Course Number	SOWK 399 S01	Classroom	Online
Course Name	Practice and Evaluation with Organizations		
Day(s) & Time	Friday 9:00-11:50		
Instructor	Dr. Patricia Samson		
U of C E-mail	patricia.samson@ucalgary.ca	Phone	780-492-0108

SYLLABUS STATEMENT

An introduction to theories and skills in the study of human service organizations. Examines organizational dynamics and how this impacts professional practice, relationships with clients, and the potential for organizational change.

COURSE DESCRIPTION

Most professional social workers must learn how to practice within the structure of human service organizations. This course provides a conceptual framework for understanding social service organizations, which form the most common work environments for social workers on a day-to-day basis. The course will examine how organizations define the role and scope for the social workers employed and include discussions around the political, social, and economic contexts in which these organizations function. Beyond the basics of how human service organizations work, the course will emphasize how social workers can provide leadership in addressing complex social issues while contributing to the evolution of social work practice within an organizational context. This course emphasizes a collaborative learning process, meaning that student attendance and active engagement strongly contributes to building a meaningful and valuable learning experience. It is based on the view that knowledge is co-created during peer interaction, discussion, and problem solving. The class may include the use of video, guest speakers, lecture and discussion formats, small group work, as well as occasional role-plays and practice exercises.

COURSE LEARNING OUTCOMES

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

1. Demonstrate through a combination of engagement, critical thinking, reflection and teamwork, an understanding of organizational theories, concepts, and dynamics, as well as their implication for practice.
2. Critically analyze the purpose, structure and functioning of human service organizations.
3. Build an understanding of how to ethically approach the work of effective professional social work practice in the human service organization.
4. Demonstrate the ability for self-directed, inquiry-based learning to gain a deeper understanding of an area of interest related to organizational practice and the literature in this area.

5. Understand the distinctions between the Western (or Euro-Canadian) and Indigenous worldviews and how these distinctions inform social work practice in differing organizational contexts.
6. Begin to engage in organizational and societal systems' change through acquiring skills to identify social inequalities, injustices, and barriers towards changing oppressive social conditions.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

TEXTBOOK: Gibelman, M., & Furman, R. (2013). *Navigating Human Service Organizations* (3rd ed.). Chicago: Lyceum.

REQUIRED READINGS:

Alberta Collage of Social Workers (2013). Standards of Practice. Retrieved from, https://www.scribd.com/doc/310181824/final-standardsofpractice-20131104

Canadian Association of Social Workers (2005). Code of ethics, Retrieved from http://www.casw-acts.ca/

Community Tool Box, Chapter 3, 8-12 at: https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-andresources/swot-analysis/main

First Nations University of Canada, (N.D.). Lighting the path: 2019-2024 Strategic Plan. Retrieved from, https://www.fnuniv.ca/wpcontent/uploads/FNUniv.StrategicPlan.FinalVersionWeb2019.pdf

Government of Alberta, (2011). Your rights and responsibilities at work. Retrieved from, https://alis.alberta.ca/pdf/cshop/rightresponse.pdf

Gray, M. (2005). Dilemmas of international social work: Paradoxical processes in indigenisation, universalism and imperialism. *International Journal of Social Welfare*, *14*(3), 231-238.

Health Professions Act (2000). Revised Statutes of Alberta 2000, Chapter H-7. Alberta Queen's Printer, Edmonton, AB. Retrieved from, http://www.qp.alberta.ca/documents/Acts/h07.pdf.

Holosko, M. J. (2009). Social work leadership: Identifying core attributes. *Journal of Human Behavior in the Social Environment, 19*, 448-459. doi:10.1080/10911350902872395

Lightman, E., & Lightman, N. (2017). *Social Policy in Canada*. (2nd ed). Don Mills, ON: Oxford University Press.

Middle, J., Harvey, S., Esaki, N. (2015). Transformational leadership and organizational change: How do leaders approach trauma-informed organizational change…twice? *Journal of Contemporary Social Services, 96*(3), 155-163. doi:10.1606/1044-3894.2015.96.21

Morrissette, V., McKenzie, B., & Morrissette, L. (1993). Towards an aboriginal model of social work practice: Cultural knowledge and traditional practices. *Canadian Social Work Review/Revue canadienne de service social,10(*1), 91-108. Retrieved from https://www.jstor.org/stable/41669520

Netting, F. E., O'Connor, M. K., Yancey, G., (2006). Belief systems in faith-based human service programs. *Journal of Religion & Spirituality in Social Work: Social Thought, 25* (3-4), 261-286. doi:10.1300/J377v25n03_15.

O'Donovan, D., Rimland Flower, N., (2013). The strategic plan is dead. Long live strategy. *Stanford social innovation review*. Retrieved from http://ssir.org/articles/entry/the_strategic_plan_is_dead._long_live_strategy

Use APA (7th edition) formatting for all written work, including headings, citations, etc.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains 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

This course will complement other required practice courses taken in the undergraduate BSW program.

CLASS SCHEDULE

Date	Topic	Notes/Required Readings
September 10, 2021 **Zoom Class**	**Welcome and Introductions** • Review of syllabus & assignments • Historical Context of Social Work as a Profession • The Organizational Context of Social Work Practice Ethics and Standards of Practice for Social Workers	**Assigned Pre-Readings:** 1) CASW Code of Ethics 2) ACSW (2013). Standards of Practice
September 17, 2021	**Asynchronous Class** • Submit Annotated Bibliography of these 3 assigned readings by 11:59 p.m. via our D2L course Drop Box • Human service organizations introduction • Values and beliefs	**Assigned Readings:** 1) Chapter 1 of course text: Gibelman & Furman (2013) 2) O'Donovan & Rimland-Flower (2013). The strategic plan is dead. Long live strategy 3) Netting, O'Connor & Yancey (2006). Belief systems in faith-based human service programs
September 24, 2021 **Zoom Class** 9:00-10:50 *Class time for group project work (10:50-11:50)*	**Human Service Organizations and Strategic Planning** • Planning and Evaluation • Logic Models • SWOT Analysis	**Assigned Readings:** 1) Chapter 2 of course text: Gibelman & Furman (2013) 2) Community Toolbox at: https://ctb.ku.edu/en (focus on Chapters: 8 to12 for *Developing a Strategic Plan and Organizational Structure*) **SWOT Analysis:** Community Tool Box, Chapter 3 at: https://ctb.ku.edu/en/table-of-contents/assessment/assessing-

		community-needs-and-resources/swot-analysis/main
October 1, 2021	**Asynchronous Class** Submit Annotated Bibliography of the two (2) assigned readings by 11:59 p.m. via our D2L course Drop Box **Funding Human Service Organizations** • Agency Annual Reports and the link to Strategic Planning • What about the role of ethics and values?	**Assigned Readings:** 1) Chapter 3 of course text: Gibelman & Furman (2013) 2) Community Toolbox (Chapter 36: https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/framework-for-evaluation/main **One-Page Agency Contact Proposal Due: Submit proposal to the D2L Drop Box by 11:59 p.m**. **and await instructor approval before proceeding**

October 8, 2021
 	
Zoom Class
9:00-10:50
 	
Class time for group project work (10:50-11:50)
	Leadership and Governance
	• Who holds the power? Critical Social Work'
	• An Indigenous Perspective
	  - How authority is viewed
	  - Values and the importance of relationship
	• A Western Perspective
	  - Boards, CEO, Roles & Responsibilities in the Organizational Structure
		Assigned Readings:
		1) Chapter 4 of course text
		2) Holosko, M. J. (2009). Social work leadership: Identifying core attributes
		3) Grassroots Governance and the Non-Profit Sector at: http://sectorsource.ca/resource/web/grassroots-governance-governance-and-non-profit-sector
		4) Morrisette, McKenzie, & Morrisette (1993). Towards an aboriginal model of social work practice: Cultural knowledge and traditional practices.
		_____
		Guest Speaker: Dr. Rick Enns (Federal Indian education policy and colonization)

October 15, 2021	**Asynchronous Class**
	Submit Annotated Bibliography of the two (2) assigned readings by 11:59 p.m. via our D2L course Drop Box
	
	The Role of Supervision in the Organizational Context
	• Social Work Supervision
	  - Education
	  - Support
	  - Administration
	• Code of Ethics
	• Professional Development and Continuing Education
		Assigned Readings:
		1) Chapter 5 of course text
		2) Middle, Harvey., & