



<b>Course &amp; Session Number</b>	<b>SOWK 304 L08</b>	<b>Classroom</b>	<b>Online</b>
<b>Course Name</b>	<b>Diversity and Oppression Theme Course</b>		
<b>Dates and Time</b>	<b>Start of Classes: 5 September 2023</b> <b>End of Classes: 6 December 2023</b> <b>Dates and Time: Synchronous Zoom Sessions: (September 11 &amp; 18; October 2, 16, &amp; 30; November 6 &amp; 20; and December 4, 2023, from 5pm to 8pm MT).</b> <b>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a><sup>1</sup>.</b>		
<b>Instructor</b>	<b>Vibha Kaushik</b>	<b>Office Hours</b>	<b>As Requested</b>
<b>UCalgary E-mail</b>	<a href="mailto:vkaushik@ucalgary.ca">vkaushik@ucalgary.ca</a>	<b>UCalgary Phone</b>	<b>Please contact instructor via email</b>

**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.

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

Please refer to our full statement of our [Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

## **SYLLABUS STATEMENT**

This course examines diversity, colonization, oppression, and intergroup relations associated with the practice of social work in rural, remote, and Indigenous communities. Anti-oppressive frameworks will be introduced for understanding the processes associated with social justice.

## **COURSE DESCRIPTION**

Experiences such as racism, colonization, classism, sexism, heterosexism, ableism and ageism intersect at individual, interpersonal, institutional and systemic levels and create barriers to the realization of social justice. By critically analyzing social work practice in the framework of diversity, power and oppression, this course seeks to develop the linkages between social work practice and social justice in a holistic framework.

The course aims to create a respectful and engaging environment in which students can increase their knowledge and understanding of diversity issues and their implications for social work practice. It addresses the intersection between diversity, oppression, social justice and social work at the personal, cultural and structural levels. It will support students in integrating theoretical and conceptual understandings of diversity and oppression to real life practice situations. The course will also enable students to critically examine their own social location and positionality through critical reflection of their experiences, beliefs and values. This awareness in relation to diversity is fundamental to the practice of social work. Students will also examine issues related to human development, social determinants of health, social policy and social action in the context of diversity and social justice issues.

Co-Requisite: This course is taken concurrently with SOWK 305 – Diversity and Oppression Portfolio course.

## **COURSE LEARNING OUTCOMES**

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

1. Identify their professional role in advancing human rights and responsibilities and social justice in the context of the local community, Canadian society, United Nations Indigenous peoples' rights, and internationally.
2. Understand the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.
3. Recognize diversity and difference as a crucial and valuable part of living in a society.

4. Describe how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups and strive to end these and other forms of social injustice.
5. Understand how social determinants of health affect the well-being of individuals, families, groups, and communities, including rural, northern, and Indigenous populations and work toward ending sources of inequity.
6. Discuss social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.
7. Describe social policy implications for northern, rural, and Indigenous communities.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

#### **Book:**

Dumbrill, G. C., & Yee, J. Y. (2019). *Anti-oppressive social work: Ways of knowing, talking, and doing*. Oxford University Press.

E-book available from the following vendors; Apps available for Android and Apple devices

[BookShelf \(VitalSource\)](#); [Red Shelf](#)

Additional module readings (outline below) are available for students through D2L.

#### **Module 1: Diversity and Anti-oppressive Generalist Practice**

- Dumbrill & Yee (2019) – Chapters 1, 2, and 3
- Canadian Association of Social Workers. (2005). *Code of Ethics*. [https://www.casw-acts.ca/files/documents/casw\\_code\\_of\\_ethics.pdf](https://www.casw-acts.ca/files/documents/casw_code_of_ethics.pdf)
- Young, I. M. (2018). Five faces of oppression. In M. Adams, W. Blumenfeld, D. Catalano, K. DeJong, H. Hackman, L. Hopkins, X. Zuniga, (Eds). *Readings for diversity and social justice* (pp. 49-59). NY: Routledge.  
Originally published in *Diversity, Social Justice, and Inclusive Excellence: Transdisciplinary and Global Perspectives* (2014)  
**Free on publisher's website:** <https://www.sunypress.edu/pdf/62970.pdf>  
**LCR e-book:** <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3408886&ppg=26>

#### **Module 2: Embracing Differences**

- Dumbrill & Yee (2019) – Chapters 4, 5, and 6
- Mullaly, B. & West, J. (2018). The “web”: The multiplicity of, intersectionality, and heterogeneity of oppression and privilege. In B. Mullaly & J. West, *Challenging oppression and confronting privilege* (3rd ed., p. 258-275 only). Don Mills, ON; Oxford. **PDF will be posted on D2L.**

