Course & Session Number	SOWK 310 S06	Classroom	Online
Course Name	Critical Analysis of Social Work Theories and Practice		
Dates and Time	Start of Classes: September 3, 2024 End of Classes: December 6, 2024 Dates & Time: Wednesdays, Zoom sessions between 5:30PM and 8:30PM Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Hieu Van Ngo, PhD, RSW	Office Hours	By appointment
UCalgary E-mail	hngo@ucalgary.ca	UCalgary Phone	403-220-7424

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.

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

Learners critically examine diverse theories and perspectives and integrate theory and practice.

COURSE DESCRIPTION

In this course, you will examine diverse social work paradigms and related theories. Through your active engagement in a wide range of learning activities, you will gain analytical knowledge and skills, critically theories that address the underlying assumptions about the nature of humans and the nature of society, and locate paradigms, theories and perspectives grounded in diverse worldviews, ways of knowing, being and doing, and experiences. You will begin to articulate your theoretical and practical framework. The key learning activities include attending live Zoom/ in-person sessions, viewing recorded lectures, reflecting on the assigned readings, participating in critical dialogues on the discussion board, engaging in inquiry-based learning, and integrating and applying your ongoing learning through the use of case studies. This course will take place **online** via Desire2Learn (D2L) and Zoom.

Course Hours: 3 units; (3S-0)
Prerequisite: Admission to BSW Program
Antirequisite: Credit for Social Work 310 and 365 will not be allowed.

COURSE LEARNING OUTCOMES

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

1. Critically examine contemporary social work paradigms and related theories, approaches, and models of practice.

2. Inquire into paradigms, theories, and approaches that center the perspectives and experiences of diverse and equity-deserving groups and communities.

3. Articulate your understanding of the linkages between social practice and paradigms, theories, approaches and models of practice.

4. Begin to construct a professional practice framework by locating your social work paradigm and critically reflect on the implications of your theoretical orientation and choices.

5. Use your articulated paradigm and theories to analyze social issues.

LEARNING RESOURCES

Required Readings
Textbook
Harms, L., & Connolly, M. (2019). *Social work: From theory to practice* (3rd ed.). Cambridge University Press.
The textbook can be ordered via the Ucalgary bookstore or the publisher.

Articles and Book Chapters
The D2L Leganto Reading List will provide access to the required articles and chapters, as well as some selected recommended readings. Through inquiry-based learning, learners will contribute to the reading resources.

Daftary, A. (2020). Critical race theory: An effective framework for social work research. *Journal of Ethnic & Cultural Diversity in Social Work*, *29*(6), 439–454. https://doi.org/10.1080/15313204.2018.1534223

Dow, B., & McDonald, J. (2003). Social support or structural change? Social work theory and research on care-giving. *Australian Social Work, 56*(3), 197-208. https://doi.org/10.1046/j.0312-407x.2003.00083.x

Egizio, L.L., Smith, C.D., Wahab, S., & Bennett, K. (2019). Motivational interviewing's theory of practice for social work: Promises and pitfalls. In M. Payne, & E. Reith-Hall (Eds.) *The Routledge handbook of social work theory* (pp.236-245). Routledge. https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315211053

Gardner, F. (2022). Building a theoretical framework for critical spirituality. In F. Gardner, *Embedding spirituality and religion in social work practice: A socially just approach* (pp.45-63). Routledge. https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781003132677

George, U. (2000). Toward anti-racism in social work in the Canadian context. In G. Sefa Dei & A. Calliste (Eds.). *Anti-Racist Feminism* (pp.111-122). Fernwood Publishing. https://canadacommons.ca/artifacts/1868639/anti-racist-feminism/2617479/

Goldsworthy, K.K. (2005). Grief and loss theory in social work practice: All changes involve loss, just as all losses require change. *Australian Social Work, 58*(2), 167-178. https://doi.org/10.1111/j.1447-0748.2005.00201.x

Greenberg, L.S. (2004). Emotion-focused therapy. *Clinical Psychology and Psychotherapy*, *11*(1), 3-16. https://doi.org/10.1002/cpp.388

Hicks, S., & Jeyasingham, D. (2016). Social Work, Queer Theory and After: A Genealogy of Sexuality Theory in Neo-Liberal Times. *The British Journal of Social Work*, *46*(8), 2357–2373. https://doi.org/10.1093/bjsw/bcw103

Hiranandani, V. (2019). Towards a Critical Theory of Disability in Social Work. *Critical Social Work*, *6*(1). https://doi.org/10.22329/csw.v6i1.5712

