



**Fall 2025**

### **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, Wìchìspa 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](#).

<b>Course &amp; Session Number</b>	<b>SOWK 627 S01</b>	<b>Classroom</b>	<a href="#">Online</a>
<b>Course Name</b>	<b>Practice with Organizations and Communities</b>		
<b>Dates and Time</b>	Start of Classes: August 25, 2025 End of Classes: August 29, 2025 Dates and Time: <a href="#">Zoom sessions from 9:00 a.m. to 4:00 p.m.</a> Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	<b>Aamir Jamal, PhD</b>	<b>Office Hours</b>	By appointment/As requested
<b>UCalgary E-mail</b>	<a href="mailto:Aamir.jamal@ucalgary.ca">Aamir.jamal@ucalgary.ca</a>	<b>UCalgary Phone</b>	403.220.7324

#### SYLLABUS STATEMENT

An advanced understanding of social work practice theory with respect to work with organizations and communities.

#### COURSE DESCRIPTION

This is a foundation course on communities and organizations. It will provide a theoretical and practical basis for communities and organizations as well as an understanding of the relationship between communities and organizations as they respond to social issues. Students will engage in critical and theoretical reflection and discussion about micro and macro social work practice. Organizations will be viewed as both a context and a target of social work practice. Students will examine the link between micro/mezzo/macro social work practice within organizations and communities and explore the role organizations play in community practice. This course will draw on relevant literature, student's experience within communities and organizations, and practitioner/community engagement to help students develop strategies for working effectively within organizations and communities.

Course readings, critical discussion, as well as practical, applied, and collaborative learning will be the primary teaching methods. Students will assess and develop strategies for working effectively within organizations. They will also participate with other students in collaborative activities, engage in online experiential learning opportunities, and learn from practitioner/stakeholder presentations to develop practical skills for working with organizations and communities. This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to actively participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions.

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

Participation is essential in this course. If you are unable to join live sessions due to unforeseen circumstances, please notify the instructor in advance. Additionally, you are asked to suggest and carry out an alternative participation activity. This course has no pre-requisites or co-requisites.

### **COURSE LEARNING OUTCOMES**

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

1. Describe ways in which social and organizational policies, as well as current issues and trends, can shape practice with organizations and communities.
2. Articulate how social work identity and core social work values can inform practice within organizations and communities.
3. Demonstrate an understanding of theoretical models related to practice with organizations and communities and demonstrate the ability to be critically reflective and analytical about the effects of neo-liberalism and the over-arching political, social, and economic impacts of society on racialized and marginalized populations.
4. Use a range of research skills, critical analysis, and discussion related to key practice topics including social innovation, collaboration, program design, engagement, diversity, human rights, values and ethics, social justice, and change.
5. Develop a toolkit of practice skills and strategies as part of their emerging social work identity which can be used to engage diverse stakeholders in organizations and communities.

### **LEARNING RESOURCES**

#### **REQUIRED TEXTBOOKS AND/OR READINGS**

Pyles, L. (2021). *Progressive Community Organizing: Transformative Practice in a Globalizing World*. (3rd Ed). Routledge, Taylor Francis. (Required Textbook)

#### **REQUIRED READINGS**

- Cabaj, M. & Weaver, L. (2016). Collective impact 3.0: An evolving framework for community change. Tamarack Institute. <https://www.tamarackcommunity.ca/library/collective-impact-3.0-an-evolving-framework-for-community-change>
- Carroll, J. & Minkler, M. (2000). Freire's Message for Social Workers: Looking Back, Looking Ahead. *Journal of Community Practice*, 8(1), 21 – 36.
- Community Toolbox. <https://ctb.ku.edu/en>
- Fairfax, C.N. (2017). Community practice and the Afrocentric paradigm. *Journal of Human Behavior in the Social Environment* 27(1-2), 73-80. <https://doi.org/10.1080/10911359.2016.1263090>
- Gallagher, B. (2018 September - October). United Way's CEO on shifting a century old business model. *Harvard Business Review*, 96(5). 39-44. <https://hbr.org/2018/09/united-ways-ceo-on-shifting-a-century-old-business-model>
- Gibelman, M., & Furman, R. (2013). Getting to know the human service organization (Chapter 1 & Chapter 2). *Navigating human service organizations* (3rd ed.) Chicago, IL: Lyceum Books, Inc.
- Jamal, A. et al. (2022). Nurturing father and daughter relationships and family well-being: a community-based transformative initiative, *Pakistan Journal of Women's Studies: Alam-e-Niswan* Vol. 29. No. 1, 2022, pp. 1-22.

- Kreitzer, L., Harvey, A. & Orjasaeter, J. (2020). Asset-based and place-based community development: Strengthening community through Abundant Care Edmonton. In S. Todd & J. Drolet (Eds). *Community practice and social development in social work*. Springer Nature.  
[https://link.springer.com/content/pdf/10.1007/978-981-13-1542-8\\_8-1.pdf](https://link.springer.com/content/pdf/10.1007/978-981-13-1542-8_8-1.pdf)
- Lorenzetti, L. (2013). Research as a social justice tool: An activist's perspective. *Affilia*, 28(4), 451-457.  
<https://doi.org/10.1177/0886109913505815>

## **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, camera, microphone and speaker is required for D2L and Zoom access.

## **RELATIONSHIP TO OTHER COURSES**

This course builds upon material learned in research, history and foundations, generalist practice and social policy. It is a core course for foundation students.

## **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

### **Class Schedule**

<b>Date</b>	<b>Topic</b>	<b>Readings/Materials</b>
<b>August 25</b>	Review of Course Outline	1. Pyles Chapters: Introduction, 1, 2, 8 2. Kreitzer, L., Harvey, A. & Orjasaeter, J. (2020).
	What is Community?	Bring a picture/object that describes what community means to you. Two minutes each to share object and explain.
	Organizations and Communities: the role of social work	<a href="#"><u>Want to help someone? Shut up and listen!</u></a>  Interactive Group Discussions: Integrating Reading with Practice

<b>August 26</b>	<p>Culturally oriented models of community development</p> <p>Community Allies &amp; collegiality</p> <p>Social Justice, Equity, Diversity, Inclusion, and Reconciliation</p>	<p>1. Pyles Chapters: 3, 4, 5 2. Jamal, A. (2022). Nurturing father and daughter relationship 3. Lorenzetti, L. (2013). Research as a social justice tool.</p> <p>Interactive Group Discussions: Reading and Practice</p> <p><b>Panel Discussion:</b> <b>Taking Action – Perspectives on community-based initiatives.</b> Community organizers and activists will explore their community-based social work and social justice initiatives in different contexts with particular attention to sociopolitical and cultural issues. What is their story? How did they come about their approaches and strategies? How did they turn them into learning experiences?</p>
<b>August 27, 2024</b>	<p>Understanding Organizations: Key concepts, structure, culture, program design social innovation to promote social change.</p>	<p>1. Pyles Chapters: 6, 7, 10 2. Gibelman, M., &amp; Furman, R. (2013). Getting to know the human service organization (Chapter 1 &amp; Chapter 2).</p> <p><b>Guest Speaker: Leadership of a local non-profit</b></p> <p>Preparation for Assignment 2 - Organizational Assessment</p>
<b>August 28, 2024</b>	<p>Community Assessments and Interventions</p> <p>Intersectionality Engagement</p> <p>Faith and Spiritual Aspects of Organizing</p>	<p>1. Pyles Chapters: 9, 11 &amp; 12 2. Gallagher, B. (2018 September - October). United Way's CEO on shifting a century old business model <b>3. Community Tool Box:</b> <a href="https://ctb.ku.edu/en/table-of-contents">https://ctb.ku.edu/en/table-of-contents</a> (Chap 3, 8) 4. Cabaj, M. &amp; Weaver, L. (2016). Collective impact 3.0: An evolving framework for community change. Tamarack Institute</p> <p>Interactive Group Discussions: Integrating Reading with Practice</p>
<b>August 29, 2024</b>	<p>Group Presentations and Discussion</p> <p>Course wrap-up</p>	<p>1. Pyles Chapters: 13 2. Carroll, J. &amp; Minkler, M. (2000). Freire's message for social workers: Looking back, looking ahead.</p>

- For our online course, all class activities are synchronous (i.e., real-time/Zoom)

## ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

### **INSTRUCTOR EMAIL POLICY**

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

### **GUIDELINES FOR PROFESSIONAL COMMUNICATION**

All communication with the instructor and your peers should reflect professionalism and respect. Please use your UCalgary email account for all course-related correspondence. Emails should begin with an appropriate greeting (e.g., *Dear, Good Day*), clearly address the recipient by name, and include a courteous closing (e.g., *Sincerely, Best regards*) along with your full name. Thoughtful and respectful communication is an essential component of academic and professional conduct.

### **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.

### **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.

### **Teacher's Statement: Co-Creating Ethical Space for Teaching and Learning**

This course prioritizes an anti-oppressive, trauma-informed and decolonial approach, where all participants (teachers and learners) share in relational accountability for creating and maintaining a climate of respectful dialogue and treatment of one another. As social workers and aspiring social workers, reflecting our professional ethics inside and outside of the classroom helps us to build congruence between our personal and professional selves. Learners are encouraged to participate in critical reflection, personal growth, and skill-development while learning with the instructors, and from each other and practitioners in the field. The intent of the seminar is to provide opportunities to make connections between thinking, feeling, doing and being. Our social work roles in social and self-care practices in the pursuit of global social justice will be emphasized. Ethical space, a concept forwarded by Dr. Willie Ermine, will be explored and practiced in this class.

- As social workers, we are all teachers and learners. We bring our lived experiences, values, critical questions and challenges, and our need to grow to this co-created learning space;

- The inequities and injustices that exist in our environments and globally also exist in the classroom. Our acknowledgment of power and privilege is a starting point for transformative change.
- Difficult conversations, questions and times of discomfort are integral aspects of personal growth and our quest to align our values, thoughts, and actions with the foundational ethics of our profession. This work prepares us to be in solidarity with the individuals and communities who rely on our support as social workers.
- Together, **we will strive to demonstrate the utmost respect for one another.** We will strive to confront our own privileges and understand our experiences of oppression as a lens through which we experience the world.
- Together, we will work towards anti-racism, decolonization, and equity across genders, sexualities, faiths/secularities, abilities and health/mental health (among others) through our values, thoughts, and actions within the classroom and beyond.
- Together, we will work towards personal and social well-being and healing. We understand that many of us carry adverse experiences and trauma, and that classroom conversations may touch upon those experiences. **We will practice compassion with our words and actions.**
- As social workers, a key learning and practice is interrelation reflexivity, which includes acknowledging our mistakes, seeking to apologize and restoring relationships in a good way.
- Together, our ability to **practice social work ethics and values** in the classroom reflects to the world what we aspire to create.
- Together, we will strive to support one another's dreams, aspirations and hopes, with the intent of building a community of committed social justice advocates.

## ASSESSMENT COMPONENTS

### 1. Reflective Essay & Connecting Course Learnings with Practice

**Weight: 20%**

**Due date: August 27 (11:59 p.m.) in the assignment Dropbox in D2L**

**Course Learning Outcomes: 1, 2, 3, 4**

Prepare a **750-1000-word essay** integrating your learnings from two days of readings (August 25 & 26) of this course to your experience and practice. The reflective essay is a critical review of the assigned weekly readings. It should demonstrate your understanding of the knowledge and issues discussed in the course readings, and more importantly, your awareness of how you constructed that knowledge. Thus, it is an interaction between ideas received from outside and your internal processing, understanding, reflections and interpretation of those ideas.

In this assignment, your teacher expects you to show that you have acquired a certain amount of knowledge from the assigned readings, and:

- related this knowledge to personal experience if any;
- critically analyzed your existing knowledge, your experiences, and your assumptions to gain a broader perspective;
- thought deeply, synthesized and communicated these ideas/issues clearly (logical argument and writing style).

Students must include a minimum of two peer-reviewed articles (not in the reading list) - include citations in reference list in correct APA format (APA 7).

You are also expected to include an introduction and conclusion. A cover page is not required. The goal of this assignment is to encourage you to continually integrate course learnings with theoretical frameworks and community practice and be able to articulate these connections. This will assist you in next courses in the program and with preparing you for your MSW exit requirement in the future.

## **2. Organizational Assessment- Group Presentation**

**Weight: 40%**

**Due date: August 29 (Synchronous in-class via Zoom)**

**Course Learning Outcomes: 1, 2, 3, 4, 5**

In small groups of 3-4 students, you are expected to research a human services organization that is of interest to your group and to investigate the characteristics of the organization on several dimensions. In researching this organization, students will pay particular attention to the goals and purpose of the organization, eligibility, and other details such as: What policies are guiding it? Who is leading the organization and who delivers the programs? How is the organization and various programs funded?

**Informed by the course material, social work values, and outside literature, students will critically analyze aspects of the organization and come up with changes considering this analysis that promotes greater anti-racism and social justice values.** As a group, you will also propose any organizational changes. The organizational analysis, and proposed changes, are to be presented to the class as if they were being presented to a group of stakeholders in a position to authorize the changes (e.g., board of directors, management team). The goal of this assignment is to develop collaboration and group facilitation skills, and to provide students with a variety of relevant and useful skills for practice with organizations and communities.

**NOTE:** Each group will have 20 minutes to present your organizational assessment, followed by 5 minutes of questions and/or facilitated discussions with your peers.

### **Some guiding questions and key areas to explore include:**

- 1) History of the organization and the context in which it began. What is its mission? Vision?
- 2) What is the nature of the community as defined or understood by this organization?
- 3) What is the organization domain (e.g., what criteria does it use to determine which clients it will serve?
- 4) What programs and services are offered? What policies are guiding these programs? Who delivers the programs? How are these funded? What are the agency funding sources? What in-kind resources (food, clothing, physical facilities etc.) does the organization receive?
- 5) What other agencies provide the same services to the same clientele as this organization? With whom does the organization compete?
- 6) What is the rationale of existing organizational structure and decision-making processes?
- 7) Does this organization use volunteers? If yes, how many and for what purposes? Any challenges?
- 8) What are the ethical and legal constraints in the delivery of service?
- 9) What is your understanding and evaluation of organizational culture?
- 10) What are some of the key strengths and areas of improvement for the organization—Consider the factors involved in a SWOT analysis and provide a brief SWOT analysis of your chosen organization.
- 11) What is the leadership style? Is it congruent with the organization mission and goals? What is the role of board of directors in policy and operation of the agency?
- 12) How is organization strategically adapting to changing environment? Any examples?



- 13) What provincial and federal regulatory bodies oversee programs provided by this organization?  
14) Do you suggest any organizational or program changes? Any recommendations?

The presentations should be professional, simulating a presentation you might give to an important stakeholder group. Class time will be provided to work on this group assignment throughout the week.

### **3. Individual Community Assessment Paper**

**Weight: 30%**

**Due Date: September 15<sup>th</sup> by 11:59 p.m. in D2L**

**Course Learning Outcomes: 1, 2, 3, 4, 5**

This assignment entails a geographical community assessment, preferably your own, in which you will go out to that community and through informal conversations, observation, document readings, and historical information, you will complete an assessment of your community. From that assessment you will have picked out an issue in the community. Be sure to identify the issue or social problem and provide a brief overview of the issue based on current literature (incidence, prevalence, if any services or interventions are available locally or is there a gap?). Your paper will include an intervention that would be useful for the community to address this issue.

You are encouraged to use mapping tools to help you keep track of and identify key issues, stakeholders, community resources that are accessible, gaps in services, etc., using some of the tools that we examined during our class time together. The Community Toolbox resource has helpful materials to support your work in this area: <https://ctb.ku.edu/en/assessing-community-needs-and-resources> and you may consider utilizing this as part of your mapping process. Submit at least one tool you used in guiding your community assessment process as an appendix to this paper.

This paper is to be 8-10 pages (excluding title page, references, and appendices), double-spaced and following APA 7<sup>th</sup> edition guidelines for writing style, citations, and referencing. The paper should be submitted in Word format to the course D2L Dropbox for this assignment.

### **4. Participation**

**Weight: 10%**

**Due Date: September 10 by 11:59 p.m.**

**Course Learning Outcomes: 1, 2, 3, 4, 5**

The participation grade awards you marks for your dedication to be an active and engaged learner in the course. All students are expected to participate in every class. The participation mark will be a combination of your self-assessment and the instructor's assessment.

- Self-assessment: Submit a 500-word reflection describing your participation. Assessment criteria include, but are not limited to: attending to class following rules for professionalism and respectful engagement in the class; quality and quantity of in-class participation for individual, partner, and group work; engagement with guest speakers; completing assigned readings and other preparatory work prior to class; ability to pose questions and provide constructive feedback to peers.
- A key piece of reflecting on your own values and positions on issues is understanding and possibly confronting the values and positions of others, so participation in class discussions is very important in this course. It is important to share your viewpoint and contribute in a

thoughtful and respectful way to the viewpoints of others. Also reflect on the **“Teacher’s Statement: Co-Creating Ethical Space for Teaching and Learning”** mentioned above.

- These criteria will also be used by the instructor to determine 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 and all related activities and discussions.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through the respective Dropbox in D2L. Assignments may be submitted in Word 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 teacher at least 24 hours prior to the assignment due date.
- Assignments that are submitted after the deadline, without prior arrangements with the teacher, will be penalized with a grade reduction (of 5% per day- including weekends and holidays).
- There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.

### **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. 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 7<sup>th</sup> 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>

### **USE OF ARTIFICIAL INTELLIGENCE TOOLS**

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 assessment, 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.

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

Final, overall grades only will be rounded up to the nearest whole number (not individual assignments). For example, a final course numeric grade of 84.5% will be rounded up to 85%. 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. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> 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. <b>Note:</b> 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

Supplementary readings may be recommended on D2L to enhance your understanding of course topics.

## 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