



## **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. We also acknowledge the Métis Nation of Alberta Districts.

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, Bears paw 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, Wíchís pa Oyade to the Íyâxe Nakoda (Stoney Nakoda), Siksikaitsitapi 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, BC, 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 604 S02</b>	<b>Classroom</b>	Online (D2L and Zoom)
<b>Course Name</b>	Advanced practice theories in context		
<b>Dates and Time</b>	<b>Day (s): Zoom sessions - Tuesday January 14, 21, 28; February 4, 11, 25, 2025.</b> <b>Thursdays January 16, 23, 30; February 6, 13, 27, 2025.</b> <b>Time: 5:30 – 8:30 PM</b>		
<b>Instructor</b>	Mohammed Nurudeen Musah Yassannah, MSW	<b>Office Hours</b>	Kindly email to request an appointment time
<b>UCalgary E-mail</b>	<a href="mailto:Mohammed.musah@ucalgary.ca">Mohammed.musah@ucalgary.ca</a>	<b>UCalgary Phone</b>	By email

**SYLLABUS STATEMENT**

Examines theoretical models, philosophical frameworks, and ethical foundations of social work practice as a means to facilitate change while locating social work’s development and current practice in historical, economic, political, socio-cultural and environmental contexts.

**COURSE DESCRIPTION**

This course will explore and examine various theories and macro, leadership, international and community development Social Work methods, assessing their underlying assumptions, values, and claims to effectiveness. You will compare, contrast, and critically assess multiple Social Work theories, philosophical frameworks, models, and approaches to change in Social Work practice and research. A major emphasis throughout this course will be to situate and analyze theories within particular historical, social, and environmental contexts. You will incorporate comparative approaches to change into your professional Social Work practice frameworks and identities. This course is delivered in an online format using Zoom sessions.

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

There will be 12 synchronous Zoom sessions throughout the term (**Zoom sessions - Tuesdays January 14, 21, 28; February 4, 11, 25, 2025, and Thursdays January 16, 23, 30; February 6, 13, 27, 2025**).

**Prerequisite(s): *Social Work 600 and 602.***

**COURSE LEARNING OUTCOMES**

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

1. Identify, understand, critically assess, and analyze the influence of historical, social, political, economic, environmental, and other developments on Social Work theory and practice;
2. Explore the relationship between Social Work and other theories, generating an awareness of your positioning in relation to theoretical approaches to change and application to your Social Work practice;
3. Evaluate, analyze, and critique the influence of “discipline-specific” and other theories on your practice;
4. Identify and critique dominant theories in your professional practice, and evaluate alternative theories and methods appropriate for your practice;
5. Create personal learning objectives relating to the development and evaluation of your professional practice framework and Social Work identity;
6. Understand the relationship between comparative approaches to change and social justice in Social Work practice at multiple levels; and
7. Apply course learnings to your specialization and the exit requirements of the MSW program.

## LEARNING RESOURCES

### READINGS

- Akesson, B., Burns, V., & Hordyk, S. (2017) The Place of Place in Social Work: Rethinking the Person-in-Environment Model in Social Work Education and Practice, *Journal of Social Work Education*, 53 (3).
- Banks, S. (2021). Introduction. In *Ethics and Values in Social Work* (1-20, 5th ed.). Palgrave Macmillan.
- Canadian Association of Social Workers (2024). *Code of ethics, values, and guiding principles*. CASW.
- Clark, C. (2004). Making change happen: Advocacy and citizen participation. *Action Aid, Institute for Development Studies–Participation Group, and Just Associates*, 2.
- Farmer, P. (2005). *Pathologies of power: health, human rights, and the new war on the poor: with a new preface by the author* (chapter 9, p. 213-256). University of California Press.
- Healy, K. (2014). The history and development of social work theories. In *Social work theories in context: Creating Frameworks for Practice* (2nd ed.). Palgrave Macmillan.
- Healy, K. (2001). Reinventing critical social work: Challenges from practice, context and postmodernism. *Critical Social Work*, 2(1), 1-13.
- Hugman, R., Hölscher, D., & McAuliffe, D. (2023). Theory and Ethics: Defining the Field. In D. Hölscher, R. Hugman, & D. McAuliffe (eds.), *Social work theory and ethics: ideas in practice* (pp. 3-14). Springer Nature Singapore.
- Levenson, J. (2020). Translating trauma-informed principles into social work practice. *Social Work*, 65(3), 288-298.
- Levenson, J. (2017). Trauma-informed social work practice. *Social work*, 62(2), 105-113.
- Mills, C. W. (2000). *The sociological imagination*. Oxford University Press.
- Mullaly, R. P. (2010). *Challenging oppression and confronting privilege: A critical social work approach* (p.67 – 92). Oxford University Press.
- Payne, M & Reith-Hall, E. (2019). Social work theory, knowledge, and practice. In Payne, M., & Reith-Hall, E. (Eds.), *The Routledge handbook of social work theory* (7-17). Routledge.
- Payne, M. (2014). *Modern social work theory* (1-30, 4th ed.). Oxford University Press.