Kaushik, V., & Walsh, C. A. (2018). A Critical Analysis of the Use of Intersectionality Theory to Understand the Settlement and Integration Needs of Skilled Immigrants to Canada. *Canadian Ethnic Studies Journal*, *50*(3), 27-47. https://link-gale-com.ezproxy.lib.ucalgary.ca/apps/doc/A562370512/LitRC?u=ucalgary&sid=summon&xid=c09491ea

Lazzara, J. (2020). Intro to lifespan development. In J. Lazzara (Ed.), *Lifespan Development*. Creative Commons. https://open.maricopa.edu/devpsych/chapter/chapter-1-intro-to-lifespan-development/

Levenson, J. (2017). Trauma-Informed Social Work Practice. *Social Work*, *62*(2), 105–113. https://doi.org/10.1093/sw/swx001

Nagoshi, J. L., & Brzuzy, S. (2010). Transgender Theory: Embodying Research and Practice. Affilia, 25(4), 431-443. https://doi.org/10.1177/0886109910384068

Pollio, D. E., McDonald, S. M., & North, C. S. (1997). Combining a Strengths-Based Approach and Feminist Theory in Group Work with Persons "On the Streets." *Social Work with Groups*, *19*(3–4), 5–20. https://doi-org.ezproxy.lib.ucalgary.ca/10.1300/J009v19n03_02

Tadros, E. (2019). The Tadros Theory of Change: An Integrated Structural, Narrative, and Solution-Focused Approach. *Contemporary Family Therapy*, *41*(4), 347–356. https://doi.org/10.1007/s10591-019-09502-z

Thorpe, C. (2018). Feminist Social Theory and Social Work. In *Social Theory for Social Work* (1st ed., pp. 124–142). Routledge. https://doi.org/10.4324/9780203529638-8

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 are required for D2L and Zoom access.

CONNECTION TO PRACTICE

 This course will support you in developing and applying the theoretical knowledge to your social work practice, particularly in assessment, planning and intervention. The theoretical foundation will guide your reflexive practice with individuals, families, groups, and communities.

RELATIONSHIP TO OTHER COURSES

This course supports you in gaining a theoretical foundation that enables you to critically examine theoretical concepts and practice frameworks offered in other courses.

CLASS SCHEDULE

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

Four learning modules are designed to help you work progressively towards the stated learning objectives. In each module, you will participate in a wide range of asynchronous and synchronous learning activities, including attending live Zoom/ in-person sessions, viewing recorded lectures, reflecting on the assigned readings, participating in critical dialogues on the discussion board, engaging in inquiry-based learning, and integrating and applying your ongoing learning through the use of case studies. The alignment between modules and weeks of the course is outlined below the module descriptions.

Module 1: Setting the Stage for Critical Analysis of Social Work Theories and Practice
Learning activities will help you gain foundational knowledge and skills that inform your critical analyses of social work theories and practice. You will differentiate the key constructs, namely paradigms, theories, perspectives, frameworks, and models of practice. Additionally, you will inquire into debates and tensions in social work and develop your critical lenses and analytical skills.

Module 2: Critical Analyses of Social Work Theories
Learning activities will support you in critically examining a wide range of theories that address the underlying assumptions about the nature of humans and the nature of society. You will scrutinize the selective clusters of theories that are associated with the existentialist, functionalist, humanist, and structuralist paradigms, explore implications for social work practice and consider the impact of your application in working with diverse populations.

Module 3: Extending Social Work Theories and Practices
Using inquiry-based learning, you will locate paradigms, theories, and perspectives grounded in diverse, equity-deserving community members' worldviews, ways of knowing, being, and doing, and experiences. Grounded in social work values and ethics, you will present arguments to extend the existing social work theories and practices.

Module 4: Application and Integration
Drawing upon your learning throughout modules 1 to 3, you will begin articulating your theoretical and practical framework. You will locate your paradigm, theories and perspectives and use them to inform your analyses of community issues. You will consider the implications of your theoretical and practical orientations in working with diverse, equity-serving group members.

