School of Social Work

**MSW Program or**

**BSW Program**



**Course Number and Title**

Instructor

Office

Phone

Email –*must be a Carleton e-mail (please continue to use Carleton e-mail address because it is secured)*

Office hours *–instructors are expected to do one hour of office hours per week (and a statement regarding possibility of scheduling one-to-one meeting times)*

# STATEMENT REGARDING POLITICAL COMMITTMENT

Classes in the school of social work are committed to reconciliation to redress the historic and contemporary burdens of colonialism borne by the first peoples of Canada. This also means challenging other relations of oppression including, but not limited to: anti-black racism, racism, sexism, classism, ableism, heterosexism and cisnormativity. We operationalize this commitment by examining historical and structural relations and, in the classroom, through our personal practices of critical self-reflection, humility, openness, and respect in interpersonal relations as we engage in the collaborative and ongoing process of critical social work education.

# COURSE DESCRIPTION

*Please check the Carleton University calendar for course description and ensure consistency between your description and what is in the calendar.*

# LEARNING OUTCOMES

*Course outlines at the School usually have 3 to 5 learning outcomes. These indicate what students will gain (i.e. what they will know or be able to do) upon satisfactory completion of the course. It is important that these course level learning outcomes closely reflect at least three of the program level learning outcomes at the School of Social Work (available from program supervisors or administrators).*

 *Program level learning outcomes describe what students will gain or be able to do upon completion of their degree. The program learning outcomes are organized under 9 objectives that guide the outcomes we hope students obtain upon completing the program. Learning objectives let us think about the overall vision we have for social work education, whereas learning outcomes are how students are able to operationalize these aims.*

*Assignment design ensures assessment of whether and how students are achieving these learning outcomes.*

# COURSE TEXTS

*Instructors are responsible for ordering their own course texts and organizing any readings for the course through (i.e. Ares (library reserve system), Octopus Books, University bookstore). This needs to be done before the course begins. The course outline is where students are informed what readings are requires and where they can buy or access them.*

*It is your obligation to familiarize yourself with copyright legislation and ensure all materials distributed through the course are done in accordance with copyright legislation. The Social Work specialist (Margaret McLeod) at MacOdrum library can help you with this.*

*When selecting a text book for your course, please ensure that you will use the majority of chapters in the book for your course. Books are an expensive investment for students and they need to see that the books they buy are worth the expense.*

*If you have TA assisting you in the course, they will need copies of the text. It is your responsibility to arrange for desk copies for yourself and your TAs through the publisher. The TAs will have to return the books after they are finished with the course so that the text can be used for upcoming TAs.*

*Texts must be appropriate for the course level. If you are unsure about this, please check with colleagues and the Supervisors of the BSW & MSW programs.*

# COURSE REQUIREMENTS

## ATTENDANCE & CONSTRUCTIVE PARTICIPATION

*In the School of social work students are expected to attend classes. As such, we strongly recommend that instructors do not assign points for participation, but rather remove points for non-attendance or non-participation. An example of such a statement is below. It reflects the general norms of the department, however, if you wish to change it, please just do so in discussion with the program supervisors. The final policy should be one that you can enforce, while also aligning with departmental norms.*

Students are expected to attend all classes, arrive on time and stay for the duration of the class. An attendance sheet will be circulated for every class. It is your responsibility to sign the sheet. If your name is not on the list, you will be considered absent. However, sometimes illness and other unforeseen circumstances can arise. After two missed classes each term, **you will lose 3% of your final grade for each subsequent class missed**. This may be an entire class or the sum total of partial classes missed. The only exception to this will be for those classes that are missed for exceptional circumstances which must have appropriate documentation (i.e. doctor’s note, death certificate, etc.). Even in this situation, students must attend a minimum of 9 classes per semester in order to be eligible to receive the course credit.

