LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

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.

Course & Session Number	SOWK 606 S01	Classroom	Online
Course Name	Advanced Policy Practice in Context		
Dates and Time	Start of Classes: October 20, 2025 End of Classes: December 5, 2025 Dates and Time: Two times weekly synchronous Zoom sessions on Tuesdays and Thursdays from 5:30 – 8:30pm (MST) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Jeny Mathews-Thusoo, MSc	Office Hours	As requested
UCalgary E-mail	jeny.mathews@ucalgary.ca	UCalgary Phone	Contact instructor via email

SYLLABUS STATEMENT

This course explores the influences of public policy on the lives, relationships, and well-being of individuals, families, groups, and communities, while examining the relationship between social justice in the policy-making process and the role of social workers in creating and shaping policy.

COURSE DESCRIPTION

This course examines social policy responses as they pertain to social work practice. Students will discover different policy-making processes, methods to influence policy, and tools for assessing policies. They will develop practical skills in strategy development and build futures literacy capabilities necessary for relevant policy development and implementation. By critically analyzing practice through policy, equity, and anticipatory lenses, this course seeks to enhance and support further linkages between social work practice and social justice as integral to a holistic practice framework.

This course is delivered **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in both 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 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 **2 evening classes each week on Tuesdays and Thursdays.** They will be **synchronous** from **5:30 – 8:30pm Mountain Standard Time (MST)**.

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

Teaching methods to promote learning include instructor and guest presentations, readings, webinars, videos, group activities, discussions, and projects.

Prerequisites: SOWK 600 and SOWK 602

COURSE LEARNING OUTCOMES

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

1. Identify how public policy influences and shapes people's lives and relationships.

2. Demonstrate a critical understanding of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global context.

3. Assess and analyze essential features of a policy or policies that impact the service users they work with or have worked with in professional settings.

4. Examine how social workers, individually and collectively, can affect the policy process at the organizational, community, provincial or national levels.

5. Apply advocacy knowledge and skills to contribute to the development and implementation of new and more equitable social policies as it pertains to social work practice.

6. Develop strategies for applying course learning to the Advanced Practice Core portfolio as well as the practice concentration and exit requirements of the MSW Program.

7. Differentiate different anticipatory systems and processes that could impact their social work practice and influence the development of transformative policies and strategies.

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

Textbooks

There is no required textbook.

Readings

ARUP. (2024). *City resilience framework*. https://www.arup.com/insights/city-resilience-framework/

Breton, M., Cox, E., & Taylor S. (2003). Social justice, social policy, and social work: Securing the connection. *The Social Policy Journal*, 2(1), 3-20. https://doi.org/10.1300/j185v02n01_02

Damhof, L., & Gulmans, J. (2023). Imagining the impossible: An act of radical hope. *Possibility Studies & Society*, *1*(1-2), 51-55. https://doi.org/10.1177/27538699231174821

Kania, J., Kramer, M., & Senge, P. (2018). *The water of systems change*. FSG. https://www.fsg.org/publications/water_of_systems_change

Larsen, N. (2020, June 25). *What is 'Futures literacy' and why is it important?* Medium. https://medium.com/copenhagen-institute-for-futures-studies/what-is-futures-literacy-and-why-is-it-important-a27f24b983d8

Little Bear, L. (2000). *Jagged worldviews colliding*. Government of
Alberta. https://www.learnalberta.ca/content/aswt/worldviews/documents/jagged_worldviews

Miller, R. (2018). *Transforming the future: Anticipation in the 21st century (Open access)*. Routledge.
https://www.academia.edu/37295651/Transforming_the_Future_Anticipation_in_the_21st_Century
(Chapters 1, 4)

Nissen, L. (2019, May 9). *Why social work belongs in the future – and some ideas about how to get
there!* Social Work Futures. https://socialworkfutures.com/2019/05/09/why-social-work-belongs-
in-the-future-and-how-to-get-there/

Organizational Research Services Impact. (2013). *Pathways for change: 10 theories to inform advocacy
and policy change efforts*. https://www.orsimpact.com/directory/Pathways-for-Change-10.htm

Stauch, J. (2025). *The 55 minutes*. https://the55minutes.com/ (chapters 2, 4, 5, 6, 9, 11)

Coursera Online Course

EDHEC Business School, & UNESCO. (2023, October 3). *Building strategic foresight capabilities*.
Coursera. https://www.coursera.org/learn/strategic-foresight (Students will be able to take this
program at no charge)

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 one of four required courses offered at in the MSW program, this course will support you in further
developing skills necessary to create and assess policies in your practice. You will explore connections
between this course and your learnings about social justice and theory (SOWK 600), research and
philosophy (SOWK 602), and practice theories in context (SOWK 604) in advanced social work practice.
These explorations will be continued as you advance your knowledge and skills in the next component of
your MSW program.

CLASS SCHEDULE

Important Dates for Fall 2025
  o   Start of Term: Monday, August 25
  o   First Day of Class: Tuesday, September 2
  o   End of Term: Wednesday, December 24
  o   Last Day of Class: Friday, December 5
  o   Fee Deadline: Friday, September 19
  o   Labour Day, no classes: Monday, September 1
  o   National Day for Truth and Reconciliation, no classes: Tuesday, September 30
  o   Thanksgiving Day, no classes: Monday, October 13

- o Remembrance Day, no classes: Tuesday, November 11
- o Term Break, no classes: Sunday-Saturday, November 9-15

Detailed learning activities are available in the D2L course. A summary is presented here.

Date	Topic(s)	Required Readings / Videos
Oct 21 5:30-8:30pm (MST) Zoom Class	Introduction to course, assignments, and expectations Systems and systems thinking Systems change models	Kania, J., Kramer, M., & Senge, P. (2018). *The water of systems change*. FSG. https://www.fsg.org/publications/water_of_systems_change Stauch, J. (2025). *The 55 minutes*. https://the55minutes.com/ (chapter 2) Other recommended resources on D2L
Oct 23 5:30-8:30pm (MST) Zoom Class	Understanding complex problems	Stauch, J. (2025). *The 55 minutes*. https://the55minutes.com/ (chapters 4, 5, 6, 9, 11) Other recommended resources on D2L
Oct 28 5:30-8:30pm (MST) Zoom Class	Review of policy Global policy initiatives Local policy initiatives	ARUP. (2024). *City resilience framework*. https://www.arup.com/insights/city-resilience-framework/ Breton, M., Cox, E., & Taylor S. (2003). Social justice, social policy, and social work: Securing the connection. *The Social Policy Journal*, 2(1), 3-20. https://doi.org/10.1300/j185v02n01_02 Other recommended resources on D2L
Oct 30 5:30-8:30pm (MST) Zoom Class	Introduction to strategic foresight Futures literacy labs **Assignment 1 Due: October 31**	Miller, R. (2018). *Transforming the future: Anticipation in the 21st century (Open access)*. Routledge. https://www.academia.edu/37295651/Transforming_the_Future_Anticipation_in_the_21st_Century (Chapter 4) EDHEC Business School, & UNESCO. (2023, October 3). *Building strategic foresight capabilities*. Coursera. https://www.coursera.org/learn/strategic-foresight • Module 1: Introduction to foresight Other recommended resources on D2L
Nov 4 5:30-8:30pm (MST) Zoom Class	Anticipatory systems & assumptions Futures evidence (signals, drivers, trends)	Miller, R. (2018). *Transforming the future: Anticipation in the 21st century (Open access)*. Routledge. https://www.academia.edu/37295651/Transforming_the_Future_Anticipation_in_the_21st_Century (Chapter 1) Nissen, L. (2019, May 9). *Why social work belongs in the future – and some ideas about how to get there!* Social Work Futures.

Date	Topic	Readings
		https://socialworkfutures.com/2019/05/09/why-social-work-belongs-in-the-future-and-how-to-get-there/
		EDHEC Business School, & UNESCO. (2023, October 3). *Building strategic foresight capabilities*. Coursera. https://www.coursera.org/learn/strategic-foresight
		• Module 1: Signals, drivers of change
		Other recommended resources on D2L
Nov 6 5:30-8:30pm (MST) Zoom Class	Scenario thinking to manage complex systems Imagination and liberation futures literacy	Damhof, L., & Gulmans, J. (2023). Imagining the impossible: An act of radical hope. *Possibility Studies & Society*, *1*(1-2), 51-55. https://doi.org/10.1177/27538699231174821
		Little Bear, L. (2000). *Jagged worldviews colliding*. Government of Alberta. https://www.learnalberta.ca/content/aswt/worldviews/documents/jagged_worldviews
		EDHEC Business School, & UNESCO. (2023, October 3). *Building strategic foresight capabilities*. Coursera. https://www.coursera.org/learn/strategic-foresight
		• Module 2: Scenario thinking
		Other recommended resources on D2L
Nov 10-14 **FALL BREAK**	**NO CLASSES**	
Nov 18 5:30-8:30pm (MST) Zoom Class	Scenario planning approaches Developing a strategy **Assignment 2 Due: November 19**	The City of Calgary. (2023). Calgary's anti-racism strategic plan. https://www.calgary.ca/social-services/anti-racism/anti-racism-strategic-plan.html
		EDHEC Business School, & UNESCO. (2023, October 3). *Building strategic foresight capabilities*. Coursera. https://www.coursera.org/learn/strategic-foresight
		• Module 2: Scenario thinking
		Other recommended resources on D2L
Nov 20 5:30-8:30pm (MST) Zoom Class	Developing scenarios: Cognitive challenges Developing a strategy continued	EDHEC Business School, & UNESCO. (2023, October 3). *Building strategic foresight capabilities*. Coursera. https://www.coursera.org/learn/strategic-foresight
		• Module 3: Developing scenarios
		Other recommended resources on D2L

Nov 25 5:30-8:30pm (MST) Zoom Class	Developing scenarios: Scenario narratives and visualization	EDHEC Business School, & UNESCO. (2023, October 3). *Building strategic foresight capabilities*. Coursera. https://www.coursera.org/learn/strategic-foresight • Module 3: Developing scenarios Other recommended resources on D2L
Nov 27 5:30-8:30pm (MST) Zoom Class	Developing future-oriented strategies Collaboration framework for policy change **Assignment 3 Due: November 28**	Tamarack Institute. (2016). *Collective impact 3.0: An evolving framework for community change*. https://collectiveimpactforum.org/sites/default/files/Collective%20Impact%203.0.pdf EDHEC Business School, & UNESCO. (2023, October 3). *Building strategic foresight capabilities*. Coursera. https://www.coursera.org/learn/strategic-foresight • Module 4: Developing future-oriented strategies Other recommended resources on D2L
Dec 2 5:30-8:30pm (MST) Zoom Class	Impacts of policy decisions: Tools for assessment Developing future-oriented strategies continued	Government of Canada. (2022). *What is gender-based analysis plus*. https://women-gender-equality.canada.ca/en/gender-based-analysis-plus/what-gender-based-analysis-plus.html EDHEC Business School, & UNESCO. (2023, October 3). *Building strategic foresight capabilities*. Coursera. https://www.coursera.org/learn/strategic-foresight • Module 4: Developing future-oriented strategies Other recommended resources on D2L
Dec 4 5:30-8:30pm (MST) Zoom Class	Influencing policy change Building organizational foresight capabilities **Assignment 4 Due: December 5**	Organizational Research Services Impact. (2013). *Pathways for change: 10 theories to inform advocacy and policy change efforts*. https://www.orsimpact.com/directory/Pathways-for-Change-10.htm EDHEC Business School, & UNESCO. (2023, October 3). *Building strategic foresight capabilities*. Coursera. https://www.coursera.org/learn/strategic-foresight • Module 5: Building organizational foresight capabilities Other recommended resources on D2L

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

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. **When possible, it is desirable for students to have their cameras 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.

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

1. **Individual / Group Assignment: Understanding a Complex Problem**

   Weight: 30%

   Due Date: Friday, October 31, 2025 at 11:59pm

   Aligned Course Learning Outcomes: 1, 3, 4

   Assignment Description: Individually or in groups of 2-4, students will conduct an analysis of a complex governance problem by completing a "Problem Framing Canvas." Students will be provided a Problem Framing Canvas handbook from the Griffin Centre for Systems Innovation to guide them through this assignment. This handbook will be found in D2L Content, under Assignments and Resources.

   Students will be assessed on their abilities to (1) articulate an initial understanding of a complex social problem, (2) conduct a root cause analysis of the problem, (3) frame their problem in three different ways, and (4) explain how their governance problem is a complex problem. Finally, students will be assessed on the quality of their problem statement as an opportunity question, using the How Might We (HMW) format learned in class.

   This assignment will be in either Word (text) or PDF document and will be a maximum of 10 pages, 12pt Arial, and double spaced. A minimum of 10 references, in APA 7 format will be needed (e.g.,

journal articles, government reports, census data, community-based policy documents, subject matter expert conversations, etc.). References can be listed on a separate page.

This assignment will be submitted to the course's Dropbox assignment folder. The assessment rubric will be posted on D2L, in the Dropbox Folder, Assignment 1.

2. **Individual / Group Assignment: Artifact of the Future of Governance**

Weight: 25%

Due Date: Wednesday, November 19, 2025 at 11:59pm

Aligned Course Learning Outcomes: 5, 6

Assignment Description: Individually or in groups of 2-4, students will create an "Artifact of a Liberated Future of Governance" using liberation futures literacy. The artifact of the future should be a creative experience of the future, 25 years from now, where a government / organization has centered their policy-making processes around a liberation principle, as learned in class. Artifacts can include videos, posters, poetry, art, or other creative means that can be used to immerse the instructor in this liberated future.

The use of creative design and layout will be encouraged for this assignment. The assessment rubric will be posted on D2L, in the Dropbox Folder, Assignment 3. This assignment will be submitted to the course's Dropbox assignment folder.

Class time will be given to work on this assignment.

3. **Individual / Group Assignment: A Strategy Using Liberation Futures Literacy**

Weight: 25%

Due Date: Friday, November 28, 2025 at 11:59pm

Aligned Course Learning Outcomes: 5, 6

Assignment Description: Individually or in groups of 2-4, students will develop an organizational strategy to achieve their vision for a liberated future of governance. This strategy will be developed using the "Artifact of the Future of Governance" in assignment 3 as the foundation of their strategy.

The students will be assessed on the quality of the components found in their social equity strategy, which include, but not limited to:

- Descriptions of key terms in the strategy (Definitions)
- "How Might We" problem statement that the strategy is trying to solve/address
- The vision and mission statements of the strategy
- Anti-oppressive guiding principles + their descriptions
- Strategic focus areas with long term strategic objectives
- At least one proposed action item or initiative for each strategic focus area

This assignment will be a document, in either Word (text), or PDF format, with a maximum of 10 pages, single sided and single spaced. A minimum of 10 references, in APA 7 format will be needed (e.g., journal articles, government reports, census data, futurist websites, community-based policy

documents, subject matter expert conversations, etc.). References can be listed on a separate page. Part two will account for two thirds of this assignment's grade (20%).

The use of plain language, infographics, and creative design and layout will be encouraged for this assignment.

The assessment rubric will be posted on D2L, in the Dropbox Folder, Assignment 4. This assignment will be submitted to the course's Dropbox assignment folder.

Class time will be given to work on this assignment.

4. **Individual Assignment: Participation in Coursera's Strategic Foresight Program Modules**

Weight: 20%

Due Date: December 5, 2025 at 11:59pm

Aligned Course Learning Outcomes: 7

Assignment Description: Throughout the course, students will participate in a free online Coursera program on strategic foresight developed by the EDHEC Business School & UNESCO, in consultation with The City of Calgary. There are five modules in this program as listed in the class schedule with a final exam at the end of the five modules. The complete program will take approximately 10 hours to complete.

This program will introduce students to strategic foresight, its main methods and tools, and their applications in organisations. These methods have been shown to lead to more effective, futures-ready, and robust policies. This program was built on over 15 years of benchmarking among leading organisations and leverages on the collective experiences of three lecturers, who introduced foresight, strategy, innovation, and design thinking to many public and private organisations. After successfully completing this program, students will receive a certificate of completion from EDHEC Business School and UNESCO that can be used in their professional portfolios.

Students will need to complete the readings, videos, polls, discussion prompts and quizzes for each module. There will be at least 30 minutes of dedicated class time between October 30 – December 4 to help complete the modules. Completing all five modules will account for half of this assignment's grade (10%) and the final exam at the end of the Coursera program will account for the other half of this assignment's grade (10%). The final exam questions will be provided to the students beforehand and can be completed at anytime before December 5.

The assessment rubric will be posted on D2L, in the Dropbox Folder, Assignment 4.

Summary of Assignments:

Assignment	Due Date	% Final Grade
Understanding a Complex Problem	October 31	30
Artifact of the Future of Governance	November 19	25
A Strategy Using Liberation Futures Literacy	November 28	25
Coursera's Strategic Foresight Program	December 5	20

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class, read assigned required readings, to be fully present and engaged in class activities and discussions, adhere to class requirements and expectations, and follow social work's ethical guidelines and professional codes of conduct in their class participation and engagement.

If you are unable to attend a Zoom session, please email your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments must be submitted to the D2L course drop box no later than 11:59pm on the due date. Instructions for each assignment format will be given on D2L.

Assignments should have a file name as follows: "Full name and assignment number" (e.g., Sonu Naidu Assignment 2).

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

Students have access to a **universal 5-day extension** for all assignments. This means that for any reason, students can submit their assignments within 5 days of the deadline.

If a student chooses to use an extension, **please inform** the instructor by email. Any assignment that makes use of the universal extension will not have a grade penalty but will **not include feedback**.

Any assignments submitted after the 5-day universal extension period, including weekends, holidays and weekdays, will be subject to a **2% grade reduction each day it is late**. This policy will be strictly enforced.

There is a **10-day maximum limit** by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 10-day limit and the student will receive a grade of zero on that assignment (*unless otherwise arranged by the student and instructor*). If an assignment is submitted after the deadline, even with an approval for an extension, feedback will not be provided.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on the quality of writing. This includes grammar, punctuation, sentence structure, as well as general clarity and organization. APA 7th Edition referencing is required, and APA 7th Edition will be the basis of assessing style, grammar, and citations. You may consider the following source for guidance: https://owl.english.purdue.edu/owl/resource/560/01/.

To cite Indigenous knowledge, check out a resource from the University of Alberta: https://news.library.ualberta.ca/blog/2022/01/27/citing-indigenous-elders-and-knowledge-keepers/

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

USE OF AI TOOLS IN LEARNING AND ASSIGNMENTS

Students may use generative AI tools throughout this course to enhance their learning in any course learning activities, assignments, and assessments. Students are responsible for citing and referencing all work generated by AI tools and are accountable for their submissions.

This will be done by attaching an appendix at the end of a particular assignment. The appendix should include what tools were used, how they were used, the prompts used, how the AI generated results were incorporated into their submitted work, how students have verified the AI generated results and extended their work beyond the AI generated contents (with proper citations).

Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to **Academic Misconduct** procedures.

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 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 EXPERIENCE FEEDBACK

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. They 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.

Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the University of Calgary Code of Conduct, the Alberta College of Social Work Standards of Practice (2023) and the Canadian Association of Social Workers Code of Ethics (2024).

ADDITIONAL SUGGESTED READINGS

Additional suggested readings for the course will be provided to students 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. They 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 behaviours in class, including evaluations of teaching and learning, that are consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2024) and the Alberta College of Social Work Standards of Practice (2023).

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

Students are advised that any research with human participants – _including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – _must have the approval of the Conjoint Faculties Research Ethics Board or the Conjoint Health Research Ethics Board. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course 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