



Course & Session Number	SOWK 649 S01	Classroom	Online
Course Name	Advocacy and Diplomacy		
Dates and Time	Start of Classes: Sept 5 End of Classes: October 13 Dates and Time: Zoom sessions (6-8 pm Monday/Wednesday) Asynchronous activities: See course schedule Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹		
Instructor	Lana Wells, MSW, RSW Associate Professor/Brenda Strafford Chair in the Prevention of Domestic Violence	Office Hours	As requested through email
UCalgary E-mail	lmwells@ucalgary.ca	UCalgary Phone	N/a

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 and gender 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

Enhances competencies and skills in facilitation, building trust, managing conflict, and fostering relationships in working with individuals, groups, communities, organizations, and systems from a feminist and intersectional approach. Integration of practice-based research to inform best and promising practices, policy development and social change.

COURSE DESCRIPTION

In this course students will learn the necessary skills to work with others inside and outside organizations and systems while utilizing advocacy and diplomacy to manage oneself, conflict, ethical dilemmas, and other organizational and system challenges. Our specific focus will be on changing ourselves before we can change others. It will also support the development of healthy relationships skills and competencies that facilitate partnerships and collaborations, professionalism, and use of self in the organization, funder and donor relationships, and working with practitioners, system leaders and policy makers to advance gender and social justice. Students will engage in critical reading and meaning making of human dynamic concepts along with interactive discussions, presentations, brainstorming sessions and online discussions.

This course will take place online via Desire2Learn (D2L) and through Zoom. To succeed in this course, students are expected to participate in our in-person evening zoom sessions, and in the asynchronous learning tasks using the D2L learning system that is outlined in this document. When students are unable to participate live, please inform me in advance (at least 24 hours) and we will design an alternative participation activity which may include (watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

COURSE LEARNING OUTCOMES

Course Learning Outcomes (CLOs):

Managers, supervisors, directors, and other leaders in human service organizations and government systems are faced with increasingly complex and conflicting client needs, staff development responsibilities, policy directives, funding and accountability requirements, and community expectations. There are both anticipated and unanticipated events that require quick responses with limited information and time. These challenges are matched, however, by those who assume leadership roles in the social work profession more generally, within communities, or in voluntary capacities. In all these realms, leadership, advocacy, and diplomacy are critical factors in developing progressive, adaptable, accountable, and innovative responses to the challenges facing our species. Upon completion of this course, you will be able to:

1. Understand multiple theories of advocacy and diplomacy in relation to leadership – and how/when they are most effective.

2. Describe key advocacy and diplomacy characteristics, behaviors and skills identified in the literature and practice and compare to your own style.
3. Understand how to facilitate and manage partnerships and collaborations with diverse stakeholders in diverse settings.
4. Use critical theory to develop and analyze your own style of leadership, advocacy, and diplomacy.
5. Develop the capacities to become adaptive and lifelong learners to lead and advance organizational, systems and policy change.

LEARNING RESOURCES

REQUIRED TEXTBOOKS, READINGS AND VIDEOS

Text:

Brown, adrienne maree (2020). *We will not cancel us and other dreams of transformative justice*.

Available from the following e-book vendors

[BookShelf](#) ; [RedShelf](#) ; [Scribd](#) ; [Kobo](#) ; [Amazon Kindle](#) ; [ebooks.com](#)

Ginwright, S.A. (2022). *The four pivots: Reimagining justice, reimagining ourselves*. North Atlantic Books.

Available from the following e-book vendors

[Amazon Kindle](#) ; [iBooks](#) ; [Google Play](#) ; [Kobo](#)

Johnson, H. (2022). *The power of story. On truth, the trickster, and new fictions for a new era*. Biblioasis.

Available from the following e-book vendors

[Amazon Kindle](#) ; [iBooks](#) ; [Google Play](#) ; [Kobo](#)

Schulman, S. (2016). *Conflict is not abuse: Overstating harm, community responsibility and the duty of repair*. Arsenal Pulp Press.

Available from the following e-book vendors

[Amazon Kindle](#) ; [iBooks](#) ; [Google Play](#) ; [Kobo](#) ; [BookShelf](#) ; [RedShelf](#) ; [ebooks.com](#)

Tavris, C., & Aronson, E. (2007). *Mistakes were made (but not by me): Why we justify foolish beliefs, bad decisions, and hurtful acts*. Houghton Mifflin Harcourt. **OR** watch/listen to <https://www.skeptic.com/lectures/mistakes-were-made-but-not-by-me/>

Other required resources:

Alfred, G. T. [ASU Libraries]. (2013, December 12). *Resurgence of traditional ways of being* [Video]. YouTube. <https://www.youtube.com/watch?v=3ABP5QhetYs>

Dozois, E. & Wells, L. (2020). *Changing Contexts: A Framework for Engaging Male-Oriented Settings in Gender Equality and Violence Prevention – Practitioners’ Guide*

<https://preventdomesticviolence.ca/changing-contexts-a-framework-for-engaging-male-oriented-settings-in-gender-equality-and-violence-prevention-practitioners-guide/>

Government of Alberta. (2013). *Family violence hurts everyone: A framework to end family violence in Alberta*. <https://open.alberta.ca/publications/6466378>

McLeod, S., Mahegun, T., Wells, L., & Litviniuc, A. (2023). *Strong women's circle: Supporting Alberta's primary prevention framework by mapping root causes of violence and identifying policy recommendations to stop violence against Indigenous peoples before it starts*. <https://preventdomesticviolence.ca/strong-womens-circle-full-report/>

Wells, L., Litviniuc, A., Lee, L., & Hansen, B. (2023). *Winning against domestic and sexual violence. Alberta's primary prevention playbook*. <https://preventdomesticviolence.ca/our-work/public-policy/alberta-primary-prevention-playbook/>

Available from the following e-book vendor

[Amazon Kindle](#)

Orlowski, J. (Director). (2020). *The Social Dilemma*. [Film]. Exposure Labs. <https://www.thesocialdilemma.com/the-film/>

Available from Netflix: One-time classroom screening permitted by Netflix subject to the terms on this page: <https://media.netflix.com/en/only-on-netflix/81254224>

Roy, M., & Crooks, H. (Directors). (2011). *Surviving progress* [Film]. First Run Features. Square Press. <https://media3-criterionpic-com.ezproxy.lib.ucalgary.ca/htbin/wwform/006?t=AL110752>
<https://www-nfb-ca.ezproxy.lib.ucalgary.ca/film/surviving-progress/>

Scott, K. [HotSpot Marketing]. (2017, January 20). *Radical candor* [Video]. YouTube. <https://www.youtube.com/watch?v=yj9GLeNCgm4>

Tavris, C., & Aronson, E. (2007). *Mistakes were made (but not by me): Why we justify foolish beliefs, bad decisions, and hurtful acts*. Houghton Mifflin Harcourt. **OR** watch/listen to <https://www.skeptic.com/lectures/mistakes-were-made-but-not-by-me/>

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

In the Leadership in the Human Services specialization, students will learn the practical skills, leadership knowledge, and theoretical grounding they will need to be effective social work leaders in human service, government and other community based organizational contexts. Through these leadership courses, students will integrate practice skills, leadership knowledge, and theory and principles of

transformational leadership using a social work lens. Students will be able to engage in critical thinking, reflection, and deliberate conversations required by social work leaders to navigate major issues and difficult organizational situations that managers face in a variety of human service, government and other community based organizational contexts. SOWK 646.01 is one of four courses that make up this specialization.

