



Course & Session Number	SOWK 553.12 S02	Classroom	Online
Course Name	Addiction & Recovery		
Dates and Time	Start of Classes: May 7, 2024 End of Classes: May 27, 2024 Zoom sessions: Tuesday and Thursdays 9:00 am - 12:00 pm Asynchronous: On your own; minimum 5 hours per week Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre . ¹		
Instructor	Dr. Victoria Burns, PhD, RSW	Office Hours	By appointment
UCalgary E-mail	Victoria.burns@ucalgary.ca *Preferred method of contact	UCalgary Phone	403-220-4309

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](#).

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

SYLLABUS STATEMENT

Examines contexts, theories, practice models and skill development in specialized fields of practice.

COURSE DESCRIPTION

In this course, you will critically examine the socio-historical context, theoretical models, and debates surrounding addiction and recovery. You will learn about theoretical frameworks as they apply to issues of addiction and recovery in diverse populations, including bio-medical, socio-ecological, feminist, anti-racist, Indigenous, trauma-informed, public health, and community-based approaches. Focused topics include stigma, harm reduction, peer support/mutual aid, allyship, and recovery capital.

This course will take place **online** via Desire2Learn (D2L) and Zoom. **Six hours per week** will be spent in synchronous (live) Zoom Sessions. A minimum of **five hours** per week will be spent in asynchronous activities, including readings, watching videos/listening to podcasts, posting on the discussion board, and other activities as determined by the professor. If you have any special learning needs, please notify the professor **as soon as possible** so we can arrange a plan to ensure a positive learning experience.

In the spirit of adult education and trauma-informed pedagogy that emphasizes safety, self-care, and reflexivity, you are expected to participate in experiential reflection while learning from the professor, your classmates, practitioners, and guest speakers. You will be exposed to sensitive content in this course, including people sharing about their lived experiences of addiction and recovery. If you experience distress in this class, you are encouraged to inform the professor, and seek support as needed. When different points of view arise, you are expected to engage with curiosity and mutual respect, sensitivity, confidentiality, and professionalism – just as we would in professional practice.

COURSE LEARNING OUTCOMES

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

1. Understand the complex history and nature of addiction and recovery and need for holistic supports and interventions.
2. Articulate various theoretical frameworks and models relevant to understanding addiction and recovery.
3. Apply a trauma-informed, anti-oppressive, anti-racist, Indigenous and critical lens to addiction and recovery.
4. Critically examine ethical issues and personal values in relation to substance use, addiction, and recovery.
5. Reflect, understand, and challenge biases around substance use, addiction, harm reduction and recovery.
6. Demonstrate a thorough understanding of a variety of approaches that support people experiencing problematic substance use and behaviours.
7. Develop skills in relation to assessment of and intervention with those affected by substance and other addictions.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook for this class. All required readings are outlined in the class schedule below. A D2L site is set up for this course, which contains required readings and other relevant class resources and materials.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A laptop/desktop computer or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This course is a senior level course elective, designed to align with other courses of social work in the areas of policy, practice, and research. The course provides an opportunity to analyze and integrate knowledge from other courses in the social work program through application of principles as they relate to addiction and recovery in social work practice.

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
- Fee Deadline: Tuesday, May 14, 2024
- Victoria Day, no classes: Monday, May 20, 2024

CLASS SCHEDULE

Although assignment due dates will not change, there may be additions or changes to the class schedule. Students will be advised of all changes.

Class/Date	Type	Topics, Readings, & Links
Class 1: May 7	ZOOM SESSION	Topics: <ul style="list-style-type: none">• Welcome, introductions, classroom guidelines, course outline review.• What is addiction? What is recovery?• Words matter: Language and stigma

