



Course & Session Number	SOWK 662 A & B, Section 03	Classroom	HNSC 330
Course Name	Integrative Seminar		
Dates and Time	Start of Classes: September 8, 2023 End of Classes: April 5, 2024 Dates and Time: In-person instruction Fridays 1-3:50pm. Add/Drop/Withdrawal Dates: See student handbook		
Instructor	Marcia McKay MSW, RCSW	Office Hours	As negotiated between student and instructor
UCalgary E-mail	Mmckay2@ucalgary.ca	UCalgary Phone	Email preferred

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.

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 discussions 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

- No Required Textbook
- Use APA (7th edition) formatting for citations (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 and speaker 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

- Start of Term: Monday, August 28, 2023
- First Day of Class: Tuesday, September 5, 2023
- End of Term: Friday, December 22, 2023
- Last Day of Class: Wednesday, December 6, 2023
- Fee Deadline: Friday, September 22, 2023
- 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
- Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)

Important Dates for Winter 2024

- Start of Term: Monday, January 2, 2024
- First Day of Class: January 5, 2024
- End of Term: April 30, 2024
- Last Day of Class: April 9, 2024
- Good Friday March 29th, 2024
- Family Day, no classes: Monday, February 19, 2024
- Easter April Monday April 1, 2024

Note: Some topics and presenters may change as required.

Date	Topic	Readings/Assignments Due
September 8, 2023	Introduction to Integrative Seminar, practicum orientation, review learning agreements (SMART goals); creating a trauma-informed learning experience; social work ethics: equity, racial justice, diversity, inclusion and decolonizing practices.	Begin to develop learning plans and review sample agreements. Brief theory discussion. Personal reflection cards completed. Drisko, J. W., & Grady, M. D. (2015). Evidence-based practice in social work: A contemporary perspective. <i>Clinical Social Work Journal</i> 43(3), 274-282. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10615-015-0548-z Knight, C. (2015). Trauma-informed social work practice: Practice considerations and challenges. <i>Clinical Social Work Journal</i> , 43(1), 25-37. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10615-014-0481-6 Mental Health Commission of Canada (2015). Guidelines for recovery-oriented practice: Hope. Dignity. Inclusion. Retrieved from

		https://www.mentalhealthcommission.ca/sites/default/files/2016-07/MHCC_Recovery_Guidelines_2016_ENG.PDF
September 15, 2023	Clinical Practice	<p>Beginnings: fields of social work practice, practicum reflections; Initial field visits. Explore differences between methods, theories and approaches</p> <p>Miller, G. (2012). Application of theory to family-centred care: A role for social workers. <i>Social Work in Health Care</i>, 51(2), 89-106. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00981389.2011.609774</p>
September 22, 2023	Clinical Practice	<p>Review learning agreements. Theory discussion and practicum reflections.</p> <p>Howe, D. (2009). <i>A brief introduction to social work theory</i>. Palgrave Macmillan.</p> <p>Titelman, P. (1998). <i>Clinical applications of Bowen family systems theory</i>. Haworth Press.</p>
September 29, 2023	Clinical Practice	<p>Supervision for practicum; National Day for Truth & Reconciliation reflections Land Acknowledgement development, Group work.</p> <p>Lavallee, L. F., & Poole, J. M. (2010). Beyond recovery: Colonization, health and healing for indigenous people in Canada. <i>International Journal of Mental Health and Addiction</i>, 8(2), 271-281. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s11469-009-9239-8</p>
October 6, 2023	Assignment One Due this weekend October 9 th Midnight	<p>Theories for Practice</p> <p>Enabling Forgiveness in family therapy- Karl Tomm Article and discussion in D2L</p> <p>Karl Tomm, S. S. G. (2014). <i>Patterns in Interpersonal Interactions: Inviting Relational Understandings for Therapeutic Change</i>. Routledge. https://doi.org/10.4324/9780203795255</p>
October 20, 2023	Clinical Practice	Practicum discussions
October 27, 2023	Virtual-Guest Speaker Ninetta Tavano	<p>Narrative therapy brief overview. Practice opportunities with Narrative therapy client tools. https://dulwichcentre.com.au/</p>

		https://ucalgary.zoom.us/j/94357938552?pwd=NitHdVRxRDNNZkpZSDBXBExhUmNIQT09 Meeting ID: 943 5793 8552 Passcode: 087251
November 3, 2023	Clinical practice Capstone Discussions	Narrative Therapy review and practice from Oct 27 th presentation. Sample capstones, personal explorations, clarification of theoretical frameworks, rubric discussion
November 10, 2023	Clinical Practice	Case Study Presentations designated work time. Review list of presenters in D2L.
	<i>Term Break No class Nov 17, 2023 (Nov 12-18)</i>	
November 24, 2023	Assignment #2 due Nov 26 th . Presentation submitted in D2L day before/of presentation.	Case Study Presentations
December 1, 2023	Last class of term	Case Study Presentations
	Holiday Observance Dec 25-31	
January 5, 2024	Clinical Practice	Review learning plan for new insights/expansion on goals. Confirm midpoint supervision meetings. Personal reflection cards completed and handed back to instructor. Gonzales, M. J., & Gelman, C. R. (2015). Clinical social work practice in the twenty-first century: a changing landscape. <i>Clinical Social Work Journal</i> 43(3), 257-262. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007%2Fs10615-015-0550-5 Chovil, N. (2009). Engaging families in child and youth mental health: a review of best, emerging, and promising practices. Vancouver: The F.O.R.C.E. Society for Kids' Mental Health. Retrieved from http://www.fredla.org/wp-content/uploads/2015/09/Engaging-Families-in-Child-Youth-Mental-Health.pdf

January 12, 2024	Virtual- Guest Speaker	<p>Topic: Creating a Culture of Respect for Gender and Sexual Diversity Workshop Time: Jan 12, 2024 01:00 PM Edmonton</p> <p>Join Zoom Meeting https://ucalgary.zoom.us/j/97982376982?pwd=ZjRFQVN SUHEvb0RwQTZBak1tcUtiUT09</p> <p>Meeting ID: 979 8237 6982 Passcode: 158895</p>
January 19, 2024	Clinical Practice	<p>Nonviolent Resistance review material, video and practice tools for therapists.</p> <p>Nonviolent Resistance: A new approach to violent and self-destructive children. Omer, H. (2004).</p> <p>https://youtu.be/l_39pn1Rf7E (retrieved July 2023)</p>
January 26, 2024	Clinical Practice	Assignment #3- Program evaluation discussion and evaluation/screening tool examples.
February 2, 2024	Virtual- Guest Speaker Play Therapist-TBD	<p>Brief introduction to Play therapy with applications for practice. Opportunities to review practice materials.</p>
February 9, 2024	Assignment #3 Due Feb 11 th Midnight or day of presentation.	<p>Dialectical Behavior Therapy for specific populations. Design considerations for adolescent individual and group facilitation.</p> <p>Linehan, M. (2015). DBT skills training manual (Second edition.). The Guilford Press.</p>
February 16, 2024	Clinical Practice	Trauma approach when working with children and adolescents. Materials and practice considerations
	February 23, 2024 Term Break no classes (Feb 18-24)	
March 1, 2024	Clinical Practice	Capstone designated support/work time-List TBD
March 8, 2024		Capstone Presentations
March 15, 2024		Capstone Presentations
March 22, 2024		Capstone Presentations

	No classes March 29 th Good Friday	
April 5, 2024	Last Class	Termination, how to say goodbye. Review reflection cards. Celebratory class.

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

Assignment 1: Theories for Practice (20%)

Due Date: October 6, 2023 11:59PM

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 models/approaches 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, location, and experience?

Students will craft a paper of 1500-2000 words (6-8 pages double spaced, not including references); attention to the current and relevant scholarly literature is required.

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

Due Date: November 24, 2023

Aligned Course Learning Outcomes: 1, 2, 3.

The purpose: In this assignment, 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.

The concept: Students will present an actual “case study” (could also be conceptualized as a ‘problem’ or practice issue) involved 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 2).

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. The student will clearly demonstrate ways in which their practice strategies and/or interventions were grounded in the theoretical frameworks germane 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.

The tasks: 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 theoretical perspectives identified in Assignment 2 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 (or hypothetical) 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 paper 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 clinical practice.

Using Power point or other similar applications, students will develop a 30 min case presentation. Present your case for 15-20min and leave 10 min to answer student’s questions in class. Provide a list of references in a separate document. This presentation will be uploaded to D2L in the discussions section prior to the in-person presentation. Each student is responsible to prepare questions or feedback to the presenter.

Assignment 3: Program Evaluation Plan (15%)
Due Date: February 11th 2024, 11:59PM Midnight
Aligned Course Learning Outcomes 1, 2.

In groups of 3 or 4, students will select an evidence-based evaluation or screening tool from examples provided in class or found independently. In your groups, students will consider their case studies in the context of this tool through group discussion, and then submit a group paper (3-4 pages, APA) or Power point presentation reflecting on the following questions:

- 1.The usefulness of the tool for evaluation
- 2.Any new insights group members had about their case studies as a result of this reflection
- 3.Consideration for how you integrate evaluation into your future practice.

Assignment 4: Capstone Oral Presentations (20%)
Due Dates: March 8, 15, 22 2024
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 utilize/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.

Students will be assessed on their oral presentation only. Assessment elements include knowledge of their subject, communication skills (verbal and non-verbal), and interaction skills.

Assignment 5: Participatory Activities (15%) – Ongoing over both semesters

Due Date: As assigned

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

Through synchronous and asynchronous discussions, reflective exercises and assigned activities, students will have the opportunity to process their practicum experiences, individually and in groups, during the integrative seminar. Students will reflect on their own professional development, their values and ethics, and explore the relationship between theory, research, and practice.

1. Written Reflection (2) assigned at the beginning of each term. Students will have the opportunity to complete a brief snapshot of emerging initial perspectives with starting practicum, intentions and/or hopes for the term. These cards will be collected by the instructor and shared as a group on the last day of classes. This opportunity will allow a reflection to span from the first, middle and last day of classes utilizing a Narrative Therapy approach. 5% of participation mark.

2. Assigned in-class presentations

Students will have an opportunity to briefly summarize and/or present a body of work for 10-15min that has offered inspiration, new growth or insight. This could be an article, theory or academic presentation. Please submit your article or information on D2L to allow students to review prior to your presentation. Presentations will occur approximately an hour at the end of each class for sharing and discussion. (5% article/theory presentation in round circle groups, 5% participation in class, responding to others, critical reflections)

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.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Assignments submitted after the deadline may be penalized with a grade reduction.

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	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.

ADDITIONAL SUGGESTED READINGS

American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: APA. (Available at the bookstore for purchase) <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=1684462>

Howe, D. (2019), Introduction to social work theory. chapters will be available on D2L. Download available through U of C library. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4762685>

Weisz, J.R., & Kazdin, A. E. (Eds.) (2017). Evidence-based psychotherapies for children and adolescent (3rd ed.). New York, NY: The Guilford Press. (Available online via the U of C, Taylor Family Digital Library) <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4844824> (Students can download 65 pages per day)

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