



### **LAND ACKNOWLEDGEMENT**

Our students, faculty and staff are located across Indigenous lands. In Alberta, we are on the traditional territories of the peoples of 45 First Nations in five treaty areas: 4, 6, 7, 8 and 10.

On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples of 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 traditionally known as Moh'kins'tsis to the Blackfoot, W'ich'ispa Oyade to the Îyâxe Nakoda (Stoney Nakoda), Siksikaitstapi to the Blackfoot Confederacy and Guts'ists'i to the Tsuut'ina.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional territory of the Cree and the homelands of the Métis people (Districts 9 and 10) and the surrounding Métis settlements. 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 and the other peoples of the Treaty 7 and 4 regions and the home of the Métis Nation of Alberta, (District 1).

### **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](#).

<b>Course &amp; Session Number</b>	<b>SOWK 312 S01</b>	<b>Classroom</b>	Please see D2L for classroom location
<b>Course Name</b>	Social Work Practice Skills, Processes and Strategies		
<b>Dates and Time</b>	Start of Classes: January 13, 2025 End of Classes: April 7, 2025 Dates and Time: Mondays 9:00-11:50am MST, January 13, 20, 27; February 3, 10, 24; March 3, 10, 17, 24, 31; April 7 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre<sup>[1]</sup></a> .		
<b>Instructor</b>	Alan McLuckie, PhD, RCSW	<b>Office Hours</b>	As requested and by appointment.
<b>UCalgary E-mail</b>	<a href="mailto:amclucki@ucalgary.ca">amclucki@ucalgary.ca</a>	<b>UCalgary Phone</b>	403-220-2926 (email contact recommended/preferred).

**SYLLABUS STATEMENT**

You will develop and practice skills and approaches in working with diverse individuals, families, groups, communities, and organizations. You will critically evaluate and apply anti-racist, anti-oppressive, and anti-colonial models of practice.

**COURSE DESCRIPTION**

You will explore approaches to assessment and intervention in community and organizational contexts. The course will emphasize skill development and integration of theory and practice through experiential learning. You will engage in the helping, assessment, intervention and advocacy processes that you will apply in social work practice. Learning activities and assignments will include discussion, designing, implementing and evaluating interventions, analyzing and discussing practice scenarios and ethical issues, giving and receiving feedback, and self-evaluation.

**Prerequisite:** Admission to BSW program (University Transfer route, including After-Degree) and Social Work 201.

## COURSE LEARNING OUTCOMES

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

- Apply assessment, intervention and documentation skills to practice with individuals, families, groups, and communities.
- Analyze factors related to organizational, interprofessional, community and cultural contexts in your selection and implementation of assessments and intervention approaches and articulate rationales for your choices.
- Identify, describe and apply approaches to evaluating effectiveness and outcomes of interventions.
- Integrate anti-oppressive, anti-colonial, anti-racist approaches into your assessment and intervention practices.
- Integrate self-evaluation and feedback from instructors and peers on your assessment and intervention skills into your ongoing skill development.
- Analyze ethical issues in practice with individuals, families, groups and communities and apply values outlined in the CASW Code of Ethics, Values, and Guiding Principles, and the ACSW Standards of Practice.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

#### Textbooks:

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

Makokis, R. Bodor, A. Calhoun, & S. Tyler (Eds.). *ohpikinâwasowin / Growing a child: Implementing Indigenous ways of knowing with Indigenous Families*. Fernwood Publishing.

### 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.

## CONNECTION TO PRACTICE

This course will prepare you with assessment and intervention skills for practice with diverse individuals, families, groups and communities. You will apply theory to practice as you develop skills to select, develop, implement and evaluate approaches to assessment and intervention.

**RELATIONSHIP TO OTHER COURSES**

This course is the second in a series of three skills-focused courses: SOWK 314 – Communication and Relationship Building Skills; SOWK 312 – Social Work Practice Skills, Processes and Strategies; SOWK 419 – Leadership and Advocacy Skills for Social Justice.

**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

Week/Module	Topics & In-Class Learning Activities	Readings/Assignments/Learning Activities
Jan. 13, 2025  Class 1: Course Overview & Introduction to Group-work	Introduction to group-work <ul style="list-style-type: none"> <li>• Task groups, psychoeducational groups, and mutual-aid</li> <li>• Overview of course assignments via facilitated group-work demonstration (task &amp; psychoeducation): Engagement (forming), and review of task objectives and mutual responsibilities (norming)</li> <li>• Review of group members skills/knowledge base for mutual aid via review of SOWK314 (performing)</li> <li>• Introduction to Intentional group-work practice for task &amp; psychoeducational groups via</li> </ul>	<b>Required Readings:</b> Erford, B. T., & Bardhoski, G. (2018). <a href="#">Introduction to group work</a> . In B. T. Erford (Ed.). <i>Group work: Processes and applications</i> (2 <sup>nd</sup> ed. pp. 1-32). Routledge. Toseland, R. W. (2017). <a href="#">Group dynamics</a> . In C. D. Garvin, L. M. Gutierrez, & M. J. Galinsky (Eds.) <i>Handbook of social work with groups</i> (pp. 9-27). Guilford Publications.  <b>Recommended Reading:</b> Bogo, M. (2018). <a href="#">Communication and interviewing skills</a> . In <i>Social work practice: Integrating concepts,</i>

	<p>overview of Behavioural Family Therapy</p> <ul style="list-style-type: none"> <li>● <b>Establish student task</b> /mutual-aid groups for group-based activities throughout the course</li> </ul>	<p><i>processes and skills</i> (pp. 311-368). Columbia University Press.</p>
<p>Jan. 20, 2025</p> <p>Class 2: Preparing for Practice: An everyday process &amp; practice</p>	<p>Preparing for Social Work practice: <u>Who is the social worker?</u></p> <ul style="list-style-type: none"> <li>● Social work identity: Social justice, in action; Living our seven professional values.</li> <li>● The Person-of-the-Social-Worker: Critically examining epistemology/ontology &amp; world view of the social worker</li> <li>● Clinical implications of power-based roles and dynamics to recognize &amp; address potential sources of bias</li> <li>● Social work ethics and Standards of Practice</li> </ul> <p>Preparing for Social Work practice: <u>Who is the Client?</u></p> <ul style="list-style-type: none"> <li>● Centering diversity &amp; multiple ways of knowing/being</li> <li>● De-colonization, anti-racism, and anti-oppressive practice</li> <li>● Cultural considerations</li> <li>● Philosophies of care: Patient &amp; Family centred Care (PFCC). Viewing your client beyond the patient. Working with client’s natural sources of support (e.g., families, partners, community members) within a health system that privileges individual orientations.</li> </ul> <p><b>In-Class Exercise</b></p> <ul style="list-style-type: none"> <li>● Case study/Simulated Case File.</li> </ul>	<p><b>Required Readings:</b></p> <p>Barker, C. (2020). Miyawata/ Family teachings on Turtle Island. In L. Makokis, R. Bodor, A. Calhoun, &amp; S. Tyler (Eds.). <i>ohpikinâwasowin / Growing a child: Implementing Indigenous ways of knowing with Indigenous Families</i> (pp.43-70). Fernwood Publishing.</p> <p>Makokis, L., Bodor, R., Calhoun, A., Tyler, S., McLellan, A., Veldhuisen, A., Kopp, K., McLeod, S., &amp; Goulet, S. (2020). iyiniw tâpwêwin ekwa kiskeyitamowin. In L. Makokis, R. Bodor, A. Calhoun, &amp; S. Tyler (Eds.). <i>ohpikinâwasowin / Growing a child: Implementing Indigenous ways of knowing with Indigenous Families</i> (pp 13-42). Fernwood Publishing.</p> <p><b>Recommended Reading:</b></p> <p>Johnson, B. H. &amp; Abraham, M. R. (2012). <a href="#"><i>Partnering with Patients, Residents, and Families: A Resource for Leaders of Hospitals, Ambulatory Care Settings, and Long-Term Care Communities</i></a>. Institute for Patient- and Family-Centered Care. Saskatchewan Health Research Foundation [SHRF]. (2009). <i>The need for more effective patient- and family-centred care</i>. Canadian Electronic Library. Canada. Retrieved from <a href="https://library.usask.ca/gp/sk/h/patientfirstrevoct09/05detailedpatientexperience.pdf">https://library.usask.ca/gp/sk/h/patientfirstrevoct09/05detailedpatientexperience.pdf</a>.</p>

<p>Jan. 27, 2025</p> <p>Class 3: Initial Phase of Social Work Practice: Client Engagement and Understanding Client Needs</p>	<p>Intentional Practice with individuals, families, &amp; groups: From engagement to task engagement, moving towards a collaborative empowered understanding of the client’s needs</p> <p>Engagement to Task Engagement: Precursor to Assessment.</p> <ul style="list-style-type: none"> <li>• Social work practice: Building on relationships</li> <li>• Best-practices for informed consent: Special considerations for family- and group-based practice.</li> </ul> <p>Assessment (<i>The What</i>)</p> <ul style="list-style-type: none"> <li>• Intake processes, in person assessment, home visits, health care/community settings, assessment protocols within organizations.</li> <li>• Introduction to assessment frameworks: Biopsychosocial assessment.</li> <li>• Focus on individual assessments with individuals</li> </ul> <p><b>In-Class Exercise (Assignment work)</b></p> <ul style="list-style-type: none"> <li>• Case study/simulated case.</li> </ul>	<p><b>Required Readings:</b></p> <p>*Alberta College of Social Workers [ACSW]. (2023). <a href="http://www.acsw.in1touch.org/uploaded/web/ACSW%20Council/ACSW%20Standards%20of%20Practice%202023.pdf">Standards of practice</a>. ACSW. Available from <a href="http://www.acsw.in1touch.org/uploaded/web/ACSW%20Council/ACSW%20Standards%20of%20Practice%202023.pdf">www.acsw.in1touch.org/uploaded/web/ACSW%20Council/ACSW%20Standards%20of%20Practice%202023.pdf</a></p> <p>(*or the SOP corresponding to your location of current/future social work practice [e.g., BCCSW, SASW, MCSW, OCSWSSW etc.]*)</p> <p>Bogo, M. (2018). <a href="#">Beginnings</a>. In <i>Social work practice: Integrating concepts, processes and skills</i> (pp. 191-216). Columbia University Press.</p>
<p>Feb. 3, 2025</p> <p>Class 4: Task Groups &amp; Mutual Aid Groups for Professional: Practice Contexts of Group Work in Social Work Practice</p>	<p>The Medium /context of Social Work practice: Team-work is <i>group-work!</i></p> <ul style="list-style-type: none"> <li>• Task-groups-interprofessional practice: Navigating diverse professional values &amp; scopes of practice within interdisciplinary teams.</li> </ul> <p>Interprofessional Practice</p> <ul style="list-style-type: none"> <li>• Clinical case-management and complex care: Navigating multi-skilled teams with discreet and overlapping scopes of practice.</li> <li>• Interdisciplinary treatment plans: Collaborating with team members and advocating for clients.</li> <li>• Core skills (competencies) and specializations in interdisciplinary practice contexts.</li> </ul>	<p><b>Required Readings:</b></p> <p>Calcaterra, V., &amp; Raineri, M. L. (2019). <a href="#">Helping each other: A peer supervision group with facilitators of mutual aid groups</a>. <i>Social Work with Groups</i>, 43(4), 351–364.</p> <p>Canadian Interprofessional Healthcare Collaborative [CIHC]. (2024). <i>A national interprofessional competency framework</i>. CIHC. Available from <a href="https://cihc-cpis.com/wp-content/uploads/2024/06/CIHC-Competency-Framework.pdf">https://cihc-cpis.com/wp-content/uploads/2024/06/CIHC-Competency-Framework.pdf</a></p> <p>Steinberg, D. M. (2014). <a href="#">The mutual-aid model of social work with groups</a>. In</p>

	<ul style="list-style-type: none"> <li>• Definitions (interdisciplinary, transdisciplinary, interprofessional, multiskilled, scopes of practice)</li> </ul> <p><b>In-class Exercise:</b> Case study/simulated case.</p>	<p><i>A mutual-aid model for social work with groups</i> (3<sup>rd</sup> ed.; pp. 8-24). Routledge.</p>
<p>Feb. 10, 2025</p> <p>Class 5: Assessment, Case Conceptualization (Formulation), Goal Setting &amp; Treatment Planning in Social Work Practice</p>	<p>Clinical applications of assessment: Principles, processes and best-practices for understanding the needs of clients</p> <p>Assessments (<i>The How</i>)</p> <ul style="list-style-type: none"> <li>• Critically thinking on clinical matters (i.e., cases)</li> <li>• Case conceptualizations (working formulations (5Ps)</li> <li>• Determining risk &amp; resilience</li> </ul> <p>Establishing goals &amp; treatment planning</p> <ul style="list-style-type: none"> <li>• Review of SMART goals</li> <li>• Review of treatment planning procedures.</li> </ul> <p>Documentation</p> <ul style="list-style-type: none"> <li>• Best-practices for documentation for assessment, formulation, goals, and treatment planning.</li> <li>• Storage/maintenance of records.</li> </ul>	<p><b>Required Readings:</b></p> <p>Bogo, M. (2018). <a href="#">Toward developing shared understanding: Assessment and formulation</a>. In <i>Social work practice: Integrating concepts, processes and skills</i> (pp. 217-240). Columbia University Press.</p> <p>Bogo, M. (2018). <a href="#">The social worker as process expert</a>. In <i>Social work practice: Integrating concepts, processes and skills</i> (pp. 241-267). Columbia University Press.</p>
<p><b>Winter term break Sunday-Saturday, February 16-22, 2025</b></p>		
<p>Feb. 24, 2025</p> <p>Class 6: Selecting, Planning and Implementing Interventions for Individuals and Families</p>	<p>Considering how we conceptualize family: Diverse families in diverse contexts</p> <ul style="list-style-type: none"> <li>• Critical examination of diverse family structures, values and ways of</li> </ul> <p>Family-based engagement &amp; assessment</p> <ul style="list-style-type: none"> <li>• Understanding people in their environments (family and community contexts)</li> <li>• Families as pre-formed groups: Understanding family-based dynamics (roles, rules, and relationships), communication, and problem-solving</li> </ul>	<p><b>Required Readings:</b></p> <p>Makokis, L., Kopp, K., Bodor, R., Veldhuisen, A., &amp; Torres, A. (2020). <a href="#">Cree relationship mapping: nêhiyaw kesi wâhkotohk – How we are related</a>. <i>First Peoples Child &amp; Family Review</i>, 15(1), 44-61.</p> <p>Munford, R., &amp; Sanders, J. (2013). <a href="#">Assessment of families</a>. In M. J. Holosko, C. N. Dulmus, &amp; K. M. Sowers (Eds.), <i>Social work practice with individuals and families: Evidence-informed assessments and interventions</i> (pp. 248 – 275). John Wiley &amp; Sons.</p> <p>Nguyen, H. N., Graftsky, E. L., &amp; Munoz, M. (2016). <a href="#">The use of ecomaps to</a></p>

	<p>Applications of assessment, goal setting and treatment planning to families</p> <ul style="list-style-type: none"> <li>• Critically examining clinical applications of Behavioural Family Therapy</li> <li>• Ecomaps/ genograms/ Tree of Life/ Kinship mapping</li> <li>• Case conceptualization/case formulation</li> </ul> <p><b>In-class Exercise:</b> Case study/simulated case.</p>	<p><a href="#">explore sexual and gender diversity in couples</a>. <i>Journal of Family Psychotherapy</i>, 27(4), 308–314.</p> <p><b>Recommended Readings:</b> Butler, J. F. (2008). <a href="#">The family diagram and genogram: Comparisons and contrasts</a>. <i>The American Journal of Family Therapy</i>, 36(3), 169-180. Glass, V. Q. (2024). <a href="#">Building blocks to conceptualizing family: A family system’s perspective</a>. In Y. Watters &amp; D. Adamson (Eds.) <i>Foundational concepts and models of family therapy</i> (1st ed., pp. 43–52). Routledge. Ncube, N. (2006). <a href="#">The Tree of Life project</a>. <i>International Journal of Narrative Therapy and Community Work</i>, 2006(1), 3-16.</p>
<p>March 3, 2025</p> <p>Class 7: Social Work Practice with Families in Practice Context-Part I</p>	<p>Social Work with families: Advocacy, support, and facilitating change/growth</p> <ul style="list-style-type: none"> <li>• Clinical case-management and complex care</li> <li>• Family-based support &amp; counselling (improving coping) vs: family therapy (qualitative change of dynamics)</li> <li>• Communication skills (expressing pleasant emotions; Making a positive request; Expressing unpleasant emotions)</li> <li>• After-care programming (discharge planning) &amp; engaging informal support systems (family, partner, peers, community members)</li> </ul> <p><b>In-class Exercise:</b> Case study/simulated case.</p>	<p><b>Required Readings:</b> Dion, A., Tyler, S., Pace, C., &amp; Delver, K. (2020). <i>ayahpatisi/ Practice as ceremony</i>. In L. Makokis, R. Bodor, A. Calhoun, &amp; S. Tyler (Eds.). <i>ohpikinâwasowin / Growing a child: Implementing Indigenous ways of knowing with Indigenous Families</i> (pp. 92-112). Fernwood Publishing. Franklin, C., Jordan, C., &amp; Hopson, L. (2013). <a href="#">Intervention with families</a>. In M. J. Holosko, C. N. Dulmus, &amp; K. M. Sowers (Eds.). <i>Social work practice with individuals and families: Evidence-informed assessments and interventions</i> (pp. 276 – 305). John Wiley &amp; Sons. Jhadry, R., Fadden, G., Atchison, M., Conneely, P., Danks, J., Lee, A., &amp; Mansell, C. (2015). Applying behavioural family therapy model in complex family situations. <i>Social Sciences</i>, 4(2), 459-468.</p> <p><b>Recommended Readings:</b> Harrison, K. (2023). <a href="#">The core process of therapy: Planning therapy guided by</a></p>



		<p><a href="#">theory</a>. In Y. Watters, &amp; D. Adamson (Eds.) <i>Foundational concepts and models of family therapy</i> (pp. 63-99). Routledge.</p>
<p>March 10, 2025</p> <p>Class 8: Social Work Practice with Families in Practice Context Part II</p>	<p>Social Work with families: Advocacy, support, and facilitating change/ growth</p> <ul style="list-style-type: none"> <li>• Clinical case-management and complex care</li> <li>• Crisis &amp; conflict management</li> <li>• Problem-solving activities</li> </ul>	<p><b>Required Readings:</b></p> <p>Hunnicut Hollenbaugh, K. M. (2018). <a href="#">Family counseling</a>. In K. M. Hunnicutt Hollenbaugh &amp; M. S. Lewis (Eds.). <i>Dialectical behavior therapy with adolescents</i> (pp. 53-62). Routledge.</p> <p>Qualls, S. H., &amp; Vair, C. (2013). <a href="#">Caregiver family therapy for families dealing with dementia</a>. In P. R. Peluso, R. E. Watts, &amp; M. Parsons (Eds.). <i>Changing aging, changing family therapy</i> (pp. 63- 78). Routledge.</p> <p><b>Recommended Readings:</b></p> <p>Fadden, G., &amp; Heelis, R. (2010). The Meriden family programme: Lessons learned over 10 years. <i>Journal of Mental Health, 20</i>(1), 79–88.</p>
<p>March 17, 2025</p> <p>Class 9: Planning and Implementing Social Work Groups</p>	<p><i>The medium is the message: Planning and Implementing Groups to match the Needs of Clientele.</i></p> <ul style="list-style-type: none"> <li>• Critical analysis of the various types of social work groups (e.g., mutual-aid, psychoeducation, task groups, self-help/support, psychotherapy)</li> <li>• Group theories: Stages of group development (e.g., Tuckman)</li> <li>• Group formats: Closed vs: open groups; Ongoing vs: time-limited; Process-oriented vs: structured.</li> <li>• Co-facilitated; Professional &amp; para-professional (client collaborative facilitation/ contact-based co-facilitation).</li> <li>• Online vs: In-person vs: hybrid.</li> <li>• Homogenous vs: heterogenous group composition.</li> </ul>	<p><b>Required Readings</b></p> <p>Gitterman, A. (2017). <a href="#">The mutual aid model</a>. In C. D. Garvin, L. M. Gutierrez, &amp; M. J. Galinsky (Eds.) <i>Handbook of social work with groups</i> (pp.113-132). Guilford Publications.</p> <p>Root, J. (2017). <a href="#">Psychoeducational groups</a>. In C. D. Garvin, L. M. Gutierrez, &amp; M. J. Galinsky (Eds.) <i>Handbook of social work with groups</i> (pp.171-200). Guilford Publications.</p> <p><b>Recommended Readings:</b></p> <p>Kurtz, L. F. (2017). <a href="#">Support and self-help groups</a>. In C. D. Garvin, L. M. Gutierrez, &amp; M. J. Galinsky (Eds.) <i>Handbook of social work with groups</i> (pp.155-170). Guilford Publications.</p>

<p>March 24, 2025</p> <p>Class 10: Planning and Implementing Intervention within Groups</p>	<p>Developing and Demonstrating Competency in Group Work: A Core Competency in Social Work Practice</p> <ul style="list-style-type: none"> <li>Identifying the key roles &amp; responsibilities for group facilitators</li> <li>Ensuring group safety &amp; member safety</li> <li>Supporting equality of opportunity for participation within the group process</li> <li>Balancing the needs of individual members and the group</li> <li>Professional use of self: Scaffolding/facilitating change by harnessing the group process/dynamic</li> <li>Group leadership/facilitator style: Balancing being prepared and comfort with uncertainty</li> </ul>	<p><b>Required Readings</b></p> <p>Steinberg, D. M. (2014). <a href="#">Pre-group planning with mutual aid in mind</a>. In <i>A mutual-aid model for social work with groups</i> (3<sup>rd</sup> ed.; pp. 53-71). Routledge.</p> <p>Steinberg, D. M. (2014). <a href="#">Early group goals and norms</a>. In <i>A mutual-aid model for social work with groups</i> (3<sup>rd</sup> ed.; pp. 72-82). Routledge.</p> <p><b>Recommended Readings:</b></p> <p>Kelly, B. L. (2017). <a href="#">Group work in health care settings</a>. In C. D. Garvin, L. M. Gutierrez, &amp; M. J. Galinsky (Eds.) <i>Handbook of social work with groups</i> (pp.203-219). Guilford Publications.</p>
<p>March 31, 2025</p> <p>Class 11: Selecting, Planning and Implementing Interventions within group work</p>	<p>Intentional practice in groups: Navigating difficult group dynamics</p> <ul style="list-style-type: none"> <li>Managing and navigating difficult group dynamics (conflict, monopolizing, group norm violation)</li> <li>Navigating stress, uncertainty, and change: Individual change within</li> <li>Balancing task completion vs: facilitating interpersonal support</li> <li>Beginning, middle and end of group sessions and groups: Groups as microcosms of society &amp; groups sessions as a microcosm of groups</li> </ul> <p><b>In-class Exercise:</b> Practice Groups</p>	<p><b>Required Readings</b></p> <p>Steinberg, D. M. (2014). <a href="#">The role of conflict in a mutual-aid system</a>. In <i>A mutual-aid model for social work with groups</i> (3<sup>rd</sup> ed.; pp. 137-154). Routledge.</p> <p>Steinberg, D. M. (2014). <a href="#">Ten common worker-based obstacles to mutual aid, their impact, and their antidotes</a>. In <i>A mutual-aid model for social work with groups</i> (3<sup>rd</sup> ed.; pp. 40-52). Routledge.</p>
<p>April 7, 2025</p> <p>Week 12: Evaluating Interventions</p>	<p>Integrating practice across practice: Approaches to evaluating interventions</p> <ul style="list-style-type: none"> <li>Ending/transitional stage of the helping process</li> <li>Approaches to evaluating interventions</li> </ul>	<p><b>Required Reading:</b></p> <p>Bogo, M. (2018). <a href="#">Endings</a>. In M. Bogo, <i>Social work practice: Integrating concepts, processes and skills</i> (pp. 295-308). Columbia University Press.</p>

	<ul style="list-style-type: none"> <li>• Recognizing successes, progress and gains</li> <li>• Next steps for maintaining growth/change.</li> <li>• Using measurement tools, surveys and questionnaires</li> </ul> <p><b>In-class Exercise:</b> Practice Groups</p>	<p>Steinberg, D. M. (2014). <a href="#">Evaluation</a>. In <i>A mutual-aid model for social work with groups</i> (3<sup>rd</sup> ed.; pp. 205-213). Routledge.</p>
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## 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 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: Group Process Journal (worth 30%) Individual Assignment**

Due Date: Ongoing task, beginning January 14 with final submission to be uploaded to D2L by April 9, 2025 by 11:59pm MST

Aligned Course Learning Outcomes: 2, 4, 5,

Assignment Description:

Developing an awareness of group dynamics (e.g., roles, rules, relationships, conflict, power, process vs: content) is an important competency for social workers to develop. Furthermore, having critical reflexivity to be aware of one's own process (thinking, feeling, behaviour), beliefs, epistemology/ontology, as well as professional ethics are important considerations for this assignment.

You will be assigned to one of four task groups, in which you will work throughout the course on a series of in-class group activities and assignments. For this assignment, you will keep a regular individual journal to capture your reflections related to your process vis-à-vis ongoing group processes. As group work is a central focus of this course and will be a central component of various assignments, it is expected that your group will meet regularly (online/in-person/hybrid, depending on your geographic location) to complete assignments and as a source of learning support. The focus of this assignment is on quality of reflection and comprehensiveness (i.e., captures the beginning, middle and end of the group process). This journal will be written in first person narrative, as the intention is for this assignment to help support your meta-cognitive/critical reflexive processes.

Specifically, starting in week two of the course you will independently (i.e., not a group assignment) complete a weekly journal related to your experience of the group process specific to your assigned task group, as opposed to the larger SOWK 312 dynamic. However, you may also reflect upon the relationship between small group and classroom dynamics. Your journals should incorporate your group experiences, along with various course concepts related to social work practice with families and groups. Journal entries should be completed in an ongoing fashion (i.e., weekly). A final compiled document comprising nine (9) weekly entries, along with one summative reflection/journal entry regarding the overarching experience for a total of ten (10) journal entries submitted to D2L by the stated due date (i.e., the journal is completed weekly but is not submitted weekly). All journal entries will be compiled and submitted together at the end of the courses. Each entry will be one (1) page (approximately 300 words in length, 11-point Calibri font, 1-inch margins), for a maximum of ten (10) double-spaced pages. As this is a reflection, no extra academic research is required, but when journal entries do draw upon the ideas of others (e.g., readings), it is expected that proper APA-7 citations will be employed.

Some questions you may consider when constructing your journal entries include, but are not limited to the following:

- What are the group-based dynamics that you notice?
- What stages of the process is your group in?
- How are you reacting (thoughts, feelings, behaviours) to the process of group and group dynamics?
- What roles do you find yourself adopting and/or being recruited to adopt? Do these roles change? What is your experience of these roles? What other roles are present in the group?
- What is the nature of the interpersonal relations in your group? Are there sub-groups?
- What are the (implicit & explicit) norms of your group? Do these norms change?

- Are there issues of power at play within your group? What are the origins and nature of these forces?
- Are there examples of group conflict? If so, how does the group manage conflict?
- Discuss the process by which your group is preparing to facilitate the simulated Family Psychoeducational/Support group (i.e., Assignment #4).
- Discuss your experience of facilitating a simulation group (i.e., Assignment #4).

You will submit your journal entries in one submission on the due date at the end of the course to the D2L Dropbox.

Assessment Criteria: A marking/grading rubric will be provided via D2L. This assignment is worth 30% of the total grade for the course. An individual grade will be provided for this assignment. This assignment is eligible for the Late Bank (i.e., you are permitted to use the late bank days for this assignment).

**Assignment 2: Case Study - Assessment and Developing a Plan-of-Care (worth 25%)  
Group Assignment**

Due Date: February 24, 2025 by 11:59pm MST

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

Assessment Description:

Building on class lectures and in-class experiential activities, you will meet outside of class in your assigned task groups, to review materials provided related to a case study/simulated clinical case. The outcomes of these group meetings are to develop the following:

