



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, Wìchîspa 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 & Session Number	SOWK 392 B03/T03	Classroom	Please see D2L for classroom information
Course Name	Community Engaged Practicum and Integration		
Dates and Time	Start of Classes: January 12, 2026 End of Classes: April 14, 2026 Dates and Time: 1:00-3:50pm January 12, 19, 26 February 2, 9, 23 March 2, 9, 16, 23, March 30 (asynchronous) April 13 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Julie Mann-Johnson, MSW, RSW	Office Hours	Office hours as requested
UCalgary E-mail	mannj@ucalgary.ca	UCalgary Phone	780-492-4724

SYLLABUS STATEMENT

Learners engage in experiential, reflective, and curiosity-driven learning through community service and social justice initiatives. Social Work supervision and an integrative seminar scaffold, support, build Social Work competence, and engage in peer learning while developing their professional Social Work identity.

COURSE DESCRIPTION

This course builds upon the Community Engaged Practicum and learning experiences you gained in SOWK 390. You will complete 200 hours of experiential learning, guided by your learning agreement and timesheet focusing on social work practice, community service, and social justice initiatives.

In addition to your fieldwork hours, you will participate in weekly classes to engage in social work supervision and explore topics such as professional identity, professional practice, human rights and social action. This course will involve interactive discussions, educational supervision, peer learning, and exploration of social work through experiential projects, research, or community engagement.

Note: Students may be completing their practicum at locations that involve additional costs to meet requirements of specific organizations. Students are responsible for all costs associated with practicum activities. Some practicum activities may require variable hours during weekdays, evenings, or weekends.

COURSE LEARNING OUTCOMES

Upon completion of this course, you will have the opportunity to:

1. Demonstrate a deep understanding of social work knowledge, skills, attitudes, and values.
2. Apply reflective practice to analyze your own experiences and growth as a social worker.
3. Engage meaningfully with communities as a social work learner, actively participating in supervised learning activities outlined in your learning agreement and timesheet.
4. Integrate human rights, social action, and anti-racist practices into your community work and interactions within the Faculty of Social Work.
5. Identify and critically evaluate the systemic factors that contribute to social injustices in your communities.
6. Develop comprehensive learning goals that demonstrate lifelong competence, cultural humility and ongoing commitment to social justice and social change.

LEARNING RESOURCES

- There is no required textbook. Links to required readings will be posted in D2L.
- Canadian Association of Social Workers. (2024). CASW Code of Ethics, values, and guiding principles. <https://www.casw-acts.ca/en/casw-code-ethics-2024>
- Practicum Learning agreement and timesheet.
- Resource documents (found in D2L).

LEARNING TECHNOLOGIES AND REQUIREMENTS

Discussion Board

Online discussion in D2L is an aspect of our learning in this course. The advantage of the discussion board is that it is asynchronous, that is, we can all contribute at a time that is convenient to each of us. We will participate in exploration of key field practicum themes (as outlined in the practicum learning agreement and timesheet); case discussions, as well as discussion and debate relating relevant practice.

Confidentiality in Class and Course Assignments

As professionals, students and the instructor will respect the guidelines of confidentiality outlined in the CASW Code of Ethics (2024). We will take care that no information that could identify a service user of any service system be used in class meetings or in assignments. We will adhere to the policy that issues introduced in the class will be discussed in only general, and not particular ways outside the classroom.

CONNECTIONS TO PRACTICE

Following SOWK 390, this course further develops and integrates knowledge and social work skills while exploring self, the social work profession, and your community. Guided by ongoing participation in social work supervision, peer learning, and reflective practice, you will demonstrate a commitment to cultural humility, equity, diversity, inclusion, anti-racism, human rights, and social change. This process includes active participation in weekly in-class supervision. You will articulate your learning in the Learning agreement and timesheet, to develop your emerging social work identity, commitment to social justice and practice framework.

RELATIONSHIP TO OTHER COURSES

SOWK 392 builds on the learning from SOWK 390 and is a prerequisite for SOWK 590 and 592.

CLASS SCHEDULE

Important Dates for Winter 2026

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

The Community-Engaged Practicum and Integration course builds on the preparatory and foundational learning in SOWK 390. Learning continues in a more active and applied way. The areas of focus for learning are visually depicted below.



