



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, Wíchîspa 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](#).

Course & Session Number	SOWK 436 S04	Classroom	Online
Course Name	Green Social Work and Sustainability		
Dates and Time	Start of Classes: January 13, 2025 End of Classes: April 7, 2025 Dates and Time: Zoom sessions on Mondays from 5:30 to 8:30 MT Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Kelli Stevens, MSW, RSW	Office Hours	As Requested
UCalgary E-mail	kelli.stevens@ucalgary.ca	UCalgary Phone	N/A

SYLLABUS STATEMENT

Learners examine the role of social work in addressing the environmental crisis across individual, community, organizational, and professional contexts. Learners 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.

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

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

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

A list of downloadable readings will be provided in the course D2L site.

REQUIRED TEXTBOOKS AND/OR READINGS

Androff, D., & Damanik, J. (2023). Social Development, Social Work, and the Sustainable Development Goals. In *The Routledge International Handbook of Social Development, Social Work, and the Sustainable Development Goals* (pp. 1-36). Routledge.

Berry Daniels, L. (2023, July). *Lessons from the past on adapting to climate change* [Video]. TED Conferences. https://www.ted.com/talks/lapriha_berry_daniels_lessons_from_the_past_on_adapting_to_climate_change/transcript?subtitle=en

Brophy, H., Olson, J., & Paul, P. (2023). Eco-anxiety in youth: An integrative literature review. *International Journal of Mental Health Nursing, 32*(3), 633-661.

- Bui, L. (n.d.). Enhancing your visual storytelling with systems maps and tools. *Map the System Canada*. <https://www.mapthesystem.ca/stories/enhancing-your-visual-storytelling-with-systems-maps-and-tools>
- Camponeschi, C. (2022). Implementing a participatory climate action plan in Halifax. *Tamarack Institute*. https://www.tamarackcommunity.ca/hubfs/CASE-STUDY_Implementing-a-Participatory-Climate-Action-Plan-in-Halifax.pdf?hsCtaTracking=c6a3781e-13ad-4e4e-82a5-25e6a4e05365%7Ca4b541f8-9148-4d22-b14a-2adeca96cb21&hsLang=en-us
- Dominelli, L. (2023). *Social work practice during times of disaster*. Routledge.
- Drolet, J. L., Lewin, B., Khatiwada, K., Bogdan, E., & Windsor, E. (2024). The role of social work practitioners and human service professionals in long-term disaster recovery after the 2016 Alberta wildfires in Canada. *International Social Work*, 67(6), 1449-1463.
- Hiraide, L. A. (2023). Climate refugees: A useful concept? Towards an alternative vocabulary of ecological displacement. *Politics*, 43(2), 267–282. <https://doi.org/10.1177/02633957221077257>
- Page, E., & Daniel, I. (2020). *There's something in the water* [Video]. <https://www.kanopy.com/en/ucalgary/watch/video/13547284>
- Naishorua, D. (2024, June). *Lessons from people already adapting to the climate crisis* [Video]. TED Conferences. https://www.ted.com/talks/dorcas_naishorua_lessons_from_people_already_adapting_to_the_climate_crisis?subtitle=en
- Ochen, V. (2024, May). *The intersection of war and climate change* [Video]. TED Conferences. https://www.ted.com/talks/victor_ochen_the_intersection_of_war_and_climate_change/transcript?subtitle=en
- Osieyo, M.A. (Host). (2023, October 18). *Black Earth* [Audio Podcast]. <https://www.blackearthpodcast.com/episodes/becoming-black-girl-environmentalists-with-wawa-gatheru>
- Rechkemmer, A. (2023). Environmental and Climate Sustainability: The New Frontier of Social Justice. In *The Routledge International Handbook of Social Development, Social Work, and the Sustainable Development Goals* (pp. 118-137). Routledge.
- Palmater, P. (Host). (2023, March 31). *Warrior Life* [Audio podcast]. <https://warriorlifepodcast.ca/eriel-deranger-on-protecting-the-land>
- Pelletier, A. (Host). (2022, October 22). *Young climate voices on the global stage: Local Knowledge* [Webinar]. Tamarack Institute. <https://www.youtube.com/watch?v=DEvxemcSQ9o>
- 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>

Watt-Cloutier, S. (2016, September 13). *Human trauma and climate trauma as one*. TEDxYYC.
<https://www.youtube.com/watch?v=5nn-awZbMVo>

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

Date	Topic	Preparation, Readings, and Upcoming Deadlines <i>For readings: refer to required readings section of this syllabus or see D2L</i>
January 13	<p>Environment, our changing climate, and social work Introductory discussions on topics such as:</p> <ul style="list-style-type: none"> • How global warming and other forms of air pollution relate to food (in)security, migration, housing, poverty • Effects of water pollution and availability of water • History of social work and the environment • Non-western worldviews of the land and all our relations 	<p>Come prepared to discuss the following reading/materials</p> <ul style="list-style-type: none"> • Androff & Damanik – chapter 1 in <i>The Routledge International Handbook of Social Development, Social Work, and the Sustainable Development Goals</i> <p>Complete activity for Assignment 1</p>
January 20	<p>Macro level practice and green social work Building on the previous week’s discussion to better understand:</p> <ul style="list-style-type: none"> • Interconnected social and environmental problems • How such problems connect to neoliberalism, capitalism, consumerism • Social, political, and environmental values and tensions • Understanding the above items in both rural and urban contexts 	<p>Come prepared to discuss the following reading/materials:</p> <ul style="list-style-type: none"> • Dominelli (2023) – chapter 4 in <i>Social work practice during times of disaster</i> (pp.85-106). <p>Complete activity for Assignment 1</p>
January 27	<p><i>Continued from previous week</i></p>	<p>Come prepared to discuss the following reading/materials:</p> <ul style="list-style-type: none"> • Watt-Cloutier (2016) – Human Trauma and Climate Trauma As One • Bui (n.d.) – Enhancing Your Visual Storytelling With Systems Maps and Tools <p>Part A of Assignment 2 is soon due; we will use this day to work on it in class</p> <p>Complete activity for Assignment 1</p>
February 3	<p>Environmental Justice and Sustainability Explore how interdisciplinary practice can address issues that occur at intersections, e.g.:</p> <ul style="list-style-type: none"> • Environmental justice and racism (e.g., e-waste, toxic waste, pollution, etc.) 	<p>Come prepared to discuss the following reading/materials:</p> <ul style="list-style-type: none"> • Page & Daniel (2020) – <i>There’s something in the water</i> • Palmater (2023) podcast featuring Eriel Deranger

	<ul style="list-style-type: none"> • Environmental justice and colonialism and climate change (e.g., resource extraction, land-back movements) • Human rights and the rights of nature <p>Demonstrate respect for Indigenous worldviews and local knowledge in social development and sustainability efforts</p> <p>Explore the role of advocacy and climate action, and associated ethics</p>	Complete activity for Assignment 1
February 10	<i>Continued from previous week</i>	<p>Come prepared to discuss the following reading/materials:</p> <ul style="list-style-type: none"> • Tamarack Institute Webinar (2022) <p>Part B of Assignment 2 is soon due; we will use time to work on it in class</p> <p>Complete activity for Assignment 1</p>
February 17	No class	
February 24	<p>Sustainable Development Exploring the United Nations’ Sustainable Development Goals (SDGs) and a social worker’s role in the development of holistic, sustainable practices that benefit both humans and our non-human relations; consider examples both local and international examples</p>	<p>Come prepared to discuss the following reading/materials:</p> <ul style="list-style-type: none"> • Rechkemmer, A. (2023) – chapter 7 in <i>The Routledge International Handbook of Social Development, Social Work</i> <p>Complete activity for Assignment 1</p>
March 3	<p>Climate change at the micro, mezzo, and macro levels of practice Explore social work’s role in climate mitigation, resilience, and adaptation, while also considering climate grief and eco-anxiety</p> <p>Explore similarities and differences in the above-mentioned work, as it relates to local/Alberta-based practice and in various other locations around the globe</p>	<p>Come prepared to discuss the following reading/materials:</p> <ul style="list-style-type: none"> • Brophy, Olson & Paul (2023) – Eco-anxiety in youth: An integrative literature review <p>Complete activity for Assignment 1</p>
March 10	<i>Continued from previous week</i>	<p>Come prepared to discuss the following reading/materials:</p> <ul style="list-style-type: none"> • Camponeschi (2022) – Implementing a participatory climate action plan in Halifax <p>We will begin using class time for Part C of Assignment 2</p>

		Complete activity for Assignment 1
March 17	<p>Social Work and Disasters Considering the effect of drought, floods, and wildfires on place and well-being</p> <p>Exploring the role of social work in disaster contexts (preparedness, response, recovery), and on how we address trauma and support resilience</p>	<p>Come prepared to discuss the following reading/materials:</p> <ul style="list-style-type: none"> • Dominelli (2023) – chapter 5 in <i>Social work practice during times of disaster</i> (pp.107-130). <p>Complete activity for Assignment 1</p>
March 24	<i>Continued from previous week</i>	<p>Come prepared to discuss the following reading/materials:</p> <ul style="list-style-type: none"> • Drolet et al (2024) – The role of social work practitioners and human service professionals in long-term disaster recovery after the 2016 Alberta wildfires in Canada • Naishorua (2024) TED talk <p>Complete activity for Assignment 1</p> <p>Part C of Assignment 2 is soon due</p>
March 31	<p>Environmental and forced migration Understanding the social effects of conflicts and migration patterns that are rooted in climate change</p> <p>Considering the associated historical, economic, legal, political, institutional, and cultural contexts</p>	<p>Come prepared to discuss the following reading/materials (see D2L for details):</p> <ul style="list-style-type: none"> • Hiraide (2023) TED talk • Ochen (2024) TED talk <p>We will use class time to work on Part D of Assignment 2</p> <p>Complete activity for Assignment 1</p>
April 7	<p>Developing a practice framework Reiterating the links between social and environmental dimensions in practice, policy, research and service provision</p> <p>Recapping how social action and social work can contribute to equity, social justice, sustainable development</p> <p>Overcoming climate apathy and cultivating hope</p>	<p>Come prepared to discuss the following reading/materials:</p> <ul style="list-style-type: none"> • Sacred Earth Solar & Indigenous Climate Action. <i>Just transition guide: Indigenous-led pathways toward equitable climate solutions and resiliency in the climate crisis.</i> • Berry Daniels (2023) – Lessons from the past on adapting to climate change <p>Complete self-assessment for Assignment 1</p> <p>Part D of Assignment 2 is soon due</p>

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

If you need to reach me outside class time, please use your @ucalgary email, and I will aim to respond within 48 hours (excluding weekends and holidays). If/as needed, we can arrange to hold a one-on-one meeting via Zoom or, if preferred, on the Calgary campus.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Please 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

Assignment 1: Participation and Reflection Activities (30% divided equally across all activities)

Due Dates: You are encouraged to use in-class time to complete this assignment weekly, and submitting the activities on a weekly basis is recommended. If, however, you choose not to submit activities on a weekly basis, the following due dates apply:

- February 7 for all activities up to and including February 3
- March 7 for all activities up to and including March 3
- April 11 for all activities up to and including April 7

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

Assignment Description: Each week's class will close with an activity to support students' participation in the course and to reflect on what we are learning. Each activity will ask you to briefly consider the readings and discussions from that day and share your thoughts and feedback. To help engage with other worldviews and ways of knowing, some activities will include arts-based approaches rather than written responses. In addition to demonstrating how you are engaging with and reflecting on the course material and our time together, this assignment will also help provide ongoing feedback to the instructor so that I can adapt to students' needs and interests.

Assessment Criteria: Weekly instructions for how to complete each activity will be provided in class and on D2L. At the end of the semester – and in service of practicing your ability to self-assess – you will be asked to grade yourself on the way you completed the activities. To do that, you will consider all the activities you completed for Assignment 1 and respond to the following prompts:

- The activities from Assignment 1 allowed me to learn about and/or use some of my strengths, such as:
- The activities from Assignment 1 brought about some challenges, such as:
- Considering my above responses and where 0 indicates the lowest-possible engagement and 10 is the highest-possible engagement, I give myself the following grade for Assignment 1 (decimal points are welcome):
- My rationale for this grade includes:
- *(Optional)* Other comments/considerations that I would like to note:

Note: The instructor reserves the right to adjust grades up/down. Downward adjustment *may* occur in situations where students have *not*:

- submitted every week's activity
- demonstrated active participation during class time
- demonstrated an engagement with readings and other course materials

A rubric for the above process will also be posted on D2L.

Assignment 2: Supporting community members and clients with climate action/advocacy (70% of total course grade, divided as follows: 10% for Part A; 10% for Part B; 30% for Part C; 20% for Part D)

Due Date: You are encouraged to use in-class time to complete this assignment, and the following due dates will apply:

- Part A is due on January 31
- Part B is due on February 14
- Part C is due on March 28
- Part D is due on April 18

Aligned Course Learning Outcomes: as follows

- Part A: 2, 3, 4, 5
- Part B: 1, 2, 5, 6
- Part C: 1, 2, 3, 4, 5, 6
- Part D: 1, 2, 3, 4, 5, 6

Assignment Description: See below for detailed information about each part of this assignment; additional details and instructions will be provided in class and on D2L. All parts of this assignment must represent a social-environmental issue and use accurate facts and data.

Overall, the aim of Assignment 2 – in all four parts – is to develop a more critical and deeper understanding of environmental issues and social work. The various components of this assignment should help provide an understanding of systems and structures, how to solve problems, and overcome challenges. We tend to learn best through action-oriented, solutions-based experiences. Exploring the intersection of social work and environmental justice also offers the opportunity to learn more about democracy, power, and how to affect change. This assignment is not, however, about political or religious indoctrination and you are free to select any issue, stance, and intervention (as long as it is non-violent, and aligns with the Social Work Code of Ethics). The purpose of this assignment is to help with assessing systems, understanding strengths and needs, reviewing data, synthesizing information, applying creativity, negotiating solutions, communicating, working in teams, facilitating understanding, generating useful evaluation, and the importance of a thorough process.

- Part A: Choose a social issue that interests you, and **create a systems map** that demonstrates how the issue affects – and is affected by – environmental issues and considerations. Show the interdependencies and associated contextual considerations that a social work intervention and/or policy advocacy would have to consider.

You will want to consult the Bui reading for our reading list for this part of the assignment, and your submission can be finalized in any of the following formats: PDF, an image file, Microsoft Word, or PowerPoint. Please upload submissions to the relevant D2L Dropbox.

This part of the assignment can be completed alone or in groups of up to 4 people.

- Part B: Choose a person, a group, or community that is affected by a social-environmental issue. (You may wish to build off your systems map from Part A.) Based on your selection, create a **“SWOT Assessment”** to demonstrate an understanding of the **Strengths, Weaknesses, Opportunities, and Threats** that green social work would consider in relation to the person, group, or community and the issue.

A template for the Assessment will be provided in class; this template should be used when uploading your assignment to the relevant Dropbox on D2L.

This part of the assignment can be completed alone or in groups of up to 4 people.

- Part C: Based on Parts A and/or B of this assignment, explore a **social work intervention or policy campaign** to address an issue at the intersection of social and environmental justice. You can choose to focus on the micro, mezzo, or macro level of practice. For example: you might choose to design a program that supports individuals affected by climate anxiety; or you might design a collective impact project that sees multiple organizations work together on a social-environmental issue; or you might focus on policy advocacy at a particular level of government. Note: these are only examples; you are encouraged to consider other ideas.

Whatever level of practice you choose, it is your job to plan a program, event(s), or campaign that will engage a client, group, or community in responding to a social-environmental issue.

This part of the assignment will be submitted on a D2L Discussion Board, in any of the following formats: Microsoft Word, PowerPoint, or a pre-recorded video/audio presentation. Suggested length: up to 3,000 words in Word or PowerPoint, or a maximum of 15 minutes in oral form.

Regardless of your chosen format, the submission should cover the following:

- What is the issue/challenge you are addressing?
- What is the intervention that you are planning?
- What are the strengths of the person, group, or community that you aim to engage?
- What are the needs of the person, group, or community and how do you aim to meet those needs?
- How will you check your assumptions about the above-mentioned strengths and needs?
- In detail, how will your intervention work? For example:
 - What steps are required to implement this intervention and who will be responsible for performing each step?
 - What kind of resources (funding, materials, supplies) will you need, if any? How will these resources be used?
 - Over what timeframe(s) will your intervention occur and why?
- How will you engage and earn trust from those you aim to work with?
- How will people learn about the opportunity to participate?
- Who will you need to share power with, and how will you do that?
- What ethical considerations or dilemmas are relevant? How might you address them?
- How do you plan to measure effectiveness? (Please give thought to both quantitative and qualitative evaluation)

In general, please ensure that you outline the key elements and strategies for promoting sustainability through green social work – while demonstrating an understanding of the relevant issue, change theory, power dynamics, historical context, and the ways your intervention builds off – or learns from – previous solutions and their results.

This part of the assignment should be completed in groups of 3 or 4 people.

- Part D: Review your peers' submissions for Part C of this assignment. Choose one submission and provide an **assessment** of the intervention in a maximum of two single-spaced pages (use of bullet points is welcome where appropriate). The assessment should address the following:
 - What did the group set out to achieve?
 - What were their main recommendations?
 - Were there any limitations to their recommendations?
 - What additional recommendations might you suggest, and why?
 - How did the submission relate to green social work? What theories or approaches were used? Do you recommend any additional resources? If so, what are they?
 - Was there anything missing from this analysis? If so, what?

This part of the assignment can be submitted in Microsoft Word or a PDF. Please upload your submission to the relevant Dropbox on D2L and (optional but encouraged) share it with the relevant classmates.

This part of the assignment can be completed alone or in groups of up to 4 people.

Assessment Criteria: See below for information about how each part of Assignment 2 will be assessed; details and instructions will also be provided in class and on D2L.

- Part A: The systems map should include people and organizations that affect or are affected by the issue, environmental and land-based entities that affect or are affected by the issue, the associated cultural, political, and other contextual considerations, and all relevant interdependencies. Grading will also consider overall clarity and presentation.
- Part B: Your SWOT Assessment will be graded on the quality of consideration given to each of the four elements (strengths, weaknesses, opportunities, and threats) and the degree to which you demonstrate critical thinking. Grading will also consider overall clarity and writing quality.
- Part C: Each intervention will be graded against the list of questions provided in the Assignment Description found above. You are free to cover these items in an order and manner of your choosing. Grading will also consider overall clarity, writing quality, and cohesion.
- Part D: Your assessment will be graded on depth of analysis and understanding of green social work principles, clarity, and coherence – as well as insight and originality of the recommendations you provide.

Rubrics for each part of the assignment will also be posted on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically as noted above. Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2 Part A). 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

- If missing a class, please contact the instructor to make arrangements that will help ensure you can still complete that day’s activity for Assignment 1.
- A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date. Requests for extensions near the end of the semester should take into account the instructor’s deadline for final grade submission (April 22, 2025).
- 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.
- Make-up assignments are subject to the discretion of the instructor.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) as well as general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you

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

ACADEMIC MISCONDUCT

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

USE OF ARTIFICIAL INTELLIGENCE TOOLS

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

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L. The instructor will consider your overall course engagement and performance in deciding to round up marks in decimals to the nearest whole numbers.

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	57-59

		subsequent courses in the same subject	
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.	

COURSE EVALUATION

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

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

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

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