## COURSE ASSIGNMENTS

*List all assignments as clearly and concisely as possible. Provide clear instruction of what the expectations are of the student in completing the assignment and include grading criteria.*

*Assignments must be designed to provide evidence that students have achieved/or are achieving the learning outcomes of the course.*

*Please give very clear descriptions of the assignments and their value as a percentage of the total grade for the course. (e.g. The final paper is due on Wednesday, December 02 and is worth 45% of the final grade for this course)*

*Assignments need to be staggered throughout term. Teaching regulations require that students receive feedback early in term (i.e. before week six) so please include an assignment with feedback given to the students around mid-term.*

*There needs to at least three assignments for each course and least 80% of the grade must be assigned for individual work (if an exception is required please discuss with the program supervisor.)*

*Clearly state assignment due dates.*

*If students are doing presentations there are two things you must consider. You need a grading rubric that clearly outlines grading criteria and that you must fill out while the student is doing the presentation. Students must also hand in written materials that accompany their presentation. This hard copy will assist you in grading the students’ work and is also a record of their work in case this is required when grades are appealed. Please note that presentations are typically regarded as complicated to grade and so you must be diligent in developing grading criteria and keeping a clear record.*

*Each assignment requires a rubric (or articulation of how points will be assigned during grading). The following is an example of a grading scheme, we suggest that you adapt to the specifics of your course. We suggest making rubrics available to students in advance of assignment submission.*

***e. g. Evaluation Criteria for grading final paper (50% of final grade)***

# Analysis of subject (80% of the final paper grade)

# Does the paper have a strong introduction with rationale and objectives of the paper clearly stated?

* Is there a clearly articulated and logical argument?
* Is the argument supported by a critical analysis of the literature on the topic?
* Have you completed the appropriate research to come to terms with your topic?
* Is the theoretical framework consistent with the analysis of the topic?
* Are proper and selective quotes used to support arguments?
* Are data sources accurate and comprehensive?
* Is there evidence that course material has been integrated into the paper?
* Are there strong concluding comments that clearly address issues raised in the paper?
* Is the paper well organized with subheadings where appropriate?

# Style (20% of the final paper grade).

* Proper grammar, sentence structure, and punctuation etc.
* Use of active rather than passive voice
* Complete references and proper use of footnotes/endnotes
* Appropriate bibliography (complete and in APA format)
* Absence of typing and spelling errors
* Inclusion of title with relevant information (name, course, title, date, professor’s name etc.)
* Proper pagination
* Proper margins and layout of paper
* Following expectations on the number of pages requested

# Grading guidelines

A grade - An **A** essay has a polished style, sound judgment, effective organization, and an argument of substance. It often has a special flair, a something extra which distinguishes it from a competent B-plus paper: for example originality or profundity, a special way with words, exceptionally sound research. An A paper is rich in content and has a sophisticated analysis. A reader has the sense of being significantly taught by the author, sentence after sentence, paragraph after paragraph. Stylistic finesse is another keynote: the title and opening paragraph are engaging; the transitions are artful, the phrasing is tight, fresh and highly specific. Finally, an A essay, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity.

B grade - A **B** paper displays a good job of meeting all the criteria of the assignment. It is typically competent but undistinguished: although basically sound in content, style and organization, it lacks the stylistic finesse and richness of the content characteristic of an A paper. The paper demonstrates an ability to analyze as well as describe the subject matter. The paper expresses sound ideas and imparts substantial information, which is by no means devoid of interest. It will state a reasonably clear thesis or organizing principle early in the argument: subsequent points will support that thesis or principle and be ordered logically. Diction will be much more concise and precise than that of the C essay and the text will be relatively free of grammatical and stylistic errors.

C grade - A **C** essay is average or acceptable piece of work that does a good job of meeting some, but not all of the criteria. It often exhibits distinct lapses in style, organization and content. In one way and other the essay has shortcomings which suggest that although it has something to say it has not fully come to terms with its subject or expressed its insights clearly enough. It generally demonstrates a good ability to describe the subject matter but is weak in the area of analysis. A number of papers fit the C classification: those in which the ideas and information though present, seem thin and commonplace; those in which the writing style falls clearly short of reasonable expectations; those which stray from the assigned topic; those which deal with the topic, but are too perfunctory; those which are rambling and disorganized; those which involve a good deal of padding; and so on.

D grade - A **D** paper is fair. It shows a weak comprehension of the concepts, and/or the topic may not be relevant, and/or it has weak links to the material and/or no critical analysis, a weak or unclear description, poor organization or citation of sources.

F grade - An **F** essay has considerable faults in style, organization and content. There may be glimmerings of an argument, but these will be obscured by faulty logic, garbled prose, frequent mechanical errors, and lack of any discernible principle of organization. Papers, which require the marker to guess at the meaning behind the writer’s words, are F papers. So do papers, which although they may make sense of some kind, bear little or no relation to the topic. Other possibilities: slapdash papers which make one or two points, but are obviously superficial efforts with no serious thought behind them; papers which do little more than string quotations together with a few lines of introduction.

A statement regarding the instructor’s policies regarding the reading of drafts and/or allowing for renegotiating grades is helpful. Please be careful to be both transparent and equitable to all students.

You may also want to include a statement regarding informal appeals of grades. For example an instructor may state:

Considerable time and care is given to marking assignments fairly and equitably. If you are concerned about a mark for an assignment during the year, except the final paper please contact the instructor. An appointment can be made to discuss concerns only following receipt in writing of a statement indicating why you believe the grade should be changed.

# Course completion

All assignments must be submitted in order to complete the course.

# Final grades

Students will be notified of their final grades through Carleton Central e-grades.

Please be aware that the university reserves the right to modify grades and grade distribution in a coursed.

# GENERAL REMINDERS

## STUDENT CONDUCT

As students at Carleton University you have a clear set of rights and responsibilities that are elaborated at the following address: http://www.carleton.ca/secretariat/policies/student-rights-and-responsibilities-policy/. Students in the school of social work are expected to behave in accordance with these policies.

As an institution preparing professional social workers, the School of Social Work has the additional expectation that social work students are also learning to follow the professional ethics outlined in the *CASW Code of Ethics*. Among other things, this means learning to exercise good judgment in the face of complex and competing interests and claims (CASW, 2005).

You are expected to conduct yourselves in a professional manner both in the class room, in the hallways, and in the community. This includes treating everyone respectfully: colleagues, administrative staff, field supervisors, professors, library staff and others that you come in contact with. Complex and sensitive issues are inherent in the work of social work and we need to know how to deal with these situations. One way to begin this process is to familiarize yourselves with the *CASW Code of Ethics* and Carleton’s students’ responsibilities document.

The rights and responsibilities document and the *Code of Ethics*, among other things, are the foundation upon which we at the SSW have developed processes to deal with conflict. If conflicts arise, it is expected that you will address you concerns or complaints directly with the person/people involved in it in a constructive and respectful manner. If the conflict cannot be resolved at this level, it is then appropriate to involve the graduate supervisor who will either deal with the situation directly or refer it to the most appropriate person in the university. At no time is it acceptable to post details of the concerns on-line or on a social media website.

## SOCIAL MEDIA In THE CLASS ROOM

The School of Social Work has a social media policy that can be found at

<https://carleton.ca/socialwork/wp-content/uploads/Social-Media-Statement.pdf>

This policy offers guidelines for appropriate communication about the School and practicum. It also provides guidelines for the use of computer technologies in the classroom and on practicum. It is strongly advised that all students review the policy and ensure that their behaviour is consistent with its contents and the CASW Code of Ethics.

## Students requiring accommodations

1. **Academic Accommodation**

**Requests for Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**Pregnancy obligation**

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-AcademicAccommodation.pdf

**Religious obligation**

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-AcademicAccommodation.pdf

Faculty of Public Affairs 17 Teaching Regulations 2018-19



**Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. https://carleton.ca/pmc

**Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: https://carleton.ca/equity/sexual-assault-support-services

**Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student- Activities-1.pdf

For more information on academic accommodation, please visit: https://students.carleton.ca/course-outline

## WRITING SUPPORT

Students in the school of social work are expected to have high quality writing skills. If this is a challenge for you, please seek the writing support services that are available in the campus library. If you require additional supports because English is your second language, please speak to the program supervisor.

## Assignments must be in on time

I expect your papers to be handed in on time. Handing in assignments late can be unfair both to students who hand them in on time and the instructor who must submit grades on time. In exceptional circumstances (illness or family emergency) it may be difficult to meet the deadline and in such cases you must contact me 24 hours before the paper is due. In these cases extensions to the due date must be justified with a medical or other appropriate certificate.

Work submitted after the final date without prior arrangements with me will be deducted one letter grade for each day late, e.g., a paper which has been graded B+ will receive a B for the first day overdue, a B- for the second overdue day etc.

**It is advisable to keep a record of your papers. If a paper goes missing, it will be your responsibility to provide another copy immediately upon request.** Papers are to be handed in on, or before, the due date before or after class or in the main office (where they are date-stamped). **Please do not slip your papers under my door because they can get lost.**

**If you want your final paper mailed to you, please provide me with a self-addressed, stamped envelope. Otherwise it is up to you to you to pick up your papers from my office after the grades have been posted and at such a time that is convenient for me. Papers that are not picked up will be destroyed at the end of the academic year.**

## A note about plagiarism

**Do not plagiarize**.

Plagiarism is a serious offense with serious consequences.

***Instructional Offences: regulations***

The Senate of the University has enacted the following regulations for instructional offences. A student commits an instructional offence when s/he:

* cheats on an examination, test, or graded assignment by obtaining or producing an answer by deceit, fraud or trickery, or by some act contrary to the rules of the examination;
* submits substantially the same piece of work to two or more courses without the prior written permission of the instructors from all courses involved. Minor modifications and amendments, such as changes of phraseology in an essay or paper, do not constitute a significant and acceptable reworking of an assignment;
* contravenes the regulations published at an examination or which are displayed on the reverse side of a properly authorized examination booklet;
* commits an act of plagiarism (which for the purpose of this regulation shall mean to use and pass off as one's own idea or product work of another without expressly giving credit to another);
* disrupts a class or other period of instruction if he or she: is a registered member of the class or period of instruction; is warned to discontinue any act or behaviour reasonably judged by the instructor of the course or period of instruction to be detrimental to the class.

# OUTLINE OF WEEKLY SESSIONS

*Course outlines are to include an outline of the themes of the course, the dates of meetings and the readings to be done for each class. Please ensure that aspects of the course material relate explicitly to the mission statement of the school of social work and that there is an explicit discussion of ethics in the course material.*

*In the School of Social Work, students are expected to read at least 50 pages per week per course. In graduate classes there is often substantially more reading expected.*

*Please try to ensure readings for the course reflect the voices/perspectives of a range of people, particularly attending to Indigenous perspectives and the perspectives of people from other marginalized groups.*

*Readings should also be consistent with the course description and learning outcomes of the course. There should be a clear narrative and flow in the course that directs student learning towards the learning outcomes.*

*All readings must be appropriately cited.*

*It is expected that there will be a minimum of 12 classes and a maximum of 13. No classes are to be scheduled during reading weeks or exam periods.*

Week 1 date

Topic:

Readings:

Week 2 date

Topics:

Readings:

Week 3 date

Topics:

Readings:

Week 4 date

Topics:

Readings:

Week 5 date

Topics:

Readings:

Week 6 date

Topics:

Readings:

Week 7 date

Topics:

Readings:

Week 8: date

Topics:

Readings:

Week 9 date

Topics:

Readings:

Week 10: date

Topics:

Readings:

Week 11 date

Topics:

Readings:

Week 12 date

Topics:

Readings: