



### **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, Wíhîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), Siksikaitapî to the Blackfoot Confederacy and Guts'ists'i to the Tsuut'ina.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, British Columbia, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot 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 436 S03</b>	<b>Classroom</b>	Online
<b>Course Name</b>	<b>Green Social Work and Sustainability</b>		
<b>Dates and Time</b>	Start of Classes: January 13, 2025 End of Classes: April 11, 2025 Dates and Time: Zoom sessions (Monday, 5:30 – 8:30 pm) 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</a> <sup>1</sup> .		
<b>Instructor</b>	Dr. Julie Drolet, PhD, RSW	<b>Office Hours</b>	As Requested
<b>UCalgary E-mail</b>	<a href="mailto:jdrolet@ucalgary.ca">jdrolet@ucalgary.ca</a>	<b>UCalgary Phone</b>	780-492-1594

**SYLLABUS STATEMENT**

You will examine the role of social work in addressing the environmental crisis across individual, community, organizational, and professional contexts. You will critically assess and apply approaches and innovations to integrate environmental justice and sustainability in social work practice.

**COURSE DESCRIPTION**

This course will invite you to learn about the role of social work in addressing the environmental crisis across individual, community, organizational, and professional contexts, and assess and apply approaches and innovations to integrate environmental justice and sustainability in social work practice. You will explore social work practice in placed-based contexts, interdisciplinary and interprofessional collaboration, injustices of Canada’s settler colonial history, human rights and social action, ecological social work and environmental sustainability, and social and environmental policy. Learners will engage in interactive class discussions, presentations and critical reading, guest presentations, case studies, and online discussions.

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

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

**Course Hours:** 3 units; (3S-0)

**Prerequisite:** Admission to BSW Program

## COURSE LEARNING OUTCOMES

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

1. Explain the lived realities of individuals, families, and communities affected by multiple intersecting risks, vulnerabilities, and marginalization in relation to environmental degradation, natural hazards, climate change, and disasters.
2. Analyze the role of social work in advancing environmental justice and sustainability at various levels (micro, mezzo, macro) and with diverse populations.
3. Apply knowledge and skills to contribute to the development and implementation of new and more equitable social and environmental policies that address environmental degradation and hazards, including the impacts of climate change and disasters.
4. Advocate for climate justice and assess the implications for interprofessional collaboration to create ecologically sustainable communities, economies, and natural and built environments for all life forms and eco-systems.
5. Disrupt oppressive colonial narratives, structures, and systems, and reflect on your social work identity, to cultivate respectful relationships and connections with community, ancestors, land, water, plants, natural resources, and the planet.
6. Expand your social work practice framework to incorporate green social work and ecological social work, environmental sustainability, human rights and social action, rights of nature, and organizational and societal systems' change to contribute to more ecologically sustainable communities.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

Androff, D., & Damanik, J. (2024). *The Routledge international handbook of social development, social work, and the Sustainable Development Goals*. Routledge. <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781003177265/routledge-international-handbook-social-development-social-work-sustainable-development-goals-david-androff-janianton-damanik>

Dominelli, L. (2023). *Social work practice during times of disaster*. Routledge. <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781003105824/social-work-practice-times-disaster-lena-dominelli>

Dominelli, L. (2018). *The Routledge handbook of green social work*. Routledge. <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781315183213/routledge-handbook-green-social-work-lena-dominelli>

Fletcher, A. (2015). Trading futures: Economism and gender in a changing climate. *International Social Work*, 58(3), 364-374.

Page, E., & Daniel, I. (2020). *There's something in the water* [Video]. <https://www.kanopy.com/en/ucalgary/watch/video/13547284>

Sacred Earth Solar & Indigenous Climate Action. (2023). *Just transition guide: Indigenous-led pathways toward equitable climate solutions and resiliency in the climate crisis*. <https://static1.squarespace.com/static/5c9860bf77b9034bc5e70122/t/6555222edcea4d681ccf0454/1700078320040/Just+Transition+Guide.pdf>

Climate action podcasts. (2024). <https://cjsw.come/spoken-word/>

### **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 or desktop with Internet access, microphone and speaker is required for D2L and Zoom access.

### **CONNECTION TO PRACTICE**

This course will prepare you to integrate green social work and sustainability in your practice. You will develop new skills to prepare for practice:

- Awareness of environmental issues and sustainability
- Systems thinking to analyze interconnected social and environmental systems
- Community engagement in environmental actions
- Policy advocacy for environmental justice and policies
- Public outreach and engagement
- Climate-related interventions and response
- Ethical considerations of climate justice
- Strategies for self-care, wellness and resilience in the climate crisis
- Recognizing and addressing intersecting identities and experiences
- Critical analysis skills of existing structures and systems of power that may perpetuate oppression
- Interdisciplinary and transdisciplinary thinking skills, collaboration and coalition building

### **RELATIONSHIP TO OTHER COURSES**

Knowledge and skills developed in this course will can be applied in other courses and in your evolving social work practice framework. This course is closely related to topics in SOWK 437.

### **CLASS SCHEDULE**

#### **Important Dates for Winter 2025**

- Start of Term: Monday, January 6, 2025

- First Day of Class: Monday, January 13, 2025
- End of Term: Wednesday, April 30, 2025
- Last Day of Class: Friday, April 11, 2025
- Fee Deadline: Friday, January 30, 2025
- Alberta Family Day, no classes: Monday, February 17, 2025
- Good Friday, no classes: Friday, April 18, 2025
- Easter Monday, no classes: Monday, April 21, 2025
- Term Break, no classes: Sunday-Saturday, February 16-22, 2025

### Class Schedule

<b>Module/ Week/ Date</b>	<b>Content</b>	<b>Preparation, Weekly Readings, and Important Dates</b>
Module 1 (3 hours)	<p><b>Our Changing Climate</b></p> <ul style="list-style-type: none"> <li>• How climate works</li> <li>• How our planet is changing</li> <li>• Global warming at 1.5,2 and 4°C</li> <li>• Heat (extreme heat, heat domes)</li> <li>• Carbon dioxide, methane and other gases</li> <li>• Artic warming</li> <li>• Air, soil and water pollution</li> <li>• Extreme and dangerous weather</li> <li>• History of social work and the environment</li> </ul>	<p>January 13 class on Zoom</p> <p>Dominelli (2023) Chapter 4, 5</p> <p>Video: Climenhaga, C. (2022). What will climate change on the Prairies look like? CBC News. <a href="https://www.cbc.ca/player/play/video/1.6331466">https://www.cbc.ca/player/play/video/1.6331466</a></p>
Module 2 (6 hours)	<p><b>Green Social Work</b></p> <ul style="list-style-type: none"> <li>• Social work and the environment</li> <li>• Interconnected social and environmental problems</li> <li>• Critique of neoliberalism, capitalism and consumerism systems and structures</li> <li>• A social work call to action in urban and rural contexts</li> <li>• Case studies</li> <li>• Social, political and environmental values and conflicts</li> </ul>	<p>January 20 &amp; 27 classes on Zoom</p> <p>Dominelli (2018), Introduction, Chapter 1,33</p>

<p>Module 3 (6 hours)</p>	<p><b>Environmental Justice and Sustainability</b></p> <ul style="list-style-type: none"> <li>• Identify and challenge environmental injustice and racism (e-waste, toxic waste, resource extraction, pollution, etc.)</li> <li>• Colonialism and climate change</li> <li>• Respect for Indigenous and local knowledge</li> <li>• Indigenous worldviews</li> <li>• Social development and sustainability</li> <li>• Environmental social movements</li> <li>• Environmental ethics</li> <li>• Ecospirituality</li> <li>• Interdependent and healthy planet</li> <li>• Climate justice, human rights, and the rights of nature</li> <li>• Climate action and advocacy</li> <li>• Interdisciplinary practice</li> </ul>	<p>February 3 &amp; 10 classes on Zoom</p> <p>Sacred Earth Solar &amp; Indigenous Climate Action, Chapter 1</p> <p>Climate Atlas of Canada. (2019). Indigenous knowledges and climate change. <a href="https://climateatlas.ca/indigenous-knowledges-and-climate-change">https://climateatlas.ca/indigenous-knowledges-and-climate-change</a></p> <p>Dominelli (2018), Chapter 6</p> <p>Video: Climate activist Greta Thunberg on the power of a movement. (2018). <a href="https://fod-infobase-com.ezproxy.lib.ucalgary.ca/p_ViewVideo.aspx?xtid=195787">https://fod-infobase-com.ezproxy.lib.ucalgary.ca/p_ViewVideo.aspx?xtid=195787</a></p> <p>Assignment #1: (Group Assignment) Climate Action Campaign Part A – Presentation (Feb 3) Report due February 7</p>
<p><b>Winter Break: No class on February 17<sup>th</sup></b></p>		
<p>Module 4 (3 hours)</p>	<p><b>Sustainable Development</b></p> <ul style="list-style-type: none"> <li>• United Nations’ Sustainable Development Goals (SDGs)</li> <li>• Developing holistic, sustainable practices</li> <li>• Poverty eradication, food security</li> <li>• Social work responses and actions</li> <li>• Local and international examples</li> </ul>	<p>February 24 class on Zoom</p> <p>Androff &amp; Damanik (2024), Chapter 2, 35 ReviewSDG Fact Sheets</p> <p>Assignment #1 Part B - Planning a Climate Action Campaign – Report due February 28</p>
<p>Module 5 (6 hours)</p>	<p><b>Impacts of Climate Change</b></p> <ul style="list-style-type: none"> <li>• Climate mitigation and adaptation</li> <li>• Eco-anxiety, ecological grief</li> </ul>	<p>March 3 &amp; 10 classes on Zoom</p> <p>Climate Action podcasts (#1-4)</p>

	<ul style="list-style-type: none"> <li>• Human health, food security, and living standards</li> <li>• Sea-level rise and small islands</li> <li>• Extreme weather events</li> <li>• Tipping points</li> <li>• Micro, mezzo, and macro levels</li> </ul>	
Module 6 (6 hours)	<b>Social Work and Disasters</b> <ul style="list-style-type: none"> <li>• Place and well-being</li> <li>• Natural hazards, risks and vulnerabilities</li> <li>• Drought, floods, and wildfires</li> <li>• Disaster mitigation (preparedness, response, recovery)</li> <li>• Trauma and resilience</li> <li>• Role of social work in disaster contexts</li> <li>• Community, institutional and emergency responses</li> </ul>	March 17 & 24 classes on Zoom Assignment #2: (Group Assignment) Campaign Presentation  Dominelli (2018), Chapter 5  Climate Action podcasts (#5-8)
Module 7 (3 hours)	<b>Environmental and Forced Migration</b> <ul style="list-style-type: none"> <li>• Climate conflicts</li> <li>• Climate refugees and migrants</li> <li>• Complex migration</li> <li>• Historical, economic, legal, political institutional, and cultural contexts</li> </ul>	March 31 class on Zoom  Dominelli (2018), Chapter 25  Climate Action podcasts (#9-11)  Assignment #2: (Group Assignment) Campaign Presentation  Critique due April 4
Module 8 (6 hours)	<b>Developing a Practice Framework</b> <ul style="list-style-type: none"> <li>• Integration of social and environmental dimensions in practice, policy, research and service provision</li> <li>• Social action for sustainable development and social transformation</li> <li>• Media and communications</li> <li>• Overcoming climate apathy</li> </ul>	April 7 class on Zoom  Dominelli (2023), Chapter 12  Assignment #3: (Individual Assignment) Peer Group Engagement Assessment due April 11

	<ul style="list-style-type: none"> <li>• Equity</li> <li>• Climate action and resistance</li> <li>• Indigenous and local knowledge</li> <li>• Cultivating hope</li> </ul>	
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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.

### **GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

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

### **MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)**

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

### **RECORDINGS OF ONLINE CLASSES (By Students)**

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.



## ASSESSMENT COMPONENTS

Grading rubrics and instructions for all assignments can be found on the D2L site for this course.

In this course, you and a group of three-four of your classmates, will create a climate action campaign to change policy. A policy change may include a rule, law, regulation, norm, or practice of an institution. The aim of this project is to develop a more critical and deeper understanding of environmental issues and community change through reflection. Participating in climate action provides us with a better understanding of systems and structures, how to solve problems and overcome challenges.

We as learners, tend to learn best through action-oriented, solutions-based experiences. You will explore topics such as issue development, building power, campaign planning, creating effective teams, and campaign evaluation. Addressing a policy change in a community (campus or beyond) gives you the opportunity to learn about democracy, power, and how to affect change. This is not a political or religious indoctrination and you are free to select any policy angle you wish (Conservative, Liberal, Social Democrat, or None). You can select any policy as long as it is non-violent and aligns with the Social Work Code of Ethics.

My role is to offer guidance about strategy and tactics and to help you to consider the variety of options available, with groups deciding on how to best move forward. You and your team will begin working on the project after a few weeks of class and will present the results of your efforts later in the semester. The purpose of this project is to help you learn about the act of *leading* including assessing needs, reviewing data, synthesizing information, applying creativity, negotiating solutions, communicating written and orally, working in teams, facilitating understanding, generating useful evaluation, and the importance of a thorough campaign process.

Total time invested for the group should be about 25 hours per person, including various phases of planning, designing, organizing, executing, presenting, and evaluating your climate action project. All projects must represent a community issue, use accurate facts and data in support, and demonstrate the need for leadership and change. Time to work on campaigns will be provided during class meeting times.

The purpose of the project is to provide you with direct experience in identifying and solving challenges facing today's community leaders through policy change. You will have an opportunity to put your leadership to task while providing heat and pressure to policy stakeholders. Additionally, you are not alone in this process. You will have the support of experts like myself, and your classmates.

The criteria for choosing a campaign are:

1. You have a minimum of three students in a team, ideally 4-5.
2. You and your classmates have passion for the issue.
3. The campaign tries to change some type of policy at either the campus, community, municipal, provincial, or federal level.

## Student Responsibilities

You will be responsible for:

- Initiating contact with community partner or community experts on the selected issue.
- Representing the self, group, course, program, and university in a professional manner.
- Being prepared before contacting community experts. Research the organization, prepare questions for understanding the case. You are writing about an issue the community partner is experiencing. Questions should reflect everything you will need (facts, data, background) to write a comprehensive project.
- Recognizing that the community partners are busy. You will need to respect their time and may only have one shot at getting all the information necessary for investigating your project.
- Problem-solving together and making sure you are keeping incremental progress.

### **Assignment #1:** (Group Assignment) Climate Action Campaign

60% of course grade.

Part A due in D2L dropbox, Friday, February 7, 12:00 midnight. Presentations in class on February 3.

Part B due in D2L dropbox, Friday, February 28, 12:00 midnight.

Aligned Course Learning Outcome: 2,3,4,5,6

**Assignment Description:** This assignment has two parts, 30% each.

**Part A - Create a Climate Action Campaign:** 30% of course grade. Presentations in class on February 3.

Report due in D2L dropbox, Friday, February 7, 12:00 midnight.

Choose a topic or issue for your climate action campaign. This could be an environmental policy relevant to your campus, community or region. Conduct a detailed review and analysis of the policy, considering its goals, effectiveness, and impact. Develop a campaign that includes the audience, goals and objectives of the advocacy campaign, and strategies and tactics for advocacy. You want to be clear with your project and policy issues. Present your advocacy campaign plan to the class, outlining the key elements and strategies for promoting sustainability through policy advocacy. During class, your group will give a 7-8 minute informal presentation to update the class on your project and solicit feedback from your peers to improve it. The presentation and class discussion will range between 12-15 minutes per group.

Write a 3-page report with additional campaign materials up to 10 pages in total. Each group must create a report reflecting on your selected policy in relation to the areas of issue development, change theory, building power, and research. The paper should clearly define the problem and the context of the problem, provide a historical analysis, etc. However, it will be valuable to include previous solutions and results that contribute to understanding the current problem.

**Part B - Planning a Climate Action Campaign:** 30% of course grade. Due in D2L dropbox, Friday, February 28, 12:00 midnight.

Each group should submit an updated timeline and outline of tasks to be completed to achieve project objectives and success metrics. In a 4–5-page report, identify your updates on additional research, group dynamics, strategies and tactics and plan for campaign kick-off. How will you define success with this project?

**Assessment Criteria:** A rubric is provided on D2L site. The criteria will include quality of policy analysis and understanding of its implications for social work at the micro, mezzo and macro levels, effectiveness and feasibility of advocacy campaign goals and strategies, creativity and impact of campaign materials, and clarity and persuasiveness of the campaign presentation. The criteria will include depth of analysis and understanding of green social work principles, clarity and coherence of the discussion campaign plan.

**Assignment #2:** (Group Assignment) Campaign Presentation

25% of course grade. Presentations in class on March 17 and 24. Critique due in D2L dropbox, Friday, April 4, 12:00 midnight.

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

**Assignment Description:** Your group will provide reflection on your entire climate action project experience in a 20-25 min presentation including Q & A from student peers and invited guests. Taking into consideration your project objectives and your efforts, groups will present their process, actions, and outcomes using the action framework and guidelines below. Emphasis should be placed on management of the project, actions and activities, and applicable theory and recommendations for the future. Groups must be prepared to deliver a professional presentation to the class, community partners, and possible external reviewers. Groups have 30 minutes to discuss their social action project and answer questions from the audience.

Presentations should be . . .

1. Innovative – Your work should address the need of the community partner and the community for which they serve. Present recommended solution(s) with justification.
2. Goal-Oriented – Your work should include measurable goals and timetables for accomplishing them. How do your recommendations support the goals of the organization?
3. Inclusive – Your work should give each team member a chance to practice leadership, leveraging strengths and learning new skills.
4. Quality-Driven – You have the opportunity to share insights and new perspectives to real world challenges. You should apply your knowledge of context, and leadership to situations. Demonstrate your knowledge. Projects will be assessed on their lasting impact and application to the needs of the community.
5. Research-Based – You should be able to cite and describe the theoretical underpinnings that support your work in the Green Social Work field.

**Critique and Evaluate a Climate Action Project:** Each group will be responsible for evaluating and critiquing a groups project and their presented solutions. You will write up a 2 page critique identifying new perspectives and additional comments not covered in the final presentation.

Your critique should address the following questions:

1. What did the group set out to achieve?
2. What were their main recommendations?
3. Were there any limitations to their recommendations?
4. Do you have additional recommendations not presented? If so, what are they?
5. How did this relate to Green Social Work? What theories or approaches were used? Do you recommend any additional resources? If so, what are they?

6. Was there anything missing from this analysis? If so, what?

**Assessment Criteria:** A rubric is provided on D2L site. The criteria will include depth of analysis and understanding of green social work principles, clarity and coherence of the discussion paper, and insight and originality of recommendations for practice and policy.

**Assignment #3:** (Individual Assignment) Peer Group Engagement Assessment  
15% of course grade. Due in D2L dropbox, the date of your final critique on April 11, 12:00 midnight.  
Aligned Course Learning Outcome: 1,2,3,4,5,6

**Assignment Description:** Each member of the group will be asked to submit an evaluation of their team members engagement and meaningful contributions to peer learning and group work. These evaluations will be considered when determining the final grade for individuals in the group. Based on responses, individual grades may be higher or lower than the groups average grade.

**Assessment Criteria:** A rubric is provided on D2L site.

Evidence of plagiarism is considered academic misconduct and will be treated as such under the University of Calgary policy. Plagiarism/Cheating/Other Academic Misconduct  
<http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

#### 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. Campaign activities will require attendance in synchronous Zoom sessions. These are part of the course engagement grade, as outlined in the assessment components section above.

#### 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 by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

#### MISSED OR LATE ASSIGNMENTS

- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date.
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays).

- There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.
- Note: Instructors may consider make-up assignments for those who miss graded in-class activities. Make-up assignments are subject to the discretion of the instructor.
- Please refer to the Ucalgary calendar for more information on [supporting documentation for absences.](#)

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

### **ACADEMIC MISCONDUCT**

It is expected that all work submitted in assignments is the student’s own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <https://calendar.ucalgary.ca/pages/eb50d7931bba4da5942de21f51d1f514>

### **USE OF ARTIFICIAL INTELLIGENCE TOOLS**

#### **Unrestricted Use**

Students may use generative AI tools throughout this course to enhance their learning in any course learning activities, assignments, and assessments. Students are responsible for citing and referencing all work generated by AI tools as outlined by the course instructor.

- Students may use AI tools for understanding course materials and producing assignments but must be accountable for their submissions.
- AI-generated content must be submitted as an appendix with the prompt used.
- Reflections on AI tool usage should be included in assignments.
- AI-generated content must be cited appropriately.

### **GRADING**

A student’s final grade for the course is the sum of the separate assignments. 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. Rounding Policy:

- Final grades will be rounded to the nearest whole number. For example:
  - A final grade of 89.5% or higher will be rounded up to 90%.
  - A final grade of 89.4% or lower will remain at 89%.
- No fractional rounding will occur for individual assignments. All grades will be reported as they are calculated based on their specific weighting and percentage.

This approach ensures that final grades reflect both the total achievement throughout the course and the University's standardized grading system.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section <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

See D2L for readings.

## 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