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 602 S05	Classroom	Zoom (Online) – see link on D2L
Course Name	**Research and Philosophy in Advanced Social Work Practice**		
Dates and Time	Start of Classes: June 30, 2025 End of Classes: August 12, 2025 Dates and Time: Tuesday and Thursdays 5:30 – 8:30 pm First Class – July 3rd (Thursday) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Natalie Beltrano, PhD Candidate, MSW, BSW, RSW	Office Hours	Tuesdays 4:30 – 5:30 or upon request
UCalgary E-mail	Natalie.Beltrano@ucalgary.ca	UCalgary Phone	

Natalie's Positionality Statement

My positionality and equity statement:

I am an uninvited settler on this stolen, Indigenous land; the home to the many Indigenous Peoples that came before and currently call this land home, known as Turtle Island, also now called Canada.
As a White, cisgender woman, I have unearned privilege based on my *how* the colour of my skin *is not racialized*. I navigate with an invisible disability and have the privilege to access supports and services without fear of discrimination or systemic barriers.

I carry privilege in my roles as a social worker, researcher, academic, teacher, and have the means to be a transgressor and challenge the status quo. My privilege is rooted in my relations to the first colonizers arriving in what was considered the "new world." My maternal relations were settlers who committed genocide, applied chattel slavery and denied the humanity of Black, Indigenous and peoples who they deemed unworthy. My privilege is also rooted through government supported immigration practices. Persecuted in their home country, my paternal great-grandparents were provided immigration privileges and gifted stolen land to farm and become prosperous. I continue to un-learn and re-learn my history. My identity and history inform my goals to act through a Critical Race Theory and intersectionality lens to make progress towards reconciliation with those who have historically and currently navigate the systemic injustices embedded in all colonial structures and systems.

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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.

Explores social work research through examination of various approaches (qualitative and quantitative), paradigms, and methods and applies social work research to theories as students develop their professional practice model.

COURSE DESCRIPTION

In this course, you will develop your understanding of social work research through examining various approaches (qualitative and quantitative), paradigms, and methods. Competence in research is a foundational notion of social work practice and is highlighted in professional codes of ethics. As producers and consumers of research, often in collaboration with and across cognate disciplines, social workers must also ensure that research is conducted with and for the benefit of those served by the profession, across all levels and fields of social work practice, and that it aligns with the values of the profession. A thorough understanding of quantitative, qualitative and mixed methods research, and Indigenous and critical approaches, supports ethical practice. This course will consider the wider array of research methodologies, with a focus on quantitative and qualitative approaches.

This course will take place online via Desire2Learn (D2L) and Zoom. Students will work independently, in small and large groups during this on-line course. Both synchronous learning (i.e., real-time/Zoom) and asynchronous learning (i.e., students complete on their own time) will be applied. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions.

This course will be facilitated through Inquiry-Based Learning (IBL) as pedagogy.

Course Hours: 3 units; (3S-0) Prerequisite(s): Admission to the MSW program or the Graduate Certificate in Advanced Social Work Practice.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:
1. Understand the relationship between research methodologies and philosophical systems that create and maintain ontological frameworks and ways of knowing;
2. Recognize shared understandings and commitments across quantitative, qualitative, mixed methods, Indigenous and critical research approaches in social work practice;
3. Illustrate how research can inform the professions' efforts to promote social justice;
4. Describe the research design, data collection, and data analysis strategies used in quantitative, qualitative, and mixed method approaches;
5. Demonstrate skills necessary to incorporate quantitative, qualitative and mixed methods research into social work practice irrespective of level or field of practice;

6. Critically evaluate research in social work practice, and
7. Apply course learnings to your specialization and the exit requirements of the MSW program.

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

Grinnell, R., & Unrau, Y. (2018). Social work research and evaluation: Foundations of evidence-based practice. Oxford University Press, Incorporated. **(Available online)**

The Grinnell & Unrau (2018) is a comprehensive textbook that covers quantitative, qualitative, and mixed-methods research designs. From this text, 8 chapters are required reading for this course (see Class Schedule below).

Harms, L., & Connolly, M. (2019). *Social work: From theory to practice* (3rd ed.). Cambridge University. (**Available online**)
From this text, 6 chapters are required reading (see Class Schedule below).

Wilson, S. (2008). Research is ceremony: Indigenous research methods. Fernwood. (Chapters 2, 4, 6)

Required Readings: (accessible through the library, inter-library loan, and available on D2L under Readings. For more information about inter-library loans, please go to https://library.ucalgary.ca/interlibrary/and complete the form. It may take a few days for your request to be completed so please plan ahead.)

Accessibility: The Grinnell & Unrau (2018) textbook is available at no cost through the University of Calgary Library.
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/1rf6mu5/alma9910281491973043 36

Grinnell & Unrau (2018) is also available on google books,
https://books.google.ca/books?id=SO9IDwAAQBAJ&pg=PA107&source=gbs_toc_r&cad=3#v=onepage& q&f=false

Additional Required Readings:

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. [Using thematic analysis in psychology: Qualitative Research in Psychology: Vol 3, No 2](#)

Canadian Association of Social Workers. (2024). *Code of Ethics.*
[CASW Code of Ethics, Values and Guiding Principles 2024 | Canadian Association of Social Workers](#)

Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada,

and Social Sciences and Humanities Research Council of Canada. (2014, December). *Tri-Council Policy Statement: Ethical conduct for research involving humans.* Secretariat on Responsible Conduct of Research. Ottawa, ON. Available at: TCPS 2: CORE-2022

Cannella, S., & Lincoln, Y. S. (2012). Deploying qualitative methods for critical social purposes. In S. R. Steinberg, & G. S. Cannella (Eds.), *Critical Qualitative Research Reader* (pp. 105-114). Peter Lang. Deploying Qualitative Methods for Critical Social Purposes | 14 | Crit

Creswell, J. W., & Creswell, J. D. (2018). The selection of a research approach. In *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed., pp. 1-22). SAGE.

Fraser, H., & Jarldorn, M. (2015). Narrative research and resistance: A cautionary tale. In S. Strega, & L. Brown (Eds.), *Research as resistance: Revisiting critical, indigenous, and anti-oppressive* (pp. 153-175). Canadian Scholars' Press. ProQuest Ebook Central - Book Details

Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2018). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In Y. S. Lincoln & E. G. Guba (Eds.), *The SAGE Handbook of Qualitative Research* (5th ed., pp. 108-150). SAGE Publications. ProQuest Ebook Central - Book Details

Reynolds, V. (2019). Setting an intention for decolonizing practice and justice-doing: Social justice activism in community work and therapy. In S. Collins (Ed.), *Embracing cultural responsivity and social justice: Re-shaping professional identity in counselling psychology* (pp. 615-630). Counselling Concepts. Domain III: Embrace Cultural Responsivity and Social Justice as a Foundation for Professional Identity – Culturally Responsive and Socially Just Counselling

Tracy, S. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry, 16*(10), 837-851. Qualitative Quality: Eight "Big-Tent" Criteria for Excellent Qualitative Research - Sarah J. Tracy, 2010

Strega, S. (2015). The view from the poststructural margins. Epistemology and methodology reconsidered. In S. Strega, & L. Brown (Eds.), *Research as resistance: Revisiting critical, indigenous, and anti-oppressive* (pp. 110-139). Canadian Scholars' Press. ProQuest Ebook Central - Book Details

Recommended Readings

Ellsworth, E. (1989). Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy. *Harvard Educational Review, 59*(3), 297-324. Why Doesn't This Feel Empowering? Working Through the Repressive Myths of Critical Pedagogy | Harvard Educational Review

Hylton, K. (2012). Talk the talk, walk the walk: Defining critical race theory in research. *Race, Ethnicity and Education, 15*(1), 23-41. Full article: Talk the talk, walk the walk: defining Critical Race Theory in research

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

As one of four courses offered in the Advanced Social Work Practice Certificate (600, 602, 604, 606), this course, 602, will support you in further developing research skills necessary to critically evaluate existing practice research and identify strategies to evaluate your practice. This course will assist you as you examine the profession's commitment to social justice, inclusion, and anti-oppressive models of practice, and as you consider how these core values of the profession combine with an understanding of social policy and fundamental theories of change to frame social work's unique contribution to change efforts and the promotion of social justice across all levels of practice.

CLASS SCHEDULE

Important Dates for Summer 2025
- o Start of Term: Monday, June 30
- o First Day of Class: Monday, June 30
- o End of Term: Sunday, August 24
- o Last Day of Class: Tuesday, August 12
- o Fee Deadline: Wednesday, July 9
- o Canada Day, no classes: Tuesday, July 1
- o Alberta Heritage Day, no classes: Monday, August 4

Week	Topic	Preparation, Assessments, and Due Dates
July 3	Welcome - Getting to know you! Course overview – What is Inquiry-Based Learning? How will we meet Learning Outcomes? **In-Class Activity:** Developing small working groups Philosophy and worldviews; integrating worldviews, theory and research	**Please review before class:** Lincoln, Lynham, & Guba (2018) Creswell & Creswell (2018) Harms & Connolly (2019) Ch. 1 Strega (2015) **Recommended Readings:** Ellsworth (1989)
July 8	Critical, Indigenous, anti-colonial approaches Exploring colonization in dominant research practice	**Please review before class:** Wilson (2008) Ch. 2, Ch. 4, Ch. 6 Reynolds (2019) **Recommended Reading:**

	Challenging white supremacy in research **Small group activity:** Areas of interest informed through critical approaches	Hylton, K. (2012)
July 10 – **Asynchronous 3-hours** – *please use this time to complete your TCPS 2 Certificate and begin working on your inquiry question*	Research Ethics Accountability and assessment	**Assignment #1 Due at midnight (TCPS 2 Certificate)** **Please read:** Grinnell & Unrau (2018) Ch. 6, Harms & Connolly (2019) Ch. 2 Tracy (2010)
July 15 **Asynchronous activity 7:30 – 8:30 pm** Review Library Session #2 Begin searching for quantitative articles	Understanding and assessing quantitative evidence Quantitative research for critical purposes **Small group activity:** Peer consultation and feedback on inquiry question **In-Class Time:** Finalizing IBL question	****Preparation for July 15th – Review Library Session #1 and complete summaries/template for Area of Interest for in-class activity** **Asynchronous Activity:** Review Library Session #2 (link on D2L); begin searching for quantitative articles to complete for July 17th
July 16 – Assignment Due	**Assignment #2: Inquiry Question**	**Assignment due at midnight;** if you require an extension, please contact instructor at least 24-hours before the due date.
July 17	Understanding and assessing quantitative evidence Quantitative research for critical purposes **Small group activity:** Peer consultation and feedback on quantitative evidence	**Preparation:** Bring summary of 3 quantitative research articles (template/summaries) to share in small group
July 22	Understanding and assessing quantitative evidence 3-minute in-class presentations (ungraded; formative instructor and peer feedback only)	**Assignment #3 Due (Peer Feedback) due at midnight** **Preparation:** 3-minute presentation (see outline on D2L)

July 24 **Asynchronous Activity: 7:30 – 8:30** Review Library Session #2 and begin searching for qualitative articles	Understanding and assessing qualitative evidence Qualitative research for critical purposes **Asynchronous Activity:** Review Library Session #2 and begin searching for qualitative articles	**Preparation:** Read Grinnell & Unrau (2018) Ch. 4 Grinnell & Unrau (2018) Ch. 4 Cannella & Lincoln (2012) Fraser & Jarldon (2015) **Asynchronous Activity** Review Library Session #2 (link on D2L) and begin searching for qualitative articles
July 29	Understanding and assessing qualitative evidence **Small group activity:** Peer consultation and feedback on quantitative evidence	**Preparation** Bring summary of 3 qualitative research articles (Area of Interest template on D2L) to share
July 31	3-minute in-class presentations (ungraded; formative instructor and peer feedback only)	**Preparation:** 3-minute presentation Review in-class assignment due on quantitative analysis and qualitative analysis
August 5th **Asynchronous 7:30 – 8:30** begin working on final analysis presentation	Quantitative and qualitative data collection and analysis **Small group activity:** Preparing for final assignments; feedback on presentations	**Preparation:** Read Grinnell & Unrau (2018) Ch. 20 & 21 Braun & Clarke (2006)
August 7	**Final analysis presentations**	**Assignment #3: Formal peer feedback** **Assignment #4 submitted for individuals presenting**
August 12	**Final analysis presentations** **Celebration!**	**Assignment #4 submitted for individuals presenting**

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. I will do my best to respond within 24-hours. However, there are times when I may need up to 48 hours to respond. If your email is urgent, please mark the subject line URGENT.

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 the additional information.

ASSESSMENT COMPONENTS

All assignments are to be submitted through the D2L course site. Rubrics and descriptions for assignments are posted on the D2L site.

Assignment #1: TCPS 2 (20%) – Due July 10th – CLO: 3, 4

For this assignment, you will complete the Tri-Council TCPS 2 Tutorial Course on Research Ethics (CORE), which can be found online at: http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/

To complete the tutorial, you will need to self-register using your @ucalgary email address. Please note that this tutorial takes approximately 3 hours to complete. Submit your certificate of completion to the TCPS2 Dropbox on D2L to receive grading for this assignment. Successful completion and submission within the noted timeline will earn you 20% of the course grade. **No rubric is required for this assignment.**

Assignment #2: Developing Research/Inquiry Question (15%) – Due July 16th at midnight in D2L, CLO: 1, 2

Students will develop their research/inquiry question following a number of assigned group activities. The development of the inquiry question will be based on the student research (topic of interest) of the relevant literature in addition to feedback by peers and the instructor. Students are encouraged to discuss their ideas with their instructor and their colleagues. Each student will have a unique inquiry question to pursue and to support their learning of the research process.

The inquiry question will be focused on a relevant area for social work practice and will allow you to reflect on multiple components of the research process while pursuing your inquiry question throughout the duration of the course. This assignment includes the identification of the inquiry question along with the rationale for developing the inquiry question (maximum 1 page, double spaced). **See further details on D2L for developing inquiry question and framing rationale. Rubric is available on D2L**

Assignment #3: Peer Feedback (7.5% X 2 = 15%) – Due at midnight July 17 and August 7th D2L, CLO: 6, 7

Each class has a component of small group work to support your learning of the research process, typically 3-5 students depending on class size. In these groups you will learn to give and receive constructive feedback to support your and your colleagues' learning. After classes 6 and 11 you will provide formal peer feedback (template on D2L). Your grade on peer feedback will reflect the thoughtfulness and constructiveness of your formative peer feedback to your small group of colleagues.

Assignment #4: Analysis Presentation (50%) – Due in class August 7th or 12th CLO: 1-7

In this assignment you are invited to reflect on your learnings about the research process. You will be provided in-class time to work on your analysis presentation and have time to meet with your small group for feedback and support to enhance your presentation.

On August 7th or 12th you will deliver (using PowerPoint or another way to share visuals) an analysis presentation of approximately 10 minutes (depending on class size) and will respond to the following invitation:

Tell us about your learnings in the course beginning with your understanding of how ways of knowing influence research methodologies, and ending with how research can inform social work practice with a focus on social justice. As part of your presentation, you will include the following;

- A statement about your research or inquiry question to let the audience know why you chose it and how it relates to social work practice. For example, how did your positionality and theoretical beliefs inform your approach?

- A description of the process you followed that helped you to answer your inquiry question. What resources, people, activities supported your learnings?

- Which type of research design would best fit with your inquiry question, and which methods of data collection do you think you would want to use and why.

- What are the ethical considerations of your research?

- How have you considered the CASW (2024) Code of Ethics in your research?

- How might you anticipate using the results/findings from your research to inform practice, and with whom

- In what ways will your research encourage social justice in social work practice? In what ways might it not?

Additional details and the rubric are available on D2L

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Peer/group feedback is an essential part of this course. Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. If you are not able to attend, please contact the instructor as soon as possible. Your ability to complete assignment #3 will be dependent on your attendance.

Teamwork, communication, constructive feedback, and critical discourse are key components of becoming a social work professional. Peer/group feedback participation will support your development of these key social work skills.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox in D2L. Assignments are to be submitted in **Word** format. Please do not submit pdfs. Assignments should have a file name as follows: **"Full name and assignment number**" (e.g., Jane Smith Assignment 2). Please note that it is the student's responsibility to ensure that the proper version is submitted.

MISSED OR LATE ASSIGNMENTS

As your instructor, I understand the intensity of this course, the need for self-care, and the realities of life. If you will be late in submitting an assignment, please contact me at least 24-hours prior to the due date to avoid a penalty. When requesting to submit a late assignment, please email me indicating the day and time you will submit. Upon agreement, this will be your updated "due date."

Emergency requests will always be considered; please email me and mark the email "URGENT" for "day of" requests to submit a late assignment.

EXPECTATIONS FOR WRITING

Sources used in research papers must be properly documented and referenced in APA 7th edition format. 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. If you need writing support, please connect with the Student Success Centre, at: Student Success Centre.

The APA style guide can be accessed here: Style and Grammar Guidelines

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: Student Conduct Office | University of Calgary

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.
- When using AI to synthesize literature, key details may be missed or omitted – please ensure you complete all the readings as required.
- 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 with the mandatory appendix (see appendix on D2L)
- If you choose to use AI in assignments, please include reflections on AI tool usage should be included in assignments. For example, for the inquiry question, you would include your usage of AI in one-page paper framing the rationale for the question.
- AI-generated content must be cited appropriately.

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.

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	80-84

		as computed at the end of each year of their program.	
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

Available on the D2L Website

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