



UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Fall 2023

Course & Session Number	SOWK 304 L07	Classroom	Online
Course Name	Diversity and Oppression Theme Course		
Dates and Time	<p>Start of Classes: Sept 5</p> <p>End of Classes: December 6</p> <ul style="list-style-type: none">○ Thanksgiving Day, no classes: Monday, October 9, 2023○ Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13) Nov 12-18 Term Break <p>Dates and Time: Zoom sessions (September 11 & 18, October 2, 16 & 30, November 6 & 20, and December 4, 2023, from 5 to 8 p.m.).</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p>		
Instructor	Dr. Carol Ing, Ed.D.	Office Hours	TBA
UCalgary E-mail	cing@ucalgary.ca	UCalgary Phone	Please contact by email

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

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

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](#).

SYLLABUS STATEMENT

This course examines diversity, colonization, oppression, and intergroup relations associated with the practice of social work in rural, remote, and Indigenous communities. Anti-oppressive frameworks will be introduced for understanding the processes associated with social justice.

COURSE DESCRIPTION

Experiences such as racism, colonization, classism, sexism, heterosexism, ableism, and ageism intersect at individual, interpersonal, institutional, and systemic levels and create barriers to the realization of social justice. By critically analyzing social work practice in the framework of diversity, power and oppression, this course seeks to develop the linkages between social work practice and social justice in a holistic framework.

The course aims to create a respectful and engaging environment in which students can increase their knowledge and understanding of diversity issues and their implications for social work practice. It addresses the intersection between diversity, oppression, social justice, and social work at the personal, cultural, and structural levels. It will support students in integrating theoretical and conceptual understandings of diversity and oppression to real life practice situations. The course will also enable students to critically examine their own social location and positionality through critical reflection of their experiences, beliefs, and values. This awareness in relation to diversity is fundamental to the practice of social work. Students will also examine issues related to human development, social determinants of health, social policy, and social action in the context of diversity and social justice issues.

Learning will take place both synchronous (i.e., real-time/Zoom) and asynchronous (i.e., students complete on their own time such as discussion boards, watching videos, etc.) contexts.

Co-Requisite: This course is taken concurrently with SOWK 305 – Diversity and Oppression Portfolio course.

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 8 synchronous Zoom sessions throughout the term as indicated in the course schedule.

COURSE LEARNING OUTCOMES

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

1. Identify their professional role in advancing human rights and responsibilities and social justice in the context of the local community, Canadian society, United Nations Indigenous peoples' rights, and internationally.
2. Understand the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups, and communities.
3. Recognize diversity and difference as a crucial and valuable part of living in a society.
4. Describe how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals, and groups and strive to end these and other forms of social injustice.
5. Understand how social determinants of health affect the well-being of individuals, families, groups, and communities, including rural, northern, and Indigenous populations and work toward ending sources of inequity.
6. Discuss social policies in relation to the wellbeing of individuals, families, groups, and communities in Canadian and global contexts.
7. Describe social policy implications for northern, rural, and Indigenous communities.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Dumbrill, G. & Yee, J.Y. (2019). *Anti-oppressive social work: Ways of knowing, talking, and doing*. Oxford University Press.

Additional module readings (outline below) are available for students through D2L (Leganto).

https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/lists/18296023350004336?auth=SAML

Module 1: Diversity and Anti-oppressive Generalist Practice

From the text: Dumbrill & Yee (2019) Chapter 1, 2 & 4, Chapter 11 (p.294-297)

Canadian Association of Social Workers. (2005). *Code of Ethics*. Retrieved from:

https://www.casw-acts.ca/files/attachements/casw_code_of_ethics_0.pdf

Young, I. M. (2018). Five faces of oppression. In M. Adams, W. Blumenfeld, D. Catalano, K. DeJong, H. Hackman, L. Hopkins, X. Zuniga, (Eds). *Readings for diversity and social justice* (pp. 49-59). NY: Routledge. Originally published in Diversity, Social Justice, and Inclusive Excellence: Transdisciplinary and Global Perspectives (2014)

Module 2: Embracing Differences

From the text: Dumbrill & Yee - Chapter 5 & 6

Mullaly, B. & West, J. (2018). The “web”: The multiplicity of, intersectionality, and heterogeneity of oppression and privilege. In B. Mullaly & J. West, *Challenging oppression, and confronting privilege* (3rd ed., pp. 258-275). Don Mills, ON; Oxford. PDF is posted on D2L.

