



Course & Session Number	SOWK 429 S03	Classroom	Online
Course Name	Africentric Social Work Practice		
Dates and Time	Start of Classes: September 3, 2024 End of Classes: December 6, 2024 Dates and Time: Mondays, 5:30-8:30 p.m. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Dr. Patrina Duhaney, PhD, RSW	Office Hours	Please email Dr. Duhaney if you wish to schedule an appointment
UCalgary E-mail	patrina.duhaney@ucalgary.ca	UCalgary Phone	(403) 220-7309

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

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

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

Learners critically examine African-centred worldviews, philosophies, values, and principles in historical and contemporary contexts, which inform the application and an exploration of the interconnections with anti-racist and anti-colonial Social Work.

COURSE DESCRIPTION

Africentric Social Work Practice informs anti-racist and "generalist" social work practice by equipping you with skills to critically analyze historical and contemporary institutional and systemic discrimination, anti-Black racism, oppression, colonialism and the legacy of slavery. As students, you will learn strategies and interventions that are grounded in Africentric principles and values of interdependence, spirituality, collectivism, transformation and agreed norms of obligation and reciprocity, that advance and promote social justice in social work. This infusion of Africentric theory and practice in the social work curriculum is informed by intersectionality, critical race theory, anti-colonialism and seeks to decolonize social work. In addition, centering Africentric perspectives aligns with the Code of Ethics on respect for diversity and helps diversify social work's generalist approaches to practices beyond dominant Western and Eurocentric knowledge bases. Knowledge and skills acquired from this course will prepare you to understand the intersectional realities and work effectively with Black communities and all other marginalized social groups.

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 an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

Prerequisite: Admission to BSW Program

Anti-requisite: Credit for Social Work 429 and Social Work 555.55 will not be allowed.

COURSE LEARNING OUTCOMES

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

1. Develop an understanding of the history of slavery and colonialism of people of African descent.
2. Gain awareness of the past and present social, economic, and political systems that have influenced the experiences of people of African descent in Canada and globally.

3. Examine anti-Black racism at the micro, mezzo, and macro-levels and within social work education and practice and identify areas in which to take concrete action.
4. Explore how your social location informs your understanding of existing systems and structures and engagement with Black communities in Canada.
5. Demonstrate a comprehensive knowledge of the diverse histories of people of African descent, cultures, African ways of knowing (epistemologies) and being (ontologies).
6. Critically examine ways of integrating and applying Africentric theory, principles (e.g., ubuntu) and modalities.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Mullings, D. V., Clarke, J., Bernard, W.T., Este, D., & Giwa, S. (2021) (Eds.). *Africentric 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.

CONNECTION TO PRACTICE

This course invites you to explore Black people's and communities' unique experiences of colonial violence and provides you with tools to identify, interrogate, and challenge social injustices and racial violence. The course will prepare you to recognize the interconnections between Africentric perspectives and other social work approaches. You will explore Africentric practice approaches including collectivity, reciprocity, and interdependence while engaging in critical reflexivity to interrogate and challenge personal and societal biases, and pejorative stereotypes.

RELATIONSHIP TO OTHER COURSES

This course introduces knowledge and skills for working with Black communities and all other marginalized social groups that can be applied across learning in all BSW courses and practicum.

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

DATE	TOPIC	REQUIRED TEXTS
<p>Module 1: Locating Africentricity</p> <p>Key ideas:</p> <ul style="list-style-type: none"> ● Conceptual understandings of Africentric paradigm ● Dispossession and displacement of people of Africa descent (past and present) ● Erasure /minimization of Black people’s presence in Canadian History ● Epistemic violence and reclaiming of Africentricity 		
Week 1 (September 9 th)	Introduction/explore Key concepts	<p>Asante, M. K. (2020). Afrocentricity, In R. Rabaka (Ed.). <i>Routledge Handbook of Pan-Africanism</i> (1st ed) (pp. 147 - 158). Routledge.</p> <p>Schiele, J. H. (2017). The Afrocentric paradigm in social work: A historical perspective and future outlook. <i>Journal of Human Behavior in the Social Environment</i>, 27(1-2), 15-26. https://doi.org/10.1080/10911359.2016.1252601</p> <p>Thabede, D. (2008). The African worldview as the basis of practice in the helping professions. <i>Social Work/Maatskaplike Werk</i>, 44(3), 233-245.</p>
Week 2 (September 16 th)	The Trans-Atlantic Slave Trade Movement	<p>Baird, C. (Host). (2020, June). <i>Canada’s Slavery History</i> [Audio podcast]. Canadian History Ehx. https://canadaehx.com/2020/06/16/canadas-slavery-history/</p> <p>M’baye, B. (2006). The economic, political, and social impact of the Atlantic Slave Trade on Africa. <i>European Legacy</i>, 11(6), 607-622. https://doi.org/10.1080/10848770600918091</p> <p>Muhammad, P. M. (2004). The trans-atlantic slave trade: Forgotten crime against humanity as defined by international law. <i>American University International Law Review</i>, 19(4), 883-948.</p>

<p>Week 3 (September 23rd)</p>	<p>Black presence in Canada</p>	<p>Austin, D. (2010). Narratives of power: Historical mythologies in contemporary Québec and Canada. <i>Institute of Race Relations</i>, 52(1), 19–32. https://doi.org/10.1177/0306396810371759</p> <p>Bailey, J. (Director). <i>We are the roots</i> [Film]. <u>Bailey and Soda Films</u>. https://vimeo.com/257364347</p> <p>Mensah, J. (2014). The Black, continental African presence and the nation-immigration dialectic in Canada. <i>Social Identities</i>, 20(4-5), 279–298. https://doi.org/10.1080/13504630.2014.997200</p>
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Module 2: Anti-Black Racism and its Impacts

key ideas:

- Black Canadian diaspora
- Pervasiveness of institutionalized anti-Blackness racism
- Physical, mental, social impacts of anti-Black racism
- Causes and cumulative effects of racial trauma

<p>Week 4 (September 30th)</p>	<p>No classes: National Day for Truth and Reconciliation</p>
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<p>Week 5 (October 7th)</p>	<p>The institutionalization of Blackness</p>	<p>CBC Docs POV. (2017, November 3). The skin we're in: Pulling back the curtain on racism in Canada [Video]. YouTube. https://youtu.be/msoBTiv1VqM</p> <p>*Clarke, J., Pon, G., & Phillips, D. (2021). The colour of child welfare: Overrepresentation of Black children in Ontario child welfare. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), <i>Africentric social work</i> (pp. 94-123). Fernwood Publishing.</p> <p>*Mullings, D. V., Giwa, S., & Adam, A. (2021). Black Caribbean elders. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), <i>Africentric social work</i> (pp. 161-183). Fernwood Publishing.</p> <p>Squire, D., Williams, B. C., & Tuitt, F. (2018). Plantation politics and neoliberal racism in higher education: A framework for reconstructing anti-racist institutions. <i>Teachers College Record</i>, 120(14), 1-20. https://doi.org.10.1177/016146811812001412</p>
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<p>Week 6 (October 14th)</p>	<p align="center">No Classes: Thanksgiving Day</p>	
<p>Week 7 (October 21st)</p>	<p>Anti-Black racism and social determinants of health</p>	<p>*Clarke, J., Mullings, D. V., & Giwa, S. (2021). Black lives under lockdown COVID-19 and racial injustice converge. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), <i>Africentric social work</i> (pp. 284-318). Fernwood Publishing.</p> <p>*Massaquoi, N., & Mullings, D. V. (2021). Practice modalities in health care with Black Canadians. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), <i>Africentric social work</i> (pp. 228-256). Fernwood Publishing.</p> <p>Stephens. M. (2020). Getting next to ourselves: The interpersonal dimensions of double-consciousness. <i>Contemporary Psychoanalysis</i>, 56(2-3), 201-225. https://doi.org.10.1080/00107530.2020.1776095</p> <p>Thornhill, E. M. A. (2008). So seldom for us, so often against us. Blacks and Law in Canada. <i>Journal of Black Studies</i>, 28(3), 321-337. So Seldom for Us, So Often Against Us (ucalgary.ca).</p>
<p>Week 8 (October 28th)</p>	<p>Historical and collective trauma</p>	<p>*Ewan, A. R., Mullings, D. V., & Clarke, J. (2021). The cultural production of problem baby mamas. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), <i>Africentric social work</i> (pp. 124-159). Fernwood Publishing.</p> <p>Kumsa, M. K., Mfoafo-M'Carthy, M., Oba, F., & Gaasim, S. (2014). The contours of anti-black racism: Engaging anti-oppression from embodied spaces. <i>Journal of Critical Anti-Opressive Social Inquiry</i>, 1(1), 21-38. https://youthrex.com/wp-content/uploads/2019/01/6-10-1-SM-1.pdf</p> <p>Mullings, D. V., Morgan, A. M., & Quelleng, H. K. (2016). Canada the great white north where anti-Black racism thrives: Kicking the doors and exposing the realities. <i>Phylon</i>, 53(1), 20-41.</p> <p>Walcott, R. (2009). The Long Emancipation: Moving toward Black freedom." <i>Canada and Beyond: A Journal of Canadian Literary and Cultural Studies</i>, 1(1), 17-29.</p>
<p>Module 3: Africentric Approaches in Social Work</p>		

