



UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Winter 2024

Course & Session Number	Practice Skills in Context SOWK 307 S08/T08	Classroom	Check on D2L site
Course Name	Practice Skills in Context		
Dates and Time	February 20 & 21, 9am-4pm (Groups Module) All Classes in Person Only February 22, 9am-12pm (Groups Module) All Classes in Person Only February 22, 1pm-4pm (Families Module) All Classes in Person Only February 23 & 24, 9am-4pm (Families Module) All Classes in Person Only		
Instructor	Practice with Groups: Jason Stein, BSW, MSW, RSW Practice with Families: Iola Emiko, MSW, RSW	Office Hours	By appointment - please email
UCalgary E-mail	Jason Stein – jason.stein@ucalgary.ca Iola Emiko – olufunmilola.emiko@ucalgary.ca	UCalgary Phone	Email preferred

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

Focuses on theory and practice relating to social work with individuals, families and groups in diverse communities. Particular emphasis will be paid to skill development, critical analysis and practical application within rural, remote and Indigenous contexts.

COURSE DESCRIPTION

Through a variety of learning activities, students will develop and enhance their skills in working with families and groups. Based on their prior learning from coursework and life experience, students will learn to reflect critically on their practice skills and their relevance for practice in rural remote and Indigenous contexts. This is an in-person teaching format.

Module 1: Practice with Groups

This module is intended to introduce group work skills. Topics will include group design and planning; group dynamics assessment and development; group facilitation skills; decision-making; working with conflict; and evaluation and endings. Students will engage in interactive class discussions, presentations and critical reading, group work, brainstorming sessions, group task group work and discussions. This in-person course will occur over 2.5 full days. Being a very short block course (residency requirement), students will be expected to attend in person the full two and a half days and be active participants throughout. The asynchronous (i.e., students complete on their own time such as discussion boards, watching videos, will include some pre-course preparation readings. Full attendance and active participation are an expectation of this course.

Module 2: Practice with Families

This module will provide knowledge about family-centered social work practice with families. It will focus on diversity in relation to family development issues, the emergence of symptoms, family assessment techniques, and theories of family intervention. This module is designed to give students a foundational understanding of the concepts and trends in family social work practice. Systemic concepts that describe interpersonal interactions and dynamics, as well as family development and assessment will be presented and supported with case material. All systemic ideas will be viewed through the lenses of smaller social (family) systems, language systems, and larger social systems. Students will also be introduced to the role of the family social worker in terms of relationship to clients, a relational approach to understanding clients, responsibility for change, and the person-of- the-social-worker.

COURSE LEARNING OUTCOMES

Upon completion of the *Practice with Groups* module, students will be able to:

1. Describe the various purposes and uses of groups in social work practice.

2. Identify knowledge gaps in group practice based on the IASWG standards of practice and engage in self-directed learning.
3. Critically reflect on their professional skills and personal presence in group work.
4. Identify and assess the development of a group, including various aspects of group functioning and group dynamics.
5. Demonstrate basic skills for facilitating group work.
6. Define the stages of group development and group worker tasks during each stage; and
7. Demonstrate the ability to participate in, observe and evaluate group dynamics.

Upon completion of the *Practice with Families* module, students will be able to:

1. Demonstrate interviewing and counselling skills to practice with families.
2. Describe their self-knowledge and use of self in relationships with others.
3. Demonstrate additional skills in building and maintaining empowering social work relationships with families with diverse populations in rural, northern, remote, Indigenous and Francophone contexts.
4. Critically examine their use of self in relation to building and maintaining empowering relationships.
5. Demonstrate the integration of theory into practice.
6. Explain systemic concepts that form the foundation and paradigm for family work.
7. Define concepts associated with systems and systemic work and demonstrate their understanding of this new language through practice and discussion.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Practice with Groups Module

Macgowan, M. J. (2012). A standards-based inventory of foundation competencies in social work with groups. *Research on Social Work Practice*, 22(5), 578-589. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1049731512443288>

Zastrow, C., & Hessenaur, S. L. (2018). *Empowerment series: Social work with groups: comprehensive practice and self-care*. Brooks/Cole Publishing.

*Read Chapters 1 to 6, to be completed by 9:00 am the first day of class.

Practice with Families Module

Textbook [or Digital Copy]:

Collins, D., Jordan, C., Coleman, H., Collins, T., & Cory, D. (2023). *An introduction to family social work* (5th ed.). Oxford University Press.

