



Spring 2024

Course & Session Number	SOWK 551.19 S01	Classroom	Zoom and Asynchronous Activities
Course Name	Tools for Social Justice and Reconciliation		
Dates and Time	Zoom classes and Asynchronous Activities from May 6 to June 12, 2024 Dates Zoom Classes: May 8, 15, 22, 29; June 5, 12 Times for Zoom Classes: 6-9PM Mohkinstsis/Mountain Time Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Liza Lorenzetti (she/they) MSW, RSW, PhD	Office Hours	Flexible
UCalgary E-mail	lakloren@ucalgary.ca	UCalgary Phone	Cell number to be shared in class.

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.

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

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

SYLLABUS STATEMENT

Focuses on theory and practice related to social work interventions.

COURSE DESCRIPTION

This course provides participants with an opportunity to enhance your knowledge of and comfort with community-based social justice praxis through experiences, theory, stories, relationships, and reflection. The focus will be on the utilization of multiple tools or strategies to affect social change.

This course is an extended conversation on the ethics, knowledge, relationships, and skills required for social justice work. Through zoom gatherings and asynchronous learning and activities, we will examine the roles of individuals, communities, organizations and systems and their impacts on local/national/transnational politics, policies, and movements. You will be provided with opportunities for encounters with groups and individuals who are pursuing social justice through multiple approaches. You are encouraged to examine your personal perspectives on social justice and social action through this course. Tools for issue analysis, group processes and awareness-raising will be demonstrated through participatory experiences. Key concepts include Indigenous knowledges, decolonial and racial justice, reconciliation, power, systemic disadvantage, migrant rights, gender and sexuality rights, mutual aid, social networks and intersectionality. Popular education, experiential learning and critical pedagogy will be used to promote critical self-reflection and solidarity practices. Students will develop and enhance skills that can be employed in the contexts of community, organizations and policy work. Understanding the basic values, as well as the ethical, strategic, evaluative, and political issues involved in social justice work are key learnings.

This is an online course (D2L and Zoom are employed in this course). It is my hope that you will participate and contribute to creating and maintaining an ethical space where all participants (teacher and students) can engage in a respectful and reciprocal learning process. When unable to participate due to unforeseen circumstances, inform the instructor via email, text or phone call in advance and be prepared to discuss an alternative assignment. As your teacher, I look forward to learning from your knowledge and experiences!

COURSE LEARNING OUTCOMES

Upon successful completion of this course, you will:

1. Be immersed in an ongoing process of critical self-reflection/analysis, group discussion and action towards a deeper understanding of your roles and relationships in truth and reconciliation, racial justice and other aspects of social justice work.

2. Examine and apply your understanding of structural injustice, intersectional oppression (racism, classism, sexism, hetero/cis-sexism, ableism, faith-based discrimination etc.) group-work, community organizing, and systems change.
3. Gain knowledge and competence in applying a selection of tools utilized in social justice work as an invitation to develop your own approaches to address structural inequalities and advancing personal and social transformation.
4. Use identity-based caucusing to support critical reflexivity towards an antiracist and anticolonial personal framework.
5. Build your network of community practitioners and activists through relational activities.
6. Examine and develop your roles in solidarity work, thinking and feeling with compassion and building congruence between self and social work values.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook for this course. All required readings and audio/visual resources are listed in the class schedule and posted on D2L.

Following are reference documents for to this course. Readings are noted in the course schedule and on D2L and are available online:

Alberta College of Social Workers (2023). *Standards of Practice*. Edmonton, AB.

<https://www.acsw.ab.ca/site/practice-resources>

Canadian Association of Social Workers (2024). *Code of ethics, values and guiding principles*. Ottawa, ON.

<https://www.casw->

[acts.ca/files/attachements/CASW_Code_of_Ethics_Values_Guiding_Principles_2024_0.pdf](https://www.casw-acts.ca/files/attachements/CASW_Code_of_Ethics_Values_Guiding_Principles_2024_0.pdf)

Canadian Association of Social Workers (2020). *Scope of Practice Statement*. Ottawa, ON.

https://www.casw-acts.ca/files/attachements/Scope_of_Practice_Statement_2020_1.pdf

International Federation of Social Workers (2023). *Global definition of social work*.

