



<b>Course &amp; Session Number</b>	<b>SOWK 557.01 S01</b>	<b>Classroom</b>	Online/Zoom
<b>Course Name</b>	Contexts for Practice: International Social Work		
<b>Dates and Time</b>	<p>*Half course: May 6 – 27, 2024</p> <p><b>Start of Classes:</b> May 6, 2024</p> <p><b>End of Classes:</b> May 27, 2024</p> <p><b>Dates and Time:</b> Online/ Zoom sessions (i.e., May 10, 17, 24, 2024   9-12pm and 1-4pm).</p> <p><b>Add/Drop/Withdrawal Dates:</b> Please refer to the course-specific deadline in your <a href="#">Student Centre</a><sup>1</sup>.</p>		
<b>Instructor</b>	Ajwang' Warriia, PhD	<b>Office Hours</b>	As requested
<b>UCalgary E-mail</b>	<a href="mailto:Ajwang.Warria@ucalgary.ca">Ajwang.Warria@ucalgary.ca</a>	<b>UCalgary Phone</b>	Email preferred

**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.

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

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

## **SYLLABUS STATEMENT**

Examines social work practice in specific contexts

## **COURSE DESCRIPTION**

The social challenges and conditions arising out of globalisation create significant areas of global responsibility and demands for expanded knowledge and skills for social workers. Social work is a global, human-rights based profession, with social workers being frontline practitioners tackling the emerging international issues. This course focuses on international social work as a field of practice in social work. It introduces students to select themes, issues and theories linked to international social work and core integrated skills required to understand and practice social work outside of Canada. Current global issues and challenges will be critically explored and discussed, including poverty, development, human rights, ethical principles, displacement and transnational migration and genocides.

This course, offered online, will provide students with an in-depth understanding of international social work and social development through interactive class discussions, watching videos (asynchronous), critical reading and reflective activities and group facilitation. 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.

## **COURSE LEARNING OUTCOMES**

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

1. Develop a conceptual and theoretical understanding underpinning international social work;
2. Have a critical appreciation of key themes and issues confronting social workers globally;
3. Develop a critical understanding of ethical guidelines and cultural humility core to practising social work internationally;
4. Apply a range of select micro-macro skills to global challenges;
5. Develop an understanding of and articulate the impact of global policies and conventions on social work and social development globally;
6. Increase familiarity with major international organisations working to promote human rights, social justice, and development.

## **LEARNING RESOURCES**

### **REQUIRED TEXTBOOKS AND/OR READINGS**

Haslam, A.P., Schafer, J. & Beaudet, P. (Eds). (2017). *International Development: Approaches, Actors, Issues and Practice* (4<sup>th</sup> ed.). Ontario: Oxford University Press

<https://calgary-store.vitalsource.com/products/introduction-to-international-development-paul-a-haslam-jessica-v9780199036455>

The links to the readings are provided in the course outline. The readings will be posted on D2L, on Leganto.

Students are also, generally, expected to be proactive learners and to independently seek out readings and other knowledge/s as the course proceeds and to integrate this with the concepts presented and discussed in class.

### **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. This course integrates social and community development issues, transnational migration, national and international social policy, and protection issues.

### **CLASS SCHEDULE**

#### **Important Dates for Spring 2024**

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

<b>Date and Time</b>	<b>Themes and Readings</b>
May 6-9, 2024 Asynchronous	Engage with the <i>Hearts of Freedom</i> Exhibition and watch the documentary <i>Passage to Freedom</i> (4hrs)
Thursday May 9, 2024 Asynchronous	<b>Profile Development</b> Complete a profile of yourself on D2L (add photo, short bio, international experiences, interest in the course. Read the uploaded bios and provide constructive course-relevant comments on the profile of one peer – or more if you'd like to) (2hrs)
Friday May 10, 2024 9:00am-3:50pm	<b>Introduction   Overview of the Course   Review of Assignments</b> *Sign up for Group Work

Zoom	<p><b>Overview of International Social Work and Social Development</b></p> <p>Dominelli, L. (2010). Globalization, contemporary challenges, and social work practice. <i>International Social Work</i>, 53(5), 599-612.  <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0020872810371201">https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0020872810371201</a></p> <p>Palattiyil, G., Sidhva, D., Pawar, M., Shajahan, P.K., Cox, J. &amp; Anand, C.J. (2019). Reclaiming international social work in the context of the Global Agenda for Social Work and Social Development: Some critical reflections. <i>International Social Work</i>, 62(3), 1043-1054.  <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0020872818774107">https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0020872818774107</a></p> <p><b>Social Work, Poverty, Inequality, and Development</b></p> <p>Ferguson, I., &amp; Lavalette, M. (2006). Globalization and global justice: Towards a social work of resistance. <i>International Social Work</i>, 49(3), 309-318.  <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0020872806063401">https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0020872806063401</a></p> <p>Haslam, A.P., Schafer, J. &amp; Beaudet, P. (Eds). (2017). <i>International Development: Approaches, Actors, Issues and Practice</i> (4<sup>th</sup> ed.). Ontario: Oxford University Press Chapter 1-3</p> <p>Jordan, B. (2008). Social work and world poverty. <i>International Social Work</i>, 51(4), 440-452. <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0020872808090238">https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0020872808090238</a></p> <p>Lutz, R. (2023). Development: A post-colonial approach. In Kleibl et al. (eds). <i>The Routledge Handbook of Postcolonial Social Work</i>. United Kingdom: Taylor &amp; Francis Group. <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780429468728">https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780429468728</a></p> <p>UNICEF. (2019). UNICEF's global social protection programme framework. <a href="https://www.unicef.org/media/64601/file/Global-social-protection-programme-framework-2019.pdf">https://www.unicef.org/media/64601/file/Global-social-protection-programme-framework-2019.pdf</a></p> <p><b>Issues in International Development</b></p> <p>Aduгна, A., Bihonegn, A.A. &amp; Mekonen, A.A. (2023). "It only reopens old wounds": Lived experiences of Amhara genocide survivors from the Miakadra Massacre in Ethiopia. <i>Families in Society</i>, 104(1), 31-46.  <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/10443894221127067">https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/10443894221127067</a></p> <p>Benson, G.O., Wachter, K., Lee, J., Nichols, D. &amp; Hylton, E. (2021). Social work scholarship on forced migration: A scoping review. <i>The British Journal of Social Work</i>, 51(7), 2680–2702.  <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcaa081">https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcaa081</a></p> <p>Boetto, H., Bell, K., &amp; Ivory, N. (2021). Disaster preparedness in social work: A scoping review of evidence for further research, theory, and practice. <i>The British Journal of Social Work</i>, 51(5), 1623–1643.  <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcab103">https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcab103</a></p>
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	<p>Haslam, A.P., Schafer, J. &amp; Beaudet, P. (Eds). (2017). <i>International Development: Approaches, Actors, Issues and Practice</i> (4<sup>th</sup> ed.). Ontario: Oxford University Press Part III: Chap. 18, 21, 22, 23, 24   Chap. 27</p> <p>Närhi, K. &amp; Matthies, A. (2018). The ecosocial approach in social work as a framework for structural social work. <i>International Social Work</i>, 61(4), 490-502. <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0020872816644663">https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0020872816644663</a></p> <p>Mayeda, D.T., &amp; Vijaykumar, R. (2016). A review of the literature on honor-based violence. <i>Sociology Compass</i>, 10, 353–363. <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/soc4.12367">https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/soc4.12367</a></p> <p>Zaami, M. (2023). Conceptualizing migration and livelihoods: Perspectives from the Global South. In: Nunan, F., Barnes, C. &amp; Krishnamurthy, S. (eds), <i>The Routledge Handbook on Livelihoods in the Global South</i>. London: Routledge <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781003014041">https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781003014041</a></p>
<p>May 13, 2024 9:00-12:00pm Asynchronous</p>	<p><b>Group Activity: Facilitation Preparation</b> (Instructor available on Zoom)</p>
<p>May 15, 2024 9:00-12:00pm Asynchronous</p>	<p><b>Group Activity: Facilitation Preparation</b> (Instructor available on Zoom)</p>
<p>Friday May 17, 2024 9:00am-3:50pm Zoom</p>	<p><b>Ethics of Development</b> Global Ethical principles: <a href="https://www.ifsw.org/global-social-work-statement-of-ethical-principles/">https://www.ifsw.org/global-social-work-statement-of-ethical-principles/</a></p> <p>Haslam, A.P., Schafer, J. &amp; Beaudet, P. (Eds). (2017). <i>International Development: Approaches, Actors, Issues and Practice</i> (4<sup>th</sup> ed.). Ontario: Oxford University Press Chap. 40</p> <p><b>International Development Actors</b> Guest Speaker (TBC)</p> <p>Haslam, A.P., Schafer, J. &amp; Beaudet, P. (Eds). (2017). <i>International Development: Approaches, Actors, Issues and Practice</i> (4<sup>th</sup> ed.). Ontario: Oxford University Press Part II: International Development Actors</p> <p><b>Culture and Social Norms: Essential Skills</b> Masson, F. &amp; Harms-Smith, L. (2019). Colonisation as collective trauma. In Kleibl et al. (eds). <i>The Routledge Handbook of Postcolonial Social Work</i>. United Kingdom: Taylor &amp; Francis Group. <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780429468728">https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780429468728</a></p>

	<p>Sousa, C., &amp; Marshall, D.J. (2017). Political violence and mental health: Effects of neoliberalism and the role of international social work practice. <i>International Social Work, 60</i>(4), 787-799.  <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0020872815574128">https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0020872815574128</a></p> <p>Veronese, G., Mahamid F., &amp; Bdier, D. (2023). Transgenerational trauma and collective resilience: A qualitative analysis of the experiences of settler-colonial violence among three generations of Palestinian refugees. <i>International Journal of Social Psychiatry, 69</i>(7), 1814-1824.  <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/00207640231175787">https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/00207640231175787</a></p> <p>Haslam, A.P., Schafer, J. &amp; Beaudet, P. (Eds). (2017). <i>International Development: Approaches, Actors, Issues and Practice</i> (4<sup>th</sup> ed.). Ontario: Oxford University Press Chap. 29</p>
<p>May 20, 2024  9:00-12:00pm  (A)synchronous</p>	<p><b>Group Activity: Facilitation Preparation</b>  Group meetings with the instructor</p>
<p>May 22, 2024  9:00-12:00pm  (A)synchronous</p>	<p><b>Group Activity: Facilitation Preparation</b>  Group meetings with the instructor</p>
<p>Friday  May 24, 2024  9:00am-3:50pm  Zoom</p>	<p><b>Select Topics: Student Group Facilitation</b>  <b>Future Opportunities, Challenges, and Issues</b>  <b>Doing Development Research</b>  Jeyapal, D. (2017). The evolving politics of race and social work activism: A call across borders. <i>Social Work, 62</i>(1), 45–52.  <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/sw/sww069">https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/sw/sww069</a></p> <p>Matthews, H., Gingrich, G.L. &amp; Ong, J. (2023). Writing and resisting colonial genocide. <i>Global Social Policy, 23</i>(3), 529-534.  <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/14680181231201948">https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/14680181231201948</a></p>

**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 video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are

expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

### **MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)**

The instructor may use 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. Students will be advised before the instructor initiates a recording of a Zoom session.

### **RECORDINGS OF ONLINE CLASSES (By Students)**

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

## **ASSESSMENT COMPONENTS**

### **Assignment 1: Introduction Activity (5%) – Thursday May 9 by 3pm\***

Aligned Course Learning Outcomes: 3, 4

Assignment Description: Students should complete a profile of themselves on D2L (add photo, short bio, international experiences, interest in the course and provide constructive course-relevant comments or questions on one other person's profile).

Assignment Criteria: The profile should be uploaded with the required information – photo (black and white or in colour), bio (100 words), international experience (150 words) as highlighted in the description above. The course-related and respectful comments made on another student's profile should not exceed 150 words. No references are required.

### **Assignment 2: Reflections on Engagement and Learning Activities (20%) | Due Date: Friday May 17 by 11:59pm**

Aligned Course Learning Outcomes: All

Assignment Description: Students are required to reflect on the corresponding week's readings, and class activities and discussions. Briefly describe the activity/reading, link it to a theory or practice framework [or wisdom] and comment on new learning, areas for development (and how you hope to accomplish this growth), embodied experiences, and critical reflection or any remarkable aspects of seeing "yourself" (in terms of identity or experience) in the day's subject matter.

The purpose of this assignment is for students to develop critical reflexivity skills that deepen the integration of their lived experiences, beliefs, values, and assumptions, with readings, instruction, and discussion of scenarios in class. Consideration is placed on the awareness of power and privilege that

may influence future global social work practice. In addition, what kind of learning would be helpful to you in your growth, as aligned to practising in international contexts.

Assignment Criteria: Two reflective pieces, each 1 page long – excluding the reference list. The grading will be based on identification and description of activity, linkage to academic concepts, alignment to areas for future growth and writing. Please note that the area of growth could be linked to the power-privilege/s identified. Students are invited (but not required) to include a creative representation of their embodied critical reflexivity process. This may include a drawing, collage, audio recording or other artistic representation – which can be uploaded, with a brief written interpretation, on the Assignment folder on Dropbox. Use double spacing, and Times New Roman Font, size 12. Any references used in the reflective pieces should be cited appropriately using APA (7<sup>th</sup> ed.). Refer to assessment rubric that will be posted on D2L.

### **Assignment 3: Participation/Self-Assessment (20% - Student Evaluation (10%) & Instructor Evaluation (10%) | Due Date: May 24, 2024, at 11:59pm MT (Individual)**

Aligned Course Learning Outcomes: All

Assignment Description: The participation grade awards marks for active and engaged learning in the course. All students are expected to participate in every class. Should a student be unable to attend class, please contact the instructor by email and plan with the instructor or another student to discuss the materials and activities covered in class. The participation mark will be a combination of your self-assessment (10%) and the instructor's assessment (10%).

Self-assessment: Submit a 4 to 5-minute video or voice clip describing your participation. Participation and engagement should include the following components: i) class attendance, including participation in online activities; ii) professionalism, humility, and respectful engagement in class; iii) engagement with guest speakers; iv) contributions to class discussions and learning community; v) evidence of having completed assigned readings and other preparatory work prior to class; vi) practising self-social care<sup>2</sup>; and vii) ability to pose questions and provide constructive feedback to peers in Zoom and D2L.

Be sure to include critical reflections 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 were aligned with social work values and the social justice mission of social work.

Assignment Criteria: There is no grading rubric for this assignment. Include a grade for yourself out of 10 (with a brief justification for the mark awarded).

### **Assignment 4: Facilitating Class Dialogue (55%)**

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

Assignment Description: In this skill-based assignment, students are to work in groups comprising of 4 members where they facilitate a class dialogue on a selected global social work topic of their choice. One week after the dialogue facilitation, students are also expected to submit one group paper 2 pages long (15 %) where they reflect on their experience and discuss their (un)learning as they planned for and facilitated the dialogue.

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<sup>2</sup> 1 hour allocated each week towards self-collective care activities



This part of the group assignment aims to provide students with the opportunity to utilize their learnings from class to engage in critical process of facilitating a dialogue on issues relevant to international social work. Specifically, for this group facilitated dialogue, students are asked to choose any topic discussed in class and facilitate a relevant class dialogue where they explore key issues and tensions that arise to them as they investigate the topics of their chosen day. Example to be shared in class.

Assignment Criteria: Group facilitators are expected to integrate classroom material (lectures, discussions, readings, and classroom activities) into their dialogue. Specific attention will be paid to facilitators' take on any policies, and practice and how they ground their analysis within the varied conceptual, theoretical and practice frameworks. Each group will meet with the facilitator for an hour to discuss their on-going preparations of the dialogue.

### **Part 1: Outline of Dialogue (Group - 5%) | Due Date: May 13, 2024 by 11:59pm**

Assignment Criteria: The first step is to propose a topic and rationale (500 words) for the dialogue and provide a minimum of seven (7) references. In your submission indicate the names of the group members and the pre-identified roles that each person has been assigned. More details about this assignment, expectations and grading criteria will be discussed in class. The outline of the dialogue should be submitted on Dropbox in D2L

### **Part 2: Dialogue Facilitation (Group – 25%) | Due Date: May 24, 2024**

Assignment Criteria: The facilitation of the dialogue should be 40 minutes including time for Q & A. Attention also will be paid to time management as well as the facilitators' way of i) articulating their analysis of the chosen topic; ii) its relevance to advancing experiences of social justice; iii) its applicability to SDGs; iv) how the group examines the flows, the tensions, or contradictions inherent and relevant to their topics.

Key questions to consider include but are not limited to: i) what perspectives drive the issue? ii) how does the shape global social work? iii) what are some intersectional assumptions, as they relate to theme/s discussed? iv) what micro-macro specific skills can be surfaced during the dialogue facilitation.

In addition, groups are encouraged to use any creative facilitation formats they are comfortable with. Grades are assigned to the entire group. The instructor will ensure students have opportunities to discuss their assignments. Each group is required to meet with the instructor at least once before they facilitate the classroom dialogue for support to develop and finalize their group assignment. Groups can meet with the instructor after the facilitation to debrief and assess how their facilitation went.

### **Part 3: Critical Analysis (Group - 15%) | Due Date: May 28, 2024**

Assignment Criteria: Groups are to submit a 2-page paper reflecting on and analysing their experience facilitating the dialogue and exploring the issues they discussed in class. Students are expected to articulate the tensions they faced as they prepared for and presented their dialogue, discuss their (un)learning, present issues that surprised them and conclude with the key learnings and lessons that they will take with them to the field.

Assignment Criteria: This is a scholarly paper written on an international social work theme linked to the dialogue facilitation exercise and with relevant bodies of social work scholarship. In addition, the paper should follow the 7<sup>th</sup> edition of APA referencing style.

Expectations also include answering the following questions: i) How did this dialogue help you understand the realities of the trauma-informed practice? ii) How does this relate to your own

assumptions/biases/alliance/complicity with the issue/s explored? iii) What are some of the taken for granted assumptions about the issue tackled? iv) how will this influence your journey to become a social worker?

## ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

### ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to engage with the assigned readings, to be fully present and involved in the class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.
- Students are also expected to adhere to social work ethical guidelines and professional conduct during class participation.
- Students should work together on their group projects (where applicable) and assignments, and the assignments should be submitted on time.
- Kindly notify the instructor ahead of time if you are unable to attend the class, will be late or plan to leave early. In these circumstances, make-up options will be provided as participation is a component that will be graded.
- This course is based on experiential work; thus, participation and attendance are essential! Students who miss one or more class sessions [morning/afternoon], with no compelling reasons, will have 5% of their course mark deducted for each missed session.
- **Communication** among peers and to the instructor should always reflect professionalism and respect. As per University policy, all communication with the instructor should be via the official UCalgary email address and the instructor maintains the right not to respond to communication through personal email addresses. Kindly allow for up to 48 hours response time to the email communication.
- Please refer to the Ucalgary calendar for more information on [attendance and supporting documentation and the use of a statutory declaration](#).

### GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically through their respective Dropbox in D2L.
- Assignments should be submitted in Word format.
- Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith\_Assignment 1).
- Assignments are due by 11:59pm MT on their due date – unless another time is specifically stated.
- 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.
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day – including weekends and

holidays). Students may request for additional time, prior to the due date, to complete the assignment. No additional preparation time will be given for the dialogue facilitation.

- Make up assignments are subject to the discretion of the instructor, and it is the students' responsibility to make any necessary arrangements with the instructor for any missed assignments.
- There is a 7-day maximum limit by which to accept late assignments for students who have not requested for an extension. No assignments will be accepted after the 7-day limit.

**EXPECTATIONS FOR WRITING**

- The instructor will create opportunities to discuss the assignments in depth during the duration of the course.
- Assessment rubrics will be posted on D2L, where applicable.
- 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 in-text and on the reference list and referenced in APA 7<sup>th</sup> edition format. Failure to do so will result in grade deduction. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

*\*\*\*For accommodation requests, students are not required to disclose to the instructor. I am approachable, available, and flexible if the need arises – to support your learning and the successful completion of the course.*

**ACADEMIC MISCONDUCT**

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

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

**GRADING**

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

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 <a href="#">F.1.3</a> for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

## COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university's curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

Students are welcome to discuss the process and content of the course at any time with the instructor.

## ADDITIONAL SUGGESTED READINGS

Additional readings will be uploaded on Leganto

## 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