CLASS SCHEDULE

Important Dates for Fall 2023

- Start of Term: Monday, August 28, 2023
- **First Day of Class: Tuesday, September 5, 2023**
- **End Day of Class: Wednesday October 13**
- Labour Day, no classes: Monday, September 4, 2023
- National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- Thanksgiving Day, no classes: Monday, October 9, 2023

Date	Topic	Readings/Activities/ Assignments Due
W – September 6 6-8 pm	<ul style="list-style-type: none"> • Introductions & activity • Course overview • Adaptive learning and leadership theories and constructs • Importance of self-reflection and daily mindful practices 	Watch or listen <i>before</i> the start of class https://www.skeptic.com/lectures/mistakes-were-made-but-not-by-me/
M – September 11 6-8 pm	<ul style="list-style-type: none"> • What is advocacy and diplomacy? • Approaches to influence community change • Approaches to support healthy partnerships and collaborations • A case example: Strong Women’s Circle – implementing parallel processes and creating ethical spaces to advance Indigenous sovereignty to prevent violence. • Guest speaker: Elder 	Please read: McLeod, S., Mahegun, T., Wells, L., & Litviniuc, A. (2023). <i>Strong women’s circle: Supporting Alberta’s primary prevention framework by mapping root causes of violence and identifying policy recommendations to stop violence against Indigenous peoples before it starts.</i> https://preventdomesticviolence.ca/strong-womens-circle-full-report/

<p>W – September 13 6-8 pm</p>	<ul style="list-style-type: none"> • What is intersectional feminist leadership, advocacy and diplomacy? • What are the strategies used to facilitate and manage partnerships and collaborations from a feminist perspective? • How do we integrate theory to practice? • Guest speaker: Kim Ruse, FearIsNotLove 	<p>Have a look through the website before class.</p> <p>https://fearisnotlove.ca</p>
<p>M – September 18 Asynchronous activity (Assignment #1) to be completed by 4 pm (10%)</p>	<p>Complete the GBA+ modules INSTEAD of attending Class.</p> <ul style="list-style-type: none"> • Understanding important concepts on gender and intersectionality • Understanding how gender construction and intersectionality impacts social issues and policy • Integrating these constructs and approaches into our advocacy and diplomacy 	<p>Upload Certificate to D2L by 4 pm</p>
<p>W - September 20 6-8 pm</p>	<p>Debrief GBA+ modules together!</p> <ol style="list-style-type: none"> 1. How can you apply GBA+ to your practice? 2. What excites you about this approach to social change? 3. What worries you about this approach to social change? 4. How will this information impact your decision-making? Your leadership approaches? 5. Was there any content you struggled with? Why? 6. Which concepts will you apply to your advocacy today, tomorrow and in the future? <p>Debriefing the modules together</p> <ul style="list-style-type: none"> • What is primary prevention? • How do we get at root causes and systems change? • What is the role of policy and legislation? • What did you learn about your worldview? 	<p>Complete the 5 modules before class (this will take you between 2-3 hours)</p> <p>TO ACCESS THE MODULES</p> <ol style="list-style-type: none"> 1) Go to https://shifftolearn.com/elearnin-g-modules/ and add all modules that you'd like to complete to your cart by clicking "enrol now". We suggest adding all five modules to your cart before checking out. 2) After all modules are added to the cart, go to the cart https://shifftolearn.com/my-cart/ 3) Use the discount code SOWK646100% during checkout to get the 100% off your order. 4) Your account will be created during checkout, and you will receive a confirmation email. 5) You can then access all modules using a link in the confirmation email or by logging in and going to "My Account"

