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 678 S01	Classroom	Online
Course Name	Advanced Practice in Sustainable Development		
Dates and Time	**Start of Classes: May 8, 2025** **End of Classes: June 13, 2025** **Dates and Time:** **Zoom sessions: Thursdays (12 hours)** **May 8, 15, 22, 29, (5:30 – 8:30 pm)** **In-Person Residency in Calgary (24 hours)** **June 10-13, 2025 (9:00 am – 12 noon, 1:00 pm – 4:00 pm)** **D2L Asynchronous Activities (3 hours)** Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Dr. Julie Drolet, PhD, RSW	Office Hours	As requested
UCalgary E-mail	jdrolet@ucalgary.ca	UCalgary Phone	(780) 492-1594

SYLLABUS STATEMENT

Examination of various approaches, strategies, and perspectives for taking action as a social worker in international and community development settings, and growing a professional toolkit of resources and techniques to engage in this work.

COURSE DESCRIPTION

The course focuses on social work and sustainable development, and the integration of social, economic and environmental concerns into policies and programs at all levels. The impacts of climate change, disasters, poverty, unemployment, disparities in wealth, violence, and gender inequities, among others, contribute to a new imperative to address these interrelated concerns, and their effects, on diverse populations. Sustainable development is about meeting the needs of today without compromising the needs of future generations. The concept of sustainability and the implementation of sustainable strategies at local, provincial, national, and international levels are critically important, especially with the severe effects of climate change and disasters on ecosystems and human well-being. Social workers

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

are challenged in their practice to consider complex, interrelated, and systemic problems that require new approaches and innovations. This course will provide students with an in-depth understanding of the complexity inherent in shaping effective responses to the social, economic, and environmental crises. The course examines the relationship between sustainable development, community and environmental sustainability, climate change, disasters, and environmental migration, and explores the implications for social work practice in changing contexts. Students will engage in interactive class discussions, presentations and critical reading, group work, brainstorming sessions, and online discussions. This is a blended course with online learning and in-person residency. This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment (e.g., discussion boards, watching videos, etc.) and synchronous Zoom sessions**.** When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). There will be 4 synchronous Zoom sessions throughout the term and each will be recorded.

COURSE LEARNING OUTCOMES

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

1. Conceptualize sustainable development and understand the importance of integrating social, economic, and environmental dimensions in social work practice and policy.
2. Discuss the relationship between social work and the natural and physical environment.
3. Conceptualize 'green social work' and socio-ecological social work approaches.
4. Examine community and environmental sustainability issues in relation to vulnerability, resilience, equity, human rights, and environmental justice in social work practice.
5. Conceptualize social work practice in disaster management and examine how different systems (e.g., economic, political, social) contribute to hazards becoming disasters in diverse settings.
6. Consider the impact of climate change locally, nationally, and internationally and the pathways to foster sustainable development.
7. Understand environmental migration and the role of social workers in promoting sustainable development at the local and global levels.

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

Rinkel, M. & Powers, M. (Eds.). (2017). *Social work promoting community and environmental sustainability: A workbook for social work practitioners and educators (Vol.1)*. http://ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability-free-pdf/.

Powers, M. & Rinkel, M. (Eds.). (2018). *Social work promoting community and environmental sustainability: A workbook for social work practitioners and educators (Vol.2)*. https://www.ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability-volume-2/

Rinkel, M. & Powers, M. C. F. (Eds.) (2019). *Social work promoting community and environmental sustainability: A workbook for social work practitioners and educators (Vol.3)*. https://www.ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability-volume-3/

Climate action podcasts. (2024). https://cjsw.come/spoken-word/

Additional recommended readings are posted on D2L.

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

This course is scheduled following SOWK 620.01 and SOWK 622.01 and is a core course in the International Community Development Specialization. The content of this course focuses on sustainable development. The course is a pre-requisite for SOWK 626.01: Social Work & International Development Projects.

CLASS SCHEDULE

Important Dates for Spring 2025
- o Start of Term: Thursday, May 1
- o First Day of Class: Monday, May 1
- o End of Term: Sunday, June 29
- o Last Day of Class: Monday, June 16
- o Fee Deadline: Tuesday, May 13
- o Victoria Day, no classes: Monday, May 19

Class Schedule

Date	Topic	Synchronous Activities
May 8	Zoom 5:30–8:30 pm **Introductions** **Review of the course outline**	**Required Readings** Overview of social work and sustainable development UNDP (UN Development Programme) (2015) *The Sustainable Development Goals*. Available on https://www.undp.org/content/undp/en/home/sustainable-development-goals.html Ingraham, C. (2019, June 19). People who spend more time outdoors lead more fulfilling lives, new research shows.

		https://link.gale.com/apps/doc/A589863771/HWRC?u=ucalgary&sid=HWRC&xid=ba4e53bd Elton, S. (2021 October 28). How the relationships we have with plants contribute to human health in many ways. https://ezproxy.lib.ucalgary.ca/login?qurl=https%3A%2F%2Fwww.proquest.com%2Fwire-feeds%2Fhow-relationships-we-have-with-plants-contribute%2Fdocview%2F2589598119%2Fse-2%3Faccountid%3D9838
May 9-15		**Asynchronous Activities**
	1 hour	Listen to 2 podcasts on climate action. Review this guide on mind maps: https://blog.iqmatrix.com/how-to-mind-map
May 15	**Zoom 5:30-8:30 pm**	**Synchronous Activities**
	Green social work and socio-ecological approaches	**Required Readings** Boetto, H. (2017). A transformative eco-social model: Challenging modernist assumptions in social work. *British Journal of Social Work*, *47*(1), 48-67. https://academic-oup-com.ezproxy.lib.ucalgary.ca/bjsw/article/47/1/48/2452347 Dominelli, L. (2014). Promoting environmental justice through green social work practice: A key challenge for practitioners and educators. *International Social Work, 57*(4), 338-345. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0020872814524968 Krings, A., & Schusier, T.M. (2020). Equity in sustainable development: Community responses to environmental gentrification. *International Journal of Social Welfare, 29*, 321-334. https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/ijsw.12425 Peeters, J. (2012). The place of social work in sustainable development: Towards ecosocial practice. *International Journal of Social Welfare, 21*, 287-298. https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1468-2397.2011.00856.x
May 15-22		**Asynchronous Activities**
	1 hour	Listen to 2 podcasts on climate action. Review the module content provided on D2L.

May 22	Zoom 5:30-8:30 pm	Synchronous Activities
	Community and environmental sustainability	**Required Readings** Select a chapter reading on community and environmental sustainability from Volume 1 of M. Rinkel & M. Powers, M. (Eds.). (2017). Campbell, J. Y. (2019). *No sustainable development without Indigenous Peoples*. International Institute for Sustainable Development. https://sdg.iisd.org/commentary/guest-articles/no-sustainable-development-without-indigenous-peoples/
May 22-29		**Asynchronous Activities**
	1 hour	'Close to Home' is a reflection activity. You are invited to reflect on an environmental justice and/or environmental racism issue near your home. Describe the issue. What makes it an example of environmental justice and/or environmental racism? As a community resident or social worker, how would you engage in confronting this issue? Identify how social work values and skills would factor in your plan and prepare to discuss in class. Share your MindMap assignment in D2L. Review the mind maps shared by your peers and provide 3 comments on different mind maps. The commentary should discuss the complex, interrelated, and systemic challenges in sustainable development and what is required in terms of new approaches and innovations. Listen to 2 podcasts on climate action.
May 29	Zoom 5:30-8:30 pm	Synchronous Activities
	Climate change and disasters	**Required Readings** Select a chapter reading on community and environmental sustainability from Volume 2 of M. Rinkel & M. Powers, M. (Eds.). (2018). Alston, M. (2015). Social work, climate change and global cooperation. *International Social Work, 58*(3), 355-363. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0020872814556824 Drolet, J., Lewin, B., & Pinches, A. (2021). Social work practitioners and human service professionals in the 2016 Alberta (Canada) wildfires: Roles and contributions. *The British Journal of Social Work*, 51(5), 1663-1679. https://doi.org/10.1093/bjsw/bcab141 IPCC. (2022) *Climate Change 2022: Impacts, Adaptation and Vulnerability. Technical Summary Report. Contribution of Working*

		Groups II to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change. https://www.ipcc.ch/report/ar6/wg2/ Powers, M. C. F., & Engstrom, S. (2020). Radical self-care for social workers in the global climate crisis. *Social Work, 65*(1), 29-37. https://doi.org/10.1093/sw/swz043 https://academic-oup-com.ezproxy.lib.ucalgary.ca/sw/article/65/1/29/5673351 UNFCCC. (2015). ***Adoption of the Paris Agreement, Conference of the Parties on Its Twenty-first Session, FCCC/CP/2015/L.9.*** https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement United Nations Office for Disaster Risk Reduction (UNDRR). (2015). *Sendai Framework for Disaster Risk reduction 2015-2030*. https://www.undrr.org/publication/sendai-framework-disaster-risk-reduction-2015-2030
June 10-13	**In-Person Residency 9 am – 4 pm** **Environmental justice and sustainability in social work practice** **Environmental migration** **Digital storytelling** **Social, Ecological and Structural determinants of health** **Nature-based and land-based learning** **Course wrap up and reflections** **Closing**	**Developing a professional practice framework on environmental justice and sustainability** **Addressing racial justice, equity, diversity, inclusion, indigenization, and responses to calls for truth and reconciliation in social work** **Environmental migration:** McEldowney, J., & Drolet, J. (2021). Climate change and refugees. In T. Letcher (Ed.) *The impacts of climate change.* pp. 537-545. Elsevier. https://doi-org.ezproxy.lib.ucalgary.ca/10.1016/B978-0-12-822373-4.00010-0 UNHCR. (2023). *Global trends forced displacement in 2023.* https://www.unhcr.org/global-trends-report-2023 UNHCR. (2024, March). Focus area strategic plan for climate action 2024-2030. https://reporting.unhcr.org/climate-action-focus-area-strategic-plan-2024-2030?_gl=1*1bm3ix4*_gcl_au*MTYyNDExOTc3NS4xNzQzNDQyNjg3*_rup_ga*MTAwNjE3ODQzLjE3NDM0NDI2ODc.*_rup_ga_EVDQTJ4LMY*MTc0MzQ0MjY4Ny4xLjEuMTc0MzQ0MjczNi4xMS4wLjA. UNDP. (2024). Human development report 2023-24. https://hdr.undp.org/system/files/documents/global-report-document/hdr2023-24reporten.pdf **Mind maps** **Digital storytelling**

		Climate action podcasts
		Course wrap up and reflections
		Closing

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

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.

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

1. **Outdoor Activity (25%) Due May 15 (by 11:59 pm)**

- Spend 30 minutes outdoors in a natural environment or green space in your local neighborhood.

The purpose of this activity is to spend time outdoors and be mindful and fully present and aware of your surroundings in the natural environment (outdoors). Assess your natural environment and identify areas of strength and challenges that may affect people's and the planet's wellbeing. Students must submit a brief assessment (1-2 pages) in which you discuss your experience. Write a post about your experience in D2L by May 15th. A grading rubric will be posted in D2L. (Course Learning Outcomes 1,2,3,7,8)

2. **Mind Map – Group Assignment (25%) Due May 29 (by 11:59 pm) in the assignment Dropbox in D2L**
   - Develop a 'mind-map' as a visual tool.
   - Present mind map and facilitate discussion on June 11

The purpose of this group assignment is to creatively explore the complex, interrelated, and systemic challenges in sustainable development that require new approaches and innovations. 'Mind-maps' are used to present new ideas and information, to illustrate the links and connections between levels and units, and to encourage others to grasp complex information. The use of mind-maps is an innovative way of facilitating learning to understand key information, and provides a strategy for retaining information, integrating critical thinking and problem solving skills. 'Mind-maps' promote active learning, improve memory and learning skills, and allow for the sharing of ideas. The 'mind map' should be created in a single page (or slide) on a topic of interest related to sustainable development. Students will have the opportunity to share their 'mind map' in class with their peers. During class, your group will give a presentation and facilitate a discussion on your mindmap for about 15-20 minutes per group. More details about this assignment, expectations and grading criteria will be discussed in class. Each member of the group will be asked to submit an evaluation of their team members engagement and meaningful contributions to peer learning and group work. These evaluations will be considered when determining the final grade for individuals in the group. Based on responses, individual grades may be higher or lower than the groups average grade. A grading rubric will be posted in D2L. (Course Learning Outcomes 1,2,3,4,5,6,7,8)

3. **Digital Story: Green Social Work, Environmental Justice, Sustainable Development (50%)**
   - Outline (10%) Due May 29 (by 11:59 pm) in the assignment Dropbox in D2L
   - Digital Story (30%) Due June 9 (by 11:59 pm) in the assignment Dropbox in D2L
   - Facilitate Class Discussion (10%) Due June 12-13

The purpose of this assignment is to create a digital story that explores green social work, environmental justice, and sustainable development issues. The first step is to develop an outline for a digital story on a topic of relevance to the course, provide a minimum of two references, and propose a creative format for the digital story. Building upon the outline, develop a digital story that includes images, photos, drawings, symbols, spoken words and/or music to explore your selected topic. Digital stories should demonstrate artistic creativity, evidence of critical thinking, deep reflection and a storytelling process. The digital story should be approximately five minutes in length. A variety of formats may be used (Zoom recording, PowerPoint, iMovie, Podcast, digital

narrative, etc.) Students will have the opportunity to share their digital story in D2L to their peers. Students will facilitate a class discussion on a topic related to their digital story during the residency. More details about this assignment, expectations and grading criteria will be discussed in class. A grading rubric will be posted in D2L. (Course Learning Outcomes 1,2,3,4,6,7,8)

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the course engagement grade, as outlined in the assessment components section above." Please refer to the Ucalgary calendar for more information on attendance.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

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

MISSED OR LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date. Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays). There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit. Please refer to the Ucalgary calendar for more information on supporting documentation for absences.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre.

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.

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Unrestricted Use

Students may use generative AI tools throughout this course to enhance their learning in any course learning activities, assignments, and assessments. Students are responsible for citing and referencing all work generated by AI tools as outlined by the course instructor.

Example statements:

- Students may use AI tools for understanding course materials and producing assignments but must be accountable for their submissions.
- AI-generated content must be submitted as an appendix with the prompt used.
- Reflections on AI tool usage should be included in assignments.
- AI-generated content must be cited appropriately.

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

Dominelli, L. (2012). *Green social work*. Polity Press.

Drolet, J. (2019). *Rebuilding lives post disaster*. Oxford University Press.

Klein, N. (2015). *This changes everything: Capitalism vs. the climate*. Knopf.

Robinson, M. (2018). *Climate justice*. Bloomsbury Publishing.

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