



Course & Session Number	SOWK 662 A & B S10	Classroom	Online
Course Name	Integrative Seminar		
Dates and Time	<p>Fall 2024 Semester Start of Classes: September 3 End of Classes: December 6</p> <p>Winter 2025 Semester Start of Classes: January 13 End of Classes: April 11</p> <p>Dates and Time: Online Thursdays, 6:00-8:00 pm Virtual residency: September 13 & 14, 9:00 am- 4:00 pm. Virtual capstone presentations: April 4 & 5, 9:00 am-4:00 pm. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p>		
Instructor	Carole Carpot MSW, DEA, RSW	Office Hours	As Requested
UCalgary E-mail	Carole.lacassagne@ucalgary.ca	UCalgary Phone	Provided in class

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,

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

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

Integration of theory, research applications/evaluations and professional practice in the student's area of specialization; and preparation of a capstone exit requirement.

COURSE DESCRIPTION

This course provides students with an opportunity to integrate theory and practice – that is, to link knowledge, skills, and values derived from MSW coursework and past experiences with social work practice experiences in the practicum setting (SOWK 660). Students will participate in collaborative discussions regarding professional issues, practicum situations, ethical dilemmas, and the application of theory to practice. Students are encouraged to provide constructive feedback and consultation to peers, and to participate collectively and collaboratively in furthering their learning and promoting professional development.

Emphasis will be placed on integration of research, theory, and social work practice with personal and professional development. At the master's level, students are leaders with the social work profession. Discussions will also focus on contributing to the profession and the body of knowledge.

Students will be expected to 1) present and discuss practice experiences from their practicum settings; 2) critically reflect upon their own and others' practice experiences; 3) engage in a collaborative learning process; 4) demonstrate competence in their ability to identify, apply, critique, and evaluate theories and conceptual frameworks to practice situations; and 5) apply learnings from advanced social work practice and specializations courses to their practice and practicum experiences.

The Integrative Seminar will also introduce or re-introduce key social work themes from previous practice core and specialization courses focusing on application to social work practice and students' practicum experiences. These themes relate to the five practice objectives of Advanced Practice (SOWK 660) and include 1) diversity and Indigenous contexts; 2) oppression and social justice; 3) professional identity and self-care; 4) theoretically informed and evidenced-based practice; 5) program and practice evaluation; 6) facilitating and advocating for change; and 7) articulating a professional model of practice. Finally, throughout the eight months of seminar, students will be building towards their capstone project and final exit requirement of the MSW program. The capstone assignment is described below.

This course will take place online via Desire2 Learn and Zoom. Students will engage in interactive class discussions, presentations and critical reading, group work, brainstorming sessions, and online discussions. In order to ensure instructional hours are in the course, learning will occur in both

synchronous (real time/Zoom) and asynchronous this includes students completing (discussion boards, watching videos, etc.) on their own time.

Co-requisite: This course is taken concurrently with SOWK 660 A & B, Advanced Practicum.

COURSE LEARNING OUTCOMES

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

1. Identify, apply, and reflect on their developing social work knowledge, values, and skills, particularly in the context of Advanced Practicum and in the areas of: diversity and Indigenous contexts; oppression and social justice; professional identity and self-care; theoretically informed and evidence-based practice; program and practice evaluation; facilitating and advocating for change; and articulating a professional model of practice.
2. Critically assess social work practicum and practice experiences through reflection, discussion, peer consultation and constructive feedback.
3. Reflect on their practicum learning goals, and their growth/development towards reaching these goals, with reference to specific shifts in their thinking and practice.
4. Participate actively in class discussions and work collaboratively and collectively with other students in furthering learning and professional development.
5. Demonstrate the ability to create respectful, open, and safe learning environments which ensure that each student has a voice, and everyone is treated with respect and dignity.

Upon completion of the Capstone, students will be able to:

1. Articulate their professional identity and social work practice foundations in relation to their values, the Code of Ethics, social justice, anti-oppressive practice (AOP), and MSW specialization.
2. Make connections between their personal and professional identities and values and their social work identity and practice.
3. Present an approach to practice that is grounded in theory and evidence and relevant to their MSW specialization.
4. Demonstrate the application of their model of practice and applied research concepts through a case study from practicum of their model of practice, including a proposed evaluation of an intervention.
5. Articulate critical learning moments and insights reached during the MSW program, including key learnings from coursework in advanced social work practice, specialization courses and practicum/seminar.
6. Reflect broadly on their learning journey over the course of their MSW degree program and its impact on their social work identity/practice.
7. Demonstrate a commitment to their continued growth and development by identifying future goals for continued learning and professional development.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook. Assigned reading material, suggested readings and course resources will be made available on the course D2L site. It is also expected that students will use their existing resources and access to the University of Calgary Library online resources and databases to support their learnings and coursework. It is hoped that students will also generate readings for the class based on emerging topics and themes throughout the class.

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

As indicated in our [MSW Curriculum Plans](#), the emphasis of SOWK 662 is on linking theory, research, and practice; and the application, integration and demonstration of knowledge gained in advanced social work practice and specialization courses to social work practice and practicum. Therefore, this course relates to all other MSW courses. The seminar is taken concurrently with and is directly linked to Advanced Practicum (SOWK 660).

CLASS SCHEDULE

Important Dates for Fall 2024 – Winter 2025

- Start of Fall 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
- Term Break, no classes: November 10-16, 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
- Holiday Observance, no classes: December 25-31, 2024
- New Year's Day, no classes: Wednesday, January 1
- Start of Winter Term: Monday, January 6, 2025
- First Day of Class: Monday, January 13, 2025
- End of Term: Wednesday, April 30, 2025
- Last Day of Class: Friday, April 11, 2025
- Term Break: February 16-22, 2025
- Fee Deadline: Friday, January 31, 2025
- Alberta Family Day, no classes: Monday, February 17, 2025
- Good Friday: Friday, April 18, 2025
- Easter Monday: Monday, April 21, 2025
- Deadline to Apply for Spring Convocation: March 31, 2025

Note that: Activities and topics will be finalized after the virtual residency and receiving some feedback from the class.

Date	Topic	Readings/Assignments	SOWK 600 Important dates
<p>Fall Term</p> <p>Thursday September 5. First class. Zoom session # 1 6-8 pm MDT</p>	<p>-Welcome and introductions</p>		<p>-First day of practicum. September 9, 2024 (unless otherwise indicated)</p>
<p>Virtual Residency September 13 and 14 9- 4 pm</p>	<p>-Getting to know each other -Collective agreement - Learning agreement -Expectations -Assignments review</p>		
<p>Thursday September 19 Second Class Zoom session #2 6-8 pm MDT</p>	<p>-Assessing needs and affirming class content - Approach/Theory/Model review -Learning agreement check in</p>	<p>Maclean, S. (2020, March 19). What is the difference between a theory, model, method and approach in social work? [Video]. YouTube. https://youtu.be/nE1rKczA2kk</p>	
<p>Thursday September 26. Third Class Zoom session #3 6-8 pm MDT</p>	<p>-Personal and community Healing -Collective care</p>	<p>Ortega-Williams, A., Beltrán, R., Schultz, K., Ru-Glo Henderson, Z., Colón, L., & Teyra, C. (2021). An integrated historical trauma and posttraumatic growth framework: A cross-cultural exploration. <i>Journal of Trauma & Dissociation</i>, 22(2), 220-240. https://doi.org/10.1080/15299732.2020.1869106</p>	<p>Learning agreement and first impressions due: October 1st 2024 (approx.. 3 weeks after practicum start date)</p>
<p>Thursday October 3. Fourth Class</p>	<p>-Self directed activities: first</p>		

Zoom session #4 6-8 pm MDT	month in practicum TBD - Assignment 1 check in		
Thursday October 10. Fifth Class. Zoom session # 5 6-8 pm MDT	-Maintaining boundaries in practice and ethical dilemmas	Assignment 1 Theories for Practice due on October 11th at 11:59 pm	
Thursday October 17. Sixth Class. Zoom session # 6 6-8 pm MDT	-The funding conundrum and its impact on social transformations <i>Guest speaker: United Way</i>		
Thursday October 24. Seventh Class. Zoom session # 7 6-8 pm MDT	- Self-Directed Activities TBD		
Thursday October 31. Eighth Class. Zoom session # 5 6-8 pm MDT	-Strengthening communities through engagement and mutual learning: An interesting model <i>Guest speaker: CDLI</i>		
Thursday November 7 Ninth Class. Zoom session #9 6-8 pm MDT	-EDID in practice: challenges and opportunities Guest speaker	Federation for the Humanities and Social Sciences. (2021). Charter on Equity, Diversity, Inclusion, and Decolonization in the Social Sciences and Humanities. Ottawa. https://assets.swoogo.com/uploads/1000329-606e0fa6d300e.pdf	
Term Break November 10-16 2024. No practicum unless students and field instructor agrees on the student remaining in practicum during this break			
Thursday November 21 Tenth class	-Assignment 2 check in		

Zoom session # 10 6-8 pm MDT	- Self directed activities TBD		
Thursday November 28 Eleventh Class Zoom session # 11 6-8 pm MDT	-Community development in Calgarians neighborhoods <i>Guest speaker city of Calgary</i>	Assignment 2 Integration of Theory to Practice- Presentation, due on November 29th at 11:59pm	Mid- course evaluation due in IPT. Due when 250 hours have been completed and no later than December 24 th 2024
Thursday December 6 Twelfth class Zoom session # 12 6-8 pm MDT	-Preparing the winter semester: revisiting the learning agreement -Practicum check ins	Assignment 2 Integration of Theory to Practice- Peer responses, due on December 6th at 11:59pm	Last day practicum for the Fall term (unless otherwise indicated)
WINTER TERM Thursday January 16 First class Zoom session # 1 6-8 om MDT	-Welcome back and grounding ourselves		January 13, first day of practicum for Winter term (unless otherwise indicated)
Thursday January 23 Second class Zoom session # 2	-Social positioning and intersectionality	Claude, O., & Akin, T. (2021). Preparing Social Workers for Practice with Diverse Populations. In C. Rick, & H. Susan (Eds.), Teaching Social Work : Reflections on Pedagogy and Practice. University of Toronto Press.	
Thursday January 30 Third class Zoom session # 3	-Self directed activities TBD		
Thursday February 6 Fourth class Zoom session # 4	-Assignment 3 check in - Evaluation and program assessments <i>Guest Speaker</i>		

Thursday February 13 Fifth Class Zoom session #5	-Self directed activities TBD	Assignment 3 Intervention or Program Evaluation Plan due on February 14 at 11:59 pm	
Term Break February 16-22 2025. No practicum unless students and field instructor agrees on the student remaining in practicum during this break			
Thursday February 27 Sixth class Zoom class #6	-Self directed activities TBD		
Thursday March 6 Seventh class Zoom class # 7	-Social justice in research: community-based approaches <i>Guest speaker</i>		
Thursday March 13 Eighth class Zoom class # 8	-Creating and sustaining anti-oppressive environments	Ladhani, S., & Sitter, K. C. (2020). The revival of anti-racism: Considerations for social work education. <i>Critical Social Work</i> , 21(1), 54-65. https://doi.org/10.22329/csw.v21i1.6227	
Thursday March 20 Ninth class Zoom class # 9	-Organizational culture and employment seeking	Values rule at Patagonia https://youtu.be/uiGL2UrRvTg	
Thursday March 27 Tenth class Zoom class #10	Farewell and wishes for future practice!		
Virtual Capstone Presentations April 4 & 5 9- 4 pm		Assignment 4 Capstone oral presentations	
		Assignment 5 Participatory Activities, Self-Assessment due on April 11 at 11:59 pm	Final evaluation on IPT due by April 11. Practicums

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ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may 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

Assignments 1 - 4 are intended to build upon one another scaffolding toward the final Capstone presentation. Each assignment is graded separately but linkages between assignments are an expectation.

Assignment 1: Theories for Practice (20%)
Due Date: October 11, 11:59 pm

Aligned Course Learning Outcome: 1, 2, 3

Students will identify and present two theoretical approaches to social work practice, relevant to their MSW specialization, and which will guide the student's future practice. Students will 1) articulate the relevancy of these theories to their future social work practice; 2) introduce each relevant theory and demonstrate a critical understanding of these (e.g., main tenets of each theory, key theorists and works); 3) describe why the chosen theories resonate in alignment with the student's values and experiences; 4) present evidence from the social work literature for the use of these theoretical approaches relevant to the student's specialization; 5) present limitations and critiques of the theories through a social justice, decolonizing and anti-racist lens.

Questions for reflection and planning include: Which theories or approaches ground my social work practice? How do these relate to each other? How do these relate to my specialization or area of interest? How do they promote socially just outcomes? Who are the main theorists and/or what are the seminal works in this area and what are their contributions? What are the limitations and critiques of this approach, within the literature and in practice? What research supports these theoretical models/approaches in my specialization or area of interest? How do these theories relate to my own values and personal ethics? How is my theoretical framework informed by my own history, location, and experience?

Note: Students will be required to use one of the theories discussed in this paper to complete the Assignment 2- Integration of Theory to Practice Case Study.

Students will craft a paper of 1500-2000 words (6-8 pages double spaced, not including references); attention to the current and relevant scholarly literature is required. Papers will be submitted to a dropbox in D2L.

Assignment 2: Integration of Theory to Practice – Case Study (30% = Presentation - 25% +Peer Responses – 5%)

Due Date: November 29 at 11:59 pm (Presentation: 2a)

Due Date: December 6 at 11:59 pm (Peer Response: 2b)

Aligned Course Learning Outcomes: 1, 2, 3

The purpose: In this assignment, students will have an opportunity to demonstrate their ability to integrate theory, research, and practice through the application of a theoretically informed approach to practice.

The concept: Students will present an actual "case study" (could also be conceptualized as a 'problem' or practice issue) involving a situation encountered in their practice, either in Advanced Practicum (SOWK 660) or in other recent practice. The case will relate to the area of focus in which the student has developed substantive or specialized knowledge during the MSW program and will allow the student to demonstrate and rationalize the application of a particular theoretically informed approach (drawn from Assignment 1).

The "case" may be defined differently depending on the specialization and orientation, and might be an individual, couple, family, group, community, organization or other. The "case" may be an actual case from practice (if consent is obtained) or represent a composite of cases (if consent is not obtained).

The presentation will also provide an overview of how the student worked with the case presented, and/or how the student may have worked differently in hindsight. The student will clearly demonstrate ways in which their practice strategies and/or interventions were grounded in the theoretical frameworks germane to their substantive areas of practice. Students should identify noted gaps between theory and practice. The student's knowledge of the problem area and application of an intervention approach should typically be critiqued from a social justice/anti-oppressive perspective including reflection on the impact of self in social work practice. As in real life the case does not need to represent the "perfect" application of theory to practice.

The tasks: The following "headings" are suggested as guidelines:

1. Introduction: Introduce the context within which the problem situation or case exists, why the student selected this particular case for the assignment, and its relevance for social work.
2. Case Description: Provide a brief description of the case, including relevant background context and the key area of concern, questions, or issue for analysis.
3. Theoretically Grounded Analysis: Critically describe and analyze the theoretical knowledge base related to the substantive practice area(s) associated with the "case". How do the theoretical perspectives identified in Assignment 1 help advance the student's understanding of the issues of concern? How do they inform the student's interventions?
4. Intervention: Based on the student's case assessment, understanding and analysis, describe and critique the actual (or hypothetical) practice interventions or approach to this case. What 'worked' and what didn't? What gaps between theory and practice were observed? What alternative interventions may be applicable?
5. Discussion: Conclude the presentation by discussing the personal and professional learnings, including whether any held biases were challenged. Consider also how to apply the learning to future practice.

Using PowerPoint or other similar applications, students will develop a case presentation and record a 15 min maximum presentation on Zoom (with a list of references provided in a separate document). This presentation will be uploaded to D2L in the discussions section. Each student will view and respond to 2 other students' presentations by December 6 at 11:59 pm.

Assignment 3: Intervention or Program Evaluation Plan (15%)

Due Date: February 14, 2025 11:59 pm

Aligned Course Learning Outcomes 1, 2

- Working individually or in groups of 3 to 4, students will select an evidence-based program or intervention evaluation tool or framework from examples provided in class or found independently. Students will develop a plan for evaluating a program or intervention that connects to their case study(ies) (Assignment 2). This assignment is to be completed as a short paper (1250-1750 words or 5-7 pages) and submitted via Dropbox in D2L.
- Either in groups or individually, students will consider their case study(ies) in the context of an intervention or program evaluation tool or framework and then submit an individual or group paper responding to and providing reflections on the following:
- Briefly describe the evaluative tool or framework and the evaluative question and/or purpose that the tool or framework will fulfill or help address

- Provide a rationale for the evaluative approach, methodology, and method(s) (quantitative/qualitative/mixed methods). Include reflection on any social justice issues that may arise when conducting the evaluation.
- Critically reflect on the usefulness of the intervention or program evaluation tool or framework as it applies to the case study(ies)
- Explain new insights about the case study(ies) as a result of this reflection
- Discuss ways to integrate the intervention or program evaluation tool or framework into future practice

Assignment 4: Capstone Oral Presentations (20%) Grading Pass/Fail

Due Dates: Presentations will be on Zoom April 4& 5, 9-4 pm.

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

Seminar assignments 1- 3 will form key components of the Capstone oral presentation.

The intention of the Capstone oral presentation is to synthesize assignments from this course and other relevant learnings from the MSW program into an engaging presentation that communicates professional social work identity, knowledge, and skills. The capstone will demonstrate a student's journey through the MSW program including learnings from the classroom, assignments, practicum, positionality and other experiences.

The Capstone represents an articulation of the integration of critical reflection/theory, learning, practice/experiences, and evaluation/assessment

This final presentation (done in a conference-style format) aims to be a synthesis product that communicates and links the student's educational journey with the achievement of the capstone objectives as stated in this course outline:

1. Articulate their professional identity and social work practice foundations in relation to their values, the Code of Ethics, social justice, anti-oppressive practice (AOP), and MSW specialization.
2. Make connections between their personal and professional identities and values and their social work identity and practice.
3. Present an approach to practice that is grounded in theory and evidence and relevant to their MSW specialization.
4. Demonstrate the application of their model of practice and applied research concepts through a case study from practicum of their model of practice, including a proposed evaluation of an intervention.
5. Articulate critical learning moments and insights reached during the MSW program, including key learnings from coursework in advanced social work practice, specialization courses and practicum/seminar.
6. Reflect broadly on their learning journey over the course of their MSW degree program and its impact on their social work identity/practice.
7. Demonstrate a commitment to their continued growth and development by identifying future goals for continued learning and professional development.

Students may utilize/integrate technology, such as a website, Prezi, PowerPoint, digital story telling, or not, depending on their own preference and comfort. Each student will be allotted 30 minutes and will be expected to present for 20 minutes and use 10 minutes to engage and respond to questions/comments from audience members.

Students must submit either a copy of the presentation or presentation outline to a dropbox in D2L prior to their oral presentation.

Assessment elements include demonstration of meeting Capstone objectives, communication skills (verbal and non-verbal), and interaction skills. Rubric for the assignment will be provided by instructor and posted in D2L. There will be a pass or fail grading for this assignment.

Assignment 5: Participatory Activities (15%) – Ongoing over both semesters – Submission of Self-Assessment

Due Date: April 11, 2025, 11:59 pm

Aligned with learning outcomes 1, 2, 3, 4, 5

Throughout the fall and winter terms students will actively participate in synchronous and asynchronous discussion, reflective exercises and assigned activities. Students will have the opportunity to process their practicum experiences, individually and in groups, during the integrative seminar.

Using a self-assessment tool students will reflect on and assess their own participation and submit this self-assessment to the instructor through a dropbox in D2L. The final grade for assignment 5 will be determined by a combination of the student's self-assessment and the instructor's assessment.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class, activity, and discussion. These are part of the participation grade, as outlined in the assessment components section above. Students are asked to contact the instructor before any known absences.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. 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 48 hours prior to the assignment due date.
- Extensions do not apply to groups or scheduled presentations as they imply a collaborative component in which your colleagues require your participation by a specific date.
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays).

- No assignments will be accepted after a 7-day limit, without having a preliminary discussion with the instructor.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills and quality. 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, overall grades only will be rounded to the nearest whole number (not individual assignments). For example, a final course numeric grade of 84.5% will be rounded to 85%, a final course numeric grade of 84.3% will be rounded to 84%. 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

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