition video conferencing that can be used on Windows, Mac, Linux, Android, and iOS devices. Students can also connect to Zoom meetings using their telephone connection by dialing into local phone numbers all over the world.

If you're experience issues with Zoom after reading these instructions, please contact the Learning Technology Coach for your course or your instructor. You may also view this [support video](#) created for University of Calgary online programs in Social Work. Additional support documentation is available via the Zoom online knowledgebase: [Zoom Audio, Video, and Sharing](#).

#### **ZOOM sessions:**

Log-in 10 minutes early to be prepared to start on time. You are expected to come to class prepared with a working webcam and headset with microphone.

#### ***ZOOM SESSION Checklist***

- 1- Find a quiet place for your online meeting to avoid background noise.
- 2- Make sure the Wi-Fi connection is good. If not, you can A) move the laptop closer to the router, or B) use an Internet cable to connect your laptop to the router. You may need to increase the strength of your internet with your internet company or attend in a community resource area with high internet strength.
- 3- Use a headset instead of built-in microphone and speaker to communicate with others in the online room. A Headset can prevent echo and background noise.
- 4- If it is your first time entering the ZOOM online room, we recommend using Firefox.
- 5- Before you access the online room, please run ZOOM diagnostic test by clicking the following URL ([http://admin.adobeconnect.com/common/help/en/support/meeting\\_test.htm](http://admin.adobeconnect.com/common/help/en/support/meeting_test.htm) ).
- 6- You can also access the online room through your mobile devices. The app can be downloaded for free. The URL to the online room can be sent to you by your instructor or learning tech coach.

<b>RELATIONSHIP TO OTHER COURSES</b>		
<p>This course is a senior level course elective, designed to align with other courses of social work in the areas of policy, practice, and research. The course provides an opportunity to analyze and integrate knowledge from other courses in the social work program through application of principles as they relate to child welfare social work practice.</p>		
<b>CLASS SCHEDULE</b>		
<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments Due</b>
<b>July 8</b>  <b>Class 1</b>  <b>ZOOM SESSION</b>	Introductions  Review of the course requirements  <u><b>The Politics of Naming Violence:</b></u> <i>How We Talk about Violence and Why it Matters</i>	<u><b>Articles:</b></u> Ashcraft, C. (2000). Naming knowledge: A language for reconstructing domestic violence and systemic gender inequity. <i>Women and Language</i> , 23(1), 3-10. Lloyd, M., & Ramon, S. (2017). Smoke and mirrors: U.K. newspaper representations of intimate partner domestic violence. <i>Violence Against Women</i> , 23(1), 114-139. Rodler, K., & Meagher, M. (2014). In her own time: Rihanna, post-feminism, and domestic violence. <i>Women: A Cultural Review</i> , 25(2), 176-193.
<b>July 9</b>  <b>Class 2</b>  <i>Asynchronous learning</i>	<u><b>Theoretical Frameworks:</b></u> <i>How We Think About Violence and Why it Matters</i>	<u><b>Text:</b></u> Lundy, C. (2012). Framing woman abuse: A structural perspective. In R. Alaggia & C. Vine (Eds.), <i>Cruel but not unusual: Violence in Canadian families</i> (2 <sup>nd</sup> ed.) (Chapter 14). Wilfrid Laurier University Press.  <u><b>Articles (Choose ONE only):</b></u> Ali, P. A., & Naylor, P. B. (2013). Intimate partner violence: A narrative review of the feminist, social and ecological explanations for its causation. <i>Aggression and Violent Behavior</i> , 18, 611-619. DeKeseredy, W. S., & Dragiewicz, M. (2014). Woman abuse in Canada: Sociological reflections on the past, suggestions for the future. <i>Violence Against Women</i> , 20(2), 228-244. Sokoloff, N. J., & Dupont, I. (2005). Domestic violence at the intersections of race, class, and gender: Challenges and contributions to understanding violence against marginalized women in diverse communities. <i>Violence Against Women</i> , 11(1), 38-6
<b>July 11/July 15</b>  <b>Class 3</b>	<u><b>SIMULATED CLIENT EXPERIENCE #1</b></u>	Students will sign up for one 30-minute simulation session occurring on either July 11 <sup>th</sup> (10am-3pm) or July 15 <sup>th</sup> (6-

<p><b>ZOOM SESSION</b></p>		<p>8pm) – this will be discussed further on the first night of class.</p> <p><u>Simulation Process:</u> Students will receive an email containing the case scenario, the link to their personal session and a link to the online reflection. You will enter the Zoom room as if entering a consultation room and immediately start the session. The instructor or TA will be facilitating the digital space to begin the interview <i>only</i> (they will not be observing in the moment). The interview will end after 15 minutes at which point the student will then go to the online reflection process.</p> <p>The simulation experience is not graded. If you complete the simulation you will receive 5%. If you complete the reflection you will receive 5%. However, please note that both activities are required in order to complete the mid-term assignment (clinical stream students only).</p>
<p><b>July 16</b></p> <p><b>Class 4</b></p> <p><i>Asynchronous learning</i></p>	<p><u>Changing the Focus:</u> <i>Considering Perpetrators of Violence</i></p>	<p><u>Text:</u> Tutty, L. (2012). Identifying, assessing and treating men who abuse and women abused by intimate partners. In R. Alaggia &amp; C. Vine (Eds.), <i>Cruel but not unusual: Violence in Canadian families</i> (2<sup>nd</sup> ed.) (Chapter 15). Wilfrid Laurier University Press.</p> <p><u>Articles (Choose ONE only):</u> Ager, R. D. (2018). A qualitative study of intimate partner violence from the perpetrator’s perspective. <i>Journal of Interpersonal Violence</i>, 1-25, DOI: 10.1177/08862605188151142. Bourassa, C., Letourneau, N. L., Holden, G. W., &amp; Turcotte, P. (2017). Fathers’ perspectives regarding their children’s exposure to intimate partner violence. <i>Journal of Public Child Welfare</i>, 11(3), 261-278. Morrison, F. (2015). ‘All over now?’ The ongoing relational consequences of domestic abuse through children’s contact arrangements. <i>Child Abuse Review</i>, 24, 274-284.</p>
<p><b>July 22</b></p> <p><b>Class 5</b></p> <p><b>ZOOM SESSION</b></p>	<p><u>Violence and Intersectionality:</u> <i>How Multiple Oppressions Intersect to Influence the Impact of Violence</i></p>	<p><u>Text:</u> Baskin, C. (2012). Systemic oppression, violence &amp; healing in Aboriginal families and communities. In R. Alaggia &amp; C. Vine (Eds.), <i>Cruel but not unusual: Violence in Canadian families</i> (2<sup>nd</sup> ed.) (Chapter 6). Wilfrid Laurier University Press.</p> <p><u>Articles (Choose ONE only):</u></p>

		<p>Native Women’s Association of Canada (NWAC). (n.d.). <i>Fact sheet: Violence against Aboriginal women</i>. Ottawa, ON: Native Women’s Association of Canada. Retrieved from: <a href="https://nwac.ca/wp-content/uploads/2015/05/Fact_Sheet_Violence_Against_Aboriginal_Women.pdf">https://nwac.ca/wp-content/uploads/2015/05/Fact_Sheet_Violence_Against_Aboriginal_Women.pdf</a></p> <p>Brownridge, D. A., Taillieu, T., Afifi, T., Ling Chan, K., Emery, C., Lavoie, J., &amp; Elgar, F. (2017). Child maltreatment and intimate partner violence among Indigenous and non-Indigenous Canadians. <i>Journal of Family Violence</i>, 32, 607-619.</p> <p>Cramer, E. P., &amp; Plummer, S. (2009). People of color with disabilities: Intersectionality as a framework for analyzing intimate partner violence in social, historical, and political contexts. <i>Journal of Aggression, Maltreatment &amp; Trauma</i>, 18(2), 162-181. doi:10.1080/10926770802675635</p> <p>Hoffart, R., &amp; Jones, N. A. (2018). Intimate partner violence and intergenerational trauma among Indigenous women. <i>International Criminal Justice Review</i>, 28(1), 25-44.</p> <p>Shier, A., &amp; Shor, E. (2016). “Shades of foreign evil”: “Honor killings” and “family murders” in the Canadian press. <i>Violence Against Women</i>, 22(10), 1163-118.</p> <p>Tabibi, J., &amp; Baker, L. L. (2017). <i>Exploring the intersections: Immigrant and refugee women fleeing violence and experiencing homelessness in Canada</i>. London, ON: Centre for Research &amp; Education on Violence Against Women &amp; Children. Retrieved from <a href="http://www.vawlearningnetwork.ca/sites/vawlearningnetwork.ca/files/ESDC-CREVAWC-Meeting-Report-FINAL-August-9.pdf">http://www.vawlearningnetwork.ca/sites/vawlearningnetwork.ca/files/ESDC-CREVAWC-Meeting-Report-FINAL-August-9.pdf</a></p> <p>Wirtz, A. L., Poteat, T. C., Malik, M., &amp; Glass, N. (2020). Gender-based violence against transgender people in the United States: A call for research and programming. <i>Trauma, Violence &amp; Abuse</i>, 21(2), 227-241.</p>
<p><b>July 23</b></p> <p><b>Class 6</b></p> <p><i>Asynchronous learning</i></p>	<p><b><u>Violence in Relationships:</u></b> <i>Current Issues and Controversies</i></p>	<p><b><u>Text:</u></b></p> <p>Dragiewicz, M. (2012). Family violence or woman abuse? Putting gender back into the Canadian research equation. In R. Alaggia &amp; C. Vine (Eds.), <i>Cruel but not unusual: Violence in Canadian families</i> (2<sup>nd</sup> ed.) (Chapter 2). Wilfrid Laurier University Press.</p> <p>Gillis, J. R., &amp; Diamond, S. (2012). Dynamics of partner abuse in sexual and gender minority communities. In R. Alaggia &amp; C. Vine (Eds.), <i>Cruel but not unusual:</i></p>

		<p><i>Violence in Canadian families</i> (2<sup>nd</sup> ed.) (Chapter 8). Wilfrid Laurier University Press.</p> <p><b>Articles:</b>  Calton, J. M., Cattaneo, L. B., &amp; Gebhard, K. T. (2016). Barriers to help seeking for lesbian, gay, bisexual, transgender, and queer survivors of intimate partner violence. <i>Trauma, Violence, &amp; Abuse</i>, 17(5), 585-600.  Whitehead, J., Dawson, M., &amp; Hotton, T. (2020). Same-sex intimate partner violence in Canada: Prevalence, characteristics, and types of incidents reported to police services. <i>Journal of Interpersonal Violence</i>, 1-30.</p>
July 27	<b>Assignment 1 Due</b>	
July 29 Class 7 ZOOM SESSION	<b><u>Intervening with Children Exposed to Intimate Partner Violence</u></b>	<p><b>Watch:</b>  <a href="https://www.youtube.com/watch?v=IOeQUwdAjE0&amp;list=PL4QNnEYuTJIBzDqkFV0BtaZy_OSFxhPkN">https://www.youtube.com/watch?v=IOeQUwdAjE0&amp;list=PL4QNnEYuTJIBzDqkFV0BtaZy_OSFxhPkN</a> (Part I and II)</p> <p><b>Text:</b>  Jenney, A., &amp; Alaggia, R. (2012). Children’s exposure to domestic violence: Integrating policy, research and practice to address children’s mental health. In R. Alaggia &amp; C. Vine (Eds.), <i>Cruel but not unusual: Violence in Canadian families</i> (2<sup>nd</sup> ed.) (Chapter 11). Wilfrid Laurier University Press.</p> <p><b>Articles:</b>  Artz, S., Jackson, M. A., Rossiter, K. R., Nijdam-Jones, A., Geczy, I., &amp; Porteous, S. (2014). A comprehensive review of the literature on the impact of exposure to intimate partner violence for children and youth. <i>International Journal of Child, Youth and Family Studies</i>, 5(4), 493-587.  Etherington, N., &amp; Baker, L. (2018). From “buzzword” to best practice: Applying intersectionality to children exposed to intimate partner violence. <i>Trauma, Violence &amp; Abuse</i>, 19(10), 58-75.  Kress, V. E., Adamson, N. A., Paylo, M. J., DeMarco, C., &amp; Bradley, N. (2012). The use of safety plans with children and adolescents living in violent families. <i>The Family Journal: Counseling and Therapy for Couples and Families</i>, 20(3), 249-255.</p>
July 30 Class 8	<b><u>Risk Assessment and Safety Planning:</u></b>	<p><b>Articles:</b>  Canadian Domestic Homicide Prevention Initiative. (2017). <i>Domestic homicide brief 3</i>. Retrieved from <a href="http://cdhpi.ca/sites/cdhpi.ca/files/Brief_3-Final.pdf">http://cdhpi.ca/sites/cdhpi.ca/files/Brief_3-Final.pdf</a></p>

<p>Asynchronous learning</p>	<p>How understanding risk and safety in family violence cases is critical</p>	<p>Jaffe, P. G., Scott, K., Jenney, A., Dawson, M., Straatman, A. L., &amp; Campbell, M. (2014). <i>Risk factors for children in situations of family violence in the context of separation and divorce</i>. Retrieved from <a href="http://www.justice.gc.ca/eng/rp-pr/cj-jp/fv-vf/rfcsfv-freevf/index.html">http://www.justice.gc.ca/eng/rp-pr/cj-jp/fv-vf/rfcsfv-freevf/index.html</a></p> <p>Hoyle, C. (2008). Will she be safe? A critical analysis of risk assessment in domestic violence cases. <i>Children and Youth Services Review, 30</i>, 323-337.</p> <p>Marganski, A., &amp; Melander, L. (2018). Intimate partner violence victimization in the cyber and real world: Examining the extent of cyber aggression experiences and its association with in-person dating violence. <i>Journal of Interpersonal Violence, 33</i>(7), 1071-1095.</p> <p>Parker, E. M., &amp; Gielen, A. C. (2014). Intimate partner violence and safety strategy use: Frequency of use and perceived effectiveness. <i>Women's Health Issues, 24</i>(6), 584-593.</p>
<p>August 5 /August 8</p> <p>Class 9</p> <p>ZOOM SESSION</p>	<p><b><u>SIMULATED CLIENT EXPERIENCE #2</u></b></p>	<p>Students will sign up for one 30-minute simulation session occurring on either August 5<sup>th</sup> (6-8pm) or August 8<sup>th</sup> (10am-3pm) – this will be discussed further on the first night of class.</p> <p><u>Simulation Process:</u> Students will receive an email containing the case scenario, the link to their personal session and a link to the online reflection. You will enter the Zoom room as if entering a consultation room and immediately start the session. The instructor or TA will be facilitating the digital space to begin the interview <i>only</i> (they will not be observing in the moment). The interview will end after 15 minutes at which point the student will then go to the online reflection process.</p> <p>The simulation experience is not graded. If you complete the simulation you will receive 5%. If you complete the reflection you will receive 5%. However, please note that both activities are required in order to complete the final assignment (clinical stream students only).</p>
<p>August 6</p> <p>Class 10</p> <p>Asynchronous learning</p>	<p><b><u>Violence Across the Lifespan:</u></b> <i>How Vulnerability Increases the Risk of Violence</i></p>	<p><b><u>Text:</u></b> Harbison, J., McKinley, P., &amp; Pettipas, D. (2012). Older people are subjects, not objects: Reconsidering theory and practice in situations of elder abuse. In R. Alaggia &amp; C. Vine (Eds.), <i>Cruel but not unusual: Violence in Canadian families</i> (2<sup>nd</sup> ed.) (Chapter 17). Wilfrid Laurier University Press.</p>



		<p>Sobsey, R., &amp; Sobon, S. A. (2012). Violence, protection, and empowerment in the lives of children and adults with disabilities. In R. Alaggia &amp; C. Vine (Eds.), <i>Cruel but not unusual: Violence in Canadian families</i> (2<sup>nd</sup> ed.) (Chapter 7). Wilfrid Laurier University Press.</p> <p><b>Articles:</b></p> <p>Shah, S., Tsitsou, L., &amp; Woodin, S. (2016). Hidden voices: Disabled women’s experiences of violence and support over the life course. <i>Violence Against Women</i>, 22(10), 1189-1210.</p> <p>Weeks, L. E., &amp; LeBlanc, K. (2011). An ecological synthesis of research on older women’s experiences of intimate partner violence. <i>Journal of Women &amp; Aging</i>, 23, 283-304.</p>
<p><b>August 12</b></p> <p><b>Class 11</b></p> <p><b>ZOOM SESSION</b></p>	<p><b><u>Intervening with Women:</u></b>  <i>Understanding Disclosure, Safety and Help-Seeking</i></p>	<p><b>Articles:</b></p> <p>Alaggia, R., Regehr, C., &amp; Jenney, A. (2012). Risky business: An ecological analysis of intimate partner violence disclosure. <i>Research on Social Work Practice</i>, 22(3), 301-312.</p> <p>Keeling, J., &amp; van Wormer, K. (2011). Social worker interventions in situations of domestic violence: What can we learn from survivors’ personal narratives? <i>British Journal of Social Work</i>, 1–17.  doi:10.1093/bjsw/bcr137</p> <p>Storer, H. L., Rodriguez, M., &amp; Franklin, R. (2018). Leaving was a process, not an event: The lived experience of dating and domestic violence in 140 characters. <i>Journal of Interpersonal Violence</i>, 1-28.  doi:10.1177/0886260518816325.</p> <p>Sylaska, K. M., &amp; Edwards, K. M. (2014). Disclosure of intimate partner violence to informal social support network members: A review of the literature. <i>Trauma, Violence &amp; Abuse</i>, 15(1), 3-21.</p>
<p><b>August 13</b></p> <p><b>Class 12</b></p> <p><i>Asynchronous learning</i></p>	<p><b><u>Hope and Healing:</u></b>  <i>Resilience in the face of violence</i></p> <p>Self-awareness and Self-Care</p>	<p><b>Text:</b></p> <p>Ungar, M., &amp; Perry, B. (2012). Violence, trauma and resilience. In R. Alaggia &amp; C. Vine (Eds.), <i>Cruel but not unusual: Violence in Canadian families</i> (2<sup>nd</sup> ed.) (Chapter 5). Wilfrid Laurier University Press.</p> <p><b>Articles:</b></p> <p>Alaggia, R., &amp; Donohue, M. (2018). Take these broken wings and learn to fly: Applying resilience concepts to social work practice with children exposed to intimate partner violence. <i>Smith College Studies in Social Work</i>, 88(1), 20-38.</p>

		<p>Burnette, C. E. (2018). Family and cultural protective factors as the bedrock of resilience and growth for Indigenous women who have experienced violence. <i>Journal of Family Social Work, 21</i>(1), 45-62.</p> <p>Clark, R. (2016). "Hope in a hashtag": The discursive activism of #WhyIStayed. <i>Feminist Media Studies, 16</i>:5, 788-804. doi:10.1080/14680777.2016.1138235</p>
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<b>August 17</b>	<b>Assignment 2 Due</b>
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**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

**GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

Students are expected to participate actively in all Zoom sessions. Students will be advised by the instructor when they are expected to turn on their webcam (for group work, presentations, etc.). Students are expected to join class in a quiet space that will allow them to be fully present and engaged in the Zoom sessions, and to behave in a professional manner during the session.

**CLASS RECORDINGS**

**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**

<b>Assessment Method</b>	<b>Assessment Description &amp; Criteria</b>	<b>Due Date</b>	<b>Weight</b>	<b>Aligned Course Learning Outcome</b>
<b>Assignment 1:</b> Simulated Client Experience #1 – Process Recording and Reflection	Students will complete and submit a video recording of their simulated client interview, a copy of the online reflection process, and a written process recording, as per instructions on D2L.	<b>July 27 at 11:59pm</b>	<b>30% Total</b>  5% Participation in SC Experience; 5% Completion of Reflection Process; 20% Process Recording and Reflection Process	CLO: 1, 2, 3, 4, 6, 7, 8

<b>Assignment 2:</b> Simulated Client Experience #2 – Process Recording and Reflection	Students will complete and submit a video recording of their simulated client interview, a copy of the online reflection process (including a compare and contrast reflection), and a written process recording, as per instructions on D2L.	<b>August 17 at 11:59pm</b>	<b>40% Total</b>  5% Participation in SC Experience; 5% Completion of Reflection Process; 30% Process Recording and Reflection Process	CLO: 1, 2, 3, 4, 5, 6, 7, 8
<b>Assignment 3:</b> Participation and Engagement with Course Content	Marks are given for involvement in the course and completing weekly activities (viewing materials, engaging in discussion boards and ZOOM sessions in thoughtful ways). A grading rubric will be provided on D2L.	<b>Evaluated each week</b>	<b>30% Total</b>	CLO: 1, 2, 3, 4, 5, 6, 7, 8
<b>ALTERNATIVE ASSIGNMENTS FOR STUDENTS <u>NOT</u> IN A CLINICAL STREAM:</b>				
<b>Assignment 1 Alternative:</b> Giving Voice Expressive Art Project	Students will complete an expressive arts project and deliver a presentation that will be posted online to be shared with other students for discussion. The accompanying written explanation and reflection will be sent separately to the instructor and will not be shared with other students. Full instructions can be found on D2L.	<b>July 27 at 11:59pm</b>	<b>30% Total</b>  20% Final Product Presentation/ Content; 10% Written Explanation/ Reflection (rationale/process)	CLO: 1, 2, 3, 4, 6, 7, 8
<b>Assignment 2 Alternative:</b> Inquiry Paper	<b>Product:</b> Students will produce an 8-10 page paper illustrating their inquiry into an area of interest focusing on family violence from an ecological perspective in social work practice. Full instructions can be found on D2L	<b>August 17 at 11:59pm</b>	<b>40% Total</b>	CLO 1, 2, 3,4,5,6,7,8,
<b>ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION</b>				
<b>ATTENDANCE AND PARTICIPATION EXPECTATIONS</b>				

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Please note that make-up options are not available for missed online sessions.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective dropbox in D2L. **Assignments may be submitted in Word ONLY so that feedback can be provided. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2).** Assignments are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

### **LATE ASSIGNMENTS**

Assignments submitted after the deadline may be penalized with a grade reduction.

### **EXPECTATIONS FOR WRITING**

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lgb1nucdh/>

A number of programs and services, including online writing tutors, are available through the Student Success Centre (SSC) to assist students to increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at <http://www.ucalgary.ca/ssc/>

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 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.

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**

1. Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.
2. A formative evaluation will occur at the mid-point of the course and the results will be discussed with the class
3. The instructors also welcome constructive feedback from students regarding the process and content of the course at any time during the semester.

**ADDITIONAL SUGGESTED READINGS**

See D2L for additional readings.

## 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-2.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 at <http://www.ucalgary.ca/policies/files/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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.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 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/policies/files/policies/sexual-violence-policy.pdf>

### **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**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**