	Topics	Readings, Learning Activities, and Assignments
Module 1: Setting the Stage for Critical Analysis	**Week 1, September 3-7** Course overview The role of theory in social work practice Differentiating paradigm, theory, models of practice Ontology, epistemology, axiology	Readings: Harms & Connolly (2019)- Chapters 1 (Social work knowledge, theory and practice) and chapter 2 (Frameworks, models and practice) Key Learning Activities • Complete asynchronous learning activities (1 hour) • Participate in Zoom session #1, Wednesday, September 4, 6:30PM to 8:30PM
	Week 2, September 8-14 Critical reflection and reflexivity as tools for evaluating and applying theory An overview of dominant paradigms and related theories Debates and tensions in social work theory and practice Awareness of critical lens	Readings: Poulter (2005)- Integrating theory and practice Harms & Connolly (2019)- Chapter 9 (Reflective practice and theory) Key Learning Activities • Complete asynchronous learning activities (1 hour) • Participate in Zoom session #2, Wednesday, September 11, 6:30PM to 8:30PM • **Complete Assignment #1 (My Critical Lens)** • You will need to indicate your choice for capstone presentation or paper for Assignment #4 by September 14, 2025

Module 2: Critical Analyses of Social Work Theories	**Week 3, September 15-21** Functionalist paradigm and related theories • Systems and ecological theories • Psychodynamic and behavioural theories • Development across lifespan (early childhood, childhood, adulthood, adolescence, older adulthood/aging)	<u>Readings:</u> Harms & Connolly (2019)- Chapter 4 (Systems theories), Chapter 5 (on psychodynamic approaches) and Chapter 6 (on cognitive behaviour theories) Lazzara (2020)- intro to lifespan development <u>Key Learning Activities</u> • Complete asynchronous learning activities (1 hour) • Participate in Zoom session #3, Wednesday, September 18, 6:30PM to 8:30PM • Work on Assignment #2
	Week 4, September 22-28 Existentialist paradigm and related theories • Person-centred theories • Mindfulness approaches • Spiritual, religious, and cultural approaches • Emotion-focused therapy • Motivational interviewing • Grief and loss	<u>Readings:</u> Harms & Connolly (2019)- Chapter 5 (on person-centred theories, and Chapter 6 (on mindfulness, spiritual and cultural approaches) Gardner (2022)- Building a theoretical framework for critical spirituality Greenberg (2004)- Emotion-focused therapy Egizio, Smith, Wahab and Bennett (2019)- Motivational interviewing's theory of practice for social work Goldsworthy (2005)- Grief and loss theory in social work practice <u>Key Learning Activities</u> • Complete asynchronous learning activities (1 hour) • Participate in Zoom session #4, Wednesday, September 25, 6:30PM to 8:30PM • Work on Assignment #2
	Week 5, September 29-October 5 Humanist paradigm and related theories • Social constructivism • Story-telling theories • Indigenous approaches • Trauma-informed practice • Strengths-based approach • Solution-focused approach	<u>Readings:</u> Harms & Connolly (2019)- Chapter 3 (Reimagining social work from an Aboriginal theoretical perspective) & Chapter 7 (Story-telling theories) Levenson (2017)- Trauma-Informed social work practice <u>Key Learning Activities</u> • Complete asynchronous learning activities (1 hour) • Participate in Zoom session #5, Wednesday, October 2, 6:30PM to 8:30PM • Work on Assignment #2

Module 2: Critical Analyses of Social Work Theories	**Week 6, October 6-12** Structuralist paradigm and related theories • Mountain-moving theories • Anti-racist frameworks • Intersectionality theory	Readings: Harms & Connolly (2019)- Chapter 8 (Mountain-moving theories) George (2000)- Toward anti-racism in social work in the Canadian context Kaushik & Walsh (2018)- A Critical analysis of the use of intersectionality Key Learning Activities • Complete asynchronous learning activities (1 hour) • Participate in Zoom session #6, Wednesday, October 9, 6:30PM to 8:30PM • Work on Assignment #2
	Week 7, October 13-19 Structuralist paradigm and related theories • Feminist theory • LGBTQ2IAS+ theories • Critical disability	Readings: Thorpe (2018)- Feminist social theory and social work Hicks & Jeyasingham (2016)- Social work, queer theory and after Nagoshi & Brzuzy (2010)- Transgender theory Hiranandani (2019)- Towards a critical theory of disability in social work Key Learning Activities • Complete asynchronous learning activities (1 hour) • Participate in Zoom session #7, Wednesday, October 16, 6:30PM to 8:30PM • **Complete Assignment #2 (My Critical Analysis of Selected Theories)**
Module 3: Extending Theories, Frameworks, and Models of Practice	**Week 08, October 20-26** Inquiry-based, collaborative learning	Readings: To be generated by students Key Learning Activities • Complete asynchronous learning activities (1.5 hours) • Participate in Zoom session #8, Wednesday, October 23, 6:30PM to 8:00PM • Work on Assignment #3 (You will need to indicate your choice for individual or group assignment by October 20, 2024)
	Week 9, October 27-November 2 Inquiry-based, collaborative learning	Readings: To be generated by students

