



<b>Course &amp; Session Number</b>	<b>SOWK 314 S01</b>	<b>Classroom</b>	Check D2L for classroom location
<b>Course Name</b>	Communication and Relationship Building Skills		
<b>Dates and Time</b>	Start of Classes: September 3, 2024 End of Classes: December 6, 2024 Dates and Time: In-person instruction Mondays- 9 to 12 p.m. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Dr. Angelique Jenney PhD, RSW	<b>Office Hours</b>	Upon Request
<b>UCalgary E-mail</b>	<a href="mailto:angelique.jenney@ucalgary.ca">angelique.jenney@ucalgary.ca</a>	<b>UCalgary Phone</b>	Please use 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.

<sup>1</sup> 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 practice and apply foundational Social Work communication, engagement, and relational skills and processes to practice across contexts with diverse individuals, families, groups, organizations, and communities.

## COURSE DESCRIPTION

You will develop and apply relationship building, helping, interviewing and professional communication skills for anti-oppressive, anti-racist, and anti-colonial social work practice with individuals, families, groups and communities in different practice contexts. This course emphasizes skill development through experiential learning and reflective practice exercises and engagement in self-evaluation and feedback processes. Experiential learning will take place in this course through a combination of discussions, case analysis, role-play/simulations, small group work, and assignments. Class activities and assignments will engage you in applying theories, approaches and models of practice to communication, relationship building, and interviewing and foster your awareness and understanding of ethical issues that arise in the context of helping relationships with diverse populations.

**Course Hours:** 3 units; (3S-0)

**Prerequisite:** Admission to BSW Program (University Transfer route, including After-Degree).

## COURSE LEARNING OUTCOMES

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

1. Apply your attributes, helping skills and knowledge of professional use of self to develop your capacity for relationship building in social work practice.
2. Apply cognitive and affective processes, including critical thinking, reflexivity, and cultural humility in your approaches to anti-oppressive, anti-racist and anti-colonial practice with diverse individuals, families, and groups.
3. Evaluate and apply research on social work models and approaches to the helping process and your communication, interviewing, assessment, and intervention practices.
4. Identify and analyze ethical issues that arise in the context of relationships in social work practice and articulate your rationale for judgements, decisions, or actions.
5. Describe and elaborate on the stages of the helping process and address critical priorities at each stage.
6. Select and apply approaches and models to inform social work practice according to social worker, service user, and contextual factors.

## LEARNING RESOURCES

### **REQUIRED TEXTBOOKS AND/OR READINGS**

This course will use “Skillsetter” as an experiential learning resource. Skillsetter is a web-based program that features interactive digital media video practice interaction scenarios that will allow you to apply communication, relationship building and helping skills. Your course instructor will enroll you in the Skillsetter program to allow access and demonstrate how to use the program at the beginning of the course. Information about how to access Skillsetter will be provided in D2L.

You can learn about Skillsetter by following the link below:

<https://www.skillsetter.com/how-it-works>

### **Additional Textbook**

Bogo, M. (2018). *Social work practice: Integrating concepts, processes, and skills* (Second edition.). Columbia University Press.

This textbook is available through the University of Calgary library and course reading list on D2L.

Venable-Edwards, V. & Anthony, B. (2023). *Basic Social Work Interviewing Skills and Techniques: A workbook for Application*. Pressbooks.

This text is linked in D2L and also found here - <https://pressbooks.pub/basicinterviewingskills/>

### **Additional Readings**

Please refer to D2L for the additional reading list.

### **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, Skillsetter and Zoom access.

## CONNECTION TO PRACTICE

This course will prepare you with essential communication, helping, and relationship building skills for practice with diverse individuals, families, groups and communities. You will apply theory to practice as you develop skills to formulate initial assessments and document interactions. Relational skills include: active listening, empathy, cultural humility, questioning, initial crisis intervention, and trauma-informed practice.

## RELATIONSHIP TO OTHER COURSES

This course is the first in a series of three skills-focused courses: SOWK 314 – Communication and Relationship Building Skills; SOWK 312 – Social Work Practice Skills, Processes and Strategies; SOWK 419 – Leadership and Advocacy Skills for Social Justice.

