



Course & Session Number	SOWK 600 S02	Classroom	Online
Course Name	Social Justice and Theory in Advanced Social Work Practice		
Dates and Time	Start of Classes: Sept 3, 2024 End of Classes: October 15, 2024 Dates and Time: Tuesdays & Thursdays, 5:30pm – 8:30pm Synchronous Zoom Sessions: Sept 3, 5, 10, 12, 17, 19, 24, 26, Oct 1, 3, 10, 15 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Stephanie Tyler, <i>PhD(c), MSW, BSW, RSW</i>	Office Hours	By Request
UCalgary E-mail	stephanie.tyler1@ucalgary.ca	UCalgary Phone	By email

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

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

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

SYLLABUS STATEMENT

Examines concepts of culture, identity, oppression, and social differentiation in relationship to theories of social justice, at all levels of professional practice.

COURSE DESCRIPTION

This course focuses on theorizing from and with the body and mind in relationship with Land to critically examine perspectives of social justice and move towards (re)imagining justice and the possibilities of a more livable present and decolonial future(s). Learners have the opportunity to: (1) examine theoretical perspectives of social justice in relation to particular histories, knowledges, and lived experiences, (2) reflect on how their social positionings and worldviews inform and impact their understandings and efforts toward social justice, (3) engage in embodied, storied, and affective learning processes, and (4) (re)imagine and restor(y) narrative possibilities for social justice in connection to social work practice. Students are encouraged to think-feel with the various knowledges, theories, and practices engaged throughout the course.

Classes 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., submit a brief reflection and actively contribute to the follow-up online discussion). There will be 12 synchronous Zoom sessions throughout the term (Sept 3, 5, 10, 12, 17, 19, 24, 26, Oct 1, 3, 10, 15 on Tuesdays and Thursdays from 5:30-8:30pm).

Pre-requisite(s): Admission to the MSW program or the Graduate Certificate in Advanced Social Work Practice

COURSE LEARNING OUTCOMES

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

1. Critique theories of justice, power, and inequity and their roles in shaping oppressive social structures and unbalanced power relations.
2. Critically examine issues of diversity and power relations that form common links among the experiences of oppression and marginalization in Canada and internationally.
3. Demonstrate, identify, and articulate a social work identity, with emphasis on social justice, social work values and knowledge.

4. Demonstrate a critical understanding of oppressive social structures and the role that anti-oppressive social work theories and practices can play in facilitating resistance that leads to social justice and transformation.
5. Apply an anti-oppressive perspective, grounded in theory, research and evidence-based knowledge to their own practice.
6. Advocate for social justice and the social well-being of all peoples, and in particular vulnerable or disadvantaged individuals, groups, and communities.
7. Identify strategies for applying course learning.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

No textbook is required for this course. As this is a graduate level seminar, students are expected to read through the material in preparation of participating in class discussions. The readings are accessible through D2L.

brown, a. m. (2017). *Emergent strategy: Shaping change, changing worlds*. AK Press.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4548573#>

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

Breen, A. V. (2019). You do not belong here: Storying allyship in an ugly sweater. In S. Wilson, A.V. Breen, & L. DuPré (Eds.), *Research and reconciliation: Unsettling ways of knowing through Indigenous relationships* (pp. 50-59). Canadian Scholars.

Daigle, M., & Ramírez, M. M. (2018). Decolonial geographies. In *Keywords in Radical Geography: Antipode at 50* (pp. 78–84). John Wiley & Sons, Inc.

<https://onlinelibrary.wiley.com/doi/pdfdirect/10.1002/9781119558071.ch14>

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

Diverlus, R., Hudson, S., & Ware, S. M. (Eds.). (2020). *Until we are free: Reflections on Black Lives Matter in Canada*. University of Regina Press. <https://books-scholarsportal-info.ezproxy.lib.ucalgary.ca/en/read?id=/ebooks/ebooks5/upress5/2020-06-13/1/9780889776968>

Gumbs, A.P. (2021). Undrowned: Black feminist lessons from marine mammals: Why we need to learn to listen, breathe and remember, across species, across extinctions and across harm. *Soundings (London, England)*, 78(78), 20–37. <https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/pub/248/article/805865/pdf>

Kimmerer, R. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge, and the teachings*

of plants. Milkweed Editions. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1212658>

Le Guin, U.K. (1988). *The carrier bag theory of fiction*. The Ursula K. Le Guin Literary Trust. <https://otherfutures.nl/uploads/documents/le-guin-the-carrier-bag-theory-of-fiction.pdf>
(YouTube audio version: <https://www.youtube.com/watch?v=vYkc3kvEwmw&t=46s>)

Lorde, A. (1984). *Sister outsider: Essays and speeches*. The Crossing Press. https://ezproxy.lib.ucalgary.ca/login?url=https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cbibliographic_details%7C4401746?account_id=9838&usage_group_id=107435

Muñoz, M. (2019). River as lifeblood, river as border. In L.T. Smith, E. Tuck, K.W. Yang (Eds.), *Indigenous and decolonizing studies in education: Mapping the long view* (pp. 62-81). Routledge, an imprint of the Taylor & Francis Group. <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780429505010>

Penak, N. (2019) The trickiness of storytelling with Indigenous social workers: Implications for research in the era of reconciliation. In S. Wilson, A.V. Breen, & L. DuPré (Eds.), *Research and reconciliation: Unsettling ways of knowing through Indigenous relationships* (pp. 22-27). Canadian Scholars.

Raffo, S. (2022). *Liberated to the bone: Histories. bodies. futures*. AK Press.

- Setting the Conversation (pp. 12-41)

Smith, L. T., Tuck, E., & Yang, K. W. (2019). Afterword: Meeting the land(s) where they are at: A conversation between Erin Marie Konsmo (Metis) and Karyn Recollet (Urban Cree). In L.T. Smith, E. Tuck, K.W. Yang (Eds.), *Indigenous and decolonizing studies in education: Mapping the long view* (pp. 238-251). Routledge, an imprint of the Taylor & Francis Group. <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780429505010>

Styers, S. (2019). Literacies of land. In L.T. Smith, E. Tuck, K.W. Yang (Eds.), *Indigenous and decolonizing studies in education: Mapping the long view* (pp. 24-37). Routledge, an imprint of the Taylor & Francis Group. <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780429505010>

Tuck, E. (2009). Suspending Damage: A Letter to Communities. *Harvard Educational Review* 79(3), 409–428. <https://doi-org.ezproxy.lib.ucalgary.ca/10.17763/haer.79.3.n0016675661t3n15>

Wilson, S., Breen, A. V., & DuPré, L. (Eds.). (2019). *Research and reconciliation: Unsettling ways of knowing through Indigenous relationships*. Canadian Scholars. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=6282054>

Wong, Y. L. R. (2018) “Please call me by my true names”: A decolonizing pedagogy of mindfulness and interbeing in critical social work education. In S. Batacharya, & Y. L. R. Wong (Eds.), *Sharing breath: Embodied learning and decolonization* (pp. 253-278). Athabasca University Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=5574863>

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.

RELATIONSHIP TO OTHER COURSES

The Advanced Practice Core curriculum consists of 4 theme courses, SOWK 600, 602, 604, and 606, which will explore core elements of social work knowledge and practice within the specializations. This curriculum will examine social justice, research strategies, social work practice models, and public policy with the intent of further developing students' unique social work perspective and strengthening their social work identity and personal practice framework. These courses also provide the foundation for the specialization as well as for the field education component leading to the final capstone project.

CLASS SCHEDULE

Important Dates for Fall 2024

- Start of Term: Monday, August 26, 2024
- First Day of Class: Tuesday, September 3, 2024
- End of Term: Tuesday, December 24, 2024
- Last Day of Class: Friday, December 6, 2024
- Fee Deadline: Friday, September 20, 2024
- Labour Day, no classes: Monday, September 2, 2024
- [National Day for Truth and Reconciliation](#), no classes: Monday, September 30, 2024
- Thanksgiving Day, no classes: Monday, October 14, 2024
- [Remembrance Day](#), no classes: Monday, November 11, 2024

Date	Class Type	Topic/Readings/Assignments
Tues Sept 3	Synchronous Zoom 5:30pm – 8:30pm	Introduction to Course <ul style="list-style-type: none">• Introduction(s)• Orientation to this course• Course outline overview• Thinking/feeling justice/injustice
Thurs Sept 5	Synchronous Zoom 5:30pm – 8:30pm	Theoretical Frameworks and Worldviews <ul style="list-style-type: none">• Critical & Intersectional Feminisms• Relational Ethics and Third Space Readings: Kimmerer. (2013). Skywoman Falling Davis et al., (2022). Introduction Styers. (2019). Literacies of land
Tues Sept 10	Synchronous Zoom 5:30pm – 8:30pm	Mapping Identities and Power Readings:

		<p>Breen. (2019). You do not belong here: Storying allyship in an ugly sweater</p> <p>Wong. (2018). "Please call me by my true names": A decolonizing pedagogy of mindfulness and interbeing in critical social work education.</p> <p>Assignment 1: Reflection 1 due by 11:59pm</p>
Thurs Sept 12	Synchronous Zoom 5:30pm – 8:30pm	<p>Historical and Contemporary Experiencing of Racism & Coloniality</p> <ul style="list-style-type: none"> • Settler-Colonialism & Othering • Human exceptionalism • Proximity to 'Man' <p>Readings: Le Guin. (1988). The Carrier Bag Theory of Fiction Kimmerer. (2013). Windigo Footprints Muñoz. (2019). River as Lifeblood, River as Border</p>
Tues Sept 17	Synchronous Zoom 5:30pm – 8:30pm	<p>Thinking/Feeling Theory: Examining Relations of Power, Systems and Structures</p> <p>Readings: Smith et al. (2019) Afterword Gumbs. (2021). Undrowned</p> <p>Assignment 1: Reflection 2 due by 11:59pm</p>
Thurs Sept 19	Synchronous Zoom 5:30pm – 8:30pm	<p>Beyond Damage: (Re)Imagining Justice</p> <ul style="list-style-type: none"> • Emergent Strategy • Ecological (in)justice • Healing justice <p>Readings: brown. (2017). Introduction Kimmerer. (2013). In the footsteps of Nanabozo Raffo. (2022). Setting the Conversation</p>
Tues Sept 24	Synchronous Zoom 5:30pm – 8:30pm	<p>Mapping Co-resistance and Enacting Social Justice Practices</p> <p>Readings: Daigle & Ramírez. (2018). Decolonial geographies Diverlus, et al. (2020). Towards Black and Indigenous Futures</p> <p>Assignment 1: Reflection 3 due by 11:59pm</p>
Thurs Sept 26	Synchronous Zoom 5:30pm – 8:30pm	<p>(Re)making Worlds: Decolonial Dreaming, Critical Hope & Possibilities</p> <ul style="list-style-type: none"> • Seeking abundance • Rematriation, enlivening relations, working for freedom <p>Readings: Lorde. (1984). The Master's tools Tuck. (2009). Suspending Damage Penak. (2019). The trickiness of storytelling</p>

Tues Oct 1	Synchronous Zoom 5:30pm – 8:30pm	Assignment 2: Presentation due in class
Thurs Oct 3	Synchronous Zoom 5:30pm – 8:30pm	Assignment 2: Presentation due in class
Tues Oct 8	Asynchronous	Collective (Re)imagining: Discussion Forum Assignment 2: Responses due by 11:59pm
Thurs Oct 10	Synchronous Zoom 5:30pm – 8:30pm	Relational Accountability Readings: Kimmerer. (2013). The Honorable Harvest brown. (2022). Murmurations: Accountable to Earth
Tues Oct 15	Synchronous Zoom 5:30pm – 8:30pm	Review & Reflection Readings: Kimmerer. (2013). Defeating Windigo Assignment 3: Participation and Engagement due by 11:59pm

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required.** All students are expected to behave in a professional manner during all Zoom sessions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

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.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. 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.

ASSESSMENT COMPONENTS

Assignment 1: Reflexive Journal (30%) – due Sept 10, 17, & 24

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

As part of the (un/re)learning process, students will be invited to engage in critical reflection throughout the course including their encounters with various theoretical approaches, knowledges, process, content, and materials. These reflections should examine evolving conceptualizations, understandings, and tensions related to social justice, structures and relations of power, various lived realities of oppression and marginalization as connected to relationship to Land. As an embodied approach, students are invited to think-feel with and through theory, attuning to how knowledge is experienced and cultivated through the body, heart, spirit, and mind. This assignment should incite student reflections about social work practice in relation to their social identities, communities they serve, and the themes, theories and concepts learned throughout the course. It is expected that students will draw on experiential, reflexive, and scholarly knowledge. Reflections are to be submitted by 11:59pm on their respective due dates via D2L dropbox.

- Reflection 1: (10% due **Sept 10**) 800-1000 words
- Reflection 2: (10% due **Sept 17**) 800-1000 words
- Reflection 3: (10% due **Sept 24**) 800-1000 words

Assessment Criteria

As you prepare your reflexive journaling, here are some areas to attune to:

- Reflection draws on experiential, reflexive, and scholarly knowledges
- Reflection makes connections between theory and practice and how social justice concepts in the readings and class discussions might materialize in practice
- Reflection illustrates an emphasis on emotion and feeling as it relates to and responds to social positionings, tensions around historical injustices, and the concepts engaged in the course
- Reflection is personal and vulnerable, animating when, where and how the materials from the course are compelling (un/re)learning

Assignment 2: Narrative (re)imaginings of Justice

(35% Presentation – due in class on Oct 1 or Oct 3 / 20% Responses – due Oct 8)

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Length: 10-12 double-spaced pages (not including title or reference page), APA formatting

As queer Black social activist, author, and artist, adrienne maree brown, reminds us, emergent strategy embodies “ways for humans to practice being in right relationship to our home and each other [and is] how we intentionally change in ways that grow our capacity to embody the just and liberated world we long for” (p. 24). This assignment recognizes developing and strengthening relationships to Land as both a reckoning with coloniality and an embodied pathway towards decolonizing. Storying this process offers students the opportunity to (re)imagine what social/ecological justice could look/feel like beyond its current conceptualizations.

Students will ethically engage with an entity from the natural world (i.e. insect, plant, animal, etc.), which they will learn about through multiple sources (i.e. websites, books, videos, interactions, etc.).

Drawing upon course encounters (i.e. content, materials, dialogues, reflections), students will be invited to create a narrative conveying what/how this entity has taught them about social justice (i.e. helping, healing, co-creating, organizing, mobilizing etc.) and its application to their future social work practice.

To communicate their learnings, students will create a story conveying how/what their teacher has taught them. This story can take many creative forms (i.e. from the perspective of the natural world teacher, a conversation and/or interaction between teacher and learner, telling a story to a character (ie. child, grandchild) in the story about what has been learned, and/or writing a letter to your natural world teacher, etc.) and can be communicated in many ways (ie. audio, written, visual, etc.).

As part of collective learning, students will be invited to present their learning (7 mins) in class on either **Oct 1 or 3**. Students will respond asynchronously (400-500 words) to at least 2 classmates via discussion board on D2L **due by 11:59pm Oct 8** about their involvement in co-creating meaning and how this process has impacted their understanding of social justice and future social work practice.

To honor our teachers, students can: 1) begin their story and/or presentation thanking and speaking the names of their teachers (with full references listed on APA reference page); 2) make use of footnotes, so as not to interrupt the flow of the story (with full references listed on APA reference page); 3) use APA formatting throughout with full references listed on APA reference page.

Assessment Criteria

As you prepare for this assignment, please consider how your storied presentation:

- Ethically engages experiential, reflexive, scholarly, and natural world knowledges to theorize with/through social justice and social change
- Creatively animate theory and practice to (re)imagine how social justice could be reflected in social work practice
- Draws storylisteners into thinking-feeling with theory and practice possibilities through evocative and engaging storytelling
- Evokes a sense of accountability and response-ability for social work(ers) to create and enact change possibilities for more livable futures and planetary flourishing

Assignment 3: Participation and Engagement (15%) – due Oct 15

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Working towards social justice calls on us to make individual and collective commitments as we (re)envision the possibilities for a more livable present and future. This course is grounded in relationality and reciprocity that asks us to respond and be response-able (Patel, 2016) to knowledge and one another. As part of this relational orientation, students will be expected to come prepared to engage in deep listening, and contribute to dialogues/activities by sharing insights, content, critiques, and connections to their field of practice. Engagement is gauged not *only* by the quantity of contributions, but also how students facilitate a collective space of learning by being mindful of how space/voice are used. This includes being thoughtful of how ideas are shared in ways that create the conditions for ethical spaces of engagement and collective care.

Recognizing that engagement and participation are animated in multiple ways, some more overt than others, students will be invited to reflect on and assess their own participation and engagement in the course by submitting a 500-word reflection via D2L dropbox **by 11:59pm Oct 15**. Please be sure to draw

on the invitations and reflections made in the synchronous class on Oct 10 when articulating how you have/will enact relational accountability.

Assessment Criteria

As you prepare for this assignment, please consider how your reflection:

- Ethically draws on experiential, reflexive, natural world, and scholarly knowledges from course learnings
- Makes theoretical and practical connections to how accountability as social justice materializes in your personal development and professional practice
- Considers and examines tensions related to social positionings, historical and contemporary injustices and the tensions and complicities that emerge
- Demonstrates personal-professional connections, experiences, vulnerabilities and possibilities for enacting social justice through animating accountabilities

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions as part of their participation grade. Details are outlined in the assessment components section above. If you are unable to attend, please contact your instructor prior to class (if possible) to discuss alternative means of engagement.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

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

LATE ASSIGNMENTS

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

EXPECTATIONS FOR WRITING

For written assignments, 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 [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L. Final grades that are within 0.25% to 0.5% of the next letter grade will be rounded up.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass. Note: Students who accumulate two grades of " B- " or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of " C+ " or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64

D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50
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

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Please see D2L for any additional readings.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

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

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

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

Academic Accommodation

It is the student’s responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical

concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

Research Ethics

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

Academic Misconduct

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

Instructor Intellectual Property

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

Copyright Legislation

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

Freedom of Information and Protection of Privacy

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

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s [Sexual and Gender-based Violence Policy](#) guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It

provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

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

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