



**Spring 2023**

<b>Course &amp; Session Number</b>	<b>SOWK 557.35 S02</b>	<b>Classroom</b>	Online
<b>Course Name</b>	Social Work Practice and Neurobiology		
<b>Dates and Time</b>	Start of Classes: First class Monday May 8th End of Classes: Last class Monday June 12th Dates and Time: Zoom sessions Mondays, 5-8pm. See class schedule for more details. Add/Drop/Withdrawal Dates: Add/Drop May 9 <sup>th</sup> ; Withdrawal June 15 <sup>th</sup> . Please refer to the <a href="#">University Calendar</a> for more details.		
<b>Instructor</b>	Peter J. Baylis, PhD RCSW	<b>Office Hours</b>	As requested by email
<b>UCalgary E-mail</b>	<a href="mailto:pbaylis@ucalgary.ca">pbaylis@ucalgary.ca</a>	<b>UCalgary Phone</b>	Please contact via 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.

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

Information from the field of neuroscience is common rhetoric within academic and professional circles. Such conversations are frequently accompanied by speculation and assumptions about the implication of new findings to particular fields of study and practice, e.g., Neuroethics, Neuropsychanalysis, Neuroeducation, Neurologic Music Therapy, Neuro Art Therapy, Neurolaw.

This course integrates information from the field of affective and social neuroscience as it enhances social work practice across the life span. It synthesizes foundational elements of neurological development within a social work frame that encompasses bio-psycho-social perspectives. The course will examine information relevant to attachment, memory, information processing impacted by trauma, substance use, and basic considerations of gene-environment interactions (genetic & epigenetics). Throughout the course practice implications will be reviewed as applied to social work.

New information from the field of neuroscience is constantly emerging and challenging previously held beliefs. Consequently, it is important to maintain an open yet critical perspective with regards to the application of emerging research to social work practice.

This course will take place online via Desire2Learn (D2L) and Zoom . The course will blend didactic presentations, with case examples, and problem-based learning to help students critically integrate knowledge and practice. There will be some elements of rote learning with an expectation to consider the implications of relevant information from the field of affective and social neuroscience as it might influence social work practice in various domains of practice.

Online presentations will occur on Mondays, beginning May 8th with the last lecture on June 12th. There is an expectation students will post responses to questions pertaining to the readings and lecture for each week; complete weekly brief multiple choice quizzes, and submit a final written assignment, an assessment and treatment plan informed by neuroscience concepts for a case example provided in class.

Online lectures will vary between 2.5-3hrs. In addition, students are expected to engage weekly (30 mins-1hr) with asynchronous supplementary content outlined in the syllabus (see "Class Schedule"). Students are also expected to respond to weekly questions posted on the discussion board pertaining to the lecture and reading material associated with the week's topic. All classes will be recorded.

## COURSE LEARNING OUTCOMES

Upon completion of this course:

1. Students will be able to identify basic brain anatomy and neuron physiology.

2. Students will be able to describe and identify the impact of trauma and substance use on basic brain anatomy and physiology.
3. Students will be able to describe the principle of neuro-plasticity and its relevance to social work practice at the community and clinical level.
4. Students will be able to identify interpersonal factors associated with positive and negative development that can inform social work practice.
5. Students will be able to formulate a written intervention plan that integrates relevant findings from the field of neuroscience as reviewed in class.
6. Students will be able to integrate research from the field of neuroscience as it informs principles of autonomy and free will in the practice of social work.
7. Students will incorporate information from the field of neuroscience when analyzing complex social situations in order to make professional judgments and to develop advanced knowledge and skills in practice with individuals, families, groups, and/or communities.
8. Students will be able to critically consider claims made about psychosocial interventions informed by neuroscience.

## LEARNING RESOURCES

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

There is no required textbook for this class. All reading material is available through library resources online and the web. Please see detailed Class Schedule listed below.

### **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 course supports learners to gain foundational knowledge related to neuroscience as it applies to social work practice. It thus offers students another perspective to understand and critically examine theoretical concepts and practical frameworks offered in other courses.

## CLASS SCHEDULE

### **Important Dates for Spring 2023**

- Start of Term: Monday, May 1, 2023
- End of Term: Monday, June 23, 2023
- Fee Deadline: Friday, May 12, 2023
- Victoria Day, no classes: Monday, May 22, 2023

*NOTE: The inquiry-based learning approach honors students' diverse ways of knowing, as well as their abilities to reflect on their lived experience, to generate knowledge, and to research and critically reflect on relevant information. For each seminar, rather than being passive receivers of information, students are encouraged to*

participate in critical dialogues on relevant topics and issues. They are encouraged to complete the readings before each seminar, and to engage online with the questions related to the topic of the week and fellow students' posts.

Date	Topic	Readings
Class 1  Monday May 8 <sup>th</sup> 5:00 pm MDT Zoom	Introduction to neuroscience and SW practice <ul style="list-style-type: none"> <li>• Course overview</li> <li>• Integrating neuroscience and social work practice</li> <li>• Neuron</li> <li>• Basic brain development</li> <li>• Epigenetics</li> </ul>	<p>Hunter, R. G., Gray, J. D., &amp; McEwen, B. S. (2018). The neuroscience of resilience. <i>Journal of the Society for Social Work and Research</i>, 9(2), 305–339. <a href="https://doi.org/10.1086/697956">https://doi.org/10.1086/697956</a></p> <p>Montgomery, A. (2013). Toward the integration of neuroscience and clinical social work. <i>Journal of Social Work Practice: Psychotherapeutic Approaches in Health, Welfare and the Community</i>, 27(3), 333-339.</p> <p>The Nervous System (Crash Course)  <a href="#">The Nervous System</a></p> <p><a href="#">The Nervous System in 9 Minutes</a></p> <p>2-Minute Neuroscience: The Neuron  <a href="#">The Neuron</a></p> <p>McGill University: The Brain from Top to Bottom; The Neuron  <a href="#">McGill: The Brain from Top to Bottom</a>            -review “Level of explanation”= beginner, intermediate, advanced; and Level of organization”= cellular, molecular</p> <p>Optional Reading</p> <p>Egan, M., Neely-Barnes, S. L., &amp; Combs-Orme, T. (2011). Integrating neuroscience knowledge into social work education: A case-based approach. <i>Journal of Social Work Education</i>, 47(2), 269–282.</p> <p>Flanzer, J., Gorman, E. M., &amp; Spence, R. T. (2001). Fear of neuroscience. <i>Journal of Social Work Practice in the Addictions</i>, 1(3), 103–112. <a href="https://doi.org/10.1300/j160v01n03_07">https://doi.org/10.1300/j160v01n03_07</a></p> <p>Johnson, H. C. (2001). Neuroscience in social work practice and education. <i>Journal of Social Work Practice in the Addictions</i>, 1(3), 81–102.</p>
Class 2  Monday May 15 <sup>th</sup> 5:00 pm MDT Zoom	Basic brain structures, and memory	<p>Bremner, J. D., Krystal, J. H., Southwick, S. M., &amp; Charney, D. S. (1995). Functional neuroanatomical correlates of the effects of stress on memory. <i>Journal of Traumatic Stress</i>, 8(4), 527–553. <a href="https://doi.org/10.1007/BF02102888">https://doi.org/10.1007/BF02102888</a></p>

	<ul style="list-style-type: none"> <li>• Introduction to function of basic brain structures</li> <li>• Neuroscience of memory</li> <li>• Practice considerations</li> </ul>	<p>Fields, R. D., &amp; Bukalo, O. (2020). Myelin makes memories. <i>Nature Neuroscience</i>, 23(4) 469-470.  <a href="https://doi.org/10.1038/s41593-020-0606-x">https://doi.org/10.1038/s41593-020-0606-x</a></p> <p>The Human Memory  <a href="#">Types of Memory</a> Review section Types of Memory</p> <p>Joseph LeDoux, The Amygdala and Unconscious Memories  <a href="#">The Amygdala</a>  <a href="#">Memories and the Amygdala</a></p> <p><a href="#">Types of Memory and Learning</a></p> <p>Optional Reading</p> <p>Nadel, L., Hupbach, A., Gomez, R., &amp; Newman-Smith, K. (2012). Memory formation, consolidation and transformation. <i>Neuroscience and Biobehavioral Reviews</i>, 36(7), 1640-1645.</p> <p>LaBar, K. S., &amp; Cabeza, R. (2006). Cognitive neuroscience of emotional memory. <i>Nature Reviews Neuroscience</i>, 7(1), 54–64.</p> <p>Schwabe, L., Nader, K., &amp; Pruessner, J. C. (2014). Reconsolidation of human memory: Brain mechanisms and clinical relevance. <i>Biological Psychiatry</i>, 76(4), 274–280.</p> <p>San Kean, What happens when you remove the hippocampus? Ted-Ed  <a href="#">The Hippocampus</a></p> <p>Mayfield Clinic: Anatomy of the Brain  <a href="#">Anatomy of the Brain</a></p>
<p>Class 3  Offered LIVE  Tuesday May 23<sup>rd</sup>  or Recording  available  Wednesday May  24<sup>th</sup> Quiz and Post  delayed by one day</p> <p><b>NO CLASS</b>  <b>Monday May 22<sup>nd</sup></b></p>	<p>Trauma and Post Traumatic Stress Disorder</p> <ul style="list-style-type: none"> <li>• Fear response</li> <li>• Impact of stress on brain development, structure and functioning</li> <li>• Practice considerations</li> </ul>	<p>Schnyder, U., Ehlers, A., Elbert, T., Foa, E. B., Gersons, B. P. R., Resick, P. A., ... Cloitre, M. (2015). Psychotherapies for PTSD: What do they have in common? <i>European Journal of Psychotraumatology</i>, 6.  <a href="https://doi.org/10.3402/ejpt.v6.28186">https://doi.org/10.3402/ejpt.v6.28186</a></p> <p>van der Kolk, B. A. (2003). The neurobiology of childhood trauma and abuse. <i>Child and Adolescent Psychiatric Clinics of North America</i>, 12(2), 293-317.  <a href="#">Childhood Trauma and the Brain</a></p>

<p>5:00 pm MDT Zoom</p>		<p><a href="#">The Autonomic Nervous System and Trauma</a></p> <p>2-Minute Neuroscience: HPA Axis <a href="#">HPA Axis</a></p> <p>Kelly McGonigal, How to make stress your friend <a href="#">The Value of Stress</a></p> <p>Optional Reading</p> <p>Ross, D. A., Arbuckle, M. R., Travis, M. J., Dwyer, J. B., van Schalkwyk, G. I., &amp; Ressler, K. J. (2017). An integrated neuroscience perspective on formulation and treatment planning for posttraumatic stress disorder: An educational review. <i>JAMA Psychiatry, 74(4)</i>, 407-415.</p> <p>Teicher, M. H., Andersen, S. L., Polcari, A., Anderson, C. M., &amp; Navalta, C. P. (2002). Developmental neurobiology of childhood stress and trauma. <i>Psychiatric Clinics of North America, 25(2)</i>, 397-426.</p>
<p>Class 4</p> <p>Monday May 29<sup>th</sup></p> <p>5:00 pm MDT Zoom</p>	<p>Addiction</p> <ul style="list-style-type: none"> <li>• Addiction</li> <li>• Impact of substance abuse on brain anatomy and function</li> <li>• Practice and policy considerations</li> </ul>	<p>Koob, G. F., &amp; Volkow, N. D. (2016). Neurobiology of addiction: a neurocircuitry analysis. <i>The Lancet Psychiatry, 3(8)</i> 760-773. <a href="https://doi.org/10.1016/S2215-0366(16)00104-8">https://doi.org/10.1016/S2215-0366(16)00104-8</a></p> <p>Littrell, J. (2010). Perspectives emerging from neuroscience on how people become addicted and what to do about it. <i>Journal of Social Work Practice in the Addictions, 10(3)</i>, 229–256.</p> <p>Carl Hart, Let's Quit Abusing Drug Users <a href="#">Let's quit abusing drug users</a></p> <p>Addiction and the Rat Park Experiments <a href="#">Rat Park Experiments</a></p> <p>Everything We Think We Know About Addiction Is Wrong <a href="#">What We Think We Know May Be Wrong</a></p> <p>2-Minute Neuroscience: Reward System <a href="#">The Reward Pathway</a></p> <p>The Science of Addiction <a href="#">Addiction</a></p> <p>Optional Reading</p>

		<p>Bennett, S., &amp; Petrash, P. (2014). The neurobiology of substance use disorders: Information for assessment and clinical treatment. <i>Smith College Studies in Social Work</i>, 84(2-3), 273–291. <a href="https://doi.org/10.1080/00377317.2014.923629">https://doi.org/10.1080/00377317.2014.923629</a></p> <p>Casey, B. J., &amp; Jones, R. M. (2010). Neurobiology of the adolescent brain and behavior: implications for substance use disorders. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i>, 49(12), 1189-1201.</p> <p>Hyman, S. E. (2005). Addiction: a disease of learning and memory. <i>American Journal of Psychiatry</i>, 162(8), 1414-1422.</p> <p>Ksir, C., &amp; Hart, C. L. (2016). Cannabis and psychosis: a critical overview of the relationship. <i>Current Psychiatry Reports</i>, 18(2), 12.</p>
<p>Class 5</p> <p>Monday June 5<sup>th</sup> 5:00 pm MDT Zoom</p>	<p>Attachment and Talk Therapy</p> <ul style="list-style-type: none"> <li>• Introduction to attachment theory and the “Circle of Security”</li> <li>• Neurological underpinnings of attachment</li> <li>• How patterned social interaction influences brain structure and function</li> <li>• Factors in talk therapy that may contribute to change</li> <li>• Practice considerations</li> </ul>	<p>Chambers, J. (2017). The neurobiology of attachment: From infancy to clinical outcomes. <i>Psychodynamic Psychiatry</i>, 45(4), 542–563. <a href="https://doi.org/10.1521/pdps.2017.45.4.542">https://doi.org/10.1521/pdps.2017.45.4.542</a></p> <p>Hostinar, C. E., &amp; Gunnar, M. R. (2013). Future directions in the study of social relationships as regulators of the HPA axis across development. <i>Journal of Clinical Child and Adolescent Psychology</i>, 42(4), 564–575.</p> <p>Schore, J. R., &amp; Schore, A. N. (2008). Modern attachment theory: The central role of affect regulation in development and treatment. <i>Clinical Social Work Journal</i>, 36(1), 9–20.</p> <p><a href="#">Attachment Theory</a></p> <p><a href="#">What Works in Therapy</a></p> <p>Optional Reading</p> <p>Baylis, P. (2006). The neurobiology of affective interventions: A cross-theoretical model. <i>Clinical Social Work Journal</i>, 34(1), 61-81.</p> <p>Lipton, B., &amp; Fosha, D. (2011). Attachment as a transformative process in AEDP: Operationalizing the intersection of attachment theory and affective neuroscience. <i>Journal of Psychotherapy Integration</i>, 21(3), 253–279.</p>

		<p>Quillman, T. (2012). Neuroscience and therapist self-disclosure: Deepening right brain to right brain communication between therapist and patient. <i>Clinical Social Work Journal, 40</i>(1), 1–9.</p> <p>Schore, A. N. (2014). The right brain is dominant in psychotherapy. <i>Psychotherapy (Chic), 51</i>(3), 388-397.</p> <p>Schwabe, L., Nader, K., &amp; Pruessner, J. C. (2014). Reconsolidation of human memory: Brain mechanisms and clinical relevance. <i>Biological Psychiatry, 76</i>(4), 274–280.</p>
<p>Class 6</p> <p>Monday June 12<sup>th</sup></p> <p>5:00 pm MDT Zoom</p>	<p>Constructing emotions, free will &amp; determinism</p> <ul style="list-style-type: none"> <li>• Exploration of how we come to experience and create emotions, and how neuroscience impacts our thinking about free will and determinism in social work practice</li> </ul>	<p>Barrett, L. F., Mesquita, B., &amp; Gendron, M. (2011). Context in emotion perception. <i>Current Directions in Psychological Science, 20</i>(5), 286–290.</p> <p>Gendron, M., &amp; Barrett, L. F. (2018). Emotion perception as conceptual synchrony. <i>Emotion Review, 10</i>(2), 101–110.</p> <p>Lisa Feldman Barrett  <a href="#">Your Brain Creates Emotions</a></p> <p><a href="#">Limits of the Brain</a></p> <p>Michael Gazzaniga, Brains Are Automatic, But People Are Free  <a href="#">Automatic Brains-Free People</a></p> <p>Sam Harris, Free Will Is An Illusion  <a href="#">Free Will is an Illusion</a></p> <p><a href="#">Robert Sapolsky, Why You Don't Have Free Will</a></p> <p>Optional Reading</p> <p>Nahmias, E. (2012). Free will and responsibility. <i>Wiley Interdiscipline Review: Cognitive Science, 3</i>(4), 439-449.</p> <p>Lisa Feldman Barrett  <a href="#">The Secret History of Emotions</a></p>
<p>Class 7</p> <p><b>Recorded</b></p>	<p>Biomania</p> <p>Critical Considerations</p> <ul style="list-style-type: none"> <li>• Consideration of the limits of</li> </ul>	<p>Allen, J. G. (2014). Biomania: Benefits, risks, and challenges. <i>Smith College Studies in Social Work, 84</i>(2-3), 385–403.  <a href="https://doi.org/10.1080/00377317.2014.923624">https://doi.org/10.1080/00377317.2014.923624</a></p>



Available between June 20 <sup>th</sup> & Friday June 23 <sup>rd</sup>	neuroscience...neuro-babble.	Cozolino, L. J., & Santos, E. N. (2014). Why we need therapy- and why it works: A neuroscientific perspective. <i>Smith College Studies in Social Work</i> , 84(2-3), 157–177. <a href="https://doi.org/10.1080/00377317.2014.923630">https://doi.org/10.1080/00377317.2014.923630</a>  <a href="#">Current Limits in Neuroscience</a>  <a href="#">Limits of Neuroscience in Court</a>
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**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

**GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

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

**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: Weekly posts on D2L (30%)**

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

Assignment description:

Number of posts: 5

You will post one original response to the weekly question pertaining to the topic of that week. It must be posted by midnight Wednesday of the next week (i.e., lecture Monday, post before next Sunday evening 11:59 pm). Your final post will be in response to Class 5, posted by Sunday June 11<sup>th</sup> at 11:59 pm.

Grading rubric will be posted on D2L.

## **Assignment 2: Multiple choice quizzes (25%)**

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

### Assignment Description:

There will be 6 weekly multiple-choice quizzes associated with the reading material for the week. There will be 4 questions per-week, one week will have 5 questions. They will occur online (D2L). The quiz will be accessible for 24hrs on Thursdays 10am – 10pm.

You will have 3 minutes to respond to each question.

Workload= Lecture Monday, Quiz Thursday, submit Post before Sunday 11:59 pm.

## **Assignment 3: Final paper (45%)**

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

### Assignment Description:

Your final paper will be based on a case example. You will be provided four options to choose from, posted online May 29<sup>th</sup>. You will also be provided a template to structure your paper. The paper will reflect an assessment of the content provided, a description of neurological considerations, and proposed interventions informed by the neurological considerations. Students will be expected to further describe their chosen case, providing (creating) enough content to inform neurological considerations and relevant interventions. This will be further discussed during our online sessions.

Late papers are accepted but downgraded each day late, unless negotiated with the instructor (e.g., a to A-, B+ to B, etc).

Length: No more than 6 pages, up to 1,500 words (excluding references)

Format: Essay; APA style for references, 12-point font, double spaced.

Due Tuesday June 20<sup>th</sup> , 11:59 pm

Grading rubric will be posted on D2L

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit the final assignment electronically through the Dropbox on D2L. Please submit your assignments in Word format. 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 the proper version is submitted.

## **LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Assignments submitted after the deadline, without consultation with the instructor may be penalized with a grade reduction.

## **EXPECTATIONS FOR WRITING**

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 postings and the final paper 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>

## **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. A final percentage that approaches a higher letter grade will be rounded up, e.g., 94.5 will be rounded up to 95, 94.4 will not be rounded up; 89.5 will be rounded up to 90, 89.4 will not; etc. 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.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage Range</b>
A+	4.0	Outstanding performance	95 - 100
A	4.0	Excellent performance	95 – 100
A-	3.7	Approaching excellent performance	90 – 94
B+	3.3	Exceeding good performance	85 – 89
B	3.0	Good performance	80 – 84
B-	2.7	Approaching good performance	75 – 79
C+	2.3	Exceeding satisfactory performance	70 – 74
C	2.0	Satisfactory performance	65 – 69
C-	1.7	Approaching satisfactory performance	60 – 64

D+	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject	55 – 59
D	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	50 – 54
F	0.0	Failure. Did not meet course requirements	Below 50
CG		<a href="#">Credit Granted</a>	
CR		Completed Requirements	

**COURSE EVALUATION**

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

**ADDITIONAL SUGGESTED READINGS**

Please refer to the Class Schedule section above for additional readings.

**UNIVERSITY OF CALGARY POLICIES AND SUPPORTS**

**Professional Conduct**

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

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

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

**Academic Accommodation**

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

### **Research Ethics**

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

### **Academic Misconduct**

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

### **Instructor Intellectual Property**

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

### **Copyright Legislation**

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

### **Freedom of Information and Protection of Privacy**

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

### **Sexual and Gender-Based Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's [Sexual and Gender-based Violence Policy](#) guides us in how we

respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

### **Other Important Information**

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

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