Key ideas:

- Institutionalized epistemic violence
- Complicity of social work programs
- Africentric approaches in social work
- African ways of knowing and being
- Theorizing Africentricity for social work
- Paradigm shifts and contemporary social work

<p>Week 9 (November 4th)</p>	<p>Relevance of Africentric approaches in social work</p>	<p>Bent-Goodley, T., Fairfax, C. N., & Carlton-LaNey, I. (2017). The significance of African-centered social work for social work practice. <i>Journal of Human Behavior in the Social Environment</i>, 27(1-2), 1-6. https://doi.org/10.1080/10911359.2016.1273682</p> <p>Osazuwa, S., & Moodley, R. (2023). “Will there be a willingness to actually engage with it?”: Exploring attitudes toward culturally integrative psychotherapy among Canada’s African community. <i>Journal of Psychotherapy Integration</i>. https://dx.doi.org/10.1037/int0000289</p> <p>Schiele, J. H. (1996). Afrocentricity: An emerging paradigm in social work practice. <i>Social Work</i>, 41(3), 284-294. https://doi.org/10.1093/sw/41.3.284</p>
<p>Week 10 (November 10th-16th)</p>	<p>No Classes: Fall Break</p>	
<p>Week 11 (November 18th)</p>	<p>Africentric ways of knowing, being and doing</p>	<p>*Chambers, L. A. (2021). Decolonizing social work research. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), <i>Africentric social work</i> (pp. 73-92). Fernwood Publishing.</p> <p>Hatcher, S. S., King, D. M., Barnett, T. M., & Burley, J. T. (2017). Mental health for youth: Applying an African-centered approach. <i>Journal of Human Behavior in the Social Environment</i>, 27(1-2), 61-72, https://doi.org/10.1080/10911359.2016.1259930</p> <p>Mathebane, M. S., & Sekudu, J. (2018). A contrapuntal epistemology for social work: An Afrocentric perspective.</p>

		<p><i>International Social Work</i>, 61(6), 1154-1168. https://doi.org/10.1177/0020872817702704</p> <p>Nicolito, A. G. (2011). Delving into the ethical dimension of ubuntu philosophy. <i>Cultura. International Journal of Philosophy of Culture and Axiology</i>, 8(1), 63-82.</p> <p>Pellebon, D. A. (2007). An analysis of Afrocentricity as theory for social work practice. <i>Advances in Social Work</i>, 8(1), 169-183. https://doi.org/10.18060/139</p>
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Module 4: Survival, Resilience and Resistance of Black People in the White North

Key ideas:

- Significance of religion and spirituality
- Black Church as a place for building community, healing and belonging
- Africentricity and the resistance movements
- Other forms of resistance and survival

<p>Week 12 (November 25th)</p>	<p>The role of spirituality, religion, and church in Black communities</p>	<p>Baker, C. (2019). Spirituality and healing in African Canadian Communities. <i>Canadian Journal of Sociology</i>, 44(3), 291-311.</p> <p>Beagan, B. L., Etowa, J., & Bernard, W. T. (2012). “With God in our lives he gives us the strength to carry on”: African Nova Scotian women, spirituality, and racism-related stress. <i>Mental Health, Religion & Culture</i>, 15(2), 103-120. https://doi.org/10.1080/13674676.2011.560145</p> <p>Gayle, N. (2011). Black women's experiences of spirituality as a form of resistance and activism. <i>Canadian Woman Studies</i>, 29(1/2), 107-120.</p>
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<p>Week 13 (December 2nd)</p>	<p>The significance of Black resistance and resilience</p>	<p>Forbes, J., Curling, D., & Donaldson, S. (2021). Black women’s resilience. Therapy and support for refugee women. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), <i>Africentric social work</i> (pp. 257-283). Fernwood Publishing.</p> <p>Mosley, D. V., Hargons, C. N., Meiller, C., Angyal, B., Wheeler, P., Davis, C., & Stevens-Watkins, D. (2021). Critical consciousness of anti-Black racism: A practical model to prevent and resist racial trauma. <i>Journal of Counselling Psychology</i>, 68(1), 1-16. https://doi.org/10.1037/cou0000430</p> <p>Okello, W. K., Quaye, S. J., & Satterwhite, E. M. (2022). Between me and the world: Black survival and solidarity, here and then. <i>International Journal of Qualitative Studies in Education</i>, 35(5), 525-539. https://doi.org.10.1080/09518398.2021.1982050</p>
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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. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera 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 record online Zoom class sessions for the purposes of supporting student learning in this class. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

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

Film Analysis and Presentation Assignment – Group Assignment (35%)

Weight: Presentation (15%) Written Analysis (20%)

Due Date: Presentations/Film Analysis: (September 23rd and September 30th)

Aligned Learning Outcomes: 1, 2, 3, 5, 6

For this assignment, you will select one film from a list provided by the instructor, all of which depict issues relevant to Black communities. You will begin by watching the selected film individually outside of scheduled class time. Then, you will engage in a small group discussion during class time, where the aim is to participate in thoughtful questioning, share perspectives, and jointly evaluate ideas, beliefs, biases, and assumptions. The insights gained from this discussion will form the basis for your group's written analysis of the film. Following the completion of the written analysis, your group will present key points to your colleagues, including a film trailer (if available) and a summary in a PowerPoint presentation. You will also propose discussion questions to facilitate a brief discussion.

Film Ideas:

1. Just Mercy
2. 12 Years a Slave
3. The Central Park Five
4. Hidden Figures
5. Selma

Please contact the instructor about other film choices to obtain approval before proceeding.

Assignment Submission

Following your discussion about the film, your group will compose a written analysis and create a brief presentation. Your assignment submission should include the following components:

Written critical analysis of the film and implications for social work practice

- Provide a brief overview of the film including main characters
- Discuss the story and issues the film seeks to convey to its viewers
- Clearly articulate the social, cultural, historical context of the film
- Discuss your interpretations and perspective of the representations of Blackness
- Identify the ways in which the film informs your understanding of issues affecting Black individuals and communities
- Identify and describe a critical theory or perspective that informs your understanding of the film. Please integrate themes from the course to guide your analysis
- Describe the ways in which the film challenges or provokes critical debate
- Connect your analysis to practice by exploring one of the following:

- If you were a social worker interacting with the individual, family, group or community, featured in the film or responding to an issue featured in the film, what approaches or models of practice would guide your relationship building, practice, or intervention or what directions would you take? Include a rationale for your choice/s.
- or
- What social justice-oriented action could the film encourage or inspire?
- or
- What social justice movements, initiatives, projects, policies or legislation are currently responding to or addressing issues or topics featured in the film.

For your written analysis, your points should be supported by course readings or other scholarly literature. Your analysis should go beyond the film and cite evidence/literature to support your points. Provide concrete examples with clear descriptions of specific scenes to support your arguments. A minimum of five references must be used for this assignment.

Suggested word length for written analysis: 1200-1500 words.

Brief informal presentation to peers

Presentations should be 15-20 minutes in length, allowing 10 minutes for questions and discussion.

- Please upload a copy of your PowerPoint with your analysis that include your discussion question.

Asynchronous Quizzes – Individual Assignment

Weight: 25%

Due Date: October 11, October 25, November 8, November 15, November 22

Aligned Learning Outcomes: 1, 5, 6, 7

Assessment Criteria

The purpose of this assignment is to assess your learning progress, enhance your understanding and integration of course content, and identify any gaps in your knowledge. Throughout the semester, you will complete five open book asynchronous (online) quizzes on D2L, each within a specified time frame. You will be informed in advance about the material covered on each quiz. Each quiz is worth 5%, contributing a total of 25% to your final grade. Questions will be automatically graded, providing immediate feedback. While taking the quizzes, you must not access any websites or copy/share answers with peers.

Poster Personal Reflection – Individual Assignment

Weight: 40%

Due Date: December 6, 2024

Aligned Learning Outcomes: 1, 2, 5, 6

1. Development of Principles and Values (2 pages):

Principles and Values: Visually depict a comprehensive set of principles, moral values, and practices that you intend to uphold in your practice as an anti-racist social worker. These should be grounded in

Africentric perspectives and address the values, struggles, resistance, and resilience of people of African descent. Articulate the key elements, and themes. Discuss how you selected these principles and their relevance to anti-racist social work practice.

2. Personal Reflection (4 pages)

Reflect on the process of developing your principles and values. Consider the decisions you made in choosing and articulating these principles and how this process has deepened your understanding of anti-racist practice.

Analyze the significance of your chosen principles and values to your learning and practice as an anti-racist social worker. Discuss how these principles will guide your future practice and how you will ensure that clients, particularly those of African descent, experience them in your service delivery. Additionally, consider how you will make your commitment visible within your workplace, Black communities, and the broader systems that influence your practice.

To aid in writing your paper, consider the following questions:

1. Principles and Values: What should others know about you and the principles and values you are presenting? How do these align with Africentric perspectives?
2. Commitment: What are the top three principles and practices you are committed to upholding in your practice?
3. Client Experience: How will you assess whether your clients, particularly those of African descent, have experienced these principles in your service delivery?
4. Visibility and Accountability: How will you make your commitment to these principles, values, and practices visible to your workplace, Black communities, and the systems that govern your practice?

Submission Requirements:

- Your written paper should be 6 pages in length, double-spaced, with 1-inch margins and a 12-point font.
- Submit your paper as a Word by the specified deadline.

Evaluation Criteria:

- Depth of reflection and understanding of Africentric perspectives.
- Clarity and coherence in articulating principles and values.
- Insightfulness in analyzing feedback and its implications for practice.
- Thoughtfulness in discussing the significance of principles to your future practice.

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 the respective Dropbox in D2L, as Word documents. File names should follow this format: 'Last name, first name, and assignment name' (e.g., Williams, Taraji, Assignment 2_Op-Ed). Assignments must be submitted by 11:59 p.m. on their due date. Late submissions are any assignments uploaded after 11:59 p.m. It is the student's responsibility to ensure the correct version of their assignment is submitted to the appropriate Dropbox folder and to keep a copy of each submission.

LATE ASSIGNMENTS

Assignments submitted after the deadline will incur a 5% grade reduction per day, for up to 7 days. After 7 days, assignments will no longer be accepted. Exceptions may be granted at the instructor's discretion in exceptional cases. Requests for extensions should be submitted to the instructor at least 24 hours before the assignment's due date. Please note, should a make-up quiz be granted, it will differ from the original quiz.

GROUP PRESENTATIONS

All students are expected to fully contribute to group work and actively participate in the presentation. Students should have their cameras on and be in an environment free of distractions. Only in exceptional cases, and at the instructor's discretion, will students be allowed to submit an alternate assignment for missed presentations. The details of this exception will be discussed with the affected students as needed.

EXPECTATIONS FOR WRITING

All assignments will be assessed in part on writing skills, which include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also overall 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 and written specifically for this course. Assignments created using ChatGPT or other AI technology will not be graded. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as outlined in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

Only the final grade will be rounded up to the nearest whole number. For example, if a final course numeric grade is 84.5%, it will be rounded up to 85%.

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

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university's curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

Students are welcome to discuss the process and content of the course at any time with the instructor.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

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

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

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

Academic Accommodation

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

Research Ethics

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

Academic Misconduct

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

Instructor Intellectual Property

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

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

Freedom of Information and Protection of Privacy

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

Sexual and Gender-Based Violence Policy

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

Other Important Information

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

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