#### **Module 3: Human Development and Environments**

- Greene, R. R., & Schriver, J. M. (2016). Human behavior and the social environment: An ecological base. *Handbook of human behavior and the social environment* (pp. 17-34). New Brunswick, NJ: Transaction. <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9780203790304-2/human-behavior-social-environment-ecological-base-roberta-greene-joe-schriver>

- Paat, Y. F. (2013). Working with immigrant children and their families: An application of Bronfenbrenner's ecological systems theory. *Journal of Human Behavior in the Social Environment*, 23(8), 954-966. <https://www.tandfonline-com.ezproxy.lib.ualgary.ca/doi/full/10.1080/10911359.2013.800007>
- Simard, E., & Blight, S. (2011). Developing a culturally restorative approach to Aboriginal child and youth development: Transitions to adulthood. *First Peoples Child & Family Review*, 6(1), 28-55. <https://ezproxy.lib.ualgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=74584375&site=ehost-live>

#### **Module 4: Social Determinants of Health**

- Dumbrill & Yee (2019) – Chapter 8
- Hankivsky, O., & Christoffersen, A. (2008). Intersectionality and the determinants of health: A Canadian perspective. *Critical Public Health*, 18(3), 271-283. <https://www.tandfonline-com.ezproxy.lib.ualgary.ca/doi/full/10.1080/09581590802294296>

#### **Choose Two:**

- Allen, U. D. (2020). COVID-19 among racialized communities: Unravelling the factors predictive of infection and adverse outcomes. *The Royal Society of Canada*. <https://rsc-src.ca/en/covid-19/impact-covid-19-in-racialized-communities/covid-19-among-racialized-communities-unravelling>
- Greenwood, M. L., & de Leeuw, S. N. (2012). Social determinants of health and the future well-being of Aboriginal children in Canada. *Paediatrics & Child Health*, 17(7), 381-384. <https://academic-oup-com.ezproxy.lib.ualgary.ca/pch/article/17/7/381/2647024>
- Massaquoi, N., Ashcroft, R., & Adamson, K. (2022). Health disparities, social determinants of health, and systemic anti-black racism during covid-19: a call to action for social work. *Canadian Social Work Review*, 39(2), 101-110. <https://ezproxy.lib.ualgary.ca/login?url=https%3A%2F%2Fwww.proquest-com%2Fscholarly-journals%2Fhealth-disparities-social-determinants-systemic%2Fdocview%2F2779516827%2Fse-2%3Faccountid%3D9838>

#### **Module 5: Colonization and Decolonization**

- Dumbrill & Yee (2019) - Chapter 7
- Absolon, K. (2019). Indigenous wholistic theory: A knowledge set for practice. *First People Child & Family Review*, 14(1), 74-87. <https://www-erudit-org.ezproxy.lib.ualgary.ca/en/journals/fpcfr/2010-v5-n2-fpcfr05254/1068933ar/>
- Blackstock, C. (2019). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. *First People Child & Family Review*, 14(1), 137-152. <https://www-erudit-org.ezproxy.lib.ualgary.ca/en/journals/fpcfr/2009-v4-n1-fpcfr05284/1069347ar/>
- Canadian Research Institute for the Advancement of Women. (2016). *Colonialism and its impacts*. ISBN: 978-1-894876-52-0. <https://www.criaw-icref.ca/publications/local-women-matter-3-colonialism-and-its-impacts/>

#### **Module 6: Social Policy and Social Justice**

- Dumbrill & Yee (2019) – Chapters 11 and 12
- Gregory, V.L., & Clary, K.L. (2022). Addressing anti-black racism: The roles of social work. *Smith College Studies in Social Work*, 92(1), 1–27 <https://www.tandfonline-com.ezproxy.lib.ualgary.ca/doi/full/10.1080/00377317.2021.2008287>

#### **Choose One**

- 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://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=27708540&site=ehost-live>
- Eva, J. & Mosby, I. (2020, December 18). *Calls to action accountability: A 2020 status update on reconciliation?*. Yellowhead Institute. <https://yellowheadinstitute.org/wp-content/uploads/2020/12/yi-trc-calls-to-action-update-full-report-2020.pdf>

### **Module 7: Social Action**

- Dumbrill & Yee – Chapters 9, 10, and 13

### **Module 8: Summary, Integration, and Evaluation**

- No assigned readings

### **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**

SOWK 304 is one of the four foundation theme courses in the BSW Learning Circles Program. It must be completed concurrent with SOWK 305: Social Work Diversity and Oppression Portfolio Project.

### **CLASS SCHEDULE**

#### **Important Dates for Fall 2023**

- Start of Term: Monday, August 28, 2023
- First Day of Class: Tuesday, September 5, 2023
- End of Term: Friday, December 22, 2023
- Last Day of Class: Wednesday, December 6, 2023
- Fee Deadline: Friday, September 22, 2023
- Labour Day, no classes: Monday, September 4, 2023
- National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- Thanksgiving Day, no classes: Monday, October 9, 2023
- Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)

This course is delivered fully online and is divided into eight modules. We will work through the modules together, so that we can maximize our learning from each other. Each of the modules will include a variety of learning activities, which may include assigned readings, D2L discussion boards, films, Zoom class sessions, recorded presentations, guest speakers, etc. A full list and description of each activity in each module will be listed on the D2L site for the course.

Module Dates	Module: Topics	Module: Zoom Sessions
Sep 5 – Sep 16	Module 1: Diversity, AOP Generalist Practice	Mon, Sep 11, 5 – 8pm MT
Sep 17 – Sep 29	Module 2: Embracing Differences	Mon, Sep 18, 5 – 8pm MT
Sep 30 – Oct 10	Module 3: Human Development & Environments	Mon, Oct 2, 5 – 8pm MT
Oct 11 – Oct 23	Module 4: Social Determinants of Health	Mon, Oct 16, 5 – 8pm MT
Oct 24 – Nov 3	Module 5: Colonization & Decolonization	Mon, Oct 30, 5 – 8pm MT
Nov 4 – Nov 22	Module 6: Social Justice & Social Policy Module 7: Social Action	Mon, Nov 6, 5 – 8pm MT Mon, Nov 20, 5 – 8pm MT
Nov 11 – Nov 18	Term Break	No Classes
Nov 23 – Dec 6	Module 8: Summary & Integration	Mon, Dec 4, 5 – 8pm MT

## D2L Discussions

Discussions in D2L are a key aspect of learning in this course. The advantage of the discussion board is that it is asynchronous, that is, we can all contribute at a time that is convenient to each of us.

Discussion postings remain on the site for the duration of the course, although your contributions to the discussion board are expected to be timely to the module being discussed by the class.

## ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

### GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions.

**Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required.** All students are expected to behave in a professional manner during all Zoom sessions.

### MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

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.

### ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

## ASSESSMENT COMPONENTS

### Integrative Module Assignments

**Aligned Course Learning Outcomes (CLOs):** 1, 2, 3, 4, 5, 6, 7

**Weight:** 80%

**Due:** On the last day of each module (or set of two modules) at 11:59 pm MT

#### Description:

At the end of each module (or set of two modules), students will complete brief assignments as listed below integrating key content from the module (or set of two modules). The focus of these assignments is on critical reflection, analysis, and application of theory to practice. Each assignment will be described more fully within each module.

Integrative Module Assignments	Due (11:59 pm MT)	Weight
1. Module 1 & 2 – My Identity, Social Work and Social Justice*	29 September 2023	16%
2. Module 3 & 4 – Case Analysis**	23 October 2023	16%
3. Module 5 – Colonization and Decolonization**	3 November 2023	16%
4. Module 6 & 7 – Social Action on Social Policy Issue**	22 November 2023	16%
5. Module 8 – Reflections and Contributions to Learning (Includes Self-Evaluation)***	6 December 2023	16%

\*Partner assignment

\*\*Group assignments

\*\*\*Individual assignment

These assignments (#1 to #4) should be 850 – 1000 words, double-spaced, 12-point Times New Roman font with 1" margins. Assignments must follow APA (7<sup>th</sup> edition) guidelines. Students will also have the option of adopting other creative formats for completing the assignment, for instance, video presentations, podcasts, or posters. Further details and rubric will be posted on D2L. The assignments should be submitted via Dropbox on D2L by 11:59 pm MT on the last day of each module (or set of two modules). Criteria for the marking outline will include content, analysis, organization, discussion, and standard of writing.

In partner and small group assignments, one grade will be assigned to all partners/group members. It is expected that each member will participate actively, and contribute with their best effort, in all aspects of the work (conceptualization, planning, presenting, writing, and editing.)

*Reflections and Contributions to Learning (Includes Self-evaluation) (#5).* At the end of the term, students will submit a written reflection of course learning and contribution to learning in which students describe their final reflections on course learnings and contribution to course activities and group work. A template will be provided on D2L to complete this assignment. This will be an individual assignment and will be based on reflection on learning as well as ongoing engagement, timely presence in the different aspects of the course, contributions to group work, as well as the following:

- Making positive contributions to synchronous sessions
- Active and positive contributing to formal and informal groupwork (i.e., active contribution to group assignments and tasks by sharing ideas, participating in meetings etc.)
- Preparing for sessions by completing readings and other preparatory assignments

- Critically reflects in their engagement with learning activities in both synchronous and asynchronous activities.

Students are required to complete a self-evaluation and recommended grade for their contributions throughout the course. The final participation grade will be determined by the instructor after reviewing student recommendations.

### **Participation**

**Aligned Course Learning Outcomes (CLOs):** 1, 2, 3, 4, 5, 6, 7

**Weight:** 20%

**Due:** Ongoing

### **Description:**

A rich exchange of ideas in both Zoom classes and asynchronous activities are key elements of the learning process in this class. It is expected that students will prepare in advance for each class, participate in and complete all learning activities, and engage in discussions through thoughtful and respectful contributions. As part of this relational orientation, students will be expected to come prepared to engage in deep listening and contribute to dialogues/activities by sharing insights, content, critiques, and connections to their field of practice.

The participation grade will reflect your dedication to being an active learner in the different components of the course. The participation grade will be allocated based on the following elements:

- Your active engagement and participation in **2 D2L discussion boards**. You are expected to contribute to **October and November discussions**. **Each discussion will include 1 main post and 1 meaningful reply**. Discussion guidelines and prompts will be provided on D2L. Issues relating to diversity, oppression, and social justice are often thought-provoking, challenging, and absorbing. Please note that just logging on is not the same as actively participating. Discussion board involvement means timely substantial engagement with the course site (i.e., participation in discussion boards, discussions that are in-depth, interesting, and engaged with critical and core issues demonstrate a scholarly contribution to issues being discussed in class; clearly links to course content, text, readings as well as other sources; reflects application of ideas, includes a combination of concepts, evaluation, critique, demonstrating breadth and depth and accuracy of the content area and demonstrates articulate grammar and writing style and in APA 7th ed).

**Postings will be graded on a Complete/Incomplete basis.**

Note: You are expected to be open about your reactions to topics and respectfully challenge one another. You are encouraged and expected to take the lead in facilitating D2L discussions to focus on issues that are of interest, relevance, and importance to you and demonstrate articulate grammar and writing style.

- Your attendance and active participation in the **Zoom sessions**. You are required to attend and participate in all eight Zoom sessions for the course. **Video cameras are to be turned on during class and students are expected to manage their microphones as required.** Each missed Zoom session will result in participation grades (2 marks per missed session) being deducted from this component of the course.



Participation	Due (11:59 pm MT)	Weight
1. October Discussion (1 main post; 1 meaningful reply)	10 October 2023	2%
2. November Discussion (1 main post; 1 meaningful reply)	10 November 2023	2%
3. Zoom Sessions (8 Zoom sessions; 2 marks per session)	Ongoing	16%

**Assessment Criteria:** Assessment rubrics will be posted on D2L.

#### ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

#### ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. **Students are expected to keep the cameras turned on during the Zoom sessions.** These are part of the participation grade, as outlined in the assessment components section above.
- Students are required to contact instructor in advance or within 24 hours of missing a Zoom session to arrange a make-up assignment for participation grade.

#### GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Submit all assignments electronically through their respective dropbox in D2L.
- Assignments may be submitted in Word or PDF format.
- Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2).
- Assignments are due before midnight 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

- Assignments and papers are to be submitted on time, absolutely **NO extensions**, unless legitimate reasons are provided. Students are responsible for notifying the instructor about legitimate reasons and to discuss extensions well in advance. Extensions to assignments deadlines will be the discretion of the instructor.
- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- Late assignments will be **downgraded by one full mark (-1) per day** including weekends, holidays, and study weekdays.
- There is a **seven-day** maximum limit by which to accept late assignments where students have not asked for an extension. No assignments will be accepted beyond this seven-day limit.

#### EXPECTATIONS FOR WRITING

- Throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings, and grading criteria.

- 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.
- All submitted work **must follow proper APA 7th edition format within the text and in the reference list**. Failure to do so will result in significant deduction of grades.
- If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

## **ACADEMIC MISCONDUCT**

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

## **GRADING**

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate 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	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56

F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section <a href="#">F.1.3</a> for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.	

## COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

## ADDITIONAL SUGGESTED READINGS

Will be posted 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](#).

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