		Key Learning Activities • Complete asynchronous learning activities (1.5 hours) • Participate in Zoom session #9, Wednesday, October 30, 6:30PM to 8:00PM • Work on Assignment #3
	Week 10, November 3-9 Interdisciplinarity Heuristic paradigm	Readings: Pollio, McDonald, & North (1997)- Combining strengths-based approach and feminist theory Tadros (2019)- An integrated structural, narrative, and solution-focused approach Key Learning Activities • Complete asynchronous learning activities (1 hour) • Participate in Zoom session #10, Wednesday, November 6, 6:30PM to 8:30PM • **Complete Assignment #3**
	November 10 – 16	Term Break, No Classes
Module 4: Application and Integration	**Week 11, November 17-23** Theory and social work research	Readings: Dow & McDonald (2003)- Social support or structural change Daftary (2020). Critical race theory and research Key Learning Activities • Complete asynchronous learning activities (1 hour) • Participate in Zoom session #11, Wednesday, November 20, 6:30PM to 8:30PM • Work on Assignment #4
	Week 12, November 24-30 Presentation preparation and consultation	Key Learning Activities • Prepare for capstone or paper summary presentations • Participate in Zoom session #12, Wednesday, November 27, 5:30PM to 8:30PM • **Complete Assignment #4 (Application and Integration)**
	Week 13, December 1-6 Virtual presentations	Key Learning Activities • Complete capstone or paper summary presentations • Participate in Zoom session #13, Wednesday, December 4, 5:30PM to 8:30PM • **Complete Assignment #4 (Application and Integration)**

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 and skill 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

Assignments are aligned with and integrated into module learning. As you engage in diverse learning activities, you will use the critical questions provided in the assignments to guide your thinking, analyses or application. **If you use AI tools in any assignment, please refer to the Use of Artificial Intelligence section. In addition, the instruction on D2L will specify the additional steps that you will need to complete if you use AI tools for an assignment.**

Assignment 1: My Critical Lens
Weight: 15%
Due Date: September 14, 2024, at 11:59PM
Aligned Course Learning Outcomes: 1, 2, 3, 4
Description: The assignment is intended to support you in articulating the critical lenses that inform your analyses of social work theories and practice. At the end of module 1, you are asked to review your learning throughout the module and write a statement (up to 500 words) that offers a critical reflection on how your personal and professional values and experiences, along with other influences (such as elder teaching or learning from your education), have helped you make sense of the issues you have

personally experienced or seen in your communities. Additional instruction and guiding questions will be provided on D2L.
Assessment Criteria: Grading criteria/grading rubric will be provided on D2L.

Assignment 2:
My Critical Analyses of Selective Theories
Weight: 30%
Due Date: October 19, 2024, at 11:59PM
Aligned Course Learning Outcomes: 1, 2, 3, 4
Description: The assignment is intended to support you in critically analyzing selective social work theories (maximum 1000 words). At the end of module 2, you are asked to choose one social work theory that you are inclined to and one theory that you are least inclined to use in your future social work practice. Using the lenses articulated in Assignment 2, you critically assess the chosen theories and make arguments for your inclination to use or not to use them in your future practice.   Additional instruction and guiding questions will be provided on D2L.
Assessment Criteria: Grading criteria/grading rubric will be provided on D2L.

Assignment 3: Extending Social Work Theories and Practices (Individual or Group Assignment)
Weight: 30%
Due Date: November 6, 2024 (You will need to indicate your choice for individual or group assignment by October 20, 2024).
Aligned Course Learning Outcomes: 1, 2, 3, 4

Option A: Paper
Description: The assignment is intended to support you in extending social work theories and practices. At the end of module 3, you are invited to put forward a paradigm, theory or practical framework that is not rooted in the dominant worldviews and beliefs. The written submission provides an overview of the chosen paradigm, theory or practical framework, makes a case for its use in social work and demonstrates how it can help address specific community issues (maximum 1000 words). Additional instruction and guiding questions will be provided on D2L.
Assessment of Criteria: Grading criteria/grading rubric will be provided in D2L

Or

Option B: Infographic or poster
Description: The assignment is intended to support you in extending social work theories and practices. In module 3, you will present and critically analyze a paradigm, theory or practical framework that is not rooted in the dominant worldviews and beliefs or covered in the textbook or class topics. The infographic or poster should capture central tenets or key concepts associated with the paradigm, theory, approach, model of practice or practical framework, make a case for its use in social work and explain how it can help address community issues. Poster or infographic design will be a consideration in grading. The space within the poster or infographic should be thoughtfully and effectively utilized to educate viewers about the paradigm, theory, approach, model of practice or practice framework and describe possibilities for applying it to social work practice. Examples or scenarios may be used to illustrate applications to practice. Visual representations that illustrate/explain key concepts or ideas (e.g., concept maps or diagrams) can be included. Decorative details, images or graphics that don't convey meaning or contribute to educating the audience should be kept to a minimum. Examples of

formats, programs and tools for creating infographics or posters will be provided in D2L. Please include the following components:

1. Two to three scholarly references (following APA 7 format)
2. One question for discussion that encourages critical thinking and forging connections to practice.

To facilitate peer learning, infographics or posters will be shared and discussed in small groups during the course.

Assessment of Criteria: Grading criteria/grading rubric will be provided in D2L

Assignment 4: Application and Integration
Weight: 25%
Due Date: November 27, 2024, or December 4, 2024 (You will need to indicate your choice for capstone presentation or paper by September 14, 2025).
Aligned Course Learning Outcomes: 1,3, 5

<u>Option A: Capstone Presentation</u>
Description: The assignment is intended to showcase your application and integration of learning throughout the course. You are encouraged to be creative in creating a capstone presentation that demonstrates how you have located your critical lens, continually assessed the various theories, attempted to extend beyond the dominant worldviews and theories and critically applied your theoretical knowledge to better understand and address the chosen community issue. Your capstone presentation could be a PowerPoint presentation, a podcast, a short film, or other creative means. To facilitate peer learning, you will present your capstone to a small group of colleagues and propose 1 question for critical reflection and discussion based on your analysis.
Assessment of Criteria: Grading criteria/grading rubric will be provided in D2L

Or

<u>Option B: Paper</u>
Description: This assignment challenges you to critically analyze selected social work theories and to integrate and apply your learning to address community issues. You are invited to choose a community issue of interest. Based on your issue of interest, you are asked to identify a theory, framework, approach, or model of practice that could deepen your understanding of the issue and inform your social work practice or responses to address the community issue (1000 words excluding references). If you choose a model of practice, framework or approach, your overview and analysis must include references to the theoretical basis or premises of the model. At least 6 references should be included. Your course text can be included as one reference.
Assignment components:

1. Brief description of a community issue and social justice considerations or implications.
2. Overview and critical analysis of theory, framework, approach or model of practice. The analysis should appraise its strengths and limitations.
3. Application of theory to your analysis of the community issue. This section should include a rationale for the theory, a framework, approach, or model of practice and how it is relevant to the community issue (e.g., how it could inform understanding of the issue, practice, action or advocacy)
4. Two slides that summarize key points from your analysis (that you will present to a small group of colleagues. This part of the assignment should "bring the theory to life" for your colleagues.

Assessment of Criteria: Grading criteria/grading rubric will be provided in D2L.

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

You are expected to complete all required asynchronous learning activities via D2L, and to be fully present and engaged in all learning activities and discussions during synchronous Zoom sessions. When you are unable to participate in synchronous Zoom sessions due to unforeseen circumstances, you are expected to inform the instructor in advance and discuss alternative learning activities. Make-up assignments are subject to the discretion of the instructor. Please refer to the Ucalgary calendar for more information on attendance and supporting documentation for absences from in-course assessments.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

You are required to 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 your 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 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. If you have not requested for an extension and received the instructor's approval for the request, there is a 7-day maximum limit by which you can submit your 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.

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is your own work, written expressly by you for this course. Academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar.

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, and how the results from the AI were incorporated into the submitted work. 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

Your 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 Undergraduate Grading System and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L. The instructor will consider your overall course engagement and performance in deciding to round up marks in decimals to the nearest whole numbers.

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 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, you can provide feedback on your academic learning experience in your courses, including your instructors, through university-wide online surveys. Your feedback contributes to ensuring academic excellence in the university's curriculum by bringing direct feedback to instructors. You will receive an email from **UCalgary Course Experience Surveys** with direct links to your current course surveys, or you can access within the D2L course shell. For more information, visit: https://www.ucalgary.ca/provost/teaching-learning/student-surveys. You are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

The D2L Leganto Reading List will include additional readings. Through inquiry-based learning, learners will contribute to the reading resources.

Anand, M. (2022). Combining feminist theory and social work: Towards developing an Indigenous model of practice in India. *Practice*, *35*(3), 201–217. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/09503153.2022.2029835

Coaston, J. (2019). The intersectionality wars. *Vox*. https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination

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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