Course & Session Number	**SOWK 613 S01**	**Classroom**	Online
Course Name	Trauma Impacts & Interventions Across the Lifespan		
Dates and Time	Start of Classes: October 16, 2023 End of Classes: December 6, 2023 Dates and Time: **Virtual Residency:** November 3-4 Zoom: Friday 6pm - 9pm, Saturday 9am - 4pm **Online:** Tuesdays & Thursdays Zoom: 6pm - 8pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Dr. Heather M Boynton HBPE, MSW, PhD, RSW	**Office Hours**	Available by appointment via email
UCalgary E-mail	hmboynto@ucalgary.ca	**UCalgary Phone**	Send 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

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

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

An in-depth exploration of traumatic experience at points across the life span, and the implications and interventions for future growth and development.

COURSE DESCRIPTION

Based on the fundamentals of assessment and intervention, we will explore the impact of traumatic experiences at various points in an individual's life span, and the implications for future growth and development. Beginning with an examination of infant and early childhood experiences, and how these may impact development throughout the life course, we will examine the connections between adverse childhood experiences, trauma, and issues in adulthood; while also considering a range of experiences from an ecobiopsychosocialspiritual framework that considers individual, familial, community and societal experiences of trauma. Finally, we will consider a variety of wellness strategies for social workers as well as their potential applications with clients in clinical practice throughout the course. This course uses a variety of teaching methods conducive to adult experiential learning such as interactive contemplative and mindfulness activities, multi-media (videos, podcasts), online and in-person content, group discussions and activities, role plays, as well as traditional academic texts.

The course will be blended and 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 your group, and also inform the instructor in advance and propose and implement 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 12 synchronous Zoom sessions throughout the term as indicated in the class schedule below.

Prerequisite(s): *Admission to the MSW with specialization in Clinical Social Work Practice or the Graduate Certificate in Clinical Social Work Practice*

COURSE LEARNING OUTCOMES

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

1. Understand and apply key concepts regarding the nature, scope, and impacts of traumatic experiences across the lifespan and their importance in interventions;

2. Examine and apply a developmental framework and life course theory and counselling skills with individuals/families who have experienced trauma;
3. Accurately assess aspects of trauma to determine best practices for treatment and interventions;
4. Understand and analyze various interventions, their stages and approaches with an understanding of neurobiological and somatic considerations
5. Integrate holistic, creative, and expressive approaches that incorporate neurobiological and somatic aspects in treatment;
6. Recognize and appraise cultural and spiritual considerations, posttraumatic growth, and resilience for individuals and families in relation to trauma and the need for intentional integrative and appropriate interventions;
7. Develop professional self-awareness and use of self for work in trauma-informed care, as well as self care as a way of being for prevention of vicarious trauma, and burnout.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Malchiodi, C. (2020). *Trauma and Expressive Arts Therapy Brain, Body, and Imagination in the Healing Process.* The Guilford Press. ISBN 9781462543113

Sweeton, J. (2019). *Trauma treatment toolbox: 165 brain-changing tips, tools & handouts to move therapy forward*. PESI.

Boynton, H. M., & Vis, J. (2011). Meaning Making, Spirituality, and Creative Expressive Therapies: Pathways to Posttraumatic Growth in Grief and Loss for Children. *Counselling and Spirituality, 30*(2), 137-159.

Knight, C. (2015). Trauma-informed social work practice: Practice considerations and challenges. *Clinical Social Work Journal, 43*, 25-37.
British Columbia Provincial Mental Health and Substance Use Planning Council (2013). Trauma informed practice guide. https://cewh.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf

Kress, V.E. et al. (2012). The use of safety plans with children and adolescents living in violent homes. *The Family Journal, 20*(3), 249-255. https://doi.org/10.1177/1066480712448833

Lucio, R., & Nelson, T. L. (2016). Effective practices in the treatment of trauma in children and adolescents: From guidelines to organizational practices. *Journal of Evidence-Informed Social Work, 13*(5), 469-478.

Van der Kolk, B. A. (2005). Developmental trauma disorder. *Psychiatric Annals, 35*(5), 401-408. Doi: 10.3928/00485713-20050501-06

Perry, B. D., Pollard, R. A., Blakley, T. L., Baker, W. L., & Vigilante, D. (1995). Childhood trauma, the neurobiology of adaptation, and "use-dependent" development of the brain: How "states" become "traits". *Infant Mental Health Journal, 16*(4), 271-291.
https://pdfs.semanticscholar.org/0617/cc58f96c914d78c59721b995d15e87c4aaaf.pdf

Urek, M. (2005). Making a case in social work: The construction of an unsuitable mother. *Qualitative Social Work, 4*(4), 451-467.

Neckoway, R., Brownlee, K., Castellan, B. (2007). Is attachment theory consistent with aboriginal parenting realities? *First Peoples Child and Family Review, 3*(2)., 65-74.

Kress, V. E., Adamson, N. A., Paylo, M. J., DeMarco, C., & Bradley, N. (2012). The use of safety plans with children and adolescents living in violent families. *The Family Journal: Counseling and Therapy for Couples and Families, 20*(3), 249-255.

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 course is the second course for a four-course certificate in trauma treatment and trauma informed care. In this course we examine the fundamentals of trauma-informed care and practice within the context of a developmental framework and life course analysis within a variety of populations and specific cohorts.

CLASS SCHEDULE

Important Dates for Fall 2023
- o Start of Term: Monday, August 28, 2023
- o First Day of Class: Tuesday, September 5, 2023
- o End of Term: Friday, December 22, 2023
- o Last Day of Class: Wednesday, December 6, 2023
- o Fee Deadline: Friday, September 22, 2023
- o Labour Day, no classes: Monday, September 4, 2023
- o National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- o Thanksgiving Day, no classes: Monday, October 9, 2023
- o Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)
- o Term Break November 12-18, 2023

Class Schedule
　　The synchronous portion of this course is 24 hours of instruction and experiential learning on Zoom.

The asynchronous portion of 15 hours of instruction will include viewing course related videos and resources, applying course content through participation in online group discussions reviewed by the instructor.

Date	Topic	Readings/Assignments Due
Module 1 October 16-23 Zoom classes Oct 17 and Oct 19th 6:00pm to 8:00pm	Introduction to the Course Developmental Trauma, life course theory, and parenting Introduction to expressive arts therapy and frameworks for trauma-informed practice	Text: Malchiodi Chapters 1, 2 Articles: Knight, C. (2015). Trauma-informed social work practice: Practice considerations and challenges. *Clinical Social Work Journal, 43*, 25-37. British Columbia Provincial Mental Health and Substance Use Planning Council (2013). Trauma informed practice guide. https://cewh.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf For other recommended articles see D2L
Module 2 October 24- 30 Zoom classes October 24 and October 26 6:00pm to 8:00pm	Brain-Body Framework: Understanding trauma, developmental and attachment injuries, and the impacts of intergenerational trauma Critical analysis of trauma and parenting The relationship as reparation Presentation of Tools	Text: Malchiodi Chapters 3, 4 Neckoway, R., Brownlee, K., Castellan, B. (2007). Is attachment theory consistent with aboriginal parenting realities? *First Peoples Child and Family Review, 3*(2)., 65-74. Perry, B. D., Pollard, R. A., Blakley, T. L., Baker, W. L., & Vigilante, D. (1995). Childhood trauma, the neurobiology of adaptation, and "use-dependent" development of the brain: How "states" become "traits". *Infant Mental Health Journal, 16*(4), 271-291. https://pdfs.semanticscholar.org/0617/cc58f96c914d78c59721b995d15e87c4aaaf.pdf
Module 3 October 31 – Nov 6 Zoom classes October 31 and Nov 2	Initial Counselling Skills, Assessment Safety, Stabilization, Self Regulation: the first stage of trauma work	Text: Malchiodi Chapters 5, 6 Article: Kress, V. E., Adamson, N. A., Paylo, M. J., DeMarco, C., & Bradley, N. (2012). The use of safety plans with children and adolescents living in violent families. *The Family Journal: Counseling and Therapy for Couples and Families, 20*(3), 249-255.

| 6:00pm to 8:00pm | Violence, self harm, suicidal ideation and safety planning

Presentation of Tools | |

Residency on zoom: **November 3** 6:00pm-9:00pm and **November 4** 9:00am-4:00pm

Residency will include participation in discussion, role plays, breakout room activities, guest speaker(s). Introduction to evidence-based treatment, holistic and strengths-based approaches, spirituality, posttraumatic growth and resilience.

Read prior to residency:
Urek, M. (2005). Making a case in social work: The construction of an unsuitable mother. *Qualitative Social Work, 4*(4), 451-467.
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.

ASSIGNMENT DUE

| Module 4 November 7-20

Zoom classes Nov 7 and Nov 9 6:00pm to 8:00pm | Embodied approaches to trauma and treatment

Trauma, narrative approaches, meaning making

Presentation of tools | Text: Malchiodi Chapters 7, 8

Articles:
Lucio, R., & Nelson, T. L. (2016). Effective practices in the treatment of trauma in children and adolescents: From guidelines to organizational practices. *Journal of Evidence-Informed Social Work, 13*(5), 469-478. |

READING WEEK NOVEMBER 12-18 2023 - NO CLASS CONTENT

ASSIGNMENT #4 Part B ROLE PLAY & RELFECTION PAPER DUE NOVEMBER 21

| Module 5 November 21-Nov 27

Zoom classes Nov 21 and Nov 23 6:00pm to 8:00pm | Trauma treatment Groups

4th groups presentation of tools | Text: Malchiodi Chapters 9, 10

Articles:
Boynton, H. M. (2014). The Healthy Group: A Mind, Body, and Spirit Approach to treating anxiety and depression in youth. *Journal of Religion and Spirituality in Social Work: Social Thought, 33*, 236–253. |

| Module 6 | Group Presentations: | Articles: |

| November 28-Dec 6

Zoom classes November 28, 30, Dec 5
6:00pm to 8:00pm | Closure and Reflections on Trauma-Informed Practice and Interventions

Tools for Hope and Healing: for clients and workers

Self Care as a Way of Being to reduce burnout, traumatic stress and vicarious trauma

Reflections on the class | Boynton, H. M., & Vis, J. (2011). Meaning Making, Spirituality, and Creative Expressive Therapies: Pathways to Posttraumatic Growth in Grief and Loss for Children. *Counselling and Spirituality, 30*(2), 137-159. |
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| December 7 | PAPER DUE, PARTICIPATION EVALUATION DUE | |

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.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

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.

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 (recordings will be posted in D2L for accessing). These recordings will be used to support student learning and are not to be shared or used by students for other purposes.

Assignment #1: Virtual Gaming Simulation Learning Experience –35% total: Participation in simulation and in class discussion (10%), Reflection Paper and Goals (25%) – Virtual Gaming Due October 31st prior to class, Paper Due November 11th.
Aligned Course Learning Outcomes: 2, 3, 4, 5, 6, 7

Assignment Description:

Students will complete a 2 simulated client interviews with Sarah and Liam in an online gaming simulation learning experience. Students will be provided with login information. Students are to read all the pertinent information (information on background and informed consent) and then engage in the simulation which will provide options for engaging with the client. Students are to save their transcripts which are to be handed in along with a reflection paper. This activity is to be completed prior to October 31st class, in this class students will have an opportunity to discuss the experience in breakout rooms. Students will then write a 5-page reflection paper on their learning (what went well, what were challenges encountered-not technical but engagement wise), their assessment process, and a rationale for goals for treatment for one of the clients and their approach to be used, they will include 1-2 page appendices with the outline of the goals for intervention and a treatment plan and strategies for the client of their choice. Students are to apply learning from the class to the case scenario. The paper should be formatted in APA7 format and saved as **LAST NAME, FIRST NAME, ASSIGNMENT 1**, a Word document is preferred. The reflection paper will be uploaded to the designated drop box in D2L by November 11th by 11:59pm.

Assessment Criteria:

10% Participation in the Gaming Simulation Experience and class discussion; 20% Completion of Reflection, 10% for goals and treatment plan and rationale.

Assignment #2: Community of Practice: participation in small group online discussions and experiential learning (asynchronous and synchronous activities), participation evaluation form: 30% - 20% community of practice work, 10% participation evaluation form

Postings due weekly (group or individual -group consensus choice)

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

Assignment Description:

Students will be randomly placed in small groups where they will engage in weekly discussions and create a community of practice. This is intended to simulate collaborative and experiential work that often occurs within a face-to-face classroom, and study or seminar groups, as well as in practice. 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. These discussions and experiential activities will occur asynchronously in D2L,

and some may be synchronous during Zoom sessions. Zoom sessions may also include role plays and experiential activities.

Students will be introduced to Tuckman's model of group development to enhance and support the collaborative discussions and class work together. Tuckman's model is also important for interprofessional trauma treatment. Each small group will develop a group charter (samples forms provided) with guidelines for participation and timelines for individual work to be completed (ie. 3 days before end of module to allow for responses), and how you will engage in problem solving and conflict resolution. Videos on Tuckman's model are in the resources in D2L which can assist with group cohesion.

Instructions and questions provided by the instructor will describe the resources to review in D2L for each week and the activities that students are to engage in and/or complete. Students will be required to participate in activities such as answering questions, engaging in a discussion/debate, and critical reflection on course material and lectures. For asynchronous work, groups should determine when postings or work for their group presentation (see Assignment 2) needs to be done so that timely ability to respond to one another occurs and assignments/group reflections are due on time.

Students will critically reflect on questions posed by the instructor and learning highlighted from the course material and create a post for each module (individually or group). They will respond to at least one other group member and extend the discussion or debate.

Students will complete a participation evaluation form and suggest a grade for themselves and others in the group with a sound rationale for the grade. Students will consider the grade from the lens of an instructor and in relation to the rubrics and grading framework. Giving each person in the group 100% requires exceptional rationale. This assignment prepares students for giving feedback, supervision, and teaching.

Assessment Criteria: Rubric for group work in D2L, participation evaluation form, class discussions

Assignment 3: Group Presentation: 25% Due Nov 28 or 30th (sign up via email)

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

Students will facilitate a 12-15 minute presentation on a treatment or healing approach, critical perspectives or controversial areas related to trauma and its treatment. The presentation can be delivered via PowerPoint, Prezi, animated video, or other media format, or discussion, or interactive method (ie. Mentimeter, Kahoot, Jamboard etc). Topics should be identified and one person in the group will email the instructor as soon as possible with a chosen topic and date (first come first serve).

The presentation should demonstrate a progression of ideas that clearly articulate the topic, critical perspectives, treatment approach, research and evidence base, and critiques or arguments. The presentation will have an introduction, possible definitions or concepts, the key points related to the trauma topic, implications for policy, practice and research, and a conclusion. The presentation might include critical discussion questions, or other interactive activities. Any written material should be reader friendly and have excellent spelling/grammar. Key references used are to be in APA format and can be uploaded as a word document or in a slide(s) at the end of the presentation. One person from the group will upload the presentation or link to the designated drop box in D2L

Assessment Criteria: A presentation rubric will be provided in D2L.

Assignment #4: Review and Conduct an activity in the Trauma Treatment Toolbox Activities book in a synchronous Zoom class and reflection paper: 10% Due date dependent on signup date (groups of 2-3 students)

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

Each small student group will choose an activity to present. Students will offer background information and prepare and offer any modifications and guide the class in an approximately 10-minute activity from the Trauma Treatment Toolbox text. One group member is to inform the instructor at the beginning of the course (before the second class) as to which activity they wish to conduct (this may be done by a signup sheet on D2L or Sharepoint). The instructor will confirm the date for the guided activity to occur and post times in D2L.

All students in the Zoom class are to participate and engage in the activity being presented, as it is important to have experienced these exercises and therapies before having clients do them (medical concerns are an exception). Groups can share further information related to the activity and how they feel it would be useful in trauma treatment, which populations the activity is well suited for, and any contraindications or preparation that might be necessary. Students will facilitate a debrief of the activity and can pose questions to the group on the experience of the activity.

As a group you will complete a 2-3 page overview of the activity experience, any insights for integration in practice after presenting and/or changes or modifications you might make for different populations and ages is to be submitted to drop box one week after presenting. Tasks should be divided between group members (i.e.. tasks might include overview for class, facilitation of activity, leading a debrief discussion, compiling paper, editing and submission).

Assessment Criteria: quality of presentation to class, demonstrated knowledge of activity and benefits/contraindications, ability to offer possible modifications for different populations, learning is evident in the paper assignment.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in class activities and in weekly online discussions. Participation is part of the assignment 1 Communities of Practice grade, as outlined in the assessment components section above. If you are unable to attend a live Zoom class, please email the professor in advance if possible and propose alternative learning activities. If you will be absent from your group for a period of time please inform the members, if you are ill and can inform the group and instructor that you will be away for the duration of the illness.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments are preferred to be submitted in Word 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.

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 and critical thinking and analysis should be evident. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: https://www.ucalgary.ca/student-services/student-success/writing-support

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: http://www.ucalgary.ca/pubs/calendar/current/k.html

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary 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

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. The instructor will also seek student feedback during the course.

ADDITIONAL SUGGESTED READINGS

See D2L for 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