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 641 S02	Classroom	Zoom Classroom (see link on D2L)
Course Name	Models of Practice		
Dates and Time	**Block Week** Start of Classes: **January 6, 2025** End of Classes: **January 10, 2025** Dates and Time: **January 6, 7, 8, 9, 10, 2025** **Classes will run from 9:00 am MT – 11:50 am MT and 1:00 pm MT – 3:50 MT** Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Natalie Beltrano, RSW, PhD Candidate	**Office Hours**	As Requested
UCalgary E-mail	Natalie.Beltrano@ucalgary.ca	**UCalgary Phone**	**Email preferred**

My positionality and equity statement:
I am a settler on this stolen, Indigenous land; the home to the many Indigenous Peoples that came before and currently call this land home, known as Turtle Island, also now called Canada.
As a White, cisgender woman, I have unearned privilege based on my *how the* colour of my skin *is not racialized*. I navigate with an invisible disability and have the privilege to access supports and services without fear of discrimination or systemic barriers.

I also carry privilege in my roles as a social worker, researcher, academic, teacher, and have the means to be a transgressor and challenge the status quo. My privilege is rooted in my relations to the first colonizers arriving in what was considered the "new world". My maternal relations were settlers who committed genocide, applied chattel slavery and denied the humanity of Black, Indigenous and peoples who they deemed unworthy.

My privilege is also rooted through government supported immigration practices. Persecuted in their home country, my paternal great-grandparents were provided immigration privileges with free access to stolen land to farm and become prosperous.

My identity and history inform my goals to act through a Critical Race Theory and intersectionality lens to make progress towards reconciliation with those who have historically and currently navigate the systemic injustices embedded in all colonial structures and systems.

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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.

SYLLABUS STATEMENT

Provides the conceptual and theoretical foundation for students to acquire advance practice skills in Social Work

COURSE DESCRIPTION

The course examines principles and processes of social work practice theory. Students experience and demonstrate the integration of theory and practice required for generalist social work at a professional level through assignments and a combination of in-class instructor/guest/student engagements and discussions. The course will draw upon examples of social work practice from many perspectives.

Students are encouraged to take responsibility for their own learning, critically review, reflect on, and explore creative ways of using current theories and practice methods. The instructor will use inquiry-based learning as the teaching and learning strategy. Student learning will be fostered through independent work and small group critical peer and instructor feedback.

This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. Instructional time will include synchronous and asynchronous learning. You are expected to be available to attend zoom sessions from 9:00 am until 4:00 pm (with a break for lunch) each day. Throughout these scheduled zoom sessions there will be times when you are expected to work independently, in small groups or as a large group. There will also be readings and some videos that you are expected to attend to outside of the zoom sessions.

COURSE LEARNING OUTCOMES

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

1. Describe and apply current generalist social work practice theories, models, and frameworks.
2. Demonstrate an understanding of anti-oppressive social work practice including concepts of spiritually, culturally and trauma-informed practice, diversity, inclusion, equity, racial justice, and decolonization.
3. Develop reflexive skills to critically evaluate and apply contemporary social work research and theories to practice.
4. Articulate a professional social work identity, including an understanding of the ways social work is distinct from other helping professions, and the knowledge, skills and attitudes of a spiritually, culturally and trauma-sensitive practice approach.

LEARNING RESOURCES

REQUIRED TEXTBOOKS

Finn, J.L. (2021). *Just Practice: A social justice approach to social work* (4th ed.). Oxford

(see schedule for chapters to review)

REQUIRED READINGS:

Boynton, H.M., & Margolin, I. (forthcoming, 2024). Becoming a spiritual influencer through the heart and soul of field practice. In J. Drolet, & G. Charles (Eds.) *Student handbook on field education.* Chapter 13. University of Calgary Press.

Elwyn, G., Dehlendorf, C. R., Epstein, R. M., Marrin, M. K., White, J., & Frosch, D. L. (2014). Shared decision making and motivational interviewing: Achieving patient-centered care across the spectrum of health care problems. *Annals of Family Medicine, 12*(3), 270–275. doi:10.1370/afm

Harms, L., & Connolly, M. (2019). *Social work: From theory to practice* (3rd ed.). (pp. 3-13, pp. 18-22). Cambridge University

Hart, M. A. (2019) Indigenist social work practice. In M. Payne and E. Reith-Hall (Eds.) *The Routledge handbook of social work theory* (pp. 268-281). Routledge.

Healy, K. (2014). *Social work theories in context: Creating frameworks for practice* (2nd ed.), Chapter 11. Palgrave Macmillan.

Payne, M. (2017). Applying critical social work theory in practice. *Social Work Notes, 22*(3), 169–193 doi:10.4467/24496138ZPS.17.011.8006

Swigonski, M., & Raheim, S. (2011). Feminist contributions to understanding women's lives and the social environment. *Affilia, 26*(1), 10–21.

Trowbridge, K., & Lawson, L. M. (2016). Mindfulness-based interventions with social workers and the

Wilson, S. (2008). Relationality. *Research is ceremony: Indigenous research methods*. (pp. 80-96). Fernwood.

Optional Readings:

Ahmed, S. (2017). Living a feminist life. Duke University Press. https://ebookcentralproquestcom.ezproxy.lib.ucalgary.ca/lib/ucalgaryebooks/detail.action?docID=4769414

Bragg, J., Having, K., & Muñoz, R. (2018). Absent in theory, invisible in practice: Queering HBSE for more inclusive social work profession. *Journal of Human Behaviour in the Social Environment, 38*(1), 44-57. https://doi.org/10.1080/10911359.2017.1383959

Crampton, A. (2015). Decolonizing social work "best practices" through a philosophy of impermanence. *Social and cultural Sciences Faculty Research and Publications.* 159. [Decolonizing Social Work "Best Practices" through a Philosophy of Impermanence](#)

Elwyn, G., Dehlendorf, C. R., Epstein, R. M., Marrin, M. K., White, J., & Frosch, D. L. (2014). Shared

decision making and motivational interviewing: Achieving patient-centered care across the spectrum of health care problems. *Annals of Family Medicine, 12*(3), 270–275. doi:10.1370/afm

Musopera, O. (2023). 'Care democracy' in social work practice: The novel contribution of Ubuntu. In B. Mayaka, C. Uwihangana, & A. D. Van Breda (eds.) *The Ubuntu practitioners: Social work perspectives.* (pp. 31-56). The International Federation of Social Workers. IFSW_Ubuntu_Practitioner_2023e1_1_-libre.pdf

Santinele M. A., & Fudge Schormans, A. (2021). Theoretical developments: Queer theory meets crip theory. In R. Shuttleworth and L. Mona (Eds.) *The Routledge handbook of disability and sexuality*. Routledge.

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 is one of nine courses offered in the foundation stream of the two-year MSW program. The social work theories examined in this course are basic conceptual frameworks that should be integrated with, and applied to content in the other courses taken this term.

CLASS SCHEDULE

Important Dates for Winter 2025
- o Start of Term: Monday, January 6, 2025

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Class Schedule

Dates	Topic	Required Readings/Viewings
Day 1 Monday, January 6th	Introduction The Just Practice Framework Theories and models of practices Developing an Inquiry Question	**Come to class prepared with** 1 peer reviewed journal article related to a social work Model of Practice along with your area of interest table completed. **Readings:** Textbook (Chapters 1, 2 [pp. 36-41, 48, 52, 58-62]) Boynton & Margolin, Harms & Connolly, and Wilson **Small group activity:** Bring an item to share that represents "meaning" to you.

		Independent Activity: Wellness wheel (D2L)
		Assignment #1 – due at 5:00 pm – Developing Inquiry Question (time in class will be provided)
Day 2 Tuesday, January 7th	Spiritual Practice Model – Guest Lecture at 2:30 pm	**Come to class prepared with** 1 peer reviewed *qualitative* journal article related to inquiry question along with your area of Interest table completed. **Readings:** Textbook (Chapter 4 [pp. 130-137 – ethics], Universal Declaration of Human Rights [p. 140], Chapter 5, Chapter 6 Healy **Small group activity:** Bring an item to share that represents "context" to you. **Independent Activity:** Chapter #4 – p. 108 Values Activity- https://www.valuescardsort.com/index.html **Assignment #2** due at 5:00 pm (Brief report – group; time will be provided in class)
Day 3 Wednesday, January 8th	Critical and Feminist social work, decolonizing and anti-racist practice. Teaching and learning process, action and accompaniment. Guest Speaker: TBD	**Come to class prepared with** 1 peer reviewed *quantitative* journal article related to your inquiry questions along with your Area of Interest table completed. **Readings:** Textbook (Chapter 7, Chapter 8) Payne, and Swignoski & Raheim **Small group activity:** Bring an item to share that represents "power and history" to you. **Assignment #3 –** 5- to 7-minute presentation in-class presentation
Day 4 Thursday, January 9th	Evaluating practices, research, self and others, motivational interviewing. Intersectional and participatory approaches.	**Readings:** Textbook (Chapter 9) Elwyn et al., and Hart **Small group activity:** Bring an item to share that represents "possibility" to you.

	Indigenous philosophies, knowledge, values, and ways of being.	**Assignment #4:** Peer Feedback due at 5:00 pm
Day 5 Friday, January 10th	Bringing it all together Celebration as process. Group Presentations (will be recorded by instructor for assessment purposes).	**Readings:** Textbook (pp. 330-339) Trowbridge & Lawson **Assignment #5 –** In-class – 15-minute presentations + 15 minutes question period.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

My goal is to respond to all emails within 24-hours. Given that this is a Block week course, I understand the urgency for responses. Please use office hours to discuss urgent matters.

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**. **If you need to turn your camera off, please contact the instructor via email.** 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: Developing Inquiry Question (15%) – Due Jan 6th by 5:00 pm
Aligned Course Learning Outcomes: 2, 4
Assignment Description: In small groups of approximately 5, students will pursue and develop their group inquiry question related to a social work model of practice. While pursuing the development of their inquiry question, students should keep in mind their area of interests related to a specific population (i.e., preschool children, youth, older adults) and an identified social issue (i.e. homelessness, domestic violence, addictions). These examples are only examples and with their group, students are expected to choose their own population and social issue. The development of the inquiry question will be based on the student research of the relevant literature and consultations with peers and instructor.

Students are expected to conduct a search of the research literature using keywords related to your population and social issue. From your search, each group member will choose one peer reviewed journal articles of interest. Using the Area of Interest form located on D2L, you will summarize your article and share it with your small group of peers. *Time in class will be used for the purpose of peer consultation.* Using an interest agreed upon by your group, the research literature, and peer and instructor feedback, you will construct an inquiry question to pursue throughout the course.
Your group will submit a minimum of one and maximum of one-and-one half page document (double spaced) on D2L that clearly identifies your inquiry question and describes the process you followed and any influences that led to your final inquiry question.
Assessment Criteria: A rubric is provided on D2L site. The content of your assignment will be assessed according to the clarity and conciseness of your presented inquiry question and that it is narrow enough to be answered throughout the course.

Assignment 2: Reviewing Qualitative Evidence (10%) – Due Jan 7th by 5:00 pm
Aligned Course Learning Outcomes: 1, 3
Assignment Description: Based on peer discussions, students will present evidence to the instructor in the form of a brief report outlining how the evidence (qualitative articles and other) led to the development of and supports their inquiry question. Strengths and weaknesses of the evidence will be identified and linked to their specific topic of interest, population and model of practice. A checklist, located on D2L, will be provided to guide students. The brief report will be no more than 1-2 pages, double spaced.
Assessment Criteria: A rubric is provided on the D2L site. You will be assessed on the level of critical thinking illustrated, your capacity to identify strengths and weaknesses of the articles, and the organization of the presented material.

Assignment 3: Reviewing Quantitative Evidence (20%) – Due Jan 8th during class
Aligned Course Learning Outcomes: 1, 3
Assignment Description: In your small group, students will present evidence to the class in the form of a

5-7 min (max.) presentation outlining how the evidence (quantitative articles and other) led to the development of and supports their inquiry question. Strengths and weaknesses of the evidence will be identified and linked to their specific topic of interest. A checklist, located on D2L, will be provided to guide students.

Assessment Criteria: A rubric is provided on the D2L course site. You will be assessed on the level of critical thinking illustrated, your capacity to identify strengths and weaknesses of the articles, and the organization of the presented material.

Assignment 4: **Peer Feedback (15%) – Due Jan 9th by 5:00 pm**
Aligned Course Learning Outcomes: 2, 3
Assignment Description: Each class has a component of small group work to support your learning, approximately 5 students depending on class size. In these groups you will learn to give and receive constructive feedback to support yours and your colleagues' learning. After class 4 you will provide formal peer feedback (template on D2L).
Assessment Criteria: Your grade on peer feedback will reflect the thoughtfulness and constructiveness of your formative peer feedback to your small group of colleagues.

Assignment 5: Models of Practice Presentation (40%) – Due January 10 in class
Aligned Course Learning Outcomes: 1, 2, 3, 4

Assignment Description: Building on the previous assignments, critically reflect on a Model of Practice that aligns with your social work identity with relation to values, theories, and praxis. Using the poster template provided on D2L, your small group will complete a presentation with visuals in relation to your Model of Practice. You will submit documents electronically to D2L in the Dropbox before class on January 10th. Each group will have 30 minutes total to present their Model of Practice, this will include a description with the class (15 min) and fielding questions (15 min).

Introduction: Reflecting on the readings, presentations, discussions and experiences over the term, be sure to explore the following: 1) consider if or how your and your groups' position has changed since the beginning of the course; 2) the values and theories underlying the model.

Literature Review: Please include 8-10 peer reviewed journal articles about your Model of Practice. This might include the population, or social issue with which it has been utilized, and the geographic regions in which it has been written about, and a general statement about research findings that reflect the Models' use.

Research Question (Inquiry Question): A statement or question to reflect what you wanted to explore in relation to your Model.

Findings: This section reveals what you have found in relation to your Model of Practice and can be portrayed through narrative, statistics, diagram, figure or other visual.

Discussion: Please state your critical reflections about your Model of Practice, what your group has learned through engagement with the literature and peer feedback, how you might take up this model

in your own social work practice, and what you see as the most pressing considerations for practice with this model.

References: Identify using APA 7th edition, the sources you used to develop this poster.

We will have a class exhibit on January 10th for students to share their Model of Practice presentation. The presentations will be explored for a maximum of 30 minutes. For example, each group will be able to share their screen, present their Model of Practice and respond to comments and questions from the other members of the class.

After 30 minutes, another group will present their Model of Practice and so on until all groups have had a chance to present their findings. This is an opportunity for students to share their ideas and engage in an exploratory discussion about the pieces and topics being communicated. References and visuals are to be uploaded on D2L in the Dropbox.

Assessment criteria. A rubric is provided on the D2L course site. The presentation will be assessed according to the above components, the level of critical reflection and scholarly approach represented in the presentation.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activity and discussion. Students are required to complete all required assignments in a timely fashion during the block week and as described in the course outline. Participation is critical in order to assess the required course assignments that are completed individually and as a group. Missing an assignment element and not participating in required group work will result in a zero grade for that assignment for the individual student. Students who do not complete the final presentation with their group will receive a 10% grade reduction.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Describe any guidelines you wish to include re: assignment submission. For example, "please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due 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 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 (2% per/day).

Given the nature of the Block Week course, failing to submit an assignment will impact your overall mark in this course significantly.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Succes Centre, at: https://www.ucalgary.ca/student-services/student-success/writing-support

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: http://www.ucalgary.ca/pubs/calendar/current/k.html

USE OF ARTIFICIAL INTELLIGENCE TOOLS

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
*   AI tools can be used for learning course material and organization of assignments
*   You are required to submit your prompts to AI with all assignments.
Example of statements focusing on 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.

- Instructors may, or may not, choose to use the Percentage conversion column. However, if a percentage conversion is used, the Percentage conversion column below will apply.
- Instructors need to indicate their convention of rounding (i.e., if they use rounding and when they round up; The instructor 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

- It is advised that additional suggested readings for the course be provided to students in D2L to manage the length of this course outline. However, if you wish to include suggested readings in this outline that are not required for the course, please do so in this section. Copyright approval is required.

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