<b>CLASS SCHEDULE</b>
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**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

Week / Dates	Key Topics	Due Dates, Weekly Preparation and Readings
Week 1 September 9 9:00am – 12:00pm	<b>Building Relationship</b> <ul style="list-style-type: none"> <li>• Introductions and overview of course outline and requirements.</li> <li>• Starting relationships (initial phases)</li> </ul>	<b>Required:</b> Bogo, M. (2018) Chapter 1 and 2
<b>MODULE 1: Valuing and Working with Diversity</b>		
Week 2 September 16 9:00am – 12:00pm	<b>Centring Self in the Work</b> <ul style="list-style-type: none"> <li>• Identifying social location, worldviews, areas of privilege and biases influence relationships</li> </ul> <b>Centring Relationship in the Work</b> <ul style="list-style-type: none"> <li>• Communication and relationship building with people different than you</li> <li>• Strategies for addressing barriers to communication</li> </ul>	<b>Required:</b> Bogo, M. (2018) Chapter 5 Venable-Edwards, V. & Anthony, B. (2023). Lesson 1 and 2  <b>Recommended:</b> Ide, Y. (2022) Sawyer, J. M., & Brady, S. R. (2022)
<b>MODULE 2: Engagement and Relationship Building: Professional communication, helping and interviewing skills</b>		
Week 3 September 23 9:00am – 12:00pm	<ul style="list-style-type: none"> <li>• Setting the stage</li> <li>• Basics of Trauma Informed Practice</li> <li>• Neurobiology of helping/healing/resilience</li> <li>• Practice considerations</li> </ul>	<b>Assignment 1 (Part 1): Skillsetter Practice Set 1 Due</b>  <b>Required:</b> Bogo, M. (2018) Chapter 3

	<ul style="list-style-type: none"> <li>Ethical considerations and responsibilities relevant to collaborative relationship building</li> <li>Giving and receiving feedback</li> </ul>	<b>Recommended:</b> Ritblatt, S. N., & Hokoda, A. (2023) Chapter 1
Week 4 September 30  No Class- National Truth and Reconciliation Day  Please review online content	<b>Truth and Reconciliation in Communication</b> <ul style="list-style-type: none"> <li>Intergenerational trauma and the impact on helping skills</li> <li>Creating safety in difficult conversations</li> <li>Strength's perspective and impact on reconciliation work</li> <li>Two eyed seeing (critiques and advantages of this approach)</li> </ul>	<b>Required:</b> ACSW. (n.d.). <i>Honouring Sacred Relationships</i> : Blackstock, C. (2009)
Week 5 October 7 9:00am – 12:00pm	<b>Core Competencies of a Helper</b> <ul style="list-style-type: none"> <li>Attending, warmth, genuineness, and empathy</li> <li>Applications of these competencies in different practice settings</li> <li>Ethics of care</li> <li>Community care and self-care strategies</li> </ul>	<b>Required:</b> Bogo, M. (2018) Chapter 4 Venable-Edwards, V. & Anthony, B. (2023). Lesson 3 and 4  <b>Recommended:</b> Dalphon, H. (2019)
Week 6 October 14  No Class- Thanksgiving  Please catch up on assignments and other course material	<b>Basics of Listening</b> <ul style="list-style-type: none"> <li>Active listening: Feeling work, responding, summarizing, questioning</li> </ul>	<b>Required:</b> Venable-Edwards, V. & Anthony, B. (2023). Lesson 5
Week 7 October 21 9:00am – 12:00pm	<b>Basics of Listening</b> <ul style="list-style-type: none"> <li>Structures of a conversation: Beginning, middle and ends</li> <li>Goal setting</li> </ul>	<b>Assignment 1 (Part 1): Skillsetter Practice Set 2 Due</b>
Week 8 October 28 9:00am – 12:00pm	<b>Basics of Risk Assessment</b> <ul style="list-style-type: none"> <li>Suicide, self-Harm, elder abuse, intimate partner violence, extremism, addictions, human trafficking</li> <li>Managing difficult situations</li> </ul>	<b>Assignment 1 (Part 1): Skillsetter Practice Set 3 Due</b>  <b>Assignment 1 (Part 2): Community of Practice Due</b>  <b>Recommended:</b> Morris, M., & Crooks, C. (2015)

