



Course & Session Number	SOWK 310 S09	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: Zoom Sessions Wednesday 5:30-8:30 MST Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Stephanie Tyler, <i>PhD(c), MSW, BSW, RSW</i>	Office Hours	As Requested
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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.

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

Please refer to our full statement of our [Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

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 analyse 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. This course seeks to enact Olivares and Tucker-Raymond's (2020) articulation of *Critical Relationality*, meaning that: 1) we co-constitute education together, 2) all learning is political, 3) identity is critical, dialogic, and relational, and 4) flattening knowledge hierarchies requires recognizing and sharing the authority to learn and know. The key learning activities include attending synchronous Zoom sessions, viewing recorded lectures and interacting through asynchronous activities, reflecting on the assigned readings, participating in critical dialogues and embodied learning practices, engaging in regenerative inquiry, and integrating and applying your ongoing learning through the use of case studies, class discussions, group work, and relevant assignments.

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 TEXTBOOKS AND/OR READINGS

Harms, L., & Connolly, M. (2023). *Social work: From theory to practice* (4th ed.). Cambridge University Press.

Additional required readings (outlined below) are available for students through D2L via Leganto.

Benjamin, R. (2024). *Imagination: A manifesto*. W. W. Norton & Company.

- Imagining the Future

brown, a. m. (2022, September 27). *Murmurations: Accountable to earth*. Yes! Magazine. Retrieved from: <https://www.yesmagazine.org/opinion/2022/09/27/murmurations-accountable-to-earth>

brown, a. m. (2022, November 29). *Murmurations: Accountable endings*. Yes! Magazine. Retrieved from: <https://www.yesmagazine.org/opinion/2022/11/29/murmurations-collective-accountability>

Campbell, C., & Baikie, G. (2012). Beginning at the beginning: An exploration of critical social work. *Critical Social Work*, 13(1).

Community Center for Education Results. (CCER, 2018). *Liberatory data and research principles*. Roadmap Project. <https://roadmapproject.org/data-and-research-principles/>

Davis, A. Y., Dent, G., Meiners, E. R., & Richie, B. E. (2022). *Abolition. Feminism. Now* (Vol. 2). Haymarket Books.

Disability Action Hall. (2010, October 19). *The Right to Love Group* [Video file]. YouTube. <https://www.youtube.com/watch?v=WhrFdIFqSHU>

hooks, b. (1991). Theory as liberatory practice. *Yale JL & Feminism*, 4, 1.

Kimmerer, R. W. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge, and the teachings of plants*. Milkweed Editions.

- The Honorable Harvest

Krebs, E. (2023) Queering the desire to die: Access intimacy as worldmaking for survival, *Journal of Homosexuality*, 70:1, 168-191.

Lorde, A. (1984). *Sister outsider: Essays and speeches*. Crossing Press.

- The Master's Tools Will Not Dismantle the Master's House

Mignolo, W. D., & Nanibush, W. (2018). Thinking and engaging with the decolonial. *Afterall: A Journal of Art, Context and Enquiry*, 45, 24-29.

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

Simpson, L. (2017). *As we have always done: Indigenous freedom through radical resistance*. University of Minnesota Press.

- Chapter 7: The Sovereignty of Indigenous Peoples' Bodies p. 95-118

Sitter, K. C., & Nusbaum, E. A. (2018). Critical Disability Studies and Community Engagement. In D. E. Lund (Ed.), *The Wiley International Handbook of service-learning for Social Justice* (pp. 215-228). Wiley Blackwell.

Smith, L. T., Tuck, E., & Yang, K. W. (2019). Afterword: Meeting the land(s) where they are at: A conversation between Erin Marie Konsmo (Metis) and Karyn Recollet (Urban Cree). In L.T. Smith, E. Tuck, K.W. Yang (Eds.), *Indigenous and decolonizing studies in education: Mapping the long view* (pp. 238-251). Routledge, an imprint of the Taylor & Francis Group.

Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Fernwood.

- Chapter 2: On the Research Journey

Wong, Y. L. R. (2018) "Please call me by my true names": A decolonizing pedagogy of mindfulness and interbeing in critical social work education. In S. Batacharya, & Y. L. R. Wong (Eds.), *Sharing breath: Embodied learning and decolonization* (pp. 253-278). Athabasca University Press.

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.

Module	Date	Readings, Topics, and Assignments	Synchronous Zoom Sessions
Module 1: Setting the Stage for Critical Analysis	Week 1 Sept 3-7	<p><u>Readings:</u> Harms & Connolly (2019) Ch 1 Campbell & Baikie (2012)</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> • Introduction & course overview • Critical Relationality • The role of theory in social work practice • Differentiating paradigm, theory, models of practice • Ontology, epistemology, axiology 	Wednesday, Sept 4 th 5:30-8:30pm
	Week 2 Sept 8-14	<p><u>Readings:</u> Poulter (2005) Harms & Connolly (2019) Ch 9</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> • An overview of dominant paradigms and related theories: Exploring debates and tensions in theory/practice • Cultivating a critical lens: critical reflection and reflexivity as tools for evaluating and applying theory • Complete Assignment #1 	Wednesday, Sept 11 th 5:30-8:30pm
Module 2: Critical Analyses of Social Work Theories	Week 3 Sept 15-21	<p><u>Readings:</u> Harms & Connolly (2019) Ch 2 (pp. 27, 34-37), 4, 5</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> • Trauma-informed practice • Developmental theory, systems and ecological theories • Person-centered and psychodynamic theories 	Wednesday, Sept 18 th 5:30-8:30pm
	Week 4 Sept 22-28	<p><u>Readings:</u> Harms & Connolly (2019) Ch 6 & 7 Wong (2018)</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> • Cognitive behavioral approaches • Western storytelling theories 	No Zoom Session: Asynchronous Learning Activity (See D2L for details)

		<ul style="list-style-type: none"> • Mindfulness and embodied spiritual practices 	
	Week 5 Sept 29-Oct 5	<u>Readings:</u> Harms & Connolly (2019) Ch 3 Simpson (2017) Ch 7 Smith et al. (2019) Afterword <u>Topics:</u> <ul style="list-style-type: none"> • Regenerative Inquiry and embodying theory • Indigenous worldviews and approaches • Indigenous sovereignty and feminism • Reclaiming land, knowledge and relations 	Wednesday, Oct 2 nd 5:30-8:30pm
Module 3: Extending Theories, Frameworks, and Models of Practice	Week 6 Oct 6-12	<u>Readings:</u> Harms & Connolly (2019) Ch 8 Davis et al (2022) hooks (1991) <u>Topics:</u> <ul style="list-style-type: none"> • Introduction to ‘mountain-moving theories’ • Critical race theory • Black feminist thought • Intersectionality • Complete Assignment #2: Part A & B 	Wednesday, Oct 9 th 5:30-8:30pm
	Week 7 Oct 13-19	<u>Readings:</u> Krebs (2023) Sitter & Nusbaum (2018) Disability Action Hall (2010). The right to love <u>Topics:</u> <ul style="list-style-type: none"> • Queer theoretical concepts and worldmaking • Critical disability theory • Critical analysis of theories and praxis possibilities 	Wednesday, Oct 16 th 5:30-8:30pm
	Week 8 Oct 20-26	<u>Readings:</u> Kimmerer (2013) brown (2022). Accountable to earth Mignolo & Nanibush (2018) <u>Topics:</u> <ul style="list-style-type: none"> • Anti-racism • Decoloniality • Ecological justice orientations • Complete Assignment #3 	Wednesday, Oct 23 rd 5:30-8:30pm

	Week 9 Oct 27-Nov 2	<u>Readings:</u> Benjamin (2024) Lorde (1984) brown (2022). Accountable endings <u>Topics:</u> <ul style="list-style-type: none"> • Reimagining theories of justice in social work and society • Group Work 	Wednesday, Oct 30 th 5:30-8:30pm
	Week 10 Nov 3-9	<u>Readings:</u> Wilson (2008) CCER (2018) <u>Topics:</u> <ul style="list-style-type: none"> • Using theory to guide research practice • Analyzing theoretical applications to critical and liberatory research • Group Work 	Wednesday, Nov 6 th 5:30-8:30pm
		FALL BREAK: NO CLASSES NOV 10 - 16	
Module 4: Application and Integration	Week 11 Nov 17-23	<u>Readings:</u> No readings <u>Topics:</u> <ul style="list-style-type: none"> • Assignment 4: Group Presentations 	Wednesday, Nov 20 th 5:30-8:30pm
	Week 12 Nov 24-30	<u>Readings:</u> No readings <u>Topics:</u> <ul style="list-style-type: none"> • Assignment 4: Group Presentations 	Wednesday, Nov 27 th 5:30-8:30pm
	Week 13 Dec 1-6	<u>Topics:</u> <ul style="list-style-type: none"> • Summary of learnings • Course Reflections 	Wednesday, Dec 4 th 5:30-8:30pm

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.

Summary of Assignments	Due (11:59 pm MT)	Weight
Assignment 1: Developing an Identity-Informed Critical Lens	September 15 th	10%
Assignment 2: Critical Analyses of Selected Theories Infographic	Part A: October 6 th Part B: October 11 th	25%
Assignment 3: Extending and Embodying Social Work Theories and Practices	October 27 th	30%
Assignment 4: Application and Integration Group Presentation	In class (Nov 20 th or 27 th)	35%

Assignment 1: Developing an Identity-Informed Critical Lens

Weight: 10%

Due Date: September 15th

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

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 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 knowledge sources and influences (i.e., familial, ceremonial, relational, educational etc.) have helped you make sense of social issues you have personally experienced or observed in your communities. Additional prompts and questions will be posted on D2L to guide your reflection.

Assessment will be based on quality and depth of critical reflection, meaningful engagement of guiding questions, and consideration of applicability to particular social issues, and connection to practice. Sources used to inform this reflection should be cited in APA 7th format. Please submit this reflection to the respective D2L dropbox **by 11:59pm by September 15th.**

Assignment 2: Critical Analyses of Selected Theories Infographic

Weight: 25% (Part A: 20% / Part B: 5%)

Part A Due: October 6th

Part B Due: October 11th

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

Part A: This assignment is intended to support you in critically analyzing selective social work theories. At the end of module 2, you are asked to choose two social work theories from module 2 to critically assess. Specifically, choose one theory you are drawn to and one theory that you are least inclined to use in your future social work practice. The infographic or poster should provide a description, central tenets, or key concepts associated with the each of the chosen theories. For each theory make a case for your choices to use or not use in your future social work practice, explaining the challenges and/or tensions of each theory, and how they may help to address community issues. The design of your poster or infographic will be a consideration in grading. The space within the poster or infographic should be thoughtfully and effectively utilized to educate the audience/readers about the chosen theories, possibilities, and challenges in applying them 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 do not 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 discussed in class. Please include a minimum of 3 to 5 scholarly references using APA 7th format and **post your infographic to the respective D2L discussion board by October 6th by 11:59pm**

Assessment criteria will be provided on D2L.

Part B: To facilitate peer learning, infographics/posters will be posted on a D2L discussion board. As part of this assignment, you are invited to view/read and comment on one or more of your peer's infographics. You are encouraged to contribute to further critical analysis of the theories presented by offering your own reflections and insights. **Responses should be a minimum of 200 words and be posted by October 11th by 11:59pm.** Assessment will be based on quality and depth of contributions,

evidence of critical reflection, efforts to contribute to collective learning, and furthering theoretical inquiry and dialogue.

Assignment 3: Extending and Embodying Social Work Theories and Practices

Weight: 30%

Due Date: October 27th

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

The assignment is intended to support you in extending and embodying social work theories and practices. In module 3, you were introduced to multiple critical and decolonial theoretical perspectives and invited to engage through the 5 principles of Regenerative Inquiry and various embodiment practices. At the start of this module, you were invited to take note of how/when/where you were thinking-feeling through theory, and how un/relearning was presenting itself within you. There may have been moments during this learning when discomforts and difficult emotions surfaced as we critically engaged theories that attend to systemic violence, oppression, and power. This includes the difficulty of experiencing oppressive structures and/or facing unconscious privileges, complicity with dominant ideologies, and resistance to (un/re)learning. These encounters can elicit both emotional (i.e., fear, anger, aggression, sadness, guilt, apathy) and bodily (i.e., tension, pain, numbness) responses of discomfort.

Engaging in regenerative inquiry requires sitting with and speaking to the bodily responses that come up for us, to better understand how this takes hold in our bodies and what might be underlying our discomforts and difficult emotions. Western systems and ideologies often reinforce the divide between mind and body, as we are socialized into valuing knowledge of the mind, while containing and repressing emotional responses and the knowledge that is held within the body, heart, and spirit. As a refusal or interruption of dominant ideologies, this embodied assignment invites you to extend your theoretical frames and attend to how (un/re)learning is embodied and takes place within and through the mind, body, spirit and heart.

Using the 5 principles of regenerative inquiry, you are invited to write a letter to your discomfort(s). The medium of a letter allows for intimate and vulnerable theorization, critical analysis, and expression. In this letter, you are asked to speak with the difficult emotions and discomforts you experienced while encountering various theoretical perspectives and their practical applications.

In writing to Discomfort as a living, breathing being, you are invited to explore the following questions with them as you craft your letter:

- What theories and/or frameworks caused Discomfort to surface? When in your process of critical appraisal/reflection, did Discomfort reveal themselves to you? (e.g., reactions to course materials, experiences/reminders of everyday encounters of oppression, being confronted by inherited privileges and complicities, bearing witness to difficult realities and knowledges etc.)
- Where in the body does Discomfort live/visit? How/what do they make you feel? (e.g., tightening of the jaw, racing heart, a squirmy feeling in the gut etc.)

- How might you speak to and work with Discomfort to help guide and navigate you through those difficult moments when they arise? (e.g., What is underlying these emotions? How are you analyzing and theorizing through your own embodied knowledge to extend your theoretical lens?)
- What is Discomfort asking you to learn or pay attention to? How will you begin applying the learnings that Discomfort has offered into your social work practice?

Please ensure that your letter is within the word limit of 800 words, and that it is submitted to the D2L dropbox **by 11:59pm on October 27th**. When engaging or referencing materials and/or resources, please include a reference list and cite sources according to APA 7th edition format. Assessment will be based on quality and depth of embodied reflection, critical analysis of relevant theoretical perspectives, development of theoretical lens, and application to social work practice.

Assignment 4: Application and Integration Group Presentation

Weight: 35%

Due Date: November 20th or 27th

Aligned Course Learning Outcomes: 1, 3, 5

This assignment challenges you to critically analyze selected social work theories and to integrate and apply your learning to address community issues. As a group, you are invited to choose a community issue of interest. By the second week of the course, groups of 5-6 (depending on final enrolment numbers) will be established. Based on your chosen issue of interest, you are asked to identify a theory, framework, or approach, that could deepen your understanding of the issue and inform your social work practice or responses to address the community issue. Group presentations must include a critical analysis of the issue, application of relevant theoretical concepts, and reflexive use of practical approach(es). Creativity can be shown in the facilitation style and organization of the presentation. The topic must be decided upon by the week of October 21st-25th.

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, framework, or approach, and how it is relevant to the community issue (e.g., how it could inform understanding of the issue, practice, action or advocacy)
4. Develop 1-2 questions to generate class discussion and support collective integration of the ideas presented
5. Include a minimum of 6 references, including the course text, using APA 7th format.

Your group will have approximately 40 minutes to present (30 minutes presentation, 10 minutes discussion). Group presentations will take place on the following dates: **November 20th and 27th**

Assessment will be based on evidence of group planning and sharing of the work, providing relevant and applicable information about your issue, the critical application of theory, the use of creativity, effective discussion facilitation, and appropriate referencing.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions as part of their participation grade. Details are outlined in the assessment components section above. 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

Please submit all assignments electronically through their respective dropbox folder in D2L, unless otherwise indicated in the assignment descriptions. Assignments should be submitted as a Word document whenever possible and labeled as follows: “Last Name_First Name_Assignment Name” (e.g., Ladhani_Sheliza Ladhani_Assignment Name). **Assignments are to be submitted by 11:59pm on their due date.** Please note it is the student’s responsibility to keep a copy of each submitted assignment and to ensure that the correct version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Please email the instructor at least 24 hours *prior* to the assignment due date if you expect that you will need an extension. The total possible grade of an assignment will be reduced by 2.5% for each day/partial day (including weekend days) beyond the due date or the negotiated extension date. Assignments will not be accepted 7 days after the due date indicated in the course syllabus.

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. Final grades that are within 0.25% to 0.5% of the next letter grade will be rounded up.

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

Please see D2L for additional readings.

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