Poulter, J. (2005). Integrating theory and practice: A new heuristic paradigm for social work practice. *Australian Social Work, 58*(2), 199-212.

University of Calgary. (2017). Together in a good way: A journey of transformation and renewal, Indigenous Strategy. Calgary, AB. [https://live-ucalgary.ucalgary.ca/sites/default/files/teams/136/Indigenous%20Strategy\\_Publication\\_digital\\_Sep2019.pdf](https://live-ucalgary.ucalgary.ca/sites/default/files/teams/136/Indigenous%20Strategy_Publication_digital_Sep2019.pdf).

Wahab, S. (2005). Motivational interviewing and social work practice. *Journal of Social Work, 5*(1), 45-60.

Watts, L., & Hodgson, D. (2019). *Social justice theory and practice for social work*. Springer Verlag.

Yergeau, M. (2013). Clinically significant disturbance: On theorists who theorize theory of mind. *Disability Studies Quarterly, 33*(4). <https://dsq-sds.org/article/view/3876/3405>

**Note: All the assigned readings in the schedule are available on D2L.**

**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**

As one of four courses offered at the beginning of the MSW program, this course will support you in further developing skills necessary to critically evaluate Social Work theories in practice contexts. You will explore connections between this course and your learnings about social justice and theory (SOWK 600) and research and philosophy (SOWK 602) in advanced Social Work practice. These explorations will be continued as you advance your knowledge about policy in your final course (SOWK 606) of the Advanced Social Work Practice component of your MSW program.

**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

**Class Schedule**

Schedule of Online Activities for SOWK 604 S01: Additional details will be provided in class or on the D2L site for the course.

Date (2025)	Readings	Readings/Podcasts/Notes/Assignment due
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January 14	<p><b>Class 1</b></p> <p>Overview of syllabus, structure, and expectations.</p> <p>Introduction to Theory and its Application to Social Work Practice</p> <p>Generalist-eclectic approach</p> <p>Problem solving model</p>	<p><b>Reflecting on our experiences, theory, and critical thinking.</b></p> <p>Healy, K. (2014). Introduction in <i>Social work theories in context</i>.</p> <p>Payne, M. (2020). The social construction of social work theory in <i>Modern social work theory</i>.</p> <p>Payne, M. (2020). Evaluating social work theory in <i>Modern social work theory</i>.</p> <p>Podcast on using theory to inform practice:  <a href="https://socialworkpodcast.blogspot.com/2009/08/theories-for-clinical-social-work.html">https://socialworkpodcast.blogspot.com/2009/08/theories-for-clinical-social-work.html</a></p>
January 16	<p><b>Class 2</b></p> <p><b>Philosophical foundations and ethical considerations</b></p> <p>Relevance of ethics in social work theory.</p>	<p>Banks, S. (2021). Introduction in <i>Ethics and values in Social Work</i>.</p> <p>CASW (2024). Code of ethics, values, and guiding principles.</p> <p>Hugman et al. (2023). Theory and ethics: Defining the field in <i>Social work theory and ethics: Ideas in Practice</i>.</p> <p>Poulter, J. (2005). Integrating theory and practice: A new heuristic paradigm for social work practice</p>
January 21	<p><b>Class 3</b></p> <p><b>Critical and indigenous theories</b></p> <p>Anti-oppressive theory</p> <p>Feminist theory</p> <p>Indigenous theory</p> <p>Intersectionality</p> <p>Standpoint theory</p>	<p>Healy, K. (2001). Reinventing critical social work: Challenges from practice, context, and postmodernism.</p> <p>Mullaly (2010) – challenging oppression and confronting privilege.</p> <p>University of Calgary (2017) – Together in a good way.</p> <p>Watts, L., &amp; Hodgson, D. (2019). Critical social science and critical theory in <i>Social justice theory and practice for social work: critical and philosophical perspectives</i>.</p>
January 23	<p><b>Class 4</b></p> <p><b>Meta theories</b></p> <p>Systems theories</p> <p>Individual and family development</p>	<p>Mills, C. W. (2000). On intellectual craftsmanship in <i>Sociological imagination</i>.</p> <p>Akesson et al., (2017). The place of place in social work: rethinking the person-in-environment model in social work education and practice.</p> <p>Podcast Systemic racism part 2:  <a href="https://www.insocialwork.org/episode-175-a-panel-discussion-on-systemic-racism-part-2-of-2/">https://www.insocialwork.org/episode-175-a-panel-discussion-on-systemic-racism-part-2-of-2/</a></p>

		<p>Podcast Systemic racism part 1:  <a href="https://www.insocialwork.org/episode-173-a-panel-discussion-on-systemic-racism-part-1-of-2/">https://www.insocialwork.org/episode-173-a-panel-discussion-on-systemic-racism-part-1-of-2/</a></p> <p>Podcast on Culturagram:  <a href="https://socialworkpodcast.blogspot.com/2008/12/visual-assessment-tools-culturagram.html">https://socialworkpodcast.blogspot.com/2008/12/visual-assessment-tools-culturagram.html</a></p> <p><b>Assignment I due at 11:59 pm</b></p>
January 28	<p><b>Class 5</b>  <b>Behavioural theories and strategies</b>  Cognitive behavioural theory  Dialectical behavioural theory  Social learning</p>	<p>Podcast Behavioral theory:  <a href="https://socialworkpodcast.blogspot.com/2007/03/behavior-therapy.html">https://socialworkpodcast.blogspot.com/2007/03/behavior-therapy.html</a></p> <p>Podcast CBT:  <a href="https://socialworkpodcast.blogspot.com/2007/03/cognitive-behavioral-therapy-cbt.html">https://socialworkpodcast.blogspot.com/2007/03/cognitive-behavioral-therapy-cbt.html</a></p> <p>Podcast on Mindfulness and social work practice:  <a href="https://www.insocialwork.org/episode-204-dr-annemarie-gockel-practicing-presence-a-curriculum-for-integrating-mindfulness-training-into-direct-practice-instruction/">https://www.insocialwork.org/episode-204-dr-annemarie-gockel-practicing-presence-a-curriculum-for-integrating-mindfulness-training-into-direct-practice-instruction/</a></p>
January 30	<p><b>Class 6</b>  <b>Postmodern theories</b>  Trauma informed practice  Narrative therapy  Eye movement and desensitization reprocessing (EMDR)</p>	<p><b>Guest speaker: Dr. John McTighe, Ramapo College of New Jersey.</b></p> <p>Levenson, J. (2020). Translating trauma-informed principles into social work practice</p> <p>Levenson, J. (2017). Trauma-informed social work practice.</p>
February 4	<p><b>Class 7</b>  <b>Humanistic theories</b>  Person centered approach  Motivational interviewing</p>	<p>Kievišienė, J. (2020). Client-centered approach in Social Work – the healing power of empathy</p> <p>Wahab, S. (2005). Motivational interviewing and social work practice. <i>Journal of Social Work</i>, 5(1), 45-60.</p> <p>Podcast Person centered therapy:  <a href="https://socialworkpodcast.blogspot.com/2007/02/person-centered-therapy.html">https://socialworkpodcast.blogspot.com/2007/02/person-centered-therapy.html</a></p> <p><b>Assignment II due at 11:59 pm.</b></p>
February 6	<p><b>Class 8</b>  International and community development approaches. Human rights, empowerment,</p>	<p>Farmer, P. (2005)- Rethinking health and human rights.  Clark, C. (2004). Making change happen: Advocacy and citizen participation.</p>

