



Course & Session Number	SOWK 310 S08	Classroom	Online
Course Name	Critical Analysis of Social Work Theories and Practice		
Dates and Time	Wednesday evenings: 5:30 to 8:30 P.M. on Zoom Start of Classes: September 3, 2024 End of Classes: December 6, 2024 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Shameela Zaman, MSW, RSW	Office Hours	By appointment
UCalgary E-mail	shameela.zaman1@ucalgary.ca	UCalgary Phone	Best reached by 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, 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](#).

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.

LEARNING RESOURCES

Required Readings

P Shaikh, S. S., LeFrancois, A.B., & Marcias, T. (Eds.) (2022). *Critical social work praxis*. Halifax, Fernwood Publishing.

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

Chapters 1, 2 & 9 in Harms, L., & Connolly, M. (2019). *Social work: From theory to practice* (3rd ed.). Cambridge University Press

Ecological Systems Theory:<https://www.youtube.com/watch?v=mRdlWPB8xS4>

Mishna, F., Van Wert, M., & Asakura, K. (2013). The Best Kept Secret in Social Work: Empirical Support for Contemporary Psychodynamic Social Work Practice. *Journal of Social Work Practice*, 27(3), 289–303. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/02650533.2013.818944>

Kathleen Holtz Deal. (2007). Psychodynamic Theory. *Advances in Social Work*, 8(1), 184–195. <https://doi.org/10.18060/140>

MacDonald, G. (2015). Cognitive behavioural social work. In J. Lishman (Ed.), *Handbook for practice learning in social work and social care: Knowledge and theory* (3rd. ed., pp. 190-212). Jessica Kingsley Publishers.

PsychotherapyNet. (2012, November 14). Carl Rogers on Person-Centered Therapy video [Video]. YouTube. <https://www.youtube.com/watch?v=o0neRQzudzw>.

Ghelani, A. (2021). Knowledge and Skills for Social Workers on Mobile Crisis Intervention Teams. *Clinical Social Work Journal*, 50, 414–425. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1007/s10615-021-00823-x>.

The D2L Leganto Reading List will include additional resources (written and multi-media). Through inquiry-based learning, learners will contribute to the reading resources.

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
- 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
- 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 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.

Module	Zoom Session	Topic & Assigned Readings
Module 1: Setting the Stage for Critical Analysis of Social Work Theories and Practice	September 4, 2024	<p>Topic: Course overview Role of theory in social work practice Differentiating frameworks, paradigms and practice models</p> <p>Read: P Shaikh, S. S., LeFrancois, A.B., & Marcias, T. (Eds.) (2022) – Chapter 1</p> <p><u>Chapters 1 & 2</u> in Harms, L., & Connolly, M. (2019). <i>Social work: From theory to practice</i> (3rd ed.). Cambridge University Press.</p>
Module 1: Setting the Stage for Critical Analysis of Social Work Theories and Practice	September 11, 2024	<p>Topic: 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</p> <p>Read: Poulter, J. (2005). Integrating theory and practice: A new heuristic paradigm for social work practice, <i>Australia Social Work</i>, 58(2), 199-212.</p> <p><u>Chapter 9</u> in Harms, L., & Connolly, M. (2019). <i>Social work: From theory to practice</i> (3rd ed.). Cambridge University Press.</p>
Module 2: Critical Analyses of Social Work Theories	September 18, 2024	<p>Topic: Functionalist paradigm and related theories</p> <ul style="list-style-type: none"> • Systems and ecological theories • Psychodynamic and behavioural theories • Development across lifespan (early childhood, childhood, adulthood, adolescence, older adulthood/aging) <p>Read/Watch:</p>

		<p>Odyssey Institute. (2020, October 6). Ecological systems theory [Video]. YouTube. https://www.youtube.com/watch?v=mRdlWpB8xS4.</p> <p>Mishna, F., Van Wert, M., & Asakura, K. (2013). The Best Kept Secret in Social Work: Empirical Support for Contemporary Psychodynamic Social Work Practice. <i>Journal of Social Work Practice</i>, 27(3), 289–303. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/02650533.2013.818944</p> <p>Kathleen Holtz Deal. (2007). Psychodynamic Theory. <i>Advances in Social Work</i>, 8(1), 184–195. https://doi.org/10.18060/140</p> <p>MacDonald, G. (2015). Cognitive behavioural social work. In J. Lishman (Ed.), <i>Handbook for practice learning in social work and social care: Knowledge and theory</i> (3rd. ed., pp. 190-212). Jessica Kingsley Publishers.</p>
<p>Module 2: Critical Analyses of Social Work Theories</p>	<p>September 25, 2024</p>	<p>Topic: Existentialist paradigm and related theories</p> <ul style="list-style-type: none"> • Person-centred theories • Mindfulness approaches • Spiritual, religious, and cultural approaches • Emotion-focused therapy • Motivational interviewing/ change theories • Crisis intervention • Grief and loss <p>Read/Watch: PsychotherapyNet. (2012, November 14). Carl Rogers on Person-Centered Therapy video [Video]. YouTube. https://www.youtube.com/watch?v=o0neRQzudzw.</p> <p>P Shaikh, S. S., LeFrancois, A.B., & Marcias, T. (Eds.) (2022) – Chapter 31</p> <p>Ghelani, A. (2021). Knowledge and Skills for Social Workers on Mobile Crisis Intervention Teams. <i>Clinical Social Work Journal</i>, 50, 414–425. https://doi-org.ezproxy.lib.ucalgary.ca/10.1007/s10615-021-00823-x.</p>
<p>Module 2: Critical Analyses of Social Work Theories</p>	<p>October 2, 2024</p>	<p>Topic: Humanist paradigm and related theories</p> <ul style="list-style-type: none"> • Social constructivism • Story-telling theories • Labeling • Pluralism • Indigenous approaches • Trauma-informed practice

		<ul style="list-style-type: none"> • Strengths-based approach • Solution-focused approach <p>Read: Dumaresque, R., Thornton, T., Glaser, D., & Lawrence, A. (2018). Politicized Narrative Therapy: A reckoning and a call to action. <i>Canadian Social Work Review</i>, 35(1), 109–130. https://doi.org/10.7202/1051105ar.</p> Levenson, J. (2017). Trauma-Informed Social Work Practice. <i>Social Work (New York)</i> , 62(2), 105–113. https://doi.org/10.1093/sw/swx001 .
Module 2: Critical Analyses of Social Work Theories	October 9, 2024	<p>Topic: Structuralist paradigm and related theories</p> <ul style="list-style-type: none"> • Mountain-moving theories • Anti-racist frameworks • Intersectionality theory <p>Read/Watch: P Shaikh, S. S., LeFrancois, A.B., & Marcias, T. (Eds.) (2022) – Chapters 11 (Anti-Oppressive Practice)</p> P Shaikh, S. S., LeFrancois, A.B., & Marcias, T. (Eds.) (2022) – Chapter 23 (Critical Race Theory) TED. (2016, December 7). The urgency of intersectionality Kimberlé Crenshaw TED [Video]. YouTube. https://www.youtube.com/watch?v=akOe5-UsQ2o .
Module 2: Critical Analyses of Social Work Theories	October 16, 2024	<p>Topic: Structuralist paradigm and related theories</p> <ul style="list-style-type: none"> • Feminist theory • LGBTQ2IAS+ theories • Critical disability <p>Read: P Shaikh, S. S., LeFrancois, A.B., & Marcias, T. (Eds.) (2022) – Chapter 14 (feminist theory)</p> P Shaikh, S. S., LeFrancois, A.B., & Marcias, T. (Eds.) (2022) – Chapter 35 (LGBTQ2IAS+) P Shaikh, S. S., LeFrancois, A.B., & Marcias, T. (Eds.) (2022) – Chapter 38 (critical disability)
Module 3: Extending Theories, Frameworks, and	October 23, 2024	<p>Topic: Theories and perspectives grounded in diverse, equity-deserving community members’ worldviews, ways of knowing, being and doing, and experiences:</p>

Models of Practice		<ul style="list-style-type: none"> • Human Rights Based Approaches • Post-structural Praxis <p>Read: P Shaikh, S. S., LeFrancois, A.B., & Marcias, T. (Eds.) (2022) – Chapter 8 (Human Rights); Chapter 20 (Post-structural); Chapter 29 (Post-colonialism & Decoloniality)</p>
Module 3: Extending Theories, Frameworks, and Models of Practice	October 30, 2024	<p>Topic: Theories and perspectives grounded in diverse, equity-deserving community members’ worldviews, ways of knowing, being and doing, and experiences</p> <ul style="list-style-type: none"> • Mad Theory • Anarchist Social Work Praxis • Environmental Justice & Social Work <p>Read: P Shaikh, S. S., LeFrancois, A.B., & Marcias, T. (Eds.) (2022) – Chapter 41 (Mad theory); Chapter 44 (Anarchist social work); Chapter 47 (environmental social work)</p>
Module 3: Extending Theories, Frameworks, and Models of Practice	November 6, 2024	<p>Topic: Indigenous Worldviews</p> <p>Read: P Shaikh, S. S., LeFrancois, A.B., & Marcias, T. (Eds.) (2022) – Chapter 17; Chapter 19; Chapter 29 (Post-colonialism & Decoloniality)</p>
Module 4: Application & Integration	November 20, 2024	Virtual Presentations – Integrating theory and social work research
Module 4: Application & Integration	November 27, 2024	Virtual Presentations – Integrating theory and social work research
Module 4: Application & Integration	December 4, 2024	Virtual Presentations – Integrating theory and social work research

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. **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.

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

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

Weight: 20%

Due Date: Friday September 27, 2024 at 11:59 P.M. on D2L

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 critical reflection statement (650 to 700 words) or a digital story (3 to 5 minutes)** 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.

Assessment Criteria: Assignment will be graded based on understanding and integration of course concepts in your critical self-reflection. Detailed rubric and guiding questions will be shared on D2L.

Assignment 2: My Critical Analyses of Selective Theories

Weight: 25%

Due Date: October 25, 2024 at 11:59 P.M. on D2L

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

Description: The assignment is intended to support you in critically analyzing selective social work theories. **You can write a critical analysis (maximum 1000 words) or a video podcast (5 to 7 minutes).** 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.

Assessment Criteria: Assignment will be graded on your understanding, critique and integration of social work theories discussed in class. Detailed rubric and guiding questions will be shared on D2L.

Assignment 3: Extending Social Work Theories and Practices

Weight: 30%

Due Date: November 15, 2024

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

Assignment 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 assignment 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. **You can write a paper (maximum 1000 words), a video presentation or podcast (5 to 7 minutes).** You must use at least 3 academic references outside of the course resources in your assignment.

Assessment of Criteria: Assignment will be graded on your overview of the theoretical framework, and arguments supporting the use of the paradigm with clear connection to community issues. Detailed rubric and guiding questions will be shared on D2L.

Assignment 4: Application and Integration - Capstone Presentation

Weight: 25%

Due Date: Presentations will be held on November 20, 27 and December 4. Submit your PowerPoint, podcast, films, etc. on D2L by 11:59 P.M. the night before your scheduled presentation.

Aligned Course Learning Outcomes: 1,3, 5

Assignment Description: The assignment is intended to showcase your application and integration of learning throughout the course by exploring a community issue. 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 the class and propose 1

question for critical reflection and discussion based on your analysis. Presentations should be no longer than 20 minutes

Assessment Criteria: Assignment will be graded on your application and integration of the theoretical framework and its connection to the social issue that you have addressed. Detailed rubric and guiding questions will be shared on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Students are expected to attend all in-person class sessions and actively contribute. If you are unable to attend, please contact your instructor prior to class (if possible) to discuss alternative means of engagement.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Learners 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). There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.

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.

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.

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