



## Winter 2019

<b>Course Number:</b> SOWK 659 S03	<b>Classroom:</b> PF 4261
<b>Course Name:</b> Evidence and Clinical Practice	
<b>Day &amp; Time:</b> Wednesday 9:00 am– 12:00pm	

<b>Instructor:</b> Monica Sesma-Vazquez, PhD, RSW	<b>Office Hours:</b> by appointment
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## COURSE OUTLINE

### Syllabus Statement

Research as utilized in the clinical arena will be the focus of this course.

### Course Description

This course provides students with a working knowledge of the theoretical and practical issues underlying the application of the research process to professional practice. An underlying theme of the course is to provide a systematic framework to help students make deliberate and credible choices relevant to the formation and application of practice methods. Quantitative, qualitative, and mixed-methods approaches to inquiry are explored as fundamental tools for the practice of professional social work. This course presents students with ideas, techniques, and procedures involved in sound decision-making that are based upon thoughtful analyses of data.

This course will be delivered in a face-to-face format with a combination of instructor presentations, individual and group work, and guest speakers. Power point presentations, class assignments and additional course readings will be posted on D2L. In order to maximize learning, students should review the assigned readings before class. (This course has no prerequisites.)

### Course Learning Objectives

The central focus of this course is to develop a basis for the integration of research methodologies/methods and social work practices. Upon completion of the course, participants will:

1. Be able to identify issues and tensions specific to the designing and conducting of social work research.
  - a. Stakeholders and audiences to research and its results.
  - b. Pragmatic elements of conducting and disseminating research.
  - c. How research in social work resembles/is unique to research in other fields.
2. Be able to differentiate between various philosophical worldviews, a variety of research methodologies, and methods associated with quantitative, qualitative, and mixed methods approaches in social work research.
  - a. Understand and appreciate different theoretical or philosophical bases to research and how they inform specific ways of doing research.
  - b. Understand and appreciate Indigenous approaches to research, action methodologies, and arts-based research.

- c. Value different ways of doing research according to their purpose and their relevant stakeholders or audiences.
- 3. Be able to carefully appraise published research.
  - a. Understand the use of the rubric provided in class to appraise research articles.
  - b. Demonstrate a proficient use of this rubric in appraising two research articles.
  - c. Appreciate specific positive aspects of articles while also noticing troublesome or problematic aspects.
- 4. Be able to examine and critically think on cultural and economic diversity issues in research practices, and the social structures and systems that impact experiences of diverse and marginalized communities. In addition, students will develop relational and collaborative research skills and necessary tools to facilitate accessible, inclusive and social justice oriented social work practice with these communities. (Diversity and social justice objective)
- 5. Practice (a) deep and generous listening through personal reflection and in conversations with classmates and the instructor, and (b) responding in thoughtful ways that increase understanding and potential for change [each teacher determines content]. (Experiential objective)

<b>Program Learning Outcomes</b>
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- 1) Professional Identity.
  - 1.1) Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.
  - 1.2) Acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities.
  - 1.3) Develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work services users.
- 2) Values and Ethics in Professional Practice.
  - 2.1) Demonstrate knowledge of the relevant social work codes of ethics in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.
  - 2.2) Demonstrate skills to monitor and evaluate their own behaviors in relation to the relevant codes of ethics.
- 3) Promote Human Rights and Social Justice.
  - 3.1) Understand their professional role in advancing human rights and responsibilities and social justice in the context of the Canadian society and internationally.
  - 3.2) Understand the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.
- 4) Diversity.
  - 4.1) Recognize diversity and identify how difference acts as a crucial and valuable part of living in a society.
  - 4.2) Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations.
  - 4.3) Generate plans that thrive to end injustice (identified above), social injustice, and oppression.
- 5) Critical Thinking in Professional Practice.
  - 5.1) Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments.
  - 5.2) Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.

- 5.3) Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.
- 6) Research.
  - 6.1) Acquire knowledge and skills in conducting social work research and competence in evaluating professional practices.
  - 6.2) Critique, apply, and/or participate in elements of social work research.
  - 6.3) Apply social work knowledge and other ways of knowing (including but not limited to Indigenous knowledge) from other disciplines, to advance professional practice, policy development, research, and service provision.
- 7) Policy Analysis and Development.
  - 7.1) Demonstrate comprehension of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.
  - 7.2) Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.
  - 7.3) Contribute to the development and implementation of new and more equitable social policies.
- 8) Change.
  - 8.1) Acquire knowledge of organizational and societal systems.
  - 8.2) Identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions. This includes working with Francophone, Indigenous and newcomer populations.
  - 8.3) Critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.
  - 8.4) Develop leadership skills in organizational and societal systems and to work towards changing oppressive social conditions.
- 9) Engage with Individuals, Families, Groups, and Communities through Professional Practice.
  - 9.1) Competently perform interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy, and evaluation.
  - 9.2) Actively promote empowering and anti-oppressive practice.
  - 9.3) Acquire skills to practice at individual, family, group, organization, community, and population levels including advocacy and activism. This includes skills in working with Francophone, Indigenous and newcomer populations.
  - 9.4) Participate effectively in interprofessional practice, community collaboration, and team work.
  - 9.5) Acquire knowledge and develop skills in advanced practice, and/or in specialized practice with individuals, families, groups, and/or communities.

### Relationship to Other Courses

This course draws connections with the core practice class (SOWK 653) and other foundational courses. The emphasis on critical thinking and consequent practice applications resonate with policy courses and all practice electives.

### Course Texts

University of Calgary. (2018). *ii' taa'poh'to'p – Together in a good way: A journey of transformation and renewal*. Calgary, AB: Author.

Recommended Readings:

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4<sup>th</sup> ed.). Los Angeles, CA: Sage.

Hardwick, L., Smith, R., & Worsley, A. (Eds.). (2016). *Innovations in social work research: Using methods creatively*. London, UK: Jessica Kingsley.

The following readings do **not** have to be purchased:

- St. George, S., Wulff, D., & Tomm, K. (2015). Research as daily practice. *Journal of Systemic Therapies*, 34(2), 3-14.
- Wulff, D., & St. George, S. (2014). Research as daily practice. In G. Simon & A. Chard (Eds.), *Systemic inquiry: Innovations in reflexive practice research* (pp. 292-308). London, UK: Everything is Connected Press. (posted on D2L)
- Center for Digital Storytelling website: <http://storycenter.org/>

### Suggested Appraisal Articles

Coakley, T. M., & Gruber, K. (2015). Cultural receptivity among foster parents: Implications for quality transcultural parenting. *Social Work Research*, 39(1), 11-21.

Fulton, A. E., Pullen-Sansfaçon, A., Brown, M., Éthier, S., & Graham, J. R. (2016). Migrant social workers, foreign credential recognition and securing employment in Canada: A qualitative analysis of pre-employment experiences. *Canadian Social Work Review*, 33(1), 65-86.

### Class Schedule

Date	Topics/Themes	Readings
Jan. 16	<ol style="list-style-type: none"> <li>1. Getting acquainted</li> <li>2. Review course outline</li> <li>3. Article Appraisal Rubric</li> <li>4. Evidence Based vs Practice Based Evidence (what do we know?)</li> </ol> <p><i>Course Objectives: 1c, 2c, 3a, 5</i> <i>Program Learning Outcomes: 5, 6</i></p>	Look at the <i>Article Appraisal Rubric on D2L</i>
Jan. 23	<p><i>Evidence Based vs Practice Based Evidence</i></p> <p><i>Course Objectives: 1a, 4, 5</i> <i>Program Learning Outcomes: all 9</i></p>	Look for the differences and similarities between <i>Evidence Based vs Practice Based Evidence</i> at the resources of your choice. Come prepared for class discussion.
Jan. 30	<p>“Research As Daily Practice”</p> <p><i>Course Objectives: 1a, 1b, 1c, 2c, 4, 5</i> <i>Program Learning Outcomes: 1, 6</i></p>	<i>St. George &amp; Wulff article and Wulff &amp; St. George articles</i>

Feb. 6	<p>Research Design and Methodological Thinking <b>Essay due</b></p> <p><i>Course Objectives: 2a, 2c,</i> <i>Program Learning Outcomes: 5, 6</i></p>	<p>Look at <i>Creswell</i>, Chapters 1-4 on research design or any research methodology resources of your choice. The focus will be on examining the components and strategies of qualitative, quantitative, and mix methods designs.</p>
Feb. 13	<p>Topics:</p> <p>Action Research Participatory Research Relational Research Digital Storytelling</p> <p><i>Course Objectives: 1a, 1c, 2b, 2c, 4, 5 Program Learning Outcomes: 2, 3, 4, 6, 8, 9</i></p>	<p>Read any sources of your choice. Come prepared to contribute to class discussion. Bring at least one example of each methodology on a clinical or mental health topic/area.</p> <p>Suggested book: Hardwick, L., Smith, R., &amp; Worsley, A. (Eds.). (2016). <i>Innovations in social work research: Using methods creatively</i>. London, UK: Jessica Kingsley.</p>
Feb. 20	Term Break – No classes	
Feb. 27	<p>Research Design and Methodological Thinking <b>Quantitative Critique due</b></p> <p><i>Course Objectives: 2a, 2c, 5</i> <i>Program Learning Outcomes: 5, 6</i></p>	<p>This class will focus on research questions and selection of the most appropriate research design. Look for resources on research questions, hypothesis and variety of research methodologies. Come prepared to design your own practice-based research.</p> <p>Suggested readings: <i>Creswell</i>, Chapters 5-7 <i>Hardwick et al.</i>, Section 2</p>
March 6	<p>Quantitative research, evidence-based clinical interventions and your preferred therapeutic approach</p> <p><i>Course Objectives: 2a, 5</i> <i>Program Learning Outcomes: 6</i></p>	<p>Bring to class one quantitative study focused on your preferred therapeutic approach. Your article must claim evidence-based practice. Come prepared to share and discuss.</p> <p>Suggested complementary reading: <i>Creswell</i>, Chapter 8</p>
March 13	<p>Qualitative research, evidence-based clinical interventions and your preferred therapeutic approach</p> <p><i>Course Objectives: 1b, 2a, 3a, 3b, 3c, 5</i> <i>Program Learning Outcomes: 6</i></p>	<p>Bring to class one qualitative study focused on your preferred therapeutic approach. Your article must claim evidence-based practice. Come prepared to share and discuss.</p> <p>Suggested complementary readings: <i>Creswell</i>, Chapter 9</p>

March 20	<p>Research and Clinical Social Work</p> <p><i>Course Objectives: 1b, 2a, 3a, 3b, 3c, 5 Program Learning Outcomes: 6</i></p>	Guest Speaker
March 27	<p>Mixed Methods Research, evidence-based clinical interventions and your preferred therapeutic approach</p> <p><b>Qualitative Critique due</b></p> <p><i>Course Objectives: 1b, 2a, 2c, 3a, 4, 5 Program Learning Outcomes: 5, 6</i></p>	<p>Bring to class one qualitative study focused on your preferred therapeutic approach. Your article must claim evidence-based practice. Come prepared to share and discuss.</p> <p>Suggested complementary readings:  <i>Creswell</i>, Chapter 10  <i>Hardwick et al.</i>, Section 3</p>
April 3	<p>Indigenous Research</p> <p><i>Guest: TBD</i></p> <p><i>Course Objectives: 1a, 1c, 2b, 4, 5 Program Learning Outcomes: all 9</i></p>	<p>Read: <i>ii' taa'poh'to'p UofC booklet:</i></p> <p>University of Calgary. (2018). <i>ii' taa'poh'to'p – Together in a good way: A journey of transformation and renewal</i>. Calgary, AB: Author.</p>
April 10	<p>Practice-Based Research vs Practice-Led Research</p> <p><i>Guest: TBD</i></p> <p>Summary and synthesis: Practice-Based personal projects' design</p> <p><b>Reflection paper due</b></p> <p><i>Course Objectives: 1a, 1b, 1c, 2b, 4a, 4, 5 Program Learning Outcomes: all 9</i></p>	<p>Look for the differences and similarities between <i>Practice Based Research and Practice-Led Research</i> at the resources of your choice. Come prepared for class discussion.</p> <p>Suggested complementary reading:  <i>Hardwick et al.</i>, Section 3 and 4</p>

## Assignments

### 1. Essay (20%) – February 1st

Write an essay that describes how **you see** the relationship between research and practice, both what it is and what it could be (3 pages in length, using 12-point font and one-inch margins). Use references as you see fit. Use APA (6<sup>th</sup> ed.) citation formatting.

*Program Learning Outcomes: 1, 2, 5, 6*

### 2. Quantitative Article Appraisal (20%) – Due February 15

Using the journal appraisal rubric provided, critically appraise the Coakley and Gruber (2015) article. Alternatively, choose one quantitative article that focus on the therapeutic approach of your preference. Please use the appraisal rubric as foundation for your critique. All aspects of the rubrics need to be covered.

*Program Learning Outcomes: 6*

### 3. Qualitative Article Appraisal (20%) – Due March 22

Using the journal appraisal rubric provided, critically appraise the Fulton et al. (2016) article. Alternatively, choose one quantitative article that focuses on the therapeutic approach of your preference. Please use the appraisal rubric as foundation for your critique. All aspects of the rubrics need to be covered.

*Program Learning Outcomes: 6*

+++ Each of the two appraisals should be five (5) pages in length, using normal size font (12 point) and one-inch margins. Include verbatim and quotes to support your critique. Appraisals include both comments that compliment as well as criticize.

### 4. Reflection Paper (20%) – Due April 5

Reflect, design and propose how you could assess the therapeutic relationship, impacts, or outcome of your clinical/social work practice. Include what you think about evaluating this (relevant or not). Extra points will be given by proposing alternative/innovative ways to current dominant practices on evidence-based research.

(3 pages in length, using 12-point font and one-inch margins). Use references as you see fit. Use APA (6<sup>th</sup> ed.) citation formatting.

*Program Learning Outcomes: all 9*

### 5. Class Participation (20%)

Apply the same standards of behavior, communication, and courtesy about punctuality, attendance, and readiness for work in class that would apply to a professional social worker in meeting with clients, supervisors, or in attending agency meetings. In addition to attendance, grades for participation are based on asking questions, sharing experiences, actively participating in class discussions or small group exercises, and giving respectful feedback to others during class. It also includes using office hours as needed to ask for help, problem solve, to clarify the assignments, and/or to identify individual learning needs. Above all, participation means demonstrating personal and professional engagement in the learning process.

If a situation arises that precludes class attendance, the student should apprise the instructor. It is neither the instructor's responsibility to determine why a student was not in class nor is it the instructor's responsibility to advise the student of what was missed by a student's absences or tardiness to class. Your absence deprives the class of your participation that day so if you must be absent, I expect you to design and perform a way to "make up" the absence or to contribute in an extra way.

*Program Learning Outcomes: 1, 2, 3, 4, 5, 6*

Writing style requirements – Use APA (6th ed.) formatting to cite references. A resource to aid in this process will be posted on D2L for this course.

**Note: (1) There is no final exam in this course.  
(2) Quality of writing is a factor in grading.**

### Recommended Readings

- Brinkman, S. (2012). *Qualitative inquiry in everyday life: Working with everyday life materials*. Los Angeles, CA: Sage.
- Brown, L., & Strega, S. (Eds.). (2005). *Research as resistance: Critical, indigenous and anti-oppressive approaches*. Toronto, ON: Canadian Scholars' Press.
- Chilisa, B. (2012). *Indigenous research methods*. Los Angeles, CA: Sage.
- Clarke, A. E. (2005). *Situational analysis: Grounded theory after the postmodern turn*. Thousand Oaks, CA: Sage.
- Clarke, A. E., Friese, C., & Washburn, R. (Eds.). (2015). *Situational analysis in practice: Mapping research with grounded theory*. Walnut Creek, CA: Left Coast Press.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. London, UK: Sage.
- Denzin, N. K., & Giardina, M. D. (Eds.). (2008). *Qualitative inquiry and the politics of evidence*. Walnut Creek, CA: Left Coast Press.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The Sage handbook of qualitative research* (4th ed.). Los Angeles, CA: Sage.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The SAGE handbook of qualitative research* (5th ed.). Los Angeles, CA: Sage.
- Denzin, N. K., Lincoln, Y. S., & Smith, L. T. (Eds.). (2008). *Handbook of critical and indigenous methodologies*. Los Angeles, CA: Sage.
- Flyvbjerg, B. (2004). *Making social science matter: Why social inquiry fails and how it can succeed again*. Cambridge, UK: Cambridge University Press.
- Frank, A. W. (2010). *Letting stories breathe: A socio-narratology*. Chicago, IL: The University of Chicago Press.
- Harrison, B. (2001). *Collaborative programs in Indigenous communities: From fieldwork to practice*. Walnut Creek, CA: Altamira Press.
- Hesse-Biber, S. N. (2010). *Mixed methods research: Merging theory with practice*. New York, NY: The Guilford Press.
- Holstein, J. A., & Gubrium, J. F. (Eds.). (2008). *Handbook of constructionist research*. New York, NY: The Guilford Press.
- Jason, L. A., Keys, C. B., Suarez-Balcazar, Y., Taylor, R. R., & Davis, M. I. (Eds.). (2004). *Participatory community research: Theories and methods in action*. Washington, DC: American Psychological Association.
- Kovach, M. (2009). *Indigenous methodologies: Characteristics, conversations, and contexts*. Toronto, ON: University of Toronto.
- Kuntz, A. M. (2015). *The responsible methodologist: Inquiry, truth-telling, and social justice*. Walnut Creek, CA: Left Coast Press.
- Lather, P., & Smithies, C. (1997). *Troubling the angels: Women living with HIV/AIDS*. Boulder, CO: Westview Press.
- MacDonald, C. (2012). Understanding participatory action research: A qualitative research methodology option. *Canadian Journal of Action Research*, 13(2), 34-50. Retrieved from <http://cjar.nipissingu.ca/index.php/cjar/article/view/37/33>
- Mazzei, L. A. (2007). *Inhabiting silence in qualitative research: Putting poststructural theory to work*. New York, NY: Peter Lang.
- McNamee, S., & Hosking, D. M. (2012). *Research and social change: A relational constructionist approach*. New York, NY: Routledge.
- McTaggart, R. M. (Ed.). (1997). *Participatory action research: International contexts and consequences*.



- Albany, NY: State University of New York.
- Mertens, D. M. (2007). Transformative paradigm: Mixed methods and social justice. *Journal of Mixed Methods Research*, 1, 212-225. doi:10.1177/1558689807302881
- Mertens, D. M., Cram, F., & Chilisa, B. (Eds.). (2013). *Indigenous pathways into social research: Voices of a new generation*. Walnut Creek, CA: Left Coast Press.
- Reason, P., & Bradbury, H. (Eds.). (2001). *Handbook of action research: Participative inquiry in practice*. London, UK: Sage.
- Scheurich, J. J. (1997). *Research method in the postmodern* (Qualitative Studies Series 3). London, UK: Routledge/Falmer.
- Smith, L. T. (2002). *Decolonizing methodologies: Research and Indigenous peoples*. London, UK: Zed Books.
- Steinhauer, E. (2002). Thoughts on an Indigenous research methodology. *Canadian Journal of Native Education*, 2, 69-81.
- Tamasese, K., Peteru, C., Waldegrave, C., & Bush, A. (2005). Ole Taeao Afua, the new morning: A qualitative investigation into Samoan perspectives on mental health and culturally appropriate services. *Australian and New Zealand Journal of Psychiatry*, 39, 300-309. (available through the Taylor Digital Library)
- van de Sande, A., & Schwartz, K. (2011). *Research for social justice: A community-based approach*. Halifax, NS: Fernwood.
- Weber-Pillwax, C. (2004). Indigenous researchers and indigenous research methods: Cultural influences or cultural determinants of research methods. *Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health*, 2(1), 77-90. Retrieved from <http://www.pimatisiwin.com/uploads/1470824524.pdf>
- Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Halifax, NS: Fernwood.

## Grading

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary Graduate Grading System will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. <b>Note:</b> Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69

C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
	0.00		Below 50

### Course Evaluation

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.

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

### RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment."

### WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lgb1nucdh/>

### IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

#### Wellness Centre Phone Support (403) 210-9355 24 hours/day

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to [copyright@ucalgary.ca](mailto:copyright@ucalgary.ca).

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The Social Work representative to the Students Union is to be determined ([swsacalgary@gmail.com](mailto:swsacalgary@gmail.com)).

Appeals: If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

### **STUDENTS WITH DISABILITIES**

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: [access@ucalgary.ca](mailto:access@ucalgary.ca). Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

### **Building Evacuations**

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App: <http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

### **SAFEWALK (403) 220-5333**

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.