<https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/>

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. All students are expected to review this site, course expectations, and due dates for assignments.

RELATIONSHIP TO OTHER COURSES

This course is a focused aspect of generalist social work practice. It applies a “macro” perspective although the content is deeply embedded in personal work and transformative learning. The content is complementary to community development, anti-oppression and social justice courses, and builds upon material presented in group practice, research, and social policy.

CLASS SCHEDULE

Important Dates for Spring 2024

- Start of Term: Wednesday, May 1, 2024
- First Day of Class: Monday, May 6, 2024
- End of Term: Sunday, June 23, 2024
- Last Day of Class: Monday, June 17, 2024
- Fee Deadline: Tuesday, May 14, 2024
- Victoria Day, no classes: Monday, May 20, 2024

CLASS SCHEDULE		
<p>Important: This class is approximately 6 hours per week, divided into 3 hours of asynchronous and 3 hours of Zoom classroom time. An exception will be the week of June 2nd, which will require 6 hours of Zoom (see schedule). Synchronous and Asynchronous class time equates to 36 hours. The remaining 3 hours of class time will be provided to students for their Solidarity Action Assignment.</p> <p>*Additional schedule details, including guest speakers, may change due to guest speaker availability.</p>		
Date	Topic	Readings/Assignments Due
<p>May 6/7 Asynchronous Activity</p>	<p>Placing Ourselves in the Work: Positionality and Authenticity</p> <p><i>Learning/Reflection:</i> -Review the two brief videos and 1 webinar assigned for this class.</p> <p><i>Activity:</i> Building on the any of the concepts shared in the videos, relate this to your own story and your passion for social change. Prepare to share a two-to-three-minute introduction/reflection with the class on May 8. <i>*This is an informal sharing from the heart – no PowerPoints etc. are required.</i></p>	<p>View: - Bamboo Shoots. (2019). <i>Land acknowledgement #7.</i> https://www.youtube.com/watch?v=oTHukCFpEXE</p> <p>-Ermine, W. (2011) What is ethical space? Collective ethics as a path to resisting burnout. <i>Insights, Differently Knowings Speaker Series.</i> Retrieve from https://www.youtube.com/watch?v=85PPdUE8Mb0</p> <p>-Lorenzetti, L. (2019). Power and collective resistance https://explore.ucalgary.ca/power-collective-resistance (webinar)</p>
<p>May 8 6:00-9:00PM</p>	<p>Opening in a Good Way and Deep Welcome in Relationship</p> <ul style="list-style-type: none"> ● Course opening by Cree/Métis Elder Kerrie Moore of Kiiipitakyoyis Grandmother’s Lodge, Faculty of Social Work ● Welcoming and Belonging ● Relational reflexive sharing ● Program and course philosophy and details 	<p>Required Prior to Class</p> <p>View: -Crowshoe, R. & Crowshoe, R. (2022). Sanctified kindness. Retrieve from https://www.youtube.com/watch?v=ApXseEUZRxQ&t=70s</p> <p>-Moore, K. (2008). <i>It is in the spirit that we find love.</i> https://www.youtube.com/watch?v=mWaablhDIFA</p>

	<p>Prepare for class: Please see instructions on May 6th to prepare your reflection</p>	<p>Read: -Gilbert, A., & Sliep Y. (2009). Reflexivity in the practice of social action: From self to inter-relational reflexivity. <i>South African Journal of Psychology</i>, 39(4), 468-479. doi:10.1177/008124630903900408</p>
<p>May 13/14 Asynchronous Activity</p>	<p>Foundational concepts and approaches: Relational praxis</p> <p><i>Learning/Reflection:</i> View the Zoom teaching and the video and read the article.</p> <p><i>Activity:</i> Prepare for class on May 15 by reflecting on this question: <i>What are three core values that you are committed to? Can you think of one story where your values were applied or tested?</i></p>	<p>View -Lorenzetti, L. (2024). Recorded teaching on foundational concepts and practices on Zoom. -LaDuke, W. (2014). <i>Minobimaatisiwin</i>. Retrieve from https://www.youtube.com/watch?v=pPJ3nrsCcrE&t=241s</p> <p>Read: -Lorenzetti, L (2013). Developing a cohesive emancipatory social work identity: Risking an act of love. <i>Critical Social Work</i>, 14(2), 47-59 Glassman, M. (2000). Mutual aid theory and human development: Sociability as primary. <i>Journal for the Theory of Social Behaviour</i>, 30(4), 391-412. https://doi.org/10.1111/1468-5914.00137</p>
<p>May 15 6:00-9:00PM</p>	<p>Organizing in Ethical Spaces: Racial Caucusing as Learning, Healing and Organizing</p> <ul style="list-style-type: none"> • Values (small group learning) • Caucusing activity with guests 	<p>Required Prior to Class</p> <p>Read: -CommunityWise Resource Center. (2017). <i>Anti-racist organizational change: Resources and tools for nonprofits</i>. Retrieve from http://communitywise.net/wp-content/uploads/2017/10/AROC-Resources-and-Tools_web.pdf -Hudson, K.D. & Mountz, S.E. (2016). Teaching note—Third space caucusing: Borderland praxis in the social work classroom. <i>Journal of Social Work Education</i>, 52(3), 379-384. -Lee., E.O.J. (2019). Responses to structural violence: The everyday ways in which queer and trans migrants with precarious status respond to and resist the Canadian immigration regime. <i>International Journal of Child, Youth and Family Studies</i>, 10(1), 70–94.</p>
<p>May 17: Confirm Your Area of Focus for Assignment 2: Solidarity Action and Reflection by 11:59PM</p>		
<p>May 21</p>	<p>Asynchronous Activity</p>	<p>No readings required</p>

<p>Asynchronous Activity Inspirational conversations</p>	<p><i>This asynchronous time can be used to meet your inspirational conversationalist or work on Assignment 1 (see Assignment 1 and D2L for more information)</i></p>	
<p>May 22 6:00-9:00PM</p>	<p>Migrant Justice and Sex Trafficking: Creative Approaches to Resistance</p> <ul style="list-style-type: none"> • Capitalism: Status, precarity and migrant justice movements <p>Guests: Nellie Alcaraz, Rita Dhungel and Fobete Dingha</p> <p>Prepare for class: <i>Come to class prepared to discuss your take-aways from your two selected films.</i></p>	<p>Required Prior to Class View: Review a minimum of 2 of films – 24 Days in Brooks and one other film from the Migrant Film Festival 2021. -Inkser, D. (2007). <i>24 days in Brooks</i>. https://www.youtube.com/watch?v=vyUnnKXJNjl -Select 1 Film from Migrant Film Festival 2021. <i>Films can be accessed:</i> http://mrff.ca</p> <p>Read -Alcaraz, N. Ferrer, I., Aves, G. & Lorenzetti, L (2020). Hiding for survival: Highlighting precarity and lived experiences of non-status Filipinos in Canada amidst labor abuse. <i>Journal of Human Rights and Social Work</i> (in press). <i>Posted on D2L.</i></p> <p>Learn More (Not required) Zoledziowski, A. & Gutierrez, N. (2020). <i>Land defenders are killed in the Philippines for protesting Canadian mining</i>. Vice World News. Retrieve from https://www.vice.com/en/article/qj4743/land-defenders-are-killed-in-the-philippines-for-protesting-canadian-mining</p>
<p>May 27 or 28 Asynchronous Activity</p>	<p>My Communities Activity: Moving from Ideas to Action</p> <p><i>Learning/Reflection:</i> View the Zoom teaching.</p> <p><i>Activity:</i> -Follow the steps in the video. -Post your reflection on D2L -Provide feedback to two peers (further instructions will be shared)</p>	<p>View: Lorenzetti, L. (2024). Social capital, social networks and influencing change.</p> <p>Learn More (Not required) Parada, H., Barnoff, L., Moffatt, K., & Homan, M. S. (2011). <i>Promoting community change: Making it happen in the real world</i> (first Canadian Edition). Nelson Education Ltd. (Read pp.35-67; Chapter 7: Powerful Planning 142-165 and Chapter 15: Lobbying 362-378).</p>
<p>May 29 6:00-9:00PM</p>	<p>Organizing for Power: World Café with guests</p>	<p>Required Prior to Class Read:</p>

	<p>Learn with community organizers who are engaged in transformation change in local and transnational contexts.</p> <p>Guests to be confirmed</p>	<p>-The World Café (2023). https://theworldcafe.com/key-concepts-resources/world-cafe-method/</p> <p>-Alcaraz, N., Lorenzetti, L., Thomas, S., & Dhungel, R. (2021). Breaking isolation: Social work in solidarity with migrant workers through and beyond COVID-19. <i>Social Work</i>, 67(1), 48-57. https://doi.org/10.1093/sw/swab049</p> <p>Samuel, J. (2002). What is people-centered advocacy? <i>PLA Notes</i>, 43, 9-12. Retrieved from http://pubs.iied.org/pdfs/G01974.pdf</p> <p>Learn More (Not required)</p> <p>Lorenzetti, L., Azulai, A., & Walsh, C. A. (2016). Addressing power in conversation and methodology: Enhancing the transformative capacities of the world café. <i>Journal of Transformative Education</i>, 14(3), 200-219. https://doi.org/10.1177/1541344616634889</p>
<p>ASSIGNMENT 1: “Inspirational Conversations” due on June 1 at 11:59PM</p>		
<p>June 3 6:00 – 8:00PM ZOOM</p>	<p>Community Exchange - Youth Perspectives: <i>What Does Anti-Racism and Reconciliation Mean to Me?</i></p>	<p>No readings for this week as this is a Zoom activity.</p> <p>Details to be confirmed with the youth.</p>
<p>June 5 6:00- 9:00PM</p>	<p>Decolonial practice in an interconnected world</p> <ul style="list-style-type: none"> Blackfoot Ways of Knowing, Being and Doing: Painting Rocks Activity with Elder Charlotte YellowHorn Mcleod <p>Preparation: Pick and wash a rock, either let it dry thoroughly for at least a couple of days or put it in the oven at low heat for a couple of hours, and remember to remove it with an oven mitt-☺ Bring paint for your rock.</p>	<p>Required Prior to Class</p> <p>Listen</p> <p>Dewald, E. & Linsley, T. (2023). <i>Reconciliation with Charlotte YellowHorn Mcleod</i>. Unpacked Podcast. Retrieve from https://podcasts.apple.com/ca/podcast/reconciliation-with-charlotte-yellowhorn-mcleod/id1566650394?i=1000537002550</p> <p>Read</p> <p>Jones, K. & Okun, T. (2001). White supremacy culture. <i>Dismantling racism: A workbook for social Change Groups</i> (pp. 1-6). Retrieve from https://pfc.ca/wp-content/uploads/2022/01/dismantling-racism-workbook-en.pdf</p> <p>Learn More (not required)</p> <p>Sanchez, N. (2019, March). <i>Decolonization is for everyone</i>. TEDX SFU. Retrieve from</p>

		https://www.youtube.com/watch?v=QP9x1NnC WNY
ASSIGNMENT 2: “Solidarity Action and Analysis” due on June 10 at 11:59PM		
On June 11th	<p>Self-Care and Social Care Activity</p> <p><i>Learning/Reflection:</i> View the Zoom teaching and associated readings</p> <p><i>Activity:</i> Post your self and social care ideas on D2L (further instructions will be provided)</p>	<p>Watch: Lorenzetti, L. (2024). <i>Self-care and social care</i>. (Zoom teaching).</p> <p>-Resource materials will be shared prior to this activity.</p>
June 12 6:00-9:00PM	<p>Harvesting our Knowledge</p> <ul style="list-style-type: none"> Reflecting on our learnings, our relationships and our community <p>Prepare for class: <i>The central theme of Elder in the Making is the concept of ‘becoming’ the person that one is meant to be through listening, learning, good works, and respecting the land and our place and history. What are your reflections from this film and other course content that you can you bring to strengthen your social justice praxis?</i></p>	<p>Required Prior to Class View: <i>Chris Hsiung (Director) (2018). Elder in the making.</i> Link to stream the film available on D2L</p>
ASSIGNMENT 3: Assessing Your Engagement, Participation and Growth Due on June 18 at 11:59PM		

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ATTENDANCE

Teacher’s Statement: Co-Creating Ethical Space for Teaching and Learning

This course prioritizes an anti-oppressive, trauma-informed and decolonial approach, where all participants (teachers and learners) share in relational accountability for creating and maintaining a

climate of respectful dialogue and treatment of one another. As social workers and aspiring social workers, reflecting our professional ethics inside and outside of the classroom helps us to build congruence between our personal and professional selves. Learners are encouraged to participate in critical reflection, personal growth, and skill-development while learning with the instructors, and from each other and practitioners in the field. The intent of class is to provide opportunities to make connections between thinking, feeling, doing and being. Our social work roles in social and self-care practices in the pursuit of social justice will be emphasized. Ethical space, a concept forwarded by Dr. Willie Ermine, will be explored and practiced in this class.

- As social workers, we are all teachers and learners. We bring our lived experiences, values, critical questions and challenges, and our need to grow to this co-created learning space;
- The inequities and injustices that exist in our environments also exist in the classroom. Our acknowledgment of power and privilege is a starting point for transformative change.
- Difficult conversations, questions and times of discomfort are integral aspects of personal growth and our quest to align our values, thoughts, and actions with the foundational ethics of our profession. This work prepares us to be in solidarity with the individuals and communities who rely on our support as social workers.
- Together, we will strive to demonstrate the utmost respect for one another. We will strive to confront our own privileges and understand our experiences of oppression as a lens through which we experience the world.
- Together, we will work towards anti-racism, decolonization, and equity across genders, sexualities, faiths/secularities, abilities and health/mental health (among others) through our values, thoughts, and actions within the classroom and beyond.
- Together, we will work towards personal and social well-being and healing. We understand that many of us carry adverse experiences and trauma, and that classroom conversations may touch upon those experience. We will practice compassion with our words and actions.
- As social workers, a key learning and practice is interrelational reflexivity, which includes acknowledging our mistakes, seeking to apologize and restoring relationships in a good way.
- Together, our ability to practice social work ethics and values in the classroom reflects the world that we aspire to create.
- Together, we will strive to support one's another's dreams, aspirations and hopes, with the intent of building a community of committed social justice advocates.

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 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.

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek permission 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: Inspirational Conversations

Presentation Date: June 1, 2024, 11:59PM

Weight: 30%

Aligned Learning Outcomes: 1, 2, 3, 5, 6

The purpose of this assignment is to introduce learners to community organizers who have demonstrated abilities in advancing progressive social change. Through an online interview, learners will identify skills, personal qualities and challenges faced by change-makers and formulate new understandings of social issues and social action.

Step One – Conversation

Near the beginning of this course, each learner will be presented with the name, profile and contact information of a community organizer/activist. You will interview your contact using this interview guide and some of your own questions. Guiding questions include: “Who inspired or mentored you to get involved in social justice work?” “What areas or issues are you working on?” “What is one of the most important skills/approaches that you’ve used in your work?” “What challenges do you face?” “What have been your most important accomplishments?” “What advice can you share with emerging community organizers?”

Step Two – Create Your Video. Learners will present the key content, learning and reflections from their conversations in a short Zoom video to be posted in the Discussion Board and shared with their peers (and also in Dropbox for grading purposes). Presentation times are 8-10 (max) minutes per presentation. Grading guide on D2L.

Step Three – Get to know more organizers! Watch two videos from your peers and provide a sentence or two of feedback on the video. (due within a week of submission date)

Assignment 2: Solidarity Action and Analysis

Due date: Confirmation of Focus Area: May 17, 2024. Assignment Due: June 10, 2024, at 11:59 PM

Weight: 40%

Aligned course learning outcomes: 1, 2, 3, 5, 6

- 1) Choose issue of social inequity or injustice that you would like to see changed or addressed that has both local and global impacts within and beyond socially constructed political borders (i.e., Indigenous rights/colonialism, racism, climate justice, labor, im/migration, etc.)
- 2) Conduct background research to deepen your knowledge on the issue and document what actions (actions can be proposed interventions, policies, procedures, if any), and how you plan to engage with the identified issue.
- 3) Select a method/approach you are using to take action on the researched issue. The action centers on your role as a global citizen and not on 'client service delivery'. This can include any of the following:(a) Write a letter or start a petition to an elected official; (b) Write and submit a media article; (c) Participate or organize a social action event; (d) Participate or organize a community meeting; (e) Organize or support a learning a forum or workshop; (f) Start a social media campaign (other ideas are welcome)
- 4) Write a critically reflexive account of your participation and submit artifact (poster, copy of the submitted document, link, or received feedback etc.) from the action taken. Use the following 6 questions to guide your critical reflexive account:
 - a) What issue did you choose to engage with and why is it important? (Minimum of 3 references from background research)
 - b) What are one or two theories that help frame this issue? (e.g., Intersectionality; feminism; post-colonialism, critical race theory – minimum 3 references)
 - c) What strategies and actions are currently being employed to address this issue?
 - d) What actions(s) did you take?
 - e) What are your reflections and self-evaluation on how you engaged with this experience (please include your positionality as a lens for this reflection)?
 - f) What social work practice approaches could be used to further address this issue and what are the challenges (minimum 3 references).

The critical reflection must be between 10-12 pages – Times New Roman 12 font/double spaced not including references and title page (minimum 12 references, APA 7 formatting). Grading guide on D2L.

Assignment 3: Assessing Your Engagement, Participation and Growth: 30% Due June 17th by 11:59PM

This course relies on relational, participatory and ethical engagement of all learners, and as such, a portion of your grade is based on participation. This assignment awards grades for active and respectful engagement with the class, including other students, teachers and guests, during regular synchronous Zoom sessions, as well as preparedness, and the completion of asynchronous activities.

Students will submit a 500-word reflection highlighting their participation in this course. Elements that students may include in the reflection are:

Participation and interactions:

- How many zoom sessions did you participate in?
- How did you participate and be present?
- How would you evaluate your interactions with class participants?

- Did you complete all the required readings and course content, including the asynchronous activities?

Most significant learning and commitments:

- What stands out to you from this course as your most significant learning?
- What do you think you need to do in response to what you have been feeling and learning?
- What commitments do you need to put in place?

Include 3-5 references from course materials.

Aligned with the following Course Level Outcomes: 1, 2, 3, 4, 5, 6

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Class attendance is mandatory, and learners are expected to be present and engaged in class activities and discussions. If you are unable to attend a session, please contact your instructor to arrange an alternative activity. Please refer to the UCalgary calendar for more information on attendance and supporting documentation and the use of a statutory declaration. For students with caregiving roles, if alternative arrangements for care of children cannot be made for a class, children will be welcomed into our seminar to decrease participation barriers for students with caregiving roles. Please contact your teacher.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments through Dropbox in D2L as specified by the teacher. Assignments should have a file name as follows: “First name, last name, assignment number” in Word format. Please note that it is the learner’s responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted on time. **Please submit only the original work that you produce on your own. This will help you build the skills needed for ethical and impactful practice.**

LATE ASSIGNMENTS

To be fair to all learners, extensions will only be considered for urgent circumstances – please contact your teacher prior to the due date. Extensions will not be given after the assignments are due. There will be a 5% late mark for each day that an assignment is late. Assignments that are handed in more than 3 days after the due date without prior discussion with the teacher will not be accepted.

EXPECTATIONS FOR WRITING

All written 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 assignments 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. Rounding up will occur to the next whole number if there is a decimal point above .5 so that a 19.6 would be rounded up to 20, for example, but a 19.5 would not.

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 Experience 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

Additional readings, videos, PowerPoints, or other content shared by the teacher or students in this class will be posted on D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's [Code of Conduct](#).

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to

their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

Research Ethics

“If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics Website](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students’ assignments will be accessible only by the authorized course faculty. [Private information](#) related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s [Sexual and Gender-based Violence Policy](#) guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the [Registrar's website](#) for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk