



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 & Session Number	SOWK 392 S06	Classroom	Please see D2L for classroom information
Course Name	Community Engaged Practicum and Preparation		
Dates and Time	<p>Start of Classes: January 12, 2026</p> <p>End of Classes: April 13, 2026</p> <p>Dates and Time: In-person instruction (Mondays 1:00-3:50pm)</p> <ul style="list-style-type: none"> • January 12 • January 19 • January 26 • February 2 • February 9 • February 23 • March 2 • March 9 • March 16 • March 23 • March 30 • April 13 <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p>		
Instructor	Jayna Burleigh, MSW, RSW	Office Hours	Upon Request
UCalgary E-mail	jayna.burleigh@ucalgary.ca	UCalgary Phone	Connect via email to set up appointments.

SYLLABUS STATEMENT

Learners will engage in experiential learning through community service and social justice initiatives. Weekly social work supervision during class time will build social work competence and engage in peer learning while developing one's 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

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

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.

This course will take place in-person in University Hall at the University of Lethbridge. To best succeed in the course, you are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous in-class sessions. When unable to participate in person due to exceptional and unforeseen circumstances, inform the instructor in advance. Propose and implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). Dates and times of synchronous class sessions are indicated in the course schedule.

Course Hours: 6 units; (200 hours – 3T)

Prerequisite(s): Admission to BSW program (University Transfer route, including After-Degree) and Social Work 201 and Social Work 390 with a grade of “C” or better. As this course is CR or F and it is not included in the overall GPA calculation.

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.
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

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

- 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.
- Resource documents (found in D2L).

- Use APA (7th edition) formatting for all citations unless otherwise indicated.
(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

LEARNING TECHNOLOGIES AND REQUIREMENTS

This course is a blended program, delivered through D2L and in-person class sessions. 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.

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.

CONNECTION 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, activating a social justice response, and continue to develop your emerging social work identity 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
- 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

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.

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 facilitate deeper learning in supervision and class activities, instructors may divide the class in half. One-half will participate in intensive, one-on-one supervision sessions for an hour. During this time, the other half will engage in dynamic learning activities for intentional reflection and meaningful dialogue, shaping your social work identity.

These activities may include:

- Peer-led discussions on integrating theory into practice through the Integrating Theory and Practice loop. A detailed guide can be found in D2L.
- Community Presentations from in-the-field social workers
- Ethical dilemma analysis to sharpen critical thinking
- Case study explorations to apply knowledge to real-world scenarios

Learning will focus on:

Engagement in weekly social work learning experiences

- Learning activities can consist of any of the following: Community presentations, self-reflective activities, group activities, group supervision, individual supervision.
- 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
- 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-person session will occur Mondays from 1:00– 3:50 pm MST.

Week	Topic	Learning Activity	Assessment and Due Dates
Week 1 January 12	Introduction to SOWK 392: Ethics & Accountability	<p>Orientation to course, review course outline, ethics and accountability.</p> <p>Attend class, participate in social work supervision, and peer consultation.</p> <p>Begin your practicum learning hours (14 hours per week) including orientation, preparation and planning, volunteer, research or projects, and knowledge-building activities.</p> <p>Self-reflection and reflective practice, documented weekly in the learning agreement.</p>	
Week 2 January 19	Learning Agreements, Assessments and Holistic Care	<p>Individual learning agreement consultations. Students will share their plans, receive feedback, and confirm their goals for the term.</p> <p>Complete your practicum learning hours (14 hours per week).</p> <p>Engage in consultation, integration of learning, self-reflection and reflective practice. Document these engagements in the notebook and learning agreement.</p>	Learning Agreement: Bring a plan to your individual session for consultation and reflection, including a Gen AI reference
Week 3 January 26	Theory and Practice	<p>Delve into the theories known already and how they will/can be applied in practice.</p> <p>Complete your practicum learning hours (14 hours per week).</p> <p>Engage in consultation, integration of learning, self-reflection and reflective practice. Document these engagements in the notebook and learning agreement.</p>	January 29 by midnight: Please submit your learning agreement in the Dropbox in D2L for your instructor to review.
Week 4 February 2	ITP Loop	Utilize an experience from practice, work backwards to make sense of the theoretical underpinnings and	

		<p>professional responses appropriate to the circumstance. Consult with peers to give and receive feedback.</p> <p>Complete your practicum learning hours (14 hours per week).</p> <p>Engage in consultation, integration of learning, self-reflection and reflective practice. Document these engagements in the notebook and learning agreement.</p>	
Week 5 February 9	Trauma Informed Care	<p>Review the resources from D2L and come to class ready to incorporate themes of trauma informed care into conversations regarding practicum experiences.</p> <p>Complete your practicum learning hours (14 hours per week).</p> <p>Engage in consultation, integration of learning, self-reflection and reflective practice. Document these engagements in the notebook and learning agreement.</p>	
Week 6 February 16			
Reading Week- no classes			
Week 7 February 23	Giving and Receiving Feedback	<p>Learners will present their practicum experiences to their supervision group including what they have been doing (and plan to do), and one important learning from practicum that impacts them as a social worker.</p> <p>Complete your practicum learning hours (14 hours per week).</p> <p>Engage in consultation, integration of learning, self-reflection and reflective practice. Document these engagements in the notebook and learning agreement.</p>	<p>Mid Term Evaluation: Elevator Speech for Supervision (2 min)</p> <p>February 26 by midnight: Please submit your learning agreement in the Dropbox in D2L for your instructor to review.</p>

Week 8 March 2	Empathy & Resume Development	<p>Exploring best practices around empathy, it's development and sustainable practices. Within group supervision and reflecting on the learnings discovered in the elevator speeches, students will explore how to apply these skills sets into their resumes.</p> <p>Complete your practicum learning hours (14 hours per week).</p> <p>Engage in consultation, integration of learning, self-reflection and reflective practice. Document these engagements in the notebook and learning agreement.</p>	
Week 9 March 9	Ethical Dilemmas & Decision Making	<p>Explore Decision Making Models and the many nuances of ethical dilemmas.</p> <p>Complete your practicum learning hours (14 hours per week).</p> <p>Engage in consultation, integration of learning, self-reflection and reflective practice. Document these engagements in the notebook and learning agreement.</p>	
Week 10 March 16	Case Study Application	<p>Apply relevant resources and interventions to specific cases in collaboration with peers.</p> <p>Complete your practicum learning hours (14 hours per week).</p> <p>Engage in consultation, integration of learning, self-reflection and reflective practice. Document these engagements in the notebook and learning agreement.</p>	
Week 11 March 23	Self-Care & Collaborative Learning	<p>Explore the holistic nature of self-care, connecting to practices that work for the learner as an essential component of sustainable and reflexive practice.</p>	Final Evaluation: Individual Evaluation of the Learning Agreement

		<p>Prepare personal learnings and themes from the practicum experience.</p> <p>Complete your practicum learning hours (14 hours per week).</p> <p>Engage in consultation, integration of learning, self-reflection and reflective practice. Document these engagements in the notebook and learning agreement.</p>	
<p>Week 12 March 30</p>	<p>Community Care & Collaborative Learning</p>	<p>Explore the holistic nature of self-care, connecting to community-based practices that work for the learner as an essential component of sustainable and reflexive practice. Prepare group learnings and themes from the practicum experience.</p> <p>Complete your practicum learning hours (14 hours per week).</p> <p>Engage in consultation, integration of learning, self-reflection and reflective practice. Document these engagements in the notebook and learning agreement.</p>	<p>Final Evaluation: Individual Evaluation of the Learning Agreement</p>
<p>Week 13 April 6</p> <p style="text-align: center;">Spring Break- no classes</p>			
<p>Week 14 April 13</p>	<p>Celebration, Presentation of Learning & Wrap Up of Practicum</p>	<p>Complete your practicum learning hours (14 hours per week).</p> <p>Engage in consultation, integration of learning, self-reflection and reflective practice. Document these engagements in the notebook and learning agreement.</p>	<p>Presentation of Cohort Learnings with and for the other 392 cohort.</p> <p>April 16 by midnight: Please submit your learning agreement in the Dropbox in D2L for your instructor to review.</p>

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 PROFESSIONAL COMMUNICATION

As emerging social workers, you are expected to practice professional communication in all interactions with instructors and your peers. Please use your UCalgary email for all school-related communications and engage with curiosity (rather than criticism), compassion and a spirit of collaboration. If you are unable to attend class or need to leave early, there is an expectation that you will inform the instructor prior to the class. Please refer to the Faculty of Social Work [Field Education Manual](#) regarding expectations in practicum.

DIVERSITY IN PRACTICE

Even when there are 2 of the same class occurring, content and delivery of the content will differ as we honour the diversity of practices within our social work educators. There is an expectation that students approach this diversity with compassion and a spirit of collaboration.

RECORDING OF 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

- 1) **Class Attendance & Seminar Participation:** attend weekly classes for engagement of learning and supervision.
- 2) **Learning Agreement:** Learning will progress cumulatively each week and be tracked in the learning agreement. Your progress will be assessed through the Practicum Learning Agreement, evaluated at the beginning, midpoint, and end of the course by the instructor and learner.

Assignment 1: Learning Agreement (30%) – Due January 26 by 11:59pm

(30%) - Due February 23 by 11:59pm

(30%) - Due April 13 by 11:59pm

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

Assignment Description: Complete each week of the Learning Agreement with activities completed for the week, reflections and insights arising from the experiences. Incorporate theoretical underpinnings, critical thinking, compassion, collaboration and curiosity.

Assessment Criteria: Refer to chart below for assessment criteria.

Assignment 2: Reflective Engagement (10%) – Due April 13 by 11:59pm

Aligned Course Learning Outcomes: 1, 2, 3, 6

Assignment Description: A one-page reflection regarding your participation in seminar and practicum, including your engagement with the content and activities, attendance in seminar and group supervision, any challenges that existed and what you learned from them.

Assessment Criteria: Refer to chart below for assessment criteria.

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.

Criteria	Exceeding Objective (Exemplary)	Meeting Objective (Proficient)	Partially Meeting Objective (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 are incomplete.	Rarely participates; disengaged from activities.
Engagement in Supervision and Peer Learning	Actively engages in supervision; provides constructive feedback; communicates clearly and works well with others.	Participates in supervision and peer learning; contributes to discussions.	Limited engagement; sometimes contributes to the supervision process.	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 and inclusion through compassionate consideration of differing contexts; actively promotes	Demonstrates understanding of values and ethics; respects diversity in practice through consideration of differing contexts.	Shows awareness of values and ethics; inconsistent application.	Limited understanding of values and ethics; often overlooks diversity.

	values and ethics in practice.			
Professional Practice (Skills and Knowledge)	Mastery of generalist skills; Independently applies theories and models; transparent and effective communication.	Competently applies generalist skills and theoretical knowledge; clear communication.	Some application of generalist skills; communication skills can be improved.	Limited skills, struggles with application and communication.
Human Rights and Social Justice	Actively advocates for human rights and social justice; applies anti-racist and decolonizing practices effectively.	Understands and applies principals of human rights, social justice and decolonization.	Shows some understanding of human rights and social justice but lacks application in practice.	Minimal awareness of human rights and social justice issues.
Reflective Practice and Self Awareness	Thoroughly engages in self-reflection; applies feedback to improve practice.	Regularly reflects on practice; incorporates some feedback into practice.	Occasionally reflects; limited application of feedback.	Rarely reflects; do not apply feedback.

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 is a document that outlines your learning goals and progress in the course, and you will chart your progress each week. The rubric above helps inform the evaluation classes at mid-term and final evaluation.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT 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.

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 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.

MISSED OR LATE ASSIGNMENTS

A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date. There is a 7-day maximum limit by which students who have not requested an extension can submit their assignments. No assignments will be accepted after the 7-day limit. If a seminar supervision class is missed, and arrangements are made beforehand, supervision can be altered to ensure participation and are at the discretion of the instructor.

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](#).

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.

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Some Use Permitted

Students may use generative AI tools in this course in accordance with the instructions and guidelines outlined for each course assignment or assessment. The use of generative AI tools must be referenced and cited following citation instructions outlined by the course instructor. Use of generative AI outside assessment or assignment guidelines or without citation will constitute academic misconduct. It is the student's responsibility to be clear on the limitations on the use of generative AI tools for each assessment or assignment, on the expectations for citation and referencing, and on fact checking statements created by generative AI tools. If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

Ways AI can be used in this course:

- AI tools can be used for creating assignment outlines, but the final work must be original.
- AI tools are allowed for information gathering, resource and intervention exploration.

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.

A student's final grade for the course is a CR/F. It is not necessary to pass each assignment separately in order to pass the course, depending on the weight of the assignment. 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.

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 \(2024\)](#).

Students are welcome to discuss the process and content of the course at any time with the instructor.

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