Module 3: Human Development and Environments

Greene, R. R., & Schriver, J. M. (2016). Human behavior and the social environment: An ecological base. *Handbook of human behavior and the social environment* (pp. 17-34). New Brunswick, NJ: Transaction

Paat, Y. F. (2013). Working with immigrant children and their families: An application of Bronfenbrenner's ecological systems theory. *Journal of Human Behavior in the Social Environment*, 23(8), 954-966.

Simard, E., & Blight, S. (2011). Developing a culturally restorative approach to Aboriginal child and youth development: Transitions to adulthood. *First Peoples Child & Family Review*, 6(1), 28-55.

Module 4: Social Determinants of Health

From the text: Dumbrill & Yee - Chapter 8

Hankivsky, O., & Christoffersen, A. (2008). Intersectionality and the determinants of health: A Canadian perspective. *Critical Public Health*, 18(3), 271-283.

Choose Two:

Allen, U. D. (2020). COVID-19 among racialized communities: Unravelling the factors predictive of infection and adverse outcomes. *The Royal Society of Canada*. Retrieved from <https://rsc-src.ca/en/covid-19/impact-covid-19-in-racialized-communities/covid-19-among-racialized-communities-unravelling>

Greenwood, M. L., & de Leeuw, S. N. (2012). Social determinants of health and the future well-being of Aboriginal children in Canada. *Paediatrics & Child Health*, 17(7), 381-384

Massaquoi, N., Ashcroft, R., & Adamson, K. (2022). Health disparities, social determinants of health, and systemic anti-black racism during covid-19: a call to action for social work. *Canadian Social Work Review*, 39 (2), 101-110.

Module 5: Colonization and Decolonization

From the text: Dumbrill & Yee - Chapter 7

Absolon, K. (2019). Indigenous wholistic theory: A knowledge set for practice. *First People Child & Family Review*, 14(1), 7487.

Blackstock, C. (2019). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. *First People Child & Family Review*, 14(1), 137-152.

Canadian Research Institute for the Advancement of Women. (2016). *Colonialism and its impacts*. ISBN: 978-1-894876-52-0.

Talaga, T. (Author). (2018). *All our relations: Finding the path forward*. [The 2018 CBC Massey Lectures Series]. Toronto, Canada Broadcasting Corporation (CBC). Retrieved from [https://www.cbc.ca/radio/ideas/the-2018-cbc-massey-lectures-all-our-relations-finding-the-path- %20forward-1.4763007](https://www.cbc.ca/radio/ideas/the-2018-cbc-massey-lectures-all-our-relations-finding-the-path-%20forward-1.4763007)

Module 6: Social Policy and Social Justice

From the text: Dumbrill & Yee - Chapter 11 & 12

Gregory, V.I., & Clary, K.L. (2022). Addressing anti-black racism: The roles of social work. *Smith College Studies in Social Work*, 92(1), 1–27 <https://doi.org/10.1080/00377317.2021.2008287>

Choose One:

Breton, M., Cox, E., & Taylor, S. (2003). Social justice, social policy and social work: securing the connection. *The Social Policy Journal*, 2(1), 3-20.
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=27708540&site=ehost-live>

Eva, J. & Mosby, I. (2020, December 18). Calls to action accountability: A 2020 status update on reconciliation? *Yellowhead Institute*. <https://yellowheadinstitute.org/wp-content/uploads/2020/12/yi-trc-calls-to-action-update-full-report-2020.pdf>

Module 7: Social Action

From the text: Dumbrill & Yee - Chapter 10 & 13

Module 8: Summary, Integration, and Evaluation

No assigned 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.

RELATIONSHIP TO OTHER COURSES

SOWK 304 is one of the four foundation theme courses in the BSW Learning Circles Program. It must be completed concurrent with SOWK 305: Social Work Diversity and Oppression Portfolio Project.

CLASS SCHEDULE

This course is delivered fully online and is divided into eight modules. We will work through the modules together, so that we can maximize our learning from each other. Each of the modules will include a variety of learning activities, which may include assigned readings, D2L discussion boards, films, Zoom class sessions, recorded presentations, guest speakers, etc. A full list and description of each activity in each module will be listed on the D2L site for the course.

D2L Discussions

Our discussions in D2L are a key aspect of our learning in this course. The advantage of the discussion board is that it is asynchronous, that is, we can all contribute at a time that is convenient to each of us. Discussion postings remain on the site for the duration of the course, although I expect your contributions to the discussion board to be timely to the module being discussed by the class.

Zoom Class Sessions: See schedule below.

Important Dates for Fall 2023

- Start of Term: Monday, August 28, 2023
- First Day of Class: Tuesday, September 5, 2023
- End of Term: Friday, December 22, 2023
- Last Day of Class: Wednesday, December 6, 2023
- Fee Deadline: Friday, September 22, 2023
- Labour Day, no classes: Monday, September 4, 2023
- National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- Thanksgiving Day, no classes: Monday, October 9, 2023
- Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)

Module Dates & Zoom Dates	Main Topic (Subject to change)	Readings/Assignments/Activities Please see Reading list (Leganto) in d2l
Module Dates: Sep 5-16 Zoom Date Monday, Sept. 11, 5 - 8pm MST	<i>Module 1: Diversity, AOP Generalist Practice</i> <ul style="list-style-type: none"> • Introductions, course outline and requirements and Module One. • Introduction to Oppression • Social Systems and Hierarchies 	<p>In advance of this class, write and post a two-page self-introduction – see “Getting to Know you” in d2l.</p> <p>In preparation for class:</p> <ul style="list-style-type: none"> • Dumbrill and Yee Chapters 1, 2, 4 & 11 (294-297) • Young: Five Faces of Oppression

	<ul style="list-style-type: none"> • Reflections/Actions and Change • What is Assignment One • Working with Partner 	See rest of readings for Module 1
Module Dates: Sep 17-Sep 29 Zoom Date Monday, Sept. 18, 5 – 8pm MST	<i>Module 2: Embracing Differences</i> Social Location Questions to think about before class: <ul style="list-style-type: none"> • Recognizing our Privilege: What power and privilege do we have in our role as social workers? • What are some examples of how we can be oppressive or discriminatory in our role as social workers? • What can we do to be more anti-oppressive in our daily practice? • Review Partner Module 1 & 2 Assignment and Partner time 	In preparation for class: <ul style="list-style-type: none"> • Module 2: Readings: See Dumbrill & Yee Chapters 5 & 6; Mullaly & West (2018). Module Assignments Due September 29: <ul style="list-style-type: none"> • <i>Module 1 & 2 Assignment:</i> My Identity, Social Work and Social Justice Partner Assignment
Module Dates: Sep 30-Oct 10 Zoom Date Monday, Oct 2, 5 - 8pm MST	<i>Section 2: Module 3: Human Development & Environments</i> Questions to think about before class: <ul style="list-style-type: none"> • Is it important to take cultural context into account when examining human development? • Can parental belief systems influence both parental behavior and children's developmental outcomes? Case Analysis & time in small groups Review Module 3 & 4 Assignment (No class Mon Oct 9)	In preparation for class: <ul style="list-style-type: none"> • Module 3: Readings: Greene, & Schriver (2016); Paat (2013); Simard & Blight (2011).
Module Dates: Oct 11-23 Zoom	<i>Section 2: Module 4: Social Determinants of Health</i> Thoughts for this Module: <ul style="list-style-type: none"> • How is health much more than the absence of illness? 	In preparation for class: <ul style="list-style-type: none"> • Module 4 Readings • Dumbrill & Yee - Chapter 8, Hankivsky & Christoffersen, (2008).

Monday, Oct 16, 5 - 8pm MST	<ul style="list-style-type: none"> Health involves multiple domains e.g., physical, mental, social Health involves interactions between a person and their social, political, and physical environments. Health involves politics too! Time to work on Case Analysis in small groups. 	<ul style="list-style-type: none"> Choose two others from the Required Reading list. <p>Module Assignments Due: October 23, 2023</p> <ul style="list-style-type: none"> <i>October Discussion Forum</i> <i>Module 3 & 4 Assignment: Case Analysis Group Assignment</i>
<p>Module Dates: Oct 24-Nov 3</p> <p>Zoom Monday, Oct 30, 5 - 8pm MST</p>	<p><i>Module 5: Colonization & Decolonization</i></p> <p>Topics:</p> <ul style="list-style-type: none"> Develop an understanding of Indigenous decolonization a process that Indigenous people whose communities were grossly affected by colonial expansion, genocide, and cultural assimilation. Module 5: Assignment review 	<p>In preparation for class –</p> <ul style="list-style-type: none"> Module 5 Readings: Dumbrill & Yee - Chapter 7; Absolon, (2019), Blackstock (2019), Canadian Research Institute for the Advancement of Women (2016), Talaga (2018). <p>Module Assignments:</p> <ul style="list-style-type: none"> <i>Module 5 Group Assignment - Colonization & Decolonization</i> Reflection paper or video presentation/podcast (Due November 3, 2023)
<p>Module Dates: Nov 4 -Nov 22</p> <p>Zoom Monday, Nov 6 & 20, 5 - 8pm MST</p>	<p><i>Module 6: Social Justice, Social Policy, & Module 7: Social Action</i></p> <ul style="list-style-type: none"> Social Action - Why do Social Action Social Action Plan <p>Module 6 & 7: Review Assignment & Group Assignment time</p>	<p>In preparation for classes readings:</p> <ul style="list-style-type: none"> Module 6: Readings: Dumbrill & Yee - Chapters 11 & 12, Gregory, & Clary, (2022) and choose one from required Module 6 reading list. Module 7: Readings: Dumbrill & Yee – Chapters 9 & 10 and Optional Chapter 13 <p>Module Assignments Due:</p> <ul style="list-style-type: none"> <i>November Discussion Forum (due Nov 10, 2024)</i> <i>Module 6 & 7 Group Assignment: Social Action on Social Policy Issue</i>
Term break Nov 11-18		No classes
<p>Module Dates: Nov 23- Dec 6</p>	<i>Module 8: Summary & Integration</i>	<ul style="list-style-type: none"> In Zoom, be ready discuss how you will integrate your learnings from SOWK 304 into social work practice and into their personal everyday live.

Zoom Monday, Dec 4, 5 - 8pm MST	Course review & goals	Module Assignment due: <ul style="list-style-type: none"> Module 8, <i>Reflections and Contribution to Learning</i> (includes Self-Evaluation) (Due December 6, 2023)
---	-----------------------	--

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively, engaged in all Zoom sessions and it will be included as part of the Participation grade. Zoom participation sessions are mandatory, and students are expected to attend all sessions.

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. **Video cameras are to be turned on during class and students are expected to manage their microphones as required.** All students are expected to behave in a professional manner during all Zoom sessions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

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

ZOOM RECORDINGS OF ONLINE CLASSES

Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignments

1. **Integrative Module Assignments – 80%.**

Aligned Course Learning Outcomes: 1 - 7

At the end of each section or module, students will complete brief assignments (850-1000 words, or video presentation/podcasts, or posters as listed below) integrating key content from each module or set of modules. The focus of these assignments is on critical reflection, analysis, and application of theory to practice. Each assignment will be described more fully within each module in d2l.

Briefly, they are:

Integrative Module Assignments	Due (11:59 pm MT)	Weight
1. Module 1 & 2 – My Identity, Social Work and Social Justice Partner: Reflection paper & poster or video presentation/podcast (5-7 mins) Aligned Learning Outcomes: CLOs 1, 2, 3	29 September 2023	16%
2. Module 3 & 4 – Case Analysis Group Assignment Group Analysis paper or video presentation/podcast (5-7 mins) Aligned Learning Outcomes: CLOs 2, 4, 5	23 October 2023	16%
3. Module 5 – Colonization & Decolonization Group Assignment - Reflection paper or video presentation/podcast (5-7 mins) Aligned Learning Outcomes: CLOs 3, 4	3 November 2023	16%
4. Module 6 & 7– Social Action on Social Policy Issue Group Assignment: Paper, Infographic or Video Campaign Aligned Learning Outcomes: CLOs 6, 7	22 November 2023	16%
5. Module 8: Reflections and Contributions to Learning includes Self- Evaluation. Individual Reflection paper using template on d2l. Aligned Learning Outcomes: CLOs 1, 3, 4	6 December 2023	16%

Written assignments should be 900-1000 words, double-spaced, 11-point Calibri font or Times New Roman 12 point with 1" margins. Assignment must follow APA (7th edition) guidelines. Video Presentation/Podcasts/PPT with Audio are to be 5-7 minutes. Further details and rubric will be posted to D2L. The assignment should be submitted via the Dropbox on D2L by 11:59 pm MT on the last day of each section or module. Criteria for the marking on assignments will include content, breadth and scope, analysis, organization, discussion, standard of writing and when applicable video quality.

In Partner and Group Assignments, one grade will be assigned to all partner/group members. It is expected that each member will participate actively, and contribute with their best effort, in all aspects of the work (conceptualization, planning, presenting, writing, and editing.)

Reflections and Contributions to Learning with self-evaluation using template in d2l. At the end of the term, students will submit a written reflection of course learning and contribution to learning in which students describe their final reflections on course learnings and contribution to course activities and group work [format provide in d2l]. The paper will be based on reflection on learning as well as ongoing engagement, timely presence in the different aspects of the course, contributions to group work, as well as the following:

- Making positive contributions to synchronous sessions
- Active and positive contributing to formal and informal groupwork (i.e., actively contribute to group assignments and tasks by sharing ideas, participating in meetings etc.)
- Preparing for sessions by completing readings and other preparatory assignments

- Critically reflects in their engagement with learning activities in both synchronous and asynchronous activities.

Students are required to complete a self-evaluation and suggest a recommended grade for their contributions throughout the course. The final grade rests with the instructor.

Participation

Aligned Course Learning Outcomes (CLOs): 1, 2, 3, 4, 5, 6, 7)

Weight: 20%

Due: Ongoing

A rich exchange of ideas in both Zoom classes and asynchronous activities are a key element of the learning process in this class. It is expected that students will prepare in advance for each class, participate in and complete all learning activities, and engage in discussions through thoughtful and respectful contributions. As part of this relational orientation, students will be expected to come prepared to engage in deep listening, and contribute to dialogues/activities by sharing insights, content, critiques, and connections to their field of practice.

The participation grade awards you marks for your dedication to being an active learner in the different components of the course. The participation grade will be allocated based on the following elements D2L discussion boards, Zoom attendance and participation in Zoom. These will involve as follows:

- Your active engagement and participation in **2 D2L discussion boards**. You are expected to contribute **to October and November discussions. Each discussion will include 1 main post and 1 meaningful reply**. Although only two discussions are graded, students are encouraged to respond to more discussions. Discussion guidelines and prompts will be provided on D2L. Issues relating to diversity, oppression and social justice are often thought-provoking, challenging and absorbing. Keep in mind that just logging on is not the same as actively participating. Discussion board involvement means timely substantial engagement with the course site (i.e., participation in discussion boards, discussions that are in depth, interesting, and engaged with critical and core issues demonstrate a scholarly contribution to issues being discussed in class; clearly links to course content, text, readings as well as other sources; reflects application of ideas, includes combination of concepts, evaluation, critique, demonstrating breadth and depth and accuracy of content area and demonstrates articulate grammar and writing style and in APA 7th ed). *Postings will be graded on a Complete/Incomplete basis.*

Note: You are expected to be open about your reactions to topics and respectfully challenge one another. You are encouraged and expected to take the lead in facilitating D2L discussions to focus on issues that are of interest, relevance, and importance to you demonstrate articulate grammar and writing style.

- Your attendance and active participation in the **Zoom sessions**. You are required to attend and participate in all eight Zoom sessions for the course. **Video cameras are to be turned on during class and students are expected to manage their microphones as required**. Each missed Zoom session will result in participation grades (2 marks per missed session) being deducted from this component of the course.

Marks will be assigned as follows:

- Discussion boards (total 2; one main post and one reply post in each discussion board) = 4 marks (1 mark per main posting; 1 mark per reply posting)
- Zoom sessions (attendance and active participation in 8 Zoom sessions) = 16 marks (2 per session)

Participation	Due (11:59 pm MT)	Weight
1. October Discussion (1 main post; 1 meaningful reply)	10 October 2023	2%
2. November Discussion (1 main post; 1 meaningful reply)	10 November 2023	2%
3. Zoom Sessions (8 Zoom sessions; 2 marks per session)	Ongoing	16%

Assessment Criteria: Assessment rubrics that will be provided in-class/posted on D2L, where applicable.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly, to be fully present, *Zoom video is on*, and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Students are required to contact instructor in advance or within 24 hours of missing a Zoom session for information on possible make-up options.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments are to be submitted electronically through their respective drop box in D2L. Text-based assignments are to be submitted in Word format, no PDF's accepted without prior approval. 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.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Students are responsible for notifying the instructor about the exceptional circumstance and to discuss extensions before the assignments are due. Late assignments will be downgraded by 1 full mark per day including weekends, holidays, and study weekdays. Extensions to assignments deadlines will be the discretion of the instructor.

Note: 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

Writing quality is a component of any written assignments. Written and text-based assignments will be assessed partly on writing skills. Writing skills include not only the mechanics of writing (e.g., 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>

GRADING

Your 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 [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L. Grades may be rounded up at the discretion of the instructor—rounding is not automatic but is based on overall performance in the course. A+ grades are not automatic but will be awarded for **truly outstanding performance in the course**, as determined by the instructor.

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 EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Any additional suggested readings for the course be provided to students in D2L in order to manage the length of this course outline.

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](#).

Students and staff 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 behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

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

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics Website](#) before beginning the 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