Students and instructors will meet for weekly supervision in-class. The purpose of this class is to provide space for learning, reflection, and supervision. To manage larger class sizes, the class may be divided into smaller groups for different activities and discussions to allow opportunities for check-in, debrief, smaller group discussions and practicum activities. Class time may also include individual supervision, reflection exercises, and experiential learning activities.

Learning will focus on:

Engagement in weekly social work learning experiences

Learning activities can consist of any of the following:

- Participation in simulations or interprofessional events.
- Completion of training sessions or webinars on social work skills/knowledge training, readings, podcasts, films, and role-plays.
- Contribution to social work projects by supporting faculty or agency-based projects. This may involve contributing to project planning, implementation, and evaluation, with a focus on achieving desired project outcomes.
- Dedication of time in volunteer service by holding a volunteer role or attending events/tours to gain hands-on experience will enable students to connect with communities, gain practical skills, and contribute to meaningful social change initiatives.
- Assisting with approved, supervised social work research by supporting faculty or agency-based research projects. This may include data collection, analysis, literature reviews, and dissemination of findings, providing valuable insights into the research process within the field of social work.

Social Work Supervision and Peer Learning

- Preparation for class and supervisory discussions to enhance learning and practice.
- Participate in debriefing to reflect on learning experiences and receive feedback for enhancement and growth.
- Contribute to peer learning through group discussions and structured reflection exercises.
- Participate in the evaluation of practicum learning progress and achievements.

Reflective Practice and Evaluation

- Engage in weekly, ongoing reflection documented in the Practicum Learning agreement and timesheet.
- Organize and plan intentional learning activities to support knowledge and skill integration.
- Participate in the Integrating Theory and Practice Loop in class as scheduled.

Weekly Class Schedule

- In class learning Mondays from 1:00-3:50 pm Mountain Time.

Weekly Topics	Details	Learning Activities
Week 1 January 12	<p>This week, we will focus on reorienting ourselves to the semester and reviewing the fall semester. Class will start with revisiting the course outline and reaffirming our commitment to the professional ethics and accountability of social work.</p> <p>Our class time will be a mix of instruction with opportunities for peer connections and supervision.</p> <p>Class time for experiential learning activity.</p>	<ol style="list-style-type: none">1. Attend class, participate in social work supervision, and peer consultation.2. Begin your practicum learning hours (14 hours per week). including orientation, preparation and planning, volunteer, research or projects, and knowledge-building activities.

		<ol style="list-style-type: none"> Engage in self-reflection and reflective practice as evidenced in the learning agreement and timesheet.
Week 2 January 19	<p>This week, we will focus on individual learning agreement and timesheet consultations. Students will have the opportunity to share their plans, receive feedback, and confirm their goals for the term.</p> <p>In addition to these consultations, we will continue to engage in social work experiences, knowledge building activities, and supervision. This will provide a solid foundation for your learning journey throughout the semester.</p> <p>Class time for experiential learning activity.</p>	<ol style="list-style-type: none"> Attend class, participate in social work supervision, and peer consultation. Complete your practicum learning hours (14 hours per week). Engage in self-reflection and reflective practice as evidenced in the learning agreement and timesheet.
Week 3 January 26	<p>This week, we will continue our focus on experiential learning and knowledge building. Attend class, participate in social work supervision, and peer consultations. Ensure that you complete your required practicum learning hours. Reflect on your experiences and document your learning in your practicum learning agreement and timesheet.</p> <p>Class discussions will reflect updates and topics relevant to your ongoing learning. This will provide opportunities to debrief, seek consultation and integrate learning.</p> <p>Class time for experiential learning activity.</p>	<ol style="list-style-type: none"> Attend class, participate in social work supervision, and peer consultation. Complete your practicum learning hours (14 hours per week). Engage in self-reflection and reflective practice as evidenced in the learning agreement and timesheet. Please submit your learning agreement and timesheet in the Dropbox in D2L for your instructor to review.
Week 4 February 2	<p>This week, we will continue our focus on experiential learning and knowledge building. Attend class, participate in social work supervision, and peer consultations. Ensure that you complete your required practicum learning hours. Reflect on your experiences and document your learning in your practicum learning agreement and timesheet.</p>	<ol style="list-style-type: none"> Attend class, participate in social work supervision, and peer consultation. Complete your practicum learning hours (14 hours per week).

	<p>Class discussions will reflect updates and topics relevant to your ongoing learning. This will provide opportunities to debrief, seek consultation and integrate learning.</p> <p>Class time for experiential learning activity.</p> <p>Individual supervision meetings throughout this week. Sign up beforehand.</p>	<p>3. Engage in self-reflection and reflective practice as evidenced in the learning agreement and timesheet.</p>
<p>Week 5 February 9</p>	<p>This week, we will continue our focus on experiential learning and knowledge building. Attend class, participate in social work supervision, and peer consultations. Ensure that you complete your required practicum learning hours. Reflect on your experiences and document your learning in your practicum learning agreement and timesheet.</p> <p>Class discussions will reflect updates and topics relevant to your ongoing learning. This will provide opportunities to debrief, seek consultation and integrate learning.</p> <p>Class time for experiential learning activity.</p> <p>Individual supervision meetings continue this week. Sign up beforehand</p>	<p>1. Attend class, participate in social work supervision, and peer consultation.</p> <p>2. Complete your practicum learning hours (14 hours per week).</p> <p>3. Engage in self-reflection and reflective practice as evidenced in the learning agreement and timesheet.</p>
<p>Week 6 Term Break – no classes February 16</p>		
<p>Week 7 February 23 Mid-term evaluation</p>	<p>The midterm evaluation will assess your progress in social work experience, knowledge building, and supervision. We will review your practicum learning agreement and timesheet, discuss your experiences to date, and provide feedback on your progress towards your learning goals.</p> <p>This evaluation is focused on self-reflection and your experiential learning. An ITP loop written in class will enhance this reflection.</p>	<p>1. Complete your practicum learning hours (14 hours per week).</p> <p>2. Engage in self-reflection and reflective practice as evidenced in the learning agreement and timesheet.</p> <p>3. Please submit your learning agreement and timesheet in the Dropbox in D2L for your instructor to review.</p>
<p>Week 8 March 2</p>	<p>This week, we profile the experiential work we have done in our small groups.</p>	<p>1. Attend class, participate in social work supervision, and peer consultation.</p>

	<p>Attend class, participate in social work supervision, and peer consultations. Ensure that you complete your required practicum learning hours. Reflect on your experiences and document your learning in your practicum learning agreement and timesheet.</p> <p>Class discussions will reflect updates and topics relevant to your ongoing learning. This will provide opportunities to debrief, seek consultation and integrate learning.</p>	<ol style="list-style-type: none"> 2. Complete your practicum learning hours (14 hours per week). 3. Engage in self-reflection and reflective practice as evidenced in the learning agreement and timesheet.
Week 9 March 9	<p>This week, we will focus on planning future experiential learning and knowledge building. Our focus turns to the final practicum and preparing for it. This class will include a resume building workshop, interviewing, and other types of skills to consider.</p> <p>Attend class, participate in social work supervision, and peer consultations. Ensure that you complete your required practicum learning hours. Reflect on your experiences and document your learning in your practicum learning agreement and timesheet.</p>	<ol style="list-style-type: none"> 1. Attend class, participate in social work supervision, and peer consultation. 2. Complete your practicum learning hours (14 hours per week). 3. Engage in self-reflection and reflective practice as evidenced in the learning agreement and timesheet.
Week 10 March 16	<p>This week, we continue to consider the Final Practicum and learn about processes working towards it.</p> <p>Attend class, participate in social work supervision, and peer consultations. Ensure that you complete your required practicum learning hours. Reflect on your experiences and document your learning in your practicum learning agreement and timesheet.</p> <p>Class discussions will reflect updates and topics relevant to your ongoing learning. This will provide opportunities to debrief, seek consultation and integrate learning.</p>	<ol style="list-style-type: none"> 1. Attend class, participate in social work supervision, and peer consultation. 2. Complete your practicum learning hours (14 hours per week). 3. Engage in self-reflection and reflective practice as evidenced in the learning agreement and timesheet.
Week 11 March 23	<p>This week, we will continue our focus on experiential learning and knowledge building. Attend class, participate in social work supervision, and peer consultations. Ensure that you complete your required practicum learning hours. Reflect on your experiences and document your learning in your practicum learning agreement and timesheet.</p>	<ol style="list-style-type: none"> 1. Attend class, participate in social work supervision, and peer consultation. 2. Complete your practicum learning hours (14 hours per week).

	Class discussions will reflect updates and topics relevant to your ongoing learning. This will provide opportunities to debrief, seek consultation and integrate learning.	3. Engage in self-reflection and reflective practice as evidenced in the learning agreement and timesheet.
Week 12 March 30	This week, we will not be meeting during our regular class time and will support our learning asynchronously via a D2L discussion focused on peer support, experiential learning and knowledge building. This will provide opportunities to debrief, seek consultation and integrate learning with my input and supervision.	1. Participate in discussion boards as supervision, and peer consultation. 2. Complete your practicum learning hours (14 hours per week). 3. Engage in self-reflection and reflective practice as evidenced in the learning agreement and timesheet.
Week 13 April 6 No Class Easter Monday		
Week 14 April 13 Final Evaluation, Closing and Celebration	<p>This week, we will conclude our journey together by celebrating your accomplishments and reflecting on your growth as a social worker.</p> <p>The final evaluation will assess your overall progress in social work practice, knowledge development, and use of supervision. Together, we will review your practicum learning agreement and timesheet, discuss your experiences throughout the semester, and provide feedback on your achievements and areas for continued growth.</p> <p>This evaluation serves as both a reflection on your learning journey and a valuable tool for your ongoing professional development.</p> <p>Ensure that you complete any outstanding practicum learning hours, including your final reflections on your experiences in your practicum learning agreement and timesheet.</p>	1. Attend class, participate in social work supervision, and peer consultation focused on celebration and final evaluation. 2. Complete your practicum learning hours. 3. Engage in self-reflection and reflective practice and finalize your learning agreement and timesheet. 4. Please submit your learning agreement and timesheet in the Dropbox in D2L for your instructor to review.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. Students can expect responses to your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

GUIDELINES FOR PROFESSIONAL COMMUNICATION

You are expected to practice professional communication in all interactions with the instructor and your peers. Please use your UCalgary email for all school-related communications. Your email should start with a proper greeting (e.g. Dear/ Good Day), address the instructor by name, and include a sign-off (e.g. Sincerely/ Best regards) and your name.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Classes are collaborative learning spaces that require meaningful participation. As such, you are expected to engage by turning on webcams. 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 contact your instructor if you experience challenges preventing 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. If online meetings are held in open space areas, headphones should be considered to ensure the privacy of those sharing both from the classroom and for others in the open space environment.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

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 not permitted by students. 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

- Engagement in Class and Practicum Evaluation through attending weekly classes for engagement in learning, peer support, and supervision.
- Learning agreement and timesheet: Learning will progress cumulatively each week and be tracked in the learning agreement and timesheet. Your progress will be assessed and evaluated at the beginning, midpoint, and end of the course.

To successfully complete the course, you must meet or exceed the objectives as outlined in the rubric below. This will include ongoing engagement in the weekly activities and reflective prompts outlined in the learning agreement and timesheet.

Evaluation of your progress is an ongoing process that highlights strengths and identifies areas for

growth at the beginning, midterm, and end of the practicum. The learning agreement and timesheet is used as a source of weekly reflection on your learning goals and progress in the course, and you will chart your progress each week. The rubric below helps inform the evaluation classes at mid-term and final evaluation.

Criteria	Exceeding Objective (Exemplary)	Meeting Objective (Proficient)	Partially Meeting (Satisfactory)	Not Meeting Objective (at risk for failure)
Engagement in Learning Experiences	Consistently participates in all activities; shows initiative in projects and service.	Participates regularly; completes most activities with minimal prompting.	Occasionally participates; some activities incomplete.	Rarely participates; disengaged from activities.
Engagement in Supervision and Peer Learning	Actively engages in supervision; provides constructive feedback; collaborates effectively.	Participates in supervision and peer learning; contributes to discussions.	Limited engagement; sometimes contributes to supervision.	Rarely engages in supervision or peer learning.
Reflection and Integration of Learning	Thoroughly documents reflections; consistently integrates theory with practice.	Regularly documents reflections; integrates theory with practice most of the time.	Occasionally documents reflections; minimal integration of theory with practice.	Rarely reflects; little to no integration of theory with practice.
Professional Identity and Ethics	Exemplifies equity, diversity, inclusion; actively promotes values and ethics in practice.	Demonstrates understanding of values and ethics; respects diversity in practice.	Shows awareness of values and ethics; inconsistent application.	Limited understanding of values and ethics; often overlooks diversity.
Professional Practice (Skills and Knowledge)	Mastery of skills; independently applies theories and models; effective communication.	Competently applies skills and knowledge; communicates effectively.	Some application of skills; communication may need improvement.	Limited skills; struggles with application and communication.
Human Rights and Social Justice	Actively advocates for human rights and social justice; applies anti-racist practices effectively.	Understands and applies principles of human rights and social justice.	Shows some understanding of human rights and social justice but limited application in practice.	Minimal awareness of human rights and social justice issues.
Reflective Practice and Self-Awareness	Consistently engages in self-reflection; applies feedback to improve practice.	Regularly reflects on practice; makes some changes based on feedback.	Occasionally reflects; limited application of feedback.	Rarely reflects; does not apply feedback.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

You are expected to participate actively in all classes. Please be prepared, as best as you are able, to participate openly, respectfully, and honestly in class discussions. You are expected to behave in a professional manner during all class. There is a high emphasis on attendance and participation. You are expected to be fully present and engaged in class activities and discussions. Please refer to the UCalgary calendar for more information on attendance and supporting documentation and the use of a statutory declaration. For students with caregiving roles, if alternative arrangements for care of children cannot be made for a class, children will be welcomed into our class to decrease participation barriers for students with caregiving roles. Please contact your instructor to discuss as needed.

ETHICAL APPROACH TO THIS COURSE

This class prioritizes a trauma-informed, decolonization approach, where all participants (teachers and learners) share in relational accountability for creating and maintaining a climate of respectful dialogue and treatment of one another. As social workers and aspiring social workers, reflecting our professional ethics inside and outside of the classroom helps us to build congruence between our personal and professional selves. You are encouraged to participate in critical reflection, personal growth, and skill-development while learning from the instructors, each other, and practitioners in the field. The intent of class is to provide opportunities to make connections between thinking, feeling, doing and being. Our social work roles in social and self-care practices in the context of the practice and the pursuit of social justice will be emphasized. Ethical space, a concept forwarded by Dr. Willie Ermine, will be explored, and practiced in this class.

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 are due before midnight 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.

EXPECTATIONS FOR WRITING

All writing is expected to be written to social work professional standards. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/studentsuccess/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

Whenever new tools and technologies are introduced in society, particularly at the scale of Artificial Intelligence in contemporary times, they shake things up and bring forward important ethical considerations. Given the evolving nature of these technologies, it is important to consider the broader implications of AI use in our academic and professional work. Before proceeding with the permitted use of AI (as outlined below), please be thoughtful about how you choose to engage with these tools.

Some Use Permitted

In this course, you are expected to draw upon the required readings and learning activities to complete the assignments. Students may use generative artificial intelligence tools (such as ChatGPT, Claude, or similar applications) in accordance with the instructions and guidelines outlined below.

Requirements for AI Use

Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include:

1. What tool(s) were used (specific AI applications utilized).
2. How they were used including a description of your interaction with the AI.
3. How the AI generated results were incorporated into your submitted work.
4. What you did to verify the AI generated results - fact-checking and validation steps.
5. What you did to extend your work beyond the AI generated contents - your original contributions.
6. Your critical reflection on ethical use of AI tools showing a thoughtful consideration of implications.

Student Responsibilities

You are ultimately accountable for the work you submit. Use of generative AI outside assessment or assignment guidelines or without proper documentation will be considered a breach of academic integrity.

This course views academic integrity as an opportunity for learning and personal development. If you find yourself uncertain about AI documentation or realize you may have missed citing AI use, please reach out for a conversation. We can work together to understand what happened and find ways to strengthen your approach moving forward. The goal is not perfection but rather developing thoughtful practices around technology use and academic honesty. If issues arise, we will focus on understanding, learning, and making repairs rather than punishment. Open communication about challenges or mistakes is always welcome and encouraged.

GRADING

The SOWK 392 instructor is both field instructor (practicum supervisor) and instructor-of-record holding the final responsibility for assigning student grades. Students receive a CR (Completed Requirements) or F (Fail) as a grade for this course. Concerns regarding a student's performance in practicum at any point in the semester may result in the student being identified as at-risk for failing the practicum, and such concerns should be discussed with the student's field coordinator immediately. Policies and procedures related to at-risk situations are detailed in the Field Education Manual. Students who do not receive a CR (completed requirements) grade in the field practicum course may be required to withdraw from the program.

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