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. We also acknowledge the Metis Nation of Alberta Districts.

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, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), Siksikaitsitapi 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, BC, 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 603 S01	Classroom	Online/Zoom
Course Name	Clinical Work with Families		
Dates and Time	Start of Classes: January 13, 2025 End of Classes: April 11, 2025 First class: Wednesday, January 15, 2025 Last class: Wednesday, April 9, 2025 Online: Wednesdays on Zoom: 5:30 pm – 8:00 pm MST. Zoom instruction: January 15, 22, 29; February 5, 12, 26; March 5, 12, 19, 26; April 2 & 9. Term break: Sunday-Saturday, February 16-22, 2025 No Zoom Class on Feb 19, 2025 **Virtual Residency:** Saturday, January 25 on Zoom: 9am - 4pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Monica Sesma-Vazquez, PhD, RSW, RMFT-SM	Office Hours	Wednesdays 8:00 pm to 8:30 pm (after class)
UCalgary E-mail	msesmava@ucalgary.ca	UCalgary Phone	Email preferred.

SYLLABUS STATEMENT

Critical examination and application of evidence-based, anti-oppressive, anti-racist and decolonizing modalities and practices when working with diverse families.

COURSE DESCRIPTION

This online course will provide with an overview of theories and methods of working systemically and relationally with various forms of families who are experiencing multiple issues and what makes each theory useful. The focus will be on the generous listening and generative conversations that help families to reflect on their dynamics and influence change from a relational and systemic view. It will consist of both lecture and experiential. To best succeed in the course, students are expected to

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

participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions**.** When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., prepare a small presentation for the group). There will be 13 synchronous Zoom sessions throughout the term as indicated in the course schedule, and the lectures on Zoom will not be recorded.

COURSE LEARNING OUTCOMES

1. Examine theories and models in contemporary family therapy.
2. Provide students with advanced social work theory and practice skills with diverse families.
3. Critically identify processes that can be used in exploring interpersonal relationships and the ways that they are connected to family challenges and problems.
4. Identify personal bias that could affect your work with families.
5. Apply an EDI and social justice lens to clinical practice with families.
6. Create and creatively use family genograms.
7. Assess family relationships and patters of interactions.
8. Practice advanced social work interventions that are transformative to interpersonal relationships.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Fruggeri, L., Balestra, F., & Venturelli, E. (2023). *Psychotherapeutic Competencies: Techniques, Relationships, and Epistemology in Systemic Practice* (1st ed.). Routledge. https://doi.org/10.4324/9781003278092

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_askewsholts_vlebooks_9781000788006

McDowell, T., Knudson-Martin, C., & Bermudez, J.M. (2023). *Socioculturally attuned family therapy: Guidelines for equitable theory and practice* (Second edition). Routledge. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991030171280004336

Tomm, K., St George, S., Wulff, D., & Strong, T. (2014). *Patterns in interpersonal interactions: Inviting relational understanding for therapeutic change* (1st. ed.)*.* Routledge. https://doi.org/10.4324/9780203795255

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991030171280004336

Tomm, K. (1987a). Interventive interviewing: Part I. Strategizing as a fourth guideline for the therapist. *Family Process, 26*(1), 3-13.

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_miscellaneous_77487949

Tomm, K. (1987b). Interventive interviewing: Part II. Reflexive questioning as a means to enable self-healing. *Family Process*, *26*(2). 167-183. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_miscellaneous_77595021

Tomm, K. (1988). Interventive interviewing: Part III. Intending to ask lineal, circular, strategic, or reflexive questions? *Family Process*, *27*(1), 1-15. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_miscellaneous_78179752

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.

RELATIONSHIP TO OTHER COURSES

Clinical Practice with Families SOWK 603 fits in with the continuing series of the Clinical Practice courses designed for social workers to develop the understandings and skills for Advanced Clinical Practice as part of the Clinical Social Work Specialization. This course is complementary to Clinical Work with Individuals SOWK 601, and Clinical Work with Groups SOWK 605 and Clinical Work with Other Professionals SOWK 607.

CLASS SCHEDULE

Important Dates for Winter 2025
- o   Start of Term: Monday, January 6, 2025
- o   First Day of Class: Monday, January 13, 2025
- o   End of Term: Wednesday, April 30, 2025
- o   Last Day of Class: Friday, April 11, 2025
- o   Fee Deadline: Friday, January 30, 2025
- o   Alberta Family Day, no classes: Monday, February 17, 2025
- o   Good Friday, no classes: Friday, April 18, 2025
- o   Easter Monday, no classes: Monday, April 21, 2025
- o   Term Break, no classes: Sunday-Saturday, February 16-22, 2025

Class Schedule

*** Zoom link for all classes will be provided on D2L.

Date/Time/Place	Topic & Activities	Preparation
Wednesday, January 15 Zoom: 6pm-8pm	Introductions Syllabus, assignments, and format for class Introduction to family systems theory Introduction to the Ipscope assessment The use of genograms in relational practice. Part 1. CLO 1, 6, 7	**Chapters 1, 2, 3** Tomm, K., St George, S., Wulff, D., & Strong, T. (2014). *Patterns in interpersonal interactions: Inviting relational understanding for therapeutic change* (1st. ed.). Routledge. https://doi.org/10.4324/9780203795255
Wednesday, January 22 Zoom: 6pm-8pm	The use of genograms in relational practice. Part 2. Recognize patterns and process. The Ipscope: Noticing PIP's & TIPs CLO 1, 6, 7	**Chapters 4 & 5** Tomm, K., St George, S., Wulff, D., & Strong, T. (2014). *Patterns in interpersonal interactions: Inviting relational understanding for therapeutic change* (1st. ed.). Routledge. https://doi.org/10.4324/9780203795255
Saturday, January 25 Zoom 9:00 am – 4:00 pm	Learning to think and act systemically and relationally. The Reflecting Teams by Tom Andersen. IPSCOPE practice Practice with different case examples. CLO 3, 4, 7, 8	**Chapter 1, 2 & 3** McDowell, T., Knudson-Martin, C., & Bermudez, J.M. (2023). *Socioculturally attuned family therapy: Guidelines for equitable theory and practice* (Second edition). Routledge. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991030171280004336
Wednesday, January 29 Zoom: 6pm-8pm	Reflective and circular questioning. Part 1. CLO 1, 2, 3	Tomm, K. (1987a). Interventive interviewing: Part I. Strategizing as a fourth guideline for the therapist. *Family Process, 26*(1), 3-13. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_miscellaneous_77487949 Tomm, K. (1987b). Interventive interviewing: Part II. Reflexive questioning as a means to enable self-healing. *Family Process, 26*(2). 167-183.

		https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_miscellaneous_77595021 Tomm, K. (1988). Interventive interviewing: Part III. Intending to ask lineal, circular, strategic, or reflexive questions? *Family Process*, *27*(1), 1-15. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_miscellaneous_78179752 **Assignment 1: Genogram. Due January 31st @ 5:00 pm.**
Wednesday, February 5 **Zoom: 6pm-8pm**	Reflective and circular questioning. Part 2. CLO 1, 2, 3	Same readings as in previous class: Tomm, K. (1987a). Interventive interviewing: Part I. Strategizing as a fourth guideline for the therapist. *Family Process, 26*(1), 3-13. Tomm, K. (1987b). Interventive interviewing: Part II. Reflexive questioning as a means to enable self-healing. *Family Process*, *26*(2). 167-183. Tomm, K. (1988). Interventive interviewing: Part III. Intending to ask lineal, circular, strategic, or reflexive questions? *Family Process*, *27*(1), 1-15.
Wednesday, February 12 **Zoom: 6pm-8pm**	Sociocultural Interpersonal Patterns (SCIPs) CLO 1, 2, 3, 7	**Chapters 6, 7 & 8** Tomm, K., St George, S., Wulff, D., & Strong, T. (2014). *Patterns in interpersonal interactions: Inviting relational understanding for therapeutic change* (1st. ed.). Routledge. https://doi.org/10.4324/9780203795255 **Assignment 2: Paper. Due February 14th @ 5:00 pm.**
Wednesday, February 19 **NO CLASS**	Term Break Sunday-Saturday, February 16-22, 2025	**No class.**
Wednesday, February 26 **Zoom: 6pm-8pm**	The ability to change perspectives. Use of therapist Self Family of Origine of the Therapist Personal genograms and dialogic practice CLO 3, 4, 7, 8	**Part III** Fruggeri, L., Balestra, F., & Venturelli, E. (2023). *Psychotherapeutic Competencies: Techniques, Relationships, and Epistemology in Systemic Practice* (1st ed.). Routledge. https://doi.org/10.4324/9781003278092

Wednesday, March 5 Zoom: 6pm-8pm	Therapeutic competencies in systemic and relational social work practice CLO 1, 2, 3, 7	**Part I and Part II** Fruggeri, L., Balestra, F., & Venturelli, E. (2023). *Psychotherapeutic Competencies: Techniques, Relationships, and Epistemology in Systemic Practice* (1st ed.). Routledge. https://doi.org/10.4324/9781003278092
Wednesday, March 12 Zoom: 6pm-8pm	Socioculturally attuned Solution Focused Therapy CLO 1, 5, 7	**Chapter 11** McDowell, T., Knudson-Martin, C., & Bermudez, J.M. (2023). *Socioculturally attuned family therapy: Guidelines for equitable theory and practice* (Second edition). Routledge. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991030171280004336
Wednesday, March 19 Zoom: 6pm-8pm	Socioculturally attuned Narrative Therapy CLO 1, 5, 7	**Chapter 13** McDowell, T., Knudson-Martin, C., & Bermudez, J.M. (2023). *Socioculturally attuned family therapy: Guidelines for equitable theory and practice* (Second edition). Routledge. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991030171280004336
Wednesday, March 26 Zoom: 6pm-8pm	Relational interventions CLO 2, 3	**Part IV** Fruggeri, L., Balestra, F., & Venturelli, E. (2023). *Psychotherapeutic Competencies: Techniques, Relationships, and Epistemology in Systemic Practice* (1st ed.). Routledge. https://doi.org/10.4324/9781003278092
Wednesday, April 2 Zoom: 6pm-8pm	Group/panel video recordings.	**Assignment 3: Panel. Due April 4 @ 5:00 pm.**
Wednesday, April 9 Zoom: 6pm-8pm	Equity, diversity, and inclusion in family therapy Wrap up CLO 3, 5, 7	**Chapter 14** McDowell, T., Knudson-Martin, C., & Bermudez, J.M. (2023). *Socioculturally attuned family therapy: Guidelines for equitable theory and practice* (Second edition). Routledge. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991030171280004336

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email and instructor's msesmava@ucalgary.ca 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 otherwise by your instructor, your video camera could be turned off during lecture class. You are expected to have your cameras on 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. You are expected to rename the Zoom setting with your enrolled name, and you can include your preferred name as well.

For your own safety, it is not allowed to connect to Zoom while driving. You are also responsible for being fully present. You should not be taking class while at a workplace shift.

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

This class is not going to be recorded; therefore, we strongly encourage you to attend.

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. Genogram (15%) – Duos - Due January 31, 2025, by 5:00 pm MST

Aligned Course Learning Outcomes: 2, 3, 6, 7.

      Assignment Description:

In duos (self-chosen), create a genogram based on a film/movie who showcase a couple relationship issue (1 slide or page). Please include:

- As many family members as possible, at least 3 generations, nuclear and extended family members.
- Other non-family related relevant relationships.
- Context: You can enrich the genogram with an ecocultural map.
- Map out the nature of their relationship (i.e., enmeshed, distant, conflictual)
- Important details such as: physical or mental health, trauma, addictions, etc.
- Names, ages, gender, hobbies, and other social location descriptors.

Relational Conceptualization (2-pager):

- Therapeutic goals (up to 3)
- Presenting concerns (up to 5)
- Clients' story (300 words)
- Relational and systemic hypothesis: Include as many people involved in the situation.
- Rationale/Theoretical justification of your hypothesis (500 words)
- Future directions (300 words).

Examples of movies:

1. Dan and Marie: Dan in Real Life (2007): https://en.wikipedia.org/wiki/Dan_in_Real_Life
2. Onegin and Tatiana: Onegin (1999): https://www.youtube.com/watch?v=WyTDqc8Nj8w&list=PLIjfUGkNdOPFq2uEWVsFhivi9jm488UIW&index=6
3. Katniss and Peeta: Hunger Games (2008): https://en.wikipedia.org/wiki/The_Hunger_Games

Length and format: 1 page genogram accompanied with a 2-pager relational case conceptualization (Word Doc/No PDF). Submitted on Dropbox on Word Doc, PowerPoint. Not PDF. Times New Roman, 12 pts, 1.5 space.

Assignment 2. Paper (duos) – Placing the IPSCOPE into the relationships of the characters in your chosen movie (15%) Due February 14th, 2025, by 5:00 pm MST.

Aligned Course Learning Outcomes: 1, 3, 5, 6, 7, 8

Assignment Description:

At the end of this assignment the student should be able to identify interpersonal patterns.

In your duos, focus on the relationships of the characters in your chosen movie. Identify the Interpersonal Patterns (IP's), the repetitive or recurrent interactions between your IP main character and their partner (love interest) and family members or friends. Once the patterns have been identified.

1. Provide context, relationship, and history to the scenario.
2. Illustrate, showcase, and discuss the PIPs pattern (s) is and how you identified it.
3. What you believe could be done to change the pattern to be more positive or healing?
4. What questions you would have asked?
5. What relational interventions or suggestions to move from PIP to HIP?
6. Are there any cultural considerations to the relationship?
7. Is there a power differential in the relationship?

Length and format: 3 pages on word document. Times New Roman 1.5. Cover page and references not included in the 3-pages. Use APA 7th citation formats for the movie and your references and use excellent spelling and grammar.

Assignment 3. Panel. (18%) – Due April 4, 2025 by 5:00 pm MST.

Aligned Course Learning Outcomes: 1, 2, 4, 5, 8.

    Assignment Description:

    In groups of 4 to 5 students prepare and record a 20 min panel discussion on (1) equity, diversity, and inclusion in family therapy practice, (2) anti-oppressive and social justice issues in clinical social work practice with families, or (3) implementing socioculturally attuned therapy with families in Canada.

Please include:
- Catchy title for your panel.
- Academic affiliation
- Panelists names and short bios (30 words bios).
- Abstract (300 words)
- Keywords (up to 5)
- Link for the video.
- References (if mentioned in the video).

    Length and format: Video recording and 1–2-page summary. Submit the link to the video on a 1-pager summary on word document with bullet points above.

    In preparation for the panel:
-Coordinate as a group what will be the objectives of your panel.
-What is your audience?
-What are the questions you would like to address?
-Who will be the moderator/faciliatory (needs also to contribute to the discussion).
-How would you manage the closing remarks?
-What will be the structure of the panel presentation?

Assignment 4. In class assignment. (52%) – Due in class, every class. Each in class assignment worth 4 points. Number of class = 13 classes. 13 X 4 = 52 points.

Aligned Course Learning Outcomes: 1, 2, 4, 5, 8.

The instructor will ask one question in class or provide a short activity, will provide 5-10 min to respond to the question or create the in-class assignment. The question should be responded on word document and upload to D2L during class. There is no made-up assignment or activity if the quiz is missed, except required by student services accommodation letter.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

<u>**ATTENDANCE AND PARTICIPATION EXPECTATIONS**</u>

Students are expected to attend 100% of the classes. If you cannot attend the session, you are expected to inform the instructor in advance and co-create a make-up activity in order to not lose points for

participation. Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. Students will commit to inform the instructor if they are not attending class and provide evidence that supports their reason for absence.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically using Word Documents. Do not use PDF.
- Please submit your assignments on D2L. Do not submit your assignments to the instructor's email and please do not hand in hard copies.
- Use respective Dropbox in D2L to submit each assignment.
- Include in your assignments your full name and student number and the date of your submission.
- All assignments are submitted individually despite being prepared as a group or duos.

LATE ASSIGNMENTS

Late assignments will be accepted at the discretion of the instructor. The student is responsible for contacting the instructor to advise of a late assignment and to develop a plan and date for assignment submission with the instructor.

EXPECTATIONS FOR WRITING

Please use of APA 7th edition formatting for referencing. 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 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 and cite the AI use properly. 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.

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

Restricted use
AI tools can be used for learning course material but not for completing assignments. Students must not copy or paraphrase from AI applications for assignments. The use of generative AI, including the use of work created by generative AI tools and applications in course assignments and assessments may be considered in accordance with the university's academic misconduct policy.
https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

Accountable, Reflexive and Ethical use of AI 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 to pass the course. The University of Calgary Graduate 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	95-100
A-	3.7	Very good performance	90-94

B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. **Note**: The grade point value (3.0) associated with this grade is the minimum acceptable **average** that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass. **Note**: Students who accumulate two grades of **"B-"** or lower can be required by the faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50
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

If additional resources or readings are needed, they will provided on D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's Code of Conduct.

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2024) and the Alberta College of Social Work Standards of Practice (2023).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on Student Accommodations.

Research Ethics

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the Integrity and Conduct section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without

permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the Copyright Act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's Sexual and Gender-based Violence Policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the Registrar's website for additional important information on the following:
- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk