



### **LAND ACKNOWLEDGEMENT**

Our students, faculty and staff are located across Indigenous lands. In Alberta, we are on the traditional territories of the peoples of 45 First Nations in five treaty areas: 4, 6, 7, 8 and 10.

On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site traditionally known as Moh'kins'tsis to the Blackfoot, Wíchíspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), Siksikaitapí to the Blackfoot Confederacy and Guts'ists'i to the Tsuut'ina.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, British Columbia, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot peoples of the Treaty 7 and 4 regions and the home of the Métis Nation of Alberta (District 1).

### **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), 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](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

<b>Course &amp; Session Number</b>	<b>SOWK 437 S04</b>	<b>Classroom</b>	Online
<b>Course Name</b>	<b>Social Work Practice in an Interconnected World</b>		
<b>Dates and Time</b>	Start of Classes: January 13, 2025 End of Classes: April 11, 2025 Dates and Time: Zoom sessions (Wednesdays, 5:30 – 8:30 pm) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Mohammed Nurudeen Musah Yassannah, MSW	<b>Office Hours</b>	As Requested
<b>UCalgary E-mail</b>	<a href="mailto:mohammed.musah@ucalgary.ca">mohammed.musah@ucalgary.ca</a>	<b>UCalgary Phone</b>	Please contact instructor by email

### SYLLABUS STATEMENT

You will engage in critical examination of the interconnections among local, international, and global opportunities and challenges. You will explore and apply social work skills to promote social action, social change, resilience, and wellness.

### COURSE DESCRIPTION

By the end of this course, you will apply knowledge and skills to address challenges and issues in diverse practice settings locally and globally. You will critically evaluate global impacts of historical and contemporary social, political, and cultural realities. You will apply concepts such as colonialism, globalization, war, genocide, and other forms of structural and systemic oppression to addressing the complexities and challenges of social work practice. Global interdependence, domestic practice and policy influenced by global forces, international human rights declarations, and social protection initiatives will be considered drawing from domestic and international case studies and examples.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, you are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous (live) Zoom sessions. When unable to participate live due to exceptional and unforeseen circumstances, inform the instructor in advance. Propose and implement an alternative participation

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

activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). Dates and times of synchronous zoom sessions are indicated in the course schedule.

**Course Hours:** 3 units; (3S-0)

**Prerequisite:** Admission to BSW Program

**Antirequisite:** Credit for Social Work 437 and Social Work 557.01/Social Work 557.16 will not be allowed.

## COURSE LEARNING OUTCOMES

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

- 1) Analyze and evaluate the interconnections between local and global issues in social work practice and apply transnational and translocal perspectives.
- 2) Analyze international social work and social development, and synthesize the social, historical, economic, legal, political, institutional, and cultural contexts of social work practice.
- 3) Explore social work practice, and its history, with Francophone peoples and communities across geographic contexts, including social justice issues, advocacy, community initiatives and government programs.
- 4) Explore anti-racist and anti-colonial activism to understand current and historical injustices and demonstrate a personal ethical commitment to supporting the self-determination, resilience, and wellness of Indigenous peoples, Francophone peoples and marginalized peoples in Canada and internationally.
- 5) Examine the history and current actions of international organizations in social work that honour diverse lived experiences and advance peace, human rights, anti-racism and social justice in Canadian and international social work practice contexts.
- 6) Analyze regular and irregular migration, displacement, resettlement, and post-reconstruction issues affecting migrants, immigrants, and refugees in Canada and internationally.
- 7) Apply knowledge about international and regional human rights conventions, laws, policies, social security and social protection to the holistic well-being of individuals, families, groups, and communities in Canadian and global contexts.

## LEARNING RESOURCES

### **REQUIRED TEXTBOOKS AND/OR READINGS**

Androff, D., & Damanik, J. (2024). The Routledge international handbook of social development, social work, and the Sustainable Development Goals. Routledge. <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781003177265/routledge-international-handbook-social-development-social-work-sustainable-development-goals-david-androff-janianton-damanik>

Cox, D., & Pawar, M. (2013). *International social work: Issues, strategies, and programs*. 2<sup>nd</sup> edition. Sage Publications. <https://sk-sagepub-com.ezproxy.lib.ucalgary.ca/books/international-social-work-issues-strategies-and-programs-2e>

Drolet, J. (Ed.). (2016). *Social development and social work perspectives on social protection*. Routledge. <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781315770796/social-development-social-work-perspectives-social-protection-julie-drolet>

Healy, L. M., & Thomas, R.L. (2021). *International social work: Professional action in an interdependent world*. 3<sup>rd</sup> edition. Oxford. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6264817>

Lyons, K., Hokenstad, T., Pawar, M., Huegler, N., & Hall, N. (2012). The SAGE handbook of international social work. Sage Publications. [https://sk-sagepub-com.ezproxy.lib.ucalgary.ca/reference/hdbk\\_interntsocialwork/](https://sk-sagepub-com.ezproxy.lib.ucalgary.ca/reference/hdbk_interntsocialwork/)

Palattiyil, G., Sidva, D., Derr, A.S., & Macgowan, M. (2021). Global trends in forced migration: Policy, practice and research imperatives for social work. *International Social Work*, 65(6), 1111-1129. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/00208728211022791>

Peláez, A. L. (2024). News from our societies – ICSW: From the Windhoek Declaration on Social Policy and Social Protection in Africa, to the Lisbon Declaration for the Development of Social Work and Humanitarian Action in the 21st Century: a global project to achieve social welfare for all. *International Social Work*, 67(2), 568-570. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/00208728241235269>

Todd, S., & Drolet, J. (2020). *Community practice and social development in social work*. Springer.

Wamara, C. K., Twikirize, J., Bennich, M., & Strandberg, T. (2022). Reimagining Indigenised social work in Uganda: Voices of practitioners. *International Social Work*, 66(5), 1396-1409. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/00208728221081823>

## **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.

### **CONNECTION TO PRACTICE**

This course will prepare learners to develop new skills to prepare them for practice within an interconnected world, where local issues are increasingly influenced by global factors, and where collaboration across borders is often needed to address complex social problems. You will develop new skills to prepare for practice:

- Complexities of global interconnectedness
- Critical thinking to analyze situations and evaluate multiple perspectives
- Collaboration and networking locally and globally
- Global awareness of trends, policies and issues in social work practice

- Knowledge of international human rights, global health disparities, and migration
- Advocacy and empowerment for social justice and equitable access to resources
- Technology and innovation for communication and practice
- Self-reflection and professional development for cultural humility and ethical practice

### RELATIONSHIP TO OTHER COURSES

Knowledge and skills developed in this course will can be applied in other courses and in your evolving social work practice framework. This course is closely related to topics in SOWK 436.

### CLASS SCHEDULE

#### Important Dates for Winter 2025

- Start of Term: Monday, January 6, 2025
- First Day of Class: Monday, January 13, 2025
- End of Term: Wednesday, April 30, 2025
- Last Day of Class: Friday, April 11, 2025
- Fee Deadline: Friday, January 30, 2025
- Alberta Family Day, no classes: Monday, February 17, 2025
- Good Friday, no classes: Friday, April 18, 2025
- Easter Monday, no classes: Monday, April 21, 2025
- Term Break, no classes: Sunday-Saturday, February 16-22, 2025