<b>MODULE 3: Theories, Frameworks and Approaches to Inform Relationship Building, Helping, and Interviewing</b>		
Week 9 November 4 9:00am – 12:00pm	<b>Basics of Case Conceptualization</b> <ul style="list-style-type: none"> <li>• Strengths Base, Ecological Systems Theory, Bio/Psycho/Social/Spiritual model</li> <li>• Queer Theory, Critical Race Theory, Indigenous and other cultural frameworks</li> </ul> <b>Unfolding Case Study: James</b> <ul style="list-style-type: none"> <li>• Wrap-around exercise</li> </ul>	<b>Assignment 2: Critical Self-Reflection (Skillsetter Practice Set 4) Due</b>  <b>Unfolding Case Study: James</b> Students to review assigned videos regarding case study prior to class  <b>Required:</b> Bogo, M. (2018) Chapter 6
<b>WEEK 10 - Fall Break November 10-16 No classes</b>		
<b>MODULE 4: Information Gathering/Assessment (Introductory level)</b>		
Week 11 November 18 9:00am – 12:00pm	<b>Basics of Understanding/Assessing</b> <ul style="list-style-type: none"> <li>• Developing initial helping plans/goals/interventions</li> <li>• Potential barriers (micro/macro/messo)</li> </ul> <b>Unfolding Case Study: James</b> <ul style="list-style-type: none"> <li>• In class discussion based on Part B videos (and assignments)</li> </ul>	<b>Unfolding Case Study: James</b> Students to review other videos related to James' case  <b>Due: Assignment 3-Part 1</b>
<b>MODULE 5: Documentation and Professional Communication (Introductory level)</b>		
Week 12 November 25 9:00am – 12:00pm	<b>Issues of Documentation</b> <ul style="list-style-type: none"> <li>• Case notes</li> <li>• Assessments</li> <li>• Standards of Practice</li> <li>• Legal requirements</li> </ul> <b>Unfolding Case Study: James Housing Eligibility Interview PART C</b> <ul style="list-style-type: none"> <li>• Watch final interview videos in class followed by discussion and small group work on final assignment</li> </ul>	<b>Required:</b> Venable-Edwards, V. & Anthony, B. (2023). Lesson 6  <b>Recommended:</b> Reamer, F. G. (2005) Reamer, F. G. (2013)
Week 13 December 2 9:00am – 12:00pm	<b>Putting it all together</b> <ul style="list-style-type: none"> <li>• Clinical and non-clinical applications</li> <li>• Applications for these micro skills in broader settings.</li> <li>• Ending the work</li> </ul>	<b>Due Assignment 3 -Part 2</b>  <b>Required:</b> Venable-Edwards, V. & Anthony, B. (2023). Lesson 7
<b>Dec. 6 - Last day to withdraw from course</b>		

**Instructional Hours= 39 hours**

In class = 30 hours      Skillsetter Practice Sets and Unfolding Case Study= 9 hours

**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION****GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

If we need to have 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 media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. Students will be advised before the instructor initiates a recording of a Zoom session

**RECORDINGS OF ONLINE CLASSES (By Students)**

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

**ASSESSMENT COMPONENTS****Assignment 1: Community of Practice (Total of 25% of final grade)**

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

You will be assigned a small “Community of Practice” (CoP) at the beginning of the term. These CoPs will consist of 3-4 members. In these CoPs, you will use the Skillsetter program (link in D2L) to demonstrate your skill development. You will be assigned Skillsetter videos as a tool to practice and learn listening and communication skills. In your CoP, you will learn through doing and observing, but you will also develop important social work skills of giving and receiving of feedback. This assignment is broken into two parts.

**Part 1: Skillsetter Videos** – 9 videos over 3 modules (15% Total- 5% for each module completed to Community of Practice via Skillsetter)

**Due: Skillsetter Practice Set 1 – Sept 23, 2024, Practice Set 2 –Oct 21, 2024, Practice Set 3- October 28, 2024.**

All Practice sets should be submitted by 11:59 on the date indicated

#### Assignment Description

As part of the course expectations, you are required to practice your listening and responding skills using Skillsetter videos (link is on D2L). In the course schedule, there are Skillsetter videos assigned to specific weeks. You will watch the videos and record a response to submit to your community of practice via the program. You can record and rerecord videos as many times as you would like before submitting it to your community of practice. This program is to help you explore your skills in a low-risk environment.

#### Learning Objectives

By completing this assignment, you will:

- Begin to understand and apply helping skills
- Assess and respond to scenarios
- Develop empathy for others through the experience of vulnerability
- Develop bravery in the application of skills
- Deepen understanding of self in relation to professional skills

#### Assessment Criteria

Each module is given a pass/fail grade, based on if a video submission occurred prior to the due date. Late submissions will receive a failing grade, but you will still be required to submit all videos to complete the course.

### **Part 2: Community of Practice Engagement (10%)**

**Assessment Due: October 28, 2024 at 11:59pm**

#### Assignment Description

Giving and receiving feedback is an important part of developing interpersonal skills. In your Community of Practice (CoP), you will watch each of your fellow group members' Skillsetter video responses and provide feedback on what you observe. Feedback should be encouraging, thoughtful, developmental and based on the course learnings, readings and discussions. You are expected to approach your feedback from a strength's perspective, but also to provide constructive observations to help your group members learn and grow in their skill development. Further guidance for giving and receiving feedback will be offered in class and on D2L.

#### Learning Objectives

By completing this assignment, you will:

- Begin to understand and apply helping skills
- Develop empathy for others through the experience of vulnerability in both the roles of the giver and receiver of feedback
- Observe and assess other's skills



- Develop professional capacity to give and receive feedback in a productive and supportive way
- Build relationships in non-therapeutic ways
- Develop skills in communication, conflict resolution and having uncomfortable conversations

#### Assessment Criteria

The instructor, fellow group members and you, as a learner, will assess your ability to give and receive feedback within your Community of Practice during the course. Assessment will be based on the Skillsetter video feedback to your group.

The assessment is based on the following:

- Quality of feedback given
- Strengths-based approach
- Timeliness of feedback
- Ability to articulate feedback clearly

You will self-assess, seek feedback from your classmates as well as your instructor through a feedback worksheet provided by the instructor. You will assign yourself a grade and a justification for this grade.

### **Assignment 2: Critical Self-Reflection (25%)**

**Due: November 4, 2024 at 11:59pm**

Aligned Course Learning Outcomes: 1, 2, 3

#### Assignment Description

Throughout the term, you will be doing video submissions via Skillsetter. In Skillsetter Practice Set 4, you will be asked to demonstrate your skills for feedback from the instructor. Based on the feedback from your Community of Practice, you will record your responses to 2 of the 6 potential videos in Skillsetter Practice Set 4. You will answer the self-assessment questions assigned to each video and submit it for grading. Assignments will be submitted via the Skillsetter program.

#### Learning Objectives

By completing this assignment, you will:

- Develop critical self-reflection
- Demonstrate responding and communication skill development
- Demonstrate core listening competencies

#### Assessment Criteria:

You will be graded on your ability to:

- Identify your skills in terms of strengths and areas of improvement
- Demonstrate critical self-reflection that is rooted in a strengths-based perspective
- Integrate course learnings and readings into your response and the demonstration of your skills

### **Assignment 3: Unfolding Case Study - James (50%)**

Aligned Course Learning Outcomes: 2, 3, 4, 5, 6

During the course, you will be introduced to an unfolding case study. This means that you will interact with the same case study over multiple classes. This is to help you see how relationship, assessment, case conceptualization and the goals of helping change over time and with new information.

Individually, you will be assigned a series of video interactions with James to view with questions for you to answer.

In class, you will then join a group of your class peers that watched a different set of videos about the same case study. These videos give examples of different ways a social worker may be involved in James' life. As a group, you will then gather to compare notes in a "Wrap around" model of case conceptualization and brainstorm some potential ideas for how to help James.

Following the "wrap around" you will have the opportunity to view the remaining videos watched by your peers and answer additional reflective questions.

This assignment has 2 parts:

**Part 1: Personal Reactions- James Case Study (20%)**

**Due: November 18, 2024 at 11:59pm**

Assignment Description

After you have watched videos connected to James' story, you will submit a 4–5-page (or alternatively a 5-7 min video) self-reflection on your individual reaction to the case study. What was learned about your own biases and assumptions? How did you react to James' story? What things could you do to help manage your feelings and reactions? Assignments will be submitted to Dropbox on D2L.

Learning Objectives

By completing this assignment, you will:

- Develop critical self-reflection
- Deepen your awareness of your own social location
- Analyze how your social location, worldviews, areas of privilege and biases influence relationships with service users

Assessment Criteria

You will be graded on your ability to:

- Reflect on your personal response to James' story and analyze how your assumptions, social location, and worldviews influence your response.
- Describe how you plan to integrate self-care and collective wellness strategies into their social work practice.

**Part 2: Professional Communication and Documentation - Group Assignment (30%)**

**Due: December 2, 2024 at 11:59pm**

Assignment Description

As a team, you and a group of your class peers will create a pre-recorded presentation (10 min) detailing professional issues, legislation, the CASW Code of Ethics, and ACSW Standards of Practice pertaining to professional documentation in James' case study. (10%)

Also, as a group, you will imagine you are a social worker in any of the video clips in James' case study (excluding the housing interview). As part of the of this assignment, you will provide 2 sample case notes written from the point of view of the social worker working with James. You can use any of the video clips as your interaction that you will document using documentation skills addressed in class. (5%)

Finally, your group will develop an intake form that could be used while assessing James' application for long-term housing. This will require you to do some research on intake forms, trauma informed documentation and inclusive intake practices. You may use AI and Chat GPT to help inform your structure. Please be transparent in how you used AI and what you changed to make the assessment more appropriate to the social work profession. (15%)

The assessment will be submitted on D2L.

### Learning Objectives

By completing this assignment, you will:

- Demonstrate beginning level listening skills and group skills to work together to complete a task
- Demonstrate an understanding of professional ethics as it relates social work practice
- Apply theory to professional documentation practice
- Demonstrate professional communication and documentation skills

### Assessment Criteria

You will be graded on your ability to:

- Identify, describe, and critically evaluate legislation, the CASW Code of Ethics, and ACSW Standards of Practice pertaining to professional documentation in James' case study
- Synthesize and interpret information gathered to create a trauma informed, inclusive Intake Form.
- Apply professional social work standards of communication to documentation
- Identify and describe ethical considerations of an interaction with a service user (James)
- Provide 4 academic journal articles or texts (outside of the course material) to support your decisions in writing James' case notes and creating an intake form

## **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.
- Please refer to the Ucalgary calendar for more information on attendance and supporting documentation and the use of a statutory declaration.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

- Please submit all assignments electronically through their respective Dropbox in D2L or Skillsetter application. Written 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 the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.”

### **LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date.

Assignments 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 7<sup>th</sup> 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>

Use of AI and/or Chat GPT are only permitted when expressly indicated in the Course Assignment.

## GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Rounding of grades will happen to the tenth of a percentage. For Example, 0.5 rounding up to 1 and 0.4 rounding down.

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 <a href="#">F.1.3</a> 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

Additional reading are posted on D2L

## UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

### Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's [Code of Conduct](#).

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

## **Academic Accommodation**

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

## **Research Ethics**

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

## **Academic Misconduct**

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

## **Instructor Intellectual Property**

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

## **Copyright Legislation**

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course

materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. [Private information](#) related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **Sexual and Gender-Based Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's [Sexual and Gender-based Violence Policy](#) guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

### **Other Important Information**

Please visit the [Registrar's website](#) for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk