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| Course & Session Number | IPHE 503 L01 (Faculty of Social Work Students) | Classroom | Online |
| Course Name | Interprofessional Practice in Addictions (and Co-Occurring Disorders) | | |
| Dates and Time | <p>Start of Classes: Tuesday September 3rd, 2024 End of Classes: Friday December 6th, 2024 Dates and Time: Zoom’s Wednesday’s 6:00pm – 8:00pm MST Wednesday’s September 4th, 11th, 18th, & 25th. Wednesday’s October 2nd, 9th, 16th, 23rd, & 30th. Wednesday’s November 6th, 20th, & 27th. November 10 -16th no classes. Wednesday December 4th. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p> | | |
| Instructor | Dr. Chloe Westelmajer, RSW | Office Hours | As requested. |
| UCalgary E-mail | Chloe.westelmajer@ucalgary.ca | UCalgary Phone | Please contact via email |

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,

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

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](#).

SYLLABUS STATEMENT

Students from different helping professions come together to examine aspects of addictions assessment, treatment and recovery, and issues of co-occurring mental health disorders in an interprofessional context. Studies include the complex array of treatments, programs and supports available in a Canadian context, and critical examination of the ancillary issues of community care, and other support services that are required for successful recovery and relapse prevention for those with addictive disorders and co-occurring mental health issues.

COURSE DESCRIPTION

This course will take place **online** via Desire2Learn (D2L) and Zoom. There will be 13 Synchronous Zoom sessions throughout the term (**September 4th, 11th, 18th, & 25th, October 2nd, 9th, 16th, 23rd, & 30th, November 6th, 20th, 27th, & December 4th, 2024**). Asynchronous work will be required of you outside of class time to complete group & individual discussion posts, engaging in reading and watching videos, as well as engagement in interactive learning through digital platforms and D2L.

Each zoom class will be recorded and provided on D2L for review. When unable to participate live due to unforeseen circumstances, it is your responsibility to inform the instructor in advance. A 500-word personal reflection based upon the pre-recorded zoom will be required to make up for the missed class. The reflection is due within 7 days of the missed class, late reflections will not be accepted.

The course provides a broad overview of the field of addictions and complications that arise when there is a co-occurring mental illness. It will make use of case studies to assist you in your understanding of the complexity of issues facing individuals with addictions, their family members, and treatment providers.

Please note that there are two major goals of this course: 1] to link theory to practice so that you are prepared to fill inter-professional roles in the community, in the area of mental health and addictions and 2] to provide opportunities for you to explore and experience interprofessional dialogue in small group settings.

Prerequisite(s): One of Community Rehabilitation 209, 435, Kinesiology 355, Nursing 303, 305, Psychology 203, 205, 3-units of courses labelled Social Work (SOWK).

COURSE LEARNING OUTCOMES

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

1. Demonstrate a critical understanding of the multiple aspects of addictions from diagnosis to treatment best practices, treatment programs, systems of care, and relevant social policy.
2. Demonstrate skills in interprofessional practice that utilize best practices in interprofessional collaboration and treatment delivery.
3. Appraise the literature and research base that underpins understanding, care, and delivery of services to persons with co-occurring disorders.
4. Analyze and evaluate the current discourses on substance abuse strategies, including harm reduction models.
5. Articulate understanding of the beliefs and philosophy of 12-step approaches to recovery.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Required texts:

Maté, G. (2018). *In the realm of hungry ghosts: Close encounters with addiction*. Random House Digital, Inc.

Morgan, O. J. (2019). *Addiction, attachment, trauma and recovery: The power of connection*. WW Norton & Company.

Required Chapters (available on D2L):

Vyt, A. (2015). Interprofessional education and collaborative practice in health and social care: The need for transdisciplinary mindsets, instruments, and mechanisms. In P. Gibbs (Ed.) *Transdisciplinary professional learning and practice* (pp. 69 – 88). Springer.

Williams, J. & Deering, K. (2022). Collaboration and whole system working. In J. Williams & K. Deering (Eds.), *Interprofessional perspectives of mental health crisis: For nursing, health, and the helping professions* (pp.144 - 157). Open University Press.

Additional readings and resources listed in class schedule & available on D2L.

Use APA (7th edition) formatting for citations

(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

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.

Hours for the course include structured and mandatory D2L asynchronous time. You are expected to engage in viewing course videos and engaging with all other asynchronous materials (responding to discussion posts and interacting with digital content). These do not include times that you would normally spend outside of regular class hours on additional or assigned readings, essays, or exam prep, etc.

CONNECTION TO PRACTICE

This course will support you in developing foundational knowledge about Substance-Related and Addictive Disorders their treatment interventions/approaches. This foundational knowledge will also prepare you to apply the necessary tools, competencies, and stumbling blocks of inter-professional treatment within inter-professional substance use treatment settings.

RELATIONSHIP TO OTHER COURSES

This course builds upon foundational knowledge acquired in courses related to mental health nursing, human behavior and the social environment, introductory and developmental psychology, and community rehabilitation practice.

CLASS SCHEDULE

Important Dates for Fall 2024

- Start of Term: Monday, August 26, 2024
- First Day of Class: Tuesday, September 3, 2024
- Fall Break November 10 - 16, 2024
- End of Term: Tuesday, December 24, 2024
- Last Day of Class: Friday, December 6, 2024
- Fee Deadline: Friday, September 20, 2024
- Labour Day, no classes: Monday, September 2, 2024
- [National Day for Truth and Reconciliation](#), no classes: Monday, September 30, 2024
- Thanksgiving Day, no classes: Monday, October 14, 2024
- [Remembrance Day](#), no classes: Monday, November 11, 2024

Through weekly readings, D2L content (including videos, PowerPoints and readings), and regular online zoom sessions (links can be found on D2L), the content of IPHE 503 will provide students with an understanding of addictions and co-occurring mental health challenges. A weekly learning activities checklist can be found on D2L which includes activities to be completed for the week. 39 instructional

hours will include 2 hours of weekly Zoom sessions, and a minimum of 1 hour per week of asynchronous learning activities, including discussion board participation and group work.

| Date | Topic | Readings/Assignments Due |
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| <p>Week September 2nd – September 9th, 2024 (September 2nd is Labour Day)</p> <p>Zoom Session: Wed. Sept. 4th, 2024: 6PM – 8PM MST</p> | <ul style="list-style-type: none"> • Introduction to the course. • Theoretical Models of Addictions. <p>Module #1: Interprofessional Practice, & Indigenous Approaches.</p> <ul style="list-style-type: none"> • Intro to Interprofessional Practice. | <p>Maté (2009) Introduction, Chap 1 & 2. Morgan (2019) Introduction Williams & Deering (2022) Chapter. Collaboration & Whole System Working. Available on D2L.</p> |
| <p>Week September 9th – September 16th, 2024</p> <p>Zoom Session: Wed. Sept. 11th, 2024: 6PM – 8PM MST Guest Speaker: Indigenous Knowledge Keeper Tyrone Rhyno</p> | <p>Module #1: Interprofessional Practice & Indigenous Approaches.</p> <ul style="list-style-type: none"> • Interprofessional Practice Core Competencies, Tools, & Stumbling Blocks. • Incorporating Indigenous Ways of Knowing. | <p>Maté (2009) Chap 9 & 10. Morgan (2019) Chap 3. Vyt (2015) Chapter. Interprofessional education and collaborative practice in health and social care: The need for transdisciplinary mindsets, instruments, and mechanisms. Available on D2L.</p> <p>*Read etiquette guidelines for engagement with an Indigenous knowledge keeper on D2L (Module 1 content) prior to the Zoom.</p> <p>Discussion Board: Introductory post due September 11th</p> |
| <p>Week September 16th – September 23rd, 2024</p> <p>Zoom Session: Wed. Sept. 18th, 2024: 6PM – 8PM MST</p> | <p>Module #2: Substance Use Disorders.</p> <ul style="list-style-type: none"> • Substance Use Disorders & Co-Occurring Disorders. • Examination of alcohol and other substances and their effects. • Pharmacokinetics. • What the body does to drugs and what drugs do to the body. | <p>Maté (2009) Chap 11, 12, 13, 14, & 15 Morgan (2019) Chap 4. Discussion Board: Main group post #1 due September 18th</p> |

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| | <ul style="list-style-type: none"> Types of substance use patterns, prevalence. | |
| <p>Week September 23rd – September 30th</p> <p>Zoom Recording on D2L: No Zoom this week – review Zoom Recording and engage in Padlet in D2L content for this week.</p> | <p>Module #2: Substance Use Disorders.</p> <ul style="list-style-type: none"> Caffeine, Cannabis, Tobacco, Hallucinogen Disorders. Opioid Related Disorders. Inhalant-Related Disorders. Sedative, Hypnotic, or Anxiolytic Related Disorders. Stimulant Disorders. | <p>Maté (2009) Chap 6 & 7. Morgan (2019) Chap 3. Discussion Board: group response post #1 due September 25th</p> |
| <p>Assignment #1: Experiential Reflection Paper due Wednesday Sept. 25th by 11:59 pm</p> | | |
| <p>Week September 30th – October 7th, 2024</p> <p>Zoom session: Wed. Oct. 2nd, 2024: 6PM – 8PM MST</p> <p>Guest Speaker: Riah Hoechsmann Complex Care Outreach Island Health</p> | <p>Module #3: Harm Reduction & Addictions Outreach</p> <ul style="list-style-type: none"> The basics of harm reduction. Community outreach interprofessional practice treatment. | <p>Maté (2009) Chap 28 & 26. Discussion Board: Main group post #2 due October 2nd</p> |
| <p>Week October 7th – October 14th, 2024</p> <p>Zoom Session: Wed. Oct. 9th, 2024: 6PM - 8PM MST</p> | <p>Module #4: Trauma and Addictions</p> <ul style="list-style-type: none"> Levels of care and continuum of care. Treatment programs and approaches. | <p>Maté (2009) Chap 17 & 18. Morgan (2019) Chap 6. Discussion Board: group response post #2 due October 9th</p> |
| <p>Week October 14th, 2024 – October 21st, 2024 Thanksgiving Oct. 14th.</p> | <p>Module #4: Trauma and Addictions</p> <ul style="list-style-type: none"> The intersection of trauma and addiction. | <p>Maté (2009) Chap 19 & 29.</p> |

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| <p>Zoom session: Wed. Oct. 16th, 2024: 6PM - 8PM</p> | <ul style="list-style-type: none"> • Post Traumatic Stress Disorder (PTSD). • Intergenerational Trauma. • Adverse Childhood Experiences (ACEs). | <p>Morgan (2019) Chap 7. Discussion Board: Main group post #3 due October 16th</p> |
| <p>Week October 21st – October 28th, 2024</p> <p>Zoom Session: Wed. Oct. 23rd, 2024: 6PM - 8PM</p> | <p>Module #5: Ethics & Addictions.</p> <ul style="list-style-type: none"> • Co-existing mental health disorders. • Ethics and addictions. | <p>Maté (2009) Chap 23 & 25. Morgan (2019) Chap 8. Discussion Board: group response post #3 due October 23rd</p> |
| <p>Assignment 2: Paper on Treatment Approach due Wednesday October 23rd by 11:59pm</p> | | |
| <p>Week October 28th – November 4th, 2024</p> <p>Zoom session: Wed. Oct. 30th, 2024 6PM – 8PM MST</p> | <p>Module #5: Ethics & Addictions</p> <ul style="list-style-type: none"> • Ethical dilemmas. • Ethical decision-making. • Moral distress. | <p>Maté (2009) Chap 27 & Epilogue. Morgan (2019) Chap 9 & 10. Discussion Board: Main group post #4 due October 30th</p> |
| <p>Week November 4th – November 11th, 2024 Remembrance Day November 11th</p> <p>Group Presentations Zoom session: Wed. Nov. 6th, 2024 6PM – 8PM MST</p> | <p>Special Topics*</p> <ul style="list-style-type: none"> • Group 1: Addictions and seniors • Group 2: 2SLGBTQIA+ issues in addictions <p>Each group has 55 minutes to present (40 minutes for their presentation and 15 minutes for questions)</p> | <p>Presentations due during class on Wed. Nov 6th for: Group 1 and Group 2 One member submits to D2L. Discussion Board: group response post #4 due Nov 6th</p> |
| <p>Reading Week: November 10th – 17th, 2024: No Classes</p> | | |
| <p>Week November 18th – November 25th, 2024</p> <p>Group Presentations Zoom session:</p> | <p>Special Topics*</p> <ul style="list-style-type: none"> • Group 3: Adolescent substance use/abuse • Group 4: Addictions and ADHD | <p>Presentations due during class on Wed Nov. 20^h for: Group 3 and Group 4. One member submits to D2L.</p> |

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| Wed. Nov. 20, 2024 6PM – 8PM MST | Each group has 55 minutes to present (40 minutes for their presentation and 15 minutes for questions) | Discussion Board: Main group post #5 due Nov 20th |
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| Week November 25th – December 2nd, 2024 Group Presentations Zoom session: Thu. Nov. 27th, 2024 6PM – 8PM MST | Special Topics* <ul style="list-style-type: none"> • Group 5: Addictions and the houseless populations • Group 6: Addictions and Indigenous communities Each group has 55 minutes to present (40 minutes for their presentation and 15 minutes for questions) | Presentations due during class on Wed. Nov. 27th for: Group 5 and Group 6. One member submits to D2L. Discussion Board: group response post #5 due Nov 27th |
| Week December 2nd – December 9th, 2024 Group Presentations Zoom Session: Wed. Dec. 4th, 2024, 6PM – 8PM MST | Special Topics* <ul style="list-style-type: none"> • Group 7: Addictions and The Criminal Justice System. • Group 8: Pain Management and Addictions. • Final reflections Each group has 55 minutes to present (40 minutes for their presentation and 15 minutes for questions) | Presentations due during class on Wed. Dec. 4th for: Group 7 and Group 8. One member submits to D2L. |

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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

Assignment 1: Experiential Reflection Paper (20%) – due Wednesday Sept. 25th, 2024, by 11:59 pm

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

Assignment Description:

Within the first 2 weeks of the course, you will attend a 12-step meeting (e.g., Alcoholics Anonymous, Narcotics Anonymous, etc.) or a SMART recovery meeting. Meeting schedules are located online, and meetings take place throughout the country. Please note that members of AA and related groups have traditionally welcomed students who wish to learn more about the program. You should identify yourself as a student who is there for educational purposes and ensure that permission is sought prior to attending the meeting. It is important for you to also identify yourself as a student during the meeting. Please ensure that you respect the confidentiality of the meeting and participants. **Please do not attend in groups – one other person is acceptable as an observer only.** If attending 12-step meetings is currently part of your life or if you have attended a meeting or meetings in the past (for personal or academic reasons), for the purpose of this assignment please attend a different meeting than the one you usually attend/have previously attended. For example, if you have previously attended an NA meeting, you would attend an AA, Al-Anon meeting, etc.

After attending a meeting, reflect on the experience in a 1250 to 1500-word paper, part personal reflection and part critical (scholarly) reflection on 12-step programs or SMART recovery programs. A *minimum* of 5 references are required and should be a mix of in-class and external references. Reflections should be completed using APA 7th edition. Rubric for reflection assignment is available on D2L and should be followed closely.

Your paper should address the following:

- A description of your personal experience attending the meeting.

- Any pre-existing beliefs about addictions and 12-step programs OR pre-existing beliefs about addictions and SMART recovery that were confirmed, modified, or challenged as a result of this experience.
- A brief description of 12-step programs and their approach to recovery or SMART recovery's approach to recovery.
- The evidence in support and/or against 12-step programs or SMART recovery.
- How you could integrate SMART recovery or 12-step programming into your future work as a health care professional.

Submit your full paper to the Reflection Dropbox.

Assessment Criteria: Refer to assessment rubrics provided in class/posted on D2L.

Assignment 2: Paper on Treatment Approach (30%) due Wed. Oct. 23rd, 2024, by 11:59 pm

Aligned Course Learning Outcomes: 1, 2, 3, 4,

Assignment Description:

A paper (1700 to 2000 words) exploring a treatment approach for addictive disorders used within inter-professional settings (e.g., motivational interviewing, cognitive behavioral therapy, etc.) that includes:

- A brief description of the treatment approach (be careful that you choose a specific treatment approach and not a model or philosophy).
- Exploration of the *prominent* controversies and contradictions raised in the literature regarding the treatment approach.
- Identifying the strengths and limitations of this approach with addictions.
- Identifying populations that are served/not served by this approach.
- Provide your own assessment/reflection of the treatment approach.
- Provide one issue between the chosen treatment approach and inter-professional practice contexts.
- Pay attention to integrating the course texts and provided chapters.

A *minimum* of 5 references is required and should be a mix of in-class and external sources, using APA 7th edition. Rubric for the assignment is available on D2L and should be followed closely.

Assessment Criteria: Refer to assessment rubrics provided in class/posted on D2L.

Assignment 3: Group Presentations (30%) due on dates shown below

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

Assignment Description:

Group 1, 2 to present on Wednesday, Nov. 6th during class.
Group 3, 4 to present on Wednesday, Nov. 20th during class.
Group 5, 6 to present on Wednesday, Nov. 27th during class.
Group 7, 8 to present on Wednesday, Dec. 4th during class.

Each group (which will be assigned at the beginning of the course) has been assigned a specific topic from the list found in the class schedule. During your assigned presentation week your group will be responsible for presenting a 15-20 slide PowerPoint, or other presentation format, (excluding references) with two questions to ask peers and stimulate discussion about at the end of the presentation. Your presentation should be 40 minutes in duration allotting 15 minutes for questions and discussion. Your presentation will incorporate class materials/readings (a *minimum* of 7 academic references - a mix of in-class and external sources, using APA 7th edition). A rubric for the assignment is available on D2L and should be followed closely. Please ensure one member of the group submits a copy of the presentation to the Dropbox provided prior to the presentation. Presentations will be recorded for purposes of review and grading; verbal consent will be requested in class.

Due to the interactive nature of this assignment, students/groups who do not participate in the presentation with their assigned project team by the due date will receive a grade reduction.

Assessment Criteria: Refer to assessment rubrics provided in class/posted on D2L.

Assignment 4: Main Posts, Response Posts, and Involvement/Engagement in Class (20%)

Introductory post (the only post completed individually) due: September 11th, 2024 by 11:59pm.
Main Post 1 due: Wed. Sep. 18th by 11:59 pm MST; Response Post 1 due: Wed., Sept. 25 by 11:59 pm.
Main Post 2 due: Wed., Oct. 2nd by 11:59 pm MST; Response Post 2 due: Wed., Oct. 9th by 11:59 pm.
Main Post 3 due: Wed, Oct. 16th by 11:59 pm MST; Response Post 3 due: Wed., Oct. 23rd by 11:59 pm.
Main Post 4 due: Wed., Oct. 30th by 11:59 pm MST; Response Post 4 due: Wed., Nov., 6th by 11:59 pm.
Main Post 5 due: Wed., Nov. 20th by 11:59 pm MST; Response Post 5 due: Wed., Nov., 27th by 11:59 pm.

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

Assignment Description:

Participation in Zoom sessions and online discussions are an important part of your learning. Effective learning includes active participation in class discussions of current material, which will be part of the assignment 4 mark. You are expected to be present for all Zoom classes, actively contribute during the class, and to contribute to meaningful discussion through posts on the discussion board.

It is expected that group members work together to develop main posts responses with other group members. There are 13 zoom sessions that you are expected to attend and participate (one is a recording to be viewed and a Padlet completed). You will be expected to use at least 3 internal **or** external scholarly references for each of their main posts (References should be in APA 7th Edition). An approximately 250-word group response to one of your peers' group posts will be completed on alternating weeks when your main post is not due. One internal **or** external reference is needed for the response post.

Due to the interactive nature of this assignment, students/groups who do not participate in the discussion posts with their assigned project team by the due date will receive a grade reduction. Those

who do not actively participate in discussions during the class will also not receive full marks as outlined on the rubric.

Assessment Criteria: Refer to assessment rubrics provided in class/posted on D2L.

You may *only miss 2 Zoom sessions* during the semester (and complete an alternative participation activity) without losing marks for participation. Please note that the instructor can view your participation in the course (including information on logins and information accessed). The instructor will be able to determine whether you accessed all module materials, and how many posts you have authored/read.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Attendance and participation will include Zoom sessions, as well as readings and meaningful replies to discussion board postings.

Students are expected to attend each scheduled Zoom session and to be fully present and engaged in class activities and discussions, with webcams activated. This is part of the participation grade, as outlined in the assessment #4 components section above.

Zoom sessions will be recorded. Students who miss a class, and receive approval prior to the missed class, can submit a 500-word essay relevant to the content discussed at that Zoom session in order to obtain the participation mark. Students will be asked to watch a recording of the session and submit the written reflection within 7 days of the missed zoom.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L or discussion component of D2L. Assignments must be submitted in Microsoft Word. Assignments should have a file name as follows: Full name and assignment number (i.e., 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.

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 submitted after the deadline and without approval, will be penalized with a 3-point grade reduction for each day after the submission deadline. There is a 7-day maximum limit by which students who have not requested an extension can submit their assignments. No assignments will be accepted after the 7-day limit.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

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

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L. Rounding up will occur to the next whole number if there is a decimal point above .5 so that a 19.6 would be rounded up to 20, for example, but a 19.5 would not.

| 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 |

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| F | 0.00 | Failure. Did not meet course requirements. | Below 50 |
| CG | | Credit Granted. Not included in the GPA calculation. See section F.1.3 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/usri>

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

ADDITIONAL SUGGESTED READINGS

Suggested readings are available on 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](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

Research Ethics

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics Website](#) before beginning the assignment.

Academic Misconduct

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

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [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