



**UNIVERSITY OF CALGARY**  
FACULTY OF SOCIAL WORK

**Fall 2023**

<b>Course &amp; Session Number</b>	<b>SOWK 305 S06</b>	<b>Classroom</b>	Online
<b>Course Name</b>	Diversity and Oppression Portfolio Project		
<b>Dates and Time</b>	Start of Classes: Monday, September 11, 2023 End of Classes: Monday, December 4, 2023 Wednesdays 6pm – 8pm		
<b>Instructor</b>	Shameela Zaman, MSW, RSW	<b>Office Hours</b>	email
<b>UCalgary E-mail</b>	<a href="mailto:shameela.zaman1@ucalgary.ca">shameela.zaman1@ucalgary.ca</a>	<b>UCalgary Phone</b>	email

**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](#).

**SYLLABUS STATEMENT**

Individual preparation of a self-directed portfolio as an expression of the student's own critical analysis of diversity, oppression, and social justice in relation to the local context. Honouring the student's prior learning experiences by acknowledging and incorporating aspects of that learning in the development of the project.

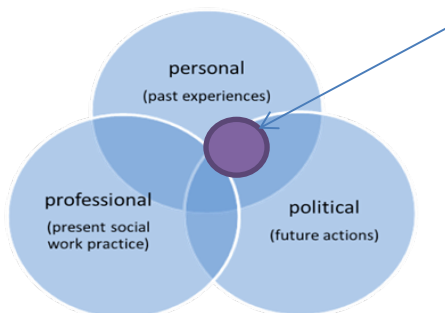
Course Hours: 3 units; H (1S-2T)

Prerequisite or co-requisite: Social Work 304

### COURSE DESCRIPTION

Drawing from prior learning and life experiences, as well as the themes and content from SOWK 304, students in SOWK 305 are invited to explore and reflect on diversity and oppression as experienced in relationship to their environments/systems and the people around them. Students will explore the core spheres of social work practice: personal, professional, and political in relation to reflexive practice. Through the completion of three assignments utilizing diverse literacies and approaches, students will demonstrate reflexive understanding of diversity and oppression, colonization/decolonization, and reconciliation. Reflective writing and project design will be shaped by experiences and understandings about aspects of the social or physical world and social work practice.

**Figure 1 – Reflexive Anti-Oppressive Social Work Practice Portfolio Linkages**



D. Badry (2014)

The theme course (Social Work 304) provides students with a foundation of theoretical knowledge related to diversity and oppression to inform ethical and effective professional social work practice. In SOWK 305, students are encouraged to make connections with their learning in SOWK 304 and to further advance their learning about topics of interest related to diversity and oppression. Students will be encouraged to engage in critical inquiry and value and explore diverse ways of knowing.

Throughout the course, students will engage in a variety of learning activities, including dialogue, critical reflection, reflexivity, knowledge creation, and social justice-oriented action. SOWK 305 will involve participating in module learning activities (module readings, recorded lectures, and

participating in asynchronous and synchronous discussions) and completing two additional integrative assignments (outlined below).

Students will enrich their professional practice frameworks by integrating new understandings of diversity and oppression gleaned in SOWK 304 and SOWK 305. Students will apply critical thinking skills by formulating personally and professionally meaningful questions to guide their learning in the course.

### **COURSE LEARNING OUTCOMES**

Course-specific Learning Objectives (CLO's):

Through successful completion of this course, students will:

1. Articulate knowledge of 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.
2. Examine and critically reflect on how their own identities, social locations, personal and professional contexts, biases, assumptions, and perspectives influence their approach to social work practice.
3. Critically assess the social, historical, economic, Indigenous, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.
4. Apply critical thinking, critical reflection, and reflexivity to identify and address structural sources of injustice and inequalities in the context of a Canadian society, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.
5. Apply knowledge of colonization/decolonization, reconciliation, and diversity/oppression within a social work practice framework.
6. Identify and evaluate limitations of own knowledge and understanding of the history of Indigenous Peoples and communities in Canada and proceed to address these by formulating questions to guide self-directed learning.
7. Interpret SOWK 304 and SOWK 305 course teachings and explain how they have contributed to their understanding of diversity of diversity and oppression.

### **LEARNING RESOURCES**

No textbook is required for this course. Students are expected to read through the material in preparation of participating in class discussions. Supplementary and optional readings related to each module will be posted in D2L.

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

No textbook is required for this course. Students are expected to read through the material in preparation of participating in class discussions. Supplementary and optional readings related to each module will be posted in D2L.

