SWK322 Indigenous People and Social Work Practice  
(August 7 to 11, 2017 – Winnipeg)

Professor: Susan Mair  
Contact information: susan_mair@boothuc.ca  
Duration: July 10 to October 13, 2017  
In-Class Instruction August 7 to 11, 2016  
8:30 am – 12:00 pm and 1:00 pm – 4:30 pm  
Including one day Sweat Lodge Ceremony

Delivery Mode: Hybrid  
Credits: 3 credit hours  
Prerequisites: Registered in level 3 or above, priority given to graduating students

Voluntary Withdrawal Date: September 13, 2017  
Time Extension Application Deadline: September 29, 2017

Office Hours: At request of students

Availability: Appointments can be scheduled during office hours or during another time that is mutually satisfactory to both the student and the instructor. If questions or concerns come up between class sessions students are encouraged to use email to connect with me. In case of emergency, please feel free to text me at 204-223-1781. I will respond within 24 hours, except on weekends and holidays.

Syllabus Statement

Social work practitioners find themselves working with Indigenous people in a variety of settings and situations. This course introduces students to the history of Indigenous people and basic elements of Indigenous social work practice.
Course Description

This purpose of this course is to provide students with knowledge and skills which will enhance their capacity to work with Indigenous people. Historical and contemporary issues impacting Indigenous people will be examined. Factors contributing to some of the social issues facing First Nations families will be identified and implications for social work practice discussed. The realities of colonization as experienced by First Nations people both internally and externally will be discussed in detail. Students will explore the native worldview and paradigm that creates a dichotomy to mainstream approaches of healing.

Exploration of concepts of healing that flow from an Indigenous worldview and the healing journey taken by individuals, their families, their extended family and their community will be considered. Students learn experientially about traditional values, philosophy, teachings and ceremonies of Indigenous people. This takes place through the use of sharing circles, videos, participation in Aboriginal ceremonies, teachings by elders, and sharing by guests from the community.

Program Outcomes

Social work program outcomes fall under the following categories:

<table>
<thead>
<tr>
<th>Social Work Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identification as a professional social worker and use of self</td>
</tr>
<tr>
<td>2. Adherence to the Social Work Code of Ethics and Adoption of Social Work Values in Professional Practice</td>
</tr>
<tr>
<td>3. Professional practice skills with individuals, families, groups, communities and organizations, applying knowledge of human behaviour and the social environment</td>
</tr>
<tr>
<td>4. Identification of structural sources of oppression and inequity, and promotion of human rights and social justice at all client system levels</td>
</tr>
<tr>
<td>5. Employment of critical thinking in professional practice</td>
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<tr>
<td>6. Engage in research</td>
</tr>
<tr>
<td>7. Engage in policy analysis and development to advance social and economic well-being and deliver effective social work services</td>
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</tbody>
</table>
Learning Objectives

Upon successful completion of this course, the student should be able to:

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Social Work Program Outcome</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of the historical events related to colonization and structural barriers that shape the needs of Indigenous people today.</td>
<td>4c, 4d</td>
<td>Readings, discussion critical reflection journals, major paper</td>
</tr>
<tr>
<td>Assess the effects of the Indian Act on the development of generational trauma.</td>
<td>4c,4d, 3a,c, 5a</td>
<td>Readings, activities, book comparisons, reflection journals</td>
</tr>
<tr>
<td>Identify and analyze key social issues impacting First Nations people and their communities today.</td>
<td>6a,5a, 5c, 3a,c,d,5f</td>
<td>Book comparison, major paper</td>
</tr>
<tr>
<td>Analyze the historical and current roles of social workers as well as implications for practice.</td>
<td>4a,b,c,d, 5a,c, 7a,c</td>
<td>Readings, activities, discussion</td>
</tr>
<tr>
<td>Develop an appreciation of Indigenous perspectives of helping and healing.</td>
<td>3a,c,d, 4a, 5a</td>
<td>Elders, readings, group discussion, major paper &amp; medicine wheel</td>
</tr>
<tr>
<td>Analyze traditional and contemporary approaches of helping and healing.</td>
<td>3a,c,d, 4a, 5a</td>
<td>Book comparisons, major paper &amp; medicine wheel, class discussion</td>
</tr>
<tr>
<td>Articulate how personal values, beliefs and worldview impact the practice framework of the social worker in relation to racism, colonization and differing models of helping.</td>
<td>1a, 2b, 2c</td>
<td>Sharing circles, critical reflection journals, discussion</td>
</tr>
<tr>
<td>Learn from each other in an environment that nurtures self-reflection through dialogue, storytelling and other ways of communication.</td>
<td>1a, 2b, 2c</td>
<td>Class discussions, activities and sweat lodge ceremony</td>
</tr>
</tbody>
</table>

Course Format

This course will follow a learning format consistent with Indigenous methods of learning and will not follow a typical lecture format. The instructor will post relevant material to
the course site prior to the class session. Readings, videos, activities, practica, work experience, and interaction with guest speakers will form a basis for discussion of course content. This course is both theoretical and experiential in nature. Students are expected to actively participate in all aspects of the class and come to class prepared with readings completed, ready and willing to share insights. This course requires students to risk and move outside of their comfort zone each day throughout the course.

Due to the nature of the content of this course students may find this course emotionally draining. Therefore, students are strongly encouraged to free their schedules to give time for reflection and renewal each evening.

**Students are expected to attend all class sessions to receive a passing grade for this course.**

**Sweat Lodge Ceremony**

Students will participate in a Sweat Lodge ceremony Date and Location TBA. If we will be traveling out of town, we will leave the College at 7:00 a.m. and return to the college around 7:00 pm. There will be a small fee attached to the field trip and other activities involved in the course. The cost of the field trip is $12:00, which includes food following the sweat lodge ceremony. Please clear your schedules of work and child care responsibilities in order to participate fully in this event.

**Course Textbooks & Required Readings**

ISBN 9781551303994


Textbooks may be purchased through Amazon or directly from the publisher.

**Additional Readings**

The purpose of the following readings is to provide students with some understanding of issues facing First Nations people. Students are asked to select 2 articles from the following list for each class session (1 or the morning and 1 for the afternoon) and be prepared to share their learning in the sharing circle.


Tentative Course Outline

Course Topics and Schedule

A range of topics and Aboriginal approaches to healing will be discussed. Topics from the course will be drawn from the following:

Colonization  
Residential Schools  
Sixties Scoop  
Child Welfare  
Intimate Partner Violence  
Addictions  
Criminal Justice  
Health & Mental Health  
Community  
Aboriginal approaches to healing  
Adjustment from reserve to urban living  
Application of Western approaches to healing  
Aboriginal Ceremonies  
Aboriginal spirituality and Christianity

Topics will be confirmed when the guest speakers for the course are finalized. A daily schedule will be available at that time.

Course Requirements & Assignments

The assignments in SWK322 are designed to assist students in honing their critical thinking, theoretical and practice skills in working with Indigenous people. Students are given the opportunity to reflect on the content and implications for practice and develop a culturally appropriate response to social issues facing First Nations people.

Summary of Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Pre-Course Assignment Book Review</td>
<td>August 7, 2017</td>
</tr>
<tr>
<td>Critical Reflection Journal</td>
<td>August 11, 2017</td>
</tr>
<tr>
<td>Participation Summary</td>
<td>August 11, 2017</td>
</tr>
<tr>
<td>Major Paper</td>
<td>October 1, 2017</td>
</tr>
</tbody>
</table>

Assignment Guidelines

Effective written communication skills are essential to professional social work practice. All written assignments must be typed double-spaced with one inch margins on all sides.
and font size of 12. All pages must be numbered. All assignments should include a title page i.e. name, title of project, and date submitted. The cover page and reference pages do not count towards the required number of pages for the assignment. Review your assignments for clarity, style, punctuation, grammar and spelling.

All Assignments must be completed in **APA format 6th edition.**

Assignments should be submitted **electronically** by uploading them to the assigned drop box on the course website. *Double check to make sure your document uploaded probably.*

**Format for Submission of all Assignments – Last Name, First Initial, Name of Assignment**

All assignments must be submitted as **Microsoft Word** documents.

**Grading Criteria**

- Is the paper crafted with a strong introduction giving the reader an understanding of the topic and direction of the paper?
- Has a critical analysis of the literature been done on the topic?
- Are arguments clearly articulated?
- Have quotations and/or references to the literature been used that are appropriate?
- Is the paper organized coherently and clearly (e.g. subheadings, et cetera)?
- Is there evidence of originality and creativity (particularly for the medicine wheel)?
- Is the conclusion a strong summary of the paper’s main points?

Further consideration of the grade of the paper will include the syntax & format:

- Proper use of APA 6th edition citation rules
- Absence of typing & spelling mistakes
- Title page
- Page numbering
- Appropriate margins and layout of paper

**Pre Course Assignment-**  
**Book Review and Topic Identification**  
**Value 45 points**

The purpose of this assignment is to analyze the range of themes, topics, ideas, and perspectives shared in each of the two course textbooks Strong Helpers’ Teachings and **FIRST NATIONS IN THE TWENTY-FIRST CENTURY.** Your first task in this assignment will be to read each book and develop a good understanding of the major themes contained in both. You can do this by making a few simple lists of themes that might be comparable with page numbers of where the themes are found in the book. Look for similar and different ways the information is presented by the authors when reflecting on the theme. Once completed, the paper will be organized as follows
Part One-(2 pages: 1 for each book)

Students will complete a written book review summarizing for each of the texts. When writing the summary, students are to synopsize the ideas and information both authors have presented.

Part Two (4-5 Pages)
Select six topics (ideally 3 from each book) that resonate with you. Think about what topics you find most interesting, most relevant with your current understanding of Indigenous People, most surprising, most share worthy, most shocking, most concerning, most hopeful to name a few. Describe the topics you have chosen and why you chose them. Your position must go beyond a simple summary of the topic to also include your visceral experience to the readings especially if some of this information is new or challenges some long held beliefs and stereotypes. The topics you choose should also include your past knowledge of the topic and a few key points about the topic in the book that resonated with you. You will be examining another person's thoughts on the topic, in this case the authors, but from your point of view Include references from the texts to support the topic you choose including page numbers.

Part 3 (2 Pages)
In the conclusion of your paper discuss the implications of what you learned and how the information contained in the books will impact how you conduct your social work practice in the future.

Mode of Presentation: Typewritten, 1” margins, 8-9 pages (double-spaced)

Due Date: Monday August 7, 2017 @ 8:00 a.m

Critical Reflection Journals Value 45 points

Purpose: An understanding of diversity and difference, power and privilege, and oppression, as well as an understanding of one’s self within these systems is an essential foundation for culturally competent social work practice. This assignment gives students the opportunity to reflect on their own position of power and privilege, understand more about whom they are, their values, their own socialization, and their ability to value diversity. Your journal is a safe place to explore your own feelings, perceptions and observations that arise from the course materials, discussions and presentations. As well provides the opportunity to synthesize learning in class, your interpretation of course readings and lived experience.
Components of the Journal

Students are required to complete a daily critical reflection based on learning from that day. The journal is intended as an instrument of personal reflection and enlightenment. This will assist you in getting in touch with Aboriginal people’s experiences, your own feelings related to these experiences, and the implications of these experiences for social work practice.

The reflections will include a combination of new learning from the readings and information received from the presenter. Your reflection will come from readings outside of the textbooks for the course. The rationale for this is to expose you to readings from journal articles and further expand your knowledge beyond the course textbooks. Students are encouraged to reflect on issues impacting Aboriginal people and underlying causes of the issues; assumptions about Aboriginal social work practice; ways in which culture and tradition can inform your social work practice; and any shifts in thinking as a result of your learning experiences from the beginning of the course. Refer to specific readings and comments from the class when writing your thoughts at the conclusion of each day.

Critical reflection journals will be graded using the following criteria:

1. Identify the readings, class discussion, video, guest and or lecture that stimulates a critical reflection. Explain in sufficient detail so that the reader understands what has caught your attention,
2. Explain why/how this information/class discussion has impacted you. Use critical reflective thinking to relate the material to your own personal experiences, thoughts and feelings. The instructor will be looking for a demonstration of self-awareness and the impact of the course material on that awareness.
3. Has something presented in the class provoked something within you? How did you react and what was at the root of your reaction.
4. Include references to the readings, lectures, and presentations should be included in your reflections.
5. Your ability to empathize with the experiences of Indigenous people will be evaluated.
6. You will demonstrate ability to express ideas clearly, concisely, and in a well written manner. The document has been proof read for spelling and grammatical errors.
7. APA citation style is used for references.

Include a final journal entry following your five entries for the week reflect on the changes in your thinking, attitudes, and how this change will impact your effectiveness working with Indigenous people.(1 page)

Following completion of your journal entries submit a grade for your participation based on your perception of your participation. Provide a rationale for your participation. See the information for participation found under participation.
Date each reflection i.e. Monday, Tuesday, final reflection, participation, etc. **Be sure to refer to each session, am and/or pm each day, when writing your reflections.**

Mode of Presentation & Length: typewritten, double-spaced, 2 pages per day, plus final reflection (1 page)

Due Date: August 11, 2017 @ 23:55pm

**Major Paper**

*Purpose:* This assignment provides students with the opportunity of exploring in depth a social issue impacting Indigenous people. At the conclusion of the assignment students will create a medicine wheel to address the issues in a culturally appropriate manner.

**Components of the Assignment**

As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender, geographic location, health, physical ability, race, sexual preference and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.

Identify a key theme or topic on an issue that impacts First Nations people. *The topic selected for this paper must be different than topics selected for other social work courses or related to your field of practice in practicum.*

This assignment requires students to complete a critical review of the literature, interaction with Aboriginal elders, political leaders and/or human service workers. Students will apply traditional approaches used by First Nations people to healing and will integrate these approaches with contemporary approaches to healing.

This assignment assists students in increasing awareness of diversity issues and Aboriginal traditions.

Approved topics include:

- Child welfare
- Addictions
- Justice
- Education
- Health, Mental Health, or Addictions
- Veterans
- Governance – self-governance, treaties, etc.
- Poverty
- Housing
- Homelessness
- Community development
- Identity
- Urban Reserves

If you are interested in another topic not listed above speak to your instructor for approval of your topic.

This assignment will be divided into two parts.

**Part 1 – Social Issue**

Identify a contemporary social issue that impacts the lives of Indigenous people within the historical events that have influenced their lives. Include the following in your paper:

- The history of the issue. Most issues impacting Indigenous people can be traced back to the Indian Act, residential school system or the sixties scoop. (2-3 pages)
- Conduct a literature search on the social issue. I will be looking for 10 scholarly sources. Five sources should be within the last 8 years. (3-4 pages)
- Identify the long term effects (symptoms) of the issue on the client, family system or community. (3-4 pages)
- Create a case scenario. Your case scenario will include the long term effects of the issue from the literature of the social issue. It can be a simulated case, from your practicum setting, or one that is written in a book or journal article, or one that you make up. (1-2 pages)
- Create an integrative intervention plan that incorporates contemporary theoretical orientations and techniques with Indigenous healing approaches. Be sure to link your intervention plan back to your case study. Draw from literature on theoretical orientations and techniques. Apply techniques to the long term effects of the issue contained in your case study. (3-4 pages).

**Students are strongly encouraged to interview someone from the Aboriginal community on their topic. This may be an elder, Aboriginal person receiving services, Aboriginal service provider, etc.**

I will be looking at how you integrate each aspect of this section of your paper. Therefore, make sure your case scenario includes the long-term effects identified from literature as these will become the issues that become the focus of your interventions using Aboriginal culture and healing approaches as well as contemporary theoretical orientations and techniques. This will form the basis for the next section of your paper.

**Part 2 – Creation of a Medicine Wheel**

Using the Medicine Wheel as a model, create a social work Medicine Wheel that addresses the long term effects of the social issue identified in your paper. Students
are expected to look at the medicine wheel from a holistic, balanced and comprehensive perspective which encompasses the various components of the medicine wheel.

It is expected you will adapt the Medicine Wheel using all aspects of the medicine wheel and ‘create’ your own Medicine Wheel that deals with the social issue you have chosen (child welfare, justice, health, housing, homelessness, mental health, poverty, etc).

This section of your paper requires a diagrammatic view of the medicine wheel which depicts your creation of a healing approach for the identified issue. Students are required to use the various concepts of the medicine wheel looking at healing from an Aboriginal approach. Within the medicine wheel, students are required to demonstrate how they would integrate Aboriginal and Western approaches to healing to address the social issue. Be sure to include theoretical orientations for social work practice.

In planning your Medicine Wheel be sure to include the following:

- Long-term effects of the social issue selected
- Aboriginal culture and healing approaches
- Contemporary theoretical orientations and techniques

I will be looking for creativity in the design of your Medicine Wheel

For this section of the assignment, students will submit:

- Diagram of medicine wheel created
- 2 page explanation of the contents of medicine wheel and rationale for selecting contents
- 1-2 page description on how you would assist a client in creating a personal medicine wheel reflective of the person’s healing journey

Use of Internet Resources

There is a wealth of information on the internet. Students are encouraged to seek out information on the internet, but to be selective in what to use. For the purpose of this assignment use peer reviewed journal articles and chapters from scholarly books.

Limit internet resources to government documents, materials from governmental departments, organizations such as the United Nations, and policy institutes. If you have any questions on what is appropriate to use, ask me. There will be a grading penalty for papers using non-scholarly resources. Make sure you cite internet sources appropriately using APA guidelines.

Mode of Presentation: Typewritten, double spaced

Submission: Submit via course dropbox.
Due Date: October 1, 2017 by 23:55

Participation and Preparation

This is an interactive course that uses Indigenous ways of learning as the major method of teaching in the course. *This means the majority of the class time will be spent in circle format.* Therefore, it is critical that students come prepared with readings completed for the class and ready to participate. Students are required to stretch outside of their comfort zone and take risks in participating throughout the duration of the course as this is a highly interactive and experiential course.

Participation counts for 35 points of your grade in this course. Here are the behaviours that count:

- Contributions are relevant to the current discussion and build upon the contributions of others
- Demonstrates ability to explore and challenge biases and beliefs regarding Indigenous people
- Communicates changes in attitudes and biases throughout the course
- Identify your own feelings and empathize with Indigenous people
- Demonstrate critical thinking skills and develop substantive ideas or arguments that result in your classmates receiving a different and important point of view
- Your comments indicate individual thought based on your own values, attitudes, beliefs, experiences, including implications for social work practice
- You are willing to take risks with your instructor and peers
- Actively participate in all aspects of the course.

Here are the value-added behaviours—the ones that put your contributions over the top and lead to an A for participation:

- Responding to something another student says thereby expanding and taking the conversation to another level
- Constructively disagreeing with something in the readings or said in class by your instructor or another student and being able to back up your comments from the readings
- Incorporating readings with your comments

*At the end of the week, I'll ask you to summarize your contributions throughout the week. Suggest what grade you think these contributions merit. I'll respond to your note with my feedback and grade based on my observations of your participation throughout the week. A self-assessment gives students the opportunity to reflect and honestly evaluate their own performance.*
**Course Marks**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Book Review and Topic Identification</td>
<td>45</td>
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<tr>
<td>Reflection Journal</td>
<td>45</td>
</tr>
<tr>
<td>Social Issue Paper</td>
<td></td>
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<tr>
<td>Part I</td>
<td>45</td>
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<tr>
<td>Part II</td>
<td>25</td>
</tr>
<tr>
<td>Participation &amp; Preparation</td>
<td>40</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
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**Grading Scale**

Here is the interpretation of the letter grades as per the University College academic policies, and the percentage scores for this course that will normally correspond to those letter grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Performance Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>Exceptional Performance with evidence of outstanding original thinking, superior organization, exceptional capacity to analyze and synthesize, a superior grasp of the subject matter with sound critical evaluations; evidence of extensive knowledge base.</td>
<td>94-100%</td>
</tr>
<tr>
<td>A</td>
<td>Excellent Performance with evidence of excellent original thinking, excellent organization, excellent capacity to analyze and synthesize; an excellent grasp of the subject matter with sound critical evaluations, evidence of an extensive knowledge base.</td>
<td>85-93%</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good Performance with evidence of original thinking, very good organization, demonstrated ability to analyze and synthesize; a very good understanding of the relevant issues under examination; very good familiarity with the relevant literature.</td>
<td>78-84%</td>
</tr>
<tr>
<td>B</td>
<td>Good Performance with evidence of a good grasp of the subject matter; evidence of critical capacity, good analytical skills, a good understanding of the relevant issues under examination; evidence of good familiarity with the relevant literature.</td>
<td>70-77%</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory Performance with evidence of a satisfactory grasp of the subject matter, evidence of critical capacity, an ability to develop solutions to simple problems found in the material; evidence of familiarity with some of the relevant literature.</td>
<td>65-69%</td>
</tr>
<tr>
<td>Grade</td>
<td>Performance Description</td>
<td>Score Range</td>
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<tr>
<td>C</td>
<td>Adequate Performance with evidence of an adequate grasp of the subject matter; some evidence of critical capacity, an ability to develop solutions to simple problems found in the material; evidence of familiarity with some of the relevant literature.</td>
<td>60-64 %</td>
</tr>
<tr>
<td>D</td>
<td>Marginal Performance with evidence of marginal familiarity with the subject matter and some evidence that critical and analytical skills have been used.</td>
<td>50-59%</td>
</tr>
<tr>
<td>F</td>
<td>Inadequate Performance with little evidence of even a superficial understanding of the subject matter; serious weaknesses in critical and analytical skills; limited or irrelevant use of the literature; failure to satisfy course requirements.</td>
<td>0-49 %</td>
</tr>
</tbody>
</table>

A C+ is required in this course to satisfy program requirements.

**Booth UC Policy Statements**
Students are responsible for reviewing and abiding by all Booth UC academic policies in the current Academic Calendar.

**Academic Integrity**
It is a serious offense to present a piece of work for course credit as one's own if the work was done by some other person (plagiarism). Plagiarism or any form of cheating in examinations or term tests (e.g. crib notes) is subject to serious academic penalty that may include loss of part or all of the marks for an assignment/test, failure in the course, dismissal from the College, or other serious consequences.

To plagiarize is to take ideas or words of another person and pass them off as one's own. In short, it is stealing something intangible rather than an object. Obviously it is not necessary to state the source of well-known or easily verifiable facts, but students are expected to acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written material and materials or information from Internet sources. To provide adequate documentation is not only an indication of academic honesty but also a courtesy which enables the reader to consult these sources with ease. Failure to do so constitutes plagiarism. It will also be considered plagiarism and/or cheating if a student submits an assignment in whole or in part by someone other than him/herself, or copies the answer or answers of another student in any test, examination, or take-home assignment.

Instructors are required to report all allegations of plagiarism or cheating to the Academic Dean before a grade is assigned. The original assignment is submitted to the Academic Dean. The Academic Dean will chair a joint meeting of student and instructor to hear both the allegations and the student’s response to the allegations. The Academic Dean will then make a determination whether or not plagiarism or cheating
has in fact occurred and decide on appropriate disciplinary measures. The student and instructor will be notified of the Academic Dean’s decision in writing. A copy of the decision will be sent to the Registrar and College President.

The student has the right to appeal the decision of the Academic Dean. The Academic Appeals process may be found on pages 19-20 of the academic calendar [http://www.boothuc.ca/academics/calendar](http://www.boothuc.ca/academics/calendar)

**Policy on the Use of Personal Computers, Electronic Devices and Cell Phones in Booth Classrooms**

We consider the Booth classroom environment to be a special place of focused engagement between professors and fellow students. As such, electronic devices are allowed in the classroom only for the purposes of course instruction. The use of computers, the internet (including email), downloaded material, or other electronic devices such as cell phones require the express permission of the instructor. Social networking sites such as Facebook, Twitter, blogging and other related activities are not allowed in Booth classrooms. The use of personal computers and other electronic devices in the classroom is a privilege which may be withdrawn at the discretion of the instructor.

**Late Assignments**

Assignments are due as scheduled. Handing in assignments late is unfair both to other students who hand them in on time and the instructor who must complete grading and submit grades on time. Any extensions must be discussed with the instructor prior to the due date. Leaving voice messages, written notes or e-mails informing the instructor that you will not be able to make the deadline do not constitute a formal agreement that an extension for handing in the assignment late has been granted.

In exceptional circumstances such as illness or family emergency, it may be difficult to meet the deadline. Extensions will only be granted under exceptional circumstances, such as family emergency or illness requiring treatment by a physician. If such circumstances arise, it is the student's responsibility to notify the instructor before the assignment is due. A note from a doctor may be required. Factors such as poor planning or lack of time management, computer software difficulties, or printer malfunctions are not sufficient grounds for requesting an extension. **Each day an assignment is late (including weekends) 5% of the final grade will be subtracted (up to the value of the assignment). This includes the due date.**

All assignments must be completed to receive a passing grade for the course.

Assignments will not be graded (hence a failing grade of 0 assigned) beyond one week after the due date.


Class Attendance
Class attendance is essential to the success of the course and also to your professional preparation and understanding of course content. **Students are required to attend all class sessions.** Students who miss or are unable to attend all aspects of the course will be required to withdraw from the course. Please arrive on time.

Policy on Unclaimed Term Work
It is the student’s responsibility to claim all term work, assignments or tests.

Any term work that has not been claimed by students will be held for a period of four months from the end of final exam period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will be destroyed according to FIPPA guidelines.

Professional Unsuitability
The Department of Social Work may require any student to withdraw from the Social Work Program if deemed to be unsuitable in aptitude for the profession of social work. The Department recognizes there are professional competencies and conduct not measurable by academic achievement alone, therefore the Social Work Department reserves the right to ongoing monitoring and evaluation of students on their professional behaviour demonstrated both in and out of the classroom. Continuance in the program is outlined in the Continuance Policy.

Bibliography

A bibliography for the course is uploaded to the course site.