	Asynchronous learning & assignments	<ul style="list-style-type: none"> • Review course outline, pose any questions regarding assignments on D2L discussion board. <p>D2L Discussion board post #1, Due May 6th 11:59 pm.</p> <ul style="list-style-type: none"> • Evaluation: 5% pass/fail. • On the D2L discussion board, create one 300 (+/- 100) word post (3%), and one 150 (+/- 100 word) reply (2%) by answering the following. <ul style="list-style-type: none"> ○ Introduction: Introduce yourself on the D2L discussion board (name, pronouns, location); briefly explain what attracted you to taking this course. ○ Words matter! Choose one word from the Addiction-ary website that is new to you and/or defined differently than expected, and/or that you would like to learn more about. Explain why this word piqued your interest, (e.g., does it make sense? Do you agree/disagree with it? Are there parts that surprised you?) • Come to class on May 7th prepared to discuss your word in small groups. <p>Required readings and links:</p> <ul style="list-style-type: none"> • Carello, J., & Butler, L. D. (2015). Practicing what we teach: Trauma-informed educational practice. <i>Journal of Teaching in Social Work, 35</i>(3), 262-278. https://doi.org/10.1080/08841233.2015.1030059 • Witkiewitz, K., Montes, K. S., Schwebel, F. J., & Tucker, J. A. (2020). What is recovery? <i>Alcohol Research: Current Reviews, 40</i>(3). https://doi.org/10.35946/arcr.v40.3.01 • Kelly, J. F., Saitz, R., & Wakeman, S. (2016). Language substance use disorders, and policy: The need to reach consensus on an “addiction-ary”. <i>Alcoholism Treatment Quarterly, 34</i>(1), 116-123. https://doi.org/10.1080/07347324.2016.1113103
Class 2: May 9	ZOOM SESSION	<p>Topics:</p> <ul style="list-style-type: none"> • Theoretical models and debates of addiction and recovery • Harm reduction and recovery
	Asynchronous learning & assignments	<p>Required readings and links:</p> <ul style="list-style-type: none"> • Zinberg, N. E. (1985). Drug, set, and setting: The basis for controlled intoxicant use. <i>Jama. 253</i>(10), 1467. https://doi.org/10.1001/jama.1985.03350340121039 • Wiens, T. K., & Walker, L. J. (2015). The chronic disease concept of addiction: Helpful or harmful? <i>Addiction Research & Theory, 23</i>(4), 309-321. https://doi.org/10.3109/16066359.2014.987760

		<ul style="list-style-type: none"> • Hunt, (2012). Recovery and harm reduction: Time for a shared, development-oriented, programmatic approach? In <i>Harm reduction in substance use and high-risk behaviors</i>. Wiley-Blackwell. <p>Experiential learning:</p> <ul style="list-style-type: none"> • Take Harvard University’s, Center on the Developing Child. Adverse Childhood Experiences (ACES) 10-item quiz: Critically reflect on the following: Is it a useful score? Why? Why not? What is missing from the ACE score? Be prepared to discuss in class (note: You are not required to share your ACEs score). <p>Discussion board post/reply #2: Due Sunday May 12th 11:59 pm</p> <ul style="list-style-type: none"> • Evaluation: 5% pass/fail. • On the D2L discussion board, create one 300 (+/- 100) word post (3%) and one 150 (+/- 100 word) reply (2%) based on what stood out most in the following three videos. Compare and contrast the three models. What did you agree/disagree with and why? What challenged your biases? (Note: This is a building block for assignment 2, Critical Reflection Paper: Is addiction a disease?) <ul style="list-style-type: none"> ○ Hari, J. (2015). Everything you think you know about addiction is wrong. TedTalk. (14:42). https://www.ted.com/talks/johann_hari_everything_you_think_you_know_about_addiction_is_wrong?language=en ○ After Skool (2021). How childhood trauma leads to addiction – Gabor Maté (9:09). https://www.youtube.com/watch?v=BVg2bfqblGI ○ Botticelli (Oct. 2016). Addiction is a disease. We should treat it as one (10:35). https://www.ted.com/talks/michael_botticelli_addiction_is_a_disease_we_should_treat_it_like_one?language=en
Class 3: May 14		<p>Topics:</p> <ul style="list-style-type: none"> • Process addictions (e.g. eating disorders, gaming, sex) • Addiction, recovery, and trauma • Guest speaker
	<i>Asynchronous learning & assignments</i>	<p>Required readings and links:</p> <ul style="list-style-type: none"> • Jovanovski, N., & Jaeger, T. (2022). Demystifying ‘diet culture’: Exploring the meaning of diet culture in online ‘anti-diet’ feminist, fat activist, and health professional communities. In <i>Women’s Studies International Forum</i>, 90(4), 297-311. doi: 10.1080/10640266.2015.1123986 • Hooks, b. (1993). Growing away from addiction. In <i>Sisters of the</i>

		<p><i>Yam: Black Women and Self Recovery</i>. Boston: South End (available on d2l).</p> <ul style="list-style-type: none"> • Burns, V. F. (2020). I live with “the world’s most dangerous” eating disorder. <i>The BMJ</i>, 370. 1-2. https://doi.org/10.1136/bmj.m1886 <p>Watch and reflect on the following video:</p> <ul style="list-style-type: none"> • Taylor , S.R. (2017). The body is not an apology – radical alchemy. https://www.youtube.com/watch?v=Q9HVTlf3sj4 <p>Experiential learning: Review the Calm app’s 13 techniques to regulate your nervous system:</p> <ul style="list-style-type: none"> • Choose at least three techniques. Come to class on May 14th prepared to teach your peers your favorite technique, and discuss which techniques you liked best/least in small groups. Practice your favorite technique at least once/day for a week.
<p>Class 4: May 16</p>	<p>ZOOM SESSION</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Recovery capital • Stigma, disclosure, and ‘recovering out loud’ • Community-based recovery interventions (e.g., collegiate recovery) • Guest speaker
	<p>Asynchronous</p>	<p>Required readings and links</p> <ul style="list-style-type: none"> • Best, D. and Hennessy, E. A. (2021). The science of recovery capital: Where do we go from here? <i>Addiction</i>, 117, 1139-1145. https://doi.org/10.1111/add.15732 • Burns, V. F. (2021). The sober professor: Reflections on the sober paradox, sober phobia, and disclosing an alcohol recovery identity in academia. <i>Contemporary Drug Problems</i>, 48(3), 223-240. https://doi.org/10.1177/00914509211031092 • Vest, N., Reinstra, M., Timko, C., Kelly, J., & Humphreys, K. (2021). College programming for students in addiction recovery: A PRISMA-guided scoping review. <i>Addictive Behaviors</i>, 121. https://doi.org/10.1016/j.addbeh.2021.106992 • Stull, S. W., Smith, K. E., Vest, N. A., Effinger, D. P., & Epstein, D. H. (2022). Potential value of the insights and lived experiences of addiction researchers with addiction. <i>Journal of Addiction Medicine</i>, 16(2), 135-137. https://doi.org/10.1177/26334895231180635. <p>Experiential learning:</p> <ul style="list-style-type: none"> • Complete Burns (2013) 67-item Recovery Capital Scale (PDF available in D2L) and Vilsaint et al., 2017’s BARC-10. Be prepared to discuss the different measures and experiences during class time (in groups of 2).

		<ul style="list-style-type: none"> • Watch and critically reflect on the film: “The Anonymous People”
May 17 11:59pm MT		ASSIGNMENT 2 DUE: Critical Reflection & Analysis (30%)
May 19th 11:59 pm		Email your TA the program you will be using for assignment 3, (program change assignment). Begin researching your program. Come to May 21st class prepared to discuss your program in small groups.
Class 5 May 21	ZOOM SESSION	Topics: <ul style="list-style-type: none"> • Addiction, recovery, and intersectionality • LGBTQIA2S+ perspectives • Indigenous perspectives • Work on Assignment 3 (Program Change) in small groups • Guest speaker
	<i>Asynchronous learning & assignments</i>	Required readings and links: <ul style="list-style-type: none"> • Lyons, T., et al. (2015). A qualitative study of transgender individuals’ experiences in residential addiction treatment settings: Stigma and inclusivity. <i>Substance Abuse Treatment, Prevention, And Policy</i> 10. https://doi.org/10.1186/s13011-015-0015-4 • Hagle, H. N., Martin, M., Winograd, R., Merlin, J., Finnell, D. S., Bratberg, J. P., ... & Lum, P. J. (2021). Article commentary: Dismantling racism against Black, Indigenous, and people of color across the substance use continuum: A position statement of the association for multidisciplinary education and research in substance use and addiction. <i>Substance Abuse</i>, 42(1), 5-12. https://doi.org/10.1080/08897077.2020.1867288 • Listen and critically reflect on the following: Johnson, H. (2018). Think Indigenous – Harold Johnson (39:26) https://thinkindigenous.libsyn.com/think-indigenous-harold-johnson
Class 6: May 23		<ul style="list-style-type: none"> • Addiction, recovery, and policy • Alcohol culture • The future of recovery
	<i>Asynchronous learning & assignments</i>	Required readings and links: <ul style="list-style-type: none"> • Vallance, K., Stockwell, T., Wettlaufer, A., Chow, C., Giesbrecht, N., April, N., ... & Thompson, K. (2021). The Canadian alcohol policy evaluation project: Findings from a review of provincial and territorial alcohol policies. <i>Drug and Alcohol Review</i>, 40(6), 937-945. https://doi.org/10.1111/dar.13251 • Smith, R. L., Bannard, T., McDaniel, J., Aliev, F., Brown, A.,

		<p>Holliday, E., ... & Dick, D. M. (2024). Characteristics of students participating in collegiate recovery programs and the impact of COVID-19: an updated national longitudinal study. <i>Addiction Research & Theory</i>, 32(1), 58-67. https://doi.org/10.1080/16066359.2023.2216459</p> <ul style="list-style-type: none"> White, W. (2006). Sponsor, recovery coach, addiction counselor: The importance of role clarity and role Integrity. Philadelphia, PA: Philadelphia Department of Behavioral Health and Mental Retardation Services. chrome-extension://efaidnbmninnbpcajpcgiclfndmkaj/https://www.bumc.bu.edu/care/files/2018/12/Recovery-Coach-Article_William-White.pdf <p>Watch and critically reflect on the following videos:</p> <ul style="list-style-type: none"> Holly Whitaker’s Rudy Moment (January 28, 2022).: https://www.youtube.com/watch?v=GwS2Sj2Y8Zk&t=2s Baroness von Sketch Show: I don’t drink (Nov. 30, 2020) (3:06). https://www.youtube.com/watch?v=iT_Bfb6mG2M
May 26 11:59 pm MT		ASSIGNMENT #3 DUE: Preparing an Addiction Recovery Program Change (40%)
May 29 11:59 pm MT		ASSIGNMENT #4 DUE: Participation/Self-Assessment (20%): Student Evaluation (10%) Instructor Evaluation (10%)
		HAVE A GREAT SUMMER! 😊

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to actively participate in **all Zoom sessions** in a professional manner. Given the sensitive nature of the course material and sharing, Zoom sessions will not be recorded. Please be prepared, as best as you are able, to join class in a quiet, private space that will allow you to be fully present and engaged in Zoom sessions. Please log-in minimum 5 minutes early to be prepared to start on time. To promote active listening, presence, and engagement, it is expected that webcams **are turned on during class** and microphones muted unless speaking. If this is not possible, please contact your instruction for alternate accommodations.

If you experience issues with Zoom after reading these instructions, please contact the Learning Technology Coach for your course or your instructor. You may also view this support video created for

University of Calgary online programs in Social Work. Additional support documentation is available via the Zoom online knowledgebase: Zoom Audio, Video, and Sharing.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

Given the sensitive nature of the course topics, synchronous Zoom sessions **will not** be recorded. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the Recording of Lectures Policy and Student Non-Academic Misconduct Policy for the additional information.

