UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Winter 2026

LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made 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 (District 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

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 people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

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 Number	**SOWK** 318 S05	**Classroom**	Online
Course Name	Developing Identities in Social Work Practice – Use of Self		
Dates and Time	**Start of Classes**: January 17, 2026 **End of Classes:** April 14, 2026 **Dates and Time:** Zoom sessions (January 17, January 24, January 31 February 7, February 14, February 28, March 7, March 14, March 21, March 28, April 4 and April 11, 2026. Time 9:00 am to 12 Noon MST). **Add/Drop/Withdrawal Dates:** Please refer to the course-specific deadline in your Student Centre1.		
Instructor	Lateef Habib MScSW, RCSW, Assistant Professor (Teaching)	**Office Hours**	Upon Request
UCalgary E-mail	lateef.habib@ucalgary.ca	**UCalgary Phone**	Please use email

SYLLABUS STATEMENT

Learners examine social identities in Social Work practice, develop their Social Work practice framework, and apply professional ethics in working with diverse populations.

COURSE DESCRIPTION

This course will invite you to: 1) articulate your professional social work identity; 2) strengthen your critical thinking capacity; 3) establish a high standard of professional and academic writing; and 4) use ethical decision-making models in your practice. You will deepen your knowledge of the Canadian Association of Social Workers Code of Ethics and the Alberta College of Social Workers Standards of Practice through the process of analyzing ethical issues and deliberating about choices in social work practice. You will develop a foundational understanding of critical thinking and gain the practical knowledge and skills that are required to function as a critical thinker and a social work professional. The art of professional writing will be introduced into the course as a tool that is used for reflection, communication, and for competent social work practice. You will identify, explore, and understand your own value systems, the integration of self-care into practice, and a process for reflective practice. Such exploration takes place in this course through a combination of readings, lectures, discussion, case analysis, small group work, writing, and small and large group presentations.

Prerequisite: Admission to BSW program (University Transfer route, including After-Degree) and Social Work 201

Antirequisite: Credit for Social Work 318 and Social Work 361 will not be allowed.

This course will be delivered fully **online** via Desire2Learn (D2L) and Zoom. It will be delivered in a series of four modules. Each of the modules will include a variety of learning activities, including asynchronous activities and synchronous Zoom sessions. 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**.** A full list and description of each activity in each module will be listed on the D2L site for the course.

There will be 12 synchronous Zoom sessions throughout the term – see course schedule.

COURSE LEARNING OUTCOMES

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

1. Articulate the roles, tasks and their own professional identity as a social worker practicing with populations experiencing oppression.
2. Identify and apply self-care strategies that can help to mitigate personal triggers while working populations who may be vulnerable.
3. Illustrate new understandings of personal bias development and the impact on social justice processes.
4. Create a professional social work identity to advance social justice and well-being for all people through illustrations of critical thinking and ethical reasoning in relation to people experiencing oppression.
5. Critique ethical dilemmas in relation to social work practice and apply critical thinking skills and ethical decision-making to social challenges to people who are marginalized.
6. Analyze the CASW Code of Ethics and ACSW Standards of Practice in relation to their decision-making process.
7. Comprehend and assess ethical dilemmas in social work practice and apply ethical decision-making models to professional practice.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Strom K. (2023). *Straight talk about professional ethics.* (3rd ed.). Oxford University Press

A reading schedule associated with the course schedule (below) will be provided on D2L.

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.

CONNECTION TO PRACTICE

This course will prepare you with essential skills in use of self, ethical decision-making, and critical thinking for practice with diverse individuals, families, groups and communities. You will apply critical reflection and reflexivity to understand the tenets of your use of self in becoming a professional social worker who can apply ethical decision-making models within a practice context. An intimate understanding of social work values and principles are applied to specific populations and social issues.

RELATIONSHIP TO OTHER COURSES

This course is taught early in the sequence as it sets the tone and provides foundational knowledge about how social workers Use of Self is applied through a critical lens and is related to all courses in the program.

CLASS SCHEDULE

Important Dates for Winter 2026

- Start of Term: Monday, January 5
- First Day of Class: Monday, January 12
- End of Term: Thursday, April 30
- Last Day of Class: Tuesday, April 14
- Fee Deadline: Friday, January 30
- Alberta Family Day, no classes: Monday, February 16
- Good Friday, no classes: Friday, April 3
- Easter Monday, no classes: Monday, April 6
- Term Break, no classes: Sunday-Saturday, February 15-21

Module 1: Professional Use of Self		
Week/Date	**Content**	**See Leganto for Readings**
Professional Use of Self Week 1 Jan 17	Introductions, review of syllabus Lecture and Activities: *Professional Use of Self* Exploring culture, social location, social identity and social justice	**Required Reading** Kaushik, A (2017). Use of Self in Social Work: Rhetoric or Reality. *Journal of Social Work Values and Ethics*, (14)1, 21-29 Mandell, D. (2007). Use of Self: Contexts & Dimensions. In D. Mandell (Ed.),

	Assignment 2 working time	*Revisiting the use of self: Questioning professional identities* (pp. 1-20.) Canadian Scholar's Press. **See d2l for recommended readings, activities and resources** See d2l for complete Activities • Assignment 2 and Interviews • Identity Wheel • Tree of Life • Suggested Questions to Ponder etc.
Week 2 Jan 24	**Lecture and Activity 2:** continue - Exploring culture, social location, social identity and social justice Introduction to Self-Care and Self-Care Plan *Assignment 2 working time*	**Required Readings** Singer, J. (Host) (2021, May 26), The Social Work Podcast: Self-care and Cultural Humility in the 2021 NASW Code of Ethics: Interview with Allan Barsky. The Social Work Podcast, https://socialworkpodcast.blogspot.com/2021/05/2021CoE.html **Self- Care Plan: (Activity and Assignment)** https://socialwork.buffalo.edu/resources/self-care-starter-kit/developing-your-self-care-plan.html https://socialworkpodcast.blogspot.com/2018/03/selfcare.html https://www.youtube.com/watch?v=NprWF3h6YVohttps://socialwork.ubc.ca/news/self-care-self-responsibility-and-the-governed-social-work-self/
Week 3 Jan 31 **Assignment #1 Due Self-Care Plan**	Professional Use of Self in Context and Social Work Identity Self-Care Plan *Assignment 2 working time*	**Required Reading** CASW Code of Ethics and Guiding Principles (2024) ACSW Standards of Practice Wiles, F. (2013). 'Not easily put into a box': constructing professional identity. *Social Work Education*, 32(7), 854-866. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/02615479.2012.705273 moved from week 4 *See d2l for recommended readings, activities and resources*

		Assignment #1 Due Self-Care Plan January 29 on D2L by 11:59pm
MODULE 2 – Reflexivity and Critical Thinking		
Week/Date	**Content**	**Readings**
Module 2 Week 4 Feb 7	Introduction to Critical Thinking What is it and why is it important evaluate the accuracy of claims, evaluate arguments to recognizing fallacies Skills, Knowledge, values and attitudes related to critical thinking *Assignment 2 working time*	**Required Reading** Fook, J. (2015). Reflective practice and critical reflection. In J. Lishman (Ed.), Handbook for practice learning in social work and social care: Knowledge and theory (pp. 442-454, 3rd ed.). Jessica Kingsley Publishers. MacFarlane, G. (2024). How to develop critical reflection in your practice. https://www.communitycare.co.uk/2024/08/14/how-to-develop-critical-reflection-in-your-practice/ *See d2l for recommended readings, activities and resources*
Module 2 Week 5 Feb 14	Critical thinking - Fallacies and Pitfalls Thinking critically about SW practice Introduction to Critical Thinking & Ethical Reasoning (Black, White & Grey) (How to question/evaluate content, experts and history *Assignment 2 working time*	**Required Reading** Kivunja, C. (2015). Using De Bono's Six Thinking Hats Model to Teach Critical Thinking and Problem Solving Skills Essential for Success in the 21st Century Economy. Creative Education, 6, 380-391. http://dx.doi.org/10.4236/ce.2015.63037 Optima Training (UK) Ltd. *Six Thinking Hats* https://www.youtube.com/watch?v=oHiwpz7r4wY *See d2l for recommended readings, activities and resources*
Week 6 Feb 15-21	WINTER BREAK – NO CLASS	
Assignment 2 Reflections as an Evolving Social Work Practitioner – Due February 24th via dropbox		
MODULE 3 Ethics and Ethical Decision Making		
Week/Date	**Content**	**Preparation**
Week 7 Feb 27	Introduction to ethics.	**Required Reading** Strom, Chapter 1 On Ethics and Ethical Behaviour Strom Chapter 2 Ethical Decision-Making

	Ethical dilemmas, philosophical underpinnings and decision-making in social work practice. Ethical decision-making models and application Activity: Compare and contrast codes of ethics *Forming Groups (Assignment 3) and creating Group roles and guidelines*	Groupwork: https://bokcenter.harvard.edu/group-work
Week 8 March 7	Ethical decision-making models and application to Self-Determination & Informed Consent Case Study - review of possible ethical dilemmas & Application of SW ethics *Assignment 3 Group Work block*	**Required Reading** Strom Straight talk about professional ethics: Chapter 2, 3, 4
Week 9 March 14	Ethical decision-making models (Professional boundaries Confidentiality, Competence and various chapters) Ethical SW practice in a connected/digital world reality *Assignment 3 Group Work block*	**Required Reading** Strom: Straight talk about professional ethics: Chapter 6, 7 & 8 Applying Standards for Ethical Practice
Week 10 March 21	Ethics and professionalism and integrity Ethics and Non-discrimination and cultural competence Personal, professional and ethics *Assignment 3 Group Work block*	**Required Reading** Strom, K. Non-discrimination and cultural competence Chapter 9, 10 & 11 **See d2l for recommended readings, activities and resources**
Week 11 March 28 Assignment 4: Zoom and Contribution to Learning Due by March 27**,**	Pulling content together Presentation preparation	Strom, Chapter 11 **Assignment 4: Contribution to Learning and Course Engagement Due by March 27, 2025, by 11:59 pm by dropbox**

MODULE 4 – Bringing it All Together (Group Presentations)		
Module 4 Week 12 April 4	**Group presentations** on case study – Assignment 3	Assignment 3 Slides to be posted to D2L Discussion Forum April 1th
Module 4 Week 13 April 11	**Group presentations** – Assignment 3 Summary of Course Sustaining Ethical Habits	Assignment 3 Slides to be posted to D2L Discussion Forum April 8th

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. I will strive to 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

Grading rubrics and instructions for all assignments can be found on the D2L site for this course.

Please note: for all group or partner assignments, a group grade will be assigned (all members receive the same grade)

Assignment #1: Self Care Plan
Assignment value: 5% of course grade
Due Date: January 29th, by 11:59 PM Due in D2L Dropbox
Aligned Course Learning Outcome: 1, 2

Assignment Description: This assignment requires students to create a self-care plan that includes self-care practices that support your health, well-being, learning as a student, and social worker. Instructions for the Self-Care plan are in d2l Module One. Within the module are options and resources that you can use to create your self-care plan.

Assessment Criteria: This assignment will be graded on a Pass/Fail basis.

Assignment Two: Reflections as an Evolving Social Work Practitioner
Assignment value: 30% of course grade
Due Date: February 24th 2025, by 11:59 PM in D2L Dropbox
Aligned Course Learning Outcome: 1, 3, 4, 6

Assignment Description: As a dyadic (sharing) activity, this assignment provides you with the opportunity to engage in collaborative reflection with another student and discuss social location, intersecting identities, professional use of self, personal and cultural values, pertinent life experiences and the CASW Code of Ethics.

The focus of the assignment is to develop skills of critical thinking and reflective (self) awareness and to make critical connections between what you are learning in the modules and what you are learning about yourself. The assignment is intended to: foster your professional identity development; facilitate a critically reflective practice approach in which you will reflect on your identities both personally and as an evolving social work professional working with oppressed populations; and to demonstrate your participation and engagement with the course material.

Class time will be given to work with your partner on the assignment. During each pair work block you will be provided some structured interview questions to guide you through reflection and integration of class content, activities, and readings. Insight and reflexivity are an important aspect of this assignment.

You and your partner will synthesize and share your learnings through developing a **2-page infographic style poster** (APA references included as a separate word document; can include audio-clips if you wish).

If you have an alternate idea, please talk to the instructor directly; you must receive approval to submit in another format.

Assessment Criteria:

- demonstration of an understanding of skills and knowledge important to social work practice;
- awareness how their lived experiences, values (cultural and personal), social location and intersecting identities shapes and influences their perceptions, professional use of self, evolving social work practice and advancement of social justice.
- critical thinking about key issues;
- self-awareness and reflexivity;
- application, demonstrated insights and learnings from module activities and discussions (i.e. Tree of Life, or Social Identity Wheel)
- adherence to APA standards
- organization of information, and effectiveness of communication (clarity, grammar, vocabulary, punctuation, and presentation).
- Students must use a minimum of 6 separate readings from D2L for this assignment.

Assignment Submission: All assignments will be submitted to Dropbox on D2L. Assignment title should have both student names on it. *Only one student needs to submit to Dropbox on behalf of both partners*.

Note: If using audio clips, please double check that D2L Dropbox submission file opens and that audio is clear.

Assignment 3: Case Analysis, Application and Presentation (Group Assignment)
Assignment value: 35% of course grade
Due Date: Presentation in class: April 2 or 9th, 2025 by 11:59 PM; Presentation slides due in D2L Discussion Forum 24 hours before presentation.
Aligned Course Learning Outcome: 1, 3, 4, ,5, 6, 7

Assignment Description: This assignment is comprised of **two parts**, in which small groups (approx. 5 students; assigned by instructor) will: **(1)** develop a case analysis and application to demonstrate an understanding of social work ethics applying Strom's Six Question Model (2005); and **(2)** deliver a corresponding presentation in class.

Using guiding principles from the course text (i.e. self-determination, informed consent, conflicts of interest, professional boundaries, confidentiality, competence, professionalism and integrity, non-discrimination and cultural competence (awareness/humility)), groups will demonstrate increased understanding of social work ethics and the application of critical thinking skills to a case study or real-life social work scenario. Case study options are provided on D2L. **Groups will be given time in class to work on the case analysis and presentation.**

Emphasis will be placed on how students integrate their learnings from the course into all parts of this assignment. Students are encouraged to become active participants of knowledge production, evaluation and dissemination in ways that are consistent with values and principles discussed in the course.

Assessment Criteria: The presentation will include the following:

1. An overview of your case scenario
2. Identification of your ethical dilemma including why you chose it and how it relates to the population and a social issue evident in the case study.
3. Analysis and application of the Ethical Decision-Making Process (Chapter 2 of course text) as it applies to the case scenario.
4. Apply and describe your group's application of the Strom's Six Question Model to the ethical problem you have identified. Include CASW Code of Ethics in relation to your decision-making process.
5. Demonstration of critical thinking skills and ethical reasoning in relation to people experiencing oppression.
6. Your group will present your case (max 20 and 5 mins for questions) using the Strom's 6-question Model with a rationale for your answers.
7. Your group will facilitate a discussion to discuss the group's case formulation and respond to questions about the case.
8. Students must use a minimum of 6 separate readings from D2L and at least one from the textbook for this assignment.
9. To acquaint the class with your case, post the presentation slides on the Discussion forum one day before the presentation

Assignment Submission: Presentation slides must be posted to D2L Discussion Board 24 hours prior to presentation date. Only one student needs to post on behalf of the group. Posts should clearly identify all student members of the group.

Assignment Four: Contribution to Learning and Course Engagement
Assignment value: 30% of course grade (Part A: 15% for active engagement; Part B: 15% for summary reflection)
Due Date: March 27th, 2025, by 11:59 PM Due in D2L dropbox
Aligned Course Learning Outcome: 1, 2, 3, 4, ,5, 6, 7

Assignment description: A rich exchange of ideas in both Zoom classes and asynchronous activities are a key element of the learning process in this class. It is expected that you will prepare in advance for each class, participate in and complete all learning activities, and engage in discussions through thoughtful and respectful contributions. As part of this relational orientation, you will be expected to come prepared to engage in deep listening, and contribute to dialogues/activities by sharing insights, content, critiques, and connections to their field of practice. You are required to fully participate throughout the course. **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**. This assignment is broken down into two parts.

Part A: Evaluates your **ongoing, engaged, active participation in the synchronous and asynchronous activities throughout the semester**. This includes, but is not limited to: a) ongoing, respectful, engaged, contributions to formal and informal group work, b) being an open and receptive learner and e) active in the synchronous and asynchronous activities, c) regular logging in to the d2l site and making uses of resources, preparing for sessions by completing readings and other preparatory assignments, d) Zoom

attendance and active participation in these sessions. Each Zoom session will be worth 1.25 points (for a total of 15).

Part B: Near the end of the semester, you will submit a **Reflection on Contribution to Learning and Course Engagement** (template provided)**,** in which you will outline your participation throughout class and provide a detailed critical reflection on your contributions to learning and course engagement across a variety of areas and activities. Students are encouraged to take notes throughout the semester to support this critical reflection. The reflection will be worth 15 points. A template for this assignment is provided in D2L. Topics may include:

- What was one of the greatest learnings/realizations during each module and overall in the course?
- Sharing reflections on things you learned from other classmates
- An area or concept you think you may be "stuck" on, or not quite understanding or grasping and would like to further explore
- An action you can take to further your learning and application of concepts within this course
- What you will take forward into future social work practice

Assessment Criteria:

Grade will be based on Part A: your ongoing, engaged, active participation in the synchronous and asynchronous activities throughout the semester (15% of total grade) and Part B: your Reflection on Contribution to Learning and Course Engagement (15% of total grade). Students will assess and assignment themselves a suggested grade (letter or percentage). **Final grade will be at the discretion of the instructor.**

When exceptional circumstances result in missing a Zoom session, it will be your responsibility to contact the instructor and propose a reasonable make up assignment or alternate participation activity and be approved by the instructor. It goes without saying that students must be in class to fully participate and receive full credit in this component of the grade.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the course engagement/participation grade, as outlined in the assessment components section above.

Please refer to the Ucalgary calendar for more information on attendance and supporting documentation and the use of a statutory declaration.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

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. *However, extensions for partner or group assignments are not permitted*. 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.

If students are unable to attend a class, they should reach out to Instructor prior to the class to discuss possible make-up activities for the participation component of the grade. Make-up assignments are subject to the discretion of the instructor. Instructors may decline to provide make up assignments for requested absences, missed classes without notice or multiple requested absences.

Students who miss a class should check in with their small group to see how they can contribute to the group work that will be occurring during class time. Students who do not participate in a group presentation when this component is graded will be deducted 20% of the group grade.

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 particular 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

Restricted use

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. The use of generative AI, including the use of work created by generative AI tools and applications in course assignments and assessments may be considered in accordance with the University's academic misconduct policy. If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor. If you intend to use artificial intelligence tools as learning aids 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.

In this course:

- AI tools can be used for learning course material but not for completing assignments.
- The use of AI tools for assignments may be considered an academic offense.
- Students must not copy or paraphrase from AI applications for assignments

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 in order to pass the course. The University of Calgary Undergraduate Grading System and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L. Grades may be rounded up at the discretion of the instructor—rounding is not automatic but is based on overall performance in the course. A+ grades are not automatic but will be awarded for truly outstanding performance in the course, as determined by the instructor.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56

F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
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 EXPERIENCE FEEDBACK

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. They 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. Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the University of Calgary Code of Conduct, the Alberta College of Social Work Standards of Practice (2023) and the Canadian Association of Social Workers Code of Ethics (2024).

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. They 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 behaviours in class, including evaluations of teaching and learning, that are 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

Students are advised that any research with human participants – _including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – _must have the approval of the Conjoint Faculties Research Ethics Board or the Conjoint Health Research Ethics Board.
In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course 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