



Winter 2025

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/ Sauteaux/ 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 392 B03/T03	Classroom	TBD
Course Name	Community Engaged Practicum and Integration		
Dates and Time	Start of Classes: January 13, 2025 End of Classes: April 11, 2025 Dates and Time: In-person instruction Mondays from 1:00 – 4:00 pm on the following dates: <ul style="list-style-type: none"> • January 13 • January 20 • January 27 • February 3 • February 10 • February 24 • March 3 • March 10 • March 17 • March 24 • April 7 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Dube, Kealey (she/her), MSW, RSW	Office Hours	Office hours as requested
UCalgary E-mail	kdube@ucalgary.ca	UCalgary Phone	Please connect by email to set up a time to meet.

SYLLABUS STATEMENT

Learners engage in experiential, reflective, and curiosity-driven learning through community service and social justice initiatives. Social Work supervision and an integrative seminar scaffold, support, build Social Work competence, and engage in peer learning while developing their professional Social Work identity.

COURSE DESCRIPTION

This course builds upon the Community Engaged Practicum and learning experiences you gained in SOWK 390. You will complete 200 hours of experiential learning, guided by your learning agreement focusing on social work practice, community service, and social justice initiatives.

In addition to your fieldwork hours, you will participate in weekly classes to engage in social work supervision and explore topics such as professional identity, professional practice, human rights and social action. This course will involve interactive discussions, educational supervision, peer learning, and exploration of social work through experiential projects, research, or community engagement.

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

Course Hours: 6 units; (200 hours – 3T)

Prerequisite(s): Admission to BSW program (University Transfer route, including After-Degree) and Social Work 201 and Social Work 390 [Social Work 420] with a grade of “C” or better. As this course is CR or F and it is not included in the overall GPA calculation.

Note: Students may be completing their practicum at locations that involve additional costs to meet requirements of specific organizations. Students are responsible for all costs associated with practicum activities. Some practicum activities may require variable hours during weekdays, evenings, or weekends.

COURSE LEARNING OUTCOMES

Upon completion of this course, you will have the opportunity to:

1. Demonstrate a deep understanding of social work knowledge, skills, attitudes, and values.
2. Apply reflective practice to analyze your own experiences and growth as a social worker.
3. Engage meaningfully with communities as a social work learner, actively participating in supervised learning activities outlined in your learning agreement.
4. Integrate human rights, social action, and anti-racist practices into your community work and interactions within the Faculty of Social Work.
5. Identify and critically evaluate the systemic factors that contribute to social injustices in your communities.
6. Develop comprehensive learning goals that demonstrate lifelong competence, cultural humility and ongoing commitment to social justice and social change.

LEARNING RESOURCES

- There is no required textbook. Links to required readings will be posted in D2L.
- Canadian Association of Social Workers. (2024). CASW Code of Ethics, values, and guiding principles. <https://www.casw-acts.ca/en/casw-code-ethics-2024>
- Practicum Learning Agreement.
- Resource documents (found in D2L).

LEARNING TECHNOLOGIES AND REQUIREMENTS

Discussion Board

Online discussion in D2L is a key aspect of our learning in this course. The advantage of the discussion board is that it is asynchronous, that is, we can all contribute at a time that is convenient to each of us. We will participate in exploration of key field practicum themes (as outlined in the practicum learning agreement); case discussions, as well as discussion and debate relating relevant practice.

Confidentiality in Class and Course Assignments

As professionals, students and the instructor will respect the guidelines of confidentiality outlined in the CASW Code of Ethics (2024). We will take care that no information that could identify a service user of any service system be used in class meetings or in assignments. We will adhere to the policy that issues introduced in the class will be discussed in only general, and not particular ways outside the classroom.

CONNECTIONS TO PRACTICE

Following SOWK 390, this course further develops and integrates knowledge and social work skills while exploring self, the social work profession, and your community. Guided by ongoing participation in social work supervision, peer learning, and reflective practice, you will demonstrate a commitment to cultural humility, equity, diversity, inclusion, anti-racism, human rights, and social change. This process includes active participation in weekly in-class supervision. You will articulate your learning in the Learning Agreement, activating a social justice response, and continue to develop your emerging social work identity and practice framework.

RELATIONSHIP TO OTHER COURSES

SOWK 392 builds on the learning from SOWK 390 and is a prerequisite for SOWK 590 and 592.

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

The Community-Engaged Practicum and Integration course builds on the preparatory and foundational learning in SOWK 390. Learning continues in a more active and applied way. The areas of focus for learning are visually depicted below.



Students and instructors will meet for weekly supervision in-class. The purpose of this class is to provide space for learning, reflection, and supervision. To manage larger class sizes, the class may be divided into Break Out Rooms for different activities to allow opportunities for check-in, debrief, smaller group discussions and practicum activities. To facilitate deeper learning in supervision and class activities, instructors may divide the class in half. One-half will participate in intensive, one-on-one supervision sessions for 1.5 hours. During this time, the other half will engage in dynamic learning activities for intentional reflection and meaningful dialogue, shaping your social work identity.

These activities may include:

- Peer-led discussions on integrating theory into practice through the Integrating Theory and Practice loop. A detailed guide can be found in D2L.
- Ethical dilemma analysis to sharpen critical thinking
- Case study explorations to apply knowledge to real-world scenarios

Learning will focus on:

Engagement in weekly social work learning experiences

- Learning activities can consist of any of the following: Participation in simulations or interprofessional events.
- Completion of training sessions or webinars on social work skills/knowledge training, readings, podcasts, films, and role-plays.
- Contribution to social work projects by supporting faculty or agency-based projects. This may involve contributing to project planning, implementation, and evaluation, with a focus on achieving desired project outcomes.
- Dedication of time in volunteer service by holding a volunteer role or attending events/tours to gain hands-on experience will enable students to connect with communities, gain practical skills, and contribute to meaningful social change initiatives.

- Assisting with approved, supervised social work research by supporting faculty or agency-based research projects. This may include data collection, analysis, literature reviews, and dissemination of findings, providing valuable insights into the research process within the field of social work.

Social Work Supervision and Peer Learning

- Preparation for class and supervisory discussions to enhance learning and practice.
- Participate in debriefing to reflect on learning experiences and receive feedback for enhancement and growth.
- Contribute to peer learning through group discussions and structured reflection exercises.
- Participate in the evaluation of practicum learning progress and achievements.

Reflective Practice and Evaluation

- Engage in weekly, ongoing reflection documented in the Practicum Learning Agreement
- Organize and plan intentional learning activities to support knowledge and skill integration.
- Participate in the Integrating Theory and Practice Loop in class as scheduled.

Weekly Class Schedule

Weekly Topics	Details	Learning Activities
Week 1 January 13	<p>This week, we will focus on reorienting ourselves to the semester and reviewing the fall semester. Class will start with revisiting the course outline and reaffirming our commitment to the professional ethics and accountability of social work.</p> <p>Next, we will delve into the Practicum Learning Agreement. Plan the activities you will engage in including knowledge-building or skills activities, and the types of experiences that will guide your learning hours in the winter semester.</p> <p>Throughout the week, we will emphasize professional accountability and ethics. Our class time will be a mix of instruction with opportunities for peer connections and supervision.</p>	<ol style="list-style-type: none"> 1. Attend class, participate in social work supervision, and peer consultation. 2. Begin your practicum learning hours (14 hours per week) including orientation, preparation and planning, volunteer, research or projects, and knowledge-building activities. 3. Engage in self-reflection and reflective practice as evidenced in the learning agreement.
Week 2 January 20	<p>This week, we will focus on individual learning agreement consultations. Students will have the opportunity to share their plans, receive feedback, and confirm their goals for the term.</p> <p>In addition to these consultations, we will continue to engage in social work experiences, knowledge building activities, and supervision.</p>	<ol style="list-style-type: none"> 1. Attend class, participate in social work supervision, and peer consultation. 2. Complete your practicum learning hours (14 hours per week).

	This will provide a solid foundation for your learning journey throughout the semester.	3. Engage in self-reflection and reflective practice as evidenced in the learning agreement.
Week 3 January 27	<p>This week, we will continue our focus on experiential learning and knowledge building. Attend class, participate in social work supervision, and peer consultations. Ensure that you complete your required practicum learning hours. Reflect on your experiences and document your learning in your practicum learning agreement.</p> <p>Class discussions will reflect updates and topics relevant to your ongoing learning. This will provide opportunities to debrief, seek consultation and integrate learning.</p>	<ol style="list-style-type: none"> 1. Attend class, participate in social work supervision, and peer consultation. 2. Complete your practicum learning hours (14 hours per week). 3. Engage in self-reflection and reflective practice as evidenced in the learning agreement. 4. Please submit your learning agreement in the Dropbox in D2L for your instructor to review.
Week 4 February 3	<p>This week, we will continue our focus on experiential learning and knowledge building. Attend class, participate in social work supervision, and peer consultations. Ensure that you complete your required practicum learning hours. Reflect on your experiences and document your learning in your practicum learning agreement.</p> <p>Class discussions will reflect updates and topics relevant to your ongoing learning. This will provide opportunities to debrief, seek consultation and integrate learning.</p>	<ol style="list-style-type: none"> 1. Attend class, participate in social work supervision, and peer consultation. 2. Complete your practicum learning hours (14 hours per week). 3. Engage in self-reflection and reflective practice as evidenced in the learning agreement.
Week 5 February 10	<p>This week, we will continue our focus on experiential learning and knowledge building. Attend class, participate in social work supervision, and peer consultations. Ensure that you complete your required practicum learning hours. Reflect on your experiences and document your learning in your practicum learning agreement.</p> <p>Class discussions will reflect updates and topics relevant to your ongoing learning. This will</p>	<ol style="list-style-type: none"> 1. Attend class, participate in social work supervision, and peer consultation. 2. Complete your practicum learning hours (14 hours per week). 3. Engage in self-reflection and reflective practice as evidenced in the learning agreement.

	provide opportunities to debrief, seek consultation and integrate learning.	
Week 6 Term Break – no classes February 17		
Week 7 February 24 Mid-term evaluation	<p>The midterm evaluation will assess your progress in social work experience, knowledge building, and supervision. We will review your practicum learning agreement, discuss your experiences to date, and provide feedback on your progress towards your learning goals.</p> <p>This evaluation is an opportunity to reflect on your growth and identify areas for further development. We will work together to ensure you are on track to achieve your learning objectives for the semester.</p>	<ol style="list-style-type: none"> 1. Attend class and participate in the midterm evaluation. 2. Complete your practicum learning hours (14 hours per week). 3. Engage in self-reflection and reflective practice as evidenced in the learning agreement. 4. Please submit your learning agreement in the Dropbox in D2L for your instructor to review.
Week 8 March 3	<p>This week, we will continue our focus on experiential learning and knowledge building. Attend class, participate in social work supervision, and peer consultations. Ensure that you complete your required practicum learning hours. Reflect on your experiences and document your learning in your practicum learning agreement.</p> <p>Class discussions will reflect updates and topics relevant to your ongoing learning. This will provide opportunities to debrief, seek consultation and integrate learning.</p>	<ol style="list-style-type: none"> 1. Attend class, participate in social work supervision, and peer consultation. 2. Complete your practicum learning hours (14 hours per week). 3. Engage in self-reflection and reflective practice as evidenced in the learning agreement.
Week 9 March 10	<p>This week, we will continue our focus on experiential learning and knowledge building. Attend class, participate in social work supervision, and peer consultations. Ensure that you complete your required practicum learning hours. Reflect on your experiences and document your learning in your practicum learning agreement.</p> <p>Class discussions will reflect updates and topics relevant to your ongoing learning. This will provide opportunities to debrief, seek consultation and integrate learning.</p>	<ol style="list-style-type: none"> 1. Attend class, participate in social work supervision, and peer consultation. 2. Complete your practicum learning hours (14 hours per week). 3. Engage in self-reflection and reflective practice as evidenced in the learning agreement.

<p>Week 10 March 17 Final Evaluation</p>	<p>The final evaluation will assess your overall progress in social work experience, knowledge building, and supervision. We will review your practicum learning agreement, discuss your experiences throughout the semester, and provide feedback on your achievements.</p> <p>This evaluation is an opportunity to reflect on your growth and learning journey. We will celebrate your accomplishments and discuss any areas where you may benefit from further development.</p> <p>The final evaluation will also serve as a valuable tool for you for your continued professional development.</p>	<ol style="list-style-type: none"> 1. Attend class, participate in social work supervision, and peer consultation focused on the final evaluation. 2. Complete your practicum learning hours (14 hours per week). 3. Engage in self-reflection and reflective practice as evidenced in the learning agreement.
<p>Week 11 March 24 Final Evaluation</p>	<p>The final evaluation will assess your overall progress in social work experience, knowledge building, and supervision. We will review your practicum learning agreement, discuss your experiences throughout the semester, and provide feedback on your achievements.</p> <p>This evaluation is an opportunity to reflect on your growth and learning journey. We will celebrate your accomplishments and discuss any areas where you may benefit from further development.</p> <p>The final evaluation will also serve as a valuable tool for you for your continued professional development.</p>	<ol style="list-style-type: none"> 1. Attend class, participate in social work supervision, and peer consultation focused on the final evaluation. 2. Complete your practicum learning hours (14 hours per week). 3. Engage in self-reflection and reflective practice as evidenced in the learning agreement.
<p>Week 12 March 31</p>	<p>The final evaluation will assess your overall progress in social work experience, knowledge building, and supervision. We will review your practicum learning agreement, discuss your experiences throughout the semester, and provide feedback on your achievements.</p> <p>This evaluation is an opportunity to reflect on your growth and learning journey. We will celebrate your accomplishments and discuss any areas where you may benefit from further development.</p> <p>The final evaluation will also serve as a valuable tool for you for your continued professional development.</p>	<ol style="list-style-type: none"> 1. Attend class, participate in social work supervision, and peer consultation focused on the final evaluation. 2. Complete your practicum learning hours (14 hours per week). 3. Engage in self-reflection and reflective practice as evidenced in the learning agreement.

<p>Week 13 April 7 Closing and Celebration</p>	<p>This week, we will conclude our journey together by celebrating your accomplishments and reflecting on your growth as a social worker.</p> <ul style="list-style-type: none"> • Continue to engage in social work experiences, knowledge building activities, and supervision. • Attend class and participate in peer consultations. • Ensure that you complete any outstanding practicum learning hours. • Reflect on your experiences and document your learning in your practicum learning agreement. <p>Class discussions will provide an opportunity to debrief, seek consultation, and integrate your learning. We will celebrate your achievements, share insights, and offer support as you transition into the next phase of your social work career.</p>	<ol style="list-style-type: none"> 1. Attend class, participate in social work supervision, and peer consultation. 2. Complete your practicum learning hours. 3. Engage in self-reflection and reflective practice and finalized your learning agreement. 4. Please submit your learning agreement in the Dropbox in D2L for your instructor to review.
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ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. Students can expect responses to 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. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Classes are collaborative learning spaces that require meaningful participation. As such, you are expected to engage by turning on webcams. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class, and you are expected to manage your microphone as required.** Please reach o contact your instructor if you experience challenges preventing 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. If online meetings are held in open space areas, headphones should be considered to ensure the privacy of those sharing both from the classroom and for others in the open space environment.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. Students will be advised before the instructor initiates a recording of a Zoom session

RECORDINGS OF ONLINE CLASSES BY STUDENTS

Recording of lectures is not permitted by students. 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

Class Attendance & Seminar Participation – attend weekly classes for engagement of learning and supervision.

Learning Agreement: Learning will progress cumulatively each week and be tracked in the learning agreement. Your progress will be assessed through the Practicum Learning Agreement, evaluated at the beginning, midpoint, and end of the course by both the instructor and you, the learner.

To successfully complete the course, you must meet or exceed the objectives as outlined in the rubric below. This will include ongoing engagement in the weekly activities and reflective prompts outlined in the learning agreement.

Evaluation of your progress is an ongoing process that highlights strengths and identifies areas for growth that the beginning, midterm, and end of the practicum. The learning agreement is a document that outlines your learning goals and progress in the course, and you will chart your progress each week. The rubric below helps inform the evaluation classes at mid-term and final evaluation.

Criteria	Exceeding Objective (Exemplary)	Meeting Objective (Proficient)	Partially Meeting (Satisfactory)	Not Meeting Objective (at risk for failure)
Engagement in Learning Experiences	Consistently participates in all activities; shows initiative in projects and service.	Participates regularly; completes most activities with minimal prompting.	Occasionally participates; some activities incomplete.	Rarely participates; disengaged from activities.
Engagement in Supervision and Peer Learning	Actively engages in supervision; provides constructive feedback; collaborates effectively.	Participates in supervision and peer learning; contributes to discussions.	Limited engagement; sometimes contributes to supervision.	Rarely engages in supervision or peer learning.
Reflection and Integration of Learning	Thoroughly documents reflections; consistently integrates theory with practice.	Regularly documents reflections; integrates theory with practice most of the time.	Occasionally documents reflections; minimal integration of theory with practice.	Rarely reflects; little to no integration of theory with practice.

Criteria	Exceeding Objective (Exemplary)	Meeting Objective (Proficient)	Partially Meeting (Satisfactory)	Not Meeting Objective (at risk for failure)
Professional Identity and Ethics	Exemplifies equity, diversity, inclusion; actively promotes values and ethics in practice.	Demonstrates understanding of values and ethics; respects diversity in practice.	Shows awareness of values and ethics; inconsistent application.	Limited understanding of values and ethics; often overlooks diversity.
Professional Practice (Skills and Knowledge)	Mastery of skills; independently applies theories and models; effective communication.	Competently applies skills and knowledge; communicates effectively.	Some application of skills; communication may need improvement.	Limited skills; struggles with application and communication.
Human Rights and Social Justice	Actively advocates for human rights and social justice; applies anti-racist practices effectively.	Understands and applies principles of human rights and social justice.	Shows some understanding of human rights and social justice but limited application in practice.	Minimal awareness of human rights and social justice issues.
Reflective Practice and Self-Awareness	Consistently engages in self-reflection; applies feedback to improve practice.	Regularly reflects on practice; makes some changes based on feedback.	Occasionally reflects; limited application of feedback.	Rarely reflects; does not apply feedback.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

You are expected to participate actively in all classes. Please be prepared, as best as you are able, to participate openly, respectfully, and honestly in class discussions. You are expected to behave in a professional manner during all class. There is a high emphasis on attendance and participation. You are expected to be fully present and engaged in class activities and discussions. Please refer to the UCalgary calendar for more information on attendance and supporting documentation and the use of a statutory declaration. For students with caregiving roles, if alternative arrangements for care of children cannot be made for a class, children will be welcomed into our class to decrease participation barriers for students with caregiving roles. Please contact your instructor to discuss as needed.

ETHICAL APPROACH TO THIS COURSE

This class prioritizes a trauma-informed, decolonization approach, where all participants (teachers and learners) share in relational accountability for creating and maintaining a climate of respectful dialogue and treatment of one another. As social workers and aspiring social workers, reflecting our professional ethics inside and outside of the classroom helps us to build congruence between our personal and professional selves. You are encouraged to participate in critical reflection, personal growth, and skill-development while learning from the instructors, each other, and practitioners in the field. The intent of class is to provide opportunities to make connections between thinking, feeling, doing and being. Our social work roles in social and self-care practices in the context of the practice and the pursuit of social

justice will be emphasized. Ethical space, a concept forwarded by Dr. Willie Ermine, will be explored, and practiced in this class (we will need to have a copy of this document to post in D2L

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). Assignments are due before midnight 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.

EXPECTATIONS FOR WRITING

All writing is expected to be written to social work professional standards. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/studentsuccess/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

Many students and instructors look for guidance regarding the use of generative AI tools, such as ChatGPT. The following sample syllabus statements have been adapted from McMaster University (<https://mi.mcmaster.ca/generative-artificial-intelligence-in-teaching-and-learning/#tab-content-provisional-guidelines>), as examples for various use permissions in academic courses. We encourage course instructors to adapt these statements further, based on their context. Additional guidance can be found on the Ucalgary Teaching and Learning resource website: <https://teaching-learning.ucalgary.ca/resources-educators/generative-ai-teaching-and-learning>)

Some Use Permitted

Students may use generative AI tools in this course in accordance with the instructions and guidelines outlined for each course assignment or assessment. The use of generative AI tools must be referenced and cited following citation instructions outlined by the course instructor. Use of generative AI outside assessment or assignment guidelines or without citation will constitute academic misconduct. It is the student’s responsibility to be clear on the limitations on the use of generative AI tools for each assessment or assignment, on the expectations for citation and referencing, and on fact checking statements created by generative AI tools. If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

Example statements:

- AI tools can be used for creating assignment outlines or critiquing drafts, but the final work must be original.
- AI tools may be prohibited for tests, major assignments, or research papers but allowed for information gathering.

GRADING

The SOWK 392 instructor is both field instructor (practicum supervisor) and instructor-of-record holding the final responsibility for assigning student grades. Students receive a CR (Completed Requirements) or F (Fail) as a grade for this course. Concerns regarding a student's performance in practicum at any point in the semester may result in the student being identified as at-risk for failing the practicum, and such concerns should be discussed with the student's field coordinator immediately. Policies and procedures related to at-risk situations are detailed in the Field Education Manual. Students who do not receive a CR (completed requirements) grade in the field practicum course may be required to withdraw from the program.

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.

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