



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 538 S01	Classroom	Online Course
Course Name	Social Work Practice and Disability Justice		
Dates and Time	Block Week Web-based Course: Synchronous and Asynchronous sessions Start of Class: Monday January 5, 2025 End of Class: Friday January 9, 2025 Dates and Time: Monday to Friday (9:00 AM-4:00 PM). Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Yahya El-Lahib, MSW, PhD	Office Hours	Daily during class time
UCalgary E-mail	yellahib@ucalgary.ca	UCalgary Phone	Please email

SYLLABUS STATEMENT

Critically examines social work theories and practice responses to disability justice within current socio-political and economic local and global contexts.

COURSE DESCRIPTION

In this course, we will rely on a disability justice framework to explore social work's practice approaches to disability. The course begins with an exploration of various theoretical foundations of disability to examine how they manifest within social work practice. After building a solid theoretical foundation, we will move to interrogate social work's practice in the disability field and examine its impacts on disability related policies, research and education. Through critical engagement with course material, class activities and discussions, students will learn how to develop their understanding of disability justice and engage with daily reflective exercises to materialize disability justice within their practice. Students will develop key knowledge and practice skills that will enhance their own understanding of disability justice and critical disability thinking to inform their practice with disabled populations. The course is situated within a decolonial and intersectional understanding of the interconnected struggles of disability. Students will learn to develop necessary skills and practice knowledge to engage with the disabling experiences at various intersections (i.e. disability and poverty, disability and war, disability and displacement).

COURSE LEARNING OUTCOMES

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

- 1- Develop a critical understanding of disability justice framework

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

- 2- Apply disability justice framework to social work practice
- 3- Gain necessary knowledge and skills to adapt disability justice framework into your own practice
- 4- Apply a decolonial and intersectional understanding of disability
- 5- Gain an understanding of the interconnected disability issues locally and globally
- 6- Interrogate social work's role and responsibilities in advancing disability justice
- 7- Develop your own approach to practice with disabled individuals and groups.

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

There is no required textbook. Links to the required readings will be provided in the D2L site.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

CONNECTION TO PRACTICE

This course is grounded in disability justice framework to help students understand disability as a field of practice for social work. Students will gain theoretical knowledge and analytical skills to support their social justice approaches to practice. The course will offer students concrete practice skills to adopt and apply a disability justice framework into their practice.

RELATIONSHIP TO OTHER COURSES

Prerequisite: Admission to the Bachelor of Social Work

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 13
- Easter Monday, no classes: Monday, April 16
- Term Break, no classes: Sunday-Saturday, February 15-21

Date	Time	Topics, Learning Activity, Assessment and Due Dates
	Morning Session 9:00-12:00	Introduction to SOWK 538 <ul style="list-style-type: none"> - Introductions and course overview - Review Course outline

<p>Day 1 January 5</p>		<ul style="list-style-type: none"> - Discuss readings and course material <p>Topic 1: Understanding social work practice and disability justice</p> <ul style="list-style-type: none"> - Setting the context - Social Work & Disability Justice: Introducing the tensions <p>Learning Activities</p> <ul style="list-style-type: none"> - Course outline reading - Discuss course expectations - Assignments overviews - Begin the conversation on social work and disability justice - Please complete the readings, watch the video and contribute your thoughts on the discussion board on D2L <p>Required Readings: Complete ONE of these readings.</p> <p>Slayter, E. M., Kattari, S. K., Yakas, L., Singh, R. C., Goulden, A., Taylor, S., ... & Prince, D. (2023). Beyond ramps, curb cuts, and captions: A call for disability justice in social work. <i>Social Work</i>, 68(1), 89-92.</p> <p>Eiler, E. C., & D'Angelo, K. (2020). Tensions and connections between social work and anti-capitalist disability activism: Disability rights, disability justice, and implications for practice. <i>Journal of Community Practice</i>, 28(4), 356-372.</p> <p>Please watch:</p> <p>Mia Mingus on Disability Justice (Interview): https://www.youtube.com/watch?v=3cJkUazW-jw</p>
	<p>Afternoon Session 1:00-4:00</p>	<p>Topic 2: Theoretical Foundation I</p> <ul style="list-style-type: none"> - Theoretical Approaches to Practice - Social Work & Disability Justice - Understanding disability - Understanding impairment - Understanding disablement - Crip Theory <p>Learning Activities</p> <ul style="list-style-type: none"> - Discuss course readings and material - Engage in lecture and class discussion - Participate in experiential learning activities - Participate in reflection exercise - Please complete the readings and watch the video and contribute your thoughts on the discussion board on D2L <p>Required Readings: Complete TWO of these readings.</p> <p>Berne, P., Morales, A. L., Langstaff, D., & Invalid, S. (2018). Ten principles of disability justice. <i>WSQ: Women's Studies Quarterly</i>, 46(1), 227-230. https://doi.org/10.1353/ws.2018.0003</p>

		<p>Robinson, O. E. (2017). Moving toward disability justice. <i>Disability Studies Quarterly</i>, 37(3), 3. https://doi.org/10.18061/dsq.v37i3.5970</p> <p>Jenks, A. (2019). Crip theory and the disabled identity: Why disability politics needs impairment. <i>Disability & Society</i>, 34(3), 449-469. https://doi.org/10.1080/09687599.2018.1545116</p>
Day 2 January 6	Morning Session 9:00-12:00	<p>Topic 3: Theoretical Foundation II: Epistemic foundations of Practice Models</p> <ul style="list-style-type: none"> - Dominant Models of Practice - Deficit oriented models of practice - Medical Model - Charity Model - Rights based approaches to practice - Cultural models - Justice oriented approaches to practice <p>Learning Activities</p> <ul style="list-style-type: none"> - Active engagement with session's readings and material - Activity: Understanding ableism, Disablism, Sanism & Mad theories - Social work & the medical model - Social work and rights-based practice models - Social work and social justice: tensions and contradictions - Please complete the readings and watch the video and contribute your thoughts on the discussion board on D2L <p>Required Readings: Complete ONE of these readings.</p> <p>Invalid, S. (2017). Skin, Tooth, and Bone – The Basis of Movement is Our People: A Disability Justice Primer. <i>Reproductive Health Matters</i>, 25(50), 149–150. https://doi.org/10.1080/09688080.2017.1335999</p> <p>Jampel, C. (2018). Intersections of disability justice, racial justice and environmental justice. <i>Environmental Sociology</i>, 4(1), 122-135. https://doi.org/10.1080/23251042.2018.1424497</p> <p>Wright, K. (2024). Getting to Disability Justice: A Critical Conceptual Review of Disability Models in US Social Work. <i>Journal of Sociology & Social Welfare</i>, 51(1), 63. DOI: https://doi.org/10.15453/0191-5096.4723</p> <p>Please Watch:</p> <p>Disability Justice Informing Communities of Practice: https://www.youtube.com/watch?v=0UUyqdhNcpg</p>
	Afternoon Session 1:00-4:00	<p>Topic 4: Theoretical Foundation III: Conceptions of Disability for Social Work</p> <ul style="list-style-type: none"> - Understanding Key concepts - Disability and the challenge of normalcy - Disability and the disabling effects

		<ul style="list-style-type: none"> - Disability beyond access and inclusion - Eugenics, super crip - Disability, criminalization and abolition - Medical industrial complex - MAiD: Medical Assistance in Dying <p style="text-align: center;">Learning Activities</p> <ul style="list-style-type: none"> - Active engagement with session's readings and material - Activity: The limits of access and inclusion - Social work & disability: "Nothing about us without us" - Social Work & Disability Justice: Interrogating issues of cure and rehabilitation - Social work and disability justice: Tensions related to issues of access, inclusion and accommodation - Please complete the readings and watch the video and contribute your thoughts on the discussion board on D2L <p>Required Readings: Complete ONE of these readings.</p> <p>Sher, B.R. (2025). <i>Nothing About Us, Without Us: The Importance of Disability Justice in Social Work Education</i>. In: Tosone, C., James, K., Lausell Bryant, L. (eds) <i>Reframing Social Work with an Anti-Oppressive Lens</i>. Essential Clinical Social Work Series. Springer, Cham. https://doi.org/10.1007/978-3-031-91391-4_10</p> <p>Ramirez-Stapleton, L. D., Torres, L. E., Acha, A., & McHenry, A. (2020). Disability justice, race, and education. <i>Journal Committed to Social Change on Race and Ethnicity (JCSCORE)</i>, 6(1), 29-39.</p> <p>Check out:</p> <p>Death by Coercion: Panel discussion on impacts of MAiD: https://www.youtube.com/watch?v=AZYPLoWVRlQ</p> <p>Eugenics Timeline in Canada: https://www.eugenicsarchive.ca/timeline?id=532846b0132156674b00028c</p> <p>How poverty, not pain, is driving some disabled Canadians towards medically assisted death: https://www.youtube.com/watch?v=ZD0O_w3HzJg</p>
Day 3 January 7	Morning Session 9:00-12:00	<p>Topic 5: Thinking Disability Policy: National and International Standards</p> <ul style="list-style-type: none"> - UN Convention on the Rights of Persons with Disabilities (CRPD) - Locating disability within the Charter of Rights & Freedom - Disability & Human Rights: Tensions & Contradictions - Disability & the welfare state - Disability program in Alberta - Disability programs in Canada - Disability & coercive policies & programs - Disability, sexuality, intimacy and reproductive justice <p style="text-align: center;">Learning Activities</p> <ul style="list-style-type: none"> - Active engagement with session's readings and material

		<ul style="list-style-type: none"> - Asynchronous Activity: Understanding eligibility for disability services and programs - Social work & disability: Decolonizing disability thinking - Towards a disability justice framework for social work - Please complete the readings and watch the video and contribute your thoughts on the discussion board on D2L <p>Required Readings: Complete the reading and video</p> <p>Depoy, E., & Gilson, S. (2015). Disability as disjuncture: A theory to guide social work practice. <i>Social Work Chronicle</i>, 4(1-2), 16-36.</p> <p>Please watch:</p> <p>Sense and Debility with Dr. Catherine Frazee: https://www.youtube.com/watch?v=x6lFZu5lQdM</p>
	<p>Afternoon Session 1:00-4:00</p>	<p>Topic 6: Social work and Disability Justice I: Disability & Coloniality</p> <ul style="list-style-type: none"> - What is missing for disability justice? - Disability and coloniality - Disability and the production of impairment - Disability & racism - What is missing for disability justice? - Introducing Disability and coloniality - Disability and the production of impairment <p>Learning Activities</p> <ul style="list-style-type: none"> - Active engagement with session's readings and material - Asynchronous Activity: Understanding eligibility for disability services and programs - Social work & disability: Decolonizing disability thinking - Towards a disability justice framework for social work - Please complete the readings and watch the video and contribute your thoughts on the discussion board on D2L <p>Required Readings: Complete ONE of these readings.</p> <p>Jaffee, L., & John, K. (2018). Disabling bodies of/and land: Reframing disability justice in conversation with indigenous theory and activism. <i>Disability and the Global South</i>, 5(2), 1407-1429.</p> <p>Friedman, C. (2023). Ableism, racism, and the quality of life of Black, Indigenous, people of colour with intellectual and developmental disabilities. <i>Journal of Applied Research in Intellectual Disabilities</i>, 36(3), 604-614.</p> <p>BlackDeer, A. A. (2024) "Decolonizing Disability in Social Work: A Conversation on Colonialism," <i>The Journal of Sociology & Social Welfare</i>, 51(1) DOI: https://doi.org/10.15453/0191-5096.4731</p> <p>Please watch:</p> <p>Beyond Disability Rights: Disability Justice. Leah Lakshmi Piepzna Samarasinha: https://www.youtube.com/watch?v=n_sw6Hjtf8</p>

Day 4 January 8	Morning Session 9:00-12:00	<p>Topic 7: Social work and Disability justice II: Disability & Poverty</p> <ul style="list-style-type: none"> - Understanding structural causes of poverty - Social determinant of health - Disability in the labour force - Disability across life span - Aging with disability - Aging into disability <p>Learning Activities</p> <ul style="list-style-type: none"> - Active engagement with session's readings and material - Asynchronous Activity: Aging into disability VS Aging with disability: A class dialogue - Intersection of racism, ageism and ableism - Social work & disability poverty: How are we doing? - Understanding AISH and other income support programs - Please complete the readings and watch the video and contribute your thoughts on the discussion board on D2L <p>Required Readings: Complete ONE of these readings.</p> <p>Grech, S. (2009). Disability, poverty and development: critical reflections on the majority world debate. <i>Disability & Society</i>, 24(6), 771–784. https://doi.org/10.1080/09687590903160266</p> <p>Suarez-Balcazar, Y., Balcazar, F., Ritzler-Taylor, T., Ali, A., & Hasnain, R. (2013). Race, poverty, and disability: A social justice dilemma. In <i>Reinventing race, reinventing racism</i> (pp. 351-370). DOI: https://doi.org/10.1163/9789004231559_019</p> <p>Please check out:</p> <p>Disability without poverty: https://www.youtube.com/@disabilitywithoutpoverty</p> <p>End the cycle of poverty and disability: https://www.youtube.com/watch?v=cV_fRqjHFbo</p>
	Afternoon Session 1:00-4:00	<p>Topic 8: Social work and Disability justice III: Disability, War & Armed Conflicts</p> <ul style="list-style-type: none"> - Disability, war and armed conflicts: Who is left out? - Disability in war zones - Disability in refugee camps - Disability in natural disasters - Social workers in war and crisis zones - Social workers and the production of impairment - PTSD and the privilege of Western priorities <p>Learning Activities</p> <ul style="list-style-type: none"> - Active engagement with session's readings and material - Social work & disability: The myth of care in conflict - Asynchronous activity: Please contribute your thoughts based on the material you watch

		<p>- Please complete the readings and watch the video and contribute your thoughts on the discussion board on D2L</p> <p>Required Readings: Complete ONE of these readings.</p> <p>Businge, P. (2017). Disability and armed conflict: A quest for Africanising disability in Uganda. <i>Disability and the Global South</i>, 3(1), 816-842.</p> <p>Zaviršek, D., & Cox, J. (2024). Navigating minefields: Social work with people with disabilities in the context of war. <i>Journal of Human Rights and Social Work</i>, 9(3), 441-452. https://doi.org/10.1007/s41134-024-00329-9</p> <p>Please watch: Israel's war on Gaza has a big impact on people with disabilities: https://www.youtube.com/watch?v=D0L82iOmz8A Disabled in war zone: https://www.youtube.com/watch?v=sorR2Fri3ek Disability and IHL: International law for persons with disabilities in armed conflicts: https://www.youtube.com/watch?v=16RwRtwUDoQ</p>
Day 5 January 9	Morning Session 9:00-12:00	<p>Topic 9: Social work and Disability justice IV: Disability & Displacement</p> <ul style="list-style-type: none"> - Disability and displacement: Social work's role and responsibilities - Disability in conflict zones - Disability in refugee camps - Disability and immigration - Disability & forced migration - Disability in natural and environmental crisis - Disability, poverty & displacement - Community living and displacement <p>Learning Activities</p> <ul style="list-style-type: none"> - Active engagement with session's readings and material - What role social workers play in crisis intervention? - How do we address disabled people in conflict and crisis situations - Social workers and the saviour complex - Social work, Global North and the saving of the exceptional disabled - Canada and discourses of the "chosen one" <p>- Please complete the readings and watch the video and contribute your thoughts on the discussion board on D2L</p> <p>Required Readings: Complete ONE of these readings.</p> <p>Berghs, M. (2017). Disability and displacement in times of conflict: Rethinking migration, flows and boundaries.</p> <p>El-Lahib, Y. (2020). Social work at the intersection of disability and displacement: Rethinking our role. <i>Journal of progressive human services</i>, 31(1), 1-20. https://doi.org/10.1080/10428232.2018.1531744</p> <p>Mahlungulu, Z., & Khalema, N. E. (2025). Intersecting Marginalities: Physical Disability in the Context of Forced Migration. <i>Journal of</i></p>

		<p><i>African Foreign Affairs</i>, 12(3), 133-153. https://hdl.handle.net/10520/ejc-aa_jafa_v12_n3_a8</p> <p>Please watch:</p> <p>International law and the protection of persons with disabilities in displacement: https://www.youtube.com/watch?v=VxyvcEfBW6c</p> <p>DR Congo: Displaced people with disabilities in need of help: https://www.youtube.com/watch?v=23Cn7Ck_9jg</p> <p>Disability and forced migration in Canada: https://www.youtube.com/watch?v=oVeGH5nScrM</p>
	<p>Afternoon Session 1:00-4:00</p>	<p>Topic 10: Social work and Disability justice V: Disability & Artificial Intelligence (AI)</p> <p>Course Wrap-Up & Future Directions</p> <ul style="list-style-type: none"> - Disability and AI: Tensions and contradictions - AI, assistive devices & social work - The promise of inclusion and access: What AI can and cannot do? - Access beyond tech fixes: A disability justice framework - Technoableism and techno fixation - Data colonialism and the production of impairment - Weaponizing AI for neoliberal purpose - AI and access to labour force for disabled people - AI and decision making in neoliberal times - Data sovereignty and data colonialism <p>Learning Activities</p> <ul style="list-style-type: none"> - Active engagement with session's readings and material - Asynchronous Activity: Understanding eligibility for disability services and programs - Social work & disability: Decolonizing disability thinking - Towards a disability justice framework for social work - Please complete the readings and watch the video and contribute your thoughts on the discussion board on D2L <p>Required Readings: Complete ONE of these readings.</p> <p>El-Lahib, Y., da Silveira Gorman, R., & El Morr, C. (2025). AI and Disability Justice: Why Beyond Tech Fixes? In <i>Beyond Tech Fixes: Towards an AI Future Where Disability Justice Thrives</i> (pp. 3-9). Cham: Springer Nature Switzerland.</p> <p>Khan, M. S., & El-Lahib, Y. (2025). Toward a Disability Justice Framework for Artificial Intelligence. In <i>Beyond Tech Fixes: Towards an AI Future Where Disability Justice Thrives</i> (pp. 219-228). Cham: Springer Nature Switzerland.</p> <p>Smith, P., & Smith, L. (2021). Artificial intelligence and disability: too much promise, yet too little substance? <i>AI and Ethics</i>, 1(1), 81-86. https://doi.org/10.1007/s43681-020-00004-5</p> <p>Umucu, E. (2025). Artificial Intelligence and Health Equity for People with Disabilities: An Integrated Framework for Disability-Inclusive AI Design. <i>INQUIRY: The Journal of Health Care Organization</i>,</p>

		<i>Provision, and Financing, 62, 1-6.</i> https://doi.org/10.1177/00469580251365472 Please watch: AI is a disability issue: https://www.youtube.com/watch?v=1DfE9cCvbas What is data colonialism: https://www.youtube.com/watch?v=Pt1q_AuvTGE
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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. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

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

RECORDINGS OF ONLINE CLASSES (By Students)

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

ASSESSMENT COMPONENTS

Assignments

Assignment 1:

Completion of all Asynchronous sessions: Total 15%

Due: Ongoing Throughout the class

Aligned Course Learning Outcomes: 1, 2, 3, 4 & 5.

Assignment 2:

Participating in Two discussion board on D2L: 40%-----Due: Ongoing

Discussion boards will close 2 weeks after the class is done

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, &7

Assignment 3:

Writing a Position Paper: 45%---Due: February 10, 2026

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, &7

Assignments Descriptions

Assignment 1: Completion of all Asynchronous sessions: Total 15%

This participation assignment is meant to encourage students to actively engage with all asynchronous class activities. The assignment is not graded, and students are expected to actively engage with all asynchronous activities. Asynchronous activities are designed to help students cover material and practice examples to engage with class discussions. Students are expected to form groups based on the topic of the day to engage with different issues and experiences that help anchor social work practice from a disability justice framework. Asynchronous sessions can happen within the class or outside, depending on the topic of the day and students are expected to engage with these activities as foundations of the next topic that will be discussed in class. For example, on a typical session, students will have a choice of a topic that they can discuss in a group format and must bring these discussions into the class as a way to reflect their learnings from these peer-to-peer dialogue sessions. Students are invited to bring forward their own experience, and position on the issues discussed to engage the class with dialogue sessions on how to support disabled people in social work practice spaces. Students will receive the full grade upon completion of all asynchronous sessions

Assignment 2:

Participating in Two discussion board on D2L: 40%-----Due: Ongoing

Discussion boards will close 2 weeks after the class is done

This assignment is designed to help students actively learn and engage with key concepts and ideas discussed in class and prepare them to form an opinion on the issues discussed. For the first discussion board participation, students will receive a key question from the instructor at the end of the day to actively engage in a written dialogue about the course material and class discussions. Participating in these discussion entails students articulating their position on the issues presented and making a claim supported by course readings and material. For example, at the end of the first day, the instructor may pose a question to the class such as "Discuss your own understanding of disability justice framework for social workers and provide concrete examples on how to materialize it in practice considering the state of neoliberalism and funding cuts in Canada?" Students are invited to present their claims and engage in

a dialogue that support class learnings and engage the class with the material in a more active way. Grading for this post would be based on the **1)** quality of the arguments and dialogue presented, **2)** student's abilities to support their claim with resources, practice examples and outside material, **3)** Student's abilities to use key concepts and frameworks presented in class, **4)** student's abilities to generate active dialogue on the issues presented and **5)**, their abilities to anchor their discussions in real practice scenarios. The instructor will be checking these dialogue posts daily and engage the students with these dialogues to help facilitate active learning spaces through these in class activities. **For this discussion board, students will receive 50% of the grade upon completing 5 discussion entries expected once daily. To encourage active engagement,** students will have two weeks after the course is over to finish their contributions to these discussions and make their final additions on D2L. This discussion board will be generated by the instructor and student's engagement with it is through participating in these discussions.

As for the second discussion board, students are expected to select one reading or resource where they are expected to share in in a discussion board. Each student in the class is expected to start their discussion board based on the reading/resource they present. This discussion board cannot be only focused on providing a brief summary or description of their selected resources. Instead, the discussion board should present their own interpretation of the reading/resource and present their reflections on how their chosen reading/resource help inform their practice approaches on disability issues. Grading for this discussion board will be based on **1)** the quality of their reading/resource and its relevance to course objectives and learning focus, **2)**, their abilities to provide concrete examples of how do these reading/resources help inform their practice, **3)** the quality of class engagement with their critiques/approaches to practice, **4)** their abilities to build on each other's arguments, claims and reflections, **5)** their abilities to bring together different learnings and key concepts from class discussions to their claims. **For this discussion board, students will receive 50% of the grade upon completing 5 discussion entries expected once daily. To encourage active engagement,** the discussion board will remain active for two weeks after the class is done and students will have many chances to contribute and reflect on their learnings.

Assignment 3:

Writing a Position Paper: 45%-----Due: February 10, 2026

For this assignment, students will have a list of key issues, concepts and terms that affect disabled people or reflect social work's role and responsibilities in the maintenance and operation of ableism to articulate their position and advance their claims. For this paper, students are encouraging to select a topic from a pre-determined list that will be posted on D2L and discuss their position with the instructor before they start working on their paper. For example, one of the issues that social workers play a key role in is the facilitation of various disability related services such as the AISH program. For this assignment, students are expected to write a position paper outlining their understanding of the program, presentation of the tensions within the program as they affect disabled clients and engage with a discussion of the rational that drive their position on the issues discussed. Grading for this assignment will be based on **1)** The quality of their presentation of the issues, **2)**, their theoretical, epistemic and practice grounding driving their position, **3)**, their abilities to connect their position to concrete practice scenario, **4)**, the quality of their position and its relevance/relationship to disability justice framework, **5)** the quality of scholarship and material supporting their position and claims they advance; **6)** and the quality of their presentation of their position which includes originality of ideas, organizing of the paper, clarity of writing style, proper academic referencing following APA 7th edition. The assignment is to be **4-5 pages** maximum and is due On **February 10, 2025**, a month after the end of the term.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

This is an elective course, which demonstrates your interest in the course and its focus. Attendance is expected throughout the class and students are expected to actively engage with class material and exercises to support their learning and prepare them for active participation in the discussion board assignments. As such, students are expected to be fully present and have their camera on all the time (unless discussed with the instructor prior). Students will also have opportunities to engage with asynchronous sessions and attendance of these sessions is also expected.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

please submit all assignments electronically through their respective Dropbox in D2L. Assignments are to be submitted in Word only (PDF submission format will not be accepted). 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

- Assignments and papers are to be submitted on time, absolutely **NO extensions**, unless legitimate reasons are provided and extension is granted by the instructor ahead of time.
- Late assignments will be accepted **only** in exceptional circumstances and at the discretion of the instructor.
- Late assignments will be **downgraded by 10%** of the assignment grade **per day** including weekends, holidays and study weekdays.
- There is a **seven-day** maximum limit by which to accept late assignments where students have not asked for extension. No assignments will be accepted beyond this seven-day limit.

EXPECTATIONS FOR WRITING

- Throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria.
- 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.
- All submitted work **must follow proper APA format within the text and in the reference list.** Failure to do so will result in significant deduction of grades.
- If you need writing support, please connect with the Student Success Centre, at:
<https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

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

USE OF ARTIFICIAL INTELLIGENCE TOOLS

All Use of AI is Restricted in this Class

The use of generative AI, including the use of work created by generative AI tools and applications in course assignments and assessments may be considered in accordance with the University's [academic misconduct policy](#). If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

- AI tools can be used for learning course material but not for completing assignments.
- The use of AI tools for assignments will be considered an academic offense.
- Students must not copy or paraphrase from AI applications for assignments, any violation of this policy in assignments will result in a failing grade and the instructor will report the student to the academic misconduct office.

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

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.	
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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

All readings and additional resources will be provided by the instructor on D2L Additional readings and resources from students should also be shared by students through the discussion board.

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