



Winter 2024

Course & Session Number	SOWK 676 S01	Classroom	Blended in Calgary
Course Name	Foundation International Social Work in Canada		
Dates and Time	In-Person: Wednesday January 3 to Saturday January 6th, 2023, 1:00 pm – 4:00 pm Zoom: Tuesdays 6:00 – 8:00PM From January 16 th to March 28 th 2023		
Instructor	Liza Lorenzetti, MSW, RSW, PhD	Office Hours	Please contact Instructor via email to request meeting time
UCalgary E-mail	lakloren@ucalgary.ca	UCalgary Phone	Instructor phone number will be shared in class.

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

Application of theories and concepts of international social work and community development to practice, with a focus on promoting change and challenging structured inequalities. Development of skills, strategies, and tools for engaging in international social work and community development in international and North American settings.

COURSE DESCRIPTION

Situating Canada as a site for international social work, this course will focus on the ethics, knowledge, and skills required for practice in the Canadian context. We will examine the roles of individuals, communities, organizations and systems and their impacts on local/national/transnational politics, policies, and movements. Key concepts include colonialism, nation-building, decolonization, Indigenous knowledges and reconciliation; power, privilege, systemic disadvantage, and intersectionality; migration, forced migration, trafficking and (re)settlement. Popular education, experiential learning and critical pedagogy will be used to promote critical self-reflection and solidarity practices. Students will develop and enhance skills that can be employed in the contexts of community, organizations and policy work.

This is both an in-person and online course (D2L and Zoom are employed in this course). To best succeed in the course, students are expected to participate and contribute to creating and maintaining an ethical space where all participants (teacher and students) can engage in a respectful and reciprocal learning process. When unable to participate due to unforeseen circumstances, inform the instructor via email, text or phone call in advance and be prepared to discuss an alternative assignment. As your teacher, I look forward to learning from your knowledge and experiences!

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will:

1. Be immersed in an ongoing process of critical self-reflection/analysis, group discussion and action towards defining their roles and readiness for international practice – weaving together the notions and connections of local and global.
2. Examine and apply their understanding of structural injustice, intersectional oppression (racism, classism, sexism, hetero/cis-sexism, ableism, faith-based discrimination etc.) to group-work, community organizing, and systems change.
3. Gain competence in applying a selection of tools utilized in community social work as an invitation to develop their own approaches to address structural inequalities and promote human rights and social-ecological justice locally and internationally.
4. Use identity-based caucusing to support critical reflexivity towards an antiracist and anticolonial personal framework, thinking and feeling with compassion and building congruence between self and social work values.
5. Understand both roles and relationships in reconciliation at home and abroad.
6. Build their network of community practitioners through relational activities.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook for this course. All required readings and audio/visual resources are listed in the class schedule and posted on D2L.

Following are reference documents for to this course. Readings will be posted on D2L and/or are available online:

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

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

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

https://www.casw-acts.ca/files/attachements/casw_code_of_ethics.pdf

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

https://www.casw-acts.ca/files/attachements/casw_guidelines_for_ethical_practice.pdf

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

https://www.casw-acts.ca/files/attachements/Scope_of_Practice_Statement_2020_1.pdf

International Federation of Social Workers (2023). *Global definition of social work*.

<https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/>

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. All students are expected to review this site, course expectations, and due dates for assignments.

RELATIONSHIP TO OTHER COURSES

This course is taken concurrently with SOWK 674 International Social Development – Theories and Interventions and is one of the core course courses offered in International Community Development specialization. This course is a pre-requisite for Advanced Practice in Sustainable Development and Social Work & International Development Project.

CLASS SCHEDULE

Important Dates for Winter 2024

- Start of Term: Tuesday, January 2, 2024
- First Day of Class: Monday, January 8, 2024
- End of Term: Tuesday, April 30, 2024
- Last Day of Class: Tuesday, April 9, 2024
- Term Break: Sunday to Saturday, February 18 - 24, 2024
- Fee Deadline: Friday, January 26, 2024
- Alberta Family Day, no classes: Monday, February 19, 2024

- Good Friday, no classes: Friday, March 29, 2024
- Easter Monday, no classes: Monday, April 1, 2024

Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your [Student Centre](#)¹.

CLASS SCHEDULE		
*Additional schedule details, including guest speakers, will be determined during the semester.		
Date	Topic	Readings/Assignments Due
January 3 1:00-4:00PM	Deep Welcome <ul style="list-style-type: none"> • Relational accountability in co-constructing our Ethical Space • Program and course philosophy and details <p>Prepare for class: <i>After watching the webinar – Power and Collective Resistance - come to class with reflections on the concepts shared, relating this to your own story and your passion for social change. (each learner will have approx. 5 minutes to share). This is not a presentation, but a free flow of ideas. Minimal prep needed.</i></p>	Required Prior to Class View: Ermine, W. (2011) What is ethical space? Collective ethics as a path to resisting burnout. <i>Insights, Differently Knowings Speaker Series</i> . Retrieve from https://www.youtube.com/watch?v=85PPdUE8Mb0 Lorenzetti, L. (2019). Power and collective resistance https://explore.ucalgary.ca/power-collective-resistance Read: Gilbert, A., & Sliep Y. (2009). Reflexivity in the practice of social action: From self to inter-relational reflexivity. <i>South African Journal of Psychology, 39(4)</i> , 468-479. doi:10.1177/008124630903900408
January 4 1:00-4:00PM	Decolonial practice in an interconnected world <ul style="list-style-type: none"> • Blackfoot Ways of Knowing, Being and Doing: Painting Rocks Activity with Elder Charlotte YellowHorn Mcleod <p>Preparation: Pick and wash a rock, either let it dry thoroughly for at least a couple of days or put it in the oven at low heat for a couple of hours, and remember to remove it with an oven mit-☺</p>	Required Prior to Class Read Jones, K. & Okun, T. (2001). White supremacy culture. <i>Dismantling racism: A workbook for social Change Groups (pp. 1-6)</i> . Retrieve from https://pfc.ca/wp-content/uploads/2022/01/dismantling-racism-workbook-en.pdf Watch Crowshoe, R & Crowshoe, R. (2022). Sanctified kindness. Retrieve from https://www.youtube.com/watch?v=ApXseEUZRxQ&t=70s Listen Dewald, E. & Linsley, T. (2023). <i>Reconciliation with Charlotte YellowHorn Mcleod</i> . Unpacked Podcast. Retrieve from

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

		<p>https://podcasts.apple.com/ca/podcast/reconciliation-with-charlotte-yellowhorn-mcleod/id1566650394?i=1000537002550</p> <p>Learn More (not required) Sanchez, N. (2019, March). <i>Decolonization is for everyone</i>. TEDX SFU. Retrieve from https://www.youtube.com/watch?v=QP9x1NnCWNY</p>
<p>January 5 1:00-4:00PM</p>	<p>Foundational concepts and approaches to understanding values, power and community development as social justice practice. Discussion questions</p> <ul style="list-style-type: none"> • What is international practice in Canada? • Who are international practitioners? • collective values <p>Prepare for class: <i>What are three core values that you are committed to and an example or story?</i></p>	<p>Required Prior to Class Read: Hiranandan V. (2011). Canadian identity: Implications for international social work by Canadians. <i>Critical Social Work</i>, 12(1). Retrieve from https://ojs.uwindsor.ca/index.php/csw/article/download/5845/4814?inline=1</p> <p>We will spend time to organize a world café for the next day, so please review: The World Café (2023). https://theworldcafe.com/key-concepts-resources/world-cafe-method/</p>
<p>January 6 1:00-4:00PM</p>	<p>Community Organizing: World Café</p> <ul style="list-style-type: none"> • Learn with community organizers who are engaged in transformation change in local and transnational contexts. • Guests include (others to be confirmed): Lemlem Haile and Veronica Chirino: Alberta Assembly of Social Workers Nellie Alcaraz: Migrante Alberta Joan Farkas: Social Work Association of Alberta 	<p>Required Prior to Class Read: Alcaraz, N., Lorenzetti, L., Thomas, S., & Dhungel, R. (2021). Breaking isolation: Social work in solidarity with migrant workers through and beyond COVID-19. <i>Social Work</i>, 67(1), 48-57. https://doi.org/10.1093/sw/swab049</p> <p>Review these sites: Social work association of Alberta https://www.myswaa.ca/ Alberta Assembly of Social Workers https://www.facebook.com/AssemblyofSW/MigranteAlberta. Retrieve from https://www.migrantealberta.ca/</p>
<p>Week of January 16</p>	<p>Asynchronous Learning and Sharing <i>Reflections on Block week:</i> Use VoiceThread to post a brief reflection (audio, video, text) on each day of your block week</p>	<p>No readings for this week</p>

	experience in SOWK 676. Respond to at least 2 other posts. (Instructions provided on D2L)	
JANUARY 22 at 11:59PM ASSIGNMENT 1 DUE on D2L		
January 23 6:00- 8:00PM	Aspiration Assignments Video Presentations and Q&A	No Readings for this week
January 30 6:00- 8:00PM	<p>A Critical Lens to Community Practice Theories with a Focus on Internationalization at Home</p> <ul style="list-style-type: none"> • A discussion of diverse approaches to community organizing and social change • Organizing in the context of the international community at home 	<p>Required Prior to Class Read:</p> <p><i>Anti-racist organizational change: Resources and tools for nonprofits.</i> CommunityWise Resource Center. Retrieve from http://communitywise.net/wp-content/uploads/2017/10/AROC-Resources-and-Tools_web.pdf</p> <p>Parada, H., Barnoff, L., Moffatt, K., & Homan, M. S. (2011). <i>Promoting community change: Making it happen in the real world</i> (first Canadian Edition). Nelson Education Ltd. (Read pp.35-67).</p> <p>Alcaraz, N. Ferrrer, I., Aves, G. & Lorenzetti, L (2020). Hiding for survival: Highlighting precarity and lived experiences of non-status Filipinos in Canada amidst labor abuse. <i>Journal of Human Rights and Social Work</i> (in press). <i>Posted on D2L</i></p>
Week of Feb 6	Asynchronous Activity <i>Meet your inspirational conversationalist</i> (see Assignment 2 and D2L for more information)	No readings for this week
February 13 6:00- 8:00PM	<p>Transnational Labour Migration</p> <ul style="list-style-type: none"> • Critical multiculturalism • Capitalism and migrant workers: Status, precarity and migrant Justice • Small and large group discussion <p>Prepare for class: <i>Come to class prepared to discuss your take-aways from your two selected films in relationship to your role as an international practitioner in Canada.</i></p>	<p>Required Prior to Class Read</p> <p>Sato, C. & Este, D. (2018). From multiculturalism to critical multiculturalism (Chapter 13) in D. Este, L. Lorenzetti & C. Sato & Sato, C., (Eds.) <i>Racism and anti-racism in Canada</i>. Fernwood.</p> <p>View:</p> <p>Review a minimum of 2 of films below:</p> <ul style="list-style-type: none"> • Guy, M. & Boti, M. (2012). The end of immigration? https://multi-monde.ca/en/the-end-of-immigration/ • Sook Li, M. (2003). <i>El contrato</i>. Retrieve from https://www.nfb.ca/film/el_contrato/

		<ul style="list-style-type: none"> Select from Migrant Film Festival 2021. <i>Films can be accessed: http://mrff.ca</i> <p>Learn More (Not required) Zoledziowski, A. & Gutierrez, N. (2020). <i>Land defenders are killed in the Philippines for protesting Canadian mining</i>. Vice World News. Retrieve from https://www.vice.com/en/article/qj4743/land-defenders-are-killed-in-the-philippines-for-protesting-canadian-mining</p>
February 22	Term Break – No Class	
Complete by February 27th	<p>February is Black History Month Attend at minimum 1 activity (online or in-person) for BHM. Post and respond. Use the D2L discussion board to post a 200-300 word reflection on your activity. Link your reflections to one of the readings or videos. Respond to a minimum of 1 posts by your peers. (Instructions provided on D2L)</p>	<p>Read Duhaney, P., Lorenzetti, L., Kusari, K., & Han, E. (2022). Advancing critical race pedagogical approaches in social work education. <i>Journal of Ethnic & Cultural Diversity in Social Work</i>.</p> <p>View: Crenshaw, K., (2016, October). <i>The urgency of intersectionality</i> . TED. Retrieve from https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en The Women’s Centre of Calgary (2021). <i>HERstories on Anti-Racism and Decolonial Organizing</i>. Retrieve from https://www.youtube.com/watch?v=Qpy4ky8bWEw</p>
March 5 6:00- 8:00PM	<p>Organizing for Power</p> <ul style="list-style-type: none"> Advocacy and Collective Organizing Practice experiences and experiential learning 	<p>Required Prior to Class</p> <p>Read: Parada, H., Barnoff, L., Moffatt, K., & Homan, M. S. (2011). <i>Promoting community change: Making it happen in the real world</i> (first Canadian Edition). Nelson Education Ltd. (Read Chapter 7: Powerful Planning 142-165 and Chapter 15: Lobbying 362-378). Glassman, M. (2000). Mutual aid theory and human development: Sociability as primary. <i>Journal for the Theory of Social Behaviour</i>, 30(4), 391-412. https://doi.org/10.1111/1468-5914.00137 Samuel, J. (2002). What is people-centered advocacy? <i>PLA Notes</i>, 43, 9-12. Retrieved from http://pubs.iied.org/pdfs/G01974.pdf</p>

<p>March 12 6:00-8:30PM</p>	<p>Student presentations: Inspirational Conversations *This class will run an extra half hour</p>	<p>No readings for this week</p>
<p>March 19 6:00-8:30PM</p>	<p>Migration, Forced Migration, Refugeeism, Resettlement, and Peace-Building</p> <p>Guests to share experiences, skills and practice insights (To be updated on D2L)</p>	<p>Read: King, R. U. & Maiangwa, B. (2020). Perceptions on truth and reconciliation: Lessons from gacaca in post-genocide Rwanda, in A. Craft & P. Regan (Eds). <i>Pathways of reconciliation. Indigenous and settle approaches to implementing the TRC's calls to action</i> (pp. 35-65). The University of Manitoba Press. Lee., E.O.J. (2019). Responses to structural violence: The everyday ways in which queer and trans migrants with precarious status respond to and resist the Canadian immigration regime. <i>International Journal of Child, Youth and Family Studies, 10</i>(1): 70–94 doi: 10.18357/ijcyfs101201918807 View: Alatrash, G. (2017). <i>To Syria with love</i>. TedX Calgary. Retrieve from https://www.youtube.com/watch?v=s4BzIRjlvlo</p>
<p>March 26 6:00-8:00PM</p>	<p>Community Practice Seminar & Harvesting our Knowledge</p> <ul style="list-style-type: none"> • Employing network theory in community social change work • Enhancing community engagement and mobilization <p>Question to ponder as we close our class: What alternatives exist to the current socio-ecological and economic climate that pervades our globe. What alternatives have you learned so far? What solutions do you propose?</p>	<p>Required Prior to Class Read: Choudhury, S. (2015). <i>Deep diversity: Overcoming us vs them</i>. Toronto, ON: Between the Lines. (Read pp. 21-45) Lorenzetti, L. & Dhungel, R. (2020). Community-led transformative research tools and applications: From Canada to Nepal. <i>Canadian Journal of Action Research, 20</i>(3), 36-54. View: Jamal, A. & Lorenzetti, L. (2020, July). <i>Bringing Hujra to Canada: A culturally relevant community based transformative learning approach for gender justice among Pashtun community in Canada</i>. The 2020 to 2030 Social Work Agenda: Co-Building Social Transformation, The International federation of Social Worker Online Conference. Posted on D2L Additional Resources to Browse (not required) Institute of Development Studies. (n.d.). <i>Participatory methods</i>. (review all tabs). Retrieve from http://www.participatorymethods.org</p>

		Center for Community Health and Development. (2020). <i>Community toolbox</i> . Retrieved from https://ctb.ku.edu/en
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ASSIGNMENT 3 DUE APRIL 10 AT 11:59PM

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ATTENDANCE

Teacher's Statement: Co-Creating Ethical Space for Teaching and Learning

This course prioritizes an anti-oppressive, trauma-informed and decolonial approach, where all participants (teachers and learners) share in relational accountability for creating and maintaining a climate of respectful dialogue and treatment of one another. As social workers and aspiring social workers, reflecting our professional ethics inside and outside of the classroom helps us to build congruence between our personal and professional selves. Learners are encouraged to participate in critical reflection, personal growth, and skill-development while learning with the instructors, and from each other and practitioners in the field. The intent of class is to provide opportunities to make connections between thinking, feeling, doing and being. Our social work roles in social and self-care practices in the pursuit of social justice will be emphasized. Ethical space, a concept forwarded by Dr. Willie Ermine, will be explored and practiced in this class.

- As social workers, we are all teachers and learners. We bring our lived experiences, values, critical questions and challenges, and our need to grow to this co-created learning space;
- The inequities and injustices that exist in our environments also exist in the classroom. Our acknowledgment of power and privilege is a starting point for transformative change.
- Difficult conversations, questions and times of discomfort are integral aspects of personal growth and our quest to align our values, thoughts, and actions with the foundational ethics of our profession. This work prepares us to be in solidarity with the individuals and communities who rely on our support as social workers.
- Together, we will strive to demonstrate the utmost respect for one another. We will strive to confront our own privileges and understand our experiences of oppression as a lens through which we experience the world.
- Together, we will work towards anti-racism, decolonization, and equity across genders, sexualities, faiths/secularities, abilities and health/mental health (among others) through our values, thoughts, and actions within the classroom and beyond.
- Together, we will work towards personal and social well-being and healing. We understand that many of us carry adverse experiences and trauma, and that classroom conversations may touch upon those experience. We will practice compassion our words and actions.
- As social workers, a key learning and practice is interrelational reflexivity, which includes acknowledging our mistakes, seeking to apologize and restoring relationships in a good way.

- Together, our ability to practice social work ethics and values in the classroom reflects the world that we aspire to create.
- Together, we will strive to support one's another's dreams, aspirations and hopes, with the intent of building a community of committed social justice advocates.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use 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.

RECORDINGS OF SEMINARS

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

Assignment 1: Aspirations Assignment: Zoom Video

Due January 22, 2024, at 11:59PM (post in D2L) and share in class on January 23rd.

Weight: (30%)

Aligned Learning Outcomes: 1, 3, 4

Create a 5-minute video on your foundation for ethical international community development work locally and/or internationally. The intent of this assignment is to lay the groundwork for the student's journey through the ICD Specialization. You are asked to post your short video in D2L, share it in class, and then have additional minutes to receive feedback, comments, and answer questions. The created video must present an integration of your thoughts, experiences, and aspirations in ICD practice.

Use the following questions to self to guide the development of your video:

Who am I? (Include social location, connection to the land, and positionality)

What would I consider as my core values and where do they come from?

What experiences (1 or 2) have shaped my interests in joining the ICD program?

What are my aspirations and goals with regards to my ICD program?

How does my social location, experiences and context shape or impact these goals?

How do I plan to implement my goals (including my practicum)?

What questions do I have that I hope can be answered during my ICD program, and specifically this course?

A grading grid will be available in D2L.

Assignment 2: Inspirational Conversations
Presentation Date: March 12 2024 (in class)
Weight: 30%
Aligned Learning Outcome: 1, 2, 3, 5, 6

The purpose of this assignment is to introduce learners to community organizers who have demonstrated abilities in advancing progressive social change. Through an online interview, learners will identify skills, personal qualities and challenges faced by change-makers and formulate new understandings of social issues and social action.

Step One – Conversation

At the beginning of this course, each learner will be presented with the name, profile and contact information of a community organizer/activist. You will interview your contact using this interview guide and some of your own questions. Guiding questions include: “Who inspired or mentored you to get involved in social justice work?” “What areas or issues are you working on?” “What is one of the most important skills/approaches that you’ve used in your work?” “What challenges do you face?” “What have been your most important accomplishments?” “What advice can you share with emerging community organizers?”

Step Two – Presentations. Learners will present the key content, learning and reflections from their conversations on March 12. Presentation formats are flexible. Presentation time is approximately 8-10 (max) minutes per presentation. Grading guide on D2L.

Assignment 3: Solidarity action and analysis

Due date: Confirmation of Focus Area: March 15, 2024. Assignment Due: April 10, 2024, at 11:59 PM
Weight: 40%
Aligned course learning outcomes: 1, 2, 3, 4,

- 1) Choose issue of social inequity or injustice that you would like to see changed or addressed that has both local and global impacts within and beyond socially constructed political borders (i.e., Indigenous rights/colonialism, racism, climate justice, labor, im/migration, etc.)
- 2) Conduct background research to deepen your knowledge on the issue and document what actions (actions can be proposed interventions, policies, procedures, if any), and how you plan to engage with the identified issue.
- 3) Select a method/approach you are using to take action on the researched issue. The action centers on your role as a global citizen and not on ‘client service delivery’. This can include any of the following:(a) Write a letter or start a petition to an elected official; (b) Write and submit a media article; (c) Participate or organize a social action event); (d) Participate or organize a community meeting; (e) Organize or support a learning a forum or workshop; (f) Start a social media campaign (other ideas are welcome)
- 4) Write a critically reflexive account of your participation and submit artifact (poster, copy of the submitted document, link, or received feedback etc.) from the action taken. Use the following questions to guide your critical reflexive account:

- a) What issue did you choose to engage with and why is it important? (Minimum of 3 references from background research)
- b) What are one or two theories that help frame this issue? (e.g., Intersectionality; feminism; post-colonialism, critical race theory – minimum 3 references)
- c) How is this issue both local and international? What strategies and actions are currently being employed to address this issue?
- d) What actions(s) did you take? How was this impactful? (please provide details)
- e) What are your reflections and self-evaluation on how you engaged with this experience (please include your positionality as a lens for this reflection)?
- f) What social work practice approaches could be used to further address this issue and what are the challenges (minimum 3 references).

The critical reflection must be between 10-12 pages – Times New Roman 12 font/double spaced not including references and title page (minimum 12 references, APA 7 formatting). Grading grid on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Class attendance is mandatory, and learners are expected to be present and engaged in class activities and discussions. If you are unable to attend a session, please contact your instructor to arrange an alternative activity. Please refer to the UCalgary calendar for more information on attendance and supporting documentation and the use of a statutory declaration. For students with caregiving roles, if alternative arrangements for care of children cannot be made for a class, children will be welcomed into our seminar to decrease participation barriers for students with caregiving roles. Please contact your teacher.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments through Dropbox in D2L as specified by the teacher. Assignments should have a file name as follows: “First name, last name, assignment number” in Word format. Please note that it is the learner’s responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted on time.

EXTENSIONS AND LATE ASSIGNMENTS

To be fair to all learners, extensions will only be considered for urgent circumstances – please contact your teacher prior to the due date. Extensions will not be given after the assignments are due. There will be a 5% late mark for each day that an assignment is late. Assignments that are handed in more than 3 days after the due date without prior discussion with the teacher will not be accepted.

EXPECTATIONS FOR WRITING

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

Sources used in assignments must be properly documented and referenced in APA 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 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
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	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 for students in Graduate Studies. 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 below “B-” are indicative of failure at the graduate level and cannot be counted towards 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 Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit:

<https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

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

ADDITIONAL SUGGESTED READINGS

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

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's [Code of Conduct](#).

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical

concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

Research Ethics

“If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics Website](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students’ assignments will be accessible only by the authorized course faculty. [Private information](#) related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s [Sexual and Gender-based Violence Policy](#) guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It

provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the [Registrar's website](#) for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk