



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 303 S02/T02	Classroom	Calgary Campus
Course Name	Practice with Individuals in Context		
Dates and Time	Start of Classes: January 6, 2025 End of Classes: January 10, 2025 Dates and Time: January 6-10; 9:00am-11:50am and 1:00-3:50pm MST Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Alan McLuckie, PhD, RCSW	Office Hours	As requested, and by appointment.
UCalgary E-mail	amclucki@ucalgary.ca	UCalgary Phone	403-220-2926 (email contact recommended/preferred).

SYLLABUS STATEMENT

Focuses on interviewing and counselling skills from a generalist social work perspective. Emphasis will be given to skill development, critical reflection, practice evaluation, and practical application within rural, remote and Indigenous contexts.

COURSE DESCRIPTION

Through lectures, assigned readings, structured exercises, video resources, group discussion, role-playing, and practice interviews, students will be introduced to core elements of communication theory and generalist model for social work practice. These concepts serve as the theoretical foundational for the course and specific communication skills will be identified, modeled, and practiced within the context of the classroom. Using multimedia, role-play and various feedback mechanisms, students will explore and critique their individual strengths and weaknesses in interview situations for populations within their current or potential practice environments.

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

COURSE LEARNING OUTCOMES

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

1. Critically understand the “self” in the development of a professional helping relationship.
2. Identify attitudes, behaviors, values, ethics and cultural differences that may facilitate or interfere with developing a healthy professional relationship.
3. Acquire and demonstrate adequate skills to conduct a beginning interview with a social work client.
4. Demonstrate an understanding of the stages, phases and objectives of the interview process.
5. Demonstrate appropriate attending, listening skills, empathy, inquiry, and confrontational skills.
6. Acquire an awareness of the theoretical, ethical, and practical issues involved in effective interviewing.
7. Demonstrate self-awareness and self-analysis by constructively critiquing, addressing, and improving upon student’s own interview skills.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Bogo, M. (2018). [*Social work practice: Integrating concepts, processes, and skills*](#). Columbia University Press. Available via UCalgary Libraries.

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 a required course in the Faculty of Social Work curriculum. It provides foundation for several 500 level electives and provides particular foundational skills to the social work practicum placements. Successful completion of this course is a requirement for graduation.

CLASS SCHEDULE

Important Dates for Winter 2025

- Start of Term: Monday, January 6, 2025
- First Day of Class: Monday, January 13, 2025
- End of Term: Wednesday, April 30, 2025
- Last Day of Class: Friday, April 11, 2025
- Fee Deadline: Friday, January 30, 2025

- Alberta Family Day, no classes: Monday, February 17, 2025
- Good Friday, no classes: Friday, April 18, 2025
- Easter Monday, no classes: Monday, April 21, 2025
- Term Break, no classes: Sunday-Saturday, February 16-22, 2025

Class Schedule

Dates	Topics	Readings
Jan. 6 th morning	Introductions and overview of the course outline and requirements. Professional identity: Ethics, values, and self-awareness	Bogo, M. (2018). A view of holistic competence. In <i>Social work practice: Integrating concepts, processes, and skills</i> (pp. 3-27). Columbia University Press.
Jan. 6 th afternoon	Critical thinking in Social Work practice: A foundational competency.	Bogo, M. (2018). Holistic competence: Cognitive and affective processes. In <i>Social work practice: Integrating concepts, processes, and skills</i> (pp. 29-47). Columbia University Press.
Jan. 7 th morning	Cultural Intelligence and diversity: How we show up with and for others. Social Work is social justice, in action!	Bogo, M. (2018). Engage diversity and difference. In <i>Social work practice: Integrating concepts, processes, and skills</i> (pp. 104-125). Columbia University Press.
Jan. 7 th afternoon	The helping relationship: From theory to practice. Core conditions: The relationship (Positive regard, congruence & acceptance)	Bogo, M. (2018). The helping relationship: From theory to practice. In <i>Social work practice: Integrating concepts, processes, and skills</i> (pp. 126-158). Columbia University Press.
Jan. 8 th morning	Foundational counselling skills: Listening, silence, attending, paraphrasing, summary, & affirmations.	Bogo, M. (2018). Communication and interviewing skills. In <i>Social work practice: Integrating concepts, processes, and skills</i> (pp. 311-368). Columbia University Press.
Jan. 8 th afternoon	The beginning phase: Working Intentionally with Clients. From session planning to engagement and informed consent.	Bogo, M. (2018). Beginning. In <i>Social work practice: Integrating concepts, processes, and skills</i> (pp. 192-216). Columbia University Press.
Jan. 9 th morning	Understanding the needs of the client: Assessment & case conceptualization/formulation.	Bogo, M. (2018). Toward developing shared understanding: Assessment and formulation. In <i>Social work practice: Integrating concepts, processes, and skills</i> (pp. 218-240). Columbia University Press.
Jan. 9 th afternoon	The middle phase: Facilitating change, empowerment & client	Bogo, M. (2018). The social worker as process expert. In <i>Social work practice: Integrating</i>

	Growth	<i>concepts, processes, and skills</i> (pp. 241-267). Columbia University Press.
Jan. 10 th morning	Supporting lasting change: Promoting social justice, pursuing truth & reconciliation, and providing competent professional services	Bogo, M. (2018). Change process continued. In <i>Social work practice: Integrating concepts, processes, and skills</i> (pp. 268-294). Columbia University Press.
Jan. 10 th afternoon	The ending phase: Transitions in the Social Work relationship, evaluating change and ceremonies.	Bogo, M. (2018). Endings. In <i>Social work practice: Integrating concepts, processes, and skills</i> (pp. 296-308). Columbia University Press.

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.

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

Assignment 1: Self-Reflection on Communication Skills: Journal & Discussion (worth 4% x 5= Total of 20%)

Due Dates: Daily, January 6, 7, 8, 9 10 by 11:59pm MST

Assessment Criteria: An assessment rubric will be available on D2L.

Aligned Course Learning Outcomes: 1, 2, 3, 7

Assignment Description:

As communication skills are a central competency in social work practice with individuals, Assignment #1 is designed to support your development of your communication style, as well as provide space to practice and demonstrate your communication skills covered throughout the course. Following the completion of each day students will post to the D2L Discussion Board (created by the instructor) a thoughtful reflection regarding their evolving communication process.

Specifically, student will create a reflective post following a day's classes, related to their communication style, process, and skills. Students will create one post, daily, within D2L between 4:00pm and 11:59pm MST. In total students will complete five (5) posts, of a maximum 250 words each, 11-point font, single or double spaced. Students will post these reflections to the appropriate Discussion Board on D2L (i.e., Day 1, 2, 3, 4, 5), as well as upload a copy of this reflection to the D2L Dropbox related to Assignment #1. As the formatting for this assignment is to be consistent with a personal reflection, it is **NOT** expected that students will explicitly reference materials/ resources (i.e., literature) in their posts. However, if sources are drawn upon, then they should be referenced within the paper and on the reference page in a manner conforming to APA guidelines [American Psychological Association, 2020 Publication Manual (7th ed.)].

Posts can be written in first person, narrative style, akin to the completion of a journal entry and may cover a range of focuses and/or topics related to communication including, but not limited to the following:

- What are you noticing about your baseline communication patterns, prior to entering this course, completing readings, and/or participating in class activities? How might this impact your role as a social worker working with individuals?
- How might your current communication style and process reflect your lived experience, social-location, family traditions, and/or cultural/community factors?
- What are you noticing about how you engage in interpersonal communication (verbally, para-verbally, non-verbally) with those in your class?
- How might concepts from the readings, lecture materials, or class discussion influence your communication?
- What aspects of your communication style and/or process are you considering adapting, evolving, changing, as you participate in class?
- Are there communications styles/processes of others in the class which you appreciate? What is it you appreciate about these? How do they differ from your communication style?
- What might be the next steps in your process of communication? What learning will you do and/or what practice(s) will you engage in to change/enhance/alter/maintain your communication style/process as you move forward in your social work journey?
- The student may reflect on how their communication style could be of benefit to future social work practice and/or create tension points/challenges for practice, in relation to ethics, values and/or professional identity.
- Reflect upon and then describe any new awareness about the nature of their conversation style and/or *who* they are as a communicator.
- The student may also reflect on what aspects/areas of their communication they would like to enhance/develop within and beyond the current course. For example, in what ways

would the student wish to alter their communication style, *who* they may become as a communicator into the future and/or how these changes may be realized.

Assignment 2: Reflecting on the Communication Styles of Others (worth 20%).

Due: Daily, January 7, 8, 9, 10, 11 by 11:59pm MST

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

Assessment Criteria: An assessment rubric will be available on D2L.

Assignment Description:

The purpose of this assignment is for students to begin to develop critical reflective skills specifically in relation to their communication style by considering the various ways to think about communication, as well as the diverse ways in which people communicate. Students will review/monitor the daily discussion occurring in D2L and respond to a select number of these posts. Specifically, starting on the second day of class, students will make one comment per day related to a post made by their classmate from the previous day. In total students are responsible for completing five (5) responses to peer's posts, of a maximum 250 words, 11-point font, single or double spaced. These responses **DO NOT** need to be in relation to only one student/peer. You are free to select which posts you wish to respond on each of the five days. Students will post this response directly in relation to their peer's original post (to allow for clarity within the discussion board), as well as upload a copy of this reflection to the D2L Dropbox related to Assignment #2. As the formatting for this assignment is to be consistent with a personal reflection, it is **NOT** expected that students will explicitly reference materials/ resources (i.e., literature) in their posts. However, if sources are drawn upon, then they should be referenced within the paper and on the reference page in a manner conforming to APA guidelines [American Psychological Association, 2020 Publication Manual (7th ed.)].

Posts can be written in first person, narrative style, akin to the completion of a journal entry and may cover a range of focuses and/or topics related to communication including, but not limited to the following:

- Use your developing interview skills reviewed through this course (i.e., readings, lecture materials, and in-class practice) to structure your post. For example, in response to a peer's original post, from the preceding day you may elect to pose a response in the form of a question, empathic reflection, summary, or affirmation.
- Consider and post about your thoughts on how your peer's communication style may be similar or different from your style?
- Post on your thoughts about what specifically you appreciate about your peer's process, outlined in their post. For example, by going beyond responding to the content of your peer's post to reflect on and discuss the process of how your peer went about sharing their process related to communication.
- Consider and post about how a peer's reflection may resonate with your lived-experience, social location, family traditions, cultural/community factors as they pertain to communication and interviewing skills.

- Consider and post about what your peer’s post may have triggered/catalyzed in your thinking and/or action-based processes vis-à-vis communication.
- Consider and post about how your peer’s post may influence your social work practice and/or the practice of others, including the potential impact on future clients.
- Consider and post about how your peer’s post has impacted your learning about communication, including your own self-awareness about your communication style/process.

Assignment 3: Video Demonstration (worth 30%) & Critical Reflection (worth 30%) (Worth a total of 60% of the course grade)

Aligned Course Learning Outcomes: 1, 2, 3, 5

Due: January 22nd by 11:59pm MST

Assessment Criteria: An assessment rubric will be available on D2L.

Assignment Description:

The purpose of this assignment is for students to have the opportunity to demonstrate the knowledge of, and skills related to social work interviewing/counselling skills that are the focus of the coursework completed to date including materials covered during class, as well as in the readings. Student are required to complete both Part A and Part B of this assignment.

Part A: Video Demonstration (worth 30%):

Due: January 22nd by 11:59pm MST

Video Recording: Students will complete a 15-minute video with a partner, in which the student, as *interviewer*, will demonstrate knowledge and a range of social work interview/counselling skills covered in the course related to social work with individuals. A case vignette will be provided to give context to the simulated interview (i.e., to help inform how the interviewee portrays the role of the client). Students are encouraged to complete this assignment with a partner from class (i.e., who plays the role of the interviewee). However, this is not a strict requirement, only a suggestion, as this allows students to gain the valuable experience of being an interviewer as well as being interviewed. Regardless, this interview skill demonstration must be completed with another person who is able to participate fully in such an activity. Videos can be completed with the interviewer and interviewee in the same room (i.e., the in-person simulated interview is video recorded) or via Zoom. If completed by Zoom, it is a requirement for the cameras of both participants to be turned on throughout the assignment (i.e., Gallery View) and NOT speaker view, which alternates the picture to focus only on the person speaking. Regardless, of the medium selected (i.e., in-person or Zoom) it is the student’s responsibility to ensure that video and sound quality are adequate. The content/focus of the interview will be in relation to a simulated case-scenario(s) provided in class. The interviewee will use this material to provide information related to the nature of the issue that has brought them into contact with the social worker. It is important that students review the knowledge-based materials from the course, as well as practice their interview skills prior to this recording (i.e., as opposed to ad-libbing without prior preparation). However, the intention of this

assignment is not to record a scripted interview where the interviewer and interviewee have specifically rehearsed/planned what each party will say or do throughout the 15-minute interaction. Furthermore, due to the truncated nature of this assignment (i.e., social work interviews rarely begin and end within 15-min), it is at the student's discretion as to which point their interview will cover. For example, students can elect to begin their simulated interview from the beginning of an interview, or pick-up at an agreed upon starting point with the interviewee (i.e., mid-point, or towards the end of the interview) relative to what the student wishes to practice. Assignments will only be accepted via D2L Dropbox.

Part B: Critical Reflection of Video Demonstration (30%)

Due: January 22nd by 11:59 pm MST

Assignment Description:

Step 1) Identify the Segment of the Tape/Interaction of Interest: After reviewing the video recorded for Part A of Assignment #3, and with the aid of a *process recording* template provided by the instructor (i.e., via D2L), students will select four (4) exchanges/transactions with the simulated client, which they wish to review/critique. In column #1 of the template, the student will indicate the precise time (i.e., from the video time stamp) of the interaction being examined (see below example).

