



**Spring 2024**

<b>Course &amp; Session Number</b>	<b>SOWK 557.19 S02</b>	<b>Classroom</b>	Online
<b>Course Name</b>	<b>Spirituality and Social Work</b>		
<b>Dates and Time</b>	Start of Classes: May 6 End of Classes: June 17 Dates and Time: Mondays 1-4 pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	<b>Dr. Heather M Boynton</b> PhD, RSW	<b>Office Hours</b>	Request via email
<b>UCalgary E-mail</b>	<a href="mailto:hmboynto@ucalgary.ca">hmboynto@ucalgary.ca</a>	<b>UCalgary Phone</b>	Please contact by email

**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

This course introduces the spiritual dimension of being human, and spiritual development across the lifespan and its importance in social work practice. The focus will be on acquiring foundational knowledge and skills and building on existing knowledge of anti-oppressive practice. You will engage in experiential learning for developing a spiritually sensitive social work framework for practice. The historical roots of social work that are grounded in spiritual aspects will be considered, and current perspectives, models for assessment, and integration of spirituality into treatment will be examined. You will explore differing faiths, religions and spirituality and develop skills for spiritual attunement and humility. You will gain skills in conducting spiritual assessments and explore ways in which spirituality can be intentionally and appropriately included in interventions. You also will develop an understanding of the role of spiritual and existential issues in areas such as trauma, grief, illness, healing, resilience and overall health and wellbeing. The history and research on social work perspectives and spirituality in practice will be critiqued and appraised.

You will examine and critically analyze your own spiritual worldview and stage of spiritual development through reflective questioning exercises. Therefore, you should be prepared to engage in inner processes and deep critical reflection. You will examine major world religions, spiritualities, faiths, and traditions, and explore those of Indigenous and Black peoples. You also will participate in collaborative small and large group discussions and engage in experiential activities online and in zoom sessions regarding aspects of spirituality related to personal and professional identity. You will apply theory to practice through engaging in individual and group experiential learning activities exploring spiritual content, assessment techniques, ethical issues, case examples and practice scenarios. The application of spirituality in practice at various levels will be discussed. Themes relating to practice where spirituality is highly relevant include anti-oppressive practice and diversity, oppression and social justice, professional identity and self-care, theoretically informed evidence-based practice, facilitating and advocating for change, articulating a professional model of practice, and ethical issues and challenges. Aspects of trauma, grief and loss, and the role of spirituality in resilience and posttraumatic growth will be highlighted. You will consider critical topics related to diverse perspectives of spirituality for presentations.

This course will take place **online** via Desire2Learn (D2L) and 18 hours (6 3hr-sessions) of Zoom instruction on May 6, 13, 27, June 3, 10, and 17th, 2024. To best succeed in the course, you are expected to participate in asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions and work collaboratively in your assigned groups. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively

contribute to the follow-up online discussion). There will be 21 hours of asynchronous instruction which will include review of discussion board posts, additional resources, videos, current events, and media.

## COURSE LEARNING OUTCOMES

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

1. Examine and articulate your own spiritual worldview, level of spiritual development, and how this may be a source of strength and self-care within your practice, or how it may pose potential challenges, potential biases, or transference and countertransference issues in working with clients and communities,
2. Appraise the history of spirituality in social work and current professional standards of practice, accreditation standards, and ethics pertaining to spirituality,
3. Differentiate, contextualize, and articulate the definitions of religion and spirituality and their associated concepts,
4. Acquire knowledge and skills for identifying spiritual strengths, protective factors, supports, resources, struggles, and spiritual struggles, distress and challenges for individuals, families, and communities,
5. Develop an awareness and understanding of the spiritual dimension of being human, and the process of spiritual development and spiritual intelligence across the lifespan as critical for social work practice,
6. Formulate an ethical and spiritually sensitive and informed attitude and approach for practice, including assessment, treatment and interventions, research, and evaluation, and determine your own practice identity in relation to the spiritual dimension,
7. Examine the diversity of faith traditions, religious and spiritual beliefs and perspectives, practices, activities, rituals etc., and the environmental, social, familial, and cultural influences on spirituality to effectively support clients, families, and communities.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

Dudley, J.R. (2016). *Spirituality matters in social work: Connecting spirituality, religion, and practice*. Routledge.

#### **Other required readings:**

Boynton, H. M. (2016). Children's spirituality: A component of holistic care in child welfare. In R. Neckoway, & K. Brownlee (Eds.) *Child welfare in rural remote areas with Canada's First-Nations peoples: Selected readings*, pp. 165-189. CERPYD.

Boynton, H.M., & Margolin, I. (forthcoming, 2024). Becoming a spiritual influencer through the heart and soul of field practice [manuscript submitted for publication]. In J. Drolet, & G. Charles (Eds.) *Student handbook on field education*. Chapter (TBD). University of Calgary Press.

DeVynck, E., Boynton, H.M., & Burns, V. (2023). Pulled from the shoreline in search of spacious

spirituality: Journeys of spiritual distress, resilience, and posttraumatic growth for evangelical Christian women in western Canada. *Religions*, 14(9), 1193; <https://doi.org/10.3390/rel14091193>.

Este, D., & Thomas Bernard, W. (2006). Spirituality among African Nova Scotians: A key to survival in Canadian Society. *Critical Social Work: An Interdisciplinary journal dedicated to social justice*, 7(1), DOI: <https://doi.org/10.22329/csw.v7i1.5768>

Hodge, D.R. (2013). Implicit spiritual assessment: An alternative approach for assessing client spirituality. *Social Work*, 58(3), 223-230.

Neeganagwedgin, E. (2013). Ancestral knowledges, spirituality and Indigenous narratives as self-determination. *AlterNative: An International Journal of Indigenous Peoples*, 9(4), pp. 322–34, <https://doi.org/10.1177/117718011300900404>

Poluchowicz, S., & Boynton, H. M. (2022). The Soulful Journey: A spiritual based group for treatment. In H. M. Boynton & J. Vis (Eds.), *Trauma, spirituality and posttraumatic growth in clinical social work practice*, pp. 111-126. University of Toronto Press.

Verniest, L. (2006). Allying with the medicine wheel: Social work practice with Aboriginal peoples. *Critical Social Work*, 7(1). [https://ojs.uwindsor.ca/index.php/csw/article/download/5778/4717?inline=1&bcgovtm=20200319\\_GCPE\\_AM\\_COVID\\_4\\_NOTIFICATION\\_BCGOV\\_BCGOV\\_EN\\_BC\\_NOTIFICATION](https://ojs.uwindsor.ca/index.php/csw/article/download/5778/4717?inline=1&bcgovtm=20200319_GCPE_AM_COVID_4_NOTIFICATION_BCGOV_BCGOV_EN_BC_NOTIFICATION)

Vis, J., & Boynton, H. M. (2008). Spirituality and transcendent meaning making: Possibilities for enhancing posttraumatic growth. *Journal of Religion and Spirituality in Social Work: Social Thought*, 27(1-2), 69-86.

## **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 SOWK 557.19 course relates to all other BSW courses as the emphasis is on the spiritual dimension of practice within an ecobiopsychosocialspiritual approach for all levels of social work. The application of a spiritually sensitive approach within an anti-oppressive and social justice lens integrates knowledge, theory, ethics, and evidence-based practice that highlights the spiritual component within a holistic practice framework responsive to and respectful of diversity.

## CLASS SCHEDULE

### Important Dates for Spring 2024

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

### Class Schedule

This course will take place asynchronously **online** via Desire2Learn (D2L) and on synchronously on Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. There will be 18 hours (6 3hr-sessions) of Zoom instruction on Monday afternoons from 1-4pm. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose an alternative participation activity (e.g., submit a short assignment, submit a reflection after discussing the missed class with a peer). 21 hours of asynchronous instruction will include review of discussion board posts, recorded lectures, additional resources, videos, current events, and media.

<p>Module 1 May 6-9 Instructions on D2L</p> <p>Readings: Chapters 1-2 Chapter 6 pp 123-127, 133-140, 142, 146-152 Article: Verniest, L. (2006).</p>	<p>Synchronous zoom session May 6<sup>th</sup> 1-4pm (break included)</p>	<p>Course opening Introductions History of spirituality and social work, conceptualizing and examining spirituality, religion, spiritual development, spiritual worldview. Ethics and research for spirituality and social work.</p>
<p>Module 2 May 10-16</p> <p>Readings: Chapters 3-5 Article: Este, D., &amp; Thomas Bernard, W. (2006).</p>	<p>Synchronous zoom session May 13<sup>th</sup> 1-4pm (break included)</p>	<p>Understanding spirituality for individuals and families. Examining the diversity of religious and spiritual beliefs, practices, rituals etc. Students will explore the various Indigenous, Black, and World religions, faiths, traditions, and spiritualities. Spirituality, health and wellbeing, trauma, grief and loss, and posttraumatic growth will be examined.</p>
<p>Module 3 May 17- May 27</p>	<p>Synchronous zoom session May 27<sup>th</sup> 1-4pm</p>	<p>Spiritually sensitive practice, the Spiritual Practice Model,</p>

Readings: Charts on pp 156, 161 Chapter 8 Articles: Boynton, H.M., & Margolin, I. (forthcoming, 2024); Hodge (2013) Implicit Spiritual Assessment; Boynton H.M. (2016)		Assessment of spiritual strengths, resources, supports, activities, practices, challenges, and struggles. Employing spiritual assessment models (FICA, FACT, HOPE, SPIRIT, CSI-MEMO).
Module 4 May 28- June 3 Readings: Chapters 9-11	Synchronous zoom session June 3 <sup>rd</sup> 1-4pm (break included)	Spirituality and interventions with individuals, families, communities, groups. Mindfulness, yoga, music, dance, creative expressive therapies, ceremonies, rituals.
Module 5 June 4-10 Readings: Articles: Vis & Boynton 2008; De Vynck et al. (2023); Poluchowicz & Boynton (2022); Neeganagwedgin, E. (2013).	Synchronous zoom session June 10 <sup>th</sup> 1-4 pm (break included)	Trauma, grief and loss, spirituality, and posttraumatic growth. Potential guest speaker
Module 6 June 11-17 Readings: Chapters 12-13	Synchronous zoom session June 17 <sup>th</sup> 1-4pm(break included)	Evaluation, tools for your journey, spirituality as a way of being.

#### 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**

**All assignments should use APA 7 format, this resource is very helpful to check out how to cite various sources [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)**

**Assignment 1: Spiritual Self-Assessment and Spiritually Sensitive Practice Reflection Paper or Video Recording (25%): Due May 17<sup>th</sup>.**

Aligned course learning objectives: 1, 3, 5, 6

The purpose of this assignment is to understand your own spirituality, spiritual development, and spiritual worldview and its influence on your practice identity and developing a spiritually sensitive practice approach. Spiritual and religious values, beliefs, experiences, and views shape the context of social work practice both personally and professionally. You will conduct a self-assessment and engage in critical reflection on how your own spiritual worldview, practices, values, beliefs, rituals, activities, and relationships have developed and evolved over your lifespan and what experiences or elements have influenced your current spirituality. You are to use some of the tools in the readings on spiritual assessments and the reflection questions (posted in D2L) for the self-assessment. You will analyze and discuss how your own spirituality and spiritual worldview is relevant to your professional social work role and identity. You will consider how engaging in this process has affected your sense of self in relation to professional identity formation and in developing a spiritually sensitive practice approach. You will consider countertransference and any areas that could potentially create ruptures in the therapeutic relationship, and how you might mitigate and/or address these in practice. You can use course materials in D2L and also search for others beyond the course.

The first steps are to develop an outline for your paper or video. Building upon the outline, develop a storyline with evidence of critical thinking, deep reflection, and a coherent flow of thoughts and concepts. The assignment will highlight your key learnings from the assessment process, and related course material, and how this will inform and translate in your future practice and professional identity. The paper should be approximately 5 pages (not including the title page and references) and APA 7 format should be used for any references, and headings. You can write from first person. If you are choosing the video recording, you should spend time on a comprehensive outline to organize your discussion and highlight the content, and any course material or other resources you will refer to in the video. The recording should be approximately 15 minutes in length. Save your assignment as **LAST NAME, FIRST NAME, ASSIGNMENT 1** (this greatly assists with the marking process) and submit to the associated drop box in D2L by 11:59pm. Grading criteria are outlined below, a rubric for the paper or video can be found in D2L.

**Assignment 2: Topic of Interest Group Presentation (25%): Due June 10<sup>th</sup>. Presentations should be 10 minutes in length.**

Aligned course learning objectives: 2, 3, 4, 5, 6, 7

In your randomly assigned small groups, you will decide upon a topic of interest related to spirituality and social work and submit their proposed topic to the instructor for approval by May 27<sup>th</sup>, topics will be decided by first request. The presentation can be done orally through a Zoom recording, or voice over PowerPoint, or Prezi recording, podcast, or another creative presentation mode. The presentation should introduce the topic, highlight key aspects, discuss any research and/or pertinent literature and involve critical analysis, and discuss linkages of theory to practice as well as implications for social work practice. References should be included in APA 7 format (at end of presentation or can be handed in as a Word document). Presentations are to be posted in the presentation discussion area for everyone to review by June 10<sup>th</sup>, as well as submitted through Dropbox in D2L for marking (1 person in the group should be identified to submit). Grading criteria are outlined below, a rubric for the presentation can be found in D2L.

**Assignment 3: Module discussions activities, and description of learning (50%): Group discussion and tasks due at the end of each module (20%). Final digital story reflection assignment (30%) due June 17<sup>th</sup>.**

Aligned course learning objectives: 1, 2, 3, 4, 5, 6, 7

You will be randomly placed in small groups to work together during the 6 modules of the course. This is intended to simulate collaborative and experiential work that often occurs within a face-to-face classroom, and study or seminar groups. This will offer an opportunity for sharing individual perspectives and to learn with and from one another. The discussions are also intended to foster collaborative and authentic learning through experiential learning activities and discussions. Instructions and questions provided by the instructor will describe the readings and resources to review in D2L and activities that students are to complete. You will be required to participate in activities such as answering questions, conducting web and literature searches to compile information and/or creating resources, exploring diversity in religious and spiritual perspectives and faith traditions etc. In one of the modules, you will be asked to conduct a mock/role play interview where you will interview and conduct a spiritual history/assessment of another person. You will obtain verbal consent from a classmate, peer, or colleague to interview them and use any de-identified information for the purpose of this assignment only. You will use one or a blend of the tools learned in class for your interview (i.e., SSOPP, FICA, HOPE, SPIRIT models, Hodge's implicit questions). You will ask about the individual's spirituality, spiritual strengths, any spiritual struggles, or challenges, and how they may like for you to incorporate that into your work (fictionally) together. You will be asked to post about this process and your experience, what you felt you did well, what challenged you or things you struggled with, and further insights. You will be expected to participate in each of the 6 modules.



Each student will submit a reflection on their learning in the course in the form of a digital story, video, or voice over PowerPoint. The reflection of learning should be approximately 10-12 minutes. It should include key learnings in the course, ways your own worldview may have shifted or evolved, any aha moments or key learning from peers, course materials, or other resources encountered during the course studies. You should speak about the development of your spiritually sensitive practice approach through the course and what you will hold as important or consider for your future practice or professional development, as well as your own spiritual self-care practices. Grading criteria are outlined below, a rubric for the module discussions and digital story video can be found in D2L.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. If you have to miss a class it is best to inform the instructor in advance and suggest how you will make up for the missed content.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Last name, first name and assignment number" (e.g., Smith, Jane, Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

### **LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor, and assignments submitted after the deadline may be penalized with a grade reduction.

### **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing or presentation skills. Writing skills include not only surface correctness (spelling, grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7<sup>th</sup> 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>  
Presentation skills will be assessed for content and delivery including conceptual coherence and flow, clarity, conciseness, creativity, and any written content will be assessed as outlined above.

### **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>

<b>GRADING</b>
----------------

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. Final grades with a .5 and above will be rounded up.

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

H. M. Boynton, & J. Vis (Eds.) (2022). *Trauma, spirituality, and posttraumatic growth in clinical social work practice*. (Eds). University of Toronto Press.

Fante-Coleman, T., Allen, K., Booker, M., Craig, A., & Jackson-Best, F. (2023). If you prayed more, you would feel better: The dual nature of religion and spirituality on Black youths mental health and access to care in Canada. *Child & Adolescent Social Work Journal*, <https://doi.org/10.1007/s10560-023-00932-1>

Hart, M. (2002). *Seeking mino-pimatisiwin: An aboriginal approach to helping*. Fernwood.

Kortes-Miller, K. (2022). Offering social work care for spiritual needs at the end of Life. In H. M. Boynton & J. Vis (Eds.), *Trauma, spirituality and posttraumatic growth in clinical social work practice*, pp. 127-139. University of Toronto Press.

Larocca-Pitts, M. (2015). Four FACTs spiritual assessment tool. *Journal of Health Care Chaplaincy* 21, 51–59. <https://doi.org/10.1080/08854726.2015.1015303>

Van Hook, M.P. (2016). Spirituality as a potential resource for coping with trauma. *Social Work & Christianity*, 43(1), 7-25.

## 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