



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 306 L01	Classroom	Online via Zoom
Course Name	Social Work Methods Course		
Dates and Time	Start of Classes: January 13, 2025 End of Classes: April 11, 2025 Dates and Time: Zoom sessions Mondays 5:30 pm – 8:30 pm MST Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Tara-Leigh R. Barker Blankenstein, MSW, MALM, RCSW	Office Hours	As requested
UCalgary E-mail	tlrblank@ucalgary.ca	UCalgary Phone	Email only

SYLLABUS STATEMENT

Examines various perspectives and theoretical approaches relating to the development, maintenance, and application of empowering relationships in generalist social work practice. Particular emphasis will be placed on local applications in rural, remote, and Indigenous organizations and communities.

Course Hours: 6 units; F (6-0)

COURSE DESCRIPTION

Through a variety of learning activities, students will experience and demonstrate the integration of theory and practice required for generalist social work at a beginning professional level. Based on their prior learning from coursework and life experience, students will learn to reflect critically on the nature of effective empowering relationships.

This Social Work Methods Theme Course will be delivered in a series of modules. Module 1 will explore various theories and perspectives relating to generalist practice that inform our understanding of different empowering relationships. Included in this module will be discussion of problem-solving models, ecological perspectives, and strengths-based approaches. Module 2 focuses on developing skills in facilitating strengths-based, empowerment and social justice approaches to social work practice in a diverse society. Following this will be a series of modules devoted to exploring elements (connecting, building, maintaining, and parting) of empowering relationships and their application to common levels

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

of social work practice (micro, mezzo, macro). Special emphasis will be given to the application of course concepts to the student's local context. The final module of the course offers opportunities for integration of the material from the other modules and application of group process content to a community case and to apply modules concepts to group process and teamwork.

This theme course will be delivered fully online via Desire2Learn (D2L) and Zoom and will be delivered in a series of modules involving approximately 78 hours of learning activities. It is divided into a series of 8 modules, and within that, 4 module sets. Each of the modules will include a variety of learning activities, assigned readings, D2L discussion boards, films, Zoom class sessions, recorded presentations, guest speakers, etc. A full list and description of each activity in each module will be listed on the D2L site for the course.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

COURSE LEARNING OUTCOMES

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

1. Explore and reflect on their personal and other beliefs, values and perspectives on empowering relationships in generalist social work practice;
2. Demonstrate understanding of common elements and enhance skills in building and maintaining empowering social work relationships at the micro, mezzo, and macro levels;
3. Critically examine their professional use of self in relation to building and maintaining empowering relationships;
4. Explain how they have furthered their understandings of issues of diversity, values and ethics, as they affect the selection of professional practice responses from both personal and professional perspectives;
5. Acquire additional generalist-practice knowledge and skills to competently perform various interactive practices such as building relationships, assessment and planning, activating resources, negotiation, mediation, advocacy, and evaluation;
6. Apply relevant knowledge and skills to actively promote empowering and anti-oppressive practice;
7. Demonstrate effective interprofessional practice, community collaboration, and teamwork skills.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Miley, K., O'Melia, M., & DuBois, B. (2021). *Generalist social work practice* (9th ed.). Pearson Education.

Additional required readings will be available in the D2L course site. There are course readings for each module; for readings other than the required text, students can access these online through the University of Calgary library. It is the responsibility of students to access/download the articles from the library. Please contact the Library for any downloading issues.

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

SOWK 306 is one of the four foundation theme courses in the BSW Northern Cohort Learning Circle Program. It must be completed prior to, or concurrently with, SOWK 307 – Practice Methods in Context.

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

This theme course will be delivered in a series of modules involving approximately 78 hours of learning activities.

This course is delivered fully online. It is divided into a series of eight modules, and within that, 4 module sets. Each of the modules will include a variety of learning activities, assigned readings, D2L discussion boards, films, Zoom class sessions, recorded presentations, guest speakers, etc. A full list and description of each activity in each module will be listed on the D2L site for the course.

D2L Discussions

The Discussion forums in D2L are a key aspect of the course. Participation in the discussion forums is asynchronous, allowing students and instructors to contribute at different times. Discussion postings will remain on the D2L site for the duration of the course. Your contributions to the discussion board are expected to be timely and related to the module and the topics being discussed by the class.

Zoom Class Sessions

Zoom is a web conferencing program that will allow us to meet at specific times for a “live” web conference, so that we can have the opportunity to meet each other virtually and discuss relevant

issues. There will be one Zoom session per module, for a total of seven Zoom sessions. These sessions are mandatory, and students are expected to attend all sessions.

Date	Topic	Zoom Mondays 5:30 pm – 8:30 pm MST	Assignments Due All Assignments due at end of the Module cluster
MODULE SET 1			
January 13 -22	<i>Module 1</i> Belief, Values, & Theory	January 13	
January 23 - February 1	<i>Module 2</i> Strengths, Empowerment, & Diversity	January 27	Modules 1 & 2 Interview and Paper <u>Due February 1, 2025</u>
MODULE SET 2			
February 2 - 11	<i>Module 3</i> Dialogue Phase: Building Relationships & Describing Situations	February 3	
February 12 - 21	<i>Module 4</i> Discovery Phase: Assessing Resources & Planning Change.	February 10	Integrative Case Analysis for Module 3 & 4 <u>Due February 24, 2025</u>
Winter Term Break February 17 - 21, 2025 - NO CLASSES			
MODULE SET 3			
February 22 – March 3	<i>Module 5</i> Development Phase: Activating Resources & Expanding Opportunities	February 24	
March 4 – 13	<i>Module 6</i> Development Phase: Recognizing Success & Integrating Gains	March 10	Integrative Case Analysis for Module 5 & 6 <u>Due March 13, 2025</u>
MODULE SET 4			
March 14 – 23	<i>Project Group Time to Finalize Poster Presentation</i>	Office Hours Contact Instructor March 17	
March 24- April 2	<i>Module 7</i> Practice Models & Professional Development	Optional Office Hours Contact Instructor (March 24)	Module 7 and 8: Poster Presentation and discussion forum • Poster <u>Due March 26, 2025</u>

			<ul style="list-style-type: none"> Poster Discussion Forum <u>Due April 2, 2025</u>
April 3 – 11	<i>Module 8 Summary & Integration</i>	April 7	Course Learnings and PD plan <u>Due April 10, 2025</u>
April 11	Participation Self-Evaluation form due April 10 <u>or earlier</u>		Participation Self-Evaluation form <u>Due April 10, 2025</u>

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

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

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Your video camera is expected to be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use 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.

RECORDINGS OF ONLINE CLASSES

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	Value	Due Date
1. Reflections on Our Frames of Reference and Social Work Practice	15%	February 1, 2025, by 11:59pm MST
2. Integrative Case Analysis- Group Analysis Part 1- Introduction of Case Part 2- Reflection of Social Work Practice	30% (Part 1- 15%; Part 2- 15%)	Part 1- February 24, 2025, by 11:59pm MST Part 2- March 13, 2025, by 11:59 pm MST
3. Integrative Case Analysis- Presentation and Discussion Part 1- Poster Presentation Part 2- Discussion Forum	17% (Part 1- 10%; Part 2- 7%)	Part 1 – March 26, 2025, by 11:59pm MST Part 2- By April 2, 2025, by 11:59pm MST
4. My Course Learning & Professional Development Plan	10%	April 10, 2025, by 11:59pm MST
5. Contributions in Zoom- Self-Evaluation after each module	16% (Set 1- 6% Set 2- 4% Set 3- 4% Set 4- 2%)	Module Set 1- February 1, 2025, by 11:59 pm MST Module Set 2- February 21, 2025, by 11:59pm MST Module Set 3- March 3, 2025, by 11:59pm MST Module Set 4- April 2, 2025, by 11:59pm MST
6. Contribution to Discussion Boards	12% (Set 1- 4% Set 2- 4% Set 3- 4%)	Module Set 1- February 1, 2025, by 11:59 pm MST Module Set 2- February 21, 2025, by 11:59pm MST Module Set 3- March 13, 2025, by 11:59pm MST Module Set 4- April 2, 2025, by 11:59pm MST

Assignment 1: Reflections on Our Frames of Reference and Social Work Practice

Value: 15%

Due Date: February 1, 2025, by 11:59pm MST

Aligned Course Learning Outcomes: 1, 4

Assignment Description: This two-part assignment (partner interview & paper) is meant to help students reflect and share how their cultural upbringings, life experiences, education, beliefs, values, worldviews and scripts shape their thinking and influence their frame of reference individually and their approaches to social work practice. Students will also reflect on the CASW Code of Ethics, Value 1.

In partners, students will write a 4-5-page paper applying the Tree of Life, Module 1 and 2 readings and results from their partner interview (see D2L) on their similarities and differences in beliefs, values, worldview, views of diversity, concepts of culture, and strengths and empowerment. The paper will include examples of how their values, beliefs, worldview, and views of culture impact their social work practice and their professional use of self and how a strengths and empowerment perspective can enhance their practice.

This assignment should be 4-5 pages in length, double-spaced, APA format, and will be evaluated on:

- demonstration of an understanding of skills and knowledge important to social work practice;
- critical thinking about key issues;
- self-awareness;
- awareness of how their values, beliefs, worldview, and views of culture, impacts their social work practice and their professional use of self and how strengths and empowerment perspectives can enhance their practice;
- use of resource materials to support the discussion, and adherence to APA standards for referencing resource materials;
- organization of information, and effectiveness of communication (clarity, grammar, vocabulary, punctuation and presentation).

Assignment Submission: Title paper with both partners names. Only one partner to submit to Drop Box.

Note: See Partner Interview questionnaire in D2L.

Assignment 2: Integrative Case Project

Value: 30% (Part 1 - 15%; Part 2 – 15%)

Due Dates: Part 1 - February 24, 2025, by 11:59pm MST; Part 2 – March 13, 2025, by 11:59pm MST

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

Part 1 – Integrative Case Analysis Project- Introduction to Case

Assignment Description: In the Integrative Case Analysis Project (which includes Assignment 2 and 3), as a group of 3 students, you will be describing and applying the empowerment method of social work generalist practice approach and will actualize the strengths perspective with a hypothetical client, program (group) or community. You are NOT expected to contact an individual, program or community. *The case study will demonstrate your understanding and application of the course content.*

The intent of this assignment is to engage in reflective, collaborative and empowerment/strength-based social work practice. You will be working in small groups of 3.

Steps for PART 1:

1. Introduction to Case: Provide a description of client background, issues and concerns.

2. Using content (readings, text and modules) from Module Three: Building Relationships, and Describing Situations, and Module Four: Assessing Resources and Planning Change, develop and apply the concepts, phases and approaches of empowering practice to a client, group or community.
3. Be certain to include a rationale, a description of the processes and activities within each phase of work i.e. Engagement Phase (see text: Chapters 6-8) and Assessment Phase (see text: Chapters 9-11) with concrete examples how you will work with the client, group or community for each phase.
4. Ensure the social work theory and methods chosen clearly address the relevant issue and that you provide a clear rationale for why you have chosen the approach.
5. Check that the paper also provides a description of the practice models, learned techniques or skills you are considering using.

Please use text, Module and readings to support your work with the client/group/community.

This assignment will be evaluated on:

- demonstration of an understanding of skills and knowledge important to social work practice;
- critical thinking about key issues;
- social work theory and methods chosen clearly address the relevant issue and provides a clear rationale why you have chosen the approach;
- use of resource materials to support the discussion, and adherence to APA standards for referencing resource materials;
- organization of information and effectiveness of communication (clarity, grammar, vocabulary, punctuation and presentation).

Length: 4-5-pages, double-spaced paper in APA format.

Note: Only one team member is to submit the paper. Place all the group members' names on the title of the paper. Assignments should have the team member's name and Assignment title and be submitted to the drop box.

Part 2- Integrative Case Analysis- Reflection of Social Work Practice

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

Assignment Description: The intent of this assignment is to engage in reflective, collaborative, and empowerment/strength-based social work practice. You will be working with the same group of 3 as Part One.

Steps for PART 2:

1. Using the same client, group or community, students are to develop an appropriate *Intervention and Evaluation* plan that applies concepts described from readings, and text for Module 5: Activating Resources and Planning Change and Module 6: Recognizing Success and Integrating Gains.

2. Clearly describe and apply your Intervention and Evaluation phase and include the following components:
 - A description of the potential Intervention Phase and processes will be provided. It will demonstrate a relationship between the assessment, and the potential interventions. The potential interventions will be supported with theory and chosen methodology and will include examples of the chosen intervention (See text: Chapters 12-14).
 - The paper is to include a rationale, a description of the processes and activities within each phase of work, with concrete examples how you will work with the client, group or community for each phase.
 - The Evaluation Phase will include methods to evaluate and monitor outcomes. Examples and application of such areas as client outcome evaluation or single-system design will be provided (See text: Chapters 15 & 16).
 - Do check that the Evaluation Phase includes a clear description of the potential evaluation processes for the approach for the chosen client, group or community and a clear rationale for your choice.

Please use the text, modules and readings to support your work with the client, group or community.

This assignment will be evaluated on:

- demonstration of an understanding of skills and knowledge important to social work practice;
- critical thinking about key issues;
- social work theory and methods chosen clearly address the relevant issue and provides a clear rationale why you have chosen the approach;
- clearly description of the potential intervention and how the processes are connected to the assessment, and in what way the potential interventions are supported with the theory and methodology chosen.
- use of resource materials to support the discussion, and adherence to APA standards for referencing resource materials;
- organization of information, and effectiveness of communication (clarity, grammar, vocabulary, punctuation and presentation).

Length: 4-5-pages, double-spaced paper in APA format.

Note: Only one team member is to submit the paper with the group member's names. Assignments should have the team member's name and Assignment title and be submitted to the drop box.

Assignment 4: Integrative Case Analysis – Presentation and Discussion Forum

Value: 17% (3A- Poster Presentation- 10%; 3B- Discussion Board- 7%)

Due Dates: 3A – by March 26, 2025, by 11:59 pm MST; 3B – Discussion Board by April 2, 2025, by 11:59 pm MST

Aligned Course Learning Outcomes: 1, 2, 3, 4 5, 6, 7, 8

PART 3A: POSTER PRESENTATION

Assignment Description: Your group will create an academic poster (examples will be provided on D2L) to summarize the Integrative Group Project. Your presentation is expected to be of *high quality and engaging* for your audience. The poster should be a combination of text, pictures, graphs and should clearly outline and summarize the case analysis. Only one group member has to post the presentation on behalf of the group onto the D2L Poster Discussion Board.

Your poster will be submitted to the D2L Poster Discussion Board AND in the D2L Dropbox.

PART 3B: DISCUSSION FORUM

Assignment Description: View a minimum of two other presentations and post questions and comments to the Poster Presentation Discussion Forum. Each presentation will have a discussion thread that you can reply to.

- a) Individual discussion responses: As part of the presentation discussion board grade, each student will view two other student group presentations and participate in the discussion board discussion (*2% of grade per response = 4% total*)
- b) Each discussion is to be moderated by the team responsible for creating the poster presentation. Respond to all questions and comments to your presentation. Each project team member is asked to respond and engage in the discussion board discussion with viewers of their presentation (*3 responses X 1% = 3%*)
- c) Students will be graded on their participation and the quality of their posts for the Poster Presentation Discussion Forum.

Assignment 5: My Course Learning and Professional Development Plan

Value: 10%

Due Date: April 10, 2025, by 11:59pm MST or earlier

Assignment Description: The intent of this assignment is for students to reflect on their development as an emerging social work professional. The paper should focus on the skills of generic practice; knowledge and application of the CASW Code of Ethics and ACSW Standards of Practice; and your engagement within the course with students and instructors. The brief paper should include a

description of key learning during the semester and a brief assessment of your current development as a social worker, including strengths and areas you would like to further develop in the future.

This assignment will be evaluated on:

- demonstration of an understanding of skills and knowledge important to social work practice;
- critical thinking about key issues;
- self-awareness and personal growth;
- use of resource materials to support the discussion, and adherence to APA standards for referencing resource materials.
- organization of information, and effectiveness of communication (clarity, grammar, vocabulary, punctuation and presentation).

Length: 1-2 pages, double-spaced, APA format.

Assignment 6: Contributions Through Zoom

Value: 16%

Please note this assignment requires 4 submissions. Students will submit a participation self- evaluation at the end of each Module Set

Due Dates:

Module Set 1 – February 1, 2025, by 11:59 pm – Value 6% (4% for first class, 2% for second class)

Module Set 2 – February 21, 2025, by 11:59 pm – Value 4% (2% for each zoom session)

Module Set 3 – March 13, 2025, by 11:59 pm – Value 4% (2% for each zoom session)

Module Set 4 - April 2, 2025, by 11:59pm – Value 2%

Assignment Description: Students must attend and participate in the Zoom classes to receive credit for this component of the grade. A variety of activities may be part of zoom classes, including interviews, case analyses, discussions and other assigned activities. Each in-class activity will contribute to the student's zoom participation grade.

A rich exchange of ideas is a key element of the learning process in this class. It is expected that students will prepare in advance for each class and participate in all learning processes through thoughtful, respectful contributions. Students are expected to demonstrate active learning in the Zoom sessions. Active learning includes regular attendance and participation in class activities, sharing of experiences, providing appropriate feedback and ideas, and honest reflection.

Students will complete a participation self-evaluation form at the end of each module set. Students will assess the level and quality of their own participation. The instructor will consider the self-evaluation, as well as the demonstration of active learning in assigning a participation grade for each module set.

Students are required to attend and participate in all seven Zoom sessions for the course. If a session is missed for a valid reason, please contact the instructor prior to the session to notify them. A second

missed Zoom session will result in participation grades (2 marks per missed session) being deducted from this component of the course.

Assignment 7: Contribution in Discussion Boards

Value: 12%

Please note this assignment includes Three Discussion Forum with different due dates.

Due Dates:

Module Set 1 – February 1, 2025, by 11:59 pm – Value 4% (3% for main post, 1% for reply)

Module Set 2 – February 21, 2025, by 11:59 pm – Value 4% (3% for main post, 1% for reply)

Module Set 3 – March 13, 2025, by 11:59 pm – Value 4% (3% for main post, 1% for reply)

Assignment Description: Each Module Set (Excluding Module Set 4) will have an associated Discussion Forum on the D2L site. Postings to the discussion board should demonstrate a scholarly contribution to issues being discussed in class. Students are encouraged to take the lead in facilitating D2L discussions to focus on issues that are of interest, relevance and importance to the student.

Students are expected to create 1 discussion thread for each Module Set and 1 reply to a fellow student. Students are expected to post throughout the Module Set versus at the end of each module set.

Posts will be assessed on the following areas: 1) Presenting an insightful and thorough understanding of the content, 2) Demonstrating breadth, depth, and/or accuracy of knowledge in the content area. 3) Composing well-written, and articulate responses that clearly link to module content, text, and pertinent readings. 4) Depth of the contribution including elements such as reflection, application of ideas, combination of concepts, evaluation, critique 5) Adherence to APA in-text citations and references and articulate grammar and writing style.

Restating or repeating information will be evaluated as a low-quality response. As a social work student, you are expected to be open about your reactions to topics and be respectful of one another.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Students are expected to have completed all readings and assignments throughout the course. Students are expected to attend all classes and to be fully present and engage in class activities and discussions as seen by the assignments above. If you are unable to attend a class, please contact the instructor prior to the session. Please be prepared to join class in a space that will allow you to be fully present and engaged. All students are expected to behave in a professional manner during the session.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Your instructor will only read your final submissions for your assignments. Please submit all assignments electronically through their respective drop box in D2L. Assignments may be submitted in Word or PDF

format. Assignments should have a file name as follows: “Full name and assignment number” – e.g., ‘Jane Smith Assignment 2.’ For group assignments, only one student should submit for their entire group. Ensure to include all group member names on the submitted assignment. Assignments are due by 11:59 pm MST on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

MISSED OR LATE ASSIGNMENTS

Students are expected to submit all assignments by the due date indicated in the course outline. All assignments after the due date are considered late and a 5% penalty will be applied. Late assignments will be accepted for 7 days (including weekends, holidays, and study days) past the due date after which the assignment shall receive a “0” grade. No assignments will be accepted after 7 days. In extraordinary circumstances and only if requested within 24 hours in advance of the assignment due date, extensions may be granted approval by the instructor however, the 5% penalty shall still be applied. Students must submit their request, in writing, to their instructor for consideration. The amount of time is at the discretion of the instructor.

EXPECTATIONS FOR WRITING

Writing quality is a component of any written assignments with the use of APA formatting for citations and referencing. All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, 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: <https://calendar.ucalgary.ca/pages/eb50d7931bba4da5942de21f51d1f514>

USE OF ARTIFICIAL INTELLIGENCE TOOLS

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

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 [Undergraduate 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	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 readings for the course will be provided to students in 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