



LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

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

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of our [Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

Course & Session Number	SOWK 514 S01	Classroom	Online
Course Name	FASD & Child Welfare Practice		
Dates and Time	Start of Classes: January 6, 2025 End of Classes: January 10, 2025 Dates and Time: January 6 – 9AM-4PM, January 7, 9AM-4PM, January 8, 9AM-4PM, January 9, 9AM-4PM, January 10, 9AM-4PM Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Dorothy Badry, PhD, MSW, RSW	Office Hours	Please book appointment
UCalgary E-mail	badry@ucalgary.ca	UCalgary Phone	403-220-4502

SYLLABUS STATEMENT

Description

Fetal Alcohol Spectrum Disorder is a leading cause of disability globally and this course focuses on social work interventions for families and individuals who often intersect with child welfare, justice and social service systems.

Prerequisite(s): Admission to the Bachelor of Social Work.

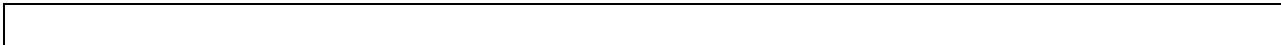
Also known as: (formerly Social Work 555.15 FASD and Child Welfare Practice)

COURSE DESCRIPTION

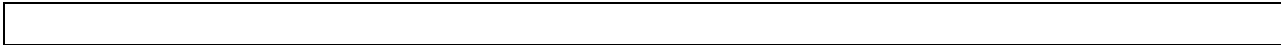
- The purpose of this course is to prepare social work students to understand the needs of children, youth and adults with Fetal Alcohol Spectrum Disorder (FASD) and their families
- In this course you will learn that FASD is a complex health and social issue that intersects with the child welfare system, the youth and adult justice systems, and the disability service system. It is critical to recognize that the needs of children with FASD receiving child welfare services are distinct due to the disabilities associated with alcohol exposure, primarily related to neurocognitive disability and other health problems associated with prenatal alcohol exposure (PAE).
- FASD will be examined through a critical disability discourse lens with a specific focus on child welfare. The needs of children with FASD from infancy to adulthood will be outlined.

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

- This is not an FASD 101 course, and it is expected that students will review recommended course website links to enhance their knowledge on FASD prior to commencement of the course
- Case studies and current reports on FASD will provide a critical reference point to deepen understanding of FASD, particularly reports from the Office of the Child & Youth Advocate of Alberta. Case studies presented in the course will be critical to support an understanding of the mother-child dyad and the relationship of alcohol use in pregnancy, to trauma histories. The role of fathers will also be briefly addressed.
- In this course students will have the opportunity to explore provincial, national and international perspectives on FASD through linked resources in the D2L site including the Canada FASD Research Network. Students will gain an understanding of the history and evolution of current knowledge on FASD and its influence on models of practice.
- Through assignments in this course students will engage in a variety of topics to understand philosophical and ethical practice perspectives and gain practice-based knowledge in response to FASD.



- This course is centred on FASD as a complex and distinct disability which uniquely intersects with social work and child welfare in particular. The course is intended to provide a broad overview of FASD and local, national and international context and students are expected to be able to explore topics of interest in FASD and child welfare. Students will learn about the challenges faced by children and families living with FASD and understand key roles and functions that social work, and child welfare in particular can offer. Through a variety of readings, lectures, classroom and group discussions students can anticipate developing a strong understanding of FASD through this course.
- This course is online via Desire2Learn (D2L) and Zoom in a block week format. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. Students are expected to attend the online live (synchronous) Zoom sessions and to be deeply engaged with the asynchronous discussion boards and to actively post and participate in the discussion topics. There will be a discussion board for each unit: FASD & Child Welfare Overview; FASD & Child Welfare Concerns, Caregiving; FASD and Best Practice; FASD as a Women's Health Issue; Open Topics on FASD



COURSE LEARNING OUTCOMES

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

1. Identify developmental and practice considerations from infancy to young adulthood in working with children and families where FASD is a concern.
2. Describe the historical development of FASD and disability supports.
3. Describe how processes of substance abuse, historical trauma psychosocial/familial history for

- children and youth in care leads to the need for child protection/intervention services.
4. Identify and describe practice-based concerns related to FASD including trauma informed approaches, strengths-based approaches, health related issues such as women's health, Indigenous perspectives and the need for FASD informed practice responses.
 5. Critically evaluate key child welfare responses to FASD at a systemic level in relation to the linkage with front line practice, social policy and relevant case studies.
 6. Develop a practice model for working with children and youth in care
 7. Utilize a broad range of professional resources, academic research literature and key online reports and documents relating to FASD and child welfare practice.
 8. Identify and describe international issues, global research and community issues on FASD

LEARNING RESOURCES

The following readings have been selected for the course and will be available in a reading list on the D2L site. Complete as many of the readings as possible, and in particular, please read the chapter FASD and Child Welfare (first on the list) as soon as possible. All readings are available through the U of C Library.

REQUIRED TEXTBOOKS AND/OR READINGS

Badry, D., Dearman, A. H., Choate, P., Marcellus, L., Tortorelli, C., Williams, R., Abdul-Rahman, O. A., & Petrenko, C. L. M. (2023). FASD and Child Welfare. In *Fetal Alcohol Spectrum Disorders* (pp. 385–404). Springer International Publishing. https://doi.org/10.1007/978-3-031-32386-7_15

Blagg, H., Williams, R., & Tulich, T. (2020). *Decolonising Justice for Aboriginal youth with Fetal Alcohol Spectrum Disorders* (1st edition). Routledge. <https://doi.org/10.4324/9780429325526>

Choate, P. W. et al. (2020) Parents with Fetal Alcohol Spectrum Disorder Within Canada's Child Protection Trials. *Canadian family law quarterly*. 39 (3), 283–307.

Choate, P., & Badry, D. (2019). Stigma as a dominant discourse in fetal alcohol spectrum disorder. *Advances in Dual Diagnosis*, 12(1/2), 36–52. <https://doi.org/10.1108/ADD-05-2018-0005>

Flannigan, Kapasi, A., Pei, J., Murdoch, I., Andrew, G., & Rasmussen, C. (2021). Characterizing adverse childhood experiences among children and adolescents with prenatal alcohol exposure and Fetal Alcohol Spectrum Disorder. *Child Abuse & Neglect*, 112, 104888–. <https://doi.org/10.1016/j.chiabu.2020.104888>

Flannigan, Pei, J., McLachlan, K., Harding, K., Mela, M., Cook, J., Badry, D., & McFarlane, A. (2021). Responding to the Unique Complexities of Fetal Alcohol Spectrum Disorder. *Frontiers in Psychology*, 12, 778471–778471. <https://doi.org/10.3389/fpsyg.2021.778471>

Freckelton, I. (2017). Assessment and evaluation of Fetal Alcohol Spectrum Disorder (FASD) and its potential relevance for sentencing : a clarion call from Western Australia. *Psychiatry, Psychology, and Law*, 24(4), 485–495. <https://doi.org/10.1080/13218719.2017.1350931>

Patel, Agnihotri, S., Hawkins, C., Levin, L., Goodman, D., & Simpson, A. (2020). Identifying Fetal Alcohol Spectrum Disorder and psychiatric comorbidity for children and youth in care: A community approach to diagnosis and treatment. *Children and Youth Services Review, 108*, 104606–.

<https://doi.org/10.1016/j.childyouth.2019.104606>

Tortorelli, C., Badry, D., Choate, P., Bagley, K., Abdul-Rahman, O. A., & Petrenko, C. L. M. (2023). Ethical and Social Issues in FASD. In *Fetal Alcohol Spectrum Disorders* (pp. 363–384). Springer International Publishing. https://doi.org/10.1007/978-3-031-32386-7_14

Williams, R., Hayton, S., Campbell, A., Kemp, H., & Badry, D. (2024). Strong Born-A First of Its Kind National FASD Prevention Campaign in Australia Led by the National Aboriginal Community Controlled Health Organisation (NACCHO) in Collaboration with the Aboriginal Community Controlled Health Organisations (ACCHOs). *International Journal of Environmental Research and Public Health, 21*(1), 85–. <https://doi.org/10.3390/ijerph21010085> - available online

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

CONNECTION TO PRACTICE

This course will offer an opportunity to learn about and develop an understanding of FASD and appreciate the importance of recognizing FASD within social work practice and child welfare practice in particular.

RELATIONSHIP TO OTHER COURSES

This course is a senior level elective, designed to align with other courses in social work in the areas of policy, practice and research. This course provides an opportunity to analyze and integrate knowledge from other courses in the social work program through application of principles as they relate to child welfare social work practice.

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	Time	Topic and Activities
Course Introductions		Introduction Post - Please post a brief introduction of yourself in the first discussion board (DB).
January 6, 2025	9AM-12PM	9-9:30 – Course Outline & Assignment Review 9:30 -10:30 AM Lecture 1 – FASD and Child Welfare - DB 10:30 – 10 minute break 10:40 – 12PM – Form Groups for Assignment – groups meet in breakout rooms to plan presentation
January 6, 2025	Lunch	
January 6, 2025	1PM-4PM	1PM-2PM – Lecture 2 - Understanding FASD as a Disability - DB 2PM-4PM – Group Work
January 7, 2025	9AM-12PM	Lecture 3 - The Brain Body Connection and FASD - Danna Ormstrup, Executive Director, Foothills Fetal Alcohol Society
January 7, 2025	Lunch	
January 7, 2025	1PM-4PM	1PM-1:30PM – Overview and discussion on morning topic 1:30-2:30PM – Lecture 4: Research on FASD and critical child welfare/child protection issues – risks & vulnerabilities - DB 2:30-2:40 - break 2:40-4PM – FASD & Justice Panel 5: Child Welfare & Family Courts- FASD United (review on own) - https://www.youtube.com/watch?v=u9Lhin_2WUE&t=419s
January 8, 2025	9AM-12PM	9-11AM – Group Work 11AM- 112PM – check in – overview of course reading materials
January 8, 2025	Lunch	
January 8, 2025	1PM-4PM	1-2:30 - FASD and Child Welfare Practice - Lecture 5 – LaDene Keith, Director, Child Intervention, Edmonton Region
January 9, 2025	9AM-12PM	9AM-10:30AM – Open discussion – review of course materials, Q & A session on all topics 10:30-10:40 – break 10:40AM-12PM – Lecture 6: Australian responses to FASD - DB
January 9, 2025	Lunch	
January 9, 2025	1PM-4PM	1-2PM – FASD and Social Work Practice Discussion & Overview - DB 2-4PM – group work
January 10, 2025	9AM-12PM	Group Presentations – My framework of child welfare practice and FASD
January 10, 2025	Lunch	
January 10, 2025	1PM-4PM	Group Presentations – My framework of child welfare practice and FASD

Schedule: Students will be expected to review the course website materials, complete readings and engage in the discussion board. Discussion boards will be brief and used for communication between students as well as between groups.

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 as soon as possible or 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.

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		DUE DATE	WEIGHT
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Assignment 1	Ongoing Reflection Exercise Reflection 1 Due on January 7, 2025 @6PM, Reflections 2, 3 & 4 due by January 14, 2025 @11:59PM	January 7 & January 14, 2025	25%
Assignment 2	FASD Video Review - Psychological Issues in FASD – Dr. Brenda Knight (2 hours)		15%
Assignment 3	Review Reports of the Office of the Child & Youth Advocate, Alberta – provide a summary of 2 reports		20%
Assignment 4	Group Presentation - My Framework of Practice in Response to FASD – Power Point to be submitted to instructor	January 10, 2025	30%
Course Engagement in lectures - Zoom Sessions	January 6,7,8,9, Participation in Zoom sessions (2% each, maximum 10%) Students must submit a brief review of their attendance and engagement in each session	As noted	10%

Assignment 1 – Ongoing Reflection Exercise - 10% - 500-750 word essay – Total Grade - 25%

Due Date: Reflection 1 - January 7, 2025 @6PM– will be graded and feedback provided during block week

Reflections 2,3,and 4 are due at the latest by January 14, 2025@11:59PM.

Reflection 1 (10%) – Day 1 - What do you know about FASD? Where did you learn this from? What is your understanding of child welfare practice, policies and legislation in your province or territory in response to FASD? Identify briefly what your province or territory is doing about FASD. What are your thoughts about the intersection or linkage between FASD and child welfare? Why does a child having FASD often lead to involvement in the child welfare system? Identify 2 key social work theories that are relevant to practice with this population and briefly explain why these theories are relevant and practical in responding to FASD from a social work lens.

Reflections 2 (5%), 3 (5%) & 4 (5%) – Complete a reflection each day and submit it through D2L. What knowledge or skill did I learn today that I can apply in practice in response to FASD? You can include reflections on lectures, readings, videos or other material included in this course.

Required Resources: Please ensure you review and include the following resources in addition to other course materials within your reflections as this provides a broad overview of various approaches adopted in Canada in response to practice in FASD

- Identifying Best Practices for FASD Prevention, Intervention and Support – Lindsay Wolfson, CanFASD Research Network <https://www.youtube.com/watch?v=KPzH9Fg33-8>
- Caregiver Resource Guide – Dorothy Badry & Jamie Hickey

<https://canfasd.ca/wp-content/uploads/2018/03/Caregiver-Resource-Guide-FASD-March-2018.pdf>

- FASD & Justice Panel 5: Child Welfare & Family Courts- FASD United (review on own) - https://www.youtube.com/watch?v=u9Lhin_2WUE&t=419s

Assignment 2 – Alberta Government FASD Toolkit Videos - Video Review Weight: 15%

Due Date: January 15, 2025 @11:59PM

Psychological Issues in FASD – Dr. Brenda Knight (2 hours)

https://www.youtube.com/watch?v=mxRYbZ72MUI&list=PLvrD8tiHIX1JG_ZDDBKmX2FuAvFx0XLzh&index=6

This presentation is interdisciplinary and directly related to best practice, knowledge development and understanding of key constructs relevant to child, family and caregiver concerns FASD. Please write a 750 (minimum) to 800(maximum) word review of this video that includes the following. Please provide a brief summary of the video in your first paragraph. Identify five key issues for children with FASD as identified by Dr. Knight. What are some of the key elements of practice and support for children or youth with FASD? What are key issues for families and caregivers and what type of practical support can you provide? Why is it important to acknowledge FASD as a disability in the helping relationship and what community resources can be helpful? Does therapy work for individuals with FASD? Identify one communication enhancer as noted in the video. Completing this review will support developing your own practice framework in assignment 4.

CLOs: 1, 4, 6, 7, 10

Assignment 3 – Review of Reports - Office the Child & Youth Advocate Alberta – Total Grade - 20%

Due Date: January 23, 2024 @11:59PM

It is critical to recognize the risks and vulnerabilities faced by child with FASD. Please review these 2 reports as they offer insight into systemic concerns and challenges. Provide a 750 word summary of each report identifying 5 key issues identified in each report. You can use bullet points to identify the five key issues. Summarize and highlight any key recommendations emerging from these reports. Finally, after reading these compelling reports, share your own thoughts and feelings about the experiences of children, youth and families living with FASD.

Beyond Barriers – A Special Report on Young People with Disabilities in the Child Intervention and Youth Justice Systems - https://www.ocya.alberta.ca/wp-content/uploads/2024/06/SpRpt2024January_Beyond-Barriers.pdf

Calling for Change – Investigative Reviews Consolidated Report 2023-2024 - https://www.ocya.alberta.ca/wp-content/uploads/2024/11/InvRev_Calling-for-Change_2024Nov-2.pdf

Assignment 4 – Group Work and Presentation Total Grade - 30%

Due Date: January 10, 2025 (Grading will be completed by instructor same day and feedback provided to students asap)

Students will be assigned to groups for this assignment and be provided class time to work collaboratively on their group presentation which will take place on Friday, January 10, 2025. Presentations are expected to be about 25 minutes of which you can share a social media or other resources for a maximum of 5 minutes. Students are expected to work as a group and all students must be present to do the final presentation on Friday.

The focus of this assignment is for you as social workers to begin to develop your own practice framework in response to the topic of FASD and child welfare practice. The following questions are offered as a guide to thinking about this assignment. Please answer these questions comprehensively. As you are developing a framework of practice you are expected to include substantial indicators that you have a theoretical and knowledge foundation for practice.

- Why is child welfare practice that is knowledgeable about FASD critical for children and youth in care? What practice approach would you take in working with families? Identify social work approaches.
- What would you take into consideration when a family is involved in child welfare and there is active substance use in the home? What would cause you as a caseworker to determine if a child or youth should be referred for a diagnostic assessment for FASD? What resources would you utilize in your province or territory to refer to?
- What practice skills do you require to work effectively with children and families with FASD?
- What social work theory will you use in your framework of practice?
- What training might you take on FASD in the future?
- What is your developing framework for practice with the knowledge you have gathered on this topic? How will you apply the knowledge learned in this course to your practice?

The presentation should be 18-20 slides maximum. You must include one link to social media such as YouTube or other links on the Internet that illustrate the concepts or points you make in your PowerPoint (maximum 5-minutes). What social work practice theory would you utilize? What is the influence of social media on the societal response and perception of FASD - potentially positive or negative? You are expected to critically appraise the resources you use in this assignment. For example, how do these resources contribute to the discourse on FASD from your perspective, either positively or negatively?

CLOs: 5, 6, 9 & 10

Course Engagement - in Zoom Sessions Due Date: January 13@11:59PM Total Grade: 10%

Students are expected to fully participate and engage in Zoom sessions and will receive 2% for each Zoom session attended (Maximum 5 lectures). Full participation requires you to be engaged in the class, visible and asking questions or posting in the chat. Please summarize and submit to your instructor a brief summary of your engagement in the course Zoom sessions including dates and involvement.

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. These are part of the course engagement grade, as outlined in the assessment components section above.

- Attendance in the Block Week courses is mandatory.
- Please refer to the UCalgary calendar for more information on attendance.

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 at the time identified in the course outline on the 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).
- 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 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

AI is not be utilized for any work or assignments or related to this course. Students are expected to do original work and research.

GRADING

- The undergraduate grading system is included below. Grades will not be rounded up in this course.

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

COURSE EVALUATION

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

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

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

ADDITIONAL SUGGESTED READINGS

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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