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 664 S01	Classroom	Online with in-person residency Rm 3-282
Course Name	Community-Based Health & Wellness Approaches I		
Dates and Time	Start of Classes: January 13, 2025 End of Classes: February 28, 2025 Dates and Time: Tuesdays & Thursdays 6:00pm – 8:00pm In person residency: January 24/25 9am to 4pm. Asynchronous Zoom sessions: To be completed by students at their own time Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Gisele Mak, BSW, MSW, RSW	Office Hours	Please email me to request an appointment date & time
UCalgary E-mail	Gisele.mak@ucalgary.ca	UCalgary Phone	N/A

SYLLABUS STATEMENT

Explores challenges in clinical, community-based social work practice with diverse groups, including immigrants, refugees, and racialized populations. It provides a detailed critique and analysis of specific treatment modalities and techniques.

COURSE DESCRIPTION

This course provides a critical examination of community-based practice models and approaches, specifically focusing on immigrants, refugees, and racialized populations. It encourages students to engage in an experiential, relational, and analytical exploration of the historical, economic, and socio-political factors that shape mental health recovery, healing, care, and wellness within mental health services and interventions. Through a combination of lectures, guest speakers, and critical analysis of literature and multimedia resources (e.g., films, podcasts, case studies), students will reflect on key concepts such as racial justice, equity, citizenship, the common good, resistance, and resilience, exploring their implications for community mental health practice.

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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.

This course will take place online via Desire2Learn (DL2) and Zoom and in-person residency of 2 days at the end of the course. In addition, there will be asynchronous learning tasks using D2L learning environment. Please set aside at least 2 additional hours per week to complete learning tasks that includes watching videos, reading articles, listening to podcasts, etc.

COURSE LEARNING OUTCOMES

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

1. Critically analyze past and present social, economic, and political systems that have shaped and influenced dominant theories and approaches to health, mental health, and wellness.
2. Identify and integrate community-based theories and approaches to intersecting issues that impact the life of individuals and their communities
3. Demonstrate ability to develop partnerships and collaborations with communities or community-based organizations to promote positive mental health and overall wellness of community members.
4. Demonstrate and apply comprehensive knowledge of culturally appropriate and relevant community-based mental health approaches and interventions.
5. Integrate and apply theories and related approaches in developing community-based intervention appropriate and relevant for immigrant, refugee, and racialized populations.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Required Readings:

Topic 1: Introductions and recap – mental health and wellness in context

Kanani, N. (2011). Race and madness: Locating the experiences of racialized people with psychiatric histories in Canada and the United States. Critical Disability and Society, 3. https://cdd.journals.yorku.ca/index.php/cdd/article/view/31564

Mills, C. (2015). The psychiatrization of poverty: Rethinking the mental health-poverty nexus. Social and Personality Psychology Compass, 9(5), 213–222. https://compass-onlinelibrary wileycom.ezproxy.lib.ucalgary.ca/doi/pdfdirect/10.1111/spc3.121

Topic 2: Significance of migration, discrimination, and racial trauma for community mental health of immigrants, refugees and racialized populations:

Beiser, M. & Feng, H. (2016). Mental health effects of premigration trauma and postmigration discrimination on refugee youth in Canada. The Journal of Nervous and Mental Disease 204 (6): 464–470. https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay docid=TN_cdi_proquest_miscellaneous_1792375497&context=PC&vid=UCALGARY&lang=en_US

&search_scope=EVERYTHING&adaptor=primo_central_multiple_fe&tab=everything&query=any
,contains,Mental%20health%20effects%20of%20premigration%20trauma%20and%20postmigra
tion%20discrimination%20on%20refugee%20youth%20in%20Canada&offset=0

Hansson, E. et al., (2010). Improving mental health services for immigrant, refugee, ethno-cultural and racialized groups: Issues and options for service improvement. https://www.mentalhealthcommission.ca/wp content/uploads/drupal/Diversity_Issues_Options_Report_ENG_0_1.pdf

Herati, H., & Meyer, S. B. (2023). Mental health interventions for immigrant-refugee children and youth living in Canada: A scoping review and way forward. *Journal of Mental Health, 32*(1), 276–289. https://doi.org/10.1080/09638237.2020.1818710

King, R. U., Este, D. C., Yohani, S., Duhaney, P., McFarlane, C., & Liu, J. K. K. (2022). Actions needed to promote health equity and the mental health of Canada's Black refugees. *Ethnicity & Health, 27*(7), 1518–1536. https://doi.org/10.1080/13557858.2021.1955092

Topic 3: Challenges and opportunities of community-oriented approaches to mental health

Abe, J. (2020). Beyond Cultural Competence, Toward Social Transformation: Liberation Psychologies and the Practice of Cultural Humility. *Journal of Social Work Education*, *56*(4), 696–707. https://doi.org/10.1080/10437797.2019.1661911

Brown, C., Johnstone, M., Ross, N., & Doll, K. (2022). Challenging the constraints of neoliberalism and biomedicalism: Repositioning social work in mental health. *Qualitative Health Research*, *32*(5), 771–787. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/1049732321106968

Fong, M., Liu, A., Lung, B., Alayche, I., Sayfi, S., Kirenga, R. Y., Chomienne, M. H., Saad, A., Grenier, J., Kassam, A., Ahmed, R., & Pottie, K. (2024). From struggle to strength in African and Middle Eastern newcomers' integration stories to Canada: A participatory health equity research study. *PLOS ONE*, *19*(4), e0302591. https://doi.org/10.1371/journal.pone.0302591

Gottlieb, M. (2021). The Case for a Cultural Humility Framework in Social Work Practice. *Journal of Ethnic & Cultural Diversity in Social Work*, *30*(6), 463–481. https://doi.org/10.1080/15313204.2020.1753615

Johnstone, M., Brown, C., & Ross, N. (2022). The McDonaldization of social work: A critical analysis of mental health care services using the Choice and Partnership Approach (CAPA) in Canada. *Journal of Progressive Human Services*, *33*(3), 223–243. https://doi.org/10.1080/10428232.2022.2050117

Kanagaratnam, P., Pandalangat, N., Silver, I., & Toner, B. (2021). A mental health framework from the voices of refugees. *International Journal of Social Psychiatry*, *68*(8), 1664–1669. https://doi.org/10.1177/00207640211049058

McKenzie, K. (2015). Issues and options for improving services for diverse populations. *Canadian Journal of Community Mental Health*, *34*(4), 69-88. https://doi.org/10.7870/cjcmh-2015-012

Topic 4: Where community based mental health is done

Brown, N., Armenakyan, A., & Shahi, A. (2024). The Impact of Cricket on Immigrant Social Inclusion in Northern Ontario Communities. *Canadian Ethnic Studies*, *56*(3), 195–217. https://doi.org/10.1353/ces.2024.a939621

Buckner-Brown, J., Tucker, P., Rivera, M., Cosgrove, S., Coleman, J. L., Penson, A., & Bang, D. (2011). Racial and ethnic approaches to community health: Reducing health disparities by addressing social determinants of health. *Fam Community Health*, *34*(1), S12–S22. https://doi.org/10.1097/FCH.0000000000000004

Caughey, A., Kilabuk, P., Sanguya, I., Doucette, M., Jaw, M., Allen, J., Maniapik, L., Koonoo, T., Joy, W., Shirley, J., Sargeant, J. M., Møller, H., & Harper, S. L. (2022). Niqivut Silalu Asijjipalliajuq: Building a community-led food sovereignty and climate change research program in Nunavut, Canada. *Nutrients*, *14*(8), 1572. https://doi.org/10.3390/nu14081572

Kandasamy, S., Kwan, M. Y., Memon, P. K., Desai, D., de Souza, R. J., Montague, P., Sherifali, D., Wahi, G., & Anand, S. (2024). Understanding newcomer challenges and opportunities to accessing nature and greenspace in Riverdale, Hamilton, Ontario: A neighborhood-centered photovoice study. *Health Promotion Practice*, *25*(X), 1–11. https://doi.org/10.1177/15248399231225927

Kassan, A., Goopy, S., Green, A., Arthur, N., Nutter, S., Russell-Mayhew, S., Sesma Vazquez, M., & Silversides, H. (2020). Becoming new together: Making meaning with newcomers through an arts-based ethnographic research design. *Qualitative Research in Psychology*, *17*(2), 294–311. https://doi.org/10.1080/14780887.2018.1442769

McLellan, J., & White, M. (2015). Social, Religious, and 'Spirit-based' Capital within Cambodian and Lao Buddhist Communities in Ontario. *Studies in Religion/Sciences Religieuses*, *44*(2), 160–177. https://doi.org/10.1177/0008429815580781

Quirke, L. (2015). Searching for Joy: The Importance of Leisure in Newcomer Settlement. *International Migration & Integration*, *16*(2), 237–248. https://doi.org/10.1007/s12134-014-0388-7

Ticar, J. E. (2024). Im/migration, mental health and well-being, and newcomer Filipino families: Implications for anti-racist and anti-oppressive policies and practice. *Journal of Ethnic and Migration Studies*, 1-17. https://doi.org/10.1080/1369183X.2024.2390057

Topic 5: International trends to community-based mental health: International perspectives and implications for Canada:

Dai, H. (2011). Surviving in "Localistic Communitas": Endogenous multicultural community organizing among migrant workers in post-socialist China. *Journal of Social Service Research*, *37*(2), 165 179. https://doi.org/10.1080/01488376.2011.547733

Ndagijimana, J. P. (2022). Kongera Kwiyubaka (rebuilding ourselves again): Culturally responsive and contextually relevant collective healing in post-genocide Rwanda. *American Journal of*

Community Psychology, 70, 45–59. https://doi.org/10.1002/ajcp.12571

Rocke, C., & Uwibeyeyeho King, R. (2018). What Does Reconciliation Mean to Newcomers Post-TRC? In D. Longboat & S. Restoule (Eds.), *Pathways of Reconciliation: Indigenous and Settler Approaches to Implementing the TRC Recommendations* (pp. 173–187). McGill-Queen's University Press.

Rosen, A., Mezzina, R., & Maus Feldman, J. (2023). International trends in community mental health services. In M. A. R. Henriques & S. P. Sashidharan (Eds.), *The Wiley Textbook of Community Mental Health* (pp. 863-889). John Wiley & Sons, Ltd. https://doi.org/10.1002/9781119754940.ch67

Uwibeyeyeho King, R. (2019). The true healing is healing together: Healing and rebuilding social relations in postgenocide Rwanda. *Peace and Conflict: Journal of Peace Psychology, 25*(1), 49 60. https://doi.org/10.1037/pac00003571

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, camera and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This course builds on the critical theories and practice models studied in SOWK 610 and SOWk 612 to build a body of community informed mental health interventions for racialized, immigrants, refugees, and survivors of natural and man-made disasters.

CLASS SCHEDULE

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

Date	Topic	Notes/Assignments
January 14, 2025 Zoom	Topic 1: Introductions and recap, Mental health and wellness in context	- Introductions - Review Course Outline
January 16, 2025 Asynchronous		

January 21, 2025 Zoom	Topic 2: Significance of migration, discrimination and racial trauma for community mental health of immigrants, refugees and racialized populations	Assignment 3: Reflexive Practice Discussion 1
January 24 In-Person Residency 9:00-4:00	Potential Site Visits	
January 25 In-person Residency 9:00-4:00	Potential Guest Speakers	**Assignment 1, Part 1 due by 11:59pm**
January 28, 2025 Zoom	Topic 3: Challenges and opportunities of community-oriented approaches to mental health	Assignment 3: Reflexive Practice Discussion 2
January 30, 2025 Asynchronous		
February 4, 2025 Zoom	Topic 4: Where community-based mental health is done	Assignment 3: Reflexive Practice Discussion 3
February 6, 2025 Asynchronous		**Assignment 1, Part 2 due by 11:59pm**
February 11, 2025 Zoom	Topic 5: International trends to community based mental health: International perspectives and implications for Canada	**Assignment 2 – due during class (zoom)**
February 13, 2025 Asynchronous		**Assignment 3: Reflexive Practice Summary Video due by 11:59pm**
February 25, 2025	Individual & Group Presentations Course Wrap Up	**Assignment 1 - Part 3 due during class (zoom)**
February 27, 2025 Asynchronous		**Assignment 2 Part 2 due by 11:59pm**

- Zoom links will used for all classes and is posted on D2L site
- In-person residency is scheduled for 9:00am to 4:00pm

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: Theory to Practice Community Health & Wellness – Intervention Plan

Weight: 45%

Due:

Part 1 due January 25 by 11:59pm
Part 2 due February 6 by 11:59pm
Part 3 due February 25 during class (zoom)

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

Assignment Description:

This assignment involves creating an intervention plan for a community-based mental health intervention using the knowledge you have gained from SOWK 661 & 663). It has 3 parts:

Part 1: Community-Based Intervention Plan (15%)
Due January 25, 2025 by 11:59pm
- Start by identifying and describing a mental health issue that you believe could benefit from community-based mental health intervention.
- Keep the specialized populations of this class in mind (newcomers, immigrants, racialized groups)
- Consider the mental health issue with the lens you have developed or learned from the prerequisite courses SOWK 661 & 663
- Use one or 2 theoretical frameworks to conceptualize the mental health issue and how you would identify an appropriate intervention plan
- Explain how your rationale for your chosen methods/approaches are relevant and appropriate
- Briefly outline a planned intervention
- 800-900 Words, APA 7 format (word count does not include title or reference page)
- Minimum of 3-4 peer-reviewed references , APA 7 format

Part 2: Informed approach to community-based intervention – critical self-assessment (20%)
Due February 6, 2025 by 11:59pm
- Review the plan you created in Part 1
- Reflect and consider if there are any changes in the theories/approaches you used or how you initially conceptualized the intervention plan
- Based on the learnings throughout this course, consider if any changes need to be made. If yes, explain the changes, if no, explain why your initial conceptualization remains the same
- Be specific of what prompted changes or affirmed your intervention plan
- 600 –700 words, APA 7 format (word count does not include title or reference page)
- Include any additional references (3-4 maximum) that support your decisions (changes/affirmations) for this intervention plan

Part 3: Create a presentation of the community-based health and wellness intervention plan (10%)
Due: February 25, 2025 during class (zoom)

- You are now asked to share your learnings with the class about the process of conceptualizing and developing a community-based intervention plan for specialized populations (newcomers, immigrants, racialized populations)
- 3-4 Slides about your intervention plan
- Your presentation is not to present your plan, but what you have learned throughout the process of developing a community-based intervention plan
- Be as creative as you would like for the presentation
- 8-10 mins presentation time total; 5 mins question/answer/feedback time from other students

Assignment 2: Community-Based Approaches and Building Community Relationships

Weight: 35%

Part 1: Presentation: 25%

Part 2: Online Feedback/Responses: 10%

Due:

Part 1: February 11, 2025 during class (zoom) - Please have one person per group upload the presentation in D2L by 11:59pm

Part 2: February 27, 2025 by 11:59pm

Aligned learning outcomes: 2, 3, 5

This is a group-based assignment encouraging students to collaborate and build relationships and connections with communities serving newcomers, immigrants, refugee and racialized groups. A community can be a school, community-based organization, ethnic based association, a religious community – church, mosque, temple, etc. or neighbourhood. There are 2 parts to this assignment.

Part 1: There are 2 options to this assignment (25%):

1. Establish connections with a given community and work together to describe one of the approaches the identified community utilizes to promote community-based mental health and wellness
    a. Include and identify the community's interventions/approaches as discussed in topics covered in this course
2. Conduct a needs assessment in a community that seeks to promote community-based mental health and wellness
    a. Include and identify an intervention plan/program that would support and promote community-based mental health and wellness
    b. Consider your lens when assessing the need and intervention plan – ensure you are including the group you identified in your intervention plan

- Students will be divided into groups of 5 randomly through the D2L site
- Each group will need to present their findings/summary during class (zoom). Please include:
    o Organization name and mission statement
    o Population served
    o Approaches used to serve the group/s
    o Please ensure the community organization you have established connections are aware you are presenting this as a group to the class
    o Presentation Time: 30 minutes
    o You are encouraged to extend invitation to any stakeholders or service users to attend or participate in the groups' presentation.

Part 2 (10%):

Please post feedback of at least 2 group presentations on D2L. Responses should be respectful and provide critical feedback to the group. This is an online discussion environment that promotes discussion, feedback and learning from peers. This is an opportunity to share thoughts, learning and new ideas with peers and colleagues.

Assignment 3: Reflexive Practice Discussion

Weight: 20%

Due: February 13, 2025 by 11:59pm

Aligned learning outcomes: 1,2,3,4,5

This assignment is to exercise and engage in reflexive practice, receiving constructive feedback and exploring alternative perspectives like case consultation in practice.

- Each student will take turns presenting a case or an issue related to the course from their professional or personal experience (please keep names or any identifying characteristics confidential). If you do not have a professional/personal example, you may use a news article
- Fellow students will listen and provide constructive feedback – insights, alternative perspectives, suggestions, etc.
- Reflexive discussions will occur on January 21, 28 and February 4 and students will be in breakout groups of 5. The instructor will be attending various groups throughout the reflexive discussions and feedback time to facilitate and monitor discussions as needed
- Each case discussion should be 30-40 minutes allowing 2 presentations per discussion day
- Guiding discussion questions will be posted on D2L to support in discussions and providing constructive feedback
- After each student has presented their case, a summary of learning needs to be completed by video format and uploaded to D2L by the due date

***Feedback is expected to be constructive, respectful and focused on learning and growth to create a safe space for open dialogue and sharing of ideas

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to complete the weekly readings before class and be fully present and engaged in the activities and discussions of each class. If you miss a class, you are responsible for informing the instructor and negotiating a replacement for your participation in class.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in 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.
- 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).
- Student's may request for additional time, however there must be a pre-arranged agreement with the instructor prior to the due date.
- 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.

EXPECTATIONS FOR WRITING

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

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: https://calendar.ucalgary.ca/pages/eb50d7931bba4da5942de21f51d1f514

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Unrestricted Use
Students may use generative AI tools throughout this course to enhance their learning in any course learning activities, assignments, and assessments. Students are responsible for citing and referencing all work generated by AI tools as outlined by the course instructor.
Example statements:
- 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.
- AI-generated content must be cited appropriately.

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

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