Fall 2024

Course & Session Number	SOWK 604 S01	Classroom	Online (D2L and Zoom)
Course Name	Advanced Practice Theories in Context		
Dates and Time	**Day (s): Zoom sessions - Tuesday September 3, 10, 17, 24; October 1, 8, 15, 22, November 5, 26, December 3, 2024.** **Asynchronous sessions (D2L): Tuesdays October 29 and November 19, 2024.** **Time: 5:00 – 8:00 PM**		
Instructor	Mohammed Nurudeen Musah, MSW	Office Hours	Kindly email to request an appointment time
UCalgary E-mail	Mohammed.musah@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.

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 theoretical models, philosophical frameworks, and ethical foundations of social work practice as a means to facilitate change while locating social work's development and current practice in historical, economic, political, socio-cultural and environmental contexts.

COURSE DESCRIPTION

This course will explore and examine various theories and macro, leadership, international and community development Social Work methods, assessing their underlying assumptions, values, and claims to effectiveness. You will compare, contrast, and critically assess multiple Social Work theories, philosophical frameworks, models, and approaches to change in Social Work practice and research. A major emphasis throughout this course will be to situate and analyze theories within particular historical, social, and environmental contexts. You will incorporate comparative approaches to change into your professional Social Work practice frameworks and identities. This course is delivered in an online format using Zoom sessions.

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 assignments 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).

There will be 9 synchronous Zoom sessions throughout the term (**Tuesday September 3, 10, 17, 24; October 1, 8, 15, 22, November 5, 26, December 3, 2024**), and two asynchronous sessions for group activities (**Tuesday October 29 and November 19, 2024).**

Prerequisite(s): _Social Work 600_ and _602_.

COURSE LEARNING OUTCOMES

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

1. Identify, understand, critically assess, and analyze the influence of historical, social, political, economic, environmental, and other developments on Social Work theory and practice;
2. Explore the relationship between Social Work and other theories, generating an awareness of your positioning in relation to theoretical approaches to change and application to your Social Work practice;
3. Evaluate, analyze, and critique the influence of "discipline-specific" and other theories on your practice;
4. Identify and critique dominant theories in your professional practice, and evaluate alternative theories and methods appropriate for your practice;

5. Create personal learning objectives relating to the development and evaluation of your professional practice framework and Social Work identity;
6. Understand the relationship between comparative approaches to change and social justice in Social Work practice at multiple levels; and
7. Apply course learnings to your specialization and the exit requirements of the MSW program.

LEARNING RESOURCES

READINGS

Class 1:

Gray, M., & Webb, S. A. (2009). The return of the political in social work. *International Journal of Social Welfare*, *18*(1), 111-115. https://doi.org/10.1111/j.1468-2397.2008.00626.x

Healy, K. (2014). The history and development of social work theories. In *Social work theories in context: Creating Frameworks for Practice* (2nd ed.). Palgrave Macmillan.

Mills, C. W. (2000). The sociological imagination. Oxford University Press.

Payne, M & Reith-Hall, E. (2019). Social work theory, knowledge, and practice. In Payne, M., & Reith-Hall, E. (Eds.), *The Routledge handbook of social work theory* (7-17). Routledge.

Payne, M. (2014). *Modern social work theory* (1-30, 4th ed.). Oxford University Press.

Yergeau, M. (2013). Clinically significant disturbance: On theorists who theorize theory of mind. *Disability Studies Quarterly*, *33*(4). https://dsq-sds.org/article/view/3876/3405

Class 2

Blackstock, C. (2019). The Occasional Evil of Angels: Learning From the Experiences of Aboriginal Peoples and Social Work 1. *First Peoples Child & Family Review*, *14*(1), 137-152.

Hancock, G. (1989). *Lords of poverty: The power, prestige, and corruption of the international aid business*. Atlantic Monthly Press.

Yu, N., Morgenshtern, M., & Schmid, J. (2024). Social work's colonial past with Indigenous children and communities in Australia and Canada: A cross-national comparison. *Child & Family Social Work*, *29*(1), 229-238.

Class 3

Banks, S. (2021). Introduction. In *Ethics and Values in Social Work* (1-20, 5th ed.). Palgrave Macmillan.

Canadian Association of Social Workers (2024). *Code of ethics, values, and guiding principles*. CASW.

Gray, M. (2016). Moral theory for social work. https://www.researchgate.net/profile/Mel-Gray-2/publication/292049827_Moral_theory_for_social_work/links/58199f1108ae50812f5e055c/Moral-theory-for-social-work.pdf

Hugman, R., Hölscher, D., & McAuliffe, D. (2023). Theory and Ethics: Defining the Field. In D. Hölscher, R. Hugman, & D. McAuliffe (eds.), S*ocial work theory and ethics: ideas in practice* (pp. 3-14). Springer Nature Singapore.

Watts, L., & Hodgson, D. (2019). Social justice theory and practice for social work. Springer Verlag.

Class 4

Healy, K. (2001). Reinventing critical social work: Challenges from practice, context and postmodernism. Critical Social Work, 2(1), 1-13.

Lipsky, M. (2010). Street-level bureaucracy: Dilemmas of the individual in public service. Russell Sage Foundation.

Netting, F. E., Kettner, P. M., & McMurtry, S. L. (2017). Understanding macro practice in social work in *social work macro practice* (6th ed.). Pearson.

Northouse, P. G. (2022). *Leadership: theory and practice* (9th ed.). Sage Publications.

Pittman, S., Sugawara, C. L., Rodgers, M. E., & Bediako, A. (2015). Social workers in international relief and development: A natural fit. *Interdisciplinary Journal of Best Practices in Global Development*, *1*(1), 3.

Class 5

Farmer, P. (2005). *Pathologies of power: health, human rights, and the new war on the poor: with a new preface by the author* (chapter 9, p. 213-256). University of California Press.

Ledwith, M. (2020). Community development in a global context in *Community development: A critical and radical approach* (3rd ed.). Policy Press.

Class 6

Baines, D. (2011). An overview of anti-oppressive practice: Roots, theory, and tensions. In D. Baines (Ed.), *Doing anti-oppressive practice: Social justice social work* (p. 79 -94). Fernwood Publications.

Mullaly, R. P. (2010). *Challenging oppression and confronting privilege: A critical social work approach* (p.67 – 92). Oxford University Press.

Sinclair, R., Hart, M. A., & Bruyere, G. (Eds.). (2009). *Wícihitowin: Aboriginal social work in Canada*. Fernwood Publishing.

Todd, S. (2016). Feminist theories. In N. Coady & P. Lehmann (eds.), *Theoretical perspectives for direct social work practice: A generalist-eclectic approach* (2nd ed.). Springer.

University of Calgary. (2017). Together in a good way: A journey of transformation and renewal, Indigenous Strategy. Calgary, AB. https://live-ucalgary.ucalgary.ca/sites/default/files/teams/136/Indigenous%20Strategy_Publication_digital_Sep2019.pdf.

Class 7

Gutierrez, L. M. (1995). Understanding the empowerment process: Does consciousness make a difference? *Social work research*, *19*(4), 229-237.

Nussbaum, M. C. (2012). Creating Capabilities: The human development approach. https://apps.ufs.ac.za/media/dl/userfiles/documents/news/2012_12/2012_12_10_martha_nussbaum_ufs_december_2012.pdf

Nussbaum, M. C. (2009). Capabilities as fundamental entitlements: Sen and social justice. *Feminist Economics*, *9*(2-3), 33-59.

Class 8

Dominelli, L. (2014). Promoting environmental justice through green social work practice: A key challenge for practitioners and educators. *International Social Work*, *57*(4), 338-345.

Dominelli, L. (2012). Green social work: From environmental crises to environmental justice. Polity.

Gray, M., Coates, J., & Hetherington, T. (Eds.). (2019). Introduction to environmental social work in *Environmental social work* (2nd ed.). Routledge.

Ramsay, S., & Boddy, J. (2017). Environmental social work: A concept analysis. *British Journal of Social Work*, *47*(1), 68-86.

Class 9

Adams, R., Dominelli, L., & Payne, M. (Eds.). (2017). Developing a professional identity in Social Work in *Social work: Themes, issues, and critical debates* (4th ed.). Palgrave Macmillan.

Fook, J. (2016). Integrating theories into social work practice in *social work: A critical approach to practice* (3rd ed.). Sage Publications.

Mullaly, R. P. (1993**).** *Structural social work: Ideology, theory, and practice*. Oxford University press.

Trevithick, P. (2018). Revisiting the knowledge base of social work: a framework for practice. *British Journal of Social Work*, 48(6), 1556-1573.

Note: All the assigned readings in the schedule are available on D2L.

<u>**LEARNING TECHNOLOGIES AND REQUIREMENTS**</u>

A D2L site has been set up for this course which contains required readings and other relevant class resources and materials. A Zoom link to be used for all online sessions will be posted in d2l before the start of the class. To actively participate in zoom sessions, you will need a laptop, desktop or mobile device with Internet access and a camera. Speakers are required for easy access to zoom sessions. Students will have the option of holding group work meetings during the asynchronized times over Zoom, or their chose n platform.

RELATIONSHIP TO OTHER COURSES

As one of four courses offered at the beginning of the MSW program, this course will support you in further developing skills necessary to critically evaluate Social Work theories in practice contexts. You will explore connections between this course and your learnings about social justice and theory (SOWK 600) and research and philosophy (SOWK 602) in advanced Social Work practice. These explorations will be continued as you advance your knowledge about policy in your final course (SOWK 606) of the Advanced Social Work Practice component of your MSW program.

CLASS SCHEDULE

Important Dates for Winter 2024
- o Start of Term: Monday, August 26, 2024
- o First Day of Class: Tuesday, September 3, 2024
- o End of Term: Tuesday, December 24, 2024
- o Last Day of Class: Friday, December 6, 2024
- o Fee Deadline: Friday, September 20, 2024
- o Labour Day, no classes: Monday, September 2, 2024
- o <u>National Day for Truth and Reconciliation</u>, no classes: Monday, September 30, 2024
- o Thanksgiving Day, no classes: Monday, October 14, 2024
- o <u>Remembrance Day</u>, no classes: Monday, November 11, 2024

Class Schedule

Schedule of Online Activities for SOWK 604 S01: <u>Additional details</u> will be provided in class or on the D2L site for the course.

Date (2024)	Readings	Readings/Notes/Assignment due
September 3	**Class 1** **Introduction to theoretical frameworks and historical contexts** Overview of syllabus, structure, and expectations.	**Reflecting on our experiences, theory, and critical thinking.** Healy, K. (2014). Introduction in *Social work theories in context.* Mills, C. W. (2000). On intellectual craftsmanship in *Sociological imagination*. Payne, M. (2020). The social construction of social work theory in *Modern social work theory*. Payne, M. (2020). Evaluating social work theory in *Modern social work theory.* Yergeau, M. (2013). Clinically significant disturbance: On theorists who theorize theory of mind.
September 10	**Class 2** **Historical contexts of social work theories**	Blackstock, C. (2009). Occasional evil of angels. Hancock, G. (1989). Lords of poverty (3-33). Yu, N., Morgenshtern, M., & Schmid, J. (2024). Social work's colonial past with Indigenous children and communities in Australia and Canada.
September 17	**Class 3** **Philosophical foundations and ethical considerations** Relevance of ethics in social work theory.	Banks, S. (2021). Introduction in *Ethics and values in Social Work*. CASW (2024). Code of ethics, values, and guiding principles. Gray, M. (2016). Moral theory for social work Hugman et al. (2023). Theory and ethics: Defining the field in *Social work theory and ethics: Ideas in Practice*. Watts, L., & Hodgson, D. (2019). Social justice as ethic of social work.
September 24	**Class 4** **Macro and leadership theories in social work**	**Guest speaker – Prof. Martell Teasley, Vice president at the University of Utah and a former president of the Deans and Directors of Social Work, United States.**

		Healy, K. (2001). Reinventing critical social work: Challenges from practice, context, and postmodernism. Lipsky, M. (2010). Street level bureaucrats as policy makers. Northouse P. G. (2018). Leadership theory and practice.
October 1	**Class 5** **International and community development approaches.** **Human rights, empowerment, and participatory theories.**	**Guest speaker - Prof. Antoinette Lombard, President, International Association of Schools of Social Work, University of Pretoria, South Africa.** Farmer, P. (2005)- Rethinking health and human rights. Ledwith, M. (2020). Community development in a global context. Midgley, J., & Conley, A. (2017). Social work and social development: Theories and skills for developmental social work. **Assignment II due at 11:59 pm**
October 8	**Class 6** **Critical and Indigenous Approaches to Social Work**	Mullaly (2010) – challenging oppression and confronting privilege. University of Calgary (2017) – Together in a good way. Watts, L., & Hodgson, D. (2019). Critical social science and critical theory in Social justice theory and practice for social work: critical and philosophical perspectives.
October 15	Class 7 Theories of change and social justice. Capabilities and empowerment theories.	Gutierrez, L. M (1995). Understanding the empowerment process. Nussbaum, M. C. (2011). Creating capabilities: the human development approach.

			Nussbaum, M. C. (2003). Capabilities as fundamental entitlements: Sen and social justice.
October 22	**Class 8** **Environmental contexts and social Work**		Dominelli, L. (2012). Conclusions: Green social work in *Green social work: From environmental crises to environmental justice.* Ramsay, S., & Boddy, J. (2017). Environmental social work: A concept analysis.
October 29	Asynchronous time for group work and engagement.		
November 5	**Class 9** **Structural theory and ethics of care. Integrating theories into practice and personal frameworks**		**Guest speaker: Dr. Stephanie Sarabia, Ramapo College of New Jersey.** **Guest speaker: Dr. John McTighe, Ramapo College of New Jersey.** Mullally Structural social work theory and oppression in *Structural social work: Ideology, theory, and practice*. Payne, M. (2020). Connecting theory and practice in social work in *Modern social work theory.* **Assignment I is due at 11:59pm - Dropbox**
November 12	**Fall break**		
November 19	Asynchronous time for group work and engagement.		**Assignment III - Part A due - Dropbox**
November 26	**Class 10** Panel presentation		Presentation
December 3	**Class 11** Panel presentation Course wrap-up		Group presentation. **Assignment III due**

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 (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

Assignment I: Weekly reading and engagement (20%) – Due November 5th, 2024, by 11:59pm.
Aligned Course learning Outcomes: 1-7.
Description:
Students will maintain a reflective journal where you document your learning experiences, thoughts, and insights related to international community development theories in social work practice. The journal will serve as a platform for personal exploration and critical reflection on the course materials and implications for future practice in international development settings.
Assessment Criteria:
  1. Frequency and Consistency:
       • Regularity of journal entries, with a minimum of five entries made throughout the course duration.
  2. Personal Reactions and Responses:
       • Demonstrated understanding of how these theories resonate with your values, beliefs, and experiences.
  3. Critical Analysis of Assumptions:
       • Thoughtful analysis of how the theories challenge or reinforce your prior assumptions about international community development in social work practice.
       • Ability to articulate shifts in perspectives and the impact of these insights on your understanding of social work in an international context.
  4. Implications for Future Practice:
       • Insightful exploration of the implications of the learned theories for your future practice as a social worker in international development.
       • Clear articulation of how the course content informs your approach to working with diverse communities and addressing global social issues.
       • **Each journal entry should be approximately 300 words**.

Note: This is a continuous assessment and may be submitted earlier than indicated.

Assignment II: Theoretical Exploration (30%) – Due October 1st, 2024, by 11:59 pm.
Aligned Course learning Outcomes: 1-7.
Description:
1. Theory Selection: You may choose three prominent theories in international community development from the provided list or opt for your own selection. Ensure that the chosen theories represent diverse perspectives, such as care ethics, leadership theories, ecological theory, feminist theory, critical race theory, modernization theory, capability approach, participatory development, social capital, etc.
2. Research Paper: Write a research paper (6-8 pages) that encompasses the following components:

a) Clear Explanation of Chosen Theories:
- Provide a coherent explanation of each chosen theory, including its historical context, key proponents, and main principles.
- Offer insights into how each theory has evolved over time and its significance in the context of international community development.

b) Critical Analysis of Strengths and Limitations:
- Conduct a critical analysis of the strengths and limitations of each theory, evaluating their applicability and effectiveness in addressing contemporary global challenges.
- Consider the ethical implications and cultural considerations associated with each theory in the context of international community development.

c) Comparative Evaluation of Theories:
- Undertake a comparative evaluation of the three selected theories, identifying similarities, differences, and points of intersection.
- Highlight potential applications of each theory in social work practice within international community development settings, emphasizing their contributions to empowering communities and promoting sustainable change.

Assessment Criteria: Your research paper will be assessed based on the following criteria:
1. Thorough Understanding of Theories:
   - The clarity and depth of the explanation of each chosen theory, demonstrating a comprehensive understanding of their historical context and key principles.
2. Critical Analysis:
   - The ability to critically assess the strengths and limitations of each theory, showcasing a nuanced understanding of their relevance in today's global context.
3. Comparative Evaluation:
   - The capacity to conduct a thoughtful and insightful comparative analysis of the selected theories, highlighting their potential applications in international community development practice.
4. Integration of Course Concepts:
   - The extent to which the research paper integrates concepts learned in the course and relevant external sources to support the analysis and arguments.

5. Writing Style and Organization:
    - The clarity, coherence, and structure of the research paper, including proper citation and adherence to academic writing conventions.

Assignment III – Group Work: Case Study Analysis and Presentation (50%)
PART A (30%) – Due November 19th, 2024, by 11:59pm
Aligned Course learning Outcomes: 1-7
Description:
1. Group Formation: Groups of 5- 6 students to collaborate on this assignment.
2. Case Study Selection: Choose one international community development project or initiative to analyze (To find an international community development project or initiative to analyze, you can explore the following sources: NGO websites, United Nation agencies websites, International development bank websites, IDRC websites, Global Affairs Canada websites and other government of Canada agency websites.). The case study should be based on a project implemented by a non-governmental organization, an international development agency, or a government initiative. Ensure that sufficient information is available for in-depth analysis.
3. The chosen project must attempt to or address issues relevant to social work practice in international community development (e.g., peaceful coexistence or conflict prevention/management, sustainable environment, poverty, houselessness, human rights, immigration, trauma, etc.).
4. Case Study Analysis: In your group, perform a case study analysis (6 – 8 pages) incorporating the following elements:
    a) Brief Overview of the Project: Provide a concise overview of the selected project, including its objectives and the target community it aims to serve.
    b) Application of Relevant Theories: Identify and apply at least two theories in international community development that are relevant to the project's design and implementation. Explain how these theories inform the project's approach and strategies.
    c) Evaluation of Effectiveness and Sustainability: Assess the effectiveness and sustainability of the project by critically analyzing its outcomes considering the applied theoretical frameworks. Consider the impact on the target community and whether the project aligns with long-term sustainability goals.
    d) Recommendations for Improvement: Based on the analysis, offer thoughtful recommendations on how the project could be enhanced or adapted to better align with the chosen theories. Consider factors such as community engagement, capacity-building, and potential areas for improvement.

Assessment criteria:
1. Relevance of Project Selection:
    a) The chosen international community development project addresses significant social issues relevant to social work practice (e.g., peaceful coexistence, poverty, houselessness, human rights, immigration, trauma, etc.).
2. Case Study Overview:
    a) The provided overview of the selected project is concise, clear, and effectively outlines its objectives and the target community it aims to serve.
3. Application of Relevant Theories:

a) The analysis identifies and accurately applies at least two theories in international community development that are relevant to the project's design and implementation.
b) The explanations of how these theories inform the project's approach and strategies demonstrate a deep understanding of their theoretical underpinnings.

4. Evaluation of Effectiveness and Sustainability:
a) The assessment of the project's effectiveness and sustainability is thorough and insightful, considering the outcomes considering the applied theoretical frameworks.
b) The analysis highlights the project's impact on the target community and assesses its alignment with long-term sustainability goals.

5. Thoughtful Recommendations:
a) The recommendations provided for improving or adapting the project demonstrate thoughtfulness and consideration of community engagement, capacity-building, and potential areas for improvement.
b) The proposed recommendations are well-supported and offer practical insights for enhancing the project's effectiveness and sustainability.

PART B: Group Presentation (20%) – Due November 26th and December 3rd, 2024. Specific dates of presentation will be balloted in class.
Aligned Course learning Outcomes: 1-7.
Description:
1. Presentation Content: Prepare a group presentation based on your case study analysis. Your presentation should cover the key aspects of the case study, including project overview, theoretical application, evaluation of effectiveness and sustainability, and recommended improvements.
2. Visual Aids: Utilize visual aids such as PowerPoint slides, charts, graphs, or multimedia elements to enhance the clarity and impact of your presentation.
3. Presentation Duration: The presentation should be approximately 20 minutes long, allowing sufficient time for each group member to contribute.
4. Engaging the Audience: Facilitate an interactive session by encouraging questions, comments, and discussions from the class. Be prepared to address inquiries and share insights gained from your analysis.

Assessment Criteria:
1. Case Study Analysis:
   - Depth and coherence of the analysis.
   - Application and integration of relevant theories.
   - Thoughtfulness of recommendations.
2. Presentation:
   - Clarity and organization of the presentation.
   - Effective use of visual aids.
   - Engagement with the audience and response to questions.
   - Time management.
   - Class engagement
3. Collaboration and Group Dynamics:
   - Active and equitable participation of all group members.

- Effective teamwork and communication.

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ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS
Students are expected to attend all zoom sessions and actively contribute. If you are unable to attend a Zoom session, please contact your instructor prior to class (if possible) to discuss alternative means of engagement. During class time, I engage you in activities that extend and augment the readings and topics we are studying. Our group discussions and class exercises will extend beyond the course readings. If you find the class time or other course components unhelpful, *I expect you to tell me that and work with me to improve it.* On days assignments are due, I would rather you come to class and participate even if it is not done; you can get it to me later. **Ultimately, I am more interested in what you know at the end of the course than how you perform on your first try. I am willing to allow you to redo/add to an assignment if you are unhappy with your first attempt or wish to raise your grade.**

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L or via the appropriate D2L discussion forum. All 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 - please contact the instructor prior to the assignment due date to discuss extensions. Late assignments may not receive substantive feedback from the instructor and may be penalized with a grade reduction of 5% per day-including weekends and holidays.

EXPECTATIONS FOR WRITING

For written assignments, writing skills will be a factor in grading. 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 (Click here for information on APA 7th edition). If you need writing support, please connect with the Student Success Centre, at: https://www.ucalgary.ca/student-services/student-success/writing-support. Additional support information will be provided in D2L.

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.

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

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

Please note that additional suggested readings for the course are provided in D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

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

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

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

Academic Accommodation

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

Research Ethics

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

Academic Misconduct

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

Instructor Intellectual Property

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

Copyright Legislation

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

Freedom of Information and Protection of Privacy

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

Sexual and Gender-Based Violence Policy

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

Other Important Information

Please visit the Registrar's website for additional important information on the following:

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