### **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 305 is a required course for the VLC BSW program and is taken concurrently with SOWK 304.

### **CLASS SCHEDULE**

<b>Date</b>	<b>Zoom Sessions</b>	<b>D2L Module Topics/Course Readings/Assignments</b>
September	<p><b>Zoom Session 1:</b> Wednesday, September 13<sup>th</sup> 6:00 - 8:00 MST Course orientation</p> <p><b>Zoom Session 2:</b> Wednesday September 27<sup>th</sup> 6:00 - 8:00 MST Diversity and oppression learning activities and discussion</p> <p>Peer consultation: Social justice project proposals</p>	<p>Module 1 - September 13<sup>th</sup> - October 4<sup>th</sup></p> <ul style="list-style-type: none"> <li>Asynchronous learning activities, formulation of social justice project proposal and exploration of concepts, terms, topics, issues and themes related to diversity and oppression. (see detailed description below).</li> <li>Readings related to Module 1 will be posted in D2L.</li> </ul>
October	<p><b>Zoom Session 3</b> Wednesday, October 18<sup>th</sup> 6:00 - 8:00 MST</p>	<p>Module 2 – October 4<sup>th</sup> - October 25<sup>th</sup></p> <ul style="list-style-type: none"> <li>Asynchronous learning activities and self-directed exploration of concepts, terms, topics, themes, and curated resources related to diversity and oppression.</li> </ul> <p>Readings related to Module 2 will be posted in D2L.</p>

*Reading Break: November 12<sup>th</sup> - 18<sup>th</sup>*

November/ December	<p><b>Zoom Session 4:</b> Wednesday, November 1 6:00 - 8:00 MST</p> <p><b>Zoom Session 5:</b> Wednesday November 22<sup>nd</sup> 6:00 - 8:00 MST</p> <p><b>Zoom Session 6:</b> Wednesday December 6<sup>th</sup> 6:00 - 8:00 MST</p>	<p>Module 3 November 1<sup>st</sup> – December 6<sup>th</sup></p> <ul style="list-style-type: none"><li>Asynchronous learning activities and self-directed exploration of concepts, terms, topics, themes, and curated resources related to diversity and oppression, colonization/decolonization, reconciliation and the history of Indigenous Peoples and communities in Canada.</li><li>This module will focus on the thinking through and completion of social justice portfolio projects.  (Assignment 3)</li></ul> <p>Readings related to Module 3 will be posted in D2L.</p>
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#### **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)

#### **ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

##### **EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION**

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social

locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

### **GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

The instructor may use 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.

### **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.

### **ASSESSMENT COMPONENTS**

Please note:

- There is no final exam in this course.
- Standard of writing will be a factor in grading students' work.

### **Summary of SOWK 305 Assignments**

<b>Assignment 1</b>  Participation	<b>Value 30%</b>  Participation in Modules 1, 2 and 3 learning activities (3 X 10%) =30%  <b>Module 1 due date:</b> October 3rd by 11:59 PM  <b>Module 2 due date:</b> October 31st by 11:59 PM  <b>Module 3 due date:</b> November 29th by 11:59 PM
<b>Assignment 2</b>  A Letter to Discomfort	<b>Value 25%</b>

	<b>Due date:</b> October 17th by 11:59 PM in designated Dropbox in D2L
<b>Assignment 3</b> Social Justice Diversity and Oppression Portfolio Project	<b>Value 40%</b>  Project proposal/learning plan = 10%  Social Justice project = 30%  <b>Due dates:</b>  <b>Proposal:</b> October 4 <sup>th</sup> , 2023 in designated Dropbox in D2L  <b>Social Justice Project:</b> December 6 <sup>th</sup> , 2023 in designated Dropbox in D2L
<b>Assignment 4</b>  <b>Reflection</b>	<b>Value 5%</b>  <b>Due date:</b> December 6 <sup>th</sup> , 2023 in designated Dropbox in D2L

### Assignment 1: Participation

**Please note that module learning, and discussion board activities (group and individual) will relate to and build on Zoom sessions activities and discussion.**

**Due Date:** Dates will be posted in D2L for each discussion board or learning activity

**Weight – 30% (10% per module)**

**Aligned Course Learning Outcome:** 1,2,3,4

Grading of participation will include Zoom attendance and the completion of asynchronous learning activities, including three discussion board posts and three replies to peers. Asynchronous discussion forum topics will be based on the module readings and learning activities. Participation will be graded based on the extent and quality of your original discussion posts and reply posts. For discussion boards, minimum participation for each module will involve completing:

- 1 main post (250-350) – (1 post is required, though you are encouraged to post more if you want to share your thoughts with the instructor and your peers)
- 2 responses to peers (150 - 200 words each)

Detailed descriptions of the expectation for each discussion forum/reply will be provided on D2L. Quality and coherence of contributions, evidence of critical reflection and reflexivity, contributing to collective learning and furthering dialogue will be standards for grading.

## **Module 1: Situating yourself through the Belly-Button Approach**

- Please see instructions on D2L on the Belly-Button Teachings

## **Module 2: Applying the social determinants of health to your population of choice:**

- Watch the following video for a quick review on the social determinants of health:

**<https://youtu.be/8PH4JYfF4Ns>**

**Read:** Lacombe-Duncan, A., Jadwin-Cakmak, L., Trammell, R., Burks, C., Rivera, B., Reyes, L., Abad, J., Ward, L., Harris, H., Harper, G. W., & Gamarel, K. E. (2022). "...Everybody else Is more privileged. Then it's us...": A qualitative study exploring community responses to social determinants of health inequities and intersectional exclusion among trans women of color in Detroit, Michigan. *Sexuality Research and Social Policy*, 19(4), 1419–1439. <https://doi-org.login.ezproxy.library.ualberta.ca/10.1007/s13178-021-00642-2>

### **Reflect & Apply a SDOH Lens:**

**1. Select a Population:** Choose a population of interest for this activity, such as a group you work with, or one connected to your own identity. This allows for a meaningful exploration and application of social determinants of health.

**2. Identify Social Determinants:** Describe the key social determinants of health that significantly impact this chosen population, including socioeconomic status, education, employment, housing, social support networks, and access to healthcare.

**3. Analyze Challenges:** Reflect on how one specific social determinant of health within the chosen community influences the challenges faced by individuals. Explore how these challenges manifest and impact overall health and well-being, using real-world examples or case studies if available.

**4. Apply a Social Determinants of Health Lens:** Discuss effective and holistic strategies to assist individuals within the chosen population, considering the challenges identified. Explore how a social determinants of health lens can inform your approach to addressing these challenges and promoting positive outcomes. Consider the potential role of social workers in addressing these challenges and promoting social justice within the context of the chosen population.

**5. Engage in Discussion:** Post your findings and reflections in the discussion forum. Engage in constructive dialogue with classmates, providing meaningful feedback, asking clarifying questions, and sharing additional insights or perspectives. Respond to one of your peers' posts.

**Note:** Ensure confidentiality and respect for privacy when discussing personal experiences or sensitive topics related to your chosen population. Use pseudonyms or alter identifying information to protect individuals' identities and maintain ethical considerations.

## **Module 3: Critical Hope**



1. Watch **one** of the following documentaries/webinars:

Lee, G. (2014). *American Revolutionary: The Evolution of Grace Lee Boggs*. Rakuten Viki.

<https://www.viki.com/movies/37828c-american-revolutionary-the-evolution-of-grace-lee-boggs?qId=f3b2d8b859471f1706cd943c23c55650>

**Or**

LEAF. (2021, April 6). *Re-imagining Accountability for Survivors of Gender-Based Violence: A Transformative Justice Perspective* - LEAF. <https://www.leaf.ca/education/re-imagining-accountability-for-survivors-of-gender-based-violence-a-transformative-justice-perspective/>

2. **Explore** the Searchable Museums of the National Museum of African American History and Culture: <https://www.searchablemuseum.com/afrofuturism>
3. **Read** Pyles, L. (2020). Healing Justice, Transformative Justice, and Holistic Self-Care for Social Workers. *Social Work*, 65(2), 178–187, <https://doi.org/10.1093/sw/swaa013>

In your discussion posts, reflect on the following questions:

- If you watched the Grace Lee Boggs Documentary:
  - What thoughts/emotions/reactions did you have while watching the documentary?
  - How were you impacted by/relate to Boggs' idea of a revolution?
- If you watched the Transformative Justice Webinar:
  - What thoughts/emotions/reactions did you have while watching the webinar?
  - How can transformative justice be applied to social work practice?
- What can social workers learn from Afrofuturism, especially when it comes to imagining the future of our communities?

## **Assignment 2: A Letter to Discomfort**

**Weight: 25%**

**Due Date:** October 17th by 11:59 PM in designated Dropbox in D2L

**Aligned Course Learning Outcomes:** 1, 2, 4, 5, 6, 7

The difficulty of experiencing oppression and/or facing unconscious privileges, complicity with dominant ideologies, and resistance to (un/re)learning can elicit both emotional (i.e., fear, anger, aggression, sadness, guilt, apathy) and bodily (i.e., tension, pain, numbness) responses of discomfort. There will be moments during this learning journey when discomforts and difficult emotions will surface as we confront systemic violence and oppressive realities. Engaging in reflexivity requires sitting with and speaking to the bodily responses that come up for us, to better understand how this takes hold in our bodies and what might be underlying our discomforts and difficult emotions. Western systems and ideologies often reinforce the divide between mind and body, as we are socialized into valuing

knowledge of the mind, while containing and repressing emotional responses and the knowledge that is held within the body, heart, and spirit.

As a refusal or interruption of dominant ideologies, this embodied assignment invites you to attend to how (un/re)learning takes place within and through the mind, body, spirit and heart. For this assignment, you are asked to write a letter to your discomfort. The medium of a letter allows for intimate and vulnerable exploration and expression of the self, and your social positionings and experiences of living/moving in this world. In this letter, you are asked to speak with the difficult emotions and discomforts you may be experiencing throughout SOWK 304 and 305.

In writing to Discomfort as a living, breathing being, you are invited to explore the following questions with them as you craft your letter:

- Where in the body does Discomfort live/visit? How/what do they make you feel? (e.g., tightening of the jaw, racing heart, a squirmy feeling in the gut etc.)
- What causes Discomfort to surface? When do they reveal themselves to you? (e.g., experiences/reminders of everyday encounters of oppression, confronting inherited privileges and complicities, bearing witness to difficult realities etc.)
- How might you speak to and work with Discomfort to help guide and navigate you through those difficult moments when they arise?
- What is Discomfort asking you to learn or pay attention to?

Please ensure that your letter is within the word limit of **600-800 words**, and that it is submitted to the D2L dropbox by **11:59pm on October 17, 2023**. If you are engaging or referencing materials and/or resources, please include a reference list and cite sources according to APA 7<sup>th</sup> edition format.

### **Assignment 3: Social Justice Diversity and Oppression Portfolio Project (40% total)**

#### **Aligned Course Learning Outcomes: 1-7**

#### **Part A: Social Justice Diversity and Oppression Portfolio Project Proposal**

**Weight: 10%**

**Due Date:** October 4<sup>th</sup> in designated Dropbox

A template will be provided to guide the creation of the proposal on the first day of class.

#### **Part B: Social Justice Diversity and Oppression Portfolio Project**

**Weight: 30%**

**Due Date:** December 6th 11:59 in designated D2L Dropbox

The purpose of the assignment is for students to apply their knowledge about diversity and oppression via the creation of a social justice portfolio project that demonstrates or represents their learnings from SOWK 304 and SOWK 305. Students will examine their understanding of a specific topic, theme or issue related to diversity or oppression and demonstrates social justice/transformational action in response to a specific topic, theme, or issue.

This project is intended to be creative in both form and content. The assignment requires students to envision creative possibilities for social justice praxis in action and to design or create a project that involves or facilitates awareness, understanding and/or action. Students may utilize creative mediums such as digital storytelling, podcasting, photovoice, visual arts, etc.

Ideas include, but are not limited to:

- Creating a digital story or digital media artifact about a personally meaningful topic or issue or lived experience related to diversity or oppression.
- Designing a workshop to educate participants about an issue or topic or about the characteristics, strengths, and/or implications of oppression for a specific identity group or population.
- Developing a website, blog or vlog to educate viewers about a topic or issue or to encourage social justice-oriented action in response to a topic or issue.

More information will be provided in class and on D2L.

All projects should include a reflective statement 250-300 words that explains the personal and professional significance of their project.

#### **Assignment 4: Reflection**

**Weight: 5%**

**Due Date:** December 6<sup>th</sup> by 11:59 in D2L

**Aligned Course Learning Outcomes:** 3, 5, 6

Students are asked to write a reflection on the course and the moments they found pivotal to their learning, such as areas that brought up discomfort, and/or shifted their way of knowing or thinking about a particular issue, topic, or theme related to diversity and oppression. Students may draw from any part of the course that stood out to or resonated with them.

This reflection can be written or recorded live in 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. These are part of the participation grade, as outlined in the assessment components section above.

Students who have to miss Zoom sessions due to exceptional circumstances should contact the instructor in advance of a session or as soon as possible.

## **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments 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.

## **EXPECTATIONS FOR WRITING**

In this course, we are interested in the understanding and application of concepts that will be integral to your work moving forward. As such, you will be graded on the strength of your position and clear communication of ideas, rather than a specific writing format. 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>

## **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

## 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