



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 (Districts 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 613 S01	Classroom	Online
Course Name	TRAUMA IMPACTS AND INTERVENTIONS ACROSS THE LIFE SPAN		
Dates and Time	Start of Classes: March 3, 2026 End of Classes: April 9, 2026 Dates and Time: Synchronous online instruction (Tuesdays & Thursdays, 5:30pm - 8:30pm via Zoom sessions (Mar 3,12, 17, 24, 31, April 9)) Asynchronous online content (March 5, 10, 19, 26, April 2, April 7) See detailed class information below. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Dr. Angelique Jenney MSW, PhD, RSW	Office Hours	1 hour after synchronous classes or by request
UCalgary E-mail	Angelique.jenney@ucalgary.ca	UCalgary Phone	Use email only

SYLLABUS STATEMENT

An in-depth exploration of traumatic experience at points across the life span, and the implications and interventions for future growth and development.

COURSE DESCRIPTION

Prerequisite(s): Admission to the MSW with a BSW and a specialization in Clinical Social Work Practice; or the MSW with a non-BSW and a specialization in Clinical Social Work Practice and completion of 27 units of foundation courses; or the Graduate Certificate in Clinical Social Work Practice with specialization in Trauma-Informed Practice.

Based on the fundamentals of assessment and intervention, we will explore the impact of traumatic experiences at various points in an individual's life span, and the implications for future growth and development. Beginning with an examination of infant and early childhood experiences, and how these may impact development throughout the life course, we will examine the connections between adverse childhood experiences, trauma and issues in adulthood; while also taking into account a range of experiences from an ecological framework that considers individual, familial, community, and societal

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

experiences of trauma. Finally, we will consider a variety of wellness strategies for social workers as well as their potential applications with clients in clinical practice throughout the course. This course uses a variety of teaching methods conducive to adult learning such as multi-media (videos, podcasts), virtual gaming simulations and case study modules, online content, as well as traditional academic texts.

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.

There will be 7 synchronous Zoom sessions throughout the term and 6 asynchronous (see dates above or the class schedule below). Classes will not be recorded.

COURSE LEARNING OUTCOMES

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

1. Understand and apply key concepts regarding the nature and scope of traumatic experiences across the lifespan;
2. Understand and apply a developmental framework to understanding and intervening with individuals/families who have experienced trauma;
3. Able to accurately screen for aspects of trauma within intervention practice approaches;
4. Understand developmental and life course aspects of trauma;
5. Be able to identify and differentially apply treatment and intervention approaches to trauma;
6. Demonstrate understanding of such approaches with specific cohorts;
7. Be familiar with professional self-awareness and use of self for work in trauma-informed care.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Textbooks

Malchiodi, C. (2020). *Trauma and expressive arts therapy brain, body, and imagination in the healing process*. The Guilford Press. ISBN 9781462543113

van der Kolk, B. A. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Viking. ISBN 9780143127741

Additional Readings

Bath, H. (2017). The trouble with trauma. *Scottish Journal of Residential Child Care*, 16(1), 1-12.

Burnette, C. E. (2018). Family and cultural protective factors as the bedrock of resilience and growth for Indigenous women who have experienced violence. *Journal of Family Social Work*, 21(1), 45-62.

- Dean, R., & Poorvu, N. (2008). Assessment and formulation: A contemporary social work perspective. *Families in Society: The Journal of Contemporary Social Science*, 596-604.
<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1606/1044-3894.3822>
- Elliott, D. E., Bjelajac, P., Fallot, R. D., Markoff, L. S., & Glover-Reed, B. (2005). Trauma-informed or trauma-denied: Principles and implementation of trauma-informed services. *Journal of Community Psychology*, 33(4), 461-477.
<https://www.canada.ca/en/public-health/services/publications/health-risks-safety/trauma-violence-informed-approaches-policy-practice.html>
- Knight, C. (2015). Trauma-informed social work practice: Practice considerations and challenges. *Clinical Social Work Journal*, 43, 25-37.
- Kress, V. E., Adamson, N. A., Paylo, M. J., DeMarco, C., & Bradley, N. (2012). The use of safety plans with children and adolescents living in violent families. *The Family Journal: Counseling and Therapy for Couples and Families*, 20(3), 249-255.
- Lucio, R., & Nelson, T. L. (2016). Effective practices in the treatment of trauma in children and adolescents: From guidelines to organizational practices. *Journal of Evidence-Informed Social Work*, 13(5), 469-478.
- Milne, L., & Collin-Vézina, D. (2015). Assessment of children and youth in child protective services out-of-home care: An overview of trauma measures. *Psychology of Violence*, 5(2), 122.
- Neimeyer, R. (2004). Fostering posttraumatic growth: A narrative elaboration. *Psychological Inquiry*, 15(1), 53-59.
- Perry, B. D., Pollard, R. A., Blakley, T. L., Baker, W. L., & Vigilante, D. (1995). Childhood trauma, the neurobiology of adaptation, and “use-dependent” development of the brain: How “states” become “traits”. *Infant Mental Health Journal*, 16(4), 271-291.
<https://pdfs.semanticscholar.org/0617/cc58f96c914d78c59721b995d15e87c4aaaf.pdf>
- Sansbury, B. S., Graves, K., & Scott, W. (2015). Managing traumatic stress responses among clinicians: Individual and organizational tools for self-care. *Trauma*, 17(2), 114-122.
- Sullivan, C. M. (2018). Understanding how domestic violence support services promote survivor well-being: A conceptual model. *Journal of Family Violence*, 33, 123-131.
- Ungar, M. (2013). Resilience, trauma, context, and culture. *Trauma, Violence and Abuse*, 14(3), 255-266.
- Vis, J., & Boynton, H. M. (2008). Spirituality and transcendent meaning making: Possibilities for enhancing posttraumatic growth. *Journal of Religion and Spirituality in Social Work: Social Thought*, 27(1-2), 69-86.
- Wathen, C. N., Schmitt, B., & MacGregor, J. C. D. (2023). Measuring trauma- (and violence-) informed care: A scoping review. *Trauma, Violence & Abuse*, 24(1), 261–277.
<https://doi.org/10.1177/15248380211029399>

See D2L for additional recommended readings with links provided.

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 both D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This course is the second course for a four-course certificate in trauma treatment and trauma informed care. In this course we examine the fundamentals of trauma-informed care and practice within the context of a developmental framework and life course analysis within a variety of populations and specific cohorts.

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
- Term Break, no classes: Sunday-Saturday, February 15-21
- Alberta Family Day, no classes: Monday, February 16
- Good Friday, no classes: Friday, April 3
- Easter Monday, no classes: Monday, April 6

Date	Topic	Readings/Assignments Due
Tuesday March 3 rd 5:30-8:30pm Synchronous session on Zoom	Introduction to the Course Trauma-Informed Practice in Context: Environmental, Structural Violence, and Intersectionality	Read: van der Kolk, B. A. (2014). <i>The body keeps the score: Brain, mind, and body in the healing of trauma</i> . Viking. Chapter 6 Malchiodi, C. (2020). <i>Trauma and expressive arts therapy brain, body, and imagination in the healing process</i> . The Guilford Press. Chapter 3
Thursday March 5 th Asynchronous session	History of the Present: Understanding the Impact of Intergenerational Trauma, Life Course Theory	Read: Malchiodi, Chapter 2 Watch (Choose 2): Trauma-Informed Practice through an Indigenous Lens https://www.gbvlearningnetwork.ca/webinars/recorded-webinars/2018/webinar_2018_5.html Colonialism and Survivance: Unique experiences of multigenerational violence and cultural strengths among Indigenous peoples in Canada.

		https://www.gbvllearningnetwork.ca/webinars/recorded-webinars/2024/webinar-2024-06.html Intentionally Marginalized Communities: The violence we see in relationships, families and systems in Canada https://www.gbvllearningnetwork.ca/webinars/recorded-webinars/2023/webinar-2023-1.html Roots & Resistance https://www.gbvllearningnetwork.ca/webinars/recorded-webinars/2018/webinar_2018_4.html Unravelling the Complexities of Domestic Violence and Criminalization in Black Women's Lives https://www.gbvllearningnetwork.ca/webinars/recorded-webinars/2022/webinar-2022-5.html
Tuesday March 10 th 5:30-8:30pm Synchronous session on Zoom	The Impact of Trauma in Childhood: Impact on Infants and Children (up to school aged)	Readings: See D2L for course readings and media links
Thursday March 12 th Asynchronous session	Trauma in Childhood in Context—How Systems Perpetrate Trauma and the Importance of Trauma- and Violence-Informed Care (TVIC)	Watch: CONTENT WARNING FOR IPV/Child abuse/Sexual Violence 'ReMoved' Videos Part 1: https://www.youtube.com/watch?v=IOeQUwdAjE0 Part 2: https://www.youtube.com/watch?v=1fGmEa6WnY Part 3: https://www.youtube.com/watch?v=fegRjSgRYXk Read: Wathen, C. N., Schmitt, B., & MacGregor, J. C. D. (2023). Measuring trauma- (and violence-) informed care: A scoping review. <i>Trauma, Violence & Abuse</i> , 24(1), 261–277. https://doi.org/10.1177/15248380211029399 https://pubmed.ncbi.nlm.nih.gov/34235986/
Tuesday March 17 th 5:30-8:30pm Synchronous session on Zoom	Trauma in Adolescence (self-harm/sexual exploitation)	Read: Lucio, R., & Nelson, T. L. (2016). Effective practices in the treatment of trauma in children and adolescents: From guidelines to organizational practices. <i>Journal of Evidence-Informed Social Work</i> , 13(5), 469-478. Milne, L., & Collin-Vézina, D. (2015). Assessment of children and youth in child protective services out-of-

		<p>home care: An overview of trauma measures. <i>Psychology of Violence</i>, 5(2), 122.</p> <p>Bath, H. (2017). The trouble with trauma. <i>Scottish Journal of Residential Child Care</i>, 16(1), 1-12.</p> <p>Assignment #1: Maddie Case Study Experience (10%) – IN-CLASS ACTIVITY</p>
Thursday March 19 th Asynchronous session	Childhood Experiences of Intimate Partner Violence	<p>Read:</p> <p>Kress, V. E., Adamson, N. A., Paylo, M. J., DeMarco, C., & Bradley, N. (2012). The use of safety plans with children and adolescents living in violent families. <i>The Family Journal: Counseling and Therapy for Couples and Families</i>, 20(3), 249-255.</p> <p>Malchiodi, Chapter 3</p> <p>Assignment #2: Markeson Family Virtual Gaming Simulation Experience Part 1 (20%) (Liam and Sarah)</p>
Tuesday March 24 th 5:30-8:30pm Synchronous session on Zoom	Trauma and Parenting	<p>Articles:</p> <p>Perry, B. D., Pollard, R. A., Blakley, T. L., Baker, W. L., & Vigilante, D. (1995). Childhood trauma, the neurobiology of adaptation, and “use-dependent” development of the brain: How “states” become “traits”. <i>Infant Mental Health Journal</i>, 16(4), 271-291. https://pdfs.semanticscholar.org/0617/cc58f96c914d78c59721b995d15e87c4aaaf.pdf</p> <p>Sullivan, C. M. (2018). Understanding how domestic violence support services promote survivor well-being: A conceptual model. <i>Journal of Family Violence</i>, 33, 123-131.</p> <p>Assignment #3: Markeson Family Virtual Gaming Simulation Experience Part 2 Kathleen & Baby Hope – IN-CLASS ACTIVITY (20%)</p>
Thursday March 26 th Asynchronous session	Introduction to Assessment and Case Formulation	<p>Read:</p> <p>van der Kolk, Chapters 11 & 12</p> <p>Malchiodi, Chapter 5</p> <p>Dean, R., & Poorvu, N. (2008). Assessment and formulation: A contemporary social work perspective. <i>Families in Society: The Journal of Contemporary Social Science</i>, 596-604. http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1606/1044-3894.3822</p>

		<p>Sansbury, B. S., Graves, K., & Scott, W. (2015). Managing traumatic stress responses among clinicians: Individual and organizational tools for self-care. <i>Trauma</i>, 17(2), 114-122.</p> <p>Case Formulation Instructions and Examples: https://iacapap.org/Resources/Persistent/5cf3c42fff0caec7a8b88fdb57f867f8ea590cec/A.5-CLINICAL-EXAMINATION-072012.pdf https://iacapap.org/Resources/Persistent/13956e0dc85b911b543f30da986e00316d892b07/A.4-Infant-assessment-2017.pdf</p>
Tuesday March 31 st 5:30-8:30pm Synchronous session on Zoom	Trauma and housing insecurity: Skills practice session	<p>Assignment #4: Unfolding Case Study: James (20%) – IN-CLASS ACTIVITY Apply the 4 Ps model to James</p>
Thursday April 2 nd Asynchronous session	Documentary/ Film/ Podcast Activities for Final Assignment	<p>Listen: Cats of Mirikitani/Bones of Crows/Will & Harper/Cynthoia Brown Story/Mountain Queen: The Summits of Lhakpa Sherpa/Life and Times of Karrie-Lynn, Two-Spirit Knowledge Keeper and Residential School Survivor (podcast) https://open.spotify.com/episode/51ISdJLer00rRbFsUsBHI8?si=DpDJcf5bQiW9UKndnBOJ3g&nd=1&dlsi=94f6936a706a4fbb</p>
Tuesday April 7 th 5:30-8:30pm Synchronous session on Zoom	Trauma-Informed Intervention Strategies	<p>Read: Malchiodi, Chapters 4 & 6</p> <p>Vis, J., & Boynton, H. M. (2008). Spirituality and transcendent meaning making: Possibilities for enhancing posttraumatic growth. <i>Journal of Religion and Spirituality in Social Work: Social Thought</i>, 27(1-2), 69-86.</p> <p>Neimeyer, R. (2004). Fostering posttraumatic growth: A narrative elaboration. <i>Psychological Inquiry</i>, 15(1), 53-59.</p>
Thursday April 9 th Asynchronous session	Reflections on Trauma-Informed Intervention–Self-Awareness and Self-Care	<p>Read: van der Kolk, Chapters 1-3, 13-15</p> <p>Knight, C. (2015). Trauma-informed social work practice: Practice considerations and challenges. <i>Clinical Social Work Journal</i>, 43, 25-37.</p>

		<p>Elliott, D. E., Bjelajac, P., Falloot, R. D., Markoff, L. S., & Glover-Reed, B. (2005). Trauma-informed or trauma-denied: Principles and implementation of trauma-informed services. <i>Journal of Community Psychology</i>, 33(4), 461-477.</p> <p>https://www.canada.ca/en/public-health/services/publications/health-risks-safety/trauma-violence-informed-approaches-policy-practice.html</p> <p>Burnette, C. E. (2018). Family and cultural protective factors as the bedrock of resilience and growth for Indigenous women who have experienced violence. <i>Journal of Family Social Work</i>, 21(1), 45-62.</p> <p>Ungar, M. (2013). Resilience, trauma, context, and culture. <i>Trauma, Violence and Abuse</i>, 14(3), 255-266.</p>
April 10 th	Final Assignment #5: Assessment and Intervention Plan Due (30%)	
Tuesday April 14 th 5:30-8:30pm Synchronous On Zoom	<p>Hope and Healing: Resilience in the Face of Trauma and Violence</p> <p>Reflections on the class</p>	<p>Liam's closure scenario</p> <p>Voices of Experiences Digital Stories</p>
Online (21 hours Synchronous, 18 hours asynchronous videos, virtual gaming, and assignment work)		

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.

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 additional information.

ASSESSMENT COMPONENTS

Assignment 1: Maddie Case Study Experience – Participation and Reflection (10%) – IN-CLASS ACTIVITY on March 17th

Aligned Course Learning Outcome: 1, 2, 3, 4, 6, 7

Assignment Description: Students will participate in an in-class case study experience with a reflective practice component.

Assessment Criteria: 5% Participation in Case Study Experience; 5% Completion of Reflection Process

Assignment 2: Markeson Family Virtual Gaming Simulation Experience Part 1 (20%) (Liam and Sarah) Due March 19th by 11:59pm

Aligned Course Learning Outcome: 1, 2, 3, 4, 6, 7

Assignment Description: Students will complete a virtual gaming simulation experience and complete a reflection process.

Assessment Criteria: 10% Participation in VGS Experience; 10% Completion of Reflection Process

Assignment 3: Markeson Family Virtual Gaming Simulation Experience Part 2 (20%). Kathleen & Baby Hope – IN-CLASS ACTIVITY on March 24th

Aligned Course Learning Outcome: 1, 2, 3, 4, 6, 7

Assignment Description: Students will complete a virtual gaming simulation experience, complete a reflection, and complete small group activities during class time.

Assessment Criteria: 5% Participation in VGS Experience; 5% Completion of Reflection Process; 10% Participation in small group activities. ***NOTE that attendance in class is required in order to fully participate. Students who are unable to attend in class will still be able to complete some of the components online but will not be able to receive full marks for in-class based activities (worth 10%).***

Assignment 4: Unfolding Case Study - James (20%) – IN-CLASS ACTIVITY on March 31st

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

Assignment Description: Students will engage with an online unfolding case study experience, and complete reflections during that process related to the impacts of trauma, trauma-informed care, intersectionality and social justice. You will then apply the 4 Ps model of assessment to the case study for discussion in the following class.

Assessment Criteria: 15% Completion of Unfolding Case Study Process (including reflections); 5% Completion of 4Ps Matrix.

Assignment 5: Trauma-Informed Assessment and Intervention Plan (30%) Due April 10th by 11:59pm – This assignment can be completed in pairs

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

Assignment Description: The objective of this assignment is to use the concepts studied in this course to develop a comprehensive assessment of an identified client. The client must be assessed using the 4Ps framework practiced and presented in the assessment class. This framework will also require taking into account intersecting diversities and contextual factors. You will be able to choose **ONE scenario** from a selection of documentaries/films/podcasts available on D2L. Each selection will come with a vignette prompt for how that individual is presenting for social work services, and the context of those services. For the assignment, you will place yourself in the role of the social worker in the chosen scenario and write an expanded version of the type of assessment and intervention plan that would normally be required at such an agency/organization. A template with detailed instructions will be provided. **You may pair with one other student in the class to complete this assignment. In those cases, please advise the instructor before April 2nd.** You will use theories and concepts taught in class and found in the course materials. These sources should be referenced using APA format; however, an independent literature review is unnecessary. Length: Maximum 10-12 pages, excluding references, double-spaced. Use size 12 font and leave 1 inch margins on sides, top, and bottom of page.

Assessment Criteria: This assignment is worth 30%. Please refer to detailed assignment instructions and the rubric provided on D2L for further guidance and specific grading criteria.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each 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.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Written assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date unless otherwise stated. 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 an extension can submit their assignments. No assignments will be accepted after the 7-day limit. Please note that students will not be able to make up grades from missed in-class participation if they are absent on the day the graded in-class activity takes place. Please refer to the Ucalgary calendar for more information on [supporting documentation for absences](#).

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

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

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Accountable, Reflexive, and Ethical Use of AI tools:

Students may use generative AI tools in this course in accordance with the instructions and guidelines outlined for each course assignment or assessment. 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 artificial intelligence 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

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

Rounding of grades will happen to the tenth of a percentage. For Example, 0.5 rounding up to 1 and 0.4 rounding down.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass. Note: Students who accumulate two grades of “B-” or lower can be required by the faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of “C+” or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50
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 reading will be posted on 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