



Course & Session Number	SOWK 307 S11/T11	Classroom	Edmonton Classroom TBA
Course Name	Practice Skills in Context		
Dates and Time	Block Week courses: January 2-6, 2024. Groups Module: January 2, 3 and 4 (AM) Family Module: January 4 (PM), January 5 and 6 Dates and Time: 9:00am -4:00pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Krista Osborne, MSW, RCSW	Office Hours	As Requested
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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

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

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 course will take place **online** via Desire2Learn (D2L) and face to face in the block week residencies. To best succeed in the course, students are to participate in the asynchronous learning tasks using the D2L learning environment and to be fully present in the residencies.

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 online discussions. Active participation is 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.

By the end of the Practice with Families module, students will be able to:

1. Demonstrate interviewing and counselling skills to practice at individual, family, group, organization, community, and population levels;
2. Describe their self-knowledge and use of self in relationship with others;
3. Demonstrate additional skills in building and maintaining empowering social work relationships with families and groups 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; and
7. Define concepts associated with systems and systemic work and demonstrate their understandings of this new language through practice and discussion.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Groups Module:

- Zastrow, C., & Hessenaur, S. L. (2018). Empowerment series: Social work with groups: Comprehensive practice and self-care. Brooks/Cole Publishing
- 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.ualgary.ca/doi/full/10.1177/1049731512443288>

Families Module:

Makokis, L., Bodor, R., Calhoun, A., & Tyler, S. (2020). *Opihkinâwasowin/Growing a Child: Implementing Indigenous Ways of Knowing with Indigenous Families*. Fernwood Publishing.

Glass, V. Q. (2024). 43 Building Blocks to Conceptualizing Family: A Family System's Perspective. In *Foundational Concepts and Models of Family Therapy* (1st ed., Vol. 1, pp. 43–52). Routledge. <https://doi.org/10.4324/9781003382621-6>

Reiter, M. D. (2019). Family Life Cycle. In *Substance Abuse and the Family* (2nd ed., pp. 117–135). Routledge. <https://doi.org/10.4324/9780429459573-7>

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

Important Dates for Winter 2024

- Start of Term: Tuesday, January 2, 2024
- First Day of Class: Monday, January 8, 2024
- End of Term: Tuesday, April 30, 2024
- Last Day of Class: Tuesday, April 9, 2024
- Term Break: Sunday to Saturday, February 18 - 24, 2024
- Fee Deadline: Friday, January 26, 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

Group Module Block Week Schedule

Practice with Groups S11 Schedule		
Date	Topic	Readings/Assignments Due
Practice with Groups	Preparation Read Chapter 1-6:	

Pre-Course Learning	<p>Zastrow, C., & Hessenaur, S. L. (2018). <i>Empowerment series: Social work with groups: Comprehensive practice and self-care</i>. Brooks/Cole Publishing</p> <p>Read article: Macgowan, M. J. (2012). A standards-based inventory of foundation competencies in social work with groups. <i>Research on Social Work Practice</i>, 22(5), 578-589.</p> <p>Read Chapter 1: Makokis, L., Bodor, R., Calhoun, A., & Tyler, S. (2020). <i>Opihkinâwasowin/Growing a Child: Implementing Indigenous Ways of Knowing with Indigenous Families</i>. Fernwood Publishing.</p> <p>Assignment Complete Groups Assignment 1 and submit Part A and Part B on prior to the beginning of residency.</p>		
Practice with Groups Module Day 1: January 2 9-4 pm	9:00-10:00	Introductions Experiential Learning: Initial Stage Group (Instructor led)	DUE: Groups Assignment 1 A and B
	10:00-10:30	Overview of group types, functions, and mutual aid processes	Chapter 1: Groups: Types and Stages of Group Development Chapter 2: Social Group Work and Social Work Practice
	10:30-10:45	Break	
	10:45-12:00	Professional uses of self in group Stages of group development	Chapter 3: Group Dynamics: Leadership
	12:00-1:00	Lunch	
	1:00-1:45	Experiential Learning: A Competition.	Chapter 6: Task Groups
	1:45-2:00	Class Debrief	
	2:00-2:15	Break	
	2:15-2:45	Group facilitation skills, stages of group process, conflict in groups	Chapter 4: Group Dynamics and Norms Chapter 5: Verbal and Non-Verbal Communication
	2:45-3:45	Group Leadership Planning	Planning of Task Groups

			Co-Facilitation Planning for Student led groups to be run in Families Module.
	3:45-4:00	Wrap up Activity	
Practice with Groups Module Day 2 January 3 9-4 pm	9:00-9:30	Student led Task Group <ul style="list-style-type: none"> • Experiential Learning 	
	9:30-12:00	<ul style="list-style-type: none"> • Indigenous Contexts 	Guest Speaker- Lincoln Nanaquawetung Makokis et al. (2020) Chapter 1
	12:00-1:00	Lunch	
	1:00-1:45	Conflict in groups <ul style="list-style-type: none"> • Addressing discrimination and Equity Issues in Groups 	Supplementary Readings on D2L
	1:45-2:15	<ul style="list-style-type: none"> • Ending Groups 	Chapter 14: Termination and Evaluation
	2:15-2:30	Break	
	2:30-3:30	<ul style="list-style-type: none"> • Preparation for group facilitation 	Co-Facilitation Planning for Student led groups to be run in Families Module.
	3:30-4:00	Student led Task Group Experiential Learning	
Practice with Groups Module Day 3 January 4th 9:00-12:00	9:00-9:30	Student led Task Group <ul style="list-style-type: none"> • Experiential Learning 	
	9:30-10:00	Interprofessional Practice Talk	Canadian Interprofessional Healthcare Collaborative: Interprofessional Practice Framework- Posted on D2L
	10:00-10:45	Interprofessional Practice Exercise	
	10:45-11:15	Break	
	10:45-11:45	<ul style="list-style-type: none"> • Preparation for group facilitation assignment 	
	11:45-12:00	Student led Task Group <ul style="list-style-type: none"> • Experiential Learning 	

Families Module Block Week Schedule

Practice with Families S08 Schedule			
Date	Topic		Readings/Assignments Due
Pre-course Learning	<p>These are recommended readings prior to the course but it is not expected. Integration of this material will happen throughout the residency and be demonstrated through assignments.</p> <p>Makokis, L., Bodor, R., Calhoun, A., & Tyler, S. (2020). <i>Opihkinâwasowin/Growing a Child: Implementing Indigenous Ways of Knowing with Indigenous Families</i>. Fernwood Publishing.</p> <p>Glass, V. Q. (2024). 43Building Blocks to Conceptualizing Family: A Family System's Perspective. In <i>Foundational Concepts and Models of Family Therapy</i> (1st ed., Vol. 1, pp. 43–52). Routledge. https://doi.org/10.4324/9781003382621-6</p>		
Practice with Families Module Day 1 January 4 PM 12:00-4:00 pm	1:00-1:30	Student led Task Group <ul style="list-style-type: none"> • Experiential Learning 	DUE: Group Leadership Plan for Practice Groups assigned to Practice Group A
	1:30-2:30	Practice Groups: Discussion of Family genogram/eco-map/kinship map/tree of life	Makokis et al. (2020) Chapter 2
	2:30-2:45	Break	
	2:45-3:00	Debrief	
	3:00-3:30	Theory and practice related to family-based social work.	Glass, V. Q. (2024).
	3:30-4:00	Student led Task Group <ul style="list-style-type: none"> • Experiential Learning 	
Day 2 January 5th 9:00-4:00 pm	9:00-9:30	Student led Task Group <ul style="list-style-type: none"> • Experiential Learning 	DUE: Group Leadership Plan for Practice Groups assigned to Practice Group B
	9:30-10:30	Practice Groups: Discussion of Family and Culture	Makokis et al. (2020) Chapter 3 and 4
	10:30-10:45	Break	
	10:45-11:30	Debrief	
	11:30-12:00	Family Life Cycle and Attachment Theories	
	12:00-1:00	Lunch	

	1:00-1:45	Families Patterns and Conflict	DUE: Group Leadership Plan for Practice Groups assigned to Practice Group C
	1:45-2:45	Practice Groups: Families Patterns and Conflict	
	2:45-3:00	Debrief	
	3:00-3:15	Break	
	3:15-4:00	Student led Task Group <ul style="list-style-type: none">• Experiential Learning	
Day 3 January 6th 9-4 pm	9:00-9:30	Student led Task Group <ul style="list-style-type: none">• Experiential Learning	DUE: Group Leadership Plan for Practice Groups assigned to Practice Group D
	9:30-10:30	Practice Groups: Wrapping up of Family Work	
	10:30-10:45	Break	
	10:45-11:00	Debrief	
	11:00-12:00	Assessment and Intervention Strategies	Makokis et al. (2020) Chapter 3 and 4
	12:00-1:00	Lunch	
	1:00-2:00	Family Social Work	Makokis et al. (2020) Chapter 5-7
	2:00-2:15	Break	
	2:15-4:00	Final Wrap up	Instructor Run Group
After Residency Assignment dates			
Groups Module			
January 12	DUE: Assignment 2 Part 3: Reflection of Group Facilitation		
Families Module			
January 16	DUE: Assignment 1: Reflective Journal on Family Residency		
January 30	DUE: Assignment 2: Family Description		

*** This schedule is tentative**

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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

PRACTICE WITH GROUPS MODULE (50% of total course grade)

Assignment 1: Skills Practice, Development, and Integration (10%)

Due Date: January 2 @ 9:00 AM

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

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 and B) below are to be completed and added to Dropbox prior to first day of residency.

This assignment is composed of 2 components with some activities will be used in class.

Grading is Complete/Incomplete. Any activities (Part A and B) not handed in on the morning of the first class will receive a 0 except for extenuating circumstances.

Part A) Readings and Activities:

Read Chapters 1 to 6 of course text (Zastrow & Hessenaur, 2018) to be completed by 9:00 am the first day of class.

Complete the following Brief Exercises from your text:

- 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) Inventory of Foundation Competencies in Social Work with Groups.

Students will complete the Inventory of Foundation Competencies in Social Work with Groups (IC-SWG) and identify 4 items that they have rated lowest on the confidence scale with possible reasons for the ranking. This will be used in your Assignment 2 to help you focus on skill development. Submit to Dropbox on D2L prior to residency.

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

Assignment 2: Facilitate a Group Activity 35%

Due Dates: Part 1: To be assigned during residency Part 3: January 12th at 11:59

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

Assignment Description:

This experiential learning activity will involve facilitating or cofacilitating a group in class.

Options:

Option 1: Co-facilitation of a Family Group

Students will be assigned into teams of 2-3 and will be responsible for running a supportive conversation around one of the following topic areas: Family Descriptions, Families and Culture, Families in Conflict or Wrapping up Family work. Topics will be assigned on the first day of the Groups module. Students will co-facilitate a 45-minute supportive group activity to be completed during the in-person residency during the Families Module of this course.

Students will review course content connected to the timing of their group facilitation assignment. This includes information in the Groups module related to the timing (beginning group, middle groups, or end group) as well as Families module content related to the topic of their group facilitation.

The type of group that the students will be facilitating will be a support group and not an educational group as such students will be prepared to run this group as a circle activity teaching group. All leaders must be actively involved in group facilitation of the activity. There is class time allotted for the planning of this activity.

Option 2: Facilitation of an Opening or Closing of the Class

If students choose, a student can instead choose to facilitate an opening or closing activity to be done during the residency with the entire class. This activity should take 15-30 minutes and be connected to the content of the course and the stage of the residency. These can be a task group that is fun, educational, culturally relevant, or supportive in nature. There is class time allotted for the planning of this activity.

Part One: Develop a Group Plan (in residency 15%)

The plan will be submitted to D2L prior to the running of the group. 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 the textbook and one 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; and,
 - 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

Part 2: Run the Group (during the residency)

- a) Students will submit a copy of their experiential session plan to the instructor prior to running the group.
- b) For Option 1: Fellow classmates to complete written feedback (form will be provided) to the course instructor after the session. These will be shared with the co-facilitators.
- c) For Option 2: The instructor will provide written feedback of the student's skills.
- d) During the session facilitators will demonstrate effective use of group communication and group process skills, effective group leadership/facilitation skills for a beginning social worker as identified by their peers in the feedback forms or from the instructor.

Part 3: Reflection of Leadership Skills (20% Due January 12th)

In this assignment, students will be graded on their analytical ability, self-reflections on strengths and growth areas, and their ability to set concrete goals specific to growth in group facilitation skills. Referring to the course text, other readings, and their pre and post-tests results from the "Inventory of Foundation Competencies in Social Work with Group", students will address the following:

- a) How they saw their role in their Group Facilitation assignment with a description their personal performance.
- b) Observations around their group with respect to stage(s), member attributes, conflict, and overall functioning.
- c) Assess their own group leadership skills and one identify at least one specific area for future development.

The paper will be approximately 1000 words (50 words under or over is acceptable), double space, 12-point font, not including cover page and references. A minimum of 5 academic, peer reviewed references are required, APA 7th ed. Format and students should also refer to course readings and content. The paper is to be submitted to the D2L Dropbox.

Assignment 3: Participation (5%)

Aligned Course Learning Outcomes: 2, 3, 7

Assignment Description:

As part of the student's mark, students are expected to participate in-class practice groups. Participation helps students understand the role of participant in the group experience as well as contributes to self-awareness of one's own experiences in group. After practice groups are completed, students will provide their group facilitator with written feedback. Feedback forms will be provided in class. Responses should reflect social work values and ethics, add additional thoughts to the discussion and be communicated clearly from a strengths-based perspective. This is a pass/fail mark for each content practice group.

PRACTICE WITH FAMILIES' MODULE (50% of Total course)

Assignment 1: Reflective Journal on Family Module Residency (20%)

Due January 12th @ 11:59 pm

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

Assignment Description:

For this assignment, you will complete a reflective journal. The focus of this journal may include, but is not limited to, your thoughts, reflections and critical analysis regarding:

- a) the family module activities, experiential activities, class discussion and materials and/or how you are impacted by this material.
- b) professional ethical issues that arise via the class materials/discussions, including the application of social work values and ethics,
- c) the application of the family module materials to social work contexts, populations and/or clients
- d) the person-of- the-social worker, including examining issues of power/privilege related to your social location, how you navigate personal/professional boundaries, personal/professional values.
- e) how you engage in self-awareness and/or self-care activities of relevance to the module's materials. You may also consider including a summary section to this journal that provides an overall summary/synthesis of your learning process through the Family module residency.

Students may submit this reflection via the format of their choosing including audio/video or writing submission. An audio/ video submission should be planned, organized, and include a reference page. It should be no longer than 10 min. A submitted paper will be no longer than five (5) double-spaced typed pages excluding references with a minimum of 11-point font and 1-inch margins. Any references used throughout the paper are required to conform to APA format (7th ed.)). Please submit your assignment via D2L drop box.

Assignment 2: Family Description (30%)

Due: January 30th at 11:59PM

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

Assignment Description:

The assignment will include a copy of the exercises as well as an informal reflective paper six to eight pages (6 to 8) or 10-15 min video or audio submission paper. This is not intended to be an academic paper, so no extra outside resources are necessary but should be properly referenced if used.

The submission will include:

Part A: Family Descriptions (10%)

Students will read the information on D2L about Genograms, Eco-maps, Kinship mapping, and Tree of Life activities. Students will then complete a genogram and also one of the other ways to look at the structure of a person's family. Please use the exercises that best fits your own understanding of your family system. Students are free to define family in whatever way best fits in their life. Nuclear families, extended family systems, kinship families, chosen families and other conceptualizations of family are all valid. This portion should include:

- a) A copy of each completed exercises

- b) An overview of the experience of completing the exercises
- c) A critical reflection on the process of completing the exercise, what they recognize about their own beliefs, values, world view, and behavioural patterns etc. in the various exercises.
- d) How can you see these used in practice

Part B: ohpikinawasowin: Growing a Child (20%)

- a) Reflection on the chapters from the textbook (ohpikinawasowin: Growing a Child)
- b) How does this Indigenous view on family work influence the student's perspectives on family work? How does this relate to your lived experience? How is it different?
- c) What are things that you learned that surprised you?
- d) What was it like to hear the teachings of the Elders using the QR codes?
- e) Students will you relate your learnings to social work practice using the Social Work Code of Ethics and Standards of Practice.

Assessment Criteria: Students will be graded on clarity of thought and presentation, critical thinking connection to practice and ability to self-reflect. If the student uses a written format, then they will be evaluated on APA 7 formatting. If students choose and audio/video formatting a reference document should be included if external resources were used. A detailed rubric will be posted on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be present and fully engaged during residencies. Participation in group activities and providing feedback to group facilitations is part of the student's grade as described above.

For Asynchronous content, a participation mark in course discussion boards is part of the student's grade as described above.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments must be submitted in Word format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date (unless otherwise noted). 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 and 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. Rounding will occur up to the nearest percentage if there is a .5 or more.

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