Articles:

Goodman, R. D. (2013). The transgenerational trauma and resilience genogram. *Counselling Psychology Quarterly*, 26(3-4), 386-405. <https://doi.org/10.1080/09515070.2013.820172>

Ncube, N. (2006). The Tree of Life Project. *International Journal of Narrative Therapy and Community Work*, 2006(1), 3–16. [https://search.informit-org.ezproxy.lib.ucalgary.ca/doi/10.3316/informit.197106237773394](https://search.informit.org.ezproxy.lib.ucalgary.ca/doi/10.3316/informit.197106237773394)

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 307: Practice Methods in Context is one of eight core courses in the BSW Learning Circles Curriculum. It must be completed concurrent with or following SOWK 306: Social Work Methods Theme Course. With respect to the on-campus BSW curriculum, SOWK 307 features core material from Practice and Evaluation with Families (SOWK 393) and Groups (SOWK 395).

CLASS SCHEDULE

Please Note: All classes are in person only, there is no option for zoom in this residency.

Practice with Groups S08 Schedule		
Date	Topic	Readings/Assignments Due
Practice with Groups Module (S08)	<i>Group practice: Theory and Skills Topics</i>	All pre-course assignments due by 9:00 am the first day of the Practice with Groups module (See Assignment 1 A, B, and C.).
Day 1	Introductions, course outline review	First day learning activities and lectures will assume that students have completed the required readings seen in Assignment 1 A. before the Practice with Groups module begins.
9am-4 pm	<ul style="list-style-type: none"> Overview of group types, functions, and mutual aid processes Professional uses of self in group Stages of group development Group facilitation skills, stages of group process, conflict in groups. Group design and planning Preparation for group facilitation Experiential learning activities with skills development and practice and feedback. Introduction and Planning for Group Proposal and Session Plan 	Chapter 1: Groups: Types and Stages of Group Development Chapter 2: Social Group Work and Social Work Practice Chapter 3: Group Dynamics: Leadership Chapter 4: Group Dynamics and Norms Chapter 5: Verbal and Non-Verbal Communication

Day 2 9-4 pm	Group practice: Theory and Skills <ul style="list-style-type: none"> • Group design and planning • Mutual aid dynamics • Conflict in groups • Experiential learning of group process • Preparation for group facilitation • Experiential Learning activities with skill development and practice and feedback • Co-Facilitation Group Simulation Activities/Presentation 	Chapter 4: Group Dynamics and Norms Chapter 5: Verbal and Non-Verbal Communication Chapter 6: Task Groups Chapter 14: Termination and Evaluation
Day 3 9-noon	Co-Facilitation Group Simulation Activities/Presentation and Debrief	No Readings

Practice with Families T08 Schedule		
Date	Topic	Readings/Assignments Due
Practice with Families Module T08 Day 1 February 22, 1pm-4pm	<ul style="list-style-type: none"> • Introductions: Course and Assignment Overview • Formulation of Families • Overview of the foundational theories of understanding families 	Chapter 1, 2, 3 (Collins et al., 2023)
Day 2 February 23, 9-4 pm	<ul style="list-style-type: none"> • Family patterns and orientations to working with families • Experiential learning activities with skill development, practice and feedback • Practice engagement and assessment techniques 	Family Assessment, Ecological Family Assessment, Genograms: Chap 5, 6, 7 (Collins et al., 2023) Goodman, R. D. (2013). The transgenerational trauma and resilience genogram. <i>Counselling Psychology Quarterly</i> , 26(3–4), 386–405. https://doi.org/10.1080/09515070.2013.820172 The Imbeleko approach: Using the Tree of Life Narrative Methodology with Families: Ncube, N. (2006). The Tree of Life Project. <i>International Journal of Narrative Therapy</i>

		and Community Work, 2006(1), 3–16. https://search.informit- org.ezproxy.lib.ucalgary.ca/doi/10.3316/informit.197106237773394
Day 3 February 24 9-4 pm	<ul style="list-style-type: none"> • Intervention Phase and Termination • Experiential learning activities/Practice Engagement • Closing Circle and Reflections 	Chap 11 & 14 (Collins et al., 2023)

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. Students will be advised before the instructor initiates a recording of a Zoom session.

ASSESSMENT COMPONENTS

PRACTICE WITH GROUPS MODULE (50%)

Assignment 1: Class Participation, Skills Practice, Development, and Integration (20%) Due Date: February 20, 2024, 9:00am

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

Assignment Description:

This assignment prepares students for skill development through deep reflections within both the book chapters and the assigned activities. Students will be required to complete a series of text readings and assigned activities prior to their attending the course. Being a very brief block course, it is essential to student learning and practice that students stay on track and complete these by the specified deadlines. The activities (A, B, and C) below are to be brought to their first class and added to drop box by 9:00 am on the first day of class.

Students are encouraged to apply the same standards of behaviour, communication, and courtesy about punctuality, attendance and readiness for work that would apply to a professional social worker in

meeting clients, supervisors or in attending agency meetings. This also includes when contacting the instructor (through Zoom meetings, or email) as needed to ask for help, problem solve, to clarify the assignments or identify learning needs. Above all, participation means demonstrating personal and professional engagement in the learning process. Feedback on skill development is a central learning process to this course. Students are also expected to be open and receptive to feedback.

