



Course & Session Number	SOWK 306 L04	Classroom	Online
Course Name	Social Work Methods Theme Course – Virtual Learning Circle		
Dates and Time	Zoom Sessions Mondays 5:00pm – 8:00pm MST Start of Classes: January 8, 2024 End of Classes: April 10, 2024 Zoom Session Dates: January 8, 15, 22 & 29; February 5, 12, & 26; March 4, 11, 18 & 25; & April 8. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹		
Instructor	Linda Kongnetiman PhD, RSW (04)	Office Hours	As requested
UCalgary E-mail	linda.kongnetiman@ucalgary.ca	UCalgary Phone	Please use 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

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

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

Examines various perspectives and theoretical approaches relating to the development, maintenance, and application of empowering relationships in generalist social work practice. Particular emphasis will be placed on local applications in rural, remote, and Indigenous organizations and communities.

Course Hours: 6 units; F (6-0)

COURSE DESCRIPTION

Through a variety of learning activities, students will experience and demonstrate the integration of theory and practice required for generalist social work at a beginning professional level. Based on their prior learning from coursework and life experience, students will learn to reflect critically on the nature of effective empowering relationships.

This Social Work Methods Theme Course will be delivered fully online via Desire2Learn (D2L) and Zoom. This theme course will be delivered in a series of module sets involving approximately 78 hours of learning activities. **Module set 1** will explore various theories and perspectives relating to generalist practice that inform our understanding of different empowering relationships. Included in this module will be discussion of problem-solving models, ecological perspectives, and strengths-based approaches. **Module set 2** focuses on developing skills in facilitating strengths-based, empowerment and social justice approaches to social work practice in a diverse society. Following this will be **Module set 3** devoted to exploring elements (connecting, building, maintaining, and parting) of empowering relationships and their application to common levels of social work practice (micro, mezzo, macro). Special emphasis will be given to the application of course concepts to the student's local context. The final set, **Module set 4** of the course offers opportunities for integration of the material from the other modules and application of group process content to a community case and to apply modules concepts to group process and teamwork.

Each of the modules will include a variety of learning activities, 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. To succeed best in this course, students are expected to participate in the asynchronous learning tasks using D2L and synchronous Zoom sessions.

COURSE LEARNING OUTCOMES

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

1. Explore and reflect on their personal and other beliefs, values and perspectives on empowering relationships in generalist social work practice;
2. Demonstrate understanding of common elements and enhance skills in building and maintaining empowering social work relationships at the micro, mezzo, and macro levels;
3. Critically examine their professional use of self in relation to building and maintaining empowering relationships;
4. Explain how they have furthered their understandings of issues of diversity, values, and ethics, as they affect the selection of professional practice responses from both personal and professional perspectives;
5. Acquire additional generalist-practice knowledge and skills to competently perform various interactive practices such as building relationships, assessment, and planning, activating resources, negotiation, mediation, advocacy, and evaluation;
6. Apply relevant knowledge and skills to actively promote empowering and anti-oppressive practice;
7. Demonstrate effective interprofessional practice, community collaboration, and teamwork skills.

LEARNING RESOURCES

There are course readings for each module; for readings other than the required text, students can access these online through the University of Calgary library. It is the responsibility of students to access/download the articles from the library. Please contact the Library for any downloading issues. (Please contact U of C Bookstore or Vital Source for obtaining e-text: ISBN: 9780135868751)

REQUIRED TEXTBOOKS AND/OR READINGS

Miley, K. K., O'Melia, M. W., & DuBois, B. L. (2022). *Generalist Social Work Practice* (9th ed.). Pearson Education (CA).

Module 1 Readings:

Bennett, J., & Grant, N.S. (2016). Using an ecomap as a tool for qualitative data collection in organizations. *New Horizons in Adult Education and Human Resource Development*, 28(2), 1-13
<https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/nha3.20134>

Miley, K., O'Melia, M., & DuBois, B. (2022). *Generalist social work practice* (9th ed., Chapters 1-3, pp. 1-73). Pearson Education.

Module 2 Readings:

Alberta College of Social Workers. (2017). *Continuing Competence Program Members Handbook*. Edmonton, AB: Alberta College of Social Workers. Retrieved from
<http://www.acsw.ab.ca/site/social-workers/competence-program>

Miley, K., O'Melia, M., & DuBois, B. (2022). *Generalist social work practice* (9th ed., Chapters 4-5, pp. 74-125). Pearson Education.

Module 3 Readings:

Brownlee, K., LeBlanc, H., Halverson, G., Piché, T., & Brazeau, J. (2019). Exploring self-reflection in dual relationship decision-making. *Journal of Social Work*, 19(5), 629–641.

<https://doi.org/10.1177/1468017318766423>

<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1468017318766423>

Miley, K., O’Melia, M., & DuBois, B. (2022). *Generalist social work practice* (9th ed., Chapters 6-8, pp. 126-205). Pearson Education.

Module 4 Readings:

Miley, K., O’Melia, M., & DuBois, B. (2022). *Generalist social work practice* (9th ed., Chapters 9-11, pp. 206-295). Pearson Education.

Module 5 Readings:

Blundo, R. G., & Simon, J. K. (2015). *Solution-focused case management* (1st ed., Chapter 7, pp. 123-143). Springer Publishing Company. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4107860&ppg=143>

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4107860&ppg=143>

Miley, K., O’Melia, M., & DuBois, B. (2022). *Generalist social work practice* (9th ed., Chapters 12-14, pp. 296-379). Pearson Education.

Module 6 Readings:

Ing, C. (2019). Culturally competent research. In R. Grinnell, M. Williams & Y. Unrau (Eds.), *Research methods for social workers: An introduction* (12th ed., pp. 174-196). Pairbond Publications.

See: [Ing, C Cultural Competent Research 2019.pdf](#)

Miley, K., O’Melia, M., & DuBois, B. (2022). *Generalist social work practice* (9th ed., Chapters 15-16, pp. 380-433). Pearson Education.

Module 7 Readings:

Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of inter-professional collaborative health care teams. *Health and Social Work*, 41(2), 101–109.

<http://doi.org/10.1093/hsw/hlw006>

<https://academic-oup-com.ezproxy.lib.ucalgary.ca/hsw/article/41/2/101/2356236>

Blanchard, M. (2010). Working with Indigenous People - a meeting of minds and hearts. In O’Hara, A., Weber, Z., & Levine, K, (Eds.), *Skills for human service practice: Working with individuals, groups, and communities, Canadian edition* (pp. 76-88). Oxford University Press.

CASW Code of Ethics 2005 https://www.casw-acts.ca/files/attachements/casw_code_of_ethics.pdf

ACSW Standards of Practice 2019 - Retrieved from

<https://acsw.in1touch.org/document/2487/FINAL%20ACSW%20Standards%20of%20Practice%2003282019.pdf>

Module 8 Readings:

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 306 is one of the four foundation theme courses in the BSW Virtual Learning Circle Program. It must be completed prior to, or concurrently with, SOWK 307 – Practice Methods in Context.

CLASS SCHEDULE

Important Dates:

- Start of Classes: Monday, January 8, 2024
- Term Break, no classes: Sunday – Saturday, February 18 – 24, 2024
- Last Day of Classes: Tuesday, April 9, 2024
- End of Term: Friday, April 30, 2024
- Term Break: Sunday to Saturday, February 18 - 24, 2024
- Alberta Family Day, no classes: Monday, February 19, 2024
- Good Friday, no classes: Friday, March 29, 2024
- Easter Monday, no classes: Monday April 1, 2024

D2L Discussions

The Discussion forums in D2L are a key aspect of the course. Participation in the discussion forums is asynchronous, allowing students and instructors to contribute at different times. Discussion postings will remain on the D2L site for the duration of the course. Your contributions to the discussion board are expected to be timely and related to the module and the topics being discussed by the class.

Zoom Class Sessions

Zoom is a web conferencing program that will allow us to meet at specific times for a “live” web conference, so that we can have the opportunity to meet each other virtually and discuss relevant issues. There will be one or two Zoom session per module, for a total of twelve Zoom sessions. These sessions are mandatory, and students are expected to attend all sessions.

Date	Topic	Zoom Monday 5:00 pm to 8:00 pm MST	Assignments Due All Assignments due at end of the Module cluster
MODULE SET 1			
January 8 – January 17	<i>Module 1 – Belief, Values, & Theory</i>	January 8	Guest Speaker

January 18– January 26	<i>Module 2 – Strengths, Empowerment, & Diversity</i>	January 15 (Mod 1 & 2) January 22	Modules 1 & 2 Dialogue/Interview and Paper <u>Due January 26</u>
MODULE SET 2			
January 27 – February 5	<i>Module 3 – Dialogue Phase: Building Relationships & Describing Situations</i>	January 29	
February 6 – February 25	<i>Module 4 – Discovery Phase: Assessing Resources & Planning Change.</i>	February 5 (Mod 3 & 4) February 12	Integrative Case Analysis for Module 3 & 4 <u>Due February 25</u>
Term Break February 18 – 24			
MODULE SET 3			
February 26– March 6	<i>Module 5 – Development Phase: Activating Resources & Expanding Opportunities</i>	February 26	
March 7 – March 15	<i>Module 6 – Development Phase: Recognizing Success & Integrating Gains</i>	March 4 (Mod 5 & 6) March 11	Integrative Case Analysis for Module 5 & 6 <u>Due March 15</u>
MODULE SET 4			
March 16 – March 21	<i>Project Group Time to Finalize – Poster Presentation</i> <i>Module 7 – Practice Models & Professional Development</i>	March 18	
March 22 – March 31	<i>Module 7 – Practice Models & Professional Development</i>	March 25	Poster to Discussion Forum and Dropbox <u>Due: March 24</u> Module 7: Poster Presentation in class <u>March 25</u>
April 1 – April 8	<i>Module 8: Summary & Integration</i>	April 8	Course Learnings and PD plan <u>Due April 10</u>
April 10	Participation Self-Evaluation form due April 10 or earlier		Participation Self- Evaluation form <u>Due April 10</u>

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use 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

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.

ASSESSMENT COMPONENTS

Assignment 1: Reflections on Our Frames of Reference and Social Work Practice (15%) – Due January 26 by 11:59pm

Aligned Course Learning Outcomes: 1, 4

Assignment Description: This two-part assignment (partner interview & paper/video/infographic) is meant to help students demonstrate reflexivity and awareness of self and others and to reflect on their similarities and differences in beliefs, values, worldview, views of diversity, concepts of culture, etc. influence their frame of reference individually and their approaches to social work practice. Students will also reflect on the CASW Code of Ethics, Value 1. The assignment will include examples of how their values (cultural and personal), beliefs, and worldviews, as well as social location and identity impact social work practice and professional use of self.

In advance and as preparation for Assignment One, students are to: Read and complete the activities for Modules 1 & 2 including the Tree of Life and required readings and be prepared to share reflections and learnings from these activities in the partner interview.

This assignment will be **completed in partners**, and students will be given **class time on January 15th to complete the partner interview**. Students will be given a discussion guide with guiding questions to use in their partner interviews. Together, **partners will choose one of the following options** to synthesize and share/present the information gleaned through the partner interview:

1. **Create a 6-minute Video/Zoom** interview with one another (both partners are to be seen side by side i.e. Grid View) such as in a “Talk-Show Style” format.
2. **Create a 6-minute Podcast** style audio recorded interview with one another.
3. **Create an Info-graphic style poster** (1-2 pages)

Students will be evaluated on their:

- demonstration of an understanding of skills and knowledge important to social work practice;
- awareness of how their values, beliefs, worldview, and views of culture, impacts their social work practice and their professional use of self and how strengths and empowerment perspectives can enhance their practice;
- critical thinking about key issues;
- self-awareness and reflexivity;
- application and demonstrated insights and learnings in module activities (ie Tree of Life) through engaging in meaningful dialogue and discussion with peers and to show and openness to new or alternate ideas or understandings;
- adherence to APA standards
- organization of information, and effectiveness of communication (clarity, grammar, vocabulary, punctuation, and presentation).

Assignment Submission: All assignments will be submitted to Dropbox on D2L. Assignment title should have both student names on it. Only one student needs to submit to Dropbox on behalf of both partners.

Note: *Students using video or other digital formats, please download as a file directly into D2L Dropbox and double check that the file opens and is viewable with clear audio. References should be attached as a separate word document with references in APA (7th ed.) format.*

****For all group or partner assignments, a group grade will be assigned (all members receive the same grade)***

Assignment 2: Integrative Case Analysis PART 1 (15%) – Due February 25 by 11:59pm

Aligned Course Learning Outcomes: 1, 2, 5, 6

Assignment Description: In the Integrative Case Analysis Project (which includes Assignment 2, 3, and 4), you will be describing and applying the empowerment method of social work generalist practice approach and will actualize the strengths perspective with a hypothetical client, program (group) or community. You are NOT expected to contact an individual, program or community. *The case study will demonstrate your understanding and application of the course content.*

The intent of this assignment is to engage in reflective, collaborative and empowerment/strength-based social work practice. You will be working in small groups of 3-4.

Steps for PART 1:

1. Introduction to Case: Provide a description of client background, issues and concerns.
2. Using content (readings, text and modules) from Module Three: Building Relationships, and Describing Situations, and Module Four: Assessing Resources and Planning Change, develop and apply the concepts, phases and approaches of empowering practice to a client, group or community.
3. Be certain to include a rationale, a description of the processes and activities within each phase of work i.e. Engagement Phase (see text: Chapters 6-8) and Assessment Phase (see text: Chapters 9-11) with concrete examples how you will work with the client, group or community for each phase.
4. Ensure the social work theory and methods chosen clearly to address the relevant issue and that you provide a clear rationale for why you have chosen the approach.
5. Check that the paper also provides a description of the practice models, learned techniques or skills you are considering using.

Please use text, Module and readings to support your work with the client/group/community.

Students will be evaluated on their:

- demonstration of an understanding of skills and knowledge important to social work practice;
- critical thinking about key issues;
- social work theory and methods chosen clearly to address the relevant issue and provides a clear rationale why you have chosen the approach;
- use of resource materials to support the discussion, and adherence to APA standards for referencing resource materials;
- organization of information and effectiveness of communication (clarity, grammar, vocabulary,

punctuation and presentation).

Length: 4-5-pages, double-spaced paper in APA (7th ed) format.

Note: Only one team member is to submit the paper. Place all the group members' names on the title of the paper. 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.)

****For all group or partner assignments, a group grade will be assigned (all members receive the same grade)***

Assignment 3: Integrative Case Analysis PART 2 (15%) – Due March 15 by 11:59pm

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

Assignment Description: The intent of this assignment is to engage in reflective, collaborative, and empowerment/strength-based social work practice. You will be working with the same group of 3-4 as Part One.

Steps for PART 2:

1. Using the same client, group or community, students are to develop an appropriate *Intervention and Evaluation* plan that applies concepts described from readings, and text for Module 5: Activating Resources and Planning Change and Module 6: Recognizing Success and Integrating Gains.
2. Clearly describe and apply your Intervention and Evaluation phase and include the following components:
 - A description of the potential Intervention Phase and processes will be provided. It will demonstrate a relationship between the assessment, and the potential interventions. The potential interventions will be supported with theory and chosen methodology and will include examples of the chosen intervention (See text: Chapters 12-14).
 - The paper is to include a rationale, a description of the processes and activities within each phase of work, with concrete examples how you will work with the client, group or community for each phase.
 - The Evaluation Phase will include methods to evaluate and monitor outcomes. Examples and application of such areas as client outcome evaluation or single-system design will be provided (See text: Chapters 15 & 16).
 - Do check that the Evaluation Phase includes a clear description of the potential evaluation processes for the approach for the chosen client, group or community and a clear rationale for your choice.

Please use the text, modules and readings to support your work with the client, group or community.

Students will be evaluated on their:

- demonstration of an understanding of skills and knowledge important to social work practice;
- critical thinking about key issues;
- social work theory and methods chosen clearly to address the relevant issue and provides a clear rationale why you have chosen the approach;

- clearly description of the potential intervention and how the processes are connected to the assessment, and in what way the potential interventions are supported with the theory and methodology chosen;
- use of resource materials to support the discussion, and adherence to APA standards for referencing resource materials;
- organization of information, and effectiveness of communication (clarity, grammar, vocabulary, punctuation and presentation).

Length: 4-5-pages, double-spaced paper in APA (7th ed.) format.

Note: Only one team member is to submit the paper. Place all the group members' names on the title of the paper. 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.)

****For all group or partner assignments, a group grade will be assigned (all members receive the same grade)***

Assignment 4: Integrative Case Analysis Poster and Presentation (15%) - Due March 24 by 11:59pm and presented in class on March 25th

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7,

Assignment Description: Your group will create an academic poster (examples will be provided on D2L) to summarize the Integrative Group Project. Your presentation is expected to be of *high quality and engaging* for your audience. The poster should be a combination of text, pictures, graphs and should clearly outline and summarize the case analysis. All group members are expected to be active in their presentation. ***Each group will post their Poster to the Poster Discussion Forum and Dropbox by March 24 by 11:59 pm. Students will present their integrative case analysis during the Zoom session on March 25th.***

Students will be evaluated on their:

- Quality of presentation and ability to engage your audience;
- Clear, concise presentation of information; students show ability to discern most important information to share/summarize; Part 1 and 2 are clearly integrated, outlined, summarized;
- Clear presentation of content and methodologies applying SW generalist empowerment practice approach;
- Demonstrates critical analysis and thinking;
- Active participation in the presentation.

Note: Only one team member is to submit the poster. Place all the group members' names on the title. 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.)

****For all group or partner assignments, a group grade will be assigned (all members receive the same grade)***

Assignment 5: My Course Learning and Professional Development Plan (10%) – Due April 10 by

11:59pm

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Assignment Description: The intent of this assignment is for students to reflect on their development as an emerging social work professional. The paper should focus on the skills of generic practice; knowledge and application of the CASW Code of Ethics and ACSW Standards of Practice; and your engagement within the course with students and instructors. The brief paper should include a description of key learning during the semester, and a brief assessment of your current development as a social worker, including strengths and areas you would like to further develop in the future and how you supported and contributed to learning. Students should integrate a reflection on Assignment 1 to indicate any learnings/growth/reflections throughout the semester. **Please be ready to discuss your course learnings and professional development plan in your final class on April 8, 2024 (this means you should have a solid draft ready to discuss, with the final being due April 10)**

This assignment will be evaluated on:

- demonstration of an understanding of skills and knowledge important to social work practice;
- critical thinking about key issues;
- self-awareness and personal growth;
- use of resource materials to support the discussion, and adherence to APA standards for referencing resource materials.
- organization of information, and effectiveness of communication (clarity, grammar, vocabulary, punctuation, and presentation).

Length: Please use template that will be provided on D2L

Assignment 6: Participation & Contributions to Learning (30%) Due: Ongoing

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

A rich exchange of ideas in both Zoom classes and asynchronous activities are a key element 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 awards you marks for 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 D2L discussion boards, Zoom attendance and participation in Zoom, and active engagement with learning activities. These will involve as follows:

- Your active engagement and participation in **3 D2L discussion boards**. You are expected to contribute **to January, February, and March** (see table below for dates). **Each discussion will include 1 main post and 1 meaningful reply**. Although only three discussions are graded, students are encouraged to respond to more discussions. Discussion guidelines and prompts will be provided on D2L.

Note: You are expected to be open about your reactions to topics and respectfully challenge one another as appropriate. 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 demonstrate articulate grammar and writing style. Restating or repeating information will be evaluated as a low-quality response. Keep in mind 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 combination of concepts, evaluation, critique, demonstrating breadth and depth and accuracy of content area and demonstrates articulate grammar and writing style and in APA 7th ed).

- Your attendance and active participation in the **Zoom sessions**. You are required to attend and participate in all twelve 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 (1.75 marks per missed session) being deducted from this component of the course.

Marks will be assigned as follows:

- Discussion boards: one main post and one reply post in each discussion board = 9 marks (2 mark per main posting; 1 mark per reply posting)
- Zoom sessions: attendance and active participation in 12 Zoom sessions = 21 marks (1.75 marks per session)

Discussion Boards	Due (11:59 pm MT)	Weight
1. <i>January Discussion</i> Aligned Learning Outcomes: CLOs 1, 2, 3, 4, 5, 6, 7	January 26, 2024	3%
2. <i>February Discussion</i> Aligned Learning Outcomes: CLOs 1, 2, 3, 4, 5, 6, 7	February 25, 2024	3%
3. <i>March Discussion</i> Aligned Learning Outcomes: CLOs 1, 2, 3, 4, 5, 6, 7	March 15, 2024	3%

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

As described above in Assignment 6 students must attend and participate in the zoom classes to receive credit for the component of their grade. Each class activity will contribute to the student's participation grade. For group assignments, 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.)

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please Note:

- Your module instructors will only read your final submissions for your assignments.
- Please submit all assignments electronically through their respective drop box 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.'
- For group assignments, only one student should submit for their entire group. Ensure to include all group member names on the submitted assignment.
- Assignments are due before midnight MST 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."

EXTENSIONS

Extensions are only given for exceptional circumstances and only if requested within *24 hours* in advance of the assignment due date. The amount of time is at the discretion of the instructor.

LATE ASSIGNMENTS

Students are expected to submit all assignments by the due date indicated in the course outline. Late assignments will be accepted for 7 days (including weekends, holidays, and study days) past the due date, however, 1 grade point will be deducted per day late after which the assignment shall receive a "0" grade. No assignments will be accepted after 7 days. In extraordinary circumstances, and if requested in advance of the assignment due date (where possible), extensions may be granted approval by the instructor however, a 25% late penalty may still be applied. Students must submit their request, in writing, to their instructor for consideration. The amount of time is at the discretion of the instructor.

EXPECTATIONS FOR WRITING

Writing quality is a component of any written assignments with the use of APA 7 formatting for citations and referencing. 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 format. *No pdf's only Word Document submissions allowed.* 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 should be the student's own work, written expressly by the student for this particular course. 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 F.1.3 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

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. Student feedback

contributes to ensuring academic excellence in the university's curriculum by bringing direct feedback to instructors. Students will receive an email from **UCalgary Course Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri> Students are welcome to discuss the process and content of the course at any time with the instructor.

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

