



Course & Session Number	SOWK 668 S01	Classroom	Online and Check D2L for classroom location
Course Name	Community-Based Health and Wellness Approaches II		
Dates and Time	<p>Start of Classes: June 14, 2024 End of Classes: July 15, 2024 Dates and Time:</p> <p>Asynchronous Required Activity Prior to June 14 In-Person June 14, 15 – (9:00 am – noon; 1 – 4:00 pm) Asynchronous Required Activity June 16 - 23 Zoom Classes - June 24, 26; July 3, 8 (5:30 pm – 8:30 pm) Asynchronous Required Activity July 8 - 10 Zoom Classes - July 10, 15 (5:30 pm – 8:30 pm)</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p>		
Instructor	Val Gervais 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,

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

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

Promising and ethical practices and techniques in clinical practice with a focus on advocacy for the needs of diverse populations marginalized by structural inequities. The role of self care is examined.

COURSE DESCRIPTION

This course will provide an intensive exploration of 2SLGBTQ+ community-based health and wellness practices. The 2SLGBTQ+ individual and community experiences of Trauma and Resiliency will be discussed within the social, political, and cultural context. Students will discover the community activities and activism that have contributed to wellness and resiliency of the 2SLGBTQ+ communities. This course will be grounded in an Indigenous and Trauma informed Resiliency Lens. Students will have an opportunity to reflect on the contributions of minority stress theory and eliminating microaggressions in working with diverse populations. Students will have an opportunity to develop specific skills in mental health concurrent disorder clinical practice and assessment, including skill development in history taking with specific considerations for the 2SLGBTQ+ communities. The course will be taught using Indigenous cultural circle-based teaching methods using Gervais' Storyteller's Blanket. The course content will use: a layered teaching approach using Indigenous circle based oral teaching methods; use of teaching through videography that was created by Val Gervais; additional on-line resources to convey course content; two guest speakers; and In-person and Zoom discussion. Students will be responsible to complete: assigned readings, use Desire2Learn to view videos and course teaching, complete asynchronous activities; participate in In-person and Zoom classroom discussion (both synchronous and asynchronous), and complete course assignments. The 6 synchronous Zoom sessions throughout the term include June 24, 26, July 3, 8, 10, 15, and each will be recorded.

COURSE LEARNING OUTCOMES

The activities and process of this course are intended to assist students to become more skilled professionals in working with marginalized populations and 2SLGBTQ+ community members. This course further assists student to appreciate the Community-based health and wellness practices in a trauma informed way. The following are the main course learning outcomes:

1. Understand the challenges, trauma and resiliency of 2SLGBTQ+ communities.
2. Understand the Community-based health and wellness practices within the 2SLGBTQ+ communities including the role of activism in mitigating trauma and creating resiliency.

3. Develop Mental health concurrent disorder clinical practice assessment, including skill development in history taking with specific considerations for the 2SLGBTQ+ communities.
4. Develop treatment skills and strategies in the care of the 2SLGBTQ+ communities.
5. Identify the social, political, historical, and cultural contexts that impact the 2SLGBTQ+ communities.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Dentato, M. (Ed.). (2022). *Social Work Practice with the LGBTQ+ Community* (2nd ed.). Oxford Press

Gervais, V. (2020, Nov, 2). Becoming the “Best Helper” working with the LGBTQ2S+ Community. [Video]. <https://yuja.ucalgary.ca/V/Video?v=246718&node=961502&a=248423941&autoplay=1>

Scott, Daniel. (March, 2009). Mental Status Assessment. *AHS Information and Evaluation Services*. <https://d2l.ucalgary.ca/d2l/le/content/455136/viewContent/5263406/View>

Shea, S. C. (2009). Suicide Assessment Part 1: Uncovering suicidal intent A sophisticated art. *Psychiatric Times*, 26(12), 1-6. [PsychiatricTimesArticleparts1-2PDF-1.pdf \(suicideassessment.com\)](#)

Shea, S. C. (2009). Suicide Assessment Part 2: Uncovering suicidal intent using the chronological assessment of suicide events (CASE approach). *Psychiatric Times*, December 22, 2009. [PsychiatricTimesArticleparts1-2PDF-1.pdf \(suicideassessment.com\)](#)

Asynchronous and Synchronous activities of videos and on-line resources are provided within the D2L.

Use APA (7th edition) and Owl Purdue 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

The Community Informed Practice curriculum consists of 4 theme courses, SOWK 661, 663, 664, and 668, which will explore core elements of social work knowledge and practice within the specializations. This curriculum will examine theoretical and philosophical perspectives for community-informed mental health practice, practice models and clinical assessment approaches, and application of community informed mental health approaches to specialized populations.

CLASS SCHEDULE

Important Dates for Summer 2024

- Start of Term: Monday, June 24, 2024
- First Day of Class: Monday, June 24, 2024
- End of Term: Sunday, August 25, 2024
- Last Day of Class: Tuesday, August 6, 2024
- Fee Deadline: Wednesday, July 3, 2024
- Canada Day, no classes: Monday, July 1, 2024
- Alberta Heritage Day, no classes: Monday, August 5, 2024

Course Content and Activities:

Asynchronous Required Activity: (Prior to June 14) - Readings, watch videos in D2L and view the links.

June 14: During this first day of the course there will be an introduction to the course including a review of objectives and assignments. We will review the layered teaching approach using Indigenous circle based oral teaching methods, use of videography to convey course content, and In-person and Zoom presentation and discussion.

Day 1 - Opening the Circle; Land Acknowledgment; Exploring Motivation; Understanding the Two-spirit Indigenous Cultural Teaching Approach

- Activity – Opening Creating an Indigenous Learning Circle
- Activity – Answering two questions: What motivates you to participate in this class? How would you rate your knowledge on a 1-10 scale (where 1 is low and 10 is high) in working with the LGBTQ+ communities?
- Understanding Indigenous cultural circle-based teaching methods using Gervais' Storyteller's Blanket (**Video viewed prior to class – Gervais Trauma Informed Video**)
- Activity – Review of objectives and assignments.

Video viewed on day of class:

Part 1, Video 1 - Understanding the Two-Spirit Indigenous Cultural Teaching Approach and the Storyteller's Blanket.

Exploring Values; Social Justice; Identity Development; Pronouns; Coming out Process; Minority Stress; Stigma; Relationships; Community History; Social Policy; Employment, Stress, and Strength; Aging; People of Color

- Exploring Values; Social Justice; Understanding LGBTQ+ Identity Development, and LGBTQ+ Identities
- Understanding Pronoun Use
- Understanding The Coming out Process; Minority Stress; Stigma; Relationships; Community History; Social Policy; Employment, Stress, and Strength; Aging; People of Color
- **Required reading from text: chapter 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 19, 21**

Videos viewed on day of Class:

June 14: Day 1 (cont'd) Part 1, Video 2 - LGBTQ+ Identity Development; Pronoun Use; Values; Social Justice

Pronoun Video - [Gender Identity and Pronouns - Onlea - What Will You Teach The World? - YouTube https://www.youtube.com/watch?v=J3Fh60GEB5E&t=222s](https://www.youtube.com/watch?v=J3Fh60GEB5E&t=222s)

Part 2, Video 3 - LGBTQ+ Identities

Two-spirit videos and resource viewed on day of class:

<https://www.youtube.com/watch?v=XBH6wVOjolg>

<https://www.youtube.com/watch?v=MSnvtj0G3cA>

<https://www.youtube.com/watch?v=VkBSj0HD9NE>

Part 3, Video 4 - The Coming out Process; Minority Stress; Stigma; Relationships; Community History; Social Policy; Employment, Stress and Strength; Aging; People of Color

Required review of websites:

<https://egale.ca/>

https://en.wikipedia.org/wiki/Timeline_of_LGBT_history_in_Canada

June 15: Day 2 - Consequences of Oppression & Stigmatization on the LGBTQ+ Community: Self hate; Microaggressions; Trauma and Mental Health; Trauma and Mental Health; Interpersonal Violence; Substance Use & Addictions; Resiliency; and Indigenous Medicine Teaching

- Understanding Consequences of Oppression & Stigmatization on the LGBTQ+ Community: Self hate; Microaggressions; Trauma and Mental Health; Trauma and Mental Health; Interpersonal Violence; Substance Use & Addictions
- Understanding Resiliency
- Indigenous teaching
- Activity – Review previous Day Learnings

Required Reading from text: chapter 6, 12, 18, 20, 22, 23, 24,

Videos viewed on day of Class:

Part 4, Video 5 - Little Helper Drum; Consequences of Oppression & Stigmatization on the LGBTQ+ Community: Self hate; Microaggressions; Trauma and Mental Health; Trauma and Mental Health; Interpersonal Violence; Substance Use & Addictions

Part 5, Video 6 - Resiliency

Part 6, Video 7 - Closing Ceremony

Storyteller's Blanket – Group Activity – Val Gervais Teachings – Exploring Holism, and Indigenous Social Work World View

June 15: Day 2 (cont'd)

- Self Reflections; Commitment and Self Care
- Gervais' Teaching Multiple Loss Trauma
- Indigenous Care Approaches in Clinical Care
- Maintaining that Indigenous Circle World View, including Community relationships, and Social Justice lens

Asynchronous Required Activity – June 16 – 23 – Watch assigned videos in D2L

Zoom Education Series (June 24, 26, July 3, 8, 10, 15)

The following Monday and Wednesday evenings will allow you to deepen your skills of Addiction and Mental Health Clinical Care and Assessment

Required Resources reviewed prior to class:

Shea, S. C. (2009). Suicide Assessment Part 1: Uncovering suicidal intent A sophisticated art. *Psychiatric Times*, 26(12), 1-6. [PsychiatricTimesArticleparts1-2PDF-1.pdf \(suicideassessment.com\)](#)

Shea, S. C. (2009). Suicide Assessment Part 2: Uncovering suicidal intent using the chronological assessment of suicide events (CASE approach). *Psychiatric Times*, December 22, 2009. [PsychiatricTimesArticleparts1-2PDF-1.pdf \(suicideassessment.com\)](#)

Scott, Daniel. (March, 2009). Mental Status Assessment. *AHS Information and Evaluation Services*. <https://d2l.ucalgary.ca/d2l/le/content/455136/viewContent/5263406/View>

June 24: Assignment 1, Part 1 – Self Assessment of Course Engagement Mark: 14% due by 11:59pm

June 24: Day 3 (5:30-8:30 pm) – Via Zoom – Guest Speaker Michael Phair – presentation on the Local and National History of the 2SLGBTQ community along with the opportunity for rich discussion of the current social, political, cultural context and challenges in clinical and community care.

June 26: Day 4 (5:30-8:30 pm) – Via Zoom – Guest Speaker Sam Leibel MSW., BSW. – presentation on Transgender community care along with the opportunity for rich discussion on the current social, political, cultural context and challenges in clinical and community care.

History Taking Treatment Strategies to Avoid Contribution to Minority Stress and Microaggression of 2SLGBTQ+ communities.

June 30: Assignment 2 Due – 35% – Six Brief Annotations of an Electronic resource due by 11:59 pm

July 3: Day 5 (5:30-8:30 pm) – Via Zoom – Gervais Best Practices Addiction and Mental Health; History Taking, DSM. Mental Health Conditions, MSE

- Gervais Best Practices Addiction and Mental Health – 2020 (PDF)
- History Taking Treatment Strategies to Avoid Contribution to Minority Stress and Microaggression of 2SLGBTQ+ communities.
- DSM structure and critique (this will be brief as this was covered in my trauma video, and the previous classes have spent considerable time on this already) – Gervais’ Teachings
- Common Mental Health Conditions – Anxiety; Depression; Psychosis
- Mental Status Assessment (MSE)

July 8: Day 6 (5:30-8:30 pm) – Via Zoom Concurrent Disorder Approach, Drugs of Abuse – Resource; Psychiatric Medications, MSE Skills;

- Concurrent Disorder Approach
- Drugs of Abuse – Resource
- Quick Reference to Psychiatric Medications
- MSE Skills

July 8 – 10: Required Asynchronous Activity – Observe Links of Community Resources

July 10: Day 7 (5:30-8:30 pm) – Dr Shawn Shea’s / Common Mental Health Conditions

- Dr Shawn Shea’s CASE approach to MSE
- Shea, S. C. (2009). Suicide Assessment Part 1: Uncovering suicidal intent A sophisticated art. *Psychiatric Times*, 26(12), 1-6. [PsychiatricTimesArticleparts1-2PDF-1.pdf \(suicideassessment.com\)](#)
- Shea, S. C. (2009). Suicide Assessment Part 2: Uncovering suicidal intent using the chronological assessment of suicide events (CASE approach). *Psychiatric Times*, December 22, 2009. [PsychiatricTimesArticleparts1-2PDF-1.pdf \(suicideassessment.com\)](#)

July 15: Day 8 (5:30-8:30pm) – Group Activity via zoom MSE Skills and Practicing Assessments

- Activity – Student Practicing Assessments - three students will pair up (this activity is leading up to assignment 2)
- Review assignments
- Closure of the circle and discussion of course content

July 19: Assignment 1, Part 2 Due – 21% for Part 2 of Self Assessment of Course Engagement Mark due by 11:59 pm

July 28: Assignment 3 Due – 30% – Clinical Assessment Skill Assignment due by 11:59 pm

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. We are creating a ceremonial circle of learning and your attendance, both in person and on zoom, are necessary for all program activities.

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **When possible, it is desirable for students to have their cameras turned on.** You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

Students must contact the Instructor, prior to class where possible, with an explanation of absence for classes. If students miss a class they will be required within their Journal assignment to demonstrate that they have read and watched the relevant video(s) and addressed discussion questions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

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

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignments and grading Evaluation will be based on class participation, and individual assignment. The weighting, due dates, and expectations for assignments and activities are described below.

Assignment 1 – Self Assessment of Course Engagement : Total of 35% - Due over two time periods June 24, 2024 11:59 pm and July 19, 2024 11:59 pm. The June 24 course engagement mark will be for the 2 full days of June 14, and 15 participation (14% for the 7% x two full days); and July 19 course engagement mark will be for zoom sessions June 24, 26, July 3, 8, 10 and 15 (21% for the 3% x 7 zoom evening sessions).

A two-page self-evaluation, including your mark, will be submitted twice, June 24 and July 19 respectively. This self assessment of course engagement will provide rationalization for your mark for each of the time periods. The mark will reflect student class engagement, demonstration of having read the material, and demonstration of active engagement in the in-person and Zoom discussions. The Instructor will take into consideration the above in the final engagement mark.

Students must contact the Instructor, prior to class where possible, with an explanation of absence for classes. If students miss a class they will be required, within their two-page self-evaluation to demonstrate that they have read and watched the relevant video(s) and identified key learnings from the material. If students do not include this within the two-page evaluation then the respective engagement mark for the day will be deducted.

Aligned Course Learning Outcome: 1, 2, 3, 4, 5

Assignment 2 – Six Brief Annotations of an Electronic resource: 35% – Due June 30, 2024 11:59 pm.

Students will locate six electronic resources, one for each of the communities represented – Lesbian; Gay; Bisexual; Transgender; Queer; and Two-Spirit Communities. The annotation will provide: a cover page outlining the assignment; at the top of the second page the proper reference with be in bold typed and in APA format referencing. Students will choose a resource that you would use in the context of community addiction and/or mental health; or psychosocial challenge that can assist each of these communities. 1) Lesbian community; 2) Gay community; 3) Bisexual Community; 4) Transgender Community; 5) Queer; and 6) Two spirit community. Students shall provide a brief description of the resource and how you would use it in your role in treatment to help each of these communities independently. This resource cannot be a resource already within your D2L that has been provided to you. This resource will be a client focused friendly resource that you choose to share to assist with their care. This assignment will be marked on a scale of approximately 6% for each of the 6 different resources totaling 35 % of your total mark. This document would be at most 10 – 15 pages in length. This assignment is due on June 30, 2024.

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

Assignment 3 – Clinical Assessment Skill Assignment: (30%) – Due – July 28, 2024 11:59 pm.

Students will complete a Clinical Assessment with another student. The Clinical Assessment will be recorded with two - three students, (dependent on the class size). During this assignment students will take turns playing roles of “helper and client” demonstrating “history taking considerations for LGBTQ community” and “completion of MSE”. The Clinical Assessment will be recorded via zoom and will be at most 45 minutes – 1 hour in length per student. This one zoom video recording will be submitted by July 28, 2024 into the dropbox for each student.

Activity: Students will imagine a time of distress in your own life, or a client, or family experience of distress. This client experience of being a member of the 2SLGBTQ can be either an “imagined” or “a real event” whichever the student feels comfortable sharing. Do not share an event that is uncomfortable. The goal of this exercise is to practice the skill development. At the completion of the interviews, students will have a discussion and provide mutual feedback about the interview experience. Students will further discuss, using the Indigenous circle way of thinking of the multiple layered view presented with the storyteller’s blanket, and reflect on the challenges, strengths and resources present or you might need to explore in helping with this client’s future care. This activity will be recorded via

zoom and submitted into each student's dropbox independently. This assignment is due on June 30, 2024.

Rubric Assignment 3

The purpose and rubric of this assignment is skill development and mutual learning. The rubric will be: 1) Zoom-video recording of a completion of an assessment with history taking and MSE with the template provided; 2) The interviewing approach will reflect the learned wisdom regarding pronoun use and 2SLGBTQ+ history taking considerations discussed in class. 3) Completion of the written assessment submitted along with the recorded zoom video into the dropbox. 4) Two or three students, dependent on the course size, will record via zoom one collaborative video each taking turns assessing one other student, discussion of the experience, and the completion of the written assessment. 4) The recording should conclude with your mutual discussion of completing the assignment, learnings and challenges, feedback to each other, and areas of growth needed. 5) Each student will submit the zoom video recording into each your own dropbox; along with the completed written assessment.

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

Writing Rubric

Students are encouraged to attend to the quality of their written assignments. Students are to provide a cover page to each assignment. Students shall follow APA 7th edition guidelines. The Purdue Online Writing Lab will provide the directions for proper formatting and referencing on your written assignments. Written assignments are to be typed and double spaced 11-point Calibri - on standard-sized paper (8.5" x 11"), with 1" margins on all sides. Students will be deducted 1-2 points for punctuation; 1-2 points for poor sentence structure/ grammatical errors; 1-2 points typing errors; and 1-2 points APA errors.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

We are creating a ceremonial circle of learning, both in person and on-line, and your attendance is necessary for all program activities. Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions.

Students must contact the Instructor via email, prior to class where possible, with an explanation of absence for classes. If students miss a part of, or a full class, they will be required within there Journal assignment to demonstrate that they have read and watched the relevant video(s) and addressed discussion questions. These activities are part of the participation grade, as outlined in the assessment components section above.

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 (mountain time) on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

EXPECTATIONS FOR WRITING

Assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. 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

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university’s curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

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