Students are expected to be engaged in skills practice, development, and integration throughout the course. Grades for active participation are based on asking questions, sharing experiences, demonstrating use of readings and manual exercises, actively participating in class discussions or small group exercises, and giving respectful feedback to others during class. If you are unable to attend a portion of a class, please contact your instructor prior to the session.

This assignment is composed of three components with some activities being used in class. *Grading is Complete/Incomplete. Any activities (Part A to C) not submitted on the morning of the first class will receive a 0 except for extenuating circumstances.*

Part A) Readings and Activities:

Zastrow, C., & Hesseaur, S. L. (2018). *Empowerment series: Social work with groups: Comprehensive practice and self-care*. Brooks/Cole Publishing

Read Chapters 1 to 6 and complete the assigned activities. These are to be completed by 9:00 am the first day of class.

This assignment prepares students for skill development through deep reflections via readings and text exercises. Students will be required to complete a series of text readings and assigned manual activities throughout the course. Students will be required to complete the assigned readings and text activities. Please upload your work on D2L and bring electronic and/or hard copies to the morning of the first class.

Part A) Complete the following exercises from your text and submit on D2L before 9:00 am the first day of class.

- Chapters One: Exercises 1.1, 1.4
- Chapter Three: 3.1 – 3.6 and 3.8
- Chapter Four: 4.4, 4.6 & 4.8
- Chapter Six: 6.1-6.6

Part B) Students will complete the Inventory of Foundation Competencies in Social Work with Groups (IC-SWG – located in the Macgowan, M. J. (2012) article), and identify 4 items that they have rated lowest on the confidence scale with possible reasons for the ranking. To be added to drop box by first morning of class.

- Select two skill-based competencies for demonstration of learning.
- Select two knowledge-based competencies for demonstration of learning.

Part C) One-page Session or Group Activity plan (maybe in point form with a scanned copy of the activity attached - Please bring to the morning of the first class and add to drop box on/or before the first morning of class.

Develop an overview for a 20-25-minute session or activity plan. Include the following:

- (a) the type or kind of proposed group.
- (b) the purpose of the group.
- (c) target group or population.
- (d) goals intended to achieve.
- (e) the length of the session (20 -25 minutes) and theme being addressed.
- (f) a detailed description of the proposed group session including:
 - goals and objectives of the activity.
 - duration of the activity.
 - brief description of each step of the activity or tasks to be completed with instructions.
 - any supplies, props, or equipment that would be needed for the session.
 - three Sample post activity facilitating (debriefing) questions.

Assignment 2: Co-Facilitator Group Session Plan & Simulation Activity 30% of Total Grade (Part A & B, Due February 22, 2024, 9:00am-12:00pm, in class presentations. Part C Due February 29th, 11:59pm).

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

Assignment Description:

Part A: Co-Facilitation Group Simulation Activity: This experiential learning activity will involve co-facilitating in groups of 5-6 a simulation involving a 20-25-minute experiential activity that may come from the group session planned in Assignment One, or if needed a newly developed plan that will be suitable to the class. All leaders must be actively involved in group facilitation of the activity as either leaders or clients. The group simulation will be evaluated in the following areas: a) effectiveness of facilitation and communication, b) leadership management of group process and dynamics, c) session content, teamwork and preparation. Please see d2l for criteria and Rubrics.

Part B: Group Plan the following plan is to accompany the group simulation activity and is to be given to the instructor in advance of implementing the activity. The plan is to include the following elements with group members names attached to their tasks and responsibilities:

- a. The type or kind of proposed group activity with session length and topic.
- b. Purpose/rationale/goals for session and exercises are clearly explained in session plan and how the session aligns with the group purpose and the stage of group development.
- c. Rationale for topic supported by peer reviewed scholarly literature and correctly referenced using APA 7th ed.
- d. Session plan is complete and logically sequenced that specifies the skills leaders intended to focus on/demonstrate.
- e. Activity is clearly explained in the plan with a detailed description with steps outlining the group session including:
 - duration and brief description of each component.
 - any supplies, props, or equipment that would be needed for the session.
 - content or activity.
 - debriefing activity.
 - includes who is assigned to what leadership tasks.

Please note:

1. If there are simple props such as paper or string required for the activity, please send by email to the class in advance of the class simulation. There should be no cost to the class participants.
2. The activity simulation is to be realistic to the students in SOWK 307 class.
3. Students will submit a copy of their experiential session plan to the instructor at the beginning of the class. Students are asked to make the session plans concrete and specific with goals and objectives, organized with the specific activity and easy to follow.
4. Following the simulation, the co-facilitators will facilitate a five-minute debriefing session with group.
5. Fellow classmates to complete written feedback (form provided) of the experiential activity to the course instructor (via Dropbox) and to the co-facilitators.
6. During the session and feedback period, co-facilitators will demonstrate effective use of group communication and group process skills, effective group leadership/facilitation skills for a beginning social worker.

Please note: If there are simple props such as paper or string required for the activity, please send by email to the class in advance of the class simulation. There should be no cost to the class participants. Please refer to d2l for Rubrics.

Part C: Each individual student will submit a 1-page self-evaluation (form provided) that summarizes their contributions to this assignment. Students will be asked to suggest an honest score out of 10 that reflects their effort and contributions to this assignment.

PRACTICE WITH FAMILIES' MODULE ASSIGNMENTS (50% of the course final)

Assignment 1: Experiential Practice Activities (20% of the overall course grade)

Due Date: February 23 and 24 (within class)

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

Assignment Description:

Students will participate in experiential learning activities, including in-class role plays related to specific family-based counselling/interview skills, as well as simulated counselling sessions to demonstrate a synthesis and application of these skills to simulated clinical scenarios. Students are expected to participate in the roles of simulated social worker, simulated client and observers (i.e., observers offer constructive relevant feedback regarding the demonstrated skills they are witnessing). Students are also expected to participate in large-group discussions within class in order to critically examine key learnings from their respective role plays. Students may also consider utilizing the D2L learning environment as a venue to continue class learning activities.

Assessment Criteria: A marking/grading rubric will be provided via D2L outlining the assessment process and criteria.

Assignment 2: Genogram or Tree of Life (15%) and Reflective Paper (15%) – Total of 30% of course grade

Due Date: March 10 by 11:59pm

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

Assignment Description:

Part A: Students will work in small groups or independently to create a visual assessment and mapping tool (Genogram or Tree of Life). You can either use the family created within your groups, a family you constructed on your own or a family reflecting your own family of origin. This visual assessment and mapping tool will be consistent with practices and approaches reviewed within the course and should be created with a legend (where applicable), reflecting on the storyline, structure and relationship dynamic that exists amongst the members of your selected family, as well as intergenerational strengths and resiliency factors. Please ensure that your family case background includes at least 3 generations (if using a genogram).

Part B: Students are expected to provide an overview of the family depicted in the assessment tool of choice (Genogram or Tree of Life) by identifying the structure, dynamic, presenting issues or areas of concern as well as a reflection of their own approach and engagement strategy during this assessment. Comment on what this process of information gathering was like for you (or collectively as a group) while completing the Genogram or Tree of Life. Consider your own (or collectively as a group) social location and approach to anti-oppressive practice and how this might have influenced this exercise. You may also consider writing about your reflections on the strengths and limitations of the Genogram or Tree of Life as a tool, as experienced by you (or your group) while completing the assessment. Reflect on what you (or collectively as a group) did well and what could have been done differently. Please note that this paper can be submitted to accompany Part A, as a group or individually.

This paper will be no longer than five (5) double-spaced typed pages (excluding title page/references). You are required to support your discussion by appropriately referencing at least **three scholarly sources** including books, peer reviewed journal articles, relevant policy documents and/or community-based knowledge/information. Please post a copy of your assessment tool (Genogram or Tree of Life) and paper on the drop box on D2L

Assessment Criteria: A marking/grading rubric will be provided via D2L outlining the assessment process and criteria.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

FAMILY MODULE ATTENDANCE AND PARTICIPATION EXPECTATIONS

Consistent participation throughout the course is essential. Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These in-class activities are a component of the class participation grade, as outlined in the assessment section above. Without a formal academic accommodation (see below) it will not be possible for students to arrange make-up assignments if they miss a class or a participation component because of the experiential nature of learning in the course.

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 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

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Assignments submitted after the deadline will be penalized with a grade reduction of 5% per day for up to 7 days after which it will receive a 0. Extensions must be discussed with the instructor ahead of time – see below.

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. If the assignment request for extension is not requested in advance students will receive a 0.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>.

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 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.

ADDITIONAL SUGGESTED READINGS

Practice with Families:

Butler, J. F. (2008). The family diagram and genogram: Comparisons and contrasts. *The American Journal of Family Therapy*, 36(3), 169-180.

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_miscellaneous_61422887

Congress, E. Piller., & González, M. J. (2013). *Multicultural perspectives in social work practice with families* (3rd ed.). Springer Pub. Co. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1037860&ppg=1>

Haselhurst, Moss, K., Rust, S., Oliver, J., Hughes, R., McGrath, C., Reed, D., Ferguson, L., & Murray, J. (2021). A narrative-informed evaluation of tree of life for parents of children with physical health conditions. *Clinical Child Psychology and Psychiatry*, 26(1), 51–63.
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_scopus_primary_2007387501

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