	and participatory theories.	
February 11	<p><b>Class 9</b></p> <p>Structural theory, capability approaches, and ethics of care.</p> <p>Theories of addiction</p> <p>Integrating theories into practice and personal frameworks</p>	<p><b>Guest speaker: Dr. Stephanie Sarabia, Ramapo College of New Jersey.</b></p> <p>Mullally Structural social work theory and oppression in <i>Structural social work: Ideology, theory, and practice</i>.</p> <p>Payne, M. (2020). Connecting theory and practice in social work in <i>Modern social work theory</i>.</p>
February 13	<p><b>Class 10</b></p> <p>Life span theories, Family life course perspectives, and Historical trauma</p>	<p><a href="https://acestoohigh.com/">https://acestoohigh.com/</a> explore this website</p> <p>Podcast on Trauma-informed: <a href="https://www.insocialwork.org/episode-235-dr-mandy-davis-trauma-informed-oregon-a-statewide-initiative-to-change-how-trauma-and-adverse-childhood-experiences-are-perceived-and-addressed/">https://www.insocialwork.org/episode-235-dr-mandy-davis-trauma-informed-oregon-a-statewide-initiative-to-change-how-trauma-and-adverse-childhood-experiences-are-perceived-and-addressed/</a></p> <p><b>Assignment III is due at 11:59pm - Dropbox</b></p>
February 18 & 20	<b>Winter break</b>	
February 25	<p><b>Class 11</b></p> <p>Panel presentation</p>	Group presentation
February 27	<p><b>Class 12</b></p> <p>Panel presentation</p> <p>Course wrap-up</p>	Group presentation.

#### 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**

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.

### **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**

### **Assignment 1: Theory worksheets (60%) – Due January 23, 30, and February 11th by 11:59pm**

Aligned Course Learning Outcomes: 1 - 7

#### Assignment Description:

A group of theories will be assigned for each worksheet, and you will choose one theory from the group to complete each worksheet. A set of readings will be assigned. If you need to use additional resources you can, but you are not required to. Any additional resources that you cite must be academic/scholarly sources, including text or reference books, professional publications, and journal articles. Complete the worksheet in your own words based upon those required and additional readings, which should all be cited and referenced. If you use websites, including online videos, to help in your learning and understanding, you should cite those as well under the heading WEBSITES REVIEWED, but they are generally not considered scholarly sources, and they should not be the main source of any information you share. Be sure that you have thoroughly addressed all the questions in each section. Each section should be answered in a well written and well-organized narrative. Approximate length is given as a rough guide. Good writing in social work is thorough, yet concise. Address all the questions and content areas. The worksheets are posted on D2L. Each worksheet will constitute 20% of your final grade. Each worksheet should have a minimum of 4 references. For these worksheet assignments, no title page or abstract is needed.

**Theory Worksheet 1 Due 01/23:** Critical Theories and indigenous theories (Anti-oppressive theory, critical theory, critical race theory, feminist theory, Indigenous theory, standpoint theory).



**Theory Worksheet 1 Due 02/:** Systems Theories (Person In Environment, Ecosystems, General systems, The life model, Ecological perspective).

**Theory Worksheet 3 Due 11/11:** Cognitive and Behavioral Theories (Behaviorism, Cognitive Behavioral theory, Dialectical behavioural theory, social learning theory).

**Assessment Criteria:**

Writing will be integrated into the life of this course. You will receive comments, direction, and support as you work on strengthening your writing skills. Your writing will be evaluated and returned in a timely fashion, allowing you to incorporate my comments into your future work.

The quality of your academic writing will be assessed based on several criteria, including the use of references, grammar, adherence to APA 7<sup>th</sup> Edition, and the demonstration of critical thinking. A "Poor" paper would lack references to course materials or other relevant resources, and may contain numerous grammatical, spelling, or punctuation errors. Furthermore, citations may be inaccurately documented and formatted. In contrast, a "Fair" paper would cite a few peer-reviewed references, but these might not be in the required APA format, and minor grammatical errors may persist. A "Good" paper shows improvement, as it includes some peer-reviewed sources, with minimal errors in grammar and spelling, and most citations are properly documented, though a few may still deviate slightly from the required format. Finally, an "Excellent" paper excels in all areas: it cites only peer-reviewed sources, adheres to the correct APA format, is free from any grammatical or spelling mistakes, and fully integrates and develops all concepts in line with the assignment's requirements, demonstrating a high level of critical thinking and engagement with the topic.

Please see the writing rubric in D2L to get a detailed sense of my priorities for your writing.

**Assignment IV: Final presentation (40%) – Due February 25 and 27 (Balloting will determine which day each group will present).**

Aligned Course Learning Outcomes: 1 - 7

Assignment Description:

You will create a PowerPoint (or another slide creation program) presentation in which you apply a social work theory to an assigned case example. The presentation should be organized into two main sections: Theoretical framework and case conceptualization.

**1. Theoretical Framework Section (10 slides)**

In this section, you will demonstrate your understanding of the theory you choose to apply to the case.

Address the following questions:

- Which theory have you chosen?
- Who are the key contributors to this theory?
- What are the major concepts and terms in this theory?
- Explain each concept and term in your own words.
- What does this theory say about the source of problems?
- What does this theory suggest as solutions to problems?
- In this theoretical lens, what should the social worker focus on during assessment?

- How does this theory guide the social worker in making change?
- What would intervention look like from this theoretical perspective?
- Who would be involved in the intervention?
- What are the goals of intervention in this theoretical lens?
- What are the weaknesses or critiques of this theory?

## 2. Case Conceptualization Section (8-10 slides)

In this section, apply the chosen theory to the assigned case. Address the following questions/areas:

- Provide a brief overview of the case in your own words.
- What dynamics and issues in the case are significant?
- Connect the key concepts from your chosen theory to the case.
- What would this theory suggest as the source of the problems in this case?
- What does this theory propose as potential solutions?
- What should the social worker pay attention to during assessment in this lens?
- How should the social worker approach understanding the client in this theoretical framework?
- What should the social worker do to make change, according to this theory?
- What are the goals of intervention with this client?
- What outcomes would the social worker aim to achieve?
- What challenges or concerns do you foresee in applying this theory to the case?
- What are the potential difficulties or limitations?

## 3. References

Include a slide with a reference list.

Use at least 8 scholarly resources.

Primary sources should be from required readings, but you may include additional sources as needed.

Ensure all citations are properly formatted.

### **General Guidelines:**

Your PowerPoint slides should be professional, well-organized, and visually engaging.

Write in your own words, and ensure proper citations and references for any scholarly materials used.

Direct quotes must be used sparingly and cited correctly.

Presentation: Do not read directly from the slides. Use them as prompts to speak spontaneously and demonstrate your understanding.

### Assessment Criteria:

The following assessment criteria will be used to evaluate your PowerPoint presentation. Your work will be graded based on the quality, depth, and clarity of your analysis, as well as your ability to apply theoretical knowledge to a real-world case. Each section will be assessed individually, and an overall grade will be determined based on the combined performance across all sections.

#### 1. Theoretical framework section (40%)

- Choice of theory (5%)
- Key contributors and historical context (5%)
- Explanation of major concepts and terms (10%)

- Source and solutions of problems (5%)
  - Focus in assessment and intervention (5%)
  - Goals and challenges (5%)
2. Case conceptualization section (40%)
    - Case overview (5%)
    - Application of theory to case dynamics (10%)
    - Source of problems and solutions in the case (5%)
    - Social worker's role in assessment and change (5%)
    - Intervention goals and expected outcomes (5%)
    - Concerns and challenges with using the theory (5%)
  3. References and citation (10%)
    - Quality and number of sources (5%)
    - Citation accuracy (5%)
  4. Presentation and organization (10%)
    - Slide design and visual appeal (5%)
    - Clarity and coherence (5%)

**(NB: Additional details are provided on the Rubric in D2L).**

<b>ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION</b>
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### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend all zoom sessions and actively contribute. If you are unable to attend a Zoom session, please contact your instructor prior to class (if possible) to discuss alternative means of engagement. During class time, I engage you in activities that extend and augment the readings and topics we are studying. Our group discussions and class exercises will extend beyond the course readings. If you find the class time or other course components unhelpful, ***I expect you to tell me that and work with me to improve it.*** On days assignments are due, I would rather you come to class and participate even if it is not done; you can get it to me later. **Ultimately, I am more interested in what you know at the end of the course than how you perform on your first try. I am willing to allow you to redo/add to an assignment if you are unhappy with your first attempt or wish to raise your grade.**

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L or via the appropriate D2L discussion forum. All assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

### **LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor - please contact the instructor prior to the assignment due date to discuss extensions. Late assignments may not receive substantive feedback from the instructor and may be penalized with a grade reduction of 5% per day-including weekends and holidays.

### **EXPECTATIONS FOR WRITING**

For written assignments, writing skills will be a factor in grading. 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 ( [Click here for information on APA 7<sup>th</sup> edition](#)). If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>. Additional support information will be provided in D2L.

**ACADEMIC MISCONDUCT**

It is expected that all work submitted in assignments is the student’s own work, written expressly by the student for this 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**

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

**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 to pass the course. The University of Calgary Graduate Grading System and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89

B	3.0	Satisfactory performance. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass. <b>Note:</b> Students who accumulate two grades of “B-” or lower can be required by the faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of “C+” or lower are indicative of failure at the graduate level and cannot be counted toward 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
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

Please note that additional suggested readings for the course are provided in D2L.

### UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

## **Professional Conduct**

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