	<ul style="list-style-type: none"> • How will you apply this knowledge to your current practice? • What are policy frameworks important to diplomacy and advocacy? • How do we change ourselves first to advance systemic change? • Understanding how our worldviews impact our advocacy, diplomacy, practice and change work. <p>A case study outlining advocacy and diplomacy in advancing social change through working with government to prevent domestic and sexual violence in Alberta. Questions for the group to ponder during the session are:</p> <ul style="list-style-type: none"> • Which advocacy theories informed the approach in 2013 and 2023? • Which partnership methods were used and why? • What worked? • What did not work? Why? • What lessons can you draw from these 2-case example on how to build partnerships and collaborations with government and community-based organizations to advance prevention through social policy? 	<p>(https://shiftolearn.com/my-account/) on the Shift to Learn website.</p> <p>If you have any issues accessing the modules, please contact Winta @ winta.abera@ucalgary.ca.</p> <p>In prep for class please read Alberta's Prevention of Family Violence Framework before class & Alberta's Primary Prevention Playbook</p> <p>Government of Alberta. (2013). <i>Family violence hurts everyone: A framework to end family violence in Alberta</i>. https://open.alberta.ca/publications/6466378</p> <p>Wells, L., Litviniuc, A., Lee, L., & Hansen, B. (2023). <i>Winning against domestic and sexual violence. Alberta's primary prevention playbook</i>. https://preventdomesticviolence.ca/our-work/public-policy/alberta-primary-prevention-playbook/</p>
<p>M – September 25 6-8 pm</p>	<p>How is technology influencing diplomacy and advocacy: The future?</p> <ul style="list-style-type: none"> • Data science and social work • What is a data equity framework? • What do we need to understand about technology and ourselves? • Using technology for social good. • Guest Speaker: Dr. Alina Turner <p>Continuation of how technology influences diplomacy and advocacy and social justice and our future</p> <ul style="list-style-type: none"> • Understanding the impact of Tech on our society and ourselves • Is there a relationship between social tech and social justice/change and how do we leverage this approach? 	<p>Review both websites in preparation for the class</p> <p>https://weallcount.com/author/heather1729/</p> <p>https://helpseeker.org</p> <p>We will watch The Social Dilemma on Netflix followed by a discussion</p>

	<ul style="list-style-type: none"> • How does tech impact our diplomacy and advocacy? • How can we leverage tech in our advocacy and diplomacy? • How can we leverage tech for good? 	
W – September 27 6-8 pm	<p>Learning about the four pivots and their impact on our advocacy and diplomacy. The four pivots are:</p> <ol style="list-style-type: none"> 1. Awareness: From lens to mirror 2. Connection: from transactional to transformative relationships 3. Vision: From problem fixing to possibility creating 4. Presence: From hustle to flow 	<p>Read the book: Ginwright, S.A. The four pivots: Reimagining justice, reimagining ourselves. North Atlantic Books.</p> <p>Here is a video of Dr. Ginwright book https://www.youtube.com/watch?v=JZ5mSDmaRHo</p>
F- September 29 Asynchronous (Assignment #2) to be completed by 11:59 pm (25%)	<p>Paper on The Four Pivots: Question: How will you apply the four pivots to your social work practice?</p>	Assignment #2
M - October 2 6-8 pm	<p>Debrief on paper</p> <p>Important skills for Advocacy and Diplomacy</p> <ul style="list-style-type: none"> • Radical Candor • Compassionate Accountability • Calling in vs Calling Out • Restorative and Transformative Approaches • Diplomacy, Radical Candor and Leadership • Bringing behavioural insights into our toolbox to advance social justice 	<p>Watch Kim Scott's video</p> <p>Read: Brown, adrienne maree (2020). We will not cancel us and other dreams of transformative justice.</p> <p>Review Changing Contexts guide for practitioners</p>

<p>W – October 4 6-8 pm</p>	<p>The Power of Story to change our systems of oppression (patriarchy, capitalism, colonialism, white supremacy, etc.)</p> <ul style="list-style-type: none"> • Discussion on how this can impact our diplomacy and advocacy in our work. • How can you change your story? • How can we change our story to reimagine a different future? • How have colonial policies and practices impacted Indigenous families, community and our society? • How does racism play out in your advocacy, partnership and collaborative work? • How does this information impact or change your leadership approach to advocacy and diplomacy? 	<p>Johnson, H. (2022). <i>The power of story. On truth, the trickster, and new fictions for a new era</i>. Biblioasis</p> <p>https://www.cbc.ca/books/the-power-of-story-1.6564278</p> <p>https://networkweaver.com/product/leading-systems-change/</p>
<p>F- October 6 (Assignment #3) to be completed by 11:59 pm (25%)</p>	<p>Using the power of story for diplomacy and advocacy Questions to reflect on and incorporate into your assignment.</p> <ol style="list-style-type: none"> 1. How can you change your story? 2. How can we change our story to reimagine a different future? 3. How have colonial policies and practices impacted Indigenous families, community and our society? 4. How does racism play out in your advocacy, partnership and collaborative work? 5. How does this information impact or change your leadership approach to advocacy and diplomacy? 	<p>Assignment #3 Johnson, H. (2022). <i>The power of story. On truth, the trickster, and new fictions for a new era</i>. Biblioasis.</p>
<p>M – October 9</p>		<p>NO CLASS – it is a holiday</p>

<p>W - October 11 6-8 pm</p>	<p>Conflict is not Abuse: Reflect on the following when reading Schulman's (2016) book and come prepared to discuss together:</p> <ol style="list-style-type: none"> 1. How do you face and deal with conflict in both your personal and professional life? Is it different? Why? 2. How does trauma play into building relationships? 3. What do think is the difference between conflict and abuse? 4. How does this information impact your advocacy? Does it? 5. What do you agree and disagree with her approach? 6. Escalation and what's so important about apologizing for your part? 7. What do you think about duty of repair? 8. How does this knowledge impact you? Your social work practices? Your advocacy approaches? Your style? 	<p>Read Schulman's first 4 chapters in her (2016) book and come prepared to discuss the following.</p>
<p>Sunday-October 15 Asynchronous activity (Assignment #4) Reflection paper (40%)</p>	<p>Please see instructions and rubrics below</p>	<p>Assignment #4</p>

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

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

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1 Posting certificate and discussion in class (10%). Aligned Course Learning Outcomes: CLOs 3 & 4

Assignment Description:

Part 1: Complete the GBA+ course offered by the federal government (found here)

https://women-gender-equality.canada.ca/gbaplus-course-cours-acsplus/eng/mod02/mod02_02_01.html

Part 2: Reflect on the following questions and come prepared to discuss in class:

7. How can you apply GBA+ to your practice?
8. What excites you about this approach to social change?
9. What worries you about this approach to social change?
10. How will this information impact your decision-making? Your leadership approaches?
11. Was there any content you struggled with? Why?
12. Which concepts will you apply to your advocacy today, tomorrow and in the future?

Please upload the completed certificate by 4 pm MT on September 18, 2023.

Assignment 2: Writing an online post (25%). Aligned Course Learning Outcomes: CLOs 3, 4 & 5

Assignment Description:

Complete reading the book, *The four pivots: Reimagining justice, reimagining ourselves*.

While you are reading the book, reflect on the following question.

1. **How will you apply the four pivots to your social work practice?**

Write one post no more than 500 words on the question above: Your post must be no more than 500 words and attention must be paid to correct grammar and spelling, and all references must be in APA 7th edition style format. Avoid all jargon or slang in your post.

Assignment 2 is due September 29 at 11:59 pm. MT

Assignment 3: Writing an online post (25%). Aligned Course Learning Outcomes: CLOs 3, 4 & 5

Assignment Description:

After you completed Harold Johnson's book, post on D2L about what you learned about the power of story. Questions to reflect on:

1. How can you change your story?
2. How can we change our story to reimagine a different future?
3. How have colonial policies and practices impacted Indigenous families, community and our society?
4. How does racism play out in your advocacy, partnership and collaborative work?
5. How does this information impact or change your leadership approach to advocacy and diplomacy?

Write one post no more than 500 words on one of the questions above: Your post must be no more than 500 words and attention must be paid to correct grammar and spelling, and all references must be in APA 7th edition style format. Avoid all jargon or slang in your post.

Assignment 3 is due October 6 at 11:59 pm. MT

Assignment 4: Reflection paper (40%). Aligned Course Learning Outcomes: CLOs 4 & 5

Assignment Description:

Schulman's (2016) book illuminates the cultural phenomenon of blame, cruelty, and scapegoating, revealing how those in positions of power exacerbate and manipulate fear of the "other" to avoid facing themselves. She argues that we often conflate conflict and abuse and believes in the need for mutual recognition and accountability. In your paper, describe your reflections on the book and **three** lessons learned that you would take into your practice with providing practical examples.

Rubric for Marking Assignment 3: A four-page reflective paper double spaced on conflating conflict with abuse and the impact to your advocacy approach (APA 7th edition style format)

Review – 20%

- Introduce Schulman's (2016) book and identify and describe the following characteristics briefly: content, viewpoints, epistemological and theoretical standpoint, and recommendations briefly.

Critical Discussion – 40%

- Engage in a critical discussion with the author's main arguments. Here, you need to move from the abstract way of explaining author's arguments, and critically discuss whether the arguments mirror your understanding of the topic (conflict is not abuse). A critical discussion does not necessarily mean that you need to criticize the author's work, but to point out any satisfactory/unsatisfactory aspects of the arguments (i.e., your overall judgement). You need to support your judgment of author's arguments with your personal knowledge/understanding of the topic.

Impact and Application – 40%

For this part, you need to comment on the ways in which the book has helped you develop a better grasp of the concept/practice of advocacy and diplomacy in your leadership. You have the freedom to refer to any part of the book (concepts, theory, arguments, recommendations, etc.) that you found attractive, and explain *why* the items discussed have helped you improve your knowledge of advocacy, diplomacy and leadership. Next, discuss the ways in which you plan to apply/use the points you just highlighted. Your plans for applications/use of the content of the book should sound feasible and purposeful, given your past experience of leadership.

Assignment 4 is due October 15, by 11.59pm.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ANTI-OPPRESSION POLICY

The instructor of this course will not tolerate expressions of racism, sexism, misogyny, heterosexism, homophobia, transphobia, ageism, ableism, xenophobia, anti-Semitism, Islamophobia, or other such prejudices and will deal with such incidents on an official level. The instructor is committed to making this classroom a discursive space, free of oppressive behaviours, and ensuring that her evaluations of students are empowering and not discriminatory. Students should not hesitate to bring incidents of oppressive behaviour to the attention of the instructor.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- All assignments are to be submitted in electronic form by D2L, with an original copy being archived by the student; this is a paperless course.
- Use Word .doc or .docx format.
- In both electronic form, please put this information on one line as the title at the beginning of your paper:
 - Name: Wells
 - Course: SOWK646
 - Assignment number: #1 or #2 etc.
 - Your name and student number
- When you send in the electronic form, when you use “save as” and give a name to your file, students are asked to label their paper using this format; again, this will aid me greatly in tracking and sorting:
 - Last name
 - First name
 - Advocacy
 - Assignment number #4
- Submit paper in drop box
- Course #, Last name first name, Assignment number
- All papers are to be typewritten in 12-point font and Double spaced.

- **Pay attention to the number of pages assigned.** Students are asked to respect page length of each assignment. I will only read the paper to this length (which does NOT include references).
- Separate cover page is unnecessary.
- All reference lists are to be in APA 7th edition style format.
- Pre-reads or re-writes of papers are not an option.
- High standard of writing will be a factor in grading students work.

Note: I will archive the papers for 2 months after marks for the course are submitted in case of an appeal of marks. After this time, all papers will be deleted.

LATE ASSIGNMENTS

Due to course timelines, extensions will only be granted in **exceptional circumstances with a minimum notice of 48 hours**. Any changes in deadline must be agreed to by the instructor in writing by email. For each day an assignment is late, there will be a grade deducted.

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 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	98-100
A	4.0	Excellent performance	95-97
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.

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