



<b>Course &amp; Session Number</b>	<b>SOWK 429 S04</b>	<b>Classroom</b>	<a href="#">Online</a>
<b>Course Name</b>	Africentric Social Work Practice		
<b>Dates and Time</b>	Start of Classes: September 9, 2024 End of Classes: December 2, 2024 Dates and Time: Monday, 5:30 - 8:30 pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Shayla S. Dube, MSW, RCSW Board Approved Clinical Social Work Supervisor.	<b>Office Hours</b>	N/A
<b>UCalgary Email</b>	<a href="mailto:shayla.dube@ucalgary.ca">shayla.dube@ucalgary.ca</a>	<b>UCalgary Phone</b>	Only available via 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 racially marginalized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQIA+ 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

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

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

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 propose 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.

Additional required readings are indicated in the class schedule. The readings are posted in the Leganto Reading List in D2L.

### 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 People of African descent, racialized as Black 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 People of African descent, racialized as Black communities and all other racial equity deserving and 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 DueDate: 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

Guest speakers will be invited - dates to be determined.

DATE	TOPIC	REQUIRED TEXTS/ZOOM SESSIONS/ASSIGNMENT DUE DATES
<p><b>Module 1: Locating Africentricity</b>            Key ideas:</p> <ul style="list-style-type: none"> <li>● Conceptual understandings of Africentric paradigm</li> <li>● Dispossession and displacement of people of African descent (past and present)</li> <li>● Erasure /minimization of Black people’s presence in Canadian History</li> <li>● Cognitive Imperialism, Epistemic violence and reclaiming of Africentricity</li> <li>● Decolonizing Social Work: Africentric Approaches to Knowledge, Culture, and Language</li> </ul>		
Week 1 Sept. 9 - 15	Introduction/ Setting the stage	<p>Adichie, C. (2009). The danger of a single story.  <a href="https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?subtitle=en">https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?subtitle=en</a> (please watch in advance of our September 9, 2024)</p> <p>Schiele, J. (1997). The contour and meaning of Afrocentric social work. <i>Journal of Black Studies</i>, 27(6), 800-819.</p> <p>Graham, M. (2002). Creating spaces: Exploring the role of cultural knowledge as a source of empowerment in models of Social Welfare in black communities. <i>British Journal of Social Work</i>, 32 (1), 35-49. DOI: 10.1093/bjsw/32.1.35</p> <p><b>Participate in Zoom Session: Monday, Sept 9, 2024 @ 5:30pm</b></p>

Week 2	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.  <a href="https://doi.org/10.1080/10911359.2016.1252601">https://doi.org/10.1080/10911359.2016.1252601</a></p> <p>Smith, A. X. (2020). Afrocentricity as the organizing principle for African renaissance. Interview with Prof. Molefi Kete Asante, Temple University (USA). <i>Vestnik RUDN. International Relations</i>, 20(1), 210-217.</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> <p><b>Participate in Zoom Session: Monday Sept 16, 2024 at 5:30pm</b></p>
Week 3	The Trans-Atlantic Slave Trade Movement/ Africans in Canada and the Diaspora	<p>Mullings, D. V., Clarke, J., Bernard, W.T., Este, D., &amp; Giwa, S. (2021) (Eds.). <i>Africentric social work</i>. Fernwood Publishing. Chapters 1, 2.</p> <p>Bailey, J. (Director). <i>We are the roots</i> [Film]. Bailey and Soda Films.  <a href="https://vimeo.com/257364347">https://vimeo.com/257364347</a></p> <p>Baird, C. (Host). (2020, June). <i>Canada's Slavery History</i> [Audio podcast]. Canadian History Ehx.  <a href="https://canadaehx.com/2020/06/16/canadas-slavery-history/">https://canadaehx.com/2020/06/16/canadas-slavery-history/</a></p> <p><b>Join Class via Zoom Session on Monday Sept 23/ 2024 @5:30pm</b></p>
<p><b>Module 2: Anti-Black Racism and its Impacts</b></p> <p>key ideas:</p> <ul style="list-style-type: none"> <li>● Black Canadian diaspora</li> <li>● Pervasiveness of institutionalized anti-Blackness racism</li> <li>● Physical, mental, social impacts of anti-Black racism</li> <li>● Causes and cumulative effects of racial trauma</li> </ul>		
Week 4	The institutionalization of Blackness	<p>CBC Docs POV. (2017, November 3). <a href="https://youtu.be/msoBTlv1VqM">The skin we're in</a>: Pulling back the curtain on racism in Canada [Video]. YouTube.  <a href="https://youtu.be/msoBTlv1VqM">https://youtu.be/msoBTlv1VqM</a></p> <p>*Clarke, J., Pon, G., &amp; 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 &amp; S. Giwa (Eds.), <i>Africentric social work</i> (pp. 94-123). Fernwood Publishing.</p>

		<p>*Mullings, D. V., Giwa, S., &amp; Adam, A. (2021). Black Caribbean elders. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este &amp; S. Giwa (Eds.), <i>Africentric social work</i> (pp. 161-183). Fernwood Publishing.</p> <p><b>Join class via zoom on Monday- October 7th @5:30pm</b></p>
Week 5	<p>Anti-Black racism and social determinants of health.</p> <p>Historical and collective trauma</p>	<p>*Clarke, J., Mullings, D. V., &amp; Giwa, S. (2021). Black lives under lockdown COVID-19 and racial injustice converge. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este &amp; S. Giwa (Eds.), <i>Africentric social work</i> (pp. 284-318). Fernwood Publishing.</p> <p>*Massaquoi, N., &amp; Mullings, D. V. (2021). Practice modalities in health care with Black Canadians. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este &amp; S. Giwa (Ed s.), <i>Africentric Social Work</i> (pp. 228-256). Fernwood Publishing.</p> <p>Mullings, D., V., Clarke, J., Bernard, W.T., Este, D &amp; Giwa, S. (Editors) (2021) <i>Africentric Social Work</i>. Halifax &amp; Winnipeg, Fernwood Publishing. Chapters 10 and 11.</p> <p><b>Join Class Via zoom on Monday- October 21st @ 5:30pm</b></p>
<p><b>Module 3: Africentric Approaches in Social Work</b></p> <p>Key ideas:</p> <ul style="list-style-type: none"> <li>● Institutionalized epistemic violence</li> <li>● Complicity of social work programs</li> <li>● Africentric approaches in social work</li> <li>● African ways of knowing and being</li> <li>● Theorizing Africentricity for social work</li> <li>● Paradigm shifts and contemporary social work</li> </ul>		
Week 6	<p>Relevance of Africentric approaches in social work</p>	<p>Ashley, W. (2014). The angry Black woman: The impact of pejorative stereotypes on psychotherapy with Black women, <i>Social Work in Public Health, 29</i>(1), 27-34.  <a href="https://doi.org/10.1080/19371918.2011.619449">https://doi.org/10.1080/19371918.2011.619449</a></p> <p>Bent-Goodley, T., Fairfax, C. N., &amp; Carlton-LaNey, I. (2017). The significance of African-centered social work for social work practice. <i>Journal of Human Behavior in the Social Environment, 27</i>(1-2), 1-6.  <a href="https://doi.org/10.1080/10911359.2016.1273682">https://doi.org/10.1080/10911359.2016.1273682</a>.</p> <p>Mayaka, B., &amp; Truell, R. (2021). Ubuntu and its potential impact on the international social work profession. <i>International Social Work, 64</i>(5), 649-662.  <a href="https://doi.org/10.1177/00208728211022787">https://doi.org/10.1177/00208728211022787</a></p>

		<p>Schiele, J. H. (1996). Afrocentricity: An emerging paradigm in social work practice. <i>Social Work</i>, 41(3), 284-294.  <a href="https://doi.org/10.1093/sw/41.3.284">https://doi.org/10.1093/sw/41.3.284</a></p> <p><b>Join class via Zoom on Monday Oct 28th @5:30pm</b></p>
Week 7	Africentric ways of knowing, being and doing	<p>*Chambers, L. A. (2021). Decolonizing social work research. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este &amp; S. Giwa (Eds.), <i>Africentric social work</i> (pp. 73-92). Fernwood Publishing.</p> <p>Hatcher, S. S., King, D. M., Barnett, T. M., &amp; 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,  <a href="https://doi.org/10.1080/10911359.2016.1259930">https://doi.org/10.1080/10911359.2016.1259930</a></p> <p>Mathebane, M. S., &amp; Sekudu, J. (2018). A contrapuntal epistemology for social work: An Afrocentric perspective. <i>International Social Work</i>, 61(6), 1154-1168.  <a href="https://doi.org/10.1177/0020872817702704">https://doi.org/10.1177/0020872817702704</a></p> <p><b>Join Class via Zoom on Monday November 4th @5:30pm</b></p>
Week 8	Theorizing Africentric perspectives in social work	<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.  <a href="https://doi.org/10.18060/139">https://doi.org/10.18060/139</a></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.  <a href="https://doi.org/10.1080/10911359.2016.1252601">https://doi.org/10.1080/10911359.2016.1252601</a></p> <p>* Walmsley, C., Bernard, W. T., &amp; Este, D. (2021). Social work pioneers. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este &amp; S. Giwa (Eds.), <i>Africentric social work</i> (pp. 44-72). Fernwood Publishing.</p> <p><b>Join Class via Zoom on Monday Nov 18th @ 5:30pm</b></p>

Week 9	Africentric approaches in social work	<p>Daniels, J. E. (2001). Africentric social work practice: The new approach for social work practice intervention in the 21st century. <i>International Social Work</i>, 44(3), 301-309.  <a href="https://doi.org/10.1177/002087280104400303">https://doi.org/10.1177/002087280104400303</a></p> <p>Gilbert, D. J., Harvey, A. R., &amp; Belgrave, F. Z. (2009). Advancing the Africentric paradigm shift discourse: Building toward evidence-based Africentric interventions in social work practice with African Americans. <i>Social Work</i>, 54(3), 243-252.  <a href="https://doi.org/10.1093/sw/54.3.243">https://doi.org/10.1093/sw/54.3.243</a></p> <p>Graham, M. J. (1999). The African-centered worldview. Toward a paradigm for social work. <i>Journal of Black Studies</i>, 30(1), 103-122.  <a href="https://doi.org/10.1177/002193479903000106">https://doi.org/10.1177/002193479903000106</a>  <a href="#">Join last class via zoom on Monday Nov 25th @5:30pm</a></p> <p><b>Join Class via Zoom on Monday Nov 25th @ 5:30pm</b></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

Week 10	<p>The role of spirituality, religion, and church in Black communities</p> <p>The significance of Black resistance and resilience</p>	<p>Beagan, B. L., Etowa, J., &amp; 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 &amp; Culture</i>, 15(2), 103-120.  <a href="https://doi.org/10.1080/13674676.2011.560145">https://doi.org/10.1080/13674676.2011.560145</a></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> <p>Mosley, D. V., Hargons, C. N., Melike’s. C., Angyal, B., Wheeler, P., Davis, C., &amp; 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.  <a href="https://doi.org/10.1037/cou0000430">https://doi.org/10.1037/cou0000430</a></p> <p><b>Join the last Class via zoom on December 2, 2024 at 5:30pm</b></p>
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## ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

### **GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

To protect the integrity of the class and confirm your attendance, your camera should be turned on (unless advised and agreed) prior. 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 use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. Students will be advised before the instructor initiates a recording of a Zoom session

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

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

## ASSESSMENT COMPONENTS

### **Proposal and Op Ed – Individual Assignment (30%)**

Weight: Proposal (10%); Op-Ed (20%)

Due Dates: *September 23* Proposal: (20%) *October 7th* Op-Ed:

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

This assignment consists of two parts: a proposal and an op-ed (Opposite to the editorial). Your proposal will outline the steps you will take to create your op-ed which is a critical opinion piece in a newspaper or magazine meant to engage the public or a particular audience on an issue (e.g., moral, social, political, educational) concerning people of African descent.

### Proposal:

For the proposal, discuss your chosen topic, the relevance of the topic, the arguments you plan to make, and the intended audience for your op-ed. Additionally, list four local news outlets (e.g., newspapers, magazines), campus media, or major media outlets where you plan to submit your op-ed, and provide a rationale for each choice. You will submit to only one outlet at a time. Your proposal should include a condensed version of your op-ed and integrate relevant sources. The assignment should be a maximum of six pages: a title page (1 page), proposal (2 double-spaced pages), op-ed (2 single-spaced pages), and references (1 page). Ensure your paper has 1-inch margins and includes a minimum of five references consistent with APA 7 guidelines. Review the rubric and resources posted on D2L for additional information and submit your assignment by the due date on D2L.

### Op Ed:

Your op-ed is written in first person narrative. Your opening paragraph should be compelling/persuasive and captivates your audience's attention. If possible, link your op-ed to a current issue in the news. Each paragraph should have a topic sentence which informs the reader of what to expect. Arguments should be supported by both scholarly and popular culture sources. Your closing paragraph should summarize the key arguments, have recommendations and a call to action; please provide three to four recommendations. Your op-ed can integrate anecdotes, personal reflections, or stories. It should use active voice, clear and simple language, and be jargon free. The maximum word count is 750 to 1000.

You have the option to submit your op-ed to a media source, and you are encouraged to do so as part of the social action expected of all critical social workers. While the submission itself is not part of the graded activity, you should write your op-ed with the intention of submitting it for publication.

Grading Criteria to be posted on D2L.

### Poster Presentation and Personal Reflection – Individual Assignment (35%)

Weight: Poster presentation (20%); Poster paper (15%)

Due Date: Both Poster presentation and Reflection paper: November 4, 2024

Aligned Learning Outcomes: 1, 2, 5, 6

This assignment encourages social workers to intentionally develop their skills and practices to become anti-racist practitioners. From the first day of class, start a collection of principles, moral values, and practices that you want to keep top of mind while engaging with Africentric perspectives to become an anti-racist practitioner. Create a poster from the gathered information as a reminder of your commitment to anti-racist practice. Be creative and keep in mind the values, struggles, resistance and resilience of people of African descent that you are representing.

1) Poster presentation: you will have **five minutes** to present the principles and values from the class that will guide your practice with people of African descent and **five minutes** to receive feedback and comments, and to answer any clarifying questions other students in attendance may have. Be creative and personalize your poster.

2) Personal reflection on the presented poster: You will write a 3 page (double-spaced) personal reflection relating to the process of developing and presenting the poster (1 page), the kind of feedback

received from others (1/2 page) and their significance to your learning as an antiracist social work practitioner (1 ½ page).

The following questions may be helpful as a guide to your poster development and presentation:

1. What should students know about me and the principles and values I am presenting to them?
2. What are the top three principles and practices I am committed to uphold in my practice?
3. How will I know that my clients, particularly those of African descent, have experienced these principles in my service delivery?
4. How will my workplace, Black communities, and the systems that govern my practice become aware of my commitment to these principles, values and practices?
5. Be creative and personalize your poster.

Grading Criteria will be posted on D2L

### **Facilitated Class Discussion/Participation – Group Assignment**

Weight: 35%

Due Date: **Due on the date your group is assigned.**

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

You will work in groups of 3-4 people to prepare a summary of the readings and facilitate a discussion of assigned weekly readings. Groups must be formed during the first two weeks of class. During the preparatory stages of this assignment, you will complete all assigned readings and prepare 2-3 questions to help guide the discussion. You will have 30 minutes to facilitate the classroom discussions.

Leading group discussions requires facilitation skills, an important social work skill — Your class facilitation should provide a brief overview of the topic, use active listening and communication skills, collaborate with co-facilitators, and summarize the key takeaways from the discussion. This assignment does not require any powerpoint presentation. However, you are encouraged to use creative ways to engage with the class and facilitate meaningful dialogue and learning. Your class facilitation should generate a critical engagement with your topic and invite your peers to make connections between the topic with their social work practice.

Classroom discussions will be evaluated on the extent to which the facilitating group demonstrates the ability to introduce the topic clearly, ask relevant questions, and use creative approaches to facilitate critical conversations.

Please see rubric in D2L for additional information.

## **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. These are part of the course engagement grade, as outlined in the assessment components section above.
- 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. Assignments may be submitted in Word. 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 due date, 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>

## 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. Assignment and final grades will not be rounded.

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

It is advised that additional suggested readings for the course be provided to students in D2L in order to manage the length of this course outline. However, if you wish to include suggested readings in this outline that are not required for the course, please do so in this section. Copyright approval is required.

## 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