



SW2140(A2): Community, Northern, and Rural Practice - 3 (3-0-0) 45 Hours for 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land, and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

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OFFICE HOURS:	By appointment		

CALENDAR DESCRIPTION: This course introduces students to the legal, political, and economic contexts and challenges of practicing in rural and northern settings. Theories, concepts and policies applicable to the more generalist nature of social work practice in rural and northern communities will be examined.

PREREQUISITE(S)/COREQUISITE:

- SW1000

REQUIRED TEXT/RESOURCE MATERIALS

No required textbook.

Supplementary Readings

Week One

Pierce & McKinnon (2022), Chapter 1: *Thriving in Rural and Northern Practice: A Place-Based Approach*

<https://www.saskoer.ca/ruralandnorthernsocialworkpractice/chapter/1-thriving-in-rural-remote-and-northern-social-work-a-place-based-approach/>

Week Two

McMillan, C., Compagna, N., & King, H. (2022). "It's all about context": Knowing, not knowing, and everything in-between. In B. Jeffery & N. Novik (Eds.), *Rural and northern social work practice: Canadian perspectives*. University of Saskatchewan Open Press.

<https://www.saskoer.ca/ruralandnorthernsocialworkpractice/chapter/3-its-all-about-context-knowing-not-knowing-and-everything-in-between/>

Morgenshtern, M., Schmid, J., & Yu, N. (2022). Interrogating settler social work with Indigenous persons in Canada. *Journal of Social Work*, 22(5).

<https://journals.sagepub.com/doi/10.1177/14680173211056823>

Week Three

Seidlikoski Yurach, W., LaVallie, C., & Ramsden, V. R. (2022). Practice competencies to effectively support wellness for social workers and clients in northern Saskatchewan communities. In B. Jeffery & N. Novik (Eds.), *Rural and northern social work practice: Canadian perspectives*. University of Saskatchewan Open Press.

<https://www.saskoer.ca/ruralandnorthernsocialworkpractice/chapter/4-practice-competencies-to-effectively-support-wellness-for-social-workers-and-clients-in-northern-communities/>

Week Four

Seidlikoski Yurach, W., LaVallie, C., & Ramsden, V. R. (2022). Practice competencies to effectively support wellness for social workers and clients in northern Saskatchewan communities. In B. Jeffery & N. Novik (Eds.), *Rural and northern social work practice: Canadian perspectives*. University of Saskatchewan Open Press.

<https://www.saskoer.ca/ruralandnorthernsocialworkpractice/chapter/4-practice-competencies-to-effectively-support-wellness-for-social-workers-and-clients-in-northern-communities/>

Anti-Oppressive Practice in Rural/ Small Indigenous Communities: An Intersectional and Trauma-Informed Approach to Decolonial Praxis

<https://www.saskoer.ca/ruralandnorthernsocialworkpractice/chapter/5-anti-oppressive-practice-in-rural-small-indigenous-communities-an-intersectional-and-trauma-informed-approach-to-decolonial-praxis/>

Week Five

Brownlee, K., Halverson, G., & Chassie, A. (2012). Multiple relationships: Maintaining professional identity in rural social work practice. *Journal of Comparative Social Work*, 7(1), 16–28.

https://www.researchgate.net/publication/232697164_Multiple_Relationships_Maintaining_Professional_Identity_in_Rural_Social_Work_Practice

LaVallie, C., & Seidlikoski Yurach, W. (2022). Braiding trauma-and-violence informed care practice guidelines into competencies for social workers working in rural and remote locations. In B. Jeffery & N. Novik (Eds.), *Rural and northern social work practice: Canadian perspectives*. University of Saskatchewan Open Press.

<https://www.saskoer.ca/ruralandnorthernsocialworkpractice/chapter/68/>

Week Six

Novik, N., McKee, B., & Pearce, K. (2022). Social work practice and mental health services outside of urban settings. In B. Jeffery & N. Novik (Eds.), *Rural and northern social work practice: Canadian perspectives* (pp. 154–171). University of Regina.

<https://www.saskoer.ca/ruralandnorthernsocialworkpractice/?p=241>

Abbott, M. (2022). Sustaining our own mental wellness: Burnout, vicarious trauma, and compassion fatigue in a rural context. In B. Jeffery & N. Novik (Eds.), *Rural and northern social work practice: Canadian perspectives*. University of Saskatchewan Open Press.

Week Seven

Rocke, C. (2022). Child protection in a rural setting. In B. Jeffery & N. Novik (Eds.), *Rural and northern social work practice: Canadian perspectives*. University of Regina.

<https://www.saskoer.ca/ruralandnorthernsocialworkpractice/chapter/child-protection-in-a-rural-setting/>

Week Eight

Intimate Partner Violence Against Women in Rural, Remote and Northern Communities

<https://www.saskoer.ca/ruralandnorthernsocialworkpractice/chapter/intimate-partner-violence-against-women-in-rural-remote-and-northern-communities/>

Week Nine

Jeffery, B., & Schmidt, L. (2022). Older adults in rural communities: Policy and practice. In B. Jeffery & N. Novik (Eds.), *Rural and northern social work practice: Canadian perspectives*. University of Regina.

<https://www.saskoer.ca/ruralandnorthernsocialworkpractice/chapter/older-adults-in-rural-communities-policy-and-practice/>

White, J. (2022). Understanding and supporting immigrants and new international arrivants in rural and northern communities. In B. Jeffery & N. Novik (Eds.), *Rural and northern social work practice: Canadian perspectives*. University of Saskatchewan Open Press.

<https://www.saskoer.ca/ruralandnorthernsocialworkpractice/chapter/understanding-and-supporting-the-settlement-and-inclusion-of-newcomers-and-immigrants-in-rural-and-northern-communities/>

Week Ten

Banack, C., & Chapman, L. (2023). *Understanding and responding to the challenges faced by FCSS programs in rural Alberta*. Alberta Centre for Sustainable Rural Communities, University of Alberta.

<https://www.ualberta.ca/alberta-centre-sustainable-rural-communities/media-library/projects/research/rma-report-on-family-and-community-support-services-final.pdf>

Ryser, L., & Halseth, G. (2014). On the edge in rural Canada: The changing capacity and role of the voluntary sector. *Canadian Journal of Nonprofit and Social Economy Research*, 5(1), 41–56.

<https://anserj.ca/index.php/cjnser/article/download/162/103/954>

Week Eleven

Schmidt, G. (2014). Resource development in Canada's North: Impacts on families and communities. *Journal of Comparative Social Work*, 9(2), 174–198.

<https://journals.uis.no/index.php/JCSW/article/download/116/100/188>

Leimbigler, B., Li, E. P. H., Rush, K. L., & Seaton, C. L. (2022). Social, political, commercial, and corporate determinants of rural health equity in Canada: An integrated framework. *Canadian Journal of Public Health*, 113(5), 749–754.

<https://pmc.ncbi.nlm.nih.gov/articles/PMC9014974/>

Week Twelve

Sutter, G. C., O'Malley, L., & Sperlich, T. (2023). Rural community engagement for heritage conservation and adaptive renewal. *Journal of Community Engagement and Scholarship*, 15(2), Article 3.

<https://jces.ua.edu/articles/10.54656/jces.v15i2.497>

Nesta. (2020). *Asset-based community development for local authorities* [Video]. YouTube.

<https://www.youtube.com/watch?v=kwbJieCRe9o>

Week Thirteen

Patterson, S., et al. (2022). Multisectoral partnerships to tackle complex health issues at the community level: Lessons from a Healthy Communities Approach in rural Alberta, Canada. *Canadian Journal of Public Health*, 113, 695–704.

<https://pmc.ncbi.nlm.nih.gov/articles/PMC9481784/>

Week Fourteen

Murphy, B. L., Anderson, G. S., Bowles, R., & Cox, R. S. (2014). Planning for disaster resilience in rural, remote, and coastal communities: Moving from thought to action. *Journal of Emergency Management*, 12(2), 105–120.

<https://www.researchgate.net/publication/281494667> Planning for disaster resilience in rural remote and coastal communities Moving from thought to action

WEBSITES:

- Alberta College of Social Workers – www.acsw.ab.ca
- Association of Social Work Boards – www.aswb.org
- Canadian Association of Social Workers – www.casw-acts.ca
- International Federation of Social Workers – www.ifsw.org
- National Association of Social Workers – www.naswdc.org

DELIVERY MODE(S): On-Campus

LEARNING OUTCOMES:

By the end of this course, students will be able to:

- Recall key social work concepts, theories, and practices relevant to rural and northern communities.
- Apply general social work practices, including assessment and intervention strategies, to address the needs of rural and northern populations.
- Critically examine challenges, resources, goals and barriers within the scope of ethical social work practice in rural, northern communities.
- Critically evaluate the effectiveness of community-based interventions in addressing issues such as mental health, gender-based violence and resource development in northern or rural settings.
- Reflect on the importance of cultural competence in social work practice, and how it influences effective engagement with diverse populations in rural and northern communities.
- Engage in collaborative group work throughout the course to deepen your understanding of community social work practice in rural and northern settings.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

EVALUATIONS:

	Description	Grade	Due Date
1	Self Reflection Paper	30 %	September 28 th
2	Community Asset Mapping Project: Rural & Northern Focus	30%	October 30 th
3	Northern Alberta Social Work Policy Advocacy Campaign	40%	December 7 th

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Grading Chart

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100	C+	2.3	67-69
A	4.0	85-94	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Week	Topic	Readings	Assignments
1	Introduction to Rural, Remote, and Northern Communities Introduction to rural, remote, and northern community social work practice. Understand the value of humility and service when engaging with rural, and northern communities.	Overview of Syllabus, Course expectations Chapter 1: Thriving in Rural and Northern Practice: A Place-Based Approach (2022)	Friday, September 4
2	Historical Context of Social Services in Rural and Northern Canada Exploring colonial legacies, development of services, and government roles.	Interrogating Settler Social Work With Indigenous Persons in Canada (2022) Chapter 3: "It's All About Context" - Knowing, Not Knowing and Everything In-between (2022)	Friday, September 11 Monday, Sept. 7 is Labour Day (no class)
3	Social Work Practice in Rural and Remote Settings Defining the role of a social worker in rural and remote settings. Comparing urban vs. rural/northern community social work environments.	Chapter 4: Practice Competencies to Effectively Support Wellness for Social Workers and Clients in Northern Saskatchewan Communities (2022)	Monday, September 14 Friday, September 18

4	Cultural Sensitivity in Northern and Indigenous Communities Exploring cultural competence and the impact of colonialism. Building relationships with rural, northern or Indigenous communities.	Chapter 5: Anti-Oppressive Practice in Rural/Small Indigenous Communities: An Intersectional and Trauma Informed Approach to Decolonial Praxis (2022) Chapter 2: Place in Anti-Oppressive Practice: Rurality, Decolonization, and Equity (2022)	Monday, September 21 Friday, September 25
5	Ethical Considerations in Rural and Remote Social Work Ethical dilemmas specific to rural and remote settings, such as confidentiality and dual relationships.	Multiple Relationships: Maintaining Professional Identity in Rural Social Work Practice" (2012) Chapter 6: Braiding Trauma-and-Violence Informed Care Practice Guidelines into Competencies for Social Workers working in Rural and Remote Locations (2022)	Self Reflection Paper Worth 30% Monday, September 28 Friday, October 2 Student Pairs posted online for Community Asset Mapping Project: Rural & Northern Focus
6	Health and Mental Health Challenges in Rural Areas Addressing the unique health disparities and mental health concerns in rural populations.	Chapter 9: Social Work Practice and Mental Health Services Outside of Urban Settings (2022) Chapter 7: Sustaining our Own Mental Wellness: Burnout, Vicarious Trauma, and Compassion Fatigue in a Rural Context (2022)	Monday, October 5 Friday, October 9
7	Child Welfare in Rural and Remote Areas Unique challenges and strategies for child welfare work in rural communities, including reporting and investigation.	Chapter 13: Child Protection in a Rural Setting (2022) Chapter 8: Informed Approach to Disclosures of Abuse and Healing (2022)	Friday, October 16 — Monday, Oct. 12 is Thanksgiving (no class)
8	Working with Women, LGBTQI+ populations Explore challenges and strategies for working with women and LGBTQI+ populations in rural areas.	Chapter 11: Women+ and Intimate Partner Violence in Rural, Remote and Northern Communities (2022)	Groups posted for Northern Alberta Social Work Policy Advocacy Campaign Monday, October 19 Friday, October 23

	Develop skills for culturally competent, inclusive, and client-centered social work practice.		
9	Working with Older Adults and Isolated Populations: Strategies for engaging with individuals and families who may experience isolation or limited access to resources.	Chapter 12: Older Adults in Rural Communities: Policy and Practice (2022) Chapter 10: Understanding and Supporting Immigrants and New International Arrivants in Rural and Northern Communities (2022)	Monday, October 26 Friday, October 30 Community Asset Mapping Project: Rural & Northern Focus
10	Community Structures and Access to Social Services Explore the social, cultural, and logistical challenges with accessing services in rural and remote communities.	Understanding and Responding to the Challenges Faced by FCSS Programs in Rural Alberta: A Report Prepared for the Rural Municipalities of Alberta by the Alberta Centre for Sustainable Rural Communities at the University of Alberta (2023) On the Edge in Rural Canada: The Changing Capacity and Role of the Voluntary Sector (2014)	Monday, November 2 & Friday, November 6
11	Resource Development in Rural and Northern Communities Examining the economic challenges faced by rural and remote communities, including unemployment, resource disparity and economic inequality.	Resource Development in Canada's North: Impacts on Families and Communities (2014) Social, political, commercial, and corporate determinants of rural health equity in Canada: an integrated framework (2022, p.749-753)	November 9–13 No classes Monday, November 16 Friday, November 20
12	Community Resilience and Empowerment How to acknowledge community resilience and support empowerment in rural settings. Asset building and strength-based approaches to practice.	Rural Community Engagement for Heritage Conservation and Adaptive Renewal Research From the Field (2023) Asset-based community development for local authorities by Nesta - The UK's Innovation Agency on YouTube (2020). https://www.youtube.com/watch?v=kwbJieCRe9o	Monday, November 23 Friday, November 27

13	Collaboration with Local and Regional Stakeholders	Multisectoral partnerships to tackle complex health issues at the community level: Lessons from a Healthy Communities Approach in rural Alberta, Canada.	Monday, November 30 & Friday, December 4
14	Environmental Justice and Disaster Response in Rural Social Work	Planning for disaster resilience in rural, remote, and coastal communities: Moving from thought to action (2014) Brenda L. Murphy, Gregory S. Anderson, Ron Bowles and Robin S. Cox	Northern Alberta Social Work Policy Advocacy Campaign, Worth 40% Group Presentations Monday, December 7

Assignments

Self-Reflection Paper, Worth 30%

Due: Monday, September 28

In Chapter 1 of the course text, Pierce and McKinnon (2022) write:

“Social work in rural, remote, and northern regions is often defined in relation to urban (and southern) expectations of practice. This approach tends to emphasize the deficits of rural, remote, and northern practice, while paying less attention to the reasons why social workers choose to live and work in northern remote places over the long term” (p. 2).

For this assignment, write a **6–8-page reflection paper** about how prepared you feel to work as a social worker in a rural, remote, or northern community.

The purpose of this paper is to help you think about your own experiences, values, strengths, challenges, and areas for growth. You should also connect your reflections to what you have learned about rural social work in this course.

You do **not** need to answer every question separately. Use the questions below to help guide your paper.

Questions to Think About

1. Have you had any personal experiences living in, working in, or visiting rural, remote, or northern communities? What did you learn from those experiences?
2. How have your upbringing, identity, experiences, or values shaped the way you think about rural communities?

3. What skills do you already have that may help you in rural social work? For example, communication, flexibility, advocacy, problem-solving, relationship building, or teamwork.
4. How comfortable are you with being a generalist social worker and having to take on different roles or “wear multiple hats”?
5. How would you work respectfully with people whose culture, religion, beliefs, or way of life may be different from your own?
6. How would you approach working with Indigenous communities with respect, humility, and a willingness to learn?
7. How will you recognize and manage your own assumptions or biases when working with rural clients and communities?
8. What interests you about living and working in a rural, remote, or northern community? What challenges do you think you may experience?
9. Are there personal factors, such as family responsibilities, lifestyle preferences, transportation, or distance from services, that could affect your ability to work in a rural community long term?
10. What supports would help you be successful in rural practice? For example, supervision, professional development, community connections, mentorship, or access to resources.
11. Are there certain populations, issues, or areas of rural social work that interest you most? What kind of difference would you hope to make?

References

A minimum of **3 references** are required.

At least **1 reference must come from the assigned course readings**. The other references may include course readings, peer-reviewed articles, or other appropriate academic sources related to rural social work.

Use your references to support your ideas and reflections. Your paper should still focus mainly on **your own thoughts, experiences, and learning**.

All in-text citations and references must follow **APA 7th edition format**.

The reference page does **not** count toward the required 6–8 pages.

Grading Criteria

Depth of Reflection – 30%

Shows thoughtful reflection about your experiences, values, strengths, challenges, and possible biases. Explains how these may affect your future social work practice.

Understanding of Rural Practice – 25%

Shows that you understand important parts of rural social work, such as generalist practice, limited resources, ethical issues, professional boundaries, community relationships, cultural humility, and the strengths of rural communities.

Critical Thinking & Use of Sources – 20%

Connects your personal reflections to course material and academic sources. Shows that you can consider different perspectives and explain your ideas clearly.

Organization & Clarity – 15%

The paper has a clear introduction, body, and conclusion. Ideas are organized in a logical way and are easy to follow.

Writing & APA Format – 10%

Writing is clear and professional. Grammar, spelling, and punctuation are correct. APA 7th edition formatting is used correctly. The paper meets the required **6–8-page length**.

Formatting Requirements

Use **APA 7th edition student paper formatting**, including:

- Double spacing
- 1-inch margins
- Page numbers
- An appropriate, readable font
- In-text citations
- A reference page

Community Asset Mapping Project: Rural & Northern Focus, Worth 30%

Due: Friday, October 30

For this project, you will work **in pairs** to create a community asset map focused on a specific population in a rural or northern community.

Choose a population that is relevant to rural or northern social work. Examples may include:

- Seniors
- Indigenous youth
- Newcomers
- People with disabilities
- 2SLGBTQIA+ individuals
- Families
- Youth
- People experiencing homelessness
- People experiencing mental health or substance use concerns

You may choose another population with instructor approval.

Part 1: Community Asset Map

Choose a local or nearby **rural or northern community** and identify the resources, services, supports, and community connections available to your chosen population.

Your map should include **formal services**, such as:

- Health and mental health services
- Schools and education programs
- Social services
- Recreation programs
- Cultural organizations
- Transportation
- Housing supports
- Employment services

You should also include **informal or community-based supports**, such as:

- Elders
- Peer support
- Community groups
- Churches or faith communities
- Cultural groups
- Gathering spaces
- Friendship or family networks
- Community events
- Other local supports

Do not focus only on what the community is missing. Think about the **strengths, relationships, knowledge, and resources that already exist within the community.**

Creating Your Map

Your map should be **clear, creative, visually appealing, and easy to understand.**

You may use:

- Drawings
- Photos
- Collage
- Symbols
- Labels
- Different materials
- 3D elements

- Other creative ideas

AI-generated digital maps are not permitted.

The map should clearly show how the identified resources and supports relate to your chosen population.

Part 2: Written Explanation

Along with your map, submit a **2–3-page written explanation**.

Your written submission should explain:

1. The rural or northern community you selected.
2. The population you chose and why you selected this group.
3. How you identified the community's resources and supports.
4. Important formal services you found.
5. Important informal or community-based supports you found.
6. Any strengths of the community that stood out to you.
7. Any gaps or barriers you noticed.
8. What you learned through the community asset mapping process.
9. How this information could help a social worker practising in the community.

The written explanation should be submitted **online before the beginning of class on Friday, October 30**.

Museum-Style Tour

Bring your completed community asset map to class.

During the **first 30 minutes of class**, the maps will be displayed around the classroom for a museum-style tour. You will have an opportunity to walk around, view your classmates' projects, and learn about other rural and northern communities and populations.

Grading Criteria

Creativity & Presentation – 30%

The map is clear, organized, neat, creative, and visually engaging. Information is presented in a way that is easy to understand.

Relevance, Engagement & Focus – 40%

The chosen population and rural or northern community are clearly identified. The project demonstrates thoughtful exploration of the community and includes accurate and meaningful examples of both **formal services and informal/community supports** relevant to the chosen population.

Written Explanation – 30%

The 2–3-page written submission clearly explains the chosen community and population, the mapping process, important resources and supports, community strengths and gaps, and what was learned from completing the project.

Total: 100%

Northern Alberta Social Work Policy Advocacy Campaign, Worth 40%

DUE: Monday, December 7

In groups, students will research, develop and present an advocacy campaign focused on a pressing social issue. For this group project, you will develop an **advocacy campaign focused on a current social issue affecting northern Alberta.**

Examples of possible topics include:

- Housing in Indigenous communities
- Access to mental health care
- Addiction treatment and recovery services
- Homelessness
- Transportation barriers
- Food insecurity
- Access to health care
- Services for seniors
- Supports for youth and families
- Other social issues affecting rural and northern communities

Your group will research the issue, examine current policies or strategies, and develop an advocacy plan that could realistically be used to support change in northern Alberta.

Your Advocacy Campaign Should Include

1. Description of the Issue

Clearly explain the social issue your group selected.

Include:

- Who is affected by the issue
- Why the issue is important in northern Alberta
- How the issue affects individuals, families, and communities
- Any important barriers or challenges connected to the issue

2. Current Policies and Strategies

Identify and explain any policies, programs, services, or strategies that are currently being used to address the issue.

Consider:

- Provincial or municipal policies

- Community programs
- Government initiatives
- Non-profit services
- Indigenous-led programs or initiatives
- Current gaps or limitations

Your group should consider both **what is currently working** and **what could be improved**.

3. Policy Recommendations

Develop realistic recommendations for addressing the issue.

Explain:

- What changes you are recommending
- Why these changes are needed
- Who has the authority or ability to make these changes
- How your recommendations could improve outcomes for northern communities

4. Advocacy and Action Plan

Create a clear plan for how your group would advocate for change.

Your plan should explain how you would engage:

- Community members
- Local organizations
- Social workers
- Municipal or provincial governments
- Indigenous governments or leadership, where appropriate
- Other relevant stakeholders

You may use advocacy strategies such as:

- Social media campaigns
- Community events
- Public education
- Petitions
- Meetings with elected officials
- Letters or emails to decision-makers
- Community consultations

- Partnerships with local organizations
- Presentations or awareness campaigns

Your advocacy strategies should be **realistic, respectful, and appropriate for the community you are focusing on.**

Presentation

Each group will give a **25-minute presentation** to the class explaining their advocacy campaign.

Your presentation should clearly explain:

- The social issue
- Who is affected
- Current policies or strategies
- Gaps or concerns
- Your policy recommendations
- Your advocacy strategy
- How community members and social workers would be involved
- The change you hope your campaign would achieve

All presentation slides and references are due **at the beginning of class.**

Objectives

By completing this project, students will:

- Analyze a current social issue and its impact on northern Alberta communities.
- Identify and examine current policies, programs, and strategies being used to address the issue.
- Develop realistic policy recommendations.
- Create an advocacy action plan that includes community members, governments, organizations, and social workers.
- Identify practical advocacy tools that could be used to support social change.
- Consider the importance of community involvement when advocating for policy or practice changes.

Grading Criteria

Research and Policy Analysis – 30%

Demonstrates a strong understanding of the selected social issue and its impact on northern Alberta. Identifies and analyzes relevant policies, programs, or current strategies. Research is accurate, relevant, and connected to local needs.

Advocacy Strategy – 40%

Presents a clear, creative, and realistic advocacy plan. Strategies are appropriate for the selected issue and community and clearly explain how the group would work toward change.

Community Involvement – 20%

Clearly explains how community members, social workers, organizations, governments, and other relevant stakeholders would be involved in the advocacy process. Demonstrates an understanding of the importance of community participation and collaboration.

Presentation – 10%

The presentation is clear, organized, professional, and engaging. Slides and advocacy materials support the presentation effectively, and all group members contribute appropriately.

Total: 100%

STUDENT RESPONSIBILITIES:

Students are expected to attend all scheduled classes, arrive prepared, and participate actively in course activities and discussions.

Being prepared includes completing assigned readings, reviewing course materials, and completing any required activities before class. Students are expected to contribute respectfully to discussions and engage with perspectives, experiences, and ideas that may differ from their own.

Students are also responsible for monitoring Brightspace regularly for course announcements, readings, assignment instructions, due dates, grades, and other important course information.

Late Assignments

Unless prior arrangements have been approved by the instructor, a 5% deduction will be applied for each calendar day an assignment is submitted late.

Students experiencing circumstances that may affect their ability to meet a deadline are encouraged to contact the instructor as early as possible.

USE OF ARTIFICIAL INTELLIGENCE

Students are not permitted to use generative artificial intelligence tools to write, rewrite, paraphrase, or substantially produce written assignments for this course unless the instructor has provided explicit permission for a specific activity.

Examples of generative AI tools include ChatGPT, Microsoft Copilot, Gemini, Claude, and similar technologies. Written assignments must reflect the student's own thinking, analysis, and writing. Submitting AI-generated or substantially AI-produced work as one's own may be addressed as an academic integrity concern in accordance with Northwestern Polytechnic policies.

If students are unsure whether a particular use of AI is permitted, they should ask the instructor before using the tool or submitting the assignment.

STATEMENT ON ACADEMIC MISCONDUCT

Academic integrity is an important part of the learning environment. Students are expected to complete their academic work honestly and in accordance with Northwestern Polytechnic policies.

Academic misconduct may include, but is not limited to, plagiarism, cheating, unauthorized collaboration, submitting work completed by another person, unauthorized use of artificial intelligence, or using other unauthorized materials or technologies.

For definitions of academic misconduct, procedures, and possible consequences, students should refer to Northwestern Polytechnic's Student Rights and Responsibilities Policy and related academic policies available through the Polytechnic's Policy Directory:

<https://www.nwpolytech.ca/about/polytechnic-leadership/policies-directory>

Note: Academic and administrative policies are available through the same Policy Directory.

ADDITIONAL INFORMATION

Students are responsible for reviewing the course syllabus, assignment instructions, grading rubrics, and information posted on Brightspace throughout the semester.

If clarification is needed regarding course expectations, assignments, permitted use of technology, or other course policies, students are encouraged to contact the instructor before the applicable deadline.