Fall 2024

Course & Session Number	SOWK 310 S07	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 and Time: Wednesdays at 5:30 PM - 8:30 PM MDT Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Maimuna S. Khan, MSW, RSW	Office Hours	By appointment
UCalgary E-mail	maimuna.khan@ucalgary.ca	UCalgary Phone	N/A

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.

SYLLABUS STATEMENT

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. To best succeed in the course, students are expected to participate in the asynchronous learning tasks 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 propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion.

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. Employ your articulated paradigm and theories to analyze social issues.

Required Readings

Harms, L., & Connolly, M. (2019). *Social work: From theory to practice* (3rd ed.). Cambridge University Press.

The D2L Leganto Reading List will include additional readings such as:

Absolon, K. (2019). Indigenous wholistic theory: A knowledge set for practice. *First People Child & Family Review, 14*(1), 74-87. https://fpcfr.com/index.php/FPCFR/article/view/95

Anderson-Nathe, B., Gringeri, C., & Wahab, S. (2013). Nurturing "critical hope" in teaching feminist social work research. *Journal of Social Work Education, 49*(2), 277-291. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10437797.2013.768477

Davis, A. (2016). Progressive struggles against insidious capitalist individualism. In *Freedom is a Constant Struggle* (pp. 1-12). Haymarket Books. https://web-p-ebscohost-com.ezproxy.lib.ucalgary.ca/ehost/ebookviewer/ebook/bmxlYmtfXzExOTU4MzVfX0FO0?sid=deea9665-219d-4bb5-a18e-4bc9565fb196@redis&vid=0&format=EB&lpid=lp_1&rid=0

Davis, A. Y., Dent, G., Meiners, E. R., & Richie, B. E. (2022). Introduction: Abolition. Feminism. Now. In *Abolition. Feminism. Now (Vol. 2)*. Haymarket Books. https://web-p-ebscohost-com.ezproxy.lib.ucalgary.ca/ehost/ebookviewer/ebook/bmxlYmtfXzI0NTEwMzRfX0FO0?sid=724e8a11-51f6-4628-859e-113eb820fec0@redis&vid=0&format=EK&lpid=i5&rid=0

Erevelles, N., & Minear, A. (2010). Unspeakable offenses: Untangling race and disability in discourses of intersectionality. *Journal of Literary & Cultural Disability Studies, 4*(2), 127-145. https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/390395

hooks, b. (2014). Theory as liberatory practice. In *Teaching to Transgress* (pp. 59-75). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9780203700280-6/theory-liberatory-practice-bell-hooks?context=ubx&refId=c3106a92-8823-415a-bbf6-4d075bbe7394

Kuwee-Kumsa, M. (2008). Social working the dance of Otherness. *Canadian Social Work Review, 25*(1), 97-106. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41669885

Tew, J. (2006). Understanding power and powerlessness: Towards a framework for emancipatory practice in social work. *Journal of Social Work, 6*(1), 33-51. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/1468017306062222

Tuck, E. and Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education and Society, 1*(1), 1-40. https://jps.library.utoronto.ca/index.php/des/article/view/18630

Learning Technologies and Requirements

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

CONNECTION TO PRACTICE

This course will 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
- 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

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 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 and 2 • hooks, b. (2014). Theory as liberatory practice. Key Learning Activities • Review and discuss course outline and expectations • Read, reflect on, and discuss the assigned readings • Identify and describe current social issues and dilemmas • **Participate in Zoom session on Sept 4th**

Module 1: Setting the Stage for Critical Analysis	**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 • Unpacking dominant perspectives	Readings: • Harms & Connolly (2019) Chapter 9 • Kuwee-Kumsa, M (2008). Social working and the dance of the Otherness. • Tew, J. (2006). Understanding power and powerlessness: Towards a framework for emancipatory practice in social work. Key Learning Activities • Read, reflect on, and discuss the assigned readings • Inquire into debates and tensions in social work • Begin to articulate your critical lens and how it has influenced your understanding of tensions in social work theory and practice • **Participate in Zoom session on Sept 11ᵗʰ** • **Assignment #1 (My Critical Lens) due on Sept 14ᵗʰ**
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)	Readings: • Harms & Connolly (2019) Chapters 4, 5 (on psychodynamic theories) and 6 (on cognitive behaviour theories) Key Learning Activities • Read, reflect on, and discuss the assigned readings • Apply and critically assess the use of the selected theories in social work practice, particularly in understanding and addressing an identified issue • **Participate in Zoom session on Sept 18ᵗʰ**
	Week 4, September 22-28 Existentialist paradigm and related theories • Person-centred theories • Mindfulness approaches • Spiritual, religious, and cultural approaches • Emotion-focused • Change theories	Readings: • Harms & Connolly (2019) Chapters 5 (on person-centred theories and 6 (on mindfulness, spiritual and cultural approaches) Key Learning Activities • Read, reflect on, and discuss the assigned readings • Apply and critically assess the use of the selected theories in social work practice, particularly in understanding and addressing your identified issue • **Participate in Zoom session on Sept 25ᵗʰ**

Module 2: Critical Analyses of Social Work Theories	**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	Readings: • Harms & Connolly (2019) Chapter 7 • Absolon, K. (2019). Indigenous wholistic theory: A knowledge set for practice. Key Learning Activities • Read, reflect on, and discuss the assigned readings • Apply and critically assess the use of the selected theories in social work practice, particularly in understanding and addressing your identified issue • **Participate in Zoom session on Oct 2nd**
	Week 6, October 6-12 Structuralist paradigm and related theories • Introduction to "mountain-moving" theories • Anti-racism and decolonial praxis • Critical Race Theory • Intersectionality	Readings: • Harms & Connolly (2019) Chapter 8 • Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. • Davis, A. (2016). Progressive struggles against insidious capitalist individualism. Key Learning Activities • Read, reflect on, and discuss the assigned readings • Apply and critically assess the use of the selected theories in social work practice, particularly in understanding and addressing your identified issue • **Participate in Zoom session on Oct 9th**
	Week 7, October 13-19 Structuralist paradigm and related theories cont'd • Critical and intersectional feminist theories • Critical Disability & Mad Studies • Queer theory	Readings: • Davis, A. Y., Dent, G., Meiners, E. R., & Richie, B. E. (2022). Introduction: Abolition. Feminism. Now. • Erevelles, N., & Minear, A. (2010). Unspeakable offenses: Untangling race and disability in discourses of intersectionality. Key Learning Activities • Read, reflect on, and discuss the assigned readings • Apply and critically assess the use of the selected theories in social work practice, particularly in understanding and addressing your identified issue

		• **Participate in Zoom session on Oct 16th** • **Assignment #2 (Critical Analysis of Selected Theories) due on Oct 19th**
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 • Inquire into paradigms, theories and perspectives grounded in diverse worldviews and experiences; ways of knowing, being, and doing • Share learning from inquiry with peers and engage them in discussion • **Participate in Zoom session on Oct 23rd**
	Week 9, October 27-November 2 Interdisciplinarity Heuristic paradigm Moving beyond whiteness in social work	Readings: Harms & Connolly (2019) Chapters 3 and 9 Key Learning Activities • Read, reflect on, and discuss the assigned readings • Apply and critically assess the use of the selected theories in social work practice, particularly in understanding and addressing the identified issue • **Participate in Zoom session on Oct 30th**
	Week 10, November 3-9 Applying theory to research and activism	Readings: • Anderson-Nathe, B., Gringeri, C., & Wahab, S. (2013). Nurturing "critical hope" in teaching feminist social work research Key Learning Activities • Read, reflect on, and discuss the assigned readings • Apply and critically assess the use of the selected theories in social work research, particularly in understanding and addressing the identified issue • **Participate in Zoom session on Nov 6th** • **Complete Assignment #3**

	Fall Break November 10 – 16, 2024	
APPLICATION AND INTEGRATION	**Week 11, November 17-23** Presentation preparation and consultation	<u>Key Learning Activities</u> • Prepare for capstone or paper summary presentations • **Participate in Zoom session on Nov 20th** • Work on Assignment #4
	Week 12, November 24-30 Virtual presentations	<u>Key Learning Activities</u> • Complete capstone or paper summary presentations • **Participate in Zoom session on Nov 27th** • **Assignment #4 (Application and Integration) presentations on Nov 27th**
	Week 13, December 1-6 Virtual presentations Course wrap-up	<u>Key Learning Activities</u> • **Participate in Zoom session on Dec 4th** • **Assignment #4 (Application and Integration) presentations on Dec 4th**

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

<u>GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES</u>

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. **When possible, it is desirable for students to have their cameras 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.

<u>MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)</u>

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)

Zoom sessions will not be recorded. 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.

Assignment 1: My Critical Lens (15%) – Due: September 14th at 11:59 PM

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

Assignment 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 (approximately 500 words) that offers a critical reflection on how your personal and professional values and experiences have helped you make sense of the issues you have personally experienced or seen in your communities. The reflection will focus on a critical engagement with the course's initial themes and learnings, and how they may contribute to unpacking your role as a social worker practitioner and they inform your position when working with marginalized social groups.

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

Assignment 2: Critical Analysis of Selected Theories (30%) – Due: October 19th at 11:59 PM

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

Assignment Description:

The assignment is intended to support you in critically analyzing selected social work theories (approximately 1000 words). At the end of module 2, you are asked to choose one social work theory that resonates with your critical lens articulated in assignment 1, as well as one theory that you are least inclined to use in your future social work practice. You will critically assess the chosen theories and make arguments for or critiques against their utility in critical social work practice. You will draw connections between the two selected theories and how the theory you resonate with can potentially fill the gaps of

the theory you are less inclined to use. You are asked to use 2-3 resources from outside of the course readings to support your arguments.

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

Assignment 3: Integrating Theory to Practice Infographic (30%) – Due: Nov 9ᵗʰ at 11:59 PM

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

Assignment 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 (this will be clarified further in class). 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. Note that while you have flexibility in how you present the information, ensure it is accessible and legible. Please include the following components:

1. 2 - 3 scholarly references (outside sources not including the textbook)
2. 1 question for discussion that encourages critical thinking and forging connections to practice.

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

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

Assignment 4: Application and Integration Group Presentation (25%) – Due Nov 27ᵗʰ and Dec 4ᵗʰ

Aligned Course Learning Outcomes: 1,3, 5

Assignment Description:

The assignment is intended to showcase your application and integration of learning throughout the course. You will be placed in groups of 3 or 4 (depending on final enrollment numbers) and are encouraged to be creative in creating a 20-min (not including discussion time) capstone presentation that demonstrates how you have located your collective 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 a chosen social or community issue. Your 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 your colleagues and propose 1-2 questions for critical reflection and discussion based on your analysis.

Some components that should be covered in the presentation:
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).

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

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

This course relies on some experiential and co-learning activities. As such, students are expected to attend class, read assigned required readings, to be fully present and engaged in class activities, and discussions. Zoom sessions will not be recorded and make-up assignments will not be provided. Please contact the instructor to discuss any needed accommodations.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment name" (e.g., Maimuna Khan Assignment Name). Assignments are due by 11:59 PM 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. Pages of written assignments that exceed the specified limit will not be considered.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Assignments that are submitted after the deadline, without prior arrangements with the instructor, will result in a grade reduction of 5% per day, including weekends and holidays. Students may request additional time to complete the assignment; however, this request must be made before the assignment's due date. There is a 7-day maximum limit by which to accept late assignments for students who have not requested an extension. No assignments will be accepted after the 7-day limit. It is the student's responsibility to make any necessary arrangements with the instructor for required accommodations.

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. Grades will be rounded up if equal to or greater than half a decimal point from the next whole percentage (for example, 79.5-79.9 will be rounded up to 80). Grades will be rounded down if less than half a decimal point from the previous whole percentage (for example, 79.1-79.4 will be rounded down to 79).

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, 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

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

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