



Fall 2023

Course & Session Number	SOWK 553.08 S01	Classroom	Online
Course Name	Social Work in Health Care		
Dates and Time	Start of Classes: September 8, 2023 End of Classes: December 1, 2023 Dates and Time: Fridays, 1:00 pm to 3:50 p.m. via Zoom Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Patricia Samson, PhD	Office Hours	As requested, by appointment
UCalgary E-mail	patricia.samson@ucalgary.ca	UCalgary Phone	(780) 492-0108

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

This course examines contexts, theories, practice models and skill development in specialized fields of practice, in this course, within the social work that is offered in health care.

COURSE DESCRIPTION

This course will address the practice of social work in health care reflecting the health care needs of Canada's population. This course will provide an overview of the health care structure, the social determinants of health and the role of the social work in health care. Key concepts pertinent to health care will be explored such as patient-centered care, ethical decision-making, assessment, intervention, documentation, continuous quality improvement and the skills required for social work. In addressing chronic and complex health conditions, social workers bring a unique perspective and have an important role to play in health care by articulating the impact of socio-cultural factors on health and wellbeing and offering interventions to support the achievement of optimal health outcomes, including access to resources to enable continuity of care. This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). Class sessions will include close collaboration with guest speakers from Alberta Health Services who are subject matter experts in a variety of areas throughout this course. The classes will involve a blend of lectures, guest speakers, student presentations, discussions, critical reflections, and interactive work. There may be an opportunity to attend an AHS site for a portion of a day, in which any hours attended for onsite, land-based learning can be credited toward your practicum hours.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will:

1. Have a knowledge base in human development, transitions across the life course, and individual and family practice skills, as relevant to social work in health care.
2. Be knowledgeable about the legislative framework of Canada's and Alberta's health care structures and related strengths, opportunities, and challenges.
3. Identify and articulate equity, diversity, inclusion and decolonization considerations, and the role of the social determinants of health (SDH) relative to social work assessment and intervention.
4. Demonstrate and articulate an understanding of elements of health social work practice, including the role of social workers at micro, mezzo, and macro levels of practice.
5. Demonstrate an understanding of the continuum of social work interventions within social work in health care.
6. Demonstrate an understanding of the importance of documentation in health care, and key guiding principles.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Gehlert, S., & Browne, T., 2019. *Handbook of Health Social Work*. (3rd Ed.). Jossey-Bass.

Required Readings:

- Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative health care teams. *Health & Social Work, 41*(2), 101-109. <https://doi.org/10.1093/hsw/hlw006>
- Arthur, D.P. (2015). Social work practice with LGBT elders at end of life: Developing practice evaluation and clinical skills through a cultural perspective, *Journal of Social Work in End-of-Life & Palliative Care, 11*(2), 178-201. <https://doi.org/10.1080/15524256.2015.1074141>
- Beddoe, L. (2011). Health social work: Professional identity and knowledge. *Qualitative Social Work, 12*(1), 24-40. <https://doi.org/10.1177/1473325011415455>
- Corneau, S., & Stergiopoulos, V. (2012). More than being against it: Anti-racism and anti-oppression in mental health services. *Transcultural Psychiatry, 49*(2), 261-282. <https://doi.org/10.1177/1363461512441594>
- Craig, S. L., Betancourt, I., & Muskat, B. (2015). Thinking big, supporting families and enabling coping: The value of social work in patient and family centered health care. *Social Work in Health Care, 54*(5), 422-443. <https://doi.org/10.1080/00981389.2015.1017074>
- Craig, S. L., & Muskat, B. (2013). Bouncers, brokers, & glue: The self-described roles of social workers in urban hospitals. *Health & Social Work, 38*(1), 7-16. <https://doi.org/10.1093/hsw/hls064>
- Cumming, S., Fitzpatrick, E., McAuliffe, D., McKain, S., Martin, C., & Tonge, A. (2007). Raising the *Titanic*: Rescuing social work documentation from the sea of ethical risk. *Australian Social Work, 60*(2), 239-257. <https://doi.org/10.1080/03124070701323857>
- Czyzewski, K. (2011). Colonialism as a broader social determinant of health. *The International Indigenous Policy Journal, 2*(1), 1-16. <https://doi.org/10.18584/iipj.2011.2.1.5>
- de Saxe Zerden, L., Lombardi, B. M., & Jones, A. (2019). Social workers in integrated health care: Improving care throughout the life course. *Social Work in Health Care, 58*(1), 142-149. <https://doi.org/10.1080/00981389.2019.1553934>
- El-Lahib, Y. (2017). Theoretical dimensions for interrogating the intersection of disability, immigration, and social work. *International Social Work, 60*(3), 640-653. <https://doi.org/10.1177/0020872816651704>
- Fox, M., Hopkins, D., Graves, J., Crehan, S., Cull, P., Birrell, B., & Yeomans, P. (2021). Hospital social workers and their understanding of compassion fatigue and vicarious trauma. *Asian Journal of Interdisciplinary Research, 4*(1), 22-34. <https://doi.org/10.34256/ajir2113>
- Graybeal, C. (2001). Strengths-Based Social Work Assessment: Transforming the Dominant Paradigm. *Families in Society, 82*(3), 233-242. <https://doi.org/10.1606/1044-3894.236>
- Ghelani, A. (2021). Knowledge and skills for social workers on mobile crisis intervention teams. *Clinical Social Work Journal, 50*, 414-425. <https://link.springer.com/article/10.1007/s10615-021-00823-x>
- Gratwick, S., Jihanian, L. J., Holloway, I. W., Sanchez, M., & Sullivan, K. (2014). Social work practice with LGBT seniors. *Journal of Gerontological Social Work, 57*(8), 889-907. <https://doi.org/10.1080/01634372.2014.885475>
- Greenwood, M., de Leeuw, S., & Lindsay, N. (2018). Challenges in health equity for Indigenous peoples in Canada. *Lancet, 391*, 1645- 1648. <https://doi.org/10.1093/pch/17.7.381>

- Kennedy Chapin, R., Chandran, D., Sergeant, J. F., & Koenig, J. L. (2014). Hospital to community transitions for adults: Discharge planners and community service providers' perspectives. *Social Work in Health Care*, 53, 311-329. <https://doi.org/10.1080/00981389.2014.884037>
- Martin, D., Miller, A. P., Quesnel-Vallée, A., Caron, N. R., Vissandjée, B., & Marchildon, G. P. (2018). Canada's universal health-care system: Achieving its potential. *Lancet*, 391, 1718-1735. [https://doi.org/10.1016/S0140-6736\(18\)30177-6](https://doi.org/10.1016/S0140-6736(18)30177-6)
- Muskat, B., Craig, S. L., & Mathai, B. (2017). Complex families, the social determinants of health, and psychosocial interventions: Deconstruction of a day in the life of hospital social workers. *Social Work in Health Care*, 56(8), 765-778. <https://doi.org/10.1080/00981389.2017.1339761>
- Newcomb, M. (2022). Supportive social work supervision as an act of care: A conceptual model. *British Journal of Social Work*, 52, 1070-1088. <https://doi.org/10.1093/bjsw/bcab074>
- Nicholas, D.B., Jones, C., McPherson, B., Hilsen, L., Moran, J. & Mielke, K (2019). Examining professional competencies for emerging and novice social workers in health care, *Social Work in Health Care*, 58(6), 596- 611. <https://doi.org/10.1080/00981389.2019.1601650>
- Washburn, A. M., & Grossman, M. (2017). Being with a person in our care: Person-centered social work practice that is authentically person-centered. *Journal of Gerontological Social Work*, 60(5), 408-423. <https://doi.org/10.1080/01634372.2017.1348419>

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

This is an elective course. There are no pre-requisites for this course. The content covered will be applicable to practicum placements and integrative seminars in the BSW program. This course draws upon content derived from all the core courses in the program and applies content specifically to the health care context.

CLASS SCHEDULE

Important Dates for Fall 2023

- Start of Term: Monday, August 28, 2023
- First Day of Class: Tuesday, September 5, 2023
- End of Term: Friday, December 22, 2023
- Last Day of Class: Wednesday, December 6, 2023
- Fee Deadline: Friday, September 22, 2023
- Labour Day, no classes: Monday, September 4, 2023
- National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- Thanksgiving Day, no classes: Monday, October 9, 2023
- Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)

Class Schedule

Date	Topic	Readings
September 8, 2023	<p>Introduction to Practice and Role of Social Work in Health Care</p> <p>Janet McFarlane, AHS & Debra Samek, AHS</p>	<p>1. Course text: Chapter 1 & 2</p> <p>2. Nicholas, D.B., Jones, C., McPherson, B., Hilsen, L., Moran, J. & Mielke, K (2019). Examining professional competencies for emerging and novice social workers in health care, <i>Social Work in Health Care</i>, 58(6), 596- 611.</p> <p>3. Beddoe, L. (2011). Health social work: Professional identity and knowledge. <i>Qualitative Social Work</i>, 12(1), 24-40.</p>
September 15, 2023	<p>Context of Health Care: How Regulations Interface with and Guide Social Work Practice</p> <p>Jessica Hubley, Social Work Professional Practice Lead, North Zone (legislative frameworks...CHA, to provincial context, to hospital act in AB and these influence people's access to health care)</p>	<p>1. Course text: Chapters 4 & 6</p> <p>2. Martin, D., Miller, A. P., Quesnel-Vallée, A., Caron, N. R., Vissandjée, B., & Marchildon, G. P. (2018). Canada's universal health-care system: Achieving its potential. <i>Lancet</i>, 391, 1718-1735. doi.org/10.1016/ S0140-6736(18)30181-8</p> <p>3. <i>Review:</i> https://www.albertahealthservices.ca/info/Page8497.aspx</p>
September 22, 2023	<p>Theoretical Orientations Guiding Social Work Practice and Engagement & therapeutic environment, Consent, FOI, social work roles, etc.</p> <p>Chris & Deana, AHS-Patient Engagement</p>	<p>1. Course text: Chapter 7</p> <p>2. McNeill, T. & Nicholas, D.B. (2019). Creating and applying knowledge for critical social work practice: Reflections on epistemology, research, and evidence-based practice, <i>Journal of Ethnic & Cultural Diversity in Social Work</i>, 28(4),351-369, 10.1080/15313204.2017.1384945</p> <p>3. Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative health care teams. <i>Health & Social Work</i>, 41(2), 101-109. doi.org/10.1093/hsw/hlw006</p>
September 29, 2023	<p>Social Determinants of Health</p>	<p>In-Class Modules and Videos we will engage in together:</p> <p>1. AHS Module: SDH in a healthcare setting perspective (individual learning module then we will engage in small groups to deconstruct-- AHS Video: https://www.youtube.com/watch?v=h-Kzdt4cW1w</p> <p>2. World Health Organization-SDH Globally https://www.who.int/multi-media/details/covid-19-building-stronger-sustainable-equitable-societies-for-pandemic-prevention-and-response</p>

<p>October 6, 2023</p>	<p>Equity, Diversity and inclusion and De-colonization (EDID) and the Social Determinants of Health</p> <p>Keith Goertzen, Director of Policy Services, AHS and Christina Davis</p>	<ol style="list-style-type: none"> 1. Course text: Chapter 5 and 8 2. Greenwood, M., de Leeuw, S., & Lindsay, N. (2018). Challenges in health equity for Indigenous peoples in Canada. <i>Lancet</i>, 391, 1645- 1648. doi.org/10.1016/ S0140-6736(18)30177-6 3. Czyzewski, K. (2011). Colonialism as a broader social determinant of health. <i>The International Indigenous Policy Journal</i>, 2(1), 1-16.
<p>October 13, 2023</p>	<p>Social Work Assessment</p> <p>Guiding Clinical Frameworks and Processes</p> <p>Sandy Gramlich, AHS</p>	<ol style="list-style-type: none"> 1. Course text: Chapter 9 2. Washburn, A. M., & Grossman, M. (2017). Being with a person in our care: Person-centered social work practice that is authentically person-centered. <i>Journal of Gerontological Social Work</i>, 60(5), 408-423. 3. Graybeal, C. (2001). Strengths-Based Social Work Assessment: Transforming the Dominant Paradigm. <i>Families in Society</i>, 82(3), 233–242.
<p>October 22, 2023</p>	<p>Social Work Intervention</p> <p>Chris Mayhew and Wendy Pelletier, AHS</p>	<ol style="list-style-type: none"> 1. Course text: Chapter 10 2. Craig, S. L., & Muskat, B. (2013). Bouncers, brokers, & glue: The self-described roles of social workers in urban hospitals. <i>Health & Social Work</i>, 38(1), 7-16. 10.1093/hsw/hls064 3. Corneau, S., & Stergiopoulos, V. (2012). More than being against it: Anti-racism and anti-oppression in mental health services. <i>Transcultural Psychiatry</i>, 49(2), 261-282. 4. de Saxe Zerden, L., Lombardi, B. M., & Jones, A. (2019). Social workers in integrated health care: Improving care throughout the life course. <i>Social Work in Health Care</i>, 58(1), 142-149.
<p>October 27, 2023</p>	<p>Social Work Assessment and Intervention-Putting it all together</p> <p>AHS Guest speakers: Katie Richardson, Chris Mayhew, Wendy Pelletier, and Sandy Gramlich</p>	<ol style="list-style-type: none"> 1. Craig, S. L., Betancourt, I., & Muskat, B. (2015). Thinking big, supporting families and enabling coping: The value of social work in patient and family centered health care. <i>Social Work in Health Care</i>, 54(5), 422-443. 2. Ghelani, A. (2021). Knowledge and skills for social workers on mobile crisis intervention teams. <i>Clinical Social Work Journal</i>. Advance online publication. 3. Arthur, D.P. (2015). Social work practice with LGBT elders at end of life: Developing practice evaluation and clinical skills through

		a cultural perspective, <i>Journal of Social Work in End- of-Life & Palliative Care</i> , 11(2), 178-201.
November 3, 2023	Discharge and Transition Planning and Documentation Leah Dawson & Amanda Cramm, AHS	<ol style="list-style-type: none"> 1. Course Text: Chapters 11, & 13 2. Cumming, S., Fitzpatrick, E., McAuliffe, D., McKain, S., Martin, C., & Tonge, A. (2007). Raising the <i>Titanic</i>: Rescuing social work documentation from the sea of ethical risk. 60(2), 239-257.
November 10, 2023	Selected Populations and Transitions Across the Lifespan Part 1 Kelly McLennan, AHS Jasmeet Parmar, AHS physician Debra Samek	<ol style="list-style-type: none"> 1. Course text: Chapters 14 & 15 2. Swinford, E., Galucia, N., & Morrow-Howell, N. (2020). Applying gerontological social work perspectives to the Coronavirus pandemic. <i>Journal of Gerontological Social Work</i>, 63(6-7), 513-523. 3. Gratwick, S., Jihanian, L. J., Holloway, I. W., Sanchez, M., & Sullivan, K. (2014). Social work practice with LGBT seniors. <i>Journal of Gerontological Social Work</i>, 57(8), 889-907.
November 17, 2023	Term Break-No class	No required readings
November 24, 2023	Selected Populations and Transitions Across the Lifespan, Part 2 <i>Pediatrics</i> <i>Seniors</i> <i>Rural</i> <i>Disability</i> AHS: Christen Tinge-Complex Care and Deb Thul	<ol style="list-style-type: none"> 1. Course text: Chapters 16 & 17 2. Muskat, B., Craig, S. L., & Mathai, B. (2017). Complex families, the social determinants of health, and psychosocial interventions: Deconstruction of a day in the life of hospital social workers. <i>Social Work in Health Care</i>, 56(8), 765-778. 3. El-Lahib, Y. (2017). Theoretical dimensions for interrogating the intersection of disability, immigration, and social work. <i>International Social Work</i>, 60(3), 640-653.
December 1, 2023	Use of Supervision/ Consultation Ethics -Catherine Duthie, AHS Adapting to Health Care Shifts-new service delivery models...what is the future? Advocacy Leadership	<ol style="list-style-type: none"> 1. Course text: Chapter 3 2. Fox, M., Hopkins, D., Graves, J., Crehan, S., Cull, P., Birrell, B., & Yeomans, P. (2021). Hospital social workers and their understanding of compassion fatigue and vicarious trauma. <i>Asian Journal of Interdisciplinary Research</i>, 4(1), 22-34. 3. Newcomb, M. (2022). Supportive social work supervision as an act of care: A conceptual model. <i>British Journal of Social Work</i>, 52, 1070-1088. 4. McDermott, F., & Bawden, G. (2017). New

	Debra Samek, AHS	ways of seeing: Health social work leadership and research capacity building. <i>Social Work in Health Care</i> , 56(10), 897-913.
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ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required.** All students are expected to behave in a professional manner during all Zoom sessions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

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

ASSESSMENT COMPONENTS

1. Student Presentations: Weight: 20%: Aligned Course Learning Outcomes: 1-6 Individual presentation on one reading at the beginning of each class (Times to be arranged)

Students will deliver a 5-minute description and critical reflection on the selected article with a two-page summation submitted in that class. Presentation: 10% and Written description/review: 10%

2. Weekly Reflection Posting to Discussion Forum: Weight 40% (30% for weekly reflections and 10% for posted replies x 10 classes): Aligned Course Learning Outcomes: 1-6

Students will choose one (1) reading each week and post a written reflection on the Discussion Board in our course D2L site. Keep the reflective post to no more than one (1) page and consider the following in your write-up: provide a succinct summary of key themes from one of the readings required for each week of our course [aim for one paragraph]; integrate a critical reflection of these key themes to your own personal or professional practice experience, sharing examples and making a direct connection to the health context we are examining each week [one to two paragraphs]; and finally, post at least one (1) reply to one of your classmate’s reflective posts for each week (no more than one (1) or two (2))

paragraphs for the reply.) It is important to post your reflections and subsequent replies to others each week throughout the semester.

NOTE--No posts or replies are required for the following dates: Nov 17th & December 1st.

3. Paper: Practice, Policy, and Integrative Elements of a Health Problem or Population: Weight: 40% (Max 10 pages [excluding title page and references], double-spaced): Aligned Course Learning Outcomes: 1-6

Assignment Due: Monday, December 5, 2022, 11:59 pm.

Choose a health concern or population of interest in health social work, and explore relevant issues in understanding practice, policy, and integrative elements of that issue. In preparation for this paper, review literature and key sources that identify salient issues to consider in addressing, delivering, and evaluating this issue (e.g., quality of life, psychosocial and care management elements, considerations for social work practice and policy, etc.). Address your experience and its integration with the literature in preparing this assignment including areas of professional learning and development, and potential implications for practice. Address equity, diversity, inclusion and decolonization considerations, and their implications relative to this topic.

GUIDELINES FOR EVALUATION OF PAPERS

Page length is based on 1-inch margins Times New Roman Font 12
Follows APA 7th Edition formatting

Guidelines for marking of the assignments are based on the following qualities:

1. Logic: The relevance, orderly presentation of facts and arguments, and rational sequencing of sections.
2. Quality of Communication: Clarity of ideas, writing style and appropriate citation of references using current APA reference style (7th Edition).
3. Quality of Information: Relevance, scope and depth of material presented and degree of relevance to the topic. Integration of course lectures, discussions, and other course materials.
4. Quality of Arguments: Ability to develop a line of thought, critical reasoning, and ability to present opposing arguments so that the paper represents a clear effort to illuminate the issues relevant to the phenomenon being discussed and to provide theoretical, clinical, and empirical support for the position being developed in the paper.
5. Appropriate application: Ability to apply knowledge acquired in this and other relevant courses to the specific topic being addressed in the paper.
6. Personal/Professional Perspective: Awareness of personal value systems and the possibility of divergent points of view.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. In cases in which absence is required, a student can discuss alternative course options with the instructor.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may 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. 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. **Late assignments without exceptions will be subject to a grade deduction of 5% for each day late.**

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

Final, overall grades only will be rounded up to the nearest whole number (not individual assignments). For example, a final course numeric grade of 84.5% will be rounded up to 85%.

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

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

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

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the

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

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

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

Research Ethics

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

Academic Misconduct

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

Instructor Intellectual Property

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

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use

material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

Freedom of Information and Protection of Privacy

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

Sexual and Gender-Based Violence Policy

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

Other Important Information

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

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