



LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

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](#).

Course & Session Number	SOWK 600 S04	Classroom	Online: Zoom In-person Residency:
Course Name	Social Justice & Theory in Advanced Social Work Practice		
Dates and Time	Start of Classes: May 5, 2025 End of Classes: June 16, 2025 Dates and Time: Zoom Sessions: Tuesdays (May 6, 13, 20, 27) from 5:30 – 8:30 pm MST In-person Residency: June 3 rd – 6 th from 9:00am – 4:00pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Dr. Linda Kongnetiman	Office Hours	As Requested
UCalgary E-mail	Linda.kongnetiman@ucalgary.ca	UCalgary Phone	By email

SYLLABUS STATEMENT

Examines concepts of culture, identities, oppression and social differentiation in relationship to theories of social justice, at all levels of professional practice.

COURSE DESCRIPTION

This course focuses on theorizing from and with the body and mind, to critically examine perspectives of social justice and move towards (re)imagining justice and the possibilities of a more liveable present and future(s). You will have the opportunity to: (1) engage in an embodied and affective learning process, (2) theorize social justice from various bodies of knowledge, perspectives, and experiential learning opportunities, (3) reflect on how your social positionings and worldviews inform and impact your understandings and efforts toward social justice, (4) collectively theorize, design, and enact justice-oriented change possibilities in connection to social work practice, and (5) cultivate layered and holistic understandings of accountability for/as social justice. You are encouraged to think-feel with the various knowledges, theories, and practices engaged throughout the course. This is a blended course comprised of 4 online sessions and a 4-day in person residency (as indicated in the course schedule). Classes will include critical dialogues, group work, experiential activities, and embodied exercises to support multiple ways of knowing, doing, being, and relating. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement

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

an alternative participation activity (e.g., submit a brief reflection and actively contribute to the follow-up online discussion).

Pre-requisite(s): Admission to the MSW with a BSW; or the MSW with a non-BSW and completion of 27 units of foundation courses; or the Graduate Certificate in Advanced Social Work Practice.

COURSE LEARNING OUTCOMES

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

1. Critique theories of justice, power, and inequity and their roles in shaping oppressive social structures and unbalanced power relations.
2. Critically examine issues of diversity and power relations that form common links among the experiences of oppression and marginalization in Canada and internationally.
3. Demonstrate, identify and articulate a social work identity, with emphasis on social justice, social work values and knowledge.
4. Demonstrate a critical understanding of oppressive social structures and the role that anti-oppressive social work theories and practices can play in facilitating resistance that lead to social justice and transformation.
5. Apply an anti-oppressive perspective, grounded in theory, research and evidence-based knowledge to their own practice.
6. Advocate for social justice and the social well-being of all peoples, and in particular vulnerable or disadvantaged individuals, groups, and communities.
7. Identify strategies for applying course learning.

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

There is no textbook for this course. Required readings are noted below and are available on D2L in the Leganto Reading List Tool. Please include additional readings for your assignments.

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 Advanced Practice Core curriculum consists of 4 theme courses, SOWK 600, 602, 604, and 606, exploring core elements of social work knowledge and practice within the specializations. This curriculum will examine social justice, research strategies, social work practice models, and public policy to further develop students' unique social work perspectives and strengthen their social work identities

and personal practice frameworks. These courses also provide the foundation for the specialization as well as for the field education component leading to the final capstone project.

CLASS SCHEDULE

Important Dates for Spring 2025

- Start of Term: Thursday, May 1
- First Day of Class: Monday, May 1
- End of Term: Sunday, June 29
- Last Day of Class: Monday, June 16
- Fee Deadline: Tuesday, May 13
- Victoria Day, no classes: Monday, May 19

Date	Topic & Readings	Notes
	Introduction and Positioning the Course	
Indigenous Worldviews & Reflective Practices.		
May 6	<p>Zoom Session 5:30 – 8:30 PM MST</p> <ul style="list-style-type: none"> • Introductions, course overview and expectations • Theoretical paradigms and critical theory in social work praxis • Perspectives on Social Justice Defining Social Justice Self Identity: Centred in Social Justice • Indigenous Worldviews and Social Work Theories <p>Readings:</p> <ul style="list-style-type: none"> • Hall, L., Woolnough, M. and Cecchetto, S. (2022) Towards Indigenist Reimaginings • Penak, N. (2022). The Trickiness of “Indigenous Social Work” • Partridge, C. (2022). Indigenous Reflections • Badwall, H. (2016). Critical reflexivity & moral regulation 	<p>Understanding Positionality from an Indigenous lens: colonialism, Decolonization and Indigenosity. Reflexivity, Reflection, Self-Identity, and Thinking.</p> <p>Guest Speaker</p>
Theoretical Frameworks and Critical Social Work Praxis.		
May 13	<p>Zoom Session 5:30 – 8:30 PM MST</p> <ul style="list-style-type: none"> • Critical Social Work Theories and Practice Frameworks • Intersectionality & Multiple Identities • Decolonizing Therapy • Developing restorative social work responses <p>Readings:</p> <p>Baines, D. (2011). An overview of anti-oppressive practice</p> <p>Hulko, W. (2009). The time-and context-contingent nature of intersectionality.</p> <p>Cho, S., Crenshaw, K. W., & McCall, L. (2013). Toward a field of intersectionality studies</p>	<p>Critical Social Work Praxis. Assignment 1, Post 1 – May 12th</p> <p>Centring lived and living experiences: intersectionality, CRT, AOP.</p>

Power, Domination, and Oppression: Intersections in Social Work Practice.		
May 20	Zoom Session 5:30 – 8:30 PM MST <ul style="list-style-type: none"> Structural Oppression Oppression and Power Parasitic relationships crucial or harmful Readings: <ul style="list-style-type: none"> Mullaly, R. P. (2010). Challenging oppression and confronting privilege Young, I. M. (1990). Five faces of oppression, Ch. 2 (p. 39-65) Ferrer, I., Grenier, A., & Brotman, S., & Koehn, S. (2017). 	Understanding the dynamics of Power, Domination, & Oppression Who benefits
What About Social Policy and Research?		
May 27	<ul style="list-style-type: none"> Who is developing social policies and conducting research Accounting for People's experiences Readings: <ul style="list-style-type: none"> DeSantis, G. (2010). Voices for the margins Rogers, J. (2012). Anti-oppressive social work research Lipsky (2010) - Social workers as policy makers 	
Health, Well-Being, and the Role of Social Determinants		
June3	Morning Session 9:00 AM - 12:00 PM MST <ul style="list-style-type: none"> Attending to health and well-being Accountability to body, mind, and spirit – reconnecting work The body, mind, and injustice Social Justice and Determinants of Health Healing transformative justice, , Readings: World Health Organization Social determinants of health (key concepts) & Evidence on social determinants of health <ul style="list-style-type: none"> Joseph, A. (2022). Maddening Intersectionality: Assemblages, Conviviality and Confluence Samuels, E. (2017). Six ways of looking at crip time LeFrançois, B. A., Peddle, C., R. (2022). Mad Studies, Mad Theory Voronka, J. (2022). Teaching Mad Studies to Social Work Students 	Medical social work, Physical, Mental well-being, Spiritual, (MAD, substance use In-person Residency
	Afternoon Session 1:00 PM – 4:00 PM MST Applying Social Justice Principles in Clinical Social Work. Group Work	In-person Residency
Positioning Self in Social Justice and Resistance		
June 4	Morning Session 9:00 AM - 12:00 PM MST <ul style="list-style-type: none"> Resistance experienced in systems & Social Issues 	Understanding personal and

	<ul style="list-style-type: none"> Resistance and Social and Racial Justice. <p>Readings:</p> <ul style="list-style-type: none"> Andrews, J., & Reisch, M. (2002). The radical voices of social workers: Guo, W., & Tsui, M. (2010). From resilience to resistance: Lipsky, M. (2010). Street level bureaucrats as policy makers. Benjamin, A. (2011). Doing anti-oppressive social work 	societal resistance In-person Residency
	Afternoon Session 1:00 PM – 4:00 PM MST Applying Social Justice Principles in Clinical Social Work (Group Work)	In-person Residency
Grief, Hope, Healing, and Joy in the Struggle for Social Justice.		
June 5	Morning Session 9:00 AM - 12:00 PM MST <ul style="list-style-type: none"> Individual and collective accountability for Justice Cultivating Healing and Hope Embracing Joy in Social Justice work <p>Readings:</p> <ul style="list-style-type: none"> Anderson-Nathe, B., Gringeri, C., & Wahab, S. (2013). Nurturing “critical hope” in 13 teaching feminist social work research. Journal of Social Work Education, 49(2), 277-291. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=86998672&site=ehost-live Hayes (2022, May 26) Podcast. Anne Marie McLaughlin. (2009). Clinical Social Workers: Advocates for Social Justice 	Emotional toll of Social Justice work In-person Residency Course wrap-up and moving forward
	Afternoon Session 1:00 PM – 4:00 PM MST Applying Social Justice Principles in Clinical Social Work (Group work)	In-person Residency
Contextualizing Social Justice in Clinical Social Work Practice		
June 6	ALL DAY: 9:00 AM - 4:00 PM MST Group work Assignment Dialogue Final session	Assignment 2 – Today In-person Residency
	Assignment 3 – June 4th Assignment 4 – June 9th	

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

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.

Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required. Please reach out to your instructor if you experience challenges that prevent you from having your camera 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.

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 additional information.

ASSESSMENT COMPONENTS

Summary of Assignments	Due Dates	Weight
1. Discussion Board Reflection	May 12 th	10%
2. Group Facilitation and Reflective Paper	June 6 th /June 13 th	50%
3. Theory to Practice (individual) Paper	June 4 th	30%
4. Participation & Engagement (Social Justice Application)	June 9	10%

ASSIGNMENT I (10%): DISCUSSION BOARD: BELIEFS, VALUES, AND KNOWLEDGE OF SOCIAL JUSTICE

Due: May 12th, 2025, at 11:59 PM.

Aligned Course Learning Outcomes (CLOs): 3, 4, 5, 6

For the first assignment, you are invited to explore your conceptions, beliefs, and values, focusing on the origin of your 'sense of social justice' to find out the people, relationships, experiences, and meanings attached to them and the forms they have taken by posting in the Discussion Board on D2L. Who am I? Who or what shapes the values, norms, and ideologies that affect my life? What role do these values and beliefs play in (re)producing ways of thinking, being, and doing? With that foundation, why do you believe (or not) in justice, and should it be pursued? More specifically, for this assignment, you are invited to reflect on what social justice means to you and why it is (or is not) important for your personal and professional growth. What are your (grounded, shifting, and/or emerging) beliefs about justice and its role in society? Some further questions you might consider are: Is social justice important to you or your community? Where does it come from, and what say do you or your community have in shaping the views around it? What assumptions, expectations, and desires do you bring to the discussion? Is it possible that your conception of justice is (seen as) unjust? How do you position yourself within ongoing social discourses of social justice?

In summary, this assignment asks where I am coming from, where I am now, and where I want to go with respect to my views on social justice.

Technical details

Maximum 500 words.

Assessment Criteria of Assignment I

Explicit, sustained, and critical engagement and analyses of self, relationships, and experiences that inform your beliefs, biases, and assumptions of social justice. Include various identities and communities (places and interests) relevant to you and their influences on your beliefs about what you consider to be social justice or issues pertinent to it.

Clear, succinct, and engaging personal writing (dig into the vulnerable, and allow yourself to be challenged in this assignment)

Substantive employment of the course readings and discussions.

ASSIGNMENT 2 (50%) Group Facilitation & Paper

Due: June 6th, 2025, at 4:00 PM.

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Assignment Description: 2a) In this two-part skill-based assignment, students are to work in groups of 5-7 members to facilitate a class dialogue on a chosen topic relevant to what has been covered in the course (**part 1**). 2b) Students are also expected to submit a one-group reflection paper of 2-4 pages (**part 2**) to reflect on their experience and discuss their learning/unlearning/relearning as they prepare to facilitate the dialogue. Groups are encouraged to think about their collective process of learning and how they take up the issues they discuss during their dialogue preparation process to foster a space of co-constructing knowledge collectively.

Part 2a: Facilitating Class Dialogue: (30%). Students will be randomly placed in groups on the first day of class. Part of this group assignment is to allow students to utilize what they have learned from class to engage in the critical process of facilitating an **hour-long dialogue** on issues relevant to SOWK 600.

Please note that this is not a presentation assignment, and groups responsible for facilitating the dialogue are encouraged to think about how they foster a dialogue and engage the class with a process of discourse to unpack the theoretical issues and tensions that they uncover in their planning and facilitation of their sessions. Specifically, for this group facilitated dialogue, students are asked to choose any topic discussed in class and facilitate a relevant class dialogue where they explore key issues and tensions arising as they investigate their chosen topic. For example, suppose a group decides to facilitate a dialogue on intersectionality during their class facilitation dialogue. In that case, they can explore any issue that helps them demonstrate how intersectionality can be used in social work practice, theories, policies, or research and invite their classmates to engage in a critical examination of intersectionality as it relates to their approaches to social work practice. Dialogue facilitators are expected to integrate classroom material (lectures, discussions, readings, and classroom activities) into their dialogue. Specific attention will be paid to facilitators' take on policies and practice and how they ground their analysis within the critical theoretical frameworks we discussed in class.

Key questions to consider include: **1)** what perspectives drive the issues they examine? **2)** How do these issues impact diverse and marginalized social groups? **3)** how do these issues shape social work theories, practice or research priorities with diverse and marginalized social groups? In addition, groups are encouraged to use any creative facilitation formats.

Key expectations in this dialogue facilitation include groups' abilities to respond to, engage with and critically interrogate the points below in their facilitation:

- Issues affecting inclusion/exclusion of their chosen population or social issues;
- Access to social services, health care system, and any other relevant issues affecting practice;
- The tensions/contradictions in social attitudes or social policies shaping experiences of various social groups;
- Key interested parties informing and affecting the issues discussed;
- Responses of communities and social groups affected;
- Current practice trends and scholarship theoretical debates affecting realities of these groups;
- Suggestions for alternative responses and how social work can be involved/implicated with such responses.

Assessment Criteria: Attention will be paid to facilitators' ways of: **1)** articulating their analysis of the chosen topic; **2)** the topic's relevance to advancing the voices and experiences of marginalized social groups; **3)** the topic's ability to challenge oppression and marginalization of affected social groups; **4)** the topic's applicability to social work practice; **5)** how the group examines the flows, the tensions or contradictions inherent and relevant to their topics; **6)** how the group navigate power and knowledge exchange spaces in ways that facilitate enriching dialogue within their group and among their class colleagues; and, **7)** the groups' abilities to integrate relevant scholarship within their dialogue discussion and engage the class with key theoretical and practice debates within the scholarship on the issues they examine.

Grades are assigned to the entire group. The instructor will ensure students have many opportunities to discuss their assignments, and every effort will be made to meet with groups individually to support them in developing their dialogue facilitation sessions.

ASSIGNMENT 2- Part 2b: Reflection on Assignment Process and Execution (20%)

Due: June 13th D2L at 11:59 PM

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Assignment Description: Groups are to submit a 3–4 page paper reflecting on your experience of preparing, researching the dialogue, exploring the issues they discussed in their meetings and the facilitation itself. Students are expected to articulate the tensions they faced as they prepared for their dialogue, discuss their learning, unlearning and relearning, present issues that surprised them and conclude with the key learnings and lessons they will take with them to the field. This reflection assignment is expected to be a scholarly paper written with reflections that tie together groups' engagement with the dialogue facilitation preparation assignment with relevant bodies of social work scholarship. In addition, the paper should follow the 7th edition of APA referencing style.

Assessment Criteria: Expectations also include answering the following questions: **1)** How did this dialogue help you understand the realities of the community or social groups? **2)** How do you feel this relates to your own assumptions/biases/alliance/complicity with the issues you explored? **3)** What are some of the taken for granted assumptions about such groups in media, mainstream discourses? **4)** How do you feel they affected your group's perception about these groups? **5)** What biases do you need to examine and the unlearnings you can explore? **6)** How do you feel this will transform you to become anti-oppressive and social-justice-oriented social workers? **7)** How do you tie your reflections to relevant social justice scholarship, theories, and concepts discussed in class?

ASSIGNMENT 3: THEORY TO ACTION (30%)

Due: June 4th, 2025, at 11:59 PM.

Aligned Course Learning Outcomes: 3, 5, 6, 7

This assignment is to be completed individually.

Assignment Description: In this paper, students are encouraged to build on the theories and knowledge learned in this course and draw on social work theory from past courses to develop their theoretical and practice frameworks. Specifically, using concepts from our course readings and class discussions related to theories of power, theories of social justice, issues of diversity, marginalization and oppression, and ways of resistance, students are expected to apply their understanding of these concepts to practice examples related to issues of marginalization and oppression. Students can use examples from current or past field placements, past/present social work practice, a form of political engagement, or an example of social activism in which they are involved. Students are also encouraged to build on their dialogue facilitation session to unpack the theoretical tensions of the issues they examined and to delve deeper into the theories that inform their practice approaches with diverse and marginalized social groups. **The paper should be 5-7 pages long maximum, double spaced, 12-point font, and properly sourced using the 7th edition of the APA referencing style. Include 8-10 references.**

The focus of this assignment is to engage in an analysis of power dynamics of the chosen issue and discuss how they shape interactions within and between diverse social groups as they navigate exclusion and marginalization. It is also important to highlight methods and strategies of resistance and how they can shape social work practice, especially when addressing experiences of marginalization and oppression and their relationship to social justice theories and practice. The paper must also reflect critically on your role as a social worker engaged in advocacy, activism and/or resistance efforts at individual or broader societal levels. Examples of your reflections should include your thoughts on the challenges, opportunities, and ethical and professional tensions and considerations that shape your interventions and inform your practice. Students are encouraged to reflect on their role as they navigate their professional identity and the limitations or challenges, they face in fostering social justice in their practice; in addition, students are encouraged to highlight the opportunities that emerge from their work as they advance social justice in their practice.

Assessment Criteria:

- 1) integration of course readings and classroom content,
- 2) critical analysis and connection between theories and practice approaches,
- 3) integration of scholarly conceptualization of their rationale and positions on the issues they examine,
- 4) originality of ideas and abilities to apply theories into practice,
- 5) organization and structure of the ideas and the strength of their theoretical rationality and positionality,
- 6) clarity of the theoretical position the students take and the claims they advance in their paper,
- 7) student's ability to ground their claims in relevant body of scholarship,
- 8) APA mechanics, including proper referencing within the text and in the reference list. The paper is due one week after the last class on June 4th, 2025.

ASSIGNMENT 4: ENGAGEMENT & PARTICIPATION SELF-ASSESSMENT (10%)

Due June 9th, 2025

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Actioning social justice starts in the classroom as a group and individuals choosing to learn together and journey together. As part of this relational orientation, students will be expected to come prepared to engage in deep listening and contribute to dialogues/activities by sharing insights, content, critiques, and connections to their field of practice. Engagement is gauged by the quantity of contributions and how students facilitate a collective learning space by being mindful of how space/voice are used. This includes being thoughtful of how ideas are shared in ways that create the conditions for ethical spaces of engagement and collective care. Recognizing that engagement and participation are animated in multiple ways, some more overt than others, students will be invited to reflect on and assess their participation and engagement in the course by submitting a 250-300 word reflection **via D2L Dropbox by 11:59 pm on June 9th.**

Assessment Criteria: Students will complete a reflection summary on June 9th based on their experiences (250-300 words WordDoc). Reflections and ratings will be included around your engagement, learning, and collaboration levels., you will provide a suggested grade out of 10 Criteria will consist of rating yourself for your: 1) ongoing and active participation, 2) contribution to new insights, 3) content and critique, 4) drawing connection to your field of practice as you engage in thoughtful discussion, 5) explore deeper meanings, 6) have confidence in leadership, 7) reflect on social work values, 8) take risks, 9) develop skills and self-assessment around your work within your group assignment and, 10) attendance.

After reviewing the student's recommendation, please note that the instructor determines the final participation grade.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Because of this class's participatory nature, attendance and punctuality for synchronous Zoom sessions are expected. Please email the instructor ahead of class if you are unable to attend, will be late, or are required to leave early. Students are encouraged to see participation as a way to practice and deepen their abilities to use their voice and honour the voices of others they will journey with as social workers.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L or via the appropriate D2L discussion forum. All assignments are due by 11:59am 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 10 proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor and assignments submitted after the deadline may be penalized with a grade reduction. Please email the instructor at least 24 hours PRIOR to the assignment due date if you expect that you will need an extension. The total possible grade of an assignment will be reduced by 2.5% for each day/partial day (including weekend days) the assignment is handed in beyond the due time or a negotiated extension date. Assignments will not be accepted 7 days after due date.

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 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>

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Accountable, reflexive and ethical use of AI tools

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

Restricted use

The use of generative AI, including the use of work created by generative AI tools and applications in course assignments and assessments may be considered in accordance with the University's academic misconduct policy. If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

- AI tools can be used for learning course material but not for completing assignments.

- The use of AI tools for assignments may be considered an academic offense
- Students must not copy or paraphrase from AI applications for assignments

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 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 EXPERIENCE FEEDBACK

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. They 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.

Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the [University of Calgary Code of Conduct](#), the [Alberta College of Social Work Standards of Practice \(2023\)](#) and the [Canadian Association of Social Workers Code of Ethics \(2024\)](#).

ADDITIONAL SUGGESTED READINGS

Additional readings and resources are supplied on D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's [Code of Conduct](#). They 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 behaviours in class, including evaluations of teaching and learning, that are consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics \(2024\)](#) and the [Alberta College of Social Work Standards of Practice \(2023\)](#).

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

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#).

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course 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