



UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Winter 2024

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| Course & Session Number | SOWK 606 S01 | Classroom | Online via Zoom |
| Course Name | Advanced Policy Practice in Context | | |
| Dates and Time | Start of Classes: February 26, 2024 End of Classes: April 4, 2024 Dates and Time: Weekly Zoom sessions every Tuesday & Thursday from 5:30-8:30 p.m. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ . | | |
| Instructor | Patricia Samson, PhD, MSW | Office Hours | As requested |
| UCalgary E-mail | patricia.samson@ucalgary.ca | UCalgary Phone | 780-492-0108 |

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.

¹ 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

Students will explore the influences of public policy on the lives, relationships, and well-being of individuals, families, groups, and communities. Students will develop their understanding of the policy-making process and the role of social workers in shaping policy.

COURSE DESCRIPTION

This course provides students with the opportunity to examine current Canadian social policies as they pertain to social work practice. By critically analyzing practice through a policy lens, this course seeks to enhance and support further linkages between social work practice and social justice as integral to a holistic practice framework. This course includes a final portfolio assignment that is intended to integrate learnings across the four courses included in the Advanced Social Work Practice curriculum. Students will engage in interactive class discussions, presentations and critical readings, group work, brainstorming sessions, and online discussions.

This course will take place **online** via Desire2Learn (D2L) and 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. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity.

COURSE LEARNING OUTCOMES

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

1. Identify how public policy influences and shapes people's lives and relationships.
2. Demonstrate a critical understanding of social policies in relation to the wellbeing of individuals, families, groups, and communities in Canadian and global context.
3. Assess and analyze essential features of a policy or policies that impact the service users they work with or have worked with in professional settings.
4. Examine how social workers, individually and collectively, can affect the policy process at the organizational, community, provincial or national levels.
5. Articulate and apply advocacy knowledge and skills to contribute to the development and implementation of new and more equitable social policies as it pertains to social work practice.
6. Develop strategies for applying course learning to the Advanced Practice Core portfolio as well as the practice concentration and exit requirements of the MSW Program.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required policy text for this course. Readings will be assigned throughout by the instructor, accessible via the University of Calgary Library or the course D2L site.

REQUIRED READINGS:

- Alberta College of Social Workers, Public Interest Alberta, & Edmonton Social Planning Council (2012). *Achieving the promise: Ending poverty in Alberta*. Edmonton. Alberta Government (February 2013). *Alberta's social policy framework*. Edmonton. Alberta social policy framework: <http://www.socialpolicy.alberta.ca/>
- Badwell, H. (2014). Colonial encounters: Racialized social workers negotiating professional scripts of whiteness. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity and Practice*, 3, 1-23.
- Banting, K. & Myles, J. (2013). Introduction: Inequality and the fading of redistributive politics. In K. Banting & J. Myles (eds), *Inequality and the fading of redistributive politics* (pp. 1-39). Vancouver, BC: UBC Press
- Delcourt & Lenihan. (2010). *The consumer model of politics – a bad idea*. *Policy Options*. <https://policyoptions.irpp.org/magazines/the-year-in-review-2/the-consumer-model-of-politics-a-bad-idea/>
- Graham, J., Swift, K., & Delaney, R. (2009). Implementing Social Policies, In J. Graham, K. Swift & R. Delaney, *Canadian social policy: An introduction*, (pp. 187-198). Scarborough, ON: Allyn and Bacon.
- Gray, M. (2005). Dilemmas of international social work: Paradoxical processes in indigenisation, universalism and imperialism. *International Journal of Social Welfare*, 14(3), 231-238.
- Hoefer, R. (2012). Advocating through education, negotiation, and persuasion. In R. Hoefer, *Advocacy Practice*, (pp. 102-129). Chicago, Ill: Lyceum Books, Inc.
- Kia, H., Robinson, M., MacKay, J., & Ross, L. E. (2021). Poverty in lesbian, gay, bisexual, transgender, queer, two-spirit, and other sexual and gender minority (LGBTQ2S+) communities in Canada: Implications for social work practice. *Research on Social Work Practice*, 31(6), 584-598. <https://journals.sagepub.com/doi/pdf/10.1177/1049731521996814>
- Lightman, E. (2003). Defining social policy. In E. Lightman, *Social policy in Canada*, (pp. 37-62). Don Mills, ON: Oxford University Press.
- Lipsky, M. (1980). Street-level bureaucrats as policy makers, in *Street Level Bureaucracy: Dilemmas of the Individual in Public Services*, New York: The Russell Sage Foundation, p. 13-25.
- Logan McCallum, M.J., Perry, A. (2018). *Structures of indifference: An Indigenous life and death in a Canadian city*. Winnipeg, Man.: University of Manitoba Press.
- McKenzie B. & Wharf, B. (2015). Making policy for social change from inside the system. In B. Wharf and B. McKenzie, *Connecting policy to practice in the human services* (pp. 152-179). Don Mills, ON: Oxford University Press.
- McKenzie B. & Wharf, B. (2015). Policy making and Indigenous peoples in Canada In B. Wharf and B. McKenzie, *Connecting policy to practice in the human services* (pp. 237-263). Don Mills, ON: Oxford University Press.

- Mensah, J., Firang, D., Williams, C., Afrifa, M. (2021). Racial Discrimination in the Canadian Criminal Justice System: How Anti-Black Racism by the Toronto Police Harms Us All. *Canadian Social Work Review*, 38 (2), 63–86.
- Miller, D. (2001). The scope of social justice. In D. Miller, *Principles of social justice*, (pp. 1-20). Cambridge, Massachusetts: Harvard University Press.
- Nelson, G. (2006). Mental health policy in Canada. In A. Westhues (Ed.), *Canadian social policy: Issues and perspectives* (pp. 245-266). Waterloo: Wilfrid Laurier University Press.
- Sinclair, R., Hart, M., & Bruyere, G. (2009). *Wicihitowin: Aboriginal social work in Canada*. Halifax: Fernwood Publishing.
- Stanford Jim. (2020). Work After COVID-19 Building a Stronger, Healthier Labour Market, Project: Rebuild Canada, Public Policy Forum, Released: Tuesday July 21. Available at: <https://ppforum.ca/publications/work-after-covid-19/>
- Thomas, R and Green, J (2007). A Way of life: Indigenous perspectives on anti-oppressive living, *First Peoples Child & Family Review*, 3(1), 91-104. Available: <https://fpcfr.com/index.php/FPCFR/article/view/27/65>
- Weaver, R., Habibov, N., & Fan, L. (2011). Analyzing the poverty reduction effectiveness of the Canadian provinces: Do political parties still matter? *Journal of Sociology and Social Welfare*. 38(1), 99-118. https://heinonline.org/HOL/Page?handle=hein.journals/jrlsasw38&div=8&g_sent=1&casa_token=Bm_5tg7vcNcAAAAA:3OJgQfVBpGTzaqrZd-hHnou3dNp7QRMNKmo0SWI6NQoelbBA33zNJqFODjSvWvtpxsDHdGJw&collection=journals
- Westhues, A. (2006). Becoming acquainted with social policy. In A. Westhues (Ed.), *Canadian social policy: Issues and perspectives*, (pp. 5-24). Waterloo, ON: Wilfrid Laurier University Press.

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

The Advanced Practice Core curriculum consists of 4 theme courses, SOWK 600, 602, 604, and 606, which will explore core elements of social work knowledge and practice within the specializations. This curriculum will examine social justice, research strategies, social work practice models, and public policy with the intent of further developing student's unique social work perspective and strengthening their social work identity and personal practice framework.

CLASS SCHEDULE

Important Dates for Winter 2024

- Start of Term: Tuesday, January 2, 2024
- First Day of Class: Monday, January 8, 2024
- End of Term: Tuesday, April 30, 2024
- Last Day of Class: Tuesday, April 9, 2024

- Term Break: Sunday to Saturday, February 25 – March 3, 2024
- Fee Deadline: Friday, January 26, 2024
- Alberta Family Day, no classes: Monday, February 19, 2024
- Good Friday, no classes: Friday, March 29, 2024
- Easter Monday, no classes: Monday, April 1, 2024

| CLASS SCHEDULE | | |
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| Date | Topic | Notes/Required Readings |
| Feb 27, 2024 (5:30-8:30 p.m.) | Welcome & Introductions Review of Syllabus and assignments Social Policy and Social Work Practice Contexts: <ul style="list-style-type: none"> • What is social policy? • Policy plurality • Policy development • Social policy as an integral component to social work practice • Social policy, social justice, and social work practice | 1) Lightman, E. (2003). Defining social policy 2) Westhues, A. (2006). Becoming acquainted with social policy 3) Banting, K. & Myles, J. (2013). Introduction: Inequality and the of redistributive politics 4) Lipsky, M. (1980). Street-level bureaucrats as policy makers <hr/> Political Compass: https://www.politicalcompass.org/ <hr/> Post one (1) Thread by Feb 29, 2024 , in the Discussion Forum section of D2L, by 11:59 p.m |
| Feb 29, 2024 (5:30-8:30 p.m.) | Social Policy and Ideology <ul style="list-style-type: none"> • Political ideologies and the Welfare State • The Political Spectrum • The Policy-Making Process, Policy Analysis, and the Role of Social Workers • Some class time dedicated to group work for your presentation/debate project | 1) Weaver, R., Habibov, N., & Fan, L. (2011). Analyzing the poverty reduction effectiveness of the Canadian provinces: Do political parties still matter? 2) Delcourt & Lenihan. (2010). <i>The consumer model of politics – a bad idea</i> . Policy Options. https://policyoptions.irpp.org/magazines/the-year-in-review-2/the-consumer-model-of-politics-a-bad-idea/ |
| March 5, 2024 (5:30-8:30 p.m.) | Indigenous Social Policy | 1) McKenzie & Wharf (2016) Chapter 10 (pp. 237-263) 2) Gray, M. (2005). Dilemmas of international social work: Paradoxical processes in indigenisation, universalism and imperialism 3) Sinclair, Hart & Bruyere (2009). Chapter 2 (pp. 25-41) |

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| | | <hr/> Tentative: Guest Speaker <hr/> Post one (1) Thread and one (1) reply by March 7, 2024 in the Discussion Forum section of D2L, by 11:59 p.m. |
| March 7, 2024 | <ul style="list-style-type: none"> • Selected Policy Issues • Some class time dedicated to group work for your presentation/debate project | 1) Mensah, J., Firang, D., Williams, C., Afrifa, M. (2021). Racial Discrimination in the Canadian Criminal Justice System: How Anti-Black Racism by the Toronto Police Harms Us All. 2) Razack, Sherene H. (2016). Sexualized Violence and Colonialism: Reflections on the Inquiry into Missing and Murdered Indigenous Women. 3) Badwell, H. (2014). Colonial encounters: Racialized social workers negotiating professional scripts of whiteness. Complete final Thread by October 11 th , 2023 and four (4) replies by October 18 th , 2022 in the Discussion Forum section of D2L, by 11:59 p.m. |
| March 12, 2024 (5:30-8:30 p.m.) | Advocacy, Social Change and Social Justice <ul style="list-style-type: none"> • Advocacy, social change, and social justice • Some class time dedicated to group work for your presentation/debate project | 1) Hoefer, R. (2012). Advocating through education, negotiation, and persuasion 2) Miller, D. (2001). The scope of social justice Post one (1) Thread by March 14, 2024 and one (1) reply in the Discussion Forum section of D2L, by 11:59 p.m. |
| March 14, 2024 (5:30-8:30 p.m.) | <ul style="list-style-type: none"> • Selected Policy Issues • Building change from within the system • Some class time dedicated to group work for your presentation/debate project | 1) Stanford, J. (2020). The work after COVID-19: Building stronger Healthier Labour Market, Project: Rebuild Canada, Public Policy Forum, Released: Tuesday July 21. Available at: https://ppforum.ca/publications/work-after-covid-19/ 2) Thomas, R and Green, J (2007). A Way of life: Indigenous perspectives on anti-oppressive living, <i>First Peoples Child & Family Review</i> , 3(1), 91-104. |
| March 19, 2024 (5:30-8:30 p.m.) | Social Policy and the Shifting Context of Social Work Practice | 1) McKenzie B. & Wharf, B. (2016). Making policy for social change from inside the system, chapter |

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| | <ul style="list-style-type: none"> • How does social policy impact/influence your practice context? • Influencing policy from outside the system • Persuasive conversations | 2) Alberta social policy framework: http://www.socialpolicy.alberta.ca/ Post one (1) Thread by March 21, 2024 and one (1) reply in the Discussion Forum section of D2L, by 11:59 p.m. |
| March 21, 2024 (5:30-8:30 p.m.) Portfolio Poster Presentations | <ul style="list-style-type: none"> • Integrative Digital Portfolio Poster Presentations (Highlights learning from across all 4 courses: Social Justice, Research, Theories in Context and Social Policy) | Post one (1) reply... your final (4 th) reply to one of your peers' threads to close out this assignment, in the Discussion Forum, by 11:59 p.m. |
| March 26, 2024 (5:30-8:30 p.m.) Portfolio Poster Presentations | <ul style="list-style-type: none"> • Integrative Digital Portfolio Poster Presentations (Highlights learning from across all 4 courses: Social Justice, Research, Theories in Context and Social Policy) | |
| March 28, 2024 (5:30-8:30 p.m.) | <ul style="list-style-type: none"> • Social Policy, Social Justice, and Social Work Practice • Bringing it all together • Some class time dedicated to group work for your presentation/debate projects | 1) Graham et al. (2009). Implementing Social Policies 2) Nelson, G. (2006). Mental health policy in Canada |
| April 2, 2024 Final Group Presentation/Debates (5:30-8:30 p.m.) | <ul style="list-style-type: none"> • 3 Groups | |
| April 4, 2024 Final Group Presentation/Debates (5:30-8:30 p.m.) | <ul style="list-style-type: none"> • 3 Groups | |

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.

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

In keeping with the alignment of SOWK 604 and SOWK 606 there are two combined assignments that students will be asked to complete. These assignments will be the last assignments of the term and they will provide an opportunity for students to demonstrate their integrated learning. The first combined assignment is the group presentation/debate that will be organized around a common theme across the two courses and will include specific components and requirements as determined by the instructors. Each instructor will grade the component related to their class and apply the mark towards the grade for the student in their class. The second combined assignment crosses all four Advanced Practice courses in the form of a Portfolio that demonstrates your integrated learning across the entire curriculum in this series of courses. The grade for this Portfolio assignment will be in the SOW 606 course. Please note that additional information on assignments will be provided in class and on the D2L site.

Assignment #1: D2L Reading Critiques and Discussion Forum

Weight: 30%

Due Date: March 21, 2024 in D2L Discussion Boards (by 11:59 p.m.); Class Schedule notes due dates

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

D2L discussion forums ask questions related to concepts discussed in the assigned reading(s). Students are required to read all of the articles/chapters and to respond to the question in each forum by starting a new Thread (**max. word count of 600 words/thread**) in the forum and to end their response with a question for other students to respond to. You will create a total of **4 Threads** in the [Discussion Forum](#), with the due dates for each Thread highlighted in the Class Schedule above. Each student will read and respond to at least one other students' thread per discussion forum (a **total of 4 Replies-1/thread** with a **max. word count of 400 words**). Take note: there are four discussion forums posted and students need to post one (1) Thread each week for 4 weeks, starting February 29, 2024 and ending March 21, 2024. A

total of 4 Replies to other students (1 reply/thread) is due to be completed weekly. Due dates for each week are noted on the Class Schedule above.

Assignment #2: Integrative Portfolio Assignment

Weight: 35% **Due Date: March 21, 2024 and March 26, 2024** (In-Class via Zoom; Instructor to randomly assign students to a presentation date). **NOTE:** All posters are due to be submitted to the D2L Dropbox for this assignment on March 26, 2024 by 11:59 p.m., even if you do not present until the second date.

Aligned Course Learning Outcomes: 4,5,6

The Advanced Practice Core portfolio is a student-directed demonstration of your evolving practice framework. Your framework centers your social work specialization and particular practice interest and is built on: your understanding and commitment to social justice with an expression of your social location and a reflexive assessment of how that may impact your work; your preferred methodological approach to practice and it's critique; your understanding and ability to connect micro to macro through policy processes; and is underwritten by an expressed understanding of social work knowledge building and supported through an examination of the scholarly literature. It is comprised of a creative, scholarly, and organized collection of artifacts accumulated through classes and daily experience that demonstrates your abilities to articulate your model of practice and sense of the integration of the Advanced Practice Core curriculum content areas within professional social work. The portfolio experience will culminate in sharing and demonstration with peers and faculty about your learnings as an MSW student.

The goals of the Portfolio Assignment are to:

1. Help students experience the Advanced Practice Core curriculum as a deliberate and seamless learning-centered professional endeavor over their completion of this component of your MSW.
2. Help students begin to integrate across their academic and practical work.
3. Give students a practical process/framework for lifelong professional learning.

You will conduct a digital poster presentation of your Portfolio on December 1st or December 6th (students to be randomly assigned a date). You can record your narrative summary or present it live in conjunction with your poster presentation. Your poster will highlight up to two (2) Learning Outcomes from each course (4 courses in the APC) and contain artifacts from each course to use as evidence to support your learning and how you have integrated the material into your emerging Professional Social Work Practice Framework (including your emerging area of substantive interest at this time and your theoretical framework or approach to practice, in addition to areas highlighted in the rubric for this assignment). Use the rubric provided for this assignment as a guide for you're the structure and content of your Poster Portfolio Presentation. You will have an opportunity to share your learning journey with the Instructor(s) via a 5-minute verbal presentation.

Artifacts could include papers from classes, reflective pieces, essays, poetry written or read, journal entries, power points, wise quotes, bumper stickers, artwork, music, and other things that you encounter and are meaningful to you as part of your learning. A detailed rubric for this Portfolio assignment will be provided on the course D2L site.

Assignment #3: Group Policy Debate

Weight: 35%

Due: April 2, 2024 and April 4, 2024 (via Zoom; Instructor to randomly assign presentation dates)
Aligned Course Learning Outcomes: 1,2,3,4,5,6

Social Policy Debate (Group Grade)

Each student will be assigned to 1 of 6 groups to examine a social issue and related policy. As a group, you will choose a social issue in an assigned topic area and conduct a policy analysis on the policy most closely related to or impacting your identified issue/vulnerable population. You will clearly identify the social issue and vulnerable population most impacted, identify current policy initiatives, highlight the pros and cons of the issue, crystalizing the issues being debated, review policy alternatives, and make recommendations to address any identified barriers or gaps.

Consider the following in your overall analysis: What are the implications of, or applications for social work practice about the policy problem chosen? Conduct an analysis (a survey of possible alternative policy directions with concurrent outcomes) and arrive at a policy position both for and against the issue (that your group will debate and upload to the D2L course site). When making recommendations, attention should be paid to the effect of the policy on the service user.

All of the students in your group will participate in a policy debate, where you will be assigned either to the “pro” side of the policy issue or to the “con” side. A marking rubric will be available on your D2L site. Classmates will have the opportunity to provide feedback regarding the debate, including its persuasiveness, as well as scholarliness; peer feedback will contribute to 5% of the grade for this final assignment and a feedback rubric will be provided.

Group Work: Each group will be composed of 5-6 members to support a fulsome debate process. Each group will have 20 minutes to complete their presentation and debate, and then have an additional 10 minutes for a facilitated discussion and question period (30 minutes in total for the entire assignment). **Each group member is expected to make a full and equal contribution to this assignment, consistent with principles of academic integrity.** This includes preparation and attendance at team meetings, as well as timely delivery of material/component parts needed by the team. All members of a team will receive the same grade for the group project. Groups are encouraged to meet via technology (Zoom). All members are to be present for the Facilitated Discussion and Q&A period. Instructions on conducting a debate will be shared in class.

Debate Content is to include the following:

1. Identification of the social issue and vulnerable population impacted
2. Identification of the policy influencing/impacting your social issue/vulnerable population (consider the historical, social, economic, and political context in your analysis)
3. Highlight the polarity of the issue, identifying the pros and cons of the issues up for debate, and engage in a period of structured debate that demonstrates arriving at a policy position both for and against the issue
4. Recommendations moving forward
5. Incorporate some type of peer engagement via a facilitated discussion on your presentation and debate topic

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| ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION |
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ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions.

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 2). Assignments are due before midnight 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. 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. Assignments submitted after the deadline may be penalized with a grade reduction of 3% for each day late if no prior arrangement is made with the instructor.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format (7th Edition). 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

Final, overall grades only will be rounded up to the nearest whole number (not individual assignments). For example, a final course numeric grade of 84.5% will be rounded up to 85%. 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 [Graduate 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 | 95-100 |
| A- | 3.7 | Very good performance | 90-94 |
| B+ | 3.3 | Good performance | 85-89 |
| B | 3.0 | Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program. | 80-84 |
| B- | 2.7 | Minimum pass. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average. | 75-79 |
| C+ | 2.3 | All grades of “C+” or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. | 70-74 |
| C | 2.00 | | 65-69 |
| C- | 1.70 | | 60-64 |
| D+ | 1.30 | | 55-59 |
| D | 1.00 | | 50-54 |
| F | 0.00 | | Below 50 |
| 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 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

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