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 611 S01	Classroom	Online
Course Name	Fundamentals of Trauma-Informed Practice		
Dates and Time	**Start of Classes:** January 15, 2025 **End of Classes:** February 26, 2025 **Dates and Time:** Zoom sessions* (i.e., January 15, 22, 29; February 5, 12, 26, 5:30-8:30pm MT | Residency: 24 & 25 9am – 3:50pm MT) **Add/Drop/Withdrawal Dates:** Please refer to the course-specific deadline in your [Student Centre](#)[1].		
Instructor	Ajwang' Warria (PhD)	Office Hours	As Requested
UCalgary E-mail	Ajwang.Warria@ucalgary.ca	UCalgary Phone	403.220.4959 (Email preferred)

SYLLABUS STATEMENT

Explores the range of traumatic experiences and impacts for individuals, families, groups, and communities.

COURSE DESCRIPTION

This course adopts a critical lens whilst acknowledging that social workers need to have a complete picture of the individual to provide effective and comprehensive services. In this online course, you will learn fundamental trauma training towards healing justice. Interactive class discussions, case study presentations, group work sessions and critical reading will contribute to your learning about the basic trauma-informed principles, trans/inter- and multi-generational trauma, transformative trauma assessments and interventions and self/collective care. In enhancing classroom safety, time will be set aside at the end of synchronous classes, for a conversation/debrief on what you found to be the most challenging material to engage with.

The sessions of this course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, you are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions**.** When unable to participate live due to unforeseen circumstances, inform the instructor in advance and propose and implement an alternative participation activity (e.g., submit a brief reflection). There will be several asynchronous sessions embedded in synchronous Zoom sessions, with 1 full synchronous session throughout the course.

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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.

Prerequisite(s): Admission to the MSW with a BSW and a specialization in Clinical Social Work Practice; or the MSW with a non-BSW and a specialization in Clinical Social Work Practice and completion of 27 units of foundation courses; or the Graduate Certificate in Clinical Social Work Practice with specialization in Trauma-Informed Practice.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:
1. Understand and apply key concepts on the nature and scope of traumatic experiences;
2. Understand and apply key concepts of current theories and approaches in trauma practice;
3. Identify and critically use screening and interventions across various types of traumatic events;
4. Identify and differentially apply treatment and intervention approaches to trauma;
5. Be familiar with professional self-awareness and use of self for work in trauma informed care.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Textbook
Clark, C., Classen, C.C., Fourt, A., & Shetty, M. (2014). *Treating the Trauma Survivor*. Taylor & Francis.
   https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780203070628

Other Readings
Baskin, C. (2016). The answers are in the community. In Strong helpers' teachings: The value of Indigenous knowledges in the helping professions (pp.). Canadian Scholars Press.
   https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=7078364

Briere, J.N., & Scott, C. (2014). Principles of trauma therapy: A guide to symptoms, evaluation, and treatment (DSM-5 update). Newbury Park, CA: Sage. Chapter on Psychoeducation (p. 125-132)
   https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/1rf6mu5/alma991008885149704336

Knight, C. (2015). Trauma-informed social work practice: Practice considerations and challenges. Clinical Social Work Journal, 43(1), 25–37.
   https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10615-014-0481-6

Lee, E., Kourgiantakis, T., Lyons, O. & Prescott-Cornejo, A. (2021). A trauma-informed approach on Canadian mental health policies: A systematic mapping review. Health Policy, 125(7), 899-914.
   https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0168851021001068

Levenson, J. (2020). Translating trauma-informed principles into social work practice. Social Work, 65(3), 288-298.
   https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/sw/swaa020

Levenson, J. (2017). Trauma-informed social work practice. Social Work, 62(2), 105–113.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/sw/swx001

Reeves, E. (2015). A Synthesis of the literature on trauma-informed care. Issues in Mental Health
Nursing, 36(9), 698-709, DOI: 10.3109/01612840.2015.1025319
https://doi-org.ezproxy.lib.ucalgary.ca/10.3109/01612840.2015.1025319

Ross, N., Brown, C. & Johnstone, M. (2023). Beyond medicalized approaches to violence and trauma:
Empowering social work practice. Journal of Social Work, 23(3), 567–585.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/1468017322114

Singh, C.D., Andrews, N.C.Z., Motz, M., Pepler, D.J., Leslie, M. & Zuberi, S. (2020). Trauma-informed and
relational approaches to service provision: Building community-based project capacity to respond to
interpersonal violence through a national initiative. BMC Public Health 20, 1833.
https://pubmed-ncbi-nlm-nih-gov.ezproxy.lib.ucalgary.ca/33256684/

Smullens, S. (2012). What I wish I had known: Burnout and self-care in our Social Work profession. The
New Social Worker. http://www.socialworker.com/feature-articles/field-
placement/What_I_Wish_I_Had_Known_Burnout_and_Self-Care_in_Our_Social_Work_Profession/

Sweeney, A. & Taggart, D. (2018). (Mis)understanding trauma-informed approaches in mental
health. Journal of Mental Health, 27(5), 383-387.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/09638237.2018.1520973

Sweeney et al. (2021). Trauma-informed assessment guidelines.
https://www.kcl.ac.uk/ioppn/assets/trauma-informed-assessment-guidelines.pdf

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

This course is the foundation course for a four-course MSW trauma treatment and trauma informed care. It provides the fundamentals which will lead to exploration in subsequent courses of specific developmental and life event traumatic experiences as well as further in-depth examination of trauma with specific cohorts.

CLASS SCHEDULE

Important Dates for Winter 2025
- o   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

Date and Time	Readings
Jan. 15, 2025 Wed. 5:30-8:30pm Zoom	**Opening Circle** Elder Kerry/Deadra Neufeld – TBC **Introduction, Overview of the Course, Review of Assignments** Listen: https://www.ermha.org/podcast-03-what-is-trauma-informed-practice/ [22 mins]
Jan. 22, 2025 Wed. 5:30-8:30pm Zoom	***What is Trauma*?: Unpacking Trauma** Clark et al. (2014). Chap. 1 https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780203070628 Lee, E., Kourgiantakis, T., Lyons, O. & Prescott-Cornejo, A. (2021). A trauma-informed approach on Canadian mental health policies: A systematic mapping review. *Health Policy, 125*(7), 899-914. https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0168851021001068 **Trauma-Informed Social Work Practice** Knight, C. (2015). Trauma-informed social work practice: Practice considerations and challenges. *Clinical Social Work Journal, 43*(1), 25–37. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10615-014-0481-6 Levenson, J. (2020). Translating trauma-informed principles into social work practice. *Social Work*, *65*(3), 288-298. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/sw/swaa020 Levenson, J. (2017). Trauma-informed social work practice. *Social Work*, *62*(2), 105–113. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/sw/swx001 Clark et al. (2014). Vicarious Trauma - Chap. 12 https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780203070628

	Self-Collective Care (Asynchronous) University of Buffalo School of Social Work. Self Care Starter Kit https://socialwork.buffalo.edu/resources/self-care-starter-kit.html Conduct a Self-Care Assessment: https://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/self-care-assessment.pdf Developing a Self-Social Care Plan: Developing Your Self-Care Plan - University at Buffalo School of Social Work - University at Buffalo Smullens, S. (2012). What I wish I had known: Burnout and self-care in our Social Work profession. *The New Social Worker.* http://www.socialworker.com/feature-articles/field-placement/What_I_Wish_I_Had_Known_Burnout_and_Self-Care_in_Our_Social_Work_Profession/ Watch: How to practice emotional hygiene. https://www.youtube.com/watch?v=rni41c9iq54 [17 mins]
Jan. 24, 2025 Residency Fri. 9-11:50am Zoom Fri. 1-3:50pm Zoom/Asynchronous	**Trauma and the DSM** Clark et al. (2014). Chap. 2 and 3 https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780203070628 Ross, N., Brown, C. & Johnstone, M. (2023). Beyond medicalized approaches to violence and trauma: Empowering social work practice. *Journal of Social Work*, *23*(3), 567–585. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/1468017322114 **Critical Trauma Theory** Guest Lecturer (TBC): *How does Critical Whiteness Studies help us to understand trauma?* Baskin, C. (2016). The Self is always first in the circle. In *Strong helpers' teachings: The value of Indigenous knowledges in the helping professions* (pp. 31-54). Canadian Scholars Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=7078364 Ginwright, S. (2018). The future of healing: Shifting from trauma informed care to healing centered engagement. https://ginwright.medium.com/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c

	Herman, C. (2019). How racism, trauma and mental health are linked. https://www.sideeffectspublicmedia.org/post/how-racism-trauma-and-mental-health-are-linked Jorden, T.L. (2022) Acknowledging the past: trauma informed social justice & dance movement therapy. *Body, Movement and Dance in Psychotherapy, 17*(1), 54-70, DOI: 10.1080/17432979.2021.1896579 https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/17432979.2021.1896579
Jan. 25, 2025 Residency Sat. 9am-2:30pm Zoom	**Principles of Trauma-Informed Practice** Baskin, C. (2016). The answers are in the community. In *Strong helpers' teachings: The value of Indigenous knowledges in the helping professions* (pp.). Canadian Scholars Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=7078364 Clark et al. (2014). Chap. 4, 5 & 6 https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780203070628 Reeves, E. (2015). A Synthesis of the literature on trauma-informed care. *Issues in Mental Health Nursing, 36*(9), 698-709, DOI: 10.3109/01612840.2015.1025319 https://doi-org.ezproxy.lib.ucalgary.ca/10.3109/01612840.2015.1025319 Singh, C.D., Andrews, N.C.Z., Motz, M., Pepler, D.J., Leslie, M. & Zuberi, S. (2020). Trauma-informed and relational approaches to service provision: Building community-based project capacity to respond to interpersonal violence through a national initiative. *BMC Public Health 20*, 1833. https://pubmed-ncbi-nlm-nih-gov.ezproxy.lib.ucalgary.ca/33256684/ Sweeney, A. & Taggart, D. (2018). (Mis)understanding trauma-informed approaches in mental health. *Journal of Mental Health, 27*(5), 383-387. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/09638237.2018.1520973 Sweeney et al. (2021). Trauma-informed assessment guidelines. https://www.kcl.ac.uk/ioppn/assets/trauma-informed-assessment-guidelines.pdf
Sat. 2:30-3:50pm Asynchronous	Watch: Trauma Informed Care Screening and Assessment: SAMHSA TIP [57 mins] https://www.youtube.com/watch?v=f4CLl0d8Iyw
Jan. 29, 2025 Wed. 5:30-8:30pm Asynchronous	**Group Work**
Feb. 5, 2025	**Group Facilitation: Cultural-responsive trauma-informed practice**

Wed. 5:30-8:30pm Zoom	
Feb. 12, 2025 Wed. 5:30-8:30pm Zoom	**Group Presentations: Cultural-responsive trauma informed practice**
Feb. 26, 2025 Wed. 5:30-8:30pm Zoom	**Psychoeducation** Briere, J.N., & Scott, C. (2014). Principles of trauma therapy: A guide to symptoms, evaluation, and treatment (DSM-5 update). Newbury Park, CA: Sage. Chapter on Psychoeducation (p. 125-132) https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/1rf6mu5/alma991008885149704336 **Closing Circle (TBC)**
Online Content 23.5 hours Synchronous, 15.5 hours asynchronous videos, readings, group work and assignments	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY
All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES
You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required**. Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

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

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS.

Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignment 1: Introduction Activities (10%) | Due Date: Jan. 14 by 2pm*
Aligned Course Learning Outcomes: 5
Assignment Description: Students should complete a profile of themselves on D2L (a short bio, to bring trauma-informed practice to life tell us about your current job, and its link or your interest in the course [Due: Jan. 13 by 2pm, 5%]. Provide constructive course-relevant comments or questions to the profile of the peer that you're matched with [Due: Jan. 14 by 2pm, 5%].
Assignment Criteria: The profile should be uploaded with the required information – bio (100 words), current work and links/interest in the course (150 words) as highlighted in the description above. The course-related comments made on another student's profile should not exceed 150 words. No references are required.

Assignment 2: Residency Participation/Self-Assessment (20%) - Student Evaluation (5%) & Instructor Evaluation (15%) | Due Date: Jan. 30, 2025, at 11:59pm MT (Individual)
Aligned Course Learning Outcomes: All
Assignment Description: The objective of this assignment is to evaluate your dedication to being an active and engaged learner in the course. You are expected to submit a 1250 (+/- 50) word self-evaluation to the designated D2L Dropbox in which you assess your participation and contribution during the two-day residency. Your assessment should include attendance, punctuality, sharing in small and large group discussions, trauma-informed skills used, openness to feedback, review of thematic readings and integration in class discussion, humility, professional behaviour in the class, empathy, participating in community building activities, practice of self-social care. Be sure to include critical reflections on how your participation challenged you personally (e.g., did you take any risks?), contributed to promoting a trauma-informed class environment and learning, with alignment to social work values and the social justice mission of social work.
Assignment Criteria: There is no grading rubric for this assignment. The standard of writing will be a factor in grading students work. Include a grade for yourself out of 10 (with a brief justification for the mark awarded).

Assignment 3: Re-imagining Trauma-Informed Practice through a Cultural-Responsive Lens (45% | Due: Feb. 7 & 14, 2025 at 11:59pm MT (Group (25%) and Individual (25%))
Aligned Course Learning Outcomes: All
Assignment Description: Culturally responsive trauma-informed practice respects and values the clients' cultural, ethnic, and racial identities by deliberately encouraging an understanding of historical contexts and issues of power and privilege for both the social worker and the clients. Many trauma-informed approaches in organizations do not explicitly examine harmful structures and practices that exist within

such institutions, which can perpetuate the cycle of racial and historical trauma. In groups, facilitate a discussion in class on how social workers can merge trauma-informed practices and culturally responsive knowledge/s and practices to provide supportive assistance that allows all clients to not only see but also engage and celebrate asset-based, positive representation of themselves and their cultures leading to authentic sustainable change. A rubric will be provided for the facilitation component of the assignment.

Assignment Criteria: Individual reflective papers should be four pages long, typed, double-spaced, using a font size 12, Times New Roman, with normal margin settings. Reflect on how your analysis in this assignment will change the way you work with clients in the future.

Assignment 4: Summative Self-Social Care in Trauma-Informed Practice (25%) | Due Date: Feb. 28, 2025 at 11:59pm MT (Individual)

Aligned Course Learning Outcomes: All

Assignment Description: Self and/or social care is an important practice in social work. Keep a journal for the duration of this course i.e., if you do not have one already. In it, discuss: i) the care activity(ies) that you undertook and why; ii) any specific issue(s) that the activity(ies) was/were meant to address; and iii) how the activity(ies) contributed to your well-being. Create a collage/infographic/poster using the above information. Share the collage on the Discussion Board [Due: Feb. 25 by 2pm, 15%]. Any other mode of assignment presentation should be discussed with the instructor first for approval. You will receive trauma-informed written comments and/ or reflective question/s from one or more of your peers [5%]. Reflect on and submit 200-word reflection [5%] with your final poster on D2L.

Assignment Criteria: The grading will be based on i) identification of the care activity and justification for doing it, ii) linking the activity to a certain issue (positive or negative), iii) clear articulation of the activity's contribution to the well-being of the student, iv) mention at least three references (from professional literature reviewed, elder teachings etc.) to support your statements, and vi) ability to respond to any follow up questions or comments by the instructor and/or fellow peers.

A rubric will be provided on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION 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.
- Students are also expected to adhere to social work ethical guidelines and professional conduct during class participation.
- Students should work together on their group projects (where applicable) and the assignments should be submitted on time.
- When you miss a session, make-up options might be provided at the discretion of the instructor – but not in situations where (in-person) participation is a component that will be graded.
- This course is partially based on experiential work; thus, participation and attendance are essential! Students who miss one or more class sessions [incl. during residency], will have 5% of their course mark deducted for each missed session.

- 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 should be submitted in Word format.
- Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith_Assignment 1).
- Assignments are due by 11:59pm MT on their due date [unless otherwise stated above].
- 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.
- Students may request for additional time, prior to the due date, to complete the assignment. A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date.
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays).
- There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.
- Any 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

- The instructor will create opportunities to discuss the assignments during the class and consultation hours.
- Assessment rubrics will be posted on D2L, where applicable.
- 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 in-text and on the reference list and referenced in APA 7th edition format. Failure to do so will result in grade deduction. If you need writing support, please connect with the Student Success Centre, at: https://www.ucalgary.ca/student-services/student-success/writing-support

  *** For accommodation requests, students are not required to disclose to the instructor. I am approachable, available, and flexible if the need arises – to support your learning and the successful completion of the course.*

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

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

Additional suggested readings and video recordings for the course will be. provided to students in 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