UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

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 520 S01	Classroom	Online
Course Name	**Human Sexuality and Social Work**		
Dates and Time	Start of Classes: January 14, 2026 End of Classes: April 8, 2026 Dates and Time: Zoom sessions Wednesday, 5:30—8:30 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Christine Walsh, PhD, RSW	**Office Hours**	As requested
UCalgary E-mail	cwalsh@ucalgary.ca	**UCalgary Phone**	403 220-2274

SYLLABUS STATEMENT

Critically examines contemporary human sexuality topics in the context of social work theory, practice, and research. Topics may include reproductive justice, pleasure and the body, sex work, and sexual violence and consent.

COURSE DESCRIPTION

Sexuality is an integral part of our lives and our identity. How we feel about sexuality (e.g., what is "normal" and acceptable) is shaped by a complex combination of factors and underscores many current societal controversies and debates.

As social workers, sexuality-related issues are part of our practice, thus it is necessary to examine our own and societal views around sexuality issues from a variety of perspectives to increase our knowledge, comfort, and communication skills in this area. In this course we will cover a variety of critical topic areas such as Indigenous sexualities, the marginalized body and sexuality, polyamory, feminist and queer porn, queer theory, and more.

This course will take place online via Desire2Learn (D2L) and Zoom©. To facilitate robust learning, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, please inform the instructor and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and attend an event, etc.).

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

This course will take place **online** via Desire2Learn (D2L) and Zoom©. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions**.** When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

COURSE LEARNING OUTCOMES

At the end of this course, students will be able to:

1. Have a broader understanding of the impact of sexuality in our lives;

2. Identify personal, societal, and professional values related to sexuality and understand how they affect our professional practice;

3. Convey accurate information and be able to discuss a wide range of issues related to human sexuality;

4. Critically discuss issues related to sexuality from a range of different experiences (queer, Black and racialized, Indigenous, disability, newcomers, religiosity);

5. Analyze issues related to sexuality and distinguish between value statements and arguments grounded in empirical evidence; and

6. Have increased appreciation and sensitivity for diversity and social justice issues related to human sexuality.

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

REQUIRED TEXTBOOKS AND/OR READINGS
There is no required textbook for this course; rather, we will have a series of readings for each week. You are expected to review two readings each week.

Week 1 readings
Arvin, M., Tuck, E., & Morrill, A. (2013). Decolonizing feminism: Challenging connections between settler colonialism and heteropatriarchy. *Feminist Formations, 25*, 8-34
Brillon, H. A., Walsh, C. A., & St-Denis, N. Exploring the sexual health support needs of gender and sexual diverse urban Indigenous youth in Calgary, Canada. *AlterNative: An International Journal for Indigenous Peoples* (in press)

Week 2 readings
Wesling, M. (2025). On refusing to become, or to remain, heterosexual. *Journal of Lesbian Studies*, 1–15. https://doi.org/10.1080/10894160.2025.2513842

Puar, J. (2013). Rethinking homonationalism. *International Journal of Middle East Studies, 45*(2), 336-339.

Week 3 readings
The Society for Adolescent Health and Medicine. Sexual and reproductive health and rights. *Journal of Adolescent Health, 76*(5), 954-960
Goldblatt Hyatt, E., Younes, M., & Witt, H. (2024). The moral conundrum of reproductive justice in social work. *Journal of Teaching in Social Work, 44*(4), 347–361.
https://doi.org/10.1080/08841233.2024.2374251
World Health Organization. (2025). Abortion. https://www.who.int/news-room/fact-sheets/detail/abortion

Week 4 readings
Haney, C. A. & Horlacher, R. (2021). Gaslighting1 of the "compromised": Disabled and Fat during the COVID-19 Pandemic. *Cultural and Pedagogical Inquiry, 13*(1), 32-36.
McPhail, D., & Bombak, A. E. (2015). Fat, queer and sick? A critical analysis of 'lesbian obesity' in public health discourse. *Critical Public Health, 25*(5), 539-553.
McRuer, R. (2010). Compulsory able-bodiedness and queer/disabled existence. In Lennard J. Davis (Ed.). *The disability studies reader, 3*, (pp. 383-392).
Sitter, K. C., Burke, A. C., Ladhani, S., & Mallay, N. (2019). Supporting positive sexual health for persons with developmental disabilities: Stories about the right to love. *British Journal of Learning Disabilities, 47*(4), 255-263.

Week 5 readings
Penhollow, T. M. (2024). Sexuality in older adults: Comprehensive strategies for clinicians and patient-centered care. *Am J Lifestyle Med, 19*(3), 392-402. doi: 10.1177/15598276241293100. PMID: 39540174; PMCID: PMC11556589.
Walsh, C. A., & Grittner, L. (2024). Picturing the intersections of gender, sexuality, and age in older queer women square dancers. *Journal of Women & Aging* https://doi.org/10.1080/08952841.2024.2347718

Week 6 readings
Ansara, Y. G. (2020). Challenging everyday monogamism: Making the paradigm shift from couple-centric bias to polycule-centred practice in counselling and psychotherapy. *Psychotherapy and Counselling Journal of Australia, 8*(2).
Faccio, E., Sarigu, D., & Iudici, A. (2020). What is it like to be a BDSM player? The role of sexuality and erotization of power in the BDSM experience. *Sexuality & Culture*, *24*(5), 1641-1652
Pitagora, D. (2013). Consent vs. coercion: BDSM interactions highlight a fine but immutable line. *The New School Psychology Bulletin*, *10*(1), 27-36.
Sheff, E. (2020). Polyamory is deviant–But not for the reasons you may think. *Deviant Behavior, 41*(7), 882-892.

Week 8 readings
Anderson. J., Campbell, C., Richard, N., & Callaghan, T. (2025). Children's rights at the crossroads: The challenge of anti-trans legislation in Alberta schools. *Journal of Contemporary Issues in Education, 20*(2), Special Issue DOI: https://doi.org/ 10.20355/jcie29785 Equaldex. (2025). Explore the progress of LGBTQ+ rights across the world.

https://www.equaldex.com/?gad_source=1&gad_campaignid=14555128726&gbraid=0AAAAAD-is0mV5BHqTVWj4AmxlRcxeDCaW&gclid=CjwKCAiAu67KBhAkEiwAY0jAlThu5bls3WySsRTYPIy9FFt7goYObFYksXqx0TwSk7fCRZFzK1bYsxoCan4QAvD_BwE

Khonina, M., & Salway, T. (2025). The rise of anti-trans laws and the role of public health advocacy. *Can J Public Health, 116*(1), 97-99. doi: 10.17269/s41997-024-00942-1**.**

Onyedikachi George, E., & Chiagozie Ekoh, P. (2020). Social workers' perception of practice with lesbians, gays and bisexuals (LGBs) in Nigeria. *Journal of Comparative Social Work, 2*, 56-78. DOI: https://doi.org/10.31265/jcsw.v15.i2.306

Canadian Commission for UNESCO (CCUNESCO). *LGBTQ2+ Inclusiveness. Toolkit for inclusive municipalities in Canada and beyond.*

Social Development Branch, Community Services Department (June, 2025). *What we heard report: Beyond belonging: Building a 2SLGBTQIA+ safe spaces action plan safe and healthy communities.* chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.edmonton.ca/sites/default/files/public-files/BeyondBelongingWWHReport.pdf?cb=1767032093

Week 9 readings

Grittner, A., & Sitter, K. C. (2020). The role of place in the lives of sex workers: A sociospatial analysis of two international case studies. *Affilia*, *35*(2), 274-293.

St. Denis, J. (2021). Sex Worker Advocates Launch New Challenge to Prostitution Laws Rights groups say workers have waited too long for politicians to change laws that put them in danger. TheTyee. https://thetyee.ca/News/2021/04/01/Sex-Worker-Advocates-Launch-New-Challenge-Prostitution-Laws/#:~:text=%60%60The%20spirit%20of%20the%20court%20decision%20was,Canadian%20Alliance%20for%20Sex%20Work%20Law%20Reform.

Week 10 activities and readings

Find an activity or reading that meets your learning needs

Webber, V., & Sullivan, R. (2018). Constructing a crisis: Porn panics and public health. *Porn Studies, 5*(2), 192-196.

Berkovitch Romano, A., Lavie-Ajayi, M., & Krumer-Nevo, M. (2023). Talking about sexual desire: Social work practice with marginalized young women. *Women's Studies International Forum, 101*, https://doi.org/10.1016/j.wsif.2023.102824.

Week 11 readings

Murphy-Oikonen, J., McQueen, K., Miller, A., Chambers, L., & Hiebert, A. (2022). Unfounded sexual assault: Women's experiences of not being believed by the police. *J Interpers Violence, 37*(11-12 doi: 10.1177/0886260520978190.

Stöckl, H., & Sorenson, S. B. (2024). Violence against women as a global public health issue. *Annual Review Public Health, 45*, 77-294. https://doi.org/10.1146/annurev-publhealth-060722-025138

Week 12 No readings

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.

This is an elective course. There are no pre-requisites for this course. However, the content covered in this course will be applicable to practicum placements and integrative seminars in the BSW program. The course provides an opportunity to analyze and integrate knowledge from other courses in the social work program through application of concepts as they relate to human sexuality.

CLASS SCHEDULE

Important Dates for Winter 2026
- o Start of Term: Monday, January 5
- o First Day of Class: Monday, January 12
- o Fee Deadline: Friday, January 30
- o Term Break, no classes: Sunday-Saturday, February 15-21
- o Alberta Family Day, no classes: Monday, February 16
- o Good Friday, no classes: Friday, April 3
- o Easter Monday, no classes: Monday, April 6
- o Last Day of Class: Tuesday, April 14
- o End of Term: Thursday, April 30

Note: Student learning in the course will be evaluated within a formal research process by the course instructor. You will not be expected to engage in any additional work, beyond the regular course requirements. You will be asked if you are interested in volunteering for the study and are willing to provide written informed consent. Further details of the research study will be provided in the first class.

Class Schedule

Week/Date	Topic	Learning Activity	Format	Guest Lecture
Week 1 January 14	Introduction and Indigenous Sexual Health	Review course outline material, review research component of the course, and complete discussion activity	Zoom	Natalie St-Denis, PhD, RSW
Week 2 January 21	Compulsory Heteronomativity	Lecture and class activities	Zoom	Jill Hoselton, PhD(c), RSW
Week 3 January 28	Reproduction	Lecture and class activities, presentations of learning journal outline	Zoom	Dara Roth Edney, MSW

				Informed Fertility
Week 4 February 4	Disabled, Queer, and Fat	Lecture and class activities	Zoom	Kathy Sitter, PhD, RSW Carly-Ann Haney, PhD(c), RSW
Week 5 February 11	Sexuality and Aging	Lecture and class activities	Zoom	Rainbow Elders Society of Calgary
Reading Week no Class				
Week 6 February 24	Sexualities on the Margins	Lecture and class activities	Zoom	Heather Graig, MEd, MSc, RP
Week 7 March 4	Sex and Intimacy	Lecture and class activities	Zoom	Gio Dolcecore, MSW, RSW
Week 8 March 11	Sex and Politics	Lecture and class activities	Zoom	Prince Ekoh, PhD, RSW Landon Turlock, MA, RSW
Week 9 March 18	Sex & Work	Lecture and class activities	Zoom	Alison Grittner, PhD, RSW
Week 10 March 25	Play, Pleasure, Pornography, Sex Toys	Find an activity or reading that meets your learning needs	Asynchronous	
Week 11 April 1	Sexual Violence	Lecture and class activities	Zoom	
Week 12 April 8	Wrapping Up	Wrap-up and final consent process	Zoom	

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
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. 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. **When possible, it is desirable for students to have their cameras turned on**. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)
The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. Students will be advised before the instructor initiates a recording of a Zoom session

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignment 1: Inquiry Project-40% (Outline- 10%, Full Project-30%) Learning Outcomes 1-6

This assignment asks you to explore an aspect of human sexuality which is of interest to you. You are asked to frame some good inquiry questions to guide your learning, use a range of resources to answer the questions you have posed, and communicate your findings. The learning product you produce should include a section in which you reflect on the learning which has occurred for you in doing the assignment, and how this learning has impacted your worldview and professional identity.

The first part of this assignment is to develop an outline of your inquiry project which will be submitted to the instructor. The **outline is due on January 28** and will be presented to classmates in small groups via Zoom**.** The **full project is due on April 8** on Dropbox. Rubrics will be provided on D2L.

Assignment 2: Reflections of learning (40%, 10% each)- due on January 17, February 23, March 15, and April 5   Learning Outcomes 1-6

As part of the (un)learning and (re)learning process, students will be invited to reflect on their encounters with various theoretical approaches, knowledges, process, content, and materials from the course. These reflections should examine evolving conceptualizations, understandings, and tensions related to sexuality, various intersections, relations of power, as connected to various lived realities of oppression and marginalization. As an embodied approach, students are invited to feel and process knowledge about sexuality, attuning to how knowledge is experienced and cultivated through the body and mind. This assignment should incite student reflections about social work practice in relation to

their social identities, communities they serve, and the themes, theories and concepts learned throughout the course. It is expected that students will draw on experiential, reflexive, and scholarly knowledge. Potential questions to reflect on could be what connections you made, what questions do you have, and what is needed for you to take up this knowledge in the present and future.

Your reflections will be personalized to you and consider your personal relationship to knowledge creation and integration. Your reflections can be as traditional or as innovative as suits your relationship with knowledge and learning style. For example, your reflections may be written, audio-recorded, visual (video, painting, sketch), poetry, dance, or more. We will discuss media and expectations of reflections on the first day of class.

Assignment 3: Participation - 20%- self-evaluation due April 15th Learning Outcomes 2, 4, and 6

The participation grade awards you marks for your dedication to be an active learner in this course. The participation grade will be allocated based on the quality and extent of your participation in our Zoom sessions. If you are unable to attend a Zoom session, you can still earn participation marks and you can choose from a variety of make-up assignments.

At the end of the term, please submit a self-evaluation detailing your learning progress throughout the class. An example of a self-evaluation, requirements and grading criteria will be provided in D2L.

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 participation grade, as outlined in the assessment components section above.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in a variety of formats. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted."

MISSED OR LATE ASSIGNMENTS

- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date.
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (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.

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.

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

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 In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use AI tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

GRADING

- The undergraduate grading system is included below.
- The instructor will consider your overall course engagement and performance in deciding to round up marks in decimals to the nearest whole numbers.

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately 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.

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).

ADDITIONAL SUGGESTED READINGS

Additional readings for the course may be provided to students in D2L.

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