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Course & Session Number	SOWK 662 A & B, S05	Classroom	Online
Course Name	Integrative Seminar		
Dates and Time	<p>Start of Classes: September 7, 2023</p> <p>End of Classes: April 4, 2024</p> <p>Dates and Time: Zoom sessions, Thursdays 5 to 7 p.m. (please see schedule below for specific dates)</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p>		
Instructor	Erin McFarlane, MSW, RSW	Office Hours	By appointment
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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, 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

Integration of theory, research applications/evaluations and professional practice in the student's area of specialization; and preparation of a capstone exit requirement.

COURSE DESCRIPTION

This course provides students with an opportunity to integrate theory and practice – that is, to link knowledge, skills, and values derived from MSW coursework and past experiences with social work practice experiences in the practicum setting (SOWK 660). Students will participate in collaborative activities regarding professional issues, practicum situations, ethical dilemmas, and the application of theory to practice. Students are encouraged to provide constructive feedback and consultation to peers, and to participate collectively and collaboratively in furthering their learning and promoting professional development.

Emphasis will be placed on integration of research, theory, and social work practice with personal and professional development. At the master's level, students are leaders with the social work profession. Discussions will also focus on contributing to the profession and the body of knowledge.

Students will be expected to 1) present and discuss practice experiences from their practicum settings; 2) critically reflect upon their own and others' practice experiences; 3) engage in a collaborative learning process; 4) demonstrate competence in their ability to identify, apply, critique, and evaluate theories and conceptual frameworks to practice situations; and 5) apply learnings from advanced social work practice and specializations courses to their practice and practicum experiences.

The Integrative Seminar will also introduce or re-introduce key social work themes from previous practice core and specialization courses with a focus on application to social work practice and to students' practicum experiences. These themes relate to the five practice objectives of Advanced Practice (SOWK 660) and include 1) diversity and Indigenous contexts; 2) oppression and social justice; 3) professional identity and self-care; 4) theoretically informed and evidenced based practice; 5) program and practice evaluation; 6) facilitating and advocating for change; and 7) articulating a professional model of practice. Finally, throughout the eight months of seminar, students will be building towards their capstone project and final exit requirement of the MSW program. The capstone assignment is described below.

Co-requisite: This course is taken concurrently with SOWK 660 A & B, Advanced Practicum.

COURSE LEARNING OUTCOMES

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

1. Identify, apply, and reflect on their developing social work knowledge, values, and skills, particularly in the context of Advanced Practicum and in the areas of diversity and Indigenous contexts; oppression and social justice; professional identity and self-care; theoretically informed and evidence-based practice; program and practice evaluation; facilitating and advocating for change; and articulating a professional model of practice.
2. Critically assess social work practicum and practice experiences through reflection, discussion, peer consultation and constructive feedback.
3. Reflect on their practicum learning goals, and their growth/development towards reaching these goals, with reference to specific shifts in their thinking and practice.
4. Participate actively in class discussions and work collaboratively and collectively with other students in furthering learning and professional development.
5. Demonstrate the ability to create respectful, open, and safe learning environments which ensure that each student has a voice, and everyone is treated with respect and dignity.

Upon completion of the Capstone, students will be able to:

1. Articulate their professional identity and social work practice foundations in relation to their values, the Code of Ethics, social justice, anti-oppressive practice (AOP), and MSW specialization.
2. Make connections between their personal and professional identities and values and their social work identity and practice.
3. Present an approach to practice that is grounded in theory and evidence and relevant to their MSW specialization.
4. Demonstrate the application of their model of practice and applied research concepts through a case study from practicum of their model of practice, including a proposed evaluation of an intervention.
5. Articulate critical learning moments and insights reached during the MSW program, including key learnings from coursework in advanced social work practice, specialization courses and practicum/seminar.
6. Reflect broadly on their learning journey over the course of their MSW degree program and its impact on their social work identity/practice.
7. Demonstrate a commitment to their continued growth and development by identifying future goals for continued learning and professional development.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook for this course.

The following required readings and resources are available online and on D2L:

Ahenkorah, E. (2020, September 21). *Safe and brave spaces don't work and what you can do instead*. Medium. <https://medium.com/@elise.k.ahen/safeand-brave-spaces-dont-work-and-what-you-can-doinstead-f265aa339aff>

Alberta College of Social Workers (2019). *Standards of Practice*. <https://www.acsw.ab.ca/site/practice-resources>

Canadian Association of Social Workers (2005). *Code of Ethics*. https://www.casw-acts.ca/files/attachements/casw_code_of_ethics.pdf

Canadian Association of Social Workers (2005). *Guidelines for Ethical Practice*. https://www.casw-acts.ca/files/attachements/casw_guidelines_for_ethical_practice.pdf

International Federation of Social Workers. (2018). *Global Social Work Statement of Ethical Principles*. <https://www.ifsw.org/global-social-work-statement-of-ethical-principles/>

Maclean, S. (2020, March 19). *What is the difference between a theory, model, method and approach in social work?* [Video]. YouTube. <https://youtu.be/nE1rKczA2kk>

Tygielski, S. (2022, February 21). *The power of self-care: A bridge to communal care*. Nonprofit Quarterly. <https://nonprofitquarterly.org/the-power-of-self-care-a-bridge-to-communal-care/>

In conjunction with their Field Instructor(s), students are encouraged to develop a list of readings and online resources to support their particular area of practice in their placement.

Suggested readings will be shared throughout the class and students are encouraged to read and reflect on these pieces as part of their asynchronous activities.

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 camera is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

As indicated in our [MSW Curriculum Plans](#), the emphasis of SOWK 662 is on linking theory, research, and practice; and the application, integration and demonstration of knowledge gained in advanced social work practice and specialization courses to social work practice and practicum. Therefore, this course relates to all other MSW courses. The seminar is taken concurrently with and is directly linked to Advanced Practicum (SOWK 660).

CLASS SCHEDULE

Important Dates for Fall 2023 and Winter 2024

- Start of Fall Term: Monday, August 28, 2023
- Labour Day, no classes: Monday, September 4, 2023
- Start of Fall Classes: Tuesday, September 5, 2023
- Fall Fee Deadline: Friday, September 22, 2023
- National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- Thanksgiving Day, no classes: Monday, October 9, 2023
- Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)

- Fall Term Break, no classes: Sunday, November 12 – Saturday, November 18, 2023
- End of Fall Classes: Wednesday, December 6, 2023
- End of Fall Term: Friday, December 22, 2023

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- Start of Winter Term: Tuesday, January 2, 2024
 - Start of Winter Classes: Monday, January 8, 2024
 - Winter Fee Deadline: Friday, January 26, 2024
 - Winter Term Break, no classes: Sunday, February 18 – Saturday, February 24, 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
 - End of Winter Classes: Tuesday, April 9, 2024
 - End of Winter Term: Tuesday, April 30, 2024

*Additional schedule details will be determined collaboratively between the instructor and students through an asset mapping and needs assessment process during the first month of the course; an updated schedule will subsequently be posted on D2L.

Date	Topic	Readings/Assignments Due	SOWK 600 important dates
Thursday, September 7 (first class) Zoom session #1 5 – 7 p.m. MT	-welcome, introductions, and community-building -course overview -preparing for practicum -IPT system and forms	Complete pre-course short survey – on D2L (by September 6)	First day of practicum: September 11 (or another date between August 29 – October 1, as confirmed by the Field Education Coordinator)
Thursday, September 14 Zoom session #2 5 – 7 pm MT	-accountable spaces guidelines -class guests: <i>reflections from former specialization year practicum students</i> -preparing the learning agreement	Ahenkorah, E. (2020, September 21). <i>Safe and brave spaces don't work and what you can do instead</i> . Medium. https://medium.com/@elise.k.ahen/safeand-brave-spaces-dont-work-and-what-you-can-doinstead-f265aa339aff	
Thursday, September 21 Zoom session #3 5 – 7 pm MT	-class asset mapping and needs assessment to inform class topics and asynchronous activities -overview of approach/theory/model -preparing the learning agreement	Maclean, S. (2020, March 19). <i>What is the difference between a theory, model, method and approach in social work?</i> [Video]. YouTube. https://youtu.be/nE1rKczA2kk	

Thursday, September 28 No Zoom session Asynchronous	-self-directed activities: self and collective care	Complete practicum check-in form – on D2L (by September 28) Tygielski, S. (2022, February 21). <i>The power of self-care: A bridge to communal care</i> . Nonprofit Quarterly. https://nonprofitquarterly.org/the-power-of-self-care-a-bridge-to-communal-care/	Learning Agreement due in IPT: October 2 (or approx. 3 weeks after practicum start date) Preliminary Impressions due in IPT: October 2 (or approx. 3 weeks after practicum start date)
Thursday, October 5 Zoom session #4 5 – 7 pm MT	-self-care and community care continued -social positioning and intersectionality		
Thursday, October 12 No Zoom session Asynchronous	-self-directed activities: TBD	Assignment 1 Due: Theories for Practice (October 15 at 11:59pm MT)	Student/Field Instructor/Faculty Liaison meeting re: Learning Agreement: Between approx. October 2 and October 13
Thursday, October 19 Zoom session #5 5 – 7 pm MT	-class guests: <i>tales from the field</i>		
Thursday, October 26 No Zoom session Asynchronous	-self-directed activities: TBD		
Thursday, November 2 Zoom session #6 5 – 7 pm MT	-topic TBD		
Thursday, November 9 No Zoom session Asynchronous	-self-directed activities: TBD		
Thursday, November 16 No class	Fall Term Break (November 12 – 18)		No practicum, unless student and field instructor agree for

			student to remain in practicum during this break
Thursday, November 23 Zoom session #7 5 – 7 pm MT	-class guests: <i>tales from the field</i>	Assignment 2 Due: Integration of Theory to Practice (November 26 at 11:59pm MT)	Mid-course progress meeting (optional): Between approx. November 20 and December 9
Thursday, November 30 Zoom session #8 5 – 7 pm MT	-revisiting the Learning Agreement -end of term feedback and reflections	Peer responses to Assignment 2 Due (December 3 at 11:59pm MT)	Mid-course Evaluation due in IPT: This evaluation should be completed when the student has completed 250 hours in practicum and no later than December 8
Thursday, December 7 No class	Break Between Semesters (December 7 – January 11)		Last day of practicum for Fall term (or as negotiated with Field Instructor): December 6 (students may remain in practicum after this date and throughout winter break if they wish)
Thursday, January 11 Zoom session #9 5 – 7 pm MT	-welcome back and re-orienting ourselves		First day of practicum for Winter term (or as negotiated with Field Instructor): January 8 (students may start January 2 if desired)
Thursday, January 18 No Zoom session Asynchronous	-self-directed activities: evaluation tools		
Thursday, January 25 Zoom session #10 5 – 7 pm MT	-evaluation tools		
Thursday, February 1 No Zoom session	-self-directed activities: TBD		

Asynchronous			
Thursday, February 8 Zoom session #11 5 – 7 pm MT	-class guests: <i>tales from the field</i>	Assignment 3 Due: Program Evaluation (February 11 at 11:59 pm MT)	
Thursday, February 15 No Zoom session Asynchronous	-self-directed activities: TBD		
Thursday, February 22 No class	Winter Term Break (February 18 – 24)		No practicum, unless student and field instructor agree for student to remain in practicum during this break
Thursday, February 29 Zoom session #12 5 – 7 pm MT	-topic TBD		
Thursday, March 7 No Zoom session Asynchronous	-self-directed activities: TBD		
Thursday, March 14 Zoom session #13 5 – 7 pm MT	-celebrating the journey	Assignment 4 Due: Capstone Oral Presentations (in-class)	
Thursday, March 21 Zoom session #14 5 – 7 pm MT	-celebrating the journey	Assignment 4 Due: Capstone Oral Presentations (in-class)	
Thursday, March 28 Zoom session #15 5 – 7 pm MT	-celebrating the journey	Assignment 4 Due: Capstone Oral Presentations (in-class)	
Thursday, April 4 (final class)	-celebrating the journey	Assignment 4 Due: Capstone Oral Presentations (in-class)	Final Evaluation meeting with Student/Field Instructor/Faculty

Zoom session #16 5 – 7 pm MT		Assignment 5 Due: Participatory Activities and Summary Reflection (April 7 at 11:59pm MT)	Liaison: on or before April 12 Final Evaluation due in IPT (practicum must be completed no later than this date): by April 12
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ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

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

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. 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

*Additional assignment details will be provided in class and assignment rubrics will be provided as a separate document on D2L. Unless otherwise stated, assignments are to be submitted via the D2L Dropbox. References are to be formatted using APA 7th edition.

Assignment 1: Theories for Practice (20%)
Due Date: October 15, 2023, at 11:59pm MT
Aligned Course Learning Outcome: 1, 2, 3

Students will identify and present a minimum of 2 theoretical approaches to social work practice, relevant to their practice and/or MSW specialization. Students will 1) articulate the relevancy of these theories to social work practice; 2) introduce each relevant theory and demonstrate a critical understanding of these (e.g., main tenets of each theory, key theorists and works); 3) present evidence for the use of these theoretical approaches for social work practice in general and/or in practice contexts relevant to their specialization, including limitations and critiques of the theories.

Questions for reflection and planning include:

- Which theories or approaches ground my social work practice? How do these relate to each other? How do these relate to my specialization or area of interest? How do they promote socially just outcomes?
- Who are the main theorists and/or what are the seminal works in this area and what are their contributions?
- What are the limitations and critiques of this approach, within the literature and in practice?
- What research supports these theoretical approaches/models in my specialization or area of interest?
- How do these theories relate to my own values and personal ethics? How is my theoretical framework informed by my own history, social location, and experience?

Format/Length: 1500–2000-word paper (not including references). Attention to the current and relevant scholarly literature required.

Assignment 2: Integration of Theory to Practice – Case Study (30% Total: 25% Presentation and 5% Peer Responses)

Due Date: November 26, 2023, at 11:59pm MT

Aligned Course Learning Outcomes: 1, 2, 3

Purpose: Students will have an opportunity to demonstrate their ability to integrate theory, research, and practice through the application of a theoretically informed approach to practice.

Concept: Students will asynchronously present an actual, “case study” (which could also be conceptualized as a ‘problem’ or practice issue) involving a situation encountered in their practice, either in Advanced Practicum (SOWK 660) or in other recent practice. The case will relate to the area of focus in which the student has developed substantive or specialized knowledge during the MSW program and will allow the student to demonstrate and rationalize the application of a particular theoretically informed approach (drawn from Assignment 1).

The “case” may be defined differently depending on the specialization and orientation, and might be an individual, couple, family, group, community, organization or other. The “case” may be an actual case from practice (if consent is obtained) or represent a composite of cases (if consent is not obtained).

The presentation will also provide an overview of how the student worked with the case presented, and/or how the student may have worked differently in hindsight. Students will clearly demonstrate ways in which their practice strategies and/or interventions were grounded in the theoretical frameworks relevant to their substantive areas of practice. Students should identify noted gaps between

theory and practice. The student's knowledge of the problem area and application of an intervention approach should typically be critiqued from a social justice/anti-oppressive perspective including reflection on the impact of self in social work practice. As in real life, the case does not need to represent the "perfect" application of theory to practice.

Task: the following headings are suggested as guidelines:

1. **Introduction:** Introduce the context within which the problem situation or case exists, why you selected this particular case for the assignment, and its relevance for social work.
2. **Case Description:** Provide a brief description of the case, including relevant background context and the key area of concern, questions, or issue for analysis.
3. **Theoretically Grounded Analysis:** Critically describe and analyze the theoretical knowledge base related to the substantive practice area(s) associated with the case. How do the theories identified in Assignment 1 help advance your understanding of the issues of concern? How do they inform your interventions?
4. **Intervention:** Based on your case assessment, understanding, and analysis, describe and critique your actual practice interventions or approach to this case. What 'worked' and what didn't? What gaps between theory and practice did you observe? What alternative interventions may be applicable?
5. **Discussion:** Conclude the presentation by discussing your personal and professional learnings, including whether any held biases were challenged. Consider also how you will apply your learning to your future practice.

Format/length: Using PowerPoint or other similar applications, students will develop a presentation and create a 15-minute recording on zoom (with a list of references provided in a separate document). **Each student is asked to asynchronously view and respond to 2 other students' presentations by December 3, 2023.** More details about how these responses will occur will be provided in class and on D2L.

Assignment 3: Program Evaluation Planning (15%)

Due Date: February 11, 2024, at 11:59pm MT

Aligned Course Learning Outcomes 1, 2

Students will select an evidence-based evaluation method or tool from examples provided in class or found independently that they deem appropriate to evaluate the intervention they outlined in Assignment 2. Students will be given time during class to consult with their peers about their proposed method or tool in relation to their intervention to receive feedback and generate further insight into the feasibility of what they are proposing. They will then submit an individual reflective paper that includes:

1. A rationale for choosing the method/tool
2. A summary of their proposed application of the evaluation method/tool
3. Any potential limitations of the method/tool
4. Any additional insights gained through consulting with their peers
5. Consideration of how they will integrate evaluation into their future practice

Format/length: 1250–1750-word paper (not including references)

Assignment 4: Capstone Oral Presentations (20%)

Due Dates: March 14, March 21, March 28, April 4, 2024, live during class (additional details about the presentation order will be provided in class and on D2L)

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

This final presentation (done in a conference-style format) aims to be a synthesis product that highlights and transmits some key learning or aspects of the student's MSW journey. Students may use/integrate technology, such as a website, Prezi, PowerPoint, digital story telling, or not, depending on their own preference and comfort. Each student will be allotted 30 minutes and will be expected to present for 20 minutes and use 10 minutes to engage and respond to questions/comments from audience members.

Additional details about the capstone will be provided in class and on D2L.

Assessment elements include knowledge of their subject, knowledge of themselves, communication skills (verbal and non-verbal), and interaction skills.

Assignment 5: Participatory Activities and Summary Reflection (15%)

Due Date: Activities are ongoing throughout both semesters; summary reflection is due April 7, 2024, at 11:59pm

Aligned with learning outcomes 1, 2, 3, 4, 5

The integrative seminar will consist of both in-class and asynchronous portions, each requiring student participation.

In class: Through discussions, reflective exercises, and facilitated activities, students will have the opportunity to process their practicum experiences and practice their peer support and facilitation skills.

Asynchronous: Through a series of self-directed, asynchronous activities, students will further expand their practice knowledge and skills, reflect on their own professional development, explore their values and ethics, expand their professional and community networks, and explore the relationship between theory, research, and practice. Activities may include, but are not limited to, examination of their social location and impacts, the development of a self-care plan, writing a social action letter, attending an event, watching a webinar, reading an article, or writing and discussing Integration of Theory and Practice (ITP) Loops.

Students will collect artifacts from their activities and reflective work in a learning folder that will be submitted to D2L. Along with the submission of the learning folder, students will submit a final reflection summarizing what they have learned about themselves through these in-class and asynchronous activities and discuss how these learnings impact them personally and professionally. Reflection prompts will be provided in class and on D2L.

Format/length: 750–1000-word written reflection or 7–10-minute audio reflection.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Students are asked to contact the instructor ahead of any known absences. Two classes throughout the year may be missed without penalty.

If unpredicted circumstances arise, students are encouraged to communicate with the instructor about what they need to support their learning and educational commitments.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Written assignments must be submitted in Word format. Assignments should have a file name as follows: “full name and assignment number” (e.g., first name last name Assignment 2). Assignments are due by 11:59pm on their due date unless otherwise noted. 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

Students will automatically be given a “late bank” of seven (7) days (includes weekends and holidays) for late assignments. They will receive one bank for the fall semester and one bank for the winter semester. Once a semester’s bank is used up, late assignments will start receiving a reduction of 5% per day. Unused days from the fall semester cannot be carried over to the winter. Students do not need to inform the instructor before using their banks.

Students are asked to contact the instructor if they are experiencing extenuating circumstances (e.g., illness, loss) that necessitate an additional extension.

Assignment #4 (Capstone Oral Presentation) must be presented on time.

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. Rounding will not be applied. 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. Feedback will additionally be sought by the instructor at the end of the fall semester.

ADDITIONAL SUGGESTED READINGS

Please refer to D2L.

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