Module/ Week/ Date	Content	Preparation, Weekly Readings, and Important Dates
Module 1 (Two 3-hour classes)	<b>International Social Work and Social Development</b> <ul style="list-style-type: none"> <li>• Global contexts, challenges, resilience and wellness</li> <li>• International context and globalization</li> <li>• Interconnection of relations between people and the environment</li> <li>• Role of social worker in local, Canadian and global contexts</li> <li>• Community development in local and global contexts</li> <li>• Values and ethics</li> <li>• International cooperation and partnerships</li> </ul>	January 15 and 22 on Zoom  Androff & Damanik (2024), Chapter 3  Cox & Pawar (2013), Chapter 2  Healy & Thomas (2021), Chapter 1,2,3  Lyons et al. (2012), Chapter 2,3
Module 2 (Two 3-hour classes)	<b>Addressing Poverty and Inequalities</b> <ul style="list-style-type: none"> <li>• Local and global challenges</li> <li>• International issues in diverse practice settings</li> </ul>	January 29 and February 5 on Zoom  Healy & Thomas (2021), Chapter 4,5

	<ul style="list-style-type: none"> <li>• Social action and social change</li> <li>• Policy development and policy change</li> <li>• Advocacy, legislation</li> <li>• Human rights and social work</li> <li>• Global social issues</li> </ul>	<p>Lyons et al. (2012), Chapter 4</p> <p>Todd &amp; Drolet (2020), Chapter 8</p> <p>Assignment #1: (Group Assignment) Global Issues in Social Work. Group discussion on February 5. Written work due February 7.</p>
Module 3 (6 hours)	<p><b>Official Language Minority Communities and Francophone Peoples</b></p> <ul style="list-style-type: none"> <li>• Sociohistorical background and context</li> <li>• Francophone rights</li> <li>• Linguistic minority communities</li> <li>• Blackness and La Francophonie</li> <li>• Access to services</li> <li>• Francophone immigration</li> </ul>	<p>February 12 and 26 on Zoom</p> <p>Resources: Francophone Module (online)</p> <p>Assignment #2: (Individual Assignment) Infographic/Poster on Enhancing Collaborative Relationships with Francophone Communities due February 28.</p>
Module 4 (Two 3-hour classes)	<p><b>Advancing Peace, Human Rights, Anti-Racism, Social Justice and International Cooperation</b></p> <ul style="list-style-type: none"> <li>• Advocacy, legislation</li> <li>• Anti-racist and anti-colonial activism</li> <li>• Indigenous global movements</li> <li>• International organizations and functions</li> </ul>	<p>March 5 and 12 on Zoom</p> <p>Healy &amp; Thomas (2021), Chapter 6</p> <p>Todd &amp; Drolet (2020), Chapter 5</p> <p>Wamara et al. (2022)</p>
Module 5 (Two 3-hour classes)	<p><b>Immigration, Migration, and Forced Displacement</b></p> <ul style="list-style-type: none"> <li>• International migration and immigration</li> <li>• Trafficking in persons</li> <li>• Conflict and post-conflict reconstruction</li> <li>• Global refugee crisis and forced migration</li> </ul>	<p>March 19 and 26 on Zoom</p> <p>Lyons et al. (2012), Chapter 6</p> <p>Palattiyil et al. (2021)</p> <p>Todd &amp; Drolet (2020), Chapter 4, 20</p>
Module 6 (Two 3-hour classes)	<p><b>Social Policy and Social Protection</b></p> <ul style="list-style-type: none"> <li>• Introduction to social policy and social protection</li> <li>• Addressing vulnerabilities</li> <li>• Cash grants and social insurance</li> <li>• Case examples from the global North and global South</li> <li>• Social protection and child protection</li> </ul>	<p>April 2 and 9 on Zoom</p> <p>Drolet (2016), Chapter 1,2</p> <p>Healy &amp; Thomas (2021), Chapter 13</p> <p>Peláez (2024)</p>

	<ul style="list-style-type: none"> <li>Adaptive social protection in the context of climate change and disasters</li> </ul>	<p>Todd &amp; Drolet (2020), Chapter 7</p> <p><b>Assignment #3:</b> (Group Assignment) Social Impact Challenge. Presentations on April 9. Written work due April 11.</p>
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**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

**INSTRUCTOR EMAIL POLICY**

All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

**GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

**MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)**

The instructor may use Zoom 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. Students will be advised before the instructor initiates a recording of a Zoom session

**RECORDINGS OF ONLINE CLASSES (By Students)**

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

## ASSESSMENT COMPONENTS

Grading rubrics and instructions for all assignments can be found on the D2L site for this course.

**Assignment #1:** (Group Assignment) Global Issues in Social Work

40% of course grade. Group discussion in class on February 5. Written work due in D2L dropbox, Friday, February 7, 12:00 midnight.

Aligned Course Learning Outcome: 1,2,4,5,6,7

**Assignment Description:** Global issues are large-scale societal problems that cross international borders and threaten global well-being and stability. They are urgent real-world problems not easily solved and requiring collaborative efforts, critical thinking and creativity to develop and implement innovative solutions. For this assignment, you are asked to identify and analyze a global issue of interest to your group. The global issue should:

- Be relevant, timely and in need of urgent attention to address imminent and/or worsening impacts for the individuals, families and/or communities affected.
- Have widespread impact across multiple countries, cultures or populations.
- Be related to large-scale systems and structures of a global scale.
- Be rooted in problems of social welfare, social justice, inequality, and/or vulnerable populations.
- Pose a threat to global well-being and stability, whether this is economic, social, environmental, health, etc.

Further resources to help in identifying your global impact issue will be provided on D2L.

After identifying your global issue of interest, you are asked to complete a 4-page written analysis, that includes the following:

1. Introduction to the global issue
  - What is the issue? Who is affected by this issue?
2. Historical context and development
  - What contributed to the creation of the issue? How did this issue evolve to become the problem it is today?
3. Current impacts locally and globally
  - What are the lived realities of individuals, families, and communities affected by multiple intersecting risks, vulnerabilities, and marginalization associated with the issue? What are the global impacts?
4. International, global and local perspectives on the issue
  - How have others tried to address the issue? What policies (if any) are currently in place? What have been the challenges/barriers in addressing the issue?

Your written analysis should adhere to APA 7 guidelines and include a minimum of four scholarly references. Each group will facilitate a 15 minute group discussion on the global issue. Further grading criteria will be provided on D2L.

**Assessment Criteria:** A rubric is provided on D2L site.



**Assignment #2:** (Individual Assignment) Infographic/Poster on Enhancing Collaborative Relationships with Francophone Communities

20% of course grade. Due in D2L dropbox, Friday, February 28, 12:00 midnight.

Aligned Course Learning Outcome: 3,4

**Assignment Description:** For assignment 2, you will create an infographic or poster that shares strategies for social workers to build and strengthen collaborative relationships with Francophone peoples and communities in diverse contexts. To guide the development of your poster or infographic you are asked to formulate an inquiry question. Begin by reviewing the module and the literature on the social, cultural, and linguistic diversity of Francophone communities locally and globally. Next, craft your inquiry question. Your inquiry question should:

- Address a particular topic or issue of relevance to social work practice with Francophone Peoples and communities
- Invite exploration of strategies to strengthen practice, collaboration and working together with Francophone Peoples and communities
- Be a question you are interested in learning more about and sharing with your peers

Additional resources and examples of inquiry questions are provided on D2L.

Once you have explored and researched your inquiry question, you will create a poster or infographic on your inquiry question and topic. This will be submitted for assignment #2.

Your poster/infographic should include the following:

- Identify your inquiry question
- Present the findings of your inquiry with the focus on identifying strategies for support, collaboration, partnerships and working together with Francophone Peoples and communities (strategies could be related to practice, educational awareness, policy, etc.)
- One discussion prompt on your inquiry topic to invite further dialogue with your peers. Your discussion prompt should ask your peers to think critically about the information you have shared in your poster or infographic and the implications for the field of social work and/or their own social work practice.

As part of the assignment, infographics will be shared in Zoom breakout rooms in small groups.

**Assessment Criteria:** A rubric is provided on D2L site.

**Assignment #3:** (Group Assignment) Social Impact Challenge

40% of course grade. Presentations on April 9. Due in D2L dropbox, Friday April 11, 12:00 midnight.

Aligned Course Learning Outcome: 1,2,4,5,7

**Assignment Description:** Get ready to fuel your passion for creating positive social change! During the social impact challenge, you will work in groups of 4-5 to analyze a current social issue on a global scale and develop an innovative solution. For the challenge, you and your team will select one of the global issues identified by your classmates in Assignment 1. You will need to:

- Develop an innovative and novel solution or strategy to address the global issue. Be creative and be specific. This could include, but is not limited to:
  - New/proposed policy developments or changes
  - Community or project-based initiative
  - Social enterprise
  - Technology innovation
  - Research
  - Training
- Create a 20-minute pitch for your innovative solution/strategy and how you would implement it. You will present your pitch to your class colleagues. Your pitch should include:
  - Overview of the Social Issue – What is the issue? Who is affected by it locally and globally and how? Why does the issue require a response?
  - Description of Proposed Solution – What is it? How does it address the current issue/challenge? A description of your proposed solution/strategy to address the issue
  - Implementation Strategy – What steps will be needed to implement your solution? What are the timelines? What resources or partnerships are needed? Who are the key stakeholders?
  - Impact Assessment – Why is this a good solution? What are the anticipated impacts and outcomes of your implemented solution? What are the expected changes?
  - Summary of Key Take Aways

Further grading criteria will be provided on D2L.

**Assessment Criteria:** A rubric is provided on D2L site. The criteria will include depth and breadth of analysis in the solution or strategy, clarity of writing and presentation, and insightful plan for implementation.

Evidence of plagiarism is considered academic misconduct and will be treated as such under the University of Calgary policy. Plagiarism/Cheating/Other Academic Misconduct  
<http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

<b>ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION</b>
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**ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS**

Students are expected to be fully present and engaged in each class activities and discussions. Campaign activities will require attendance in synchronous Zoom sessions. These are part of the course engagement grade, as outlined in the assessment components section above.

**GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm 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.

## **MISSED OR LATE ASSIGNMENTS**

- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date.
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays).
- There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.
- Note: Instructors may consider make-up assignments for those who miss graded in-class activities. Make-up assignments are subject to the discretion of the instructor.
- Please refer to the Ucalgary calendar for more information on supporting documentation for absences.

## **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: <https://calendar.ucalgary.ca/pages/eb50d7931bba4da5942de21f51d1f514>

## **USE OF ARTIFICIAL INTELLIGENCE TOOLS**

### **Unrestricted Use**

Students may use generative AI tools throughout this course to enhance their learning in any course learning activities, assignments, and assessments. Students are responsible for citing and referencing all work generated by AI tools as outlined by the course instructor.

- Students may use AI tools for understanding course materials and producing assignments but must be accountable for their submissions.
- AI-generated content must be submitted as an appendix with the prompt used.
- Reflections on AI tool usage should be included in assignments.
- AI-generated content must be cited appropriately.

## **GRADING**

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate](#)

[Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L. Rounding Policy:

- Final grades will be rounded to the nearest whole number. For example:
  - A final grade of 89.5% or higher will be rounded up to 90%.
  - A final grade of 89.4% or lower will remain at 89%.
- No fractional rounding will occur for individual assignments. All grades will be reported as they are calculated based on their specific weighting and percentage.

This approach ensures that final grades reflect both the total achievement throughout the course and the University's standardized grading system.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section <a href="#">F.1.3</a> for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

## COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university's curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys>

Students are welcome to discuss the process and content of the course at any time with the instructor.

## ADDITIONAL SUGGESTED READINGS

See D2L for 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'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](#) (2024) and the [Alberta College of Social Work Standards of Practice](#) (2023).

### 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 [Non-Academic Misconduct Policy](#).

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students’ assignments will be accessible only by the authorized course faculty. [Private information](#) related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **Sexual and Gender-Based Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s [Sexual 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
- Emergency Evacuation/ Assembly Points
- Safewalk