ASSESSMENT COMPONENTS

ASSIGNMENT 1: 2 Discussion board posts/replies (10%: pass/fail)

1a. D2L Discussion board post and reply #1

- **Evaluation: 5% (pass/fail)**
- **Due date: May 6th 11:59 pm.**
- Create one 300 (+/- 100) word post (3%), and one 150 (+/- 100 word) reply (2%) by answering the following.
 - **Introduction:** Introduce yourself on the D2L discussion board (name, pronouns, location); briefly explain what attracted you to taking this course.
 - **Words matter!** Choose one word from the [Addiction-ary website](#) that is new to you and/or defined differently than expected that you would like to learn more about. Explain why this word piqued your interest, (e.g., does it make sense? Do you agree/disagree with it? Are there parts that surprised you?)
- Come to class on May 7th prepared to discuss your word in small groups.

1b. D2L Discussion board post and reply #2:

- **Evaluation : 5% (pass/fail)**
- **Due Date: May 12th 11:59 PM MST**

Watch, reflect, and critically analyze the following media.

- Brewer, J. (Feb. 18, 2020). Hacking your Brain's Reward System to Change Habits (7:35). Retrieved from: <https://www.youtube.com/watch?v=WQ40hNdZmfQ>
- Botticelli (Oct. 2016). Addiction is a disease. We should treat it as one (10:35). Retrieved from https://www.ted.com/talks/michael_botticelli_addiction_is_a_disease_we_should_treat_it_like_one?language=en
- Watch: Maté, G. (2020). The best explanation of addiction I've ever heard (9:49). Retrieved from https://www.youtube.com/watch?v=ys6TCO_olOc&t=217s

Create one 300 (+/- 100) word post (3%) and one 150 (+/- 100 word) reply (2%) based on what stood out most in these videos. For example, what did you agree/disagree with and why? What biases did they challenge? Explain your answers. The purpose of this assignment is to get you critically engaging with the course materials and your colleagues, which will help expedite and enrich Assignment 2.

ASSIGNMENT 2: Critical Reflection & Analysis (30%)

Due May 17 at 11:59 pm MST

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

This is an individual written assignment. In 1000 words (+/- 200 words), double-spaced pages, 12-point font. To assist with this assignment, be sure to complete discussion post #2 and carefully review the provided exemplar.

Complete the following:

1. Read: Wiens, T. K., & Walker, L. J. (2015). The chronic disease concept of addiction: Helpful or harmful? *Addiction Research & Theory*, 23(4), 309-321
2. Overview of the reading (4 points):
 - a. Provide the two author's positionality and social locations (1 point). (see exemplar)
 - b. Provide two to three sentences that summarize the reading. This should capture the "essence" of what the reading is about (see example posted on D2L) (approximately 50-75 words) (3 points).
3. Summary of main points (3 points):
 - a. Provide three concise points that speak to the main arguments/ideas put forward by the author(s). Do not get lost in details and sub-points (approximately 75-100 words) (3 points).
4. Critical Reflection and Analysis (16 points).

Based on your lived experience and learnings from this course so far, answer the following two questions

 - a. Is the disease model helpful or harmful? In what ways? You are required to support your arguments with a minimum of three references (articles or media) from this course. You will be evaluated on the depth, breadth, and clarity of your analysis, including your ability to weave in the literature to back up your position. (8 points) (approximately 300-400 words).
 - b. What biases do you or have you had about addiction? What about recovery? What about harm reduction? Where do your biases come from? How have these changed since taking this course? (approximately 200-300 words) (8 points).
5. Discussion question (2 point): At the end of the assignment, include 1 thoughtful question directly tied to your analysis.
6. Presentation, writing and references (5 points)
 - Stays within word limit & includes word count at bottom of page; Double-spaced pages; 12-point font (1 point)
 - Clear structure, style, persuasiveness, including excellent grammar and spelling (1.5 points)
 - 3 peer-reviewed references included (0.5 each = 1.5 points)
 - Excellent APA (1 point)

ASSIGNMENT #3: Preparing an Addiction-Recovery Program Change (40%)

Due May 26, 11:59 pm MST

Aligned learning outcomes: 1,2,3,4,5,6,7

Format: Narrated PowerPoint or Video (7-10 minutes). You can use the Zoom platform or an alternative to create your video. The video will be graded upon the progression of depth that you demonstrate through your integration of the course material. This is an individual assignment that must include the following:

- **Choose** an existing program addressing addiction and/or recovery (e.g., mutual aid programs, safe injection sites, residential treatment centres, detox, community-based initiatives, collegiate recovery program, etc.). You are required to submit the name of your program via email to the professor by **May 19, 2023 (1 point)**.
- **Comprehensive presentation of existing program:** Clearly identifying the purpose of the existing program, how it fits into a larger structure, eligibility, and operational details, including how it is funded, its vision, mission, and brief overview of strategic plan/goals (if applicable) Describe the theories or models of addiction/recovery informing your program (15 points).
- **Critical reflection and analysis:** What attracted you to this organization/program? Does the program align with social work values and ethics? How and/or how not? Does the program address issues of equity and intersectionality? How and/or how not? You are required to cite sources using APA (10 points).
- **Recommendations for program change are well articulated:** Recommendations are clear, grounded in a relevant knowledge base, linked to conceptualizations of addiction/recovery discussed in the course (use at least two peer-reviewed references). If the program is already promoting social justice, explain how and what other organizations/programs could learn from it (10 points).
- **Presentation style:** organization, clarity of ideas and expression, creativity, all sources cited using APA (5 points).

ASSIGNMENT 4: Participation Assessments (20%)

Due: May 29, 11:59 pm MST

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

Student Self-Assessment (10%): The objective of this assignment is to evaluate your dedication to being an active and engaged learner in the course. You are expected to submit a 500 (+/- 50 word) self-evaluation to the designated D2L Dropbox in which you assess your participation and contribution to the class. In addition to commenting on the unique ways you participated in the class, your assessment should include the following: attendance, punctuality, engagement and being fully present, sharing in small and large group discussions, posing questions, quality of discussion board posts and replies, review

of readings and media (asynchronous activities, minimum 5 hour per week), and professional behaviour in the class. Also include a critical reflection on how your participation challenged you personally (e.g., did you take any risks?), contributed to promoting a more caring, respectful, inclusive class environment, and aligned with social work mission and values. Grade yourself out of 10. Marks may be challenged if student analysis does not align with the instructor's observations.

Rubric: There is no grading rubric for this assignment. Standard of writing will be a factor in this assignment (clear structure, style, and grammar).

Professor Assessment (10%): Your professor will also provide a grade out of 10 based on the student's self-assessment, and their own observations of student participation over the course. There is no grading rubric. Standard of writing will be a factor in grading this assignment.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions.

Unless advised (or agreed) otherwise by your instructor, your 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.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to be on time, fully present, and engaged in all class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Class attendance is essential to the development of collegial relationships that characterize learning, reflection, and critical analysis within social work practice. If you are required to miss a class, please notify the professor as soon as possible to arrange for an alternate make up activity/assignment.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- All assignments must be submitted electronically through their respective Dropbox in D2L.
- Depending on the nature of the assignment, assignments must be submitted in either Microsoft Word or PowerPoint/video format (not PDF).
- Assignments must have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2).
- Assignments are due by midnight on their due date. 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

- Assignments are to be submitted on time, absolutely **NO extensions**, unless legitimate reasons are provided. Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- Late assignments will be **downgraded by 2%** of the assignment grade **per day** including weekends, holidays, and study weekdays.

- There is a **seven-day maximum limit** by which to accept late assignments where students have not asked for extension. No assignments will be accepted beyond this seven-day limit, and the student will receive a grade of **zero**.

EXPECTATIONS FOR WRITING

- Throughout the term, there will be opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria.
- 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.
- All submitted work must follow **proper APA format within the text and in the reference list**. Failure to do so will result in significant deduction of grades.
- 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. Grade rounding: when the decimal grade point is less than “0.5”, the grade is to be rounded down to the nearest whole number and when the decimal grade point is greater than or equal to “0.5”, the grade is to be rounded up to the nearest whole number. For example, an “82.3” would be rounded to an “82”, an “89.56” would be rounded to a “90” and a “69.44” would be rounded to a “69”. 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

Additional readings will be located in 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

If you are struggling with substances/behaviors, or in recovery from addiction and seeking support/community, please contact the UCalgary Recovery Community.