- a) Using a template provided in class, the group will identify various components from the simulated case materials relevant to the completion of a biopsychosocial assessment report.
- b) Each group will submit a draft biopsychosocial assessment report, to their simulated clinical supervisor (i.e., the course instructor). Consistent with the provided template, the draft assessment report will include such factors as client identifying information, reason for referral/presenting problem, goals, as well as key areas/domains of functioning (e.g., family constellation, current family functioning, family history, current health/mental health functioning, health/mental health history, current education/employment functioning, involvement in the community). This draft report will be a maximum of five (5) pages, in bullet format, consistent with the example/template provided in the course.
- c) As a group you will prepare for a supervision/consultation, by identifying the areas of the biopsychosocial assessment that have not yet been explored or not explored to your satisfaction. You will create a brief report for a simulated supervisor (i.e. course instructor), that identifies areas/domains of the biopsychosocial assessment that have not yet been explored (i.e., presented/described in the virtual case materials), and which your group consider important to inform your understanding of the case. In relation to the simulated case materials, you will identify and describe the specific areas/information that have not yet been explored (or not yet explored to your satisfaction). Your group will also provide accompanying examples of ways/means/methods of exploring this missing information with the simulated client(s). For

example, what specific questions might you ask the client in a future/next meeting? What information would you need to clarify and how specifically, would you clarify this? What other sources of information might be important and/or who else may be important for you (i.e., the social worker) to speak with to obtain a clearer/fulsome picture of the case? What other screening tools may be helpful to use? Also identify any potential ethical factors that are relevant, such as obtaining informed consent prior to contacting collaterals/community professionals. This draft supervision consultation note will be a maximum of two (2) pages in bullet format.

- d) As a component of this draft biopsychosocial report, you will also include a preliminary case formulation/conceptualization, that identifies key protective and risk factors (4-P's) that may help explain the life problems/functional impairments experienced by the simulated client. This case conceptualization will be a maximum of one (1) page, in bullet format, consistent with the example/template provided.
- e) As a component of this draft biopsychosocial report, you will also create a preliminary multidisciplinary plan-of-care, that identifies formal and informal services/supports that relate to the assessment materials, case formulation, and are congruent with the client goals. This plan-of-care will be a maximum of two (2) pages, in bullet format, consistent with the example/template provided.

#### Assessment Criteria:

You will be graded on clarity of thought and presentation, critical thinking, connection to practice, and professional documentation skills. Information should be concise, accurate, and synthesize the data. A detailed rubric will be posted on D2L. The late bank is **NOT** applicable for this assignment (i.e., cannot be used for Assignment 2).

### **Assignment 3: Genogram and Eco-map (20%) Group Assignment**

Due Date: March 7, by 11:59pm MST

Aligned Course Learning Outcomes: 1, 5

#### Assignment Description:

Genograms, Tree-of-Life, Kinship mapping are different ways to visually represent family structures, the quality of interpersonal relationships, and patterns of intergenerational factors (i.e., values, health, parenting practices). Genograms, specifically, are commonly used in Social Work practice and are often considered standard practice when working with families, but present limitations if not practiced in a manner consistent with social work values. Groups will complete a genogram (or Tree-of-life or Kinship mapping) related to a simulated case/virtual file. Regardless of the visual representation chosen (i.e., genogram, tree-of-life, kinship mapping), your assignment will be **hand-drawn** (i.e., not created on a computer or generated using a computer program specifically designed to create genograms/family-trees) and will be accompanied by an ecomap. This assignment will be consistent with the practices and approaches reviewed within the course. Genograms OR Tree-of-life OR Kinship mapping will be

completed on one single sheet (i.e., one side of) a Letter sized piece of paper (8.5 x 11 inches). Ecomaps will be completed on a separate single sheet (i.e., one side of) a Letter sized piece of paper (8.5 x 11 inches).

Assessment Criteria: A marking/grading rubric will be provided via D2L. The late bank is **NOT** applicable for this assignment (i.e., cannot be used for Assignment 3).

**Assignment 4: Practice Groups** (worth a total of 25%; 20% of this grade is comprised of the instructor's evaluation based on the marking rubric; 5% is informed by completed peer and self-evaluations).

### **Group Assignment**

Due Date: Completed in Class March 31 and April 7

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

### Assignment Description:

Assignment 4 will be completed in-class during classes 11 and 12. The practice groups are an opportunity for you to develop and practice your group process and facilitation skills. Consistent with Assignment #1, all students in the course will be assigned to one of four task groups at the outset of the course (A, B, C, D). Building on the course learnings related to behavioural family therapy covered during the family-focused component of the course, each group will prepare to facilitate a simulated four (4) session Family Psychoeducational/Support group. In your student task groups, you will meet in order to plan/prepare for the facilitation of these simulated Family Psychoeducational/Support groups, which cover topics previously in the course (1.) expressing pleasant emotions; (2) making a positive request; (3) expressing unpleasant emotions; and (4) problem-solving.

In classes 11 and 12, four (4) simulated Family Psychoeducational/Support groups will run simultaneously for 30 minutes, co-facilitated by 2 members from each of the student task groups (A, B, C, D). Consistent with directions provided by the course instructor, co-facilitator dyads will not present to members of their task group, but will present to another student task group, who will be pretending to be clients/family members accessing social work services (e.g., simulated participants in the Family Psychoeducational/Support group). In the first half of class 11, the topic for the Family Psychoeducational/Support Group will be expressing pleasant emotions. Please note that the course instructor will also be assigning roles to a few of the student-members acting as family members/clients for the Family Psychoeducational/Support Groups. An example of these roles and/or dynamics may include a monopolizer, group-conflict, disengaged member, disruptive member, member who is late, etc. Such roles and/or dynamics allow for the co-facilitators to demonstrate their abilities to work with group dynamics, for which they have anticipated and practiced prior to this simulated facilitation.

In the second half of class 11, four (4) new co-facilitator dyads from each of the student task groups (A, B, C, D) will run the next simulated Family Psychoeducational/Support group 'session'. The topic for this session will be making a positive request. The remaining members of class will continue to act in the role of family members/clients attending the Family Psychoeducation/Support Group. Please note that the course instructor will also be assigning roles to a few of the student-members acting as family

members/clients for the Family Psychoeducational/Support Groups. An example of these roles and/or dynamics may include such things a monopolizer, group-conflict, disengaged member, disruptive member, member who is late, etc. Such roles and/or dynamics allow for the co-facilitators to demonstrate their abilities to work with group dynamics, for which they have anticipated and practiced prior to this simulated facilitation.

In the first half of class 12, four (4) new co-facilitator dyads from each of the student task groups (A, B, C, D) will run the next simulated Family Psychoeducational/Support group 'session'. The topic for this session will be expressing unpleasant emotions. The remaining members of class will continue to act in the role of family members/clients attending the Family Psychoeducation/Support Group. Please note that the course instructor will also be assigning roles to a few of the student-members acting as family members/clients for the Family Psychoeducational/Support Groups. An example of these roles and/or dynamics may include such things a monopolizer, group-conflict, disengaged member, disruptive member, member who is late, etc. Such roles and/or dynamics allow for the co-facilitators to demonstrate their abilities to work with group dynamics, for which they have anticipated and practiced prior to this simulated facilitation.

In the second half of class 12, four (4) new co-facilitator dyads from each of the student task groups (A, B, C, D) will run the next simulated Family Psychoeducational/Support group 'session'. The topic for this session will be problem-solving. The remaining members of class will continue to act in the role of family members/clients attending the Family Psychoeducation/Support Group. Please note that the course instructor will also be assigning roles to a few of the student-members acting as family members/clients for the Family Psychoeducational/Support Groups. An example of these roles and/or dynamics may include such things a monopolizer, group-conflict, disengaged member, disruptive member, member who is late, etc. Such roles and/or dynamics allow for the co-facilitators to demonstrate their abilities to work with group dynamics, for which they have anticipated and practiced prior to this simulated facilitation.

#### Assessment Criteria:

A grading/marking rubric will be available via D2L. Self-evaluations and peer evaluations will inform the grade provided This assignment is worth 25% of the total grade for the course. The late bank is **NOT** applicable for this assignment (i.e., cannot be used for Assignment 4). See below for additional information related to grading.

**Facilitator Self-Evaluation.** Following the end of the class, students who facilitating the practice group are responsible to upload a self-evaluation to D2L drop-box regarding their learning process/skill demonstration (an evaluation tool will be provided). Facilitators will complete a self-evaluation related to their 30 min facilitation, which will be uploaded to the D2L Dropbox. This self-evaluation will count for 1.25% (of the total course grade, which along with peer evaluations comprise the 5% grade corresponding to self-evaluation and peer evaluation). Self-evaluations are due the day of the practice group being evaluated and students not in attendance will not receive credit. The combined peer and self-evaluation are worth 5% of the course grade and is a pass/fail.



**Peer Evaluation.** In recognition of their important role in the simulated Family Psychoeducational/ support groups and the valuable experiential learning afforded via participation in such simulations, students acting as simulated group members (i.e., non-facilitators) will complete an evaluation of **each** presenter using an evaluation tool (provided by the instructor) and upload these peer evaluations to the D2L Dropbox for each practice group for which they are involved. Students providing a peer evaluation will receive 1.25% (of the total course grade, included in the 5% grade corresponding to self-evaluation and peer evaluation) for each practice group they participate and for which they submit a completed peer evaluation. These peer evaluations are due the day of the practice group being evaluated and students not in attendance will not receive credit. The peer and self-evaluation are worth 5% of the grade and is a pass/fail.

## **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**

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). 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**

A 5 day 'Late Bank' will be available to all students, and they can use these days at their own discretion and without explanation. You do not need to let the instructor know ahead of time that you are using days in your Late Bank for a task. Rather, simply make a note in Dropbox when you submit the task that you are using your late bank days when you submit. **The late bank is only available for the individual Assignments #1** (i.e., you cannot use the late bank for group assignments. Please note that the five (5) days in your late bank is **five days total** (i.e., not 5 days per assignment).

Once you have used up your 5 Late Bank days, 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 7<sup>th</sup> 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 [Undergraduate 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 0.5, in situations where this will result in an elevation of the submitted Letter Grade (i.e., 84.5 will be rounded up to 85; 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.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage Range</b>
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 <a href="#">F.1.3</a> 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

