



<b>Course &amp; Session Number</b>	<b>SOWK 633 B03,B04, B06</b>	<b>Classroom</b>	Online
<b>Course Name</b>	<b>Foundational Field Practicum</b>		
<b>Dates and Time</b>	<p><b>Placement:</b> Typically, Tuesday – Friday (January 8 – April 9, 2024)</p> <p><b>Seminar:</b> Mondays 1:00 pm – 3:50 pm via Zoom Sessions January 8, 15, 29, February 12, 26, March 11, 25, April 8)</p> <p><b>Add/Drop/Withdrawal Dates:</b> Please refer to the course-specific deadline in your <a href="#">Student Centre</a><sup>1</sup>.</p>		
<b>Instructor</b>	<p>Dr. Janki Shankar, PhD (T03) B04</p> <p>Joyce Crandall, MSW, RSW (T03) B03</p> <p>Ryan Clements, MSW, RSW (T03) B06</p>	<b>Office Hours</b>	Please contact Instructor via email to request meeting time
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**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,

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

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

Direct and indirect social work practice opportunities as students integrate course material/theoretical orientations into practice with professional supervision.

## COURSE DESCRIPTION

This course provides students, in the first year of their two-year MSW program, with opportunities to apply theory and skills in social work practice settings, and to develop, integrate and reinforce social work practice competence. It is intended to foster students' acquisition of knowledge, values, and skills relevant to emerging conditions of social work practice. Foundational field practicum placements provide students with generalist social work practice learning experiences. Students are expected to develop knowledge and skills at both the micro and macro levels.

Each student is assigned a Faculty Liaison. As the teacher-of-record, the liaison facilitates the seminar that accompanies the placement and is ultimately responsible for student evaluation. Each student also has a Field Instructor, who is the agency or faculty-based social worker from whom the student receives formal supervision, as well as indirect guidance and feedback throughout the practicum. Students' learning in the field is structured to attain five learning objectives (see following pages).

Early in the practicum placement, the student, in consultation with the Field Instructor and Faculty Liaison, develops activities designed to facilitate each objective's achievement. The Field Education Policy Manual and IPT Instructions Booklet contain documents related to various components of the practicum course (e.g. the Learning Agreement, evaluation). Students are encouraged to review the Field Education Policy Manual and IPT Instruction Booklet found online at: <https://socialwork.ucalgary.ca/field-education/policy-manual-other-documents>.

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. Seminars are mandatory and contribute to the required 24 hours. When unable to participate due to unforeseen circumstances, inform the instructor via email in advance and be prepared to discuss an alternative assignment. There will be 8 synchronous Zoom sessions (24 hours) throughout the term on January 8, 15, 29, February 12, 26, March 11, 25, and April 8. These sessions will include interactive discussions, presentations, and other participatory activities to facilitate the integration of practicum experiences with MSW foundation year course content.

### **KEY LOGISTICAL INFORMATION ABOUT SOWK 633**

- Students are in practicum for a total of 450 hours: 426 hours in the placement and 24 hours in seminar.
- Students are normally in placement four days/week (Tuesday - Friday). The specific schedule is to be negotiated between the student and Field Instructor and communicated to the Faculty Liaison.
- Students are not required to be in practicum during Term Break (February 18-24) unless otherwise arranged with the placement.
- Students have an integrative seminar with the Faculty Liaison eight times during the semester. Time in integrative seminar counts as practicum hours (24 hours of practicum for the entire term).
- Faculty Liaisons meet with students and Field Instructors at least twice per semester, depending on the needs associated with the placement. These meetings will take place via Zoom.
- Evaluation of the student's performance includes input from the student, Field Instructor, and Faculty Liaison.
- Evaluations occur mid-way through and at the end of the practicum.

### **STUDENT ATTENDANCE IN PRACTICUM**

The student's time in their placement is spent according to the requirements of the setting and learning needs of the student. Students are not expected to attend when they are ill. In the event of illness, the student should contact their Field Instructor as soon as possible to inform them that they will not be at their placement due to illness. For more extended absences (more than two days), please contact the Faculty Liaison as well. Students are responsible for arranging a convenient time to fulfill the remainder of the practicum hours required to complete the course.

### **EDUCATIONAL SUPERVISION**

Educational supervision is an integral part of the placement as it provides opportunities (2 hours per week, or 1 hour per 15 hours of practicum) for reflection, review, instruction, and feedback. Students are expected to prepare for and participate fully in supervision, according to the requirements of the Field Instructor. This may be structured as individual and/or group sessions and directed by your Field Instructor and/or others depending on the placement. Educational supervision includes:

- a. Instruction: integration of knowledge, values, and skills with practice situations
- b. Supervision: case management and case/project supervision
- c. Feedback: on progress and professional development
- d. Other: instructional seminars/workshops as are available

### **COURSE LEARNING OUTCOMES**

The Field Education Policy Manual provides details about the learning objectives that structure the foundational field practicum course. These objectives are closely aligned with all the Program Learning Outcomes (PLOs) of the MSW Program. Briefly, the 5 learning objectives for the course are:

- 1) **Professional Social Work Identity:** Learners develop a professional identity in accordance with the values and ethics of the social work profession. Learners will be able to: (PLO 1,2)
  - Demonstrate an understanding of the CASW Code of Ethics and ACSW Standards of Practice.
  - Use the CASW Code of Ethics and ACSW Standards of Practice to guide practice, including:
    - Develop professional relationships and demonstrate respect for clients, research participants, colleagues, administrative personnel, and other stakeholders.
    - Work with clients in ways that respect their right to make independent decisions and participate actively in the helping process.
    - Follow professional and agency protocols for protecting confidentiality.
    - Develop processes for reviewing practice.
  - Identify ethical dilemmas in practice and apply ethical decision-making processes.
  - Practice with integrity and demonstrate professionalism in the practicum setting.
- 2) **Generalist Practice:** Learners demonstrate knowledge and skills of generalist practice, using various social work roles. Learners will be able to: (PLO 9)
  - Perform generalist practice roles across settings and populations (resource developer, advocate, educator, clinician, consultant, broker, researcher, project leader, etc.)
  - Communicate effectively in both oral and written formats.
  - Demonstrate the ability to effectively engage others.
  - Complete comprehensive social work assessments (clinical/community).
  - Demonstrate professional planning and goal setting skills.
  - Intervene effectively at the individual, group, family, organizational and/or community level.
  - Collaborate effectively with social work colleagues and professionals from other disciplines.
  - Evaluate outcomes and services provided.
  - Recognize and effectively address termination issues.
- 3) **Reflective Practice:** Learners practice reflectively and apply methods of critical thinking and inquiry to their social work practice. Learners will be able to: (PLO 5, 6)
  - Consider the impact of their personal culture, values and beliefs on practice.
  - Describe areas for personal and professional development.
  - Identify issues and social structures that influence them and clients/communities served.

- Articulate how various forms of knowledge (e.g., scientific, intuitive, experiential) and different kinds of research methods (e.g., qualitative quantitative, participatory) contribute to social work knowledge and practice.
- Identify and critically evaluate theories used to inform their social work practice.
- Discuss practice, organizational or project constraints or limitations (e.g., funding, scope, optimization of resources).
- Use supervision effectively (e.g. prepare by developing questions request and remain open to feedback, integrate feedback into practice, etc.).

4) **Competence with Diversity:** Learners demonstrate knowledge about and ability to provide effective service to diverse clients or communities (e.g., diversity of race, class, age, gender, religion, culture, sexual orientation, age, ethnicity, national origin, ability). Learners will be able to: (PLO 4)

- Identify how personal and social factors (e.g., personal identities values, experiences, socialization, social structures, stereotypes, and media) influence professional practice with diverse clients and communities.
- Identify and challenge their own personal assumptions, views and stereotypes regarding diversity.
- Describe how they show respect for and work effectively with diverse populations.
- Analyze how the practicum agency/project responds to the needs of diverse clients or communities.
- Adapt the generalist practice model to meet the needs of diverse individuals or groups.

5) **Social Policy and Social Justice:** Learners understand how social policies in various forms, influence the services provided by the agency, and ultimately, service users and communities. Learners recognize various forms of oppression and use anti-oppressive frameworks as a basis for practice. Learners will be able to: (PLO 3, 4, 7, 8)

- Describe the field agency, including its relevant history, organizational structure, policies, funding sources, key stakeholders, and roles in the community.
- Identify how historical and/or current dynamics and the impact of oppression on populations being served by the agency/project.
- Describe the role of the social worker within a society structured to benefit some groups at the expense of others (e.g., because of race, class, gender, age, etc.).
- Evaluate the impact of agency/social policies on clients and communities, including access to opportunities and quality of life.
- Identify systemic barriers in the organization and/or community that perpetuate oppression and social injustice.
- Advocate for change and justice at individual, organizational and systemic levels.
- Discuss potential social action strategies.

- Describe how they use anti-oppressive frameworks as a basis for practice.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

There are no required textbooks for this course. Following are reference documents relevant to this course. Readings will be posted on D2L and/or are available online:

Alberta College of Social Workers (2023). *Standards of Practice*. Edmonton, AB.

<https://www.acsw.ab.ca/site/practice-resources>

Canadian Association of Social Workers (2005). *Code of Ethics*. Ottawa, ON.

[https://www.casw-acts.ca/files/attachelements/casw\\_code\\_of\\_ethics.pdf](https://www.casw-acts.ca/files/attachelements/casw_code_of_ethics.pdf)

Canadian Association of Social Workers (2005). *Guidelines for Ethical Practice*. Ottawa, ON.

[https://www.casw-acts.ca/files/attachelements/casw\\_guidelines\\_for\\_ethical\\_practice.pdf](https://www.casw-acts.ca/files/attachelements/casw_guidelines_for_ethical_practice.pdf)

Canadian Association of Social Workers (2020). *Scope of Practice Statement*. Ottawa, ON.

[https://www.casw-acts.ca/files/attachelements/Scope\\_of\\_Practice\\_Statement\\_2020\\_1.pdf](https://www.casw-acts.ca/files/attachelements/Scope_of_Practice_Statement_2020_1.pdf)

Publication Manual of the American Psychological Association (7<sup>th</sup> Ed.) (2020). Washington, DC.

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html))

### 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, speaker and headphones (as required for open/public space settings) is required for D2L and Zoom access.

## RELATIONSHIP TO OTHER COURSES

MSW field education is intended to be consistent with and complementary to the class-based coursework of the curriculum. The learning objectives for the Foundational Field Practicum reflect the objectives of the MSW curriculum for students with a non-social work undergraduate degree. To maximize integration and linkages between classroom and practicum learning, students normally begin SOWK 633 after completing the following courses: History & Foundation of the Profession; Practice with Individuals, Families & Groups; Practice with Organizations & Communities; Models of Practice; Social Policy & Social Justice; Human Behaviour in the Environment; and Issues in Social Work Research. It is recommended that students complete SOWK 633 either concurrently or following the remaining foundation year course (Professional Communication & Interviewing).

## 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 18 - 24, 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

\*Additional schedule details, including specific seminar topics, will be determined by individual section instructors and provided on D2L.

Date	*Topic	Assignments Due
January 8	<b>Integrative Seminar 1</b> (1 – 3:50 p.m.)	Practicum overview, student introductions and presentation assignments
January 9	<b>First Day of Practicum</b>	
January 15	<b>Integrative Seminar 2</b> (1 – 3:50 p.m.)	Scope of Practice Article Discussions 1, 2, 3
January 29	<b>Integrative Seminar 3</b> (1 – 3:50 p.m.)	Scope of Practice Article Discussions 4, 5, 6  <b>Learning Agreements finalized and signed; Preliminary Impressions form due (IPT)</b>
February 12	<b>Integrative Seminar 4</b> (1 – 3:50 p.m.) Combined with other T03 cohorts	<b><i>Special Guest: Nathan Flaig, Creating a Culture of Respect for Gender and Sexual Diversity.</i></b>
February 18 - 24	<b>Term Break</b> Students not in placement unless negotiated with Field Instructor	
February 26	<b>Integrative Seminar 5</b> (1 – 3:50 p.m.)	Scope of Practice Article Discussions 7, 8, 9  <b>Midterm Evaluation due (in Learning Agreement - IPT)</b>

March 11	<b>Integrative Seminar 6</b> (1 – 3:50 p.m.)	Scope of Practice Article Discussions 10, 11, 12
March 25	<b>Integrative Seminar 7</b> (1 – 3:50 p.m.)	Analysis of Learning presentations/submissions (1-6)
April 8	<b>Integrative Seminar 8</b> (1 – 3:50 p.m.)	Analysis of Learning presentations/submissions (7-12)
April 19	<b>Approximate Last Day of Practicum</b>	<b>Final Evaluation due (in Learning Agreement – IPT)</b>

#### ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

#### **GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

You are expected to participate actively in all Zoom sessions as this time is required as part of the overall practicum hours requirement. 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 and adhere to the requirements noted under the Learning Technologies section in this outline.

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

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. Students will be advised before the instructor initiates a recording of a Zoom session.

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

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS.



Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

## ASSESSMENT COMPONENTS

### PLACEMENT

Evaluation of students in practica is an ongoing process to highlight students' strengths and learning needs. Formal assessment of students' needs, and progress occurs at the beginning, middle, and end of the placement. Evaluation processes and policies for SOWK 633 are detailed in the Field Education Manual. Briefly, these are:

**Learning Agreement:** During the first two to three weeks in practicum, the student, in consultation with the Field Instructor, develops a plan within the IPT system for achieving the five practice objectives of SOWK 633.

The plan, approved by the Faculty Liaison, is tailored to meet the context of the placement and the student's interests and needs. The Learning Agreement guides the learning activities and focus of the placement and helps the Field Instructor and student clarify respective responsibilities and expectations. Learning Agreements are working documents and activities can be modified, added, or removed as the placement progresses and the student's learning interests and needs become clearer.

**Preliminary Impressions:** Field Instructors and students are asked to provide preliminary impressions around the end of the third week within the IPT system. Recording preliminary impressions supports the student's development of reflective self-evaluation and facilitates discussion of the student's strengths and potential areas of concern.

**Timesheets:** Timesheets with the IPT system are to be kept on a weekly basis and will be signed off at mid course and final evaluation.

**Mid-Course Evaluation:** At about the halfway point, written mid-practicum ratings and comments are prepared in the IPT system by the student and Field Instructor and discussed with the Faculty Liaison. A determination is made whether the student is meeting, or not, practicum requirements. A virtual meeting normally will accompany this review.

**Final Evaluation:** At the end of the practicum (near or upon completion of required hours), the written final ratings and comments are completed; and the student, Field Instructor, and Faculty Liaison provide ratings and overall comments regarding the student's performance. The Field Instructor recommends a Completed Requirements/Fail grade to the Faculty Liaison. In assigning this grade, the Faculty Liaison will be guided by the Field Instructor's recommendation. A virtual meeting normally will accompany this review. Concerns regarding a student's performance in practicum at any point in the semester may result in the student being identified as at risk for failing the practicum, and such concerns should be discussed with the Faculty Liaison. Policies and procedures related to at-risk situations are detailed in the Field Education Manual.

Students who do not receive a CR (Completed Requirements) grade in SOWK 633 may be required to withdraw from the program. A student who is permitted to repeat a practicum course normally will be required to repeat both the field placement and the corresponding integrative seminar component.

## **IPT Online System for Completing Practicum and Evaluation Forms**

The learning agreement and all other forms relating to practicum, including evaluation forms, are available for students, Field Instructors and Faculty Liaisons to complete online. The IPT system is available online at: <http://www.runiptca.com>. Instructions and login information will be provided by the beginning of the term. Please contact the appropriate Administrative Support contact person at the faculty if you do not receive this information.

### **1. Analysis of Learning Presentation – (assigned presentation schedule March 25, April 8; additional details will be provided in class and on D2L)**

#### **Aligned Course Learning Outcomes: 1-7**

**Description:** This assignment will give you the opportunity to define and discuss your model, theory and/or framework for social work practice, exemplified by your involvement with a specific case from your current placement. Scholarly and practicum experiences come together to influence this perspective. The presentation will illuminate your critical thinking and integration of former and new knowledge.

The word “case” is used loosely and, depending on your practicum, could mean an individual, family, group, organizational, community, or systems level case. It could be about a meeting with a client, a workshop you facilitated or attended, a meeting with a supervisor, a component of a research project you engaged in, a team meeting, a presentation you gave, a policy you wrote, an advocacy action you participated in, a meeting with a community partner, etc.

#### **The following sections are to be included:**

- **Context/setting:** description of the organization (vision, mission, population(s) served, primary projects or programs, implicit and/or explicit theoretical frameworks) as well as relevant environmental influences (funding, politics, social attitudes, etc.) that you think are important to highlight.
- **Professional/personal orientation:** description of your developing professional and personal lenses relevant to the case. This includes a discussion of your developing theoretical practice framework, personal and professional values, social location (such as gender, race, age, class, sexual orientation), and relevant past experiences.
- **Case description:** description of background and current details about the case; description of your role in relation to the case.
- **Social work action:** description of the action phase of work with the case. This may include the following sub-sections (you do not need to include all of these and which of these you are able to focus on will vary across practicums):
  - engagement and information gathering
  - assessment
  - intervention
  - termination

- evaluation of effectiveness

Links between theory and practice should be clearly articulated.

- **Skills:** identify the personal strengths/capacities (existing and emerging) you used as well as any limitations.
- **Final reflection/readiness for practice:** putting it all together - what does this all mean for you as a beginning MSW practitioner? What's next as you look forward to being an MSW practitioner? Include areas for continued exploration, growth, and professional development.

**Submission:** D2L Dropbox the day of presentation (March 25 or April 8, 2024. Can be an infographic or PowerPoint/Canva of approximately 6 slides)

**Length:** 25 minutes (March 25 and April 8, 2024 as per assigned schedule)

2. **Scope of Practice Discussions and Summative Reflection – (January 15, 29, Feb 26, March 11) three students through assigned schedule will provide the following: (additional details will be provided in class and on D2L)**

**Aligned Course Learning Outcomes:** 1-7

**Description:** This assignment has two parts:

**Part A:** During the above noted seminar dates, three students will present an article that exemplifies their interest and/or direction based on a category or categories from Appendix #1 "*Roles and responsibilities within Social Work Scope of Practice (CASW 2020)*" (noted in the required readings list). Post this article in the Discussion Board area 72 hours prior to your assigned seminar class. Each student is expected to review posted articles prior to class. Ensure copyright permission to share has been obtained unless a link is open on the public domain. On the first day of class students will be assigned the dates on which they will present their chosen article. On the day of the seminar, students will be expected to summarize the key points of their chosen article and facilitate a class discussion (15 minutes).

**Part B:** In the second part of this assignment, each student will write a 250-word reflective piece. Time will be allocated towards the end of each seminar class to complete the reflection. The reflections may include the following:

- New insights that you have gained regarding your social work identity based on the article shared and through the discussion with other students.
- What areas emerged for you as new interests or strengths not previously considered?
- What areas were emphasized for you as potential for further professional development?

**Submission:** D2L Dropbox by the end of each seminar class

Length: 250 words

## ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Seminar attendance is mandatory and seminar hours count as practicum hours. Students are expected to be fully present and engaged in class activities and discussions. If you are unable to attend a session, please contact your instructor to arrange an alternative activity. Please refer to the Ucalgary calendar for more information on attendance and supporting documentation and the use of a statutory declaration.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments either in-person or through their respective Dropbox in D2L as specified by the instructor. Assignments should have a file name as follows: "First name, last name, assignment number" in Word format. 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 at the discretion of the instructor. Please contact the instructor **prior** to the assignment due date to make alternate arrangements.

### **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 assignments 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 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

For each assignment students who clearly address each of the requirements as detailed on D2L will be awarded a PASS. All assignments for SOWK 633 are assessed as PASS/FAIL.

## 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

Additional suggested readings may be shared and included in D2L (copyright approval will apply).

## 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