



Course & Session Number	SOWK 555 S01	Classroom	Online
Course Name	Africentric Perspectives in Social Work		
Dates and Time	Start of Classes: January 8, 2024 End of Classes: April 9, 2024 Dates and Time: Zoom sessions are held weekly on Wednesdays from 5:30 - 8:30 p.m. MST. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Dr. Patrina Duhaney, PhD		
UCalgary E-mail	patrina.duhaney@ucalgary.ca	UCalgary Phone	U of C Phone: (403) 220 -7309 Please email your instructor should you wish to schedule an appointment

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,

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

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

Explores contexts, theories, and practice models in working with specific populations.

COURSE DESCRIPTION

Africentric perspectives in social work explores social work practice with people of African descent and emphasizes the importance and centrality of Africentric perspectives and ways of knowing for social work practice while deconstructing the experiences of anti-Black racism. It draws on historical and contemporary contexts to underscore the ways in which slavery, colonization, racism, and other inequities shape the histories, traditions and lived experiences of peoples of African descent.

This course is experiential, relational, and critical of socio-political and economic histories of Black people in Canada and globally. Students will learn strategies and interventions that are grounded in Africentric principles and values that advance and promote social justice in social work. The course combines lectures, expert guest speakers, critical discussions of literature and other relevant materials (e.g., movies, podcasts, case studies) to engage students in a critical examination of their knowledge base in relation to anti-racist work.

COURSE LEARNING OUTCOMES

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

1. Critically analyze historical and contemporary institutional and systemic discrimination, oppression, colonialism and legacy of slavery.
2. Develop critical analysis of anti-Black racism at the micro and macro-level structures and within social work education and practice and identify areas in which to take anti-racist actions against anti-Black racism.
3. Develop a critical consciousness of the past and present social, economic and political systems that have influenced the experiences of people of African descent globally, and particularly in Canada.
4. Critically articulate understanding of African diaspora and African Canadian presence.
5. Demonstrate comprehensive knowledge of African ways of knowing (epistemology).

6. Critically examine ways of integrating and applying Africentric theory and principles that can be applied with people of African descent and other marginalized groups.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Mullings, D. V., Clarke, J., Bernard, W.T., Este, D., & Giwa, S. (2021) (Eds.). *Africentric social work*. Fernwood Publishing.

Additional required readings and audio/visual content are listed in the class schedule in the table below.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site has been set up for this course which contains required readings and other relevant class resources and materials.

Zoom will be used for all synchronous classes. To actively participate in these sessions, you will need a laptop, desktop or mobile device with Internet access and a camera. Speakers are required for easy access to zoom sessions.

Students will have the option of holding group work meetings during the asynchronized times over Zoom, or their chosen platform.

RELATIONSHIP TO OTHER COURSES

This course is foundational to all courses in the BSW program as it informs students of Black communities’ unique experiences of colonial violence and provides students with tools to identify, interrogate and challenge social injustices and racial violence.

CLASS SCHEDULE

DATE	TOPIC	REQUIRED TEXTS
Week 1 January 10, 2024	Introduction, and relevance of Africentric approaches in social work	<p>Bent-Goodley, T., Fairfax, C. N., & Carlton-LaNey, I. (2017). The significance of African-centered social work for social work practice. <i>Journal of Human Behavior in the Social Environment</i>, 27(1-2), 1-6. https://doi.org/10.1080/10911359.2016.1273682</p> <p>Daniel, J. B., & Lowe, T. B. (2014). Social work students’ acceptance of Afrocentricity into the social work curriculum. <i>Fort Valley State University Journal of Teaching, Learning, and Scholarship</i>, 1(1), 1-17.</p>

		<p>https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.671.4376&rep=rep1&type=pdf</p> <p>Schiele, J. H. (1996). Afrocentricity: An emerging paradigm in social work practice. <i>Social Work, 41</i>(3), 284-294. https://doi.org/10.1093/sw/41.3.284</p>
<p>Week 2 January 17, 2024</p>	<p>Historical perspectives to Africentricity: Local and global trends</p>	<p>Pellebon, D. A. (2007). An analysis of Afrocentricity as theory for social work practice. <i>Advances in Social Work, 8</i>(1), 169-183. https://doi.org/10.18060/139</p> <p>Schiele, J. H. (2017). The Afrocentric paradigm in social work: A historical perspective and future outlook. <i>Journal of Human Behavior in the Social Environment, 27</i>(1-2), 15–26. https://doi.org/10.1080/10911359.2016.1252601</p> <p>* Walmsley, C., Bernard, W. T., & Este, D. (2021). Social work pioneers. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), <i>Africentric social work</i> (pp. 44-72). Fernwood Publishing.</p>
<p>Week 3 January 24, 2024</p>	<p>Black presence in Canada</p>	<p>Austin, D. (2010). Narratives of power: Historical mythologies in contemporary Québec and Canada. <i>Institute of Race Relations, 52</i>(1), 19–32. https://doi.org/10.1177/0306396810371759</p> <p>Bailey, J. (Director). <i>We are the roots</i> [Film]. Bailey and Soda Films. https://vimeo.com/257364347</p> <p>Baird, C. (Host). (2020, June). <i>Canada's Slavery History</i> [Audio podcast]. Canadian History Ehx. https://canadaehx.com/2020/06/16/canadas-slavery-history/</p> <p>Groups 1 & 2 Discussion of Readings</p>
<p>Week 4 January 31, 2024</p>	<p>The institutionalization of Blackness</p>	<p>CBC Docs POV. (2017, November 3). The skin we're in: Pulling back the curtain on racism in Canada [Video]. YouTube. https://youtu.be/msoBTiv1VqM</p> <p>*Clarke, J., Pon, G., & Phillips, D. (2021). The colour of child welfare: Overrepresentation of Black children in Ontario child welfare. In D. V. Mullings, J.</p>

		<p>Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), <i>Africentric social work</i> (pp. 94-123). Fernwood Publishing.</p> <p>*Mullings, D. V., Giwa, S., & Adam, A. (2021). Black Caribbean elders. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), <i>Africentric social work</i> (pp. 161-183). Fernwood Publishing.</p> <p>Groups 3 & 4 Discussion of Readings</p>
<p>Week 5 February 7, 2024</p>	<p>Anti-Black racism and social determinants of health</p>	<p>*Clarke, J., Mullings, D. V., & Giwa, S. (2021). Black lives under lockdown COVID-19 and racial injustice converge. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), <i>Africentric social work</i> (pp. 284-318). Fernwood Publishing.</p> <p>*Massaquoi, N., & Mullings, D. V. (2021). Practice modalities in health care with Black Canadians. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), <i>Africentric social work</i> (pp. 228-256). Fernwood Publishing.</p> <p>Thornhill, E. M. A. (2008). So seldom for us, so often against us. Blacks and Law in Canada. <i>Journal of Black Studies</i>, 28(3), 321-337. So Seldom for Us, So Often Against Us (ucalgary.ca).</p> <p>Group 5 Discussion of Readings</p>
<p>Week 6 February 14, 2024</p>	<p>Historical and collective trauma: Part 1</p>	<p>Kumsa, M. K., Mfoafo-M'Carthy, M., Oba, F., & Gaasim, S. (2014). The contours of anti-black racism: Engaging anti-oppression from embodied spaces. <i>Journal of Critical Anti-Oppressive Social Inquiry</i>, 1(1), 21-38. https://youthrex.com/wp-content/uploads/2019/01/6-10-1-SM-1.pdf</p> <p>Mullings, D. V., Morgan, A. M., & Quelleng, H. K. (2016). Canada the great white north where anti-Black racism thrives: Kicking the doors and exposing the realities. <i>Phylon</i>, 53(1), 20-41.</p> <p>Quiz 1: February 16, 2024</p>
<p>Term Break – No Classes February 18 – 24, 2024</p>		

<p>Week 7 February 28, 2024</p>	<p>Historical and collective trauma: Part 2</p>	<p>Bernard, W. T., & Smith, H. (2018). Injustice, justice, and Africentric practice in Canada. <i>Canadian Social Work Review</i>, 35(1), 147-155. https://doi.org/10.7202/1051108ar</p> <p>*Ewan, A. R., Mullings, D. V., & Clarke, J. (2021). The cultural production of problem baby mamas. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), <i>Africentric social work</i> (pp. 124-159). Fernwood Publishing.</p> <p>Quiz 2: March 1, 2024</p>
<p>Week 8 March 6, 2024</p>	<p>The significance of Black resistance and resilience</p>	<p>Forbes, J., Curling, D., & Donaldson, S. (2021). Black women’s resilience. Therapy and support for refugee women. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), <i>Africentric social work</i> (pp. 257-283). Fernwood Publishing.</p> <p>Mosley, D. V., Hargons, C. N., Meiller, C., Angyal, B., Wheeler, P., Davis, C., & Stevens-Watkins, D. (2021). Critical consciousness of anti-Black racism: A practical model to prevent and resist racial trauma. <i>Journal of Counselling Psychology</i>, 68(1), 1-16. https://doi.org/10.1037/cou0000430</p> <p>Okello, W. K., Quaye, S. J., & Satterwhite, E. M. (2022). Between me and the world: Black survival and solidarity, here and then. <i>International Journal of Qualitative Studies in Education</i>, 35(5), 525-539. https://doi.org.10.1080/09518398.2021.1982050</p> <p>Quiz 3: March 8, 2024</p>
<p>Week 9 March 13, 2024</p>	<p>Africentric ways of knowing, being and doing</p>	<p>*Chambers, L. A. (2021). Decolonizing social work research. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), <i>Africentric social work</i> (pp. 73-92). Fernwood Publishing.</p> <p>Hatcher, S. S., King, D. M., Barnett, T. M., & Burley, J. T. (2017). Mental health for youth: Applying an African-centered approach. <i>Journal of Human Behavior in the Social Environment</i>, 27(1-2), 61-72, https://doi.org/10.1080/10911359.2016.1259930</p> <p>Mathebane, M. S., & Sekudu, J. (2018). A contrapuntal epistemology for social work: An</p>

		<p>Afrocentric perspective. <i>International Social Work</i>, 61(6), 1154-1168. https://doi.org/10.1177/0020872817702704</p> <p>Nicolito, A. G. (2011). Delving into the Ethical Dimension of Ubuntu Philosophy. <i>Cultura. International Journal of Philosophy of Culture and Axiology</i>, 8(1), 63-82.</p> <p>Quiz 4: March 15, 2024</p>
<p>Week 10 March 20, 2024</p>	<p>The role of spirituality, and religion in Black communities</p>	<p>Beagan, B. L., Etowa, J., & Bernard, W. T. (2012). "With God in our lives he gives us the strength to carry on": African Nova Scotian women, spirituality, and racism-related stress. <i>Mental Health, Religion & Culture</i>, 15(2), 103-120. https://doi.org/10.1080/13674676.2011.560145</p> <p>Gayle, N. (2011). Black women's experiences of spirituality as a form of resistance and activism. <i>Canadian Woman Studies</i>, 29(1/2), 107-120.</p> <p>Proposal Due: March 22, 2024, 11:59 p.m.</p>
<p>Week 11 March 27, 2024</p>	<p>Engaging Black communities</p>	<p>Ashley, W. (2014). The angry Black woman: The impact of pejorative stereotypes on psychotherapy with Black women, <i>Social Work in Public Health</i>, 29(1), 27-34. https://doi.org/10.1080/19371918.2011.619449</p> <p>Osazuwa, S., & Moodley, R. (2023). "Will there be a willingness to actually engage with it?": Exploring attitudes toward culturally integrative psychotherapy among Canada's African community. <i>Journal of Psychotherapy Integration</i>. https://dx.doi.org/10.1037/int0000289</p>
<p>Week 12 April 3, 2024</p>	<p>Africentered approaches in social work</p>	<p>Gilbert, D. J., Harvey, A. R., & Belgrave, F. Z. (2009). Advancing the Africentric paradigm shift discourse: Building toward evidence-based Africentric interventions in social work practice with African Americans. <i>Social Work</i>, 54(3), 243-252. https://doi.org/10.1093/sw/54.3.243</p> <p>Graham, M. J. (1999). The African-centered worldview. Toward a paradigm for social work. <i>Journal of Black Studies</i>, 30(1), 103-122.</p>

		<p>https://doi.org/10.1177/002193479903000106</p> <p>Whitehead, M. M. (2018). <i>Applying Afrocentric theory to mezzo practice with African–Americans</i>. <i>Journal of Human Behavior in the Social Environment</i>, 28(2), 125-141,</p> <p>https://doi.org/10.1080/10911359.2017.1390521</p> <p>Op-Ed Due: April 12, 2024, 11:59 p.m.</p>
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ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

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). 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. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use 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.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Facilitated Class Discussion/ Participation – Group Assignment

Weight: 25%

Due Date: January 31, 2024, and February 7, 2024

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

Students will work in groups of 3-4 people to prepare and facilitate a discussion of assigned weekly readings. Groups must be formed in the first week of class. During the preparatory stages of this assignment, students will complete all assigned readings and prepare 2-3 questions to help guide the discussion. You will have 30 minutes to facilitate the classroom discussions.

Note: Leading group discussions requires facilitation skills—provide a brief overview of topic, use active listening and communication skills, collaborate with co-facilitators, and summarize the key takeaways from the discussion. Students are encouraged to use creative ways to stimulate engagement and critical discussions. Please review the rubric posted in D2L for additional information.

Assignment 2: Asynchronous Quizzes

Weight: 35%

Due Date: February 16th March 1st March 8th March 15th, 2023

Aligned Learning Outcomes: 1, 5, 6, 7

Assessment Criteria

The purpose of this assignment is to conduct formative assessment of student learning, increase students' understanding and integration of course content and determine gaps in their knowledge. Students will complete four asynchronous (online) quizzes in D2L within a set period throughout the semester. Students will be informed of the material that will be covered on the quiz. Each quiz is weighted at 5% for a total of 20% towards the final grade. Questions will be automatically graded to provide students with immediate feedback. Students must not access any websites or copy/share answers with peers while completing their quiz.

Assignments 3, Part A & Part B: Op Ed – Individual Assignment

Due Dates: Proposal (March 22, 2024) Op-Ed (April 12, 2024)

Weight: 40%: Proposal (15%) Op-Ed (25%)

Aligned Learning Outcome: 1, 2, 3, 4, 5

An op-ed (Opposite to the editorial) is an article in a newspaper or magazine that addresses a specific topic (e.g., moral, social, political, educational) and is intended for and engages the general public or a particular audience (e.g., academia). This assignment is a critical opinion piece that takes a position on a current issue that concerns people of African descent.

There are two parts to this assignment: a proposal and an op-ed. The proposal outlines the steps you will take to create your op-ed and provides an opportunity for you to receive feedback prior to submitting a final copy of your op-ed.

Part 1: Proposal

For the proposal, please discuss your topic, relevance of topic, intended audience and arguments you plan to make. You are also required to list three local or national news outlets (i.e., newspaper, magazine), campus media or major media outlets that you plan to submit your op-ed and a rationale for each choice. Identify relevant sources you will use and how they inform your topic. You will write a maximum of four pages for this assignment. Your assignment should include title page (1 pg.), proposal (3 double pgs.), references (1 pg.).

Part 2: Op-Ed

Your op-ed is written in first person narrative. Your opening paragraph should be compelling/persuasive and captivates your audience's attention. If possible, link your op-ed to a current issue in the news or its lack thereof. Each paragraph should have a topic sentence which informs the reader of what to expect. Arguments should be supported by both scholarly and popular culture sources. Your closing paragraph should summarize the key arguments and have recommendations and a call to action; please provide three to four recommendations. Your op-ed can integrate anecdotes, personal reflections, or stories. Your op-ed should use active voice, clear and simple language and be jargon free, and have short sentences and paragraphs. The maximum word count is 750 to 1000. Students will review several examples of op-eds to inform their work. Once feedback is received from the instructor, students are encouraged to submit a final copy of their op-ed to one outlet at a time.

The proposal and op-ed should have a 1-inch margin and uses a minimum of 5 references that are consistent with APA 7 guidelines. Please review the rubric and resources posted on D2L for additional information. Please submit your assignment by the due date on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. All assignments must be submitted as a Word document. Assignments should have a file name as follows: "Last name, first name and name of the assignment" (e.g., Williams, Taraji, Assignment 2_Op-Ed). Assignments must be submitted by 11:59 p.m. on their due date. Assignments are considered late if submitted after 11:59 p.m. Please note that it is the student's responsibility to ensure that the proper version of their assignment is submitted to the appropriate Dropbox folder and keep a copy of each submitted assignment.

LATE ASSIGNMENTS/MISSED QUIZZES

Assignments submitted after the deadline may be penalized with a grade reduction of 5% per day up to 7 days after which assignments will not be accepted. Only in exceptional cases and at the discretion of the instructor will students be granted an opportunity to complete a missed quiz. The make-up quiz may vary from the original quiz.

GROUP PRESENTATIONS

All students are expected to contribute to and complete all group work as well as participate in the presentation. Students are expected to have their cameras on and be in an environment void of distractions.

Only in exceptional cases and at the discretion of the instructor will students be granted an opportunity to submit an alternate assignment for missed presentations. The specifics of this exception will be discussed with students as needed.

EXPECTATIONS FOR WRITING

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

<https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Only the final grade will be rounded up to the nearest whole number. For example, if a final course numeric grade is 84.5%, it will be rounded up to 85%.

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	50-56

		subsequent courses in the same subject.	
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.	

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

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Professional Conduct

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

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.

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