



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 Métis 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 606 S01	Classroom	March 3 – April 11 5:30 – 8:30 online on zoom
Course Name	Advanced Policy and Practices in Context		
Dates and Time	Start of Classes: March 3 End of Classes: April 11 Dates and Time: Zoom sessions March 4, 6, 11, 13, 18, 20, 25, 27, April 1, 3, 8 and 10 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Lana Wells, MSW, RSW Associate Professor and Brenda Strafford Chair in the Prevention of Domestic Violence	Office Hours	As requested
UCalgary E-mail	lmwells@ucalgary.ca	UCalgary Phone	Only through email

SYLLABUS STATEMENT

- This course explores the influences of public policy on the lives, relationships, and well-being of individuals, families, groups and communities, while examining the relationship between social justice in the policy-making process and the role of social workers in creating and shaping policy.
- <https://calendar.ucalgary.ca/courses?cq=&college=SW - Faculty of Social Work&page=1>

COURSE DESCRIPTION

- This course explores social policy responses and their relevance to social work practice. Students will delve into a variety of policy-making processes, strategies for influencing policy, and tools for policy assessment. Through hands-on learning, they will build practical skills in policy development while understanding how theory influences policy design. By examining public and social policies through the lenses of equity, liberation, and inclusion, this course aims to strengthen the connection between social work practice and advancing social justice through policy and legislation.
- My teaching approach centers on fostering an inclusive and transformative learning environment that recognizes and values the diverse lived experiences of all participants. Grounded in feminism and intersectionality, I strive to create space for understanding how overlapping systems of oppression influence policies, individuals and communities. My methods

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

are highly context-specific, adapting content and delivery to address the unique cultural, social, and structural realities of learners.

- Equity, justice, and fairness are foundational principles guiding my practice. I incorporate participatory and experiential learning strategies to empower students to critically engage with complex issues, ensuring their voices are heard and valued. By using lived experience and case studies, reflective exercises, guest speakers and collaborative problem-solving, I aim to equip students with practical tools to apply theoretical concepts to real-world challenges. This approach not only builds competence but also cultivates a sense of responsibility to advance equity and justice in your own professional and personal spheres.
- This course is delivered online via Desire2Learn (D2L) and zoom. Tuesday and Thursday evening classes will be synchronous from 5:30 – 8:30 pm Mountain Standard Time (MST), with an expectation to engage in additional learning asynchronously. Teaching methods to promote learning include instructor and guest presentations, readings, videos, group activities, presentations, discussions, and projects. When unable to participate live due to the time difference or unforeseen circumstances, please inform me in advance and propose and implement an alternative participation activity (e.g., submit a brief reflection). Please note, not all classes will be recorded.
- Prerequisites: SOWK 600 and SOWK 602.

COURSE LEARNING OUTCOMES

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

1. Identify how public and social policy influences and shapes people's lives and relationships.
2. Demonstrate a critical understanding of social policies in relation to the wellbeing of individuals, families, groups, and communities in Canadian and global contexts.
3. Assess and analyze essential features of a policy or policies that impact the service users they work with or have worked with in professional settings.
4. Examine how social workers, individually and collectively, can affect the policy process at the organizational, community, provincial or national levels.
5. Apply advocacy knowledge and skills to contribute to the development and implementation of new and more equitable social policies as it pertains to social work practice.
6. Develop innovation capabilities that applies futures thinking to developing and influencing social policy.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Brown, adrienne maree (2020). We will not cancel us and other dreams of transformative justice.

Available from the following e-book vendors

[BookShelf](#) ; [RedShelf](#) ; [Scribd](#) ; [Kobo](#) ; [Amazon Kindle](#) ; [ebooks.com](#)

Johnson, H. (2022). *The power of story. On truth, the trickster, and new fictions for a new era.* Biblioasis.

Available from the following e-book vendors

[Amazon Kindle](#) ; [iBooks](#) ; [Google Play](#) ; [Kobo](#)

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

As one of four required courses offered at in the MSW program, this course will support you in further developing skills necessary to create and assess policies in your practice. You will explore connections between this course and your learnings about social justice and theory (SOWK 600), research and philosophy (SOWK 602), and practice theories in context (SOWK 604) in advanced social work practice. These explorations will be continued as you advance your knowledge and skills in the next component of your MSW program.

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	Readings for class	Assignment
March 4 5:30 – 8:30	<ul style="list-style-type: none">• Introductions• Review class expectations and course outline• Lecture: Adaptive leadership: Understanding ourselves, our values, beliefs, worldview and how we learn and bring ourselves to social work	Review course outline and assignments Please watch the 60-minute interview with Carol Tavis to prepare for class. https://www.youtube.com/watch?v=azK_aGsGkTQ	

	<ul style="list-style-type: none"> • Guest Speaker: Elizabeth Dozois 		
<p>March 6 5:30 – 8:30</p>	<ul style="list-style-type: none"> • Lecture: Foundations of social policy • What is public policy? • What is social policy? • What is social justice? • What defines Canadian social policy? • What are the implications of social policy to social work practice? 	<p>Read chapter 1: Defining and doing social policy in the following link. https://pressbooks.openedmb.ca/socialpolicylab/chapter/what-is-social-policy-anyway/</p> <p>Watch: what is social policy?? https://youtu.be/Ccff_50dFP4?list=PL34E5956BF8</p> <p>Watch: Why is social policy important?? https://youtu.be/q2c-lchOYIA?list=PL34E5956BF81B26C</p>	
<p>March 11 5:30 – 8:30</p>	<ul style="list-style-type: none"> • Lecture: Gender-Based Policy Analysis and it's Implication to our Social Work Practice • What is it? What are the enabling factors for this approach? • What are the barriers to implementing this approach? • What will you take into your social practice? • What is intersectional feminist leadership, advocacy and diplomacy? • What are the strategies used to facilitate and manage policy partnerships and collaborations from a feminist perspective? • How do we integrate theory into our social work policy and practice? • Guest speaker: Kim Ruse, FearIsNotLove 	<p>Please take the training <i>before</i> our session https://www.canada.ca/en/women-gender-equality/gender-based-analysis-plus/take-course.html</p> <p>Please review the website before class: www.fearisnotlove.com</p>	<p>Assignment #1: (15%) Plan on taking the 2-hour online course BEFORE we meet on March 11 at 5:30 pm. Please upload your certificate of completion before class in D2L.</p>

<p>March 13 5:30 -8:30</p>	<ul style="list-style-type: none"> Lecture: Indigenous economic and service sovereignty and the role of social policy and social work 	<p>Review the following report https://preventdomesticviolence.ca/strong-womens-circle-full-report/</p> <p>Review Bill C-92, also known as the "Act respecting First Nations, Inuit, and Métis children, youth, and families". It is legislation in Canada that came into force on January 1, 2020. https://www.parl.ca/DocumentViewer/en/42-1/bill/C-92/first-reading</p>	<p>Review the report and Bill C-92 and come prepared to discuss Indigenous economic and service sovereignty and the role of policy and social work practice.</p>
<p>March 18 5:30 – 8:30</p>	<ul style="list-style-type: none"> Lecture: Advancing Primary prevention through a collaborative policy approach with the Government of Alberta and 350+ anti-violence organizations. Lecture: Rural Prevention Policy and Planning to Prevent Domestic, Family and Sexual Violence Guest Speakers: Ebony Rempel, CEO, YWCA Banff and Bow Valley 	<p>Debriefing the modules together</p> <ul style="list-style-type: none"> What is primary prevention? How do we get at root causes and systems change? What is the role of policy and legislation? What did you learn about your worldview? How will you apply this knowledge to your current practice? What are policy frameworks important to diplomacy and advocacy? How do we change ourselves first to advance systemic change? Understanding how our worldviews impact our advocacy, diplomacy, practice and change work. 	<p>Complete 3 modules before class (this will take you between 1-2 hours)</p> <p>TO ACCESS THE MODULES</p> <p>Go to https://shiftolearn.com/groups/advanced-policy-and-practices-in-context-2024/ and click ‘Login to Enroll’. It is important to use this link for registration because it will ensure that you are added to a correct group and get access to the modules for free.</p> <p>Click ‘Register’ and fill in the required information to create a new account. Once registration is successful, Log In. When logged in, click ‘My account’ and then ‘Modules’ where you will see a list of all online modules available to you. To start learning, click on the title of the module. It’s recommended you complete modules in the following order: 1. Stopping Violence Before It Starts: Why Primary Prevention Matters, 2. Understanding How Public Policy Can Advance Primary</p>

			<p>Prevention Efforts, 3 Going Upstream: Understanding Root Causes that Stop Violence Before It Starts</p> <p>If you have any issues accessing the modules, please contact winta.abera@shifittolearn.com</p>
<p>March 20 5:30 – 8:30</p>	<ul style="list-style-type: none"> Lecture: Trends and Transformations: Technology and social policy and the role of social work How is technology influencing diplomacy and advocacy: The future? Data science and social work What is a data equity framework? What do we need to understand about technology and ourselves? Using technology for social good. Guest Speaker: Dr. Alina Turner, Helpseeker 	<p>Watch this one-hour video BEFORE class and come prepared to discuss the impact on these trends on social policy in Canada. Video is called: 2024 Social Outlook: Trends and Transformations https://www.helpseeker.org/resources/webinars</p> <p>Webinar offers a panoramic view of the key social, political, and economic trends that will shape our communities and policies. This insightful session is designed to guide leaders, policymakers, and engaged citizens through the complexities of the upcoming year.</p>	
<p>March 25 5:30 -8:30</p>	<p>Student presentations – pick a topic area/identify the legislation and policy of interest and then create a 5-minute PowerPoint presentation.</p> <ol style="list-style-type: none"> Poverty Reduction and Income Security Health and Well-being Housing and Homelessness Violence Prevention Indigenous Sovereignty Child Welfare and Protection Equity and Inclusion Employment and 	<p>Questions to answer in your presentation (after you have selected a piece of legislation or policy).</p> <ol style="list-style-type: none"> Identify the policy you have selected with a rationale How does (specific policy) address or fail to address systemic inequities and what changes would you propose to make it more effective in serving vulnerable populations? What concrete actions can social workers take 	<p>Assignment #2 – 40%</p> <p>You will have a total of 5 minutes to deliver your presentation.</p>

	<p>Labour Rights</p> <p>9. Education</p> <p>10. Climate and Environmental Justice</p> <p>11. Immigration and Refugee</p> <p>12. Justice System Reforms</p> <p>13. Technology</p>	<p>to advocate for or implement this policy effectively at the community level?</p> <p>4. What ethical challenges might social workers encounter when applying this policy, and how can they address these challenges effectively?</p>	
<p>March 27 5:30 – 8:30</p>	<p>Student presentations continued</p>	<p>Continued</p>	<p>Assignment #2 – 40%</p> <p>You will have a total of 5 minutes to deliver your presentation.</p>
<p>April 1 5:30 – 8:30</p>	<p>Lecture: Important skills for advocacy and diplomacy in advancing social justice through social policy</p> <p>Topics to be covered:</p> <ul style="list-style-type: none"> • Compassionate Accountability • Calling in vs Calling Out • Restorative and Transformative Approaches • Diplomacy, Radical Candor and Leadership • Bringing behavioural insights into our toolbox to advance social justice through social policy and practice 	<p>Read: Brown, adrienne maree (2020). We will not cancel us and other dreams of transformative justice.</p>	
<p>April 3 5:30 – 8:30</p>	<p>The Power of Story to change our systems of oppression (patriarchy, capitalism, colonialism, white supremacy, etc.)</p> <ul style="list-style-type: none"> • Discussion on how this can impact our diplomacy and advocacy 	<p>Read: Johnson, H. (2022). <i>The power of story. On truth, the trickster, and new fictions for a new era.</i> Biblioasis</p> <p>https://www.cbc.ca/books/the-power-of-story-1.6564278</p>	

	<p>in our work.</p> <ul style="list-style-type: none"> • How can you change your story? • How can we change our story to reimagine a different future? • How have colonial policies and practices impacted Indigenous families, community and our society? • How does racism play out in your advocacy, partnership and collaborative work? • How does this information impact or change your leadership approach to advocacy and diplomacy? 	<p>https://networkweaver.com/product/leading-systems-change/</p>	
<p>April 8 5:30 – 8:30</p>	<ul style="list-style-type: none"> • EDI and working with men in male-dominated spaces to advance equity and prevent violence – policies and actions • Guest Speaker: TBD 	<p>Review the following:</p> <p>Catalyst: Workplaces That Work for Women- Website: catalyst.org</p> <p>Harvard Business Review (HBR) on Diversity and Inclusion hbr.org</p> <p>Cornell ILR School: Diversity and Inclusion Resources https://www.ilr.cornell.edu/wide</p> <p>Government of Canada EDI Toolkit A practical guide for Canadian workplaces on embedding EDI principles. Website: Canada.ca</p>	<p>Review the links and websites before class.</p>

April 10 5:30 – 8:30	Consolidating the course, lessons learned and how to advance policy and practice in your context		
April 11	Final Assignment	<p>Assignment #3: Select one social policy in the news that impacts your work and write a 3-page response using the following headings/questions.</p> <p>1. Impact Assessment: How does this social policy impact the populations you work with or care about? Are there specific barriers or opportunities created by this policy?</p> <p>2. Values Alignment: In what ways does this policy align or conflict with the core values of social work, such as social justice, equity, and advocacy? How might I address these conflicts in my practice?</p> <p>3. Personal and Professional Role: What role can I play, as a social worker, in either supporting or challenging this policy? How does this policy influence my advocacy or community engagement efforts?</p>	Assignment #3

Assignments & Instructions

What?	Instructions	When?	How much?
1. Complete the GBV+ policy training	Post completion certificate after taking this training https://www.canada.ca/en/women-gender-equality/gender-based-analysis-plus/take-course.html	March 11 by 5:30 pm	15%
2. In-class Power Point Presentations	Instructions are as follows: Questions to answer in your presentation	March 25 and 27	40%

	<ol style="list-style-type: none"> 1. Identify the policy you have selected with a rationale 2. How does (specific policy) address or fail to address systemic inequities and what changes would you propose to make it more effective in serving vulnerable populations? 3. What concrete actions can social workers take to advocate for or implement this policy effectively at the community level? 4. What ethical challenges might social workers encounter when applying this policy, and how can they address these challenges effectively? 		
3. Social policy research project	<p>Select one social policy in the news that impacts your work and write a 3-page response using the following headings/questions.</p> <ol style="list-style-type: none"> 1. Impact Assessment: How does this social policy impact the populations you work with or care about? Are there specific barriers or opportunities created by this policy? 2. Values Alignment: In what ways does this policy align or conflict with the core values of social work, such as social justice, equity, and advocacy? How might I address these conflicts in my practice? 3. Personal and Professional Role: What role can I play, as a social worker, in either supporting or challenging this policy? How does this policy influence my advocacy or community engagement efforts? 	April 11 at 11:59 pm	45%

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through lmwells@ucalgary.ca. I will respond to emails sent 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) with me, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to me 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

I will not be recording most sessions. Students will be advised before I initiate a recording of a Zoom session.

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally **not** permitted. You must seek authorization from me 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. Thank you.

ASSESSMENT COMPONENTS

Assignment #1: GBV+ Training (15%) -Due March 11 by 5:30 pm

Aligned course Learning Outcomes: 1, 4, 5

Assignment Description: Gender-Based Policy Analysis and its Implication to Social Work Practice

Assessment Criteria: Please upload your certificate of completion before class in D2L.

Assignment #2: Student Presentation on legislation/policy– Due by March 25 and 27

Aligned course Learning Outcomes: 1, 2, 3, 4, 5

Assignment Description: Answer the following in your 5-minute presentation (after you have selected a piece of legislation or policy)

1. Identify the policy you selected with a rationale
2. How does (specific policy) address or fail to address systemic inequities and what changes would you propose to make it more effective in serving vulnerable populations?

3. What concrete actions can social workers take to advocate for or implement this policy effectively at the community level?
4. What ethical challenges might social workers encounter when applying this policy, and how can they address these challenges effectively?

Assessment Criteria: Here are three assessment criteria for the presentation/assignment:

1. Clarity and Depth of Analysis (35%)

- Clearly identifies the selected policy/legislation with a well-articulated rationale for its selection.
- Demonstrates an in-depth understanding of how the policy addresses or fails to address systemic inequities.
- Proposes realistic, evidence-based changes to enhance the policy's effectiveness for vulnerable populations.

2. Application to Social Work Practice (35%)

- Provides concrete, actionable steps that social workers can take to advocate for or implement the policy at the community level.
- Discusses practical and contextually relevant strategies for addressing ethical challenges encountered in the application of the policy.
- Shows a strong connection between the policy and social work values/principles.

3. Presentation Skills and Engagement (30%)

- Delivers content in a clear, organized, and engaging manner within the 5-minute time frame.
- Effectively uses verbal and/or visual aids to enhance understanding and maintain audience interest.
- Demonstrates professionalism, confidence, and responsiveness to potential questions or feedback.

Assignment #3: Write a 3-page report on a social policy that impacts your work by April 11 at 11:59 pm

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

Assignment Description: Select one social policy in the news that impacts your work and write a **3-page response** using the following headings/questions (DO NOT GO OVER 3 Pages in writing)

1. **Impact Assessment:** How does this social policy impact the populations you work with or care about? Are there specific barriers or opportunities created by this policy?
2. **Values Alignment:** In what ways does this policy align or conflict with the core values of social work, such as social justice, equity, and advocacy? How might I address these conflicts in my practice?
3. **Personal and Professional Role:** What role can I play, as a social worker, in either supporting or challenging this policy? How does this policy influence my advocacy or community engagement efforts?

Assessment Criteria:

1. Critical Analysis and Integration of Social Work Values (30%)

- Demonstrates a thorough understanding of the social policy's impact on relevant populations, with clear identification of barriers and opportunities.
- Effectively assesses the alignment or conflict between the policy and core social work values (e.g., social justice, equity, advocacy).
- Proposes thoughtful, actionable strategies for addressing conflicts and integrating values into professional practice.

2. Application to Professional Role and Advocacy (40%)

- Clearly articulates the social worker’s role in supporting or challenging the policy, with specific examples of advocacy or community engagement efforts.
 - Connects the policy's implications to the social worker's personal and professional responsibilities, showing awareness of practical and ethical considerations.
 - Provides evidence-based or logical reasoning for proposed actions, demonstrating the potential for real-world impact.
3. **Graduate-Level Writing and Communication (30%)**
- Demonstrates clear, concise, and coherent writing, adhering to academic standards at the graduate level.
 - Uses proper grammar, punctuation, and spelling, with consistent formatting and adherence to APA citation guidelines.
 - Organizes content logically, with well-structured paragraphs and transitions that support the flow of ideas.
 - Integrates relevant academic or policy references to substantiate arguments and analysis.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to be fully present and engaged in each class activities and discussions.
- Please refer to the UCalgary calendar for more information on [attendance](#).

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically through your respective Dropbox in D2L. Assignments may be submitted in Word or PDF format for the presentation.
- Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.”

MISSED OR LATE ASSIGNMENTS

- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. A request for an extension should be sent to me at least 24 hours prior to the assignment due date.
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays).
- There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. **No assignments will be accepted after the 7-day limit.**
- Note: Instructors may consider make-up assignments for those who miss graded in-class activities. Make-up assignments are subject to the discretion of the instructor.
- Please refer to the UCalgary calendar for more information on [supporting documentation for absences](#).

EXPECTATIONS FOR WRITING

- All assignments will be assessed partly on writing and speaking 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 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

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

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

Restricted use

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.

GRADING

- I will consider your overall course engagement and performance in deciding to round up marks in decimals to the nearest whole numbers.

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

Tavris, C., & Aronson, E. (2007). *Mistakes were made (but not by me): Why we justify foolish beliefs, bad decisions, and hurtful acts*. Houghton Mifflin Harcourt. **OR** watch/listen to <https://www.skeptic.com/lectures/mistakes-were-made-but-not-by-me/>

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