



Course & Session Number	SOWK 383 S01	Classroom	Online
Course Name	Social Policy and Justice		
Dates and Time	Start of Classes: September 6, 2024 End of Classes: December 06, 2024 Dates and Time: Fridays 1- 4 Pm Mountain Time In-person instruction Zoom sessions (September 06, 13, 20, 27 October: 04, 11, 18, 25 November: 01, 08, 15 (holiday), 22, 29 December: 06 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Emmanuel Chilanga, PhD	Office Hours	By appointment
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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

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

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](#).

SYLLABUS STATEMENT

This course provides an understanding of Canadian social policy, its impact on social justice and how it influences social work practice.

COURSE DESCRIPTION

This course examines the critical relationship between social work, social policy, and social justice. As a core value of the profession, social justice will serve as the guiding lens by which learners examine the development and implementation of social policies. Learners will critically analyze social, economic, political, and ideological factors that have shaped and continue to shape social policies. Through inquiry-based learning processes and the use of case studies, learners will examine the effects of social policies on the social and systemic realities of diverse populations and implications for systems change. This course will provide students with the knowledge of social policies in relation to individuals, families, groups, and communities in Canadian and global contexts. The course will also provide learners with the skills to identify gaps between policy and practice, analyze policy, engage in effective advocacy, and understand the role of non-profits in influencing policy through effective policy advocacy strategies. Learners will engage in critical dialogues, inquiry-based learning, and individual and group work. There are no pre-requisites or co-requisites for this course.

COURSE LEARNING OUTCOMES

This course supports learners to achieve these **course-learning outcomes** (CLOs):

1. Demonstrate understanding of theoretical concepts related to social policy and social justice
2. Analyze various theories and perspectives and their influence on the development and implementation of social policy
3. Understand and apply various theories and tactics for effective policy advocacy
4. Demonstrate knowledge and skills in effective policy advocacy work
5. Outline the processes of policy development, implementation, and analysis
6. Critically examine the impact of social policies on diverse populations
7. Integrate acquired knowledge and skills in micro, mezzo and macro level systems change work.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Mackenzie, B., & Wharf, B. (2023). *Connecting policy to practice in the human services* (5th ed.). Oxford University Press.

Recommended Texts

Baines, D. (Ed.). (2020). *Doing anti-oppressive practice: Social justice social work*. Fernwood Publishing.

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. IT Support Centre can be reached at 1.888.342.3802 or 403.220.5555, or via email at itsupport@ucalgary.ca.

RELATIONSHIP TO OTHER COURSES

This course supports learners to extend their understanding about root causes and solutions to organizational, community level issues from policy perspective. It also provides learners the opportunity to apply theoretical knowledge and practical skills in other courses, including to research, human development and environments, diversity and oppression, critical approaches to social work practice, and social work practice with individuals, groups, families, communities, and organizations.

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

Chapters listed in the required reading sections are from the required textbook. It is highly recommended that students do the pre-reading for this course during the week all classes start and familiarize themselves with the content before class.

Session	Date	Topic & Assigned Reading
1	September 06 th	<p>Social Work, Social justice and Social Policy: making the connection.</p> <p>Introduction to course outline and context</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> • What social issues are you consistently faced with and why? • What are some contextual backgrounds to the issues you face? • In what ways have you participated in addressing these issues? • What are some insights from your experiences? • What is social policy? What is public policy? • What would you identify as relationship between social policy, social justice and social work? <p>Key concepts and definitions</p> <ul style="list-style-type: none"> • Social Policy • Social welfare policy • Welfare state • Levels of policy making • Universal and selective social programs • Skills to policy practice <p>Required Readings:</p> <p><i>Introduction: Mackenzie, B., & Wharf, B. (2023). Connecting policy to practice in the human services (5th ed.). Oxford University Press (pages 1-13).</i></p> <p>McClelland, A. (2010). What is social policy. <i>Social policy in Australia: Understanding for action</i>, 3-18.</p>
2	September 13 th	<p>Contexts, Perspectives and Influences: Ideology and the policy-making environment</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What are your views on current models of social policy? • What gaps or connections exist between social policy, services, and programs? • What are some ways of connecting policies to programs? • What are the historical contexts for policy development in Canada and why? • What are the economic, social, political, and ideological influences in the shaping of social policy in Canada? <p>Models of Social Policy</p> <ul style="list-style-type: none"> • The Residual Welfare Model of Social Policy • The Industrial Achievement-Performance Model of Social Policy • The Institutional Redistributive Model of Social Policy <p>Ideology, politics, and public policy</p>

		<ul style="list-style-type: none"> • Marxism • Social democracy • Conservatism • Liberalism • Neo-liberalism <p>Case studies</p> <ul style="list-style-type: none"> • Retrenchment by restricting labour rights in Manitoba • Trends in Canadian health and social spending • Effects of inadequate investment on quality of care for the elderly <p>Required Readings: <i>Chapter 1: ideology and the social and political environment for policymaking (pages 14-39).</i></p> <p>Watch Social Policy Models: Residual Industrial/Developmental Redistributive/Institutional https://www.youtube.com/watch?v=rUDb7kw4FGk</p> <p>Student presentation 1</p> <ul style="list-style-type: none"> • Conservatism • Liberalism
3	September 20	<p>Welfare state development and persistent problems of poverty and inequality</p> <p>Factors influencing the development of Canada’s welfare state.</p> <ul style="list-style-type: none"> • Ideology • Relationships among major groups of people • Economic and social challenges • The rise of social movements • Governance model <p>History of Canada’s social welfare system</p> <ul style="list-style-type: none"> • Residual welfare legacy up to 1890 • Institutional model of welfare 1890-1975 • Neo-liberalism and Welfare state: 1976 to present <p>Poverty and inequality</p> <p>Social needs</p> <ul style="list-style-type: none"> • Normative need • Comparative need • Felt need • Expressed need <p>Measures of poverty and low income in Canada</p> <ul style="list-style-type: none"> • Low-income cut-off • Market basket measure • Low-income Measure After Tax

		<p>Living in poverty</p> <ul style="list-style-type: none"> Demography of Poverty in Canada <p>Required Readings: <i>Chapter 2: Welfare state development and persistent problems of poverty and inequality</i> (pages 40-69).</p> <p>Aldridge, H. (2017). <i>How do we measure poverty?</i>. Maytree. https://maytree.com/wp-content/uploads/How_do_we_measure_poverty_May2017.pdf</p> <p>Student presentation 2</p> <ul style="list-style-type: none"> Normative need Comparative need Felt need Expressed need
4	September 27 th	<p>Making Social Policy in Canada: Structures and Processes</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> What is your understanding of the policy making process? What prominent model(s) of policymaking appeals to you and why? How have you been involved in policymaking? How can social workers be actively engaged in the different stages of the policy making process? <p>Making Social Policy in Canada: Structures and Processes</p> <ul style="list-style-type: none"> Social Policy and the Federal Government. Social Policy and Provincial Government. Social Policy at the local level <p>Required Readings: <i>Chapter 3: Making Social Policy in Canada: Structures and Processes</i> (Pages 70-98).</p> <p>Let's make a deal: The Trudeau government's social policy leadership https://policyoptions.irpp.org/magazines/july-2023/trudeau-social-policy/</p> <p>Student presentation 3</p> <ul style="list-style-type: none"> Social Policy at the local level
5	October 4	<p>Policy Making and Policy Makers</p> <p>Theories and Public Policy</p> <ul style="list-style-type: none"> Structural theories Pluralism Public choice theory <p>Policy –making models/frameworks and their connection to practice</p> <ul style="list-style-type: none"> Rationale model Incrementalism Mixed scanning

		<ul style="list-style-type: none"> • Value criteria • Garbage can model <p>Required Readings: <i>Chapter 4: Policy Making and Policy Makers (Pages 99-122).</i></p> <p>Watch Public Policy Models: https://www.youtube.com/watch?v=HBfVdIxMjc&t=877s</p> <p>Student presentation 4</p> <ul style="list-style-type: none"> • Value criteria • Garbage can model
6	October 11 th	<p>The policy making process: Policy making stages and corresponding problem-solving approach in direct social work practice Policy making stages</p> <ul style="list-style-type: none"> • Initiation stage • Policy formulation stage • Policy adoption stage • Implementation stage • Evaluation stage <p>Problem solving approach in direct social work Practice</p> <ul style="list-style-type: none"> • Problem identification • assessment • contracting • intervention • evaluation <p>Required Readings: <i>Chapter 5: The policy-making process (pages 123- 155).</i></p> <p>Public Policy Models and Their Usefulness in Public Health: The Stages Model https://www.ncchpp.ca/docs/ModeleEtapesPolPubliques_EN.pdf</p> <p>Student presentation 5</p> <ul style="list-style-type: none"> • Implementation stage • Evaluation stage
7	October 18	<p>The policy making process</p> <p>Policy analysis</p> <ul style="list-style-type: none"> • General models of policy analysis (Westhues 2012) • Evidence-based model • Value-based model • Participatory model • Strength-based integrated model

		<p>Content approach to policy analysis (Chapin 2014)</p> <ul style="list-style-type: none"> • Policy goals • Benefits and services • Eligibility rules • Service delivery system • Financing <p>Diversity and policy analysis approach Using special lenses in policy analysis approach Intersectionality-Based Policy analysis Anti-racism and policy analysis approach The integrated model of Policy analysis</p> <ul style="list-style-type: none"> • Problem analysis and goal specification • Identifying value criteria • Identifying and assessing policy alternatives • Recommendations <p>Required Readings: <i>Chapter 5: The policy-making process (pages 123- 155).</i></p> <p>Watch Policy Analysis YouTube video: https://www.youtube.com/watch?v=H-Daqq1bD2M</p> <p>Public Policy Analysis: A Comprehensive Overview https://www.lpcentre.com/articles/public-policy-analysis-a-comprehensive-overview</p> <p>Student presentation 6 Diversity and policy analysis approach</p>
8	October 25 th	Midterm term
9	November 01 th	<p>Implementing and evaluating new policies Perspectives of policy implementation</p> <ul style="list-style-type: none"> • Top-down approach • Bottom-up approach <p>Policy and Program evaluation Types of evaluation</p> <ul style="list-style-type: none"> • Formative • Summative <p>Tools for implementation and evaluation in small-scale programs</p> <ul style="list-style-type: none"> • Program Logic Models • Action planning <p>Establishing an evaluation plan</p> <ul style="list-style-type: none"> • Evaluation questions

		<ul style="list-style-type: none"> • Indicators • Data sources, methods • Time and responsibilities <p>Required Readings: <i>Chapter 6: The policy-making process (pages 156- 181).</i></p> <p>Watch Logic models, theory of change and program evaluation YouTube video https://www.youtube.com/watch?v=IYi30bL0AMo</p> <p>Student presentation 7 Types of evaluation</p> <ul style="list-style-type: none"> • Formative • Summative
10	November 08	<p>Policy Influencing: understanding theories and tactics for policy advocacy</p> <p>Enhancing participation in policy planning and analysis</p> <ul style="list-style-type: none"> • Vertical slice approach • Backwards mapping • Shared decision making <p>Community-based services and community governance</p> <p>Models of decentralized service delivery</p> <ul style="list-style-type: none"> • Privatization • Decentralized service teams • Community oriented teams • Political decentralization <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What global theories of systems change appeal to you the most and why? • What tactical theories of systems change appeal to you the most and why? • Are there other tactics you know about or have used? <p>Required Readings: Chapter 7: Making policy for social change from inside the system (pages 182-207).</p> <p>Stachowiak, S. (2013, October). <i>Pathways for change: 10 theories to inform advocacy and policy change efforts</i>. Center for Evaluation. https://www.evaluationinnovation.org/wp-content/uploads/2013/11/Pathwaysfor-Change.pdf</p> <p>Coffman, J. & Beer, T. (2015, March). <i>The advocacy strategy framework: a tool for articulating an advocacy theory of change</i>. https://www.evaluationinnovation.org/wp-content/uploads/2015/03/AdocacyStrategy-Framework.pdf</p> <p>Student presentation 8</p>

		<p>Models of decentralized service delivery</p> <ul style="list-style-type: none"> • Privatization • Decentralized service teams • Community oriented teams • Political decentralization
11	November 15	Fall break, No class
12	November 22	<p>Policy Influencing: designing and implementing effective policy advocacy strategies for systems change</p> <p>Influencing policy from outside the system</p> <ul style="list-style-type: none"> • Unions and professional organizations • Advocacy groups and social movements • Think tanks • Whistle-Blowing <p>Individual advocacy, the media and legal actions</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • Why the need to change policy? • What are some approaches to policy change? • What is a system and how do you understand how systems change? • How do the 6 conditions of systems change in the 'water for of systems change' model support effective systems and policy change efforts? <p>Required Readings: Chapter 8: Influencing policy from outside the system (pages 209-227).</p> <p>Student presentation 9</p> <ul style="list-style-type: none"> • Think tanks • Whistle-Blowing
13	November 29	<p>Social Policy and Marginalized Populations (social policy and diversity)</p> <p>Chalk and Cheese: Feminist thinking and policy-making</p> <ul style="list-style-type: none"> • Feminist thinking • Feminist thinking and the challenge of connecting policy to practice <p>Policy making and Indigenous Peoples in Canada</p> <ul style="list-style-type: none"> • Colonialism: Contributing policies and their effects • Towards reconciliation <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What is your understanding of diverse population groups and why? Give examples. • What historical and contemporary issues face the populations you have identified? • Are the issues facing marginalized and diverse populations being addressed? • What are the impacts of these issues on the design and delivery of services? • What suggestions do you have regarding alternative models of policymaking? •

		<p>Required Readings: Chapter 9: Feminist thinking and policy making (pages 228-242) Chapter 10: Policymaking and Indigenous people in Canada (pages 243-271)</p> <p>Student presentation 10 Policy making and Indigenous Peoples in Canada</p> <ul style="list-style-type: none"> • Colonialism: Contributing policies and their effects
14	December 06	Class reflection Assignment 4 Due date

Class Schedule

Start of Classes: September 6, 2024

End of Classes: December 06, 2024

Dates and Time: Fridays 1- 4 Pm Mountain Time

Zoom lecture sessions

- September 06, 13, 20, 27
- October: 04, 11, 18, 25
- November: 01, 08, 15 (holiday), 22, 29
- December: 06

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.

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: Class presentation (25%) – Due based on the assigned week in class

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

Assignment Description:

Students will be assigned topics from the required textbook, *Protecting children: Theoretical and practical aspects*. Student/s will prepare a **20-minute** presentation on the assigned topics. Approximately 15 minutes will be used to define, provide examples, and suggest the application of the concepts in the field of social work. The presentation must include power point slides. Following the presentation, the student will facilitate a **ten-minute class discussion**. A presentation schedule will be developed on the first day of the class.

Assessment Criteria:

The grading criteria for this assignment is as follows: Description of the concepts 5%, examples given 5%, application to social work practice 5%, class discussion facilitation 5%, and clarity/organization of the PowerPoint 5%.

Assignment 2: Mid-term test (25%) – Due October 25th Online

Assignment Description:

The mid-term test will be written on October 25, 2024. The test will consist of 25 multiple-choice questions drawn from the assigned readings, class lectures, student presentations, videos, and class discussion, up to October 18, 2024. Students will have 50 minutes to complete the online test. **This is an individual test - as such students must complete all the questions independently. Consulting your peers during the exam is not permitted.**

Assignment 3: – Working with an Organization to Identify Critical Social Policy Issues (30%). Due November 29th

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 7, 10 & 11

Assignment Description

Working in groups of up to 3 participants or as an individual, you will work with an organization of your interest within the city that addresses an issue of their interest, to identify policies the organization identifies as impacting the issue at hand. First, learners will engage with key organizational personnel to understand the organization's internal policy development process and how it reflects social, economic, and systemic realities. Learners will then work with the organization's personnel to identify policies that impact the organization's programs and services. This 4–5page paper will describe the impact of policy on the organization's service users, services, and programs.

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 7, 10 & 11

Assessment Criteria:

The grading criteria for this assignment is as follows:

Assignments will be graded on the following criteria (out of 30): clearly identified and well-framed organizational policy issue (10); evidence of engagement with identified organization's personnel including documentation of key matters discussed; good understanding of programs and services and their connections to organization's policies (5); evidence of critical analysis of identified internal policy development processes and its impact on policy outcomes including service delivery and service users (10); quality of Writing, Mechanics, & Proper APA Referencing (5).

Assignment 4: Critical Reflection paper (20%) – Due December 06th

Assignment Description:

As a person and as an upcoming or practicing social worker, you will write a **2-3 pages** reflection paper that clearly identifies and describes your personal understanding of social policy in relation to issues of social justice, equity and social change. You will include in your reflection, factors that have shaped your personal and professional understanding of your current position on these issues and social policy. In your reflection, include or integrate concepts, theories and principles of social justice, equity and social change.

Aligned Course Learning Outcomes: 2, 3, 4, 5, 7, 10

Assessment Criteria:

Assignments will be graded on the following criteria (out of 20): Clear demonstration of relationship between social policy and the self (5); Clear demonstration of understanding of concepts and their use; Clarity and Organization (10); Evidence of critical reflection (5).

Class participation can be considered for grading. However, it has to go beyond the mere requirement of class attendance. For instance, students are asked to critically reflect on their engagement with learning activities.

Summary of the assignments

Assignment	Due Date	Percentage of Final Grade	Grouping for the assignment
Assignment 1: Class presentation	On the assigned week	25%	Individual or group
Assignment 2: Mid term test	October 25	25%	Individual
Assignment 3: Working with an Organization to Identify Critical Social Policy Issues	November 29	30%	Groups or individual
Assignment 4: Critical reflection	December 6	20%	Individual
Total Percentage	100%		

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 *except for the test and class presentation*. 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

- 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.

Marks with a decimal point .5 and above will be rounded to the next whole number so that an 86.5 would be 86.

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

Additional suggested readings for the course be provided to students in 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