



Course & Session Number	SOWK 361 S04	Classroom	Online via ZOOM
Course Name	Professional Use of Self		
Day(s) & Time	Tuesday 1:00 – 3:50 pm		
Instructor	Iris Plain Eagle		
U of C E-mail	iris.plaineagle@ucalgary.ca	U of C Phone	(403) 332- 4036

SYLLABUS STATEMENT

Focuses on the examination and integration of theoretical and practical understandings of professional social work practice. Topics covered include: critical thinking; ethical decision-making; knowledge of the associations to which social work professionals belong; professional writing; and self-care.

COURSE DESCRIPTION

This course will provide an opportunity for students to explore their development as social work professionals. Students will develop critical thinking and reflection skills to exam their own values, beliefs, and strengths in relation to use of self within a professional social work identity. Students will analyze and integrate the Social Work profession’s standards, values, CASW Code of Ethics, CASW Guidelines for Ethical Practice, and ACSW Standards of Practice for development of a professional social work identity. This course will also enable students to examine ethical decision making, the practice of self-care, and professional communication to understand the practice of social work. This course learning approach involves Zoom online lectures, readings, D2L discussion forums, and assignments.

COURSE LEARNING OUTCOMES

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

1. Be knowledgeable of the social worker’s “self” in all aspects of practice with the worker’s relationship to their clients then draw upon this understanding to mobilize, review, and consider the context of the helping relationship for deploying strong critical reflection.

2. Analyze their personal stories to understand reflexivity, reflective practice, and the journey toward formulating a social work professional identity.
3. Synthesis social work's professional associations, Code of Ethics, Guidelines of Ethical Practice, Standards of Practice, and ethical decision models to describe relevance to use of self within their professional identity.
4. Understand the influence of ethical decision-making process and reflect on one's own value system, emotions, and positionality in relation to the perspectives of the client, environment, or dominant narrative.
5. Identify self-care as fundamental to their professional social work practice and apply this knowledge to evaluate their ability to develop and apply this balance.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Mandell, D. (Ed.). (2007). *Revisiting the use of self: Questioning professional identities*. Toronto, ON, Canada: Canadian Scholars

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 361 is a required course for incoming University Transfer and Post Diploma students. It sets the tone and provides foundational knowledge for all the other required courses that students will take in the subsequent two years.

CLASS SCHEDULE

Please note important dates for Fall 2021

- Block Week: Monday, August 30 to Friday, September 3, 2021
- Labour Day, Monday, September 6, 2021
- Start of Classes: Tuesday, September 7, 2021
- National Day of Truth and Reconciliation: Thursday, September 30, 2021 (no classes)
- Thanksgiving Day: Monday, October 11, 2021
- Remembrance Day: Thursday, November 11, 2021

- Term Break: No classes from Sunday, November 7 to Saturday, November 13, 2021
- Last Day of Classes: Thursday, December 9, 2021
- End of Term: Friday, December 24, 2021
- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

Date	Topic(s)	Readings , Discussion, Assignments
September 7, 2021	Introductions Course Outline Review Zoom Lecture: Self, Personality	No reading due See D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
September 8, 2021		Assignment 4 Main Discussion Post Due
September 10, 2021		Assignment 4 Response post replying to main discussion Due
September 14, 2021	Zoom Lecture: Self-care, Critical Thinking, Reflection Project: Diversity Doll	See D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
September 15, 2021		Book discussion Facilitation Sign-up Due
September 16-30, 2021		Book discussion Mandell, D. (Ed.), Chapter 1 & 3
September 15 , 2021		Assignment 4 Main Discussion Post Due
September 17, 2021		Assignment 4 Response post replying to main discussion Due
September 21, 2021	Zoom Lecture: Social Work Associations, Ethics, Standards, Ethical Practice Project: Diversity Doll	See D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
September 22, 2021		Assignment 4 Main Discussion Post Due
September 24, 2021		Assignment 4 Response post replying to main discussion Due
September 28, 2021	Zoom Lecture: Ethics, Standards, Ethical Practice, Ethical Decision-making Project: Diversity Doll	See D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
September 29, 2021		Assignment 4 Main Discussion Post Due
September 30, 2021	National Day of Truth & Reconciliation	No Classes
October 1, 2021		Assignment 4 Response post replying to main discussion Due

October 5, 2021	Zoom Lecture: Social Work Research Project: Diversity Doll	See D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
October 6, 2021		Assignment 4 Main Discussion Post Due
October 8, 2021		Assignment 4 Response post replying to main discussion Due
October 1-14, 2021		Book discussion Mandell, D. (Ed.), 12 & 4
October 12, 2021	Zoom Lecture: Social Work Research Project: Diversity Doll	See D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
October 13, 2021		Assignment 4 Main Discussion Post Due
October 15, 2021		Assignment 4 Response post replying to main discussion Due
October 15-28, 2021		Book discussion Mandell, D. (Ed.), Chapters 5 & 6
October 19, 2021	Zoom Lecture: Social Work Theories, Models, Perspectives Project: Diversity Doll	See D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
October 20, 2021		Assignment 4 Main Discussion Post Due
October 22, 2021		Assignment 4 Response post replying to main discussion Due
October 26, 2021	Zoom Lecture: Communication, Equity, Diversity, Inclusion, Reconciliation Project: Diversity Doll	See D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
October 27, 2021		Assignment 4 Main Discussion Post Due
October 29, 2021		Assignment 4 Response post replying to main discussion Due
October 29 - November 4, 2021		Book discussion Mandell, D. (Ed.), Chapters 10 & 7
November 2, 2021	Zoom Lecture: Communication, Equity, Diversity, Inclusion, Reconciliation Project: Diversity Doll	See D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
November 3, 2021		Assignment 4 Main Discussion Post Due
November 5, 2021		Assignment 4 Response post replying to main discussion Due

November 5-25, 2021		Book discussion Mandell, D. (Ed.), Chapters 8, 9 & 11
November 7-13, 2021	Term Break: no class	
November 16, 2021	Zoom Lecture: Human Development, Behavior and Social Environment, Project: Diversity Doll	See D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
November 17, 2021		Assignment 4 Main Discussion Post Due
November 19, 2021		Assignment 4 Response post replying to main discussion Due
November 23, 2021	Zoom Lecture: Social Welfare Policies Project: Diversity Doll	See D2L for Assignment 4 Discussion Board Topic, Activities for this week will be available in D2L
November 24, 2021		Assignment 4 Main Discussion Post Due
November 26 , 2021		Assignment 4 Response post replying to main discussion Due
November 27, 2021		Assignment 2: Diversity Doll, Reflective Paper, & Zoom Video Due
November 30, 2021	Diversity Doll Presentations Zoom Lecture: Term Review	See D2L for Assignment 4 Discussion Board Topic Assignment 3: Group Diversity Doll Presentation Due
December 1 , 2021		Assignment 4 Main Discussion Post Due
December 3, 2021		Assignment 4 Response post replying to main discussion Due
December 5, 2021		Assignment 1: Self-Evaluation Due
December 7, 2021	Diversity Doll Presentations Zoom Lecture: Course conclusion	See D2L for Assignment 4 Discussion Board Topic Assignment 3: Group Diversity Doll Presentation Due
December 7, 2021		Assignment 4 Main Discussion Post Due
December 8-9, 2021		Assignment 4 Response post replying to main discussion Due
December 9, 2021	Last Day of Classes	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. 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. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use 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

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. 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

Assignment 1: Book Discussion & Self-Evaluation (35%)

Facilitator Sign-up Due Date: September 15, 2021 by 11:59pm

Book Discussion Due Date: See chapter schedule, by 11:59 pm

Self-Evaluation Due Date: December 5, 2021, by 11:59 pm

Aligned Course Learning Outcomes: 1, 2, 4,5

Assignment Description:

Purpose & Objectives:

The Professional Use of Self D2L Book Discussion & Self-Evaluation purpose is to provide a format for students to document use of self toward a professional social work identity. The goal of professional use of self D2L Book Discussion & Self-Evaluation is for students to become aware of the values, decisions, beliefs, personal biases, personal preferences, ethics, and competence with diversity, communication, environment, behavior, that will be a source of information for understanding of individual critical thinking and reflective practice that informs their social work practice. Students will be in discussion groups within the SOWK 361 D2L Course site where their work is focused on integrating and engaging in five weeks of conversations exploring the book, Mandell, D. (Ed.). (2007). *Revisiting the use of self: Questioning professional identities* to explore, understand, and self-evaluate the relationship of their professional use of self to professional identities and reflective practice.

Content & Structure:

Phase 1. Chapter Discussions

During the first week of the term, students will sign up to be a chapter facilitator for one week and to participate during the other weeks as discussion group members. Facilitator sign-up due by September 15, 2021. All students are expected to actively participate in the book discussions and should be well prepared by advance reading and reflective thought.

- Chapter facilitators will provide an overview of the main themes they gathered from their chapters; bring to the D2L discussion forum information from one or more outside resources that pertains to the themes and/or concepts in the chapters; ask thoughtful questions about the chapters that will encourage discussion; and lead the discussion on the themes within the chapters and the related material for the week. Facilitators must have their materials posted by the Friday of the second week of the chapter schedule. The Facilitator discussion with the book club members will conclude discussions on the following last Thursday of the chapter schedule.
- Chapter group members will come to the discussions prepared by reading the chapters, will post their responses to the leader's questions, and will be involved throughout the weeks as the discussions unfold. It is expected that students will also bring relevant resources to support the conversations.
- It is expected that all students will appreciate and respect diverse perspectives as they are shared in the discussions and will treat each other with the utmost respect and dignity. Discussion forum postings should be timely, offer high quality, well thought out, articulate responses and replies, and provide resources that are relevant, available, and accessible. All resource and reference materials must be clearly cited and referenced in APA 7th Edition style.
- Book Discussion Schedule:

Chapters	Dates
1 & 3	Sept. 16-Sept. 30.
12 & 4	Oct. 1-14
5 & 6	Oct. 15-28

10 & 7	Oct. 29-Nov. 4
8, 9 & 11	Nov. 5-25

Phase 2. Self-Evaluation & Evidence

Students will provide a self-evaluation of their experience with the book and the chapter discussions which reflects on the following:

- role of chapter facilitator (including preparation and resource materials as evidence), written overview of the discussion and participant input, and reflection on facilitation (leadership) process;
- participation as a discussion member for each chapter (including chapter notes as evidence), learnings from the chapter discussions, contributions to the discussions, and resource materials added to the conversations (as evidence);
- an analysis of how their experience with the book and the discussions have further informed their understanding of their professional use of self, professional identity, and reflective practice, and will enhance their development as a social work professional;
- recommend a grade, or a descriptor from the course outline grading grid, for your overall performance and participation in the book discussion process. While the instructor will consider the grade recommendation, the final decision on the grade rests with the instructor.

Assessment Criteria:

The self-evaluation should be 3-4 pages in length (double-spaced). Discussion examples to support the self-evaluation include facilitation preparation, facilitation resource materials, resources added to the conversations, engagement, and highlights of contributions made. It is strongly recommended that students keep a weekly log/journal of their book discussion activities in this course to assist in their self-evaluation process. APA 7th Edition guidelines must be adhered to with all reference material, crediting of sources, and accurate citing of the literature within the paper, including use of a reference page. Submit the assignment using the D2L course Drop Box by December 5, 2021, 11:59 pm.

Assignment 2: Diversity Doll (30%), Reflective Paper, & Zoom Video (10%) – Due: November 27, 2020 by 11:59 pm

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

Assignment Description:

Purpose & Objectives:

This Diversity Doll, Reflective Paper, & Zoom Video assignment promotes self-awareness and understanding of vulnerable populations, equity, diversity, inclusion, reconciliation, and the complex issues of social problems experienced. Further, understanding of professional use of self by applying methods of critical thinking, empathy, problem solving, theoretical framework, ethical decision-making, research, communication, social policy, and anti-oppressive skills will be learned with this assignment process.

Content & Structure:

The Diversity doll project requires researching a chosen topic relevant to a vulnerable population to study along with selection of the social work theoretical framework of relevance. There are three components to this Diversity Doll assignment. Students will research a vulnerable population. For the first component of the project students will use material or technique that will allow creation of an individual handmade doll to customize with features to represent the diversity doll persona. Diversity dolls may also be created using readymade dolls. A background with pictures and words/messages or short story to achieve effect and realistic physical environment of the vulnerable individual for exploration of the life situation and experience is suggested. Each project must include a reference page and a minimum of five references are required.

For the second component of the Diversity Doll assignment students will write a Reflective paper. For this reflective paper students will explore and discuss their learning of the personal and professional journey toward professional use of self. Through use of their critical thinking process students will discuss their research of the chosen vulnerable population. The reflective process will include the student's discussion of professional social work values, principles, ethics, social policy, ethical decision making, beliefs, attitudes, empathetic process, anti-oppressive approach, problem solving, theoretical framework, and developed understanding of the chosen vulnerable population.

A Zoom video is the third component of this Diversity Doll project. Students will make a Zoom video presenting their completed Diversity Doll and it is acceptable to include in the dialogue aspects of the reflective paper of importance to the presentation being submitted to the Instructor. Students are encouraged to be creative in their video presentation of the Diversity Doll. Students will ensure the audio and video quality of the Zoom video is optimal. The Zoom video will be approximately 5-10 minutes maximum in length.

Assessment Criteria:

The Reflective paper component of the assignment will be 8 pages in length and include a title and reference page. The title and reference page are not included in the paper length. Students will adhere to APA 7th Edition standards. Included must be use of a minimum of ten references from the literature. The research sources from the literature for this paper will be within the last 10 years (dating back from 2020). APA guidelines must be adhered to with all reference material, crediting of sources, and accurate citing of the literature within the paper that meets all APA guidelines, including use of a reference page. A minimum of ten (10) literature sources of lectures, books and peer-reviewed articles, will be used for the paper. Any graphics or videos used within the assignment require adherence to APA guidelines. Criteria for grading will also include professional presentation of self, APA adherence, application of relevant literature, grammar, professional vocabulary, punctuation, structure, format, organization, and spelling. An assignment Rubric will be posted in the D2L site. Submit the paper using the D2L Drop Box.

Assignment 3: Group Diversity Doll Presentation (10%) – Due according to presentation class schedule November 30th & December 7th, 2021

Aligned Course Learning Outcomes: 1, 3, 4

Assignment Description:

Purpose & Objectives:

The group Diversity Doll presentation allows students to participate in sharing their learning about the role of social workers at the micro, mezzo, and macro levels when supporting their clients, making ethical decisions, respecting rights, protecting vulnerable populations from a human rights perspective, and role of the client as an active participant in their care. Students will demonstrate understanding of the helping profession of social work and how social workers strive to alleviate poverty, liberate the vulnerable and oppressed, and promote social inclusion and social cohesion. Students will demonstrate understanding the vulnerability of individuals, families, and groups. Students will communicate their increased effective skills and knowledge to engage with their clients. Collaboration and communication abilities working in a group project process will be achieved.

Content & Structure:

The Diversity Doll group assignment will require students to present their vulnerable population through their individually created Diversity Dolls. The group presentation will focus on the profession of social work and how it protects and empowers vulnerable populations, respects, values, and works from an anti-oppressive and theoretical approach. Students will focus upon the macro, mezzo, and micro levels of social work for their presentation. Connecting their chosen client populations within their group presentation will focus on the social work professional role. Students will discuss ethics, ethical decision-making, social policy, research, professional values and principles, and communication approaches of importance when working with their vulnerable population. Each group member will present. The combined presentation will be 15 minutes, with additional time allotted for questions from the class about social work's professional use of self, the client population, and Diversity Dolls. Presenting times on the assigned due date will be random as determined by the class. The group PowerPoint will be uploaded to the D2L discussion board for the class to access prior to the assigned presentation date. Powerpoint or Prezi are recommended presentation programs for this assignment.

Assessment Criteria:

The Diversity Doll group assignment presented by students will adhere to APA 7th Edition standards. Included must be use of a minimum of ten references from the literature. The research sources from the literature for this presentation will be within the last 10 years (dating back from 2020). APA guidelines must be adhered to with all reference material, crediting of sources, and accurate citing of the literature within the presentation that meets all APA guidelines, including use of a

reference page. A minimum of ten (10) literature sources of lectures, books, and peer-reviewed articles, will be used for the presentation. Any graphics or videos used within the assignment require adherence to APA guidelines. Criteria for grading will also include professional presentation of self, APA adherence, application of relevant literature, grammar, professional vocabulary, punctuation, structure, format, organization, and spelling. An assignment Rubric will be posted in the D2L site. Submit the presentation using the D2L Drop Box.

4. Assignment 4: Activities- Weight 15% - Due: as indicated in the weekly D2L activity schedule.

Aligned Course Learning Outcome: 1, 2, 3, 4, 5

Assignment Description:

These assigned activities will vary in type and may include such learning as reflections, research, readings, video analysis, discussions and other assigned activities. Each activity will contribute to the overall course learning. It is also expected that all students will appreciate and respect diverse perspectives as they are shared in the activity discussions and will treat each other with the utmost respect and dignity. Discussion forum postings should be timely, offer high quality contributions and be well thought out. Responses are also expected and will be relevant to the discussion.

Assessment Criteria:

All activity discussions and responses will include reference materials that are clearly cited with a reference list in APA 7th edition style. Assignment Rubric will be posted in the D2L site. Submit activities to the D2L Discussion board.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. 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

All assignments are to be handed in at or before the date and time as specified in the course outline.

It is the student's responsibilities to request an extension from the instructor should you require more time and offer an alternate due date and time for the instructor's consideration.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization.

Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

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

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54

F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50
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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

Additional suggested readings recommended for this course will be provided in the D2L course site.

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 Calendar
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

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). Both can be found online at:
<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. 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. The full policy on Student Accommodations is available <https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

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 (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) 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 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. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> 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