Step 2) Identify the Interview Skill- In the second column of the process recoding template, students will identify the specific interview skill they were attempting to demonstrate with the simulated client in the video interaction (i.e., open-ended question, affirmation, empathic reflection, summary). This is not a lengthy discussion of the nature/rationale for using this skill---in this column you are ONLY identifying the skill itself by way of using a concise descriptor/label (e.g., summary).

Step 3) Provide a critique of this specific interaction/skill application. In the third column students will provide a specific critique of the exchange/interactions with the simulated client. For example, did the skill demonstrated align with the skill you intended to use? Were you pleased with this skill application? If so, why? If not, why not? How did this specific skill align with the case vignette (e.g., clinical circumstances)? Was this skill well matched to the process of your interview thus far? Students may also consider reflecting on other factors, such as their therapeutic stance, use of power, the origin of this skill and how this connects to their worldview, values, ideologies. What options/alternatives could be used if you were to do this interview again, in place of what you did do?

Step 4) Repeat the above steps for the next three (3) exchanges/transactions with the client (i.e. four in total). See an example of how to organize your materials in the below table. A similar process recording template will be provided via D2L.

Note: To effectively evaluate your communication process, it is important that the materials related to the three columns align in one single row. Per the example template provided in class your materials should look consistent with the following:

Column 1: Identify the Segment of the Tape/Interaction of Interest	Column 2: Label the Interview Skill Employed/Used	Column 3: Provide a Critique of this Specific Interaction
<p>Time stamp for the first interaction (e.g., 2min 30 sec)</p>	<p>Skill: (e.g., Open-ended question)</p>	<p>Critique of Skills:</p> <ul style="list-style-type: none"> • What I intended to do & how this compares to what I did do did. • What I liked about this application of skill. • What I didn't like. • Issues of power/Stance. • Resonance with the clinical vignette. • Options/alternatives.
<p>Time stamp for the first interaction (e.g., 3min 47 sec)</p>	<p>Skill: (e.g., Summary)</p>	<p>Critique of Skills:</p> <ul style="list-style-type: none"> • What I intended to do & how this compares to what I did do did. • What I liked about this application of skill. • What I didn't like. • Issues of power/Stance. • Resonance with the clinical vignette. • Options/alternatives.
<p>Time stamp for the first interaction (e.g., 8min 15 sec)</p>	<p>Skill: (e.g., affirmation)</p>	<p>Critique of Skills:</p> <ul style="list-style-type: none"> • What I intended to do & how this compares to what I did do did. • What I liked about this application of skill. • What I didn't like. • Issues of power/Stance. • Resonance with the clinical vignette. • Options/alternatives
<p>Time stamp for the first interaction (e.g., 10min 05 sec)</p>	<p>Skill: (e.g., therapeutic silence)</p>	<p>Critique of Skills:</p> <ul style="list-style-type: none"> • What I intended to do & how this compares to what I did do did. • What I liked about this application of skill. • What I didn't like. • Issues of power/Stance. • Resonance with the clinical vignette. • Options/alternatives.

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. If a student must miss a class, it is the student's responsibility to catch up on discussions, notes and other information through other classmates and/or D2L. All class PowerPoints, videos, reading and other material will be posted on D2L. If classes are conducted virtually, Zoom sessions will be recorded when appropriate for lecture material but some class discussion may not be recorded due to confidentiality concerns of other students.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Students are expected to be fully present and engaged in each class activities and discussions. If a student must miss a class, it is the student's responsibility to catch up on discussions, notes and other information through other classmates and/or D2L. All class PowerPoints, videos, reading and other material will be posted on D2L. If classes are conducted virtually, Zoom sessions will be recorded when appropriate for lecture material but some class discussion may not be recorded due to confidentiality concerns of other students.

MISSED OR LATE ASSIGNMENTS

A penalty of 10% per day will apply for assignments submitted late, without prior communication and approval from the course instructor.

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 (2020). If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

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

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Restricted use

The use of generative AI, including the use of work created by generative AI tools and applications in course assignments and assessments is not permitted in this course.

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary Graduate Grading System and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L. The rounding up of grades will occur when the earned grade is calculated to be greater than, or equal to a .5, in situations where this will result in an elevation of the submitted Letter Grade (i.e., 84.5 will be rounded up to 85; 89.5 will be rounded up to 90; 94.5 will be rounded up to 95 etc.). The rounding of grades only occurs in relation to the calculation of the final course grade and not to individual assignments.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university's curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys>

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

ADDITIONAL SUGGESTED READINGS

Additional suggested readings will be posted to D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

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

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

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

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

Academic Misconduct

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

Instructor Intellectual Property

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

Copyright Legislation

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

Freedom of Information and Protection of Privacy

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

Sexual and Gender-Based Violence Policy

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

Other Important Information

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

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