



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 625 01	Classroom	Fully online (Zoom)
Course Name	Practice with Individuals, Families and Groups		
Dates and Time	Start of Classes: Monday, September 8, 2025 End of Classes: Monday, December 1, 2025 Dates and Time: Online Zoom instruction on Mondays 1pm-4pm. September 8, 15, 22, 29; October 6, 20, 27; November 3, 17, 24; December 1 st . Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Monica Sesma Vazquez, PhD, RSW, RMFT-SM	Office Hours	Mondays 4pm-4:30pm when requested.
UCalgary E-mail	mseasmava@ucalgary.ca	UCalgary Phone	Email preferred.

SYLLABUS STATEMENT

A basic understanding of social work practice theory with respect to working with individuals, families, and groups.

COURSE DESCRIPTION

This course will provide students with essential skills towards working effectively with individuals, families, and groups. Similarities and differences in working with these target populations will be discussed using content lectures, roles play, group presentations, discussions, and written assignments. The purpose of this course is to develop micro-skills through experiential learning using role plays and simulated case scenarios. This approach is predicated on the assumption that students must first learn to integrate generalist social work skills in working with individuals, families, and small groups before going on to fields of specialization with client populations. Half of each class will be dedicated to content while the other half will involve students in practicing the learned skills.

This course will take place online via Zoom and Desire2Learn (D2L). To best succeed in the course, students are expected to participate in the synchronous and 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. The instructor will not record the synchronous Zoom meetings as you are expected to attend class and participate. Students are

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

expected to be fully present. You are discouraged from attending classes while driving, travelling, multitasking at work, etc.

COURSE LEARNING OUTCOMES

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

1. Understand theories and assumptions related to interviewing practice skills with individuals, families, and groups.
2. Demonstrate basic application of the gained skills in ways that distinguish the social work profession from others.
3. Acquire basic knowledge and skills to evaluate social work interventions across fields and levels of practice using diverse and culturally relevant approaches.
4. Demonstrate professional critical thinking about assessments and interventions with individuals, families, and groups.
5. Conceptualize social justice issues at micro, mezzo, and macro levels in relation to practice theories and skills with individual, families, and groups and be able to conceptualize social justice issues at micro, mezzo, and macro levels in relation to practice theories and skills with individual, families, and groups.
6. Demonstrate the links between direct practice, policy analysis, and research.
7. Recognize diversity and justice issues and identify different theories that can be applied to meet the needs of diverse individuals, families and groups.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Shulman, L. (2020). *The Skills of Helping Individuals, Families, Groups, Communities, Enhanced*. 8th Ed. Cengage. E-Book is available through the bookstore.

Tomm, K. (2025). Interviewing the internalized other and the distributed self. *Family Process*, 64(1), e70025-n/a. <https://doi.org/10.1111/famp.70025>

Recommended Book and Articles

Gaete-Silva, J., Tomm, K., Sametband, I., & Samuels, S. (2025). Transforming seven kinds of relational pain. *Journal of Marital and Family Therapy*, 51(3), e70043. <https://doi.org/10.1111/jmft.70043>

Guanaes-Lorenzi, C., Sesma-Vazquez, M., Silva, J. G., Sametband, I., & Tomm, K. (2025). Bringing forth generativities within relational disquiet: An interview with Karl Tomm. *Family Process*, 64(1), e70030-n/a. <https://doi.org/10.1111/famp.70030>

Tomm, K., Strong, T., St. George, S., Wulff, D. [ProQuest] (2014). *Patterns in interpersonal interactions: inviting relational understandings for therapeutic change*. Routledge.
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991028153787904336

Toseland, R.W., & Rivas, R.F. (2016). *Introduction to Group Work Practice, Enhanced*, 8th Ed. Pearson Education. (E-text). E-Book is available through the bookstore.

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 or desktop device with Internet access, microphone and speaker is required for D2L and Zoom access. Students are required to have their cameras on during class or as indicated by the instructor.

RELATIONSHIP TO OTHER COURSES

This is a required course in the MSW foundational year for students with prior undergraduate degrees in disciplines other than social work. This course is envisioned as building directly upon the skills and theories learned in SOWK 629: Professional Communication and Interviewing.

CLASS SCHEDULE

Important Dates for Spring 2025

- Start of Term: Monday, August 25
- First Day of Class: Tuesday, September 2
- End of Term: Wednesday, December 24
- Last Day of Class: Friday, December 5
- Fee Deadline: Friday, September 19
- Labour Day, no classes: Monday, September 1
- National Day for Truth and Reconciliation, no classes: Tuesday, September 30
- Thanksgiving Day, no classes: Monday, October 13
- Remembrance Day, no classes: Tuesday, November 11
- Term Break, no classes: Sunday-Saturday, November 9-15

Date	Topics and Learning Activities	Readings/Assignments Due Dates
Sept 8, 2025	Introduction and course overview	Shulman (Ch. 1 & 2) An Interactional Approach to Helping
Sept 15, 2025	Social work with individuals: Therapeutic alliance	Shulman (Ch. 3 & 4) The Preliminary Phase of Work Beginnings and the Contracting Skills
Sept 22, 2025	Social work with individuals: Negotiating Therapeutic Goals	Shulman (Ch. 5 & 6) Skills in the Work Phase Endings and Transitions
Sept 29, 2025 Assignment 1 due	Social work with individuals: Therapeutic Process and Single Session Therapy	Tomm, K. (2025). Interviewing the Internalized Other and the Distributed Self.

Date	Topics and Learning Activities	Readings/Assignments Due Dates
Oct 6, 2025	Social work with families	Shulman (Ch. 7 & 8) Beginning Phases in Family Practice The Middle and Ending Phases in Family Practice
October 13, 2025	CANADIAN THANKSGIVING	NO CLASS
Oct 20, 2025	Social work with families	Shulman (Ch. 9) Variations in Family Practice
Oct 27, 2025 Assignment 2 due	Social work with groups	Shulman (Ch. 10, 11 & 12) Preliminary Phase in Group Practice Beginning Phase with Groups The Middle Phase of Group Work
November 3, 2025	Social work with groups	Shulman (Ch. 13 & 14) Endings and Transitions with Group Ending the Group's Work
November 10, 2025	FALL BREAK	NO CLASS
November 17, 2025	Social work with groups	Student Facilitation: Groups 1 & 2
November 24, 2025	Social work with groups	Student Facilitation: Groups 3 & 4
Dec 1, 2025 Assignment 4 due	Social work with groups Course Wrap-up	Student Facilitation: Group 5 & 6

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

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

GUIDELINES FOR PROFESSIONAL COMMUNICATION

You are expected to practice professional communication in all interactions with the instructor and your peers. Please use your UCalgary email for all school-related communications.

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 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 and they will be responsible for their own recordings. Instructor will not record sessions to accommodate students' absences.

Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignment 1: Brief Individual Essay (20%) – Due September 29, 2025, by 5:00 pm MST

Aligned Course Learning Outcomes: 1, 2, 3

Title: What produces change in therapy?

Length: Maximum 2 pages

Spacing: 1.5

Font: Times New Roman, 12 pt

Citation Style: APA 7th edition

References: Minimum of 10 scholarly sources, at least 7 from the last 5 years (peer-reviewed journals)

Assignment Overview: In this brief individual essay, you will critically examine what produces change in therapy, drawing on contemporary research, theory, and your own emerging perspective as a clinician or researcher. Your task is to summarize key findings from the psychotherapy and clinical social work literature, engage with different theoretical viewpoints, and articulate your position on the primary mechanisms of therapeutic change.

Instructions

1. Introduce the Topic (2–3 sentences)
Briefly state the purpose of the essay and why understanding mechanisms of change in therapy is foundational to effective practice.
2. Summarize the Literature (approx. 1 page)
 - Identify major factors shown to produce change in therapy, such as:

- Therapeutic alliance
 - Empathy and relational depth
 - Client characteristics and readiness
 - Therapist qualities
 - Use of specific techniques
 - Common factors vs. model-specific factors
- Use at least 10 scholarly references, with a majority (7+) published within the last 5 years in peer-reviewed journals.
- 3. Take a Position (approx. half a page)
 - Clearly state whether you agree with the dominant findings in the literature.
 - Justify your agreement or disagreement using:
 - Empirical evidence
 - Theoretical frameworks
 - Your own reasoning or clinical observations
 - If you challenge or expand on the literature, cite alternative sources or perspectives (e.g., critical, feminist, decolonial, or systemic approaches).
- 4. Conclusion (2–3 sentences)
 - Summarize your core argument and reflect on how your understanding of change in therapy might shape your clinical practice or future research.

Assessment Criteria

- Clarity, conciseness, and organization of writing
- Depth of engagement with recent, peer-reviewed literature
- Quality of argumentation and justification of your position
- Accurate APA 7th edition referencing (in-text and reference list)
- Adherence to formatting and page limit
- Submitted in Word Document

Assignment 2: Family Interview Role Play and Clinical Impression (20%) – Due October 27, 2025, by 5:00 pm MST.

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

Title: *Relational Assessment through Role Play: Co-Therapist Interview and Clinical Impressions*

Length: 2 pages (clinical impression); transcription and video submission are required

Spacing: 1.5

Font: Times New Roman, 12 pt

Citation Style: APA 7th edition

References: Up to 10 scholarly sources supporting your clinical impression

Purpose: This assignment offers students an experiential opportunity to develop foundational skills in relational assessment, clinical observation, and systemic interviewing. Working in small groups, students will role-play a family therapy session, assume therapist and family member roles, and collaboratively co-create a transcript and clinical impression. The focus is on non-pathologizing, culturally attuned, and social justice-oriented case formulation.

Instructions:**1. Form Groups (5–6 members)**

- Each group will consist of 2 co-therapists and 3–4 family members (clients in role play).

2. Case Development (Collaborative)

As a group, co-create a fictional family scenario that includes:

- At least one relational challenge or conflict (e.g., intergenerational tension, parenting concerns, cultural or immigration stressors, grief, blended family struggles).
- Social location factors (e.g., race, gender, class, migration status, neurodiversity, or other relevant identities).

3. Conduct a 1-Hour Interview (Recorded)

- Therapists co-lead the interview using systemic, relational questioning (e.g., circular questions, genograms, narrative prompts).
 - Attend to power dynamics, family interaction patterns, culture, context, and structural influences

4. Transcribe Key Moments: Choose a 10–15-minute excerpt from the recording to transcribe verbatim and focus on an interaction that reflects emerging therapeutic themes, tensions, or insights.

5. Write a 2-Page Clinical Impression (Group Submission)

In 1.5-spaced, APA-formatted text, include:

- Presenting concerns (from the family's perspective, without pathologizing)
- Emerging therapeutic goals
- Your clinical impression, integrating:
 - Relational (patterns of interaction, attachment, communication)
 - Systemic (family roles, intergenerational dynamics, socio-cultural context)
 - Non-pathologizing (strengths-based, narrative-informed, collaborative stance)
 - Social justice-informed (attention to power, oppression, marginalization, intersectionality)
- Support your impression with up to 10 scholarly sources. Choose key authors that shaped your formulation (e.g., McNamee, Tamasese, White, Epston, Anderson, Falicov, Waldegrave, etc.)

Submission Components

1. Video recording (shared link or upload)
2. 10–15-minute transcript (verbatim)
3. 2-page clinical impression on Word Document and APA 7

Evaluation Criteria

- Depth and clarity of clinical impression
- Integration of relational, systemic, and social justice frameworks
- Evidence of critical thinking and ethical awareness
- Quality of transcription and engagement in role play
- Appropriate APA citation and writing mechanics.

Assignment 3: Group Therapeutic Conversation Design and Facilitation (50%) – Presentation material due at the end of the class facilitation. Dates TBD.

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

Due: On the day of your in-class facilitation (Dates TBD)

Submission: Group manual, PowerPoint slides, and all presentation materials to be submitted via Dropbox

Group Work: Based on the same groups formed in Assignment 2

Assignment Overview: This assignment allows students to integrate and apply theoretical, relational, and facilitation skills by designing and leading a therapeutic group session. Working in small groups, students will develop a 3-session group intervention manual, grounded in relevant literature and guided by strengths-based, culturally responsive, and non-pathologizing approaches. One session will be selected for in-class facilitation, followed by collective debrief and reflection.

Assignment Components

Part 1: Group Manual (Submitted in Word Doc)

Each group will create a therapeutic manual for a 3-session group intervention, designed for Zoom delivery.

The manual must include:

1. One-page introduction and rationale
 - Brief overview of the target group and theme/topic
 - Statement of therapeutic intention
 - Short literature review (3–5 references, APA 7) justifying the choice of theme, population, and format
2. Three structured session plans (one page per session)
Each session must include:
 - Title of the session
 - Therapeutic goals
 - Session rationale
 - Activities and facilitation prompts
 - Timing breakdown (e.g., check-in, activities, discussion, close)
 - Required materials or tech tools

Part 2: Class Facilitation (80 minutes total)

Each group will choose one session to facilitate live in class. This will include:

1. 10-minute presentation
 - Overview of the 3-session group manual
 - Group theme and population
 - Rationale and key literature informing design
 - Group process considerations
2. 50-minute live mock session facilitation
 - Facilitate the session with classmates as mock participants
 - Demonstrate therapeutic presence, co-facilitation, responsiveness, and group engagement strategies
3. 20-minute group debrief
 - Reflect on the facilitation experience
 - What went well? What was challenging?
 - How did relational, anti-oppressive, or systemic frameworks shape your process?
 - Invite feedback from peers and instructor

Topic Guidelines:

- Must be strengths-based, non-triggering, and empowering
- Avoid trauma-specific topics (e.g., direct discussion of abuse, violence, or trauma histories)
- Topics must be approved in advance by the instructor

Sample Topics:

- Building self-compassion
- Navigating transitions (e.g., graduation, career change)
- Enhancing relational resilience
- Exploring cultural identity and belonging
- Mindful communication
- Community-building for caregivers, students, or helping professionals

Evaluation Criteria

Criteria	Weight
Clarity and quality of group manual (including literature review and design logic)	10%
Creativity, structure, and therapeutic value of session plans	10%
Effectiveness and engagement in live facilitation	10%
Depth of debrief and critical reflection	10%
Integration of systemic, relational, and equity-focused principles	10%

Assignment 4: Participation – Self-Reflection and Participation (10%) – Due on Dec 1, 2025, by 11:59 pm MST

Aligned Course Learning Outcomes: 1 through 7

Assignment Description: Students are expected to participate actively in class and/or group activities. Active participation involves both quantitative and qualitative components. For the quantitative part, which refers to attendance in class, involvement in class discussion, and attendance in group project meetings and activities, whereas the qualitative part refers to constructive contributions to class/group discussion and linkage of learned theories or concepts from this/other courses to discussion, teamwork for group assignments, self-awareness and candidness. Each student will be asked to provide a one-page self-reflection on participation on a Word Document, including how many classes students attended on zoom and including rating themselves using this scale: From 1-10 where 1 means “I had my camera off and almost never shared my ideas in class” and 10 means “I had my camera on when expected and engaged in all active learning and participation in all classes”, “I am in 8/10”. The qualitative component will include an approximate 300 words, single line spacing.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS**

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

If you miss classes, there is no option for “make up” participation. Students are expected to be present in class, with the only exception of students with approved accommodations.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically on WORD DOC through their respective file on Dropbox in D2L (please do not submit your assignments by email). Assignments should be submitted in Word format. **Submitting in PDF format will be considered as not submitted.**

Assignments should have a file name as follows: SOWK625_Assignment #_First and Last Names

Assignments are due by 5:00pm 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.

MISSED OR LATE ASSIGNMENTS

1. Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
2. Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% of the value of the assignment per day – including weekends and holidays).
3. There are no make up assignments or make up participation when students miss classes, with exception of students provided an accommodation through students' services.
4. There is a 7-day maximum limit by which to submit late assignments for students who have not requested for an extension. No assignments will be accepted after the 7-day limit.

EXPECTATIONS FOR WRITING

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>. [Click here](#) for abbreviated APA 7th ed. resources. Additional APA resources can be found [here](#).

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.

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Some Use Permitted

Students may use generative AI tools in this course in accordance with the instructions and guidelines outlined for each course assignment or assessment. The use of generative AI tools must be referenced and cited following citation instructions outlined by the course instructor. Use of generative AI outside assessment or assignment guidelines or without citation will constitute academic misconduct. It is the student's responsibility to be clear on the limitations on the use of generative AI tools for each assessment or assignment, on the expectations for citation and referencing, and on fact checking.

statements created by generative AI tools. If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

- AI tools can be used for creating assignment outlines or critiquing drafts, but the final work must be original.
- AI tools are allowed for information gathering.

Being accountable, reflexive and ethical use of AI tools

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. 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. Grades assigned for each assignment will be rounded to 2 decimal points if necessary and all grades will be added and rounded at the end of term to determine the final grade for the course. Students must meet or exceed the lower threshold of the percentage range indicated for each grade point category to achieve the corresponding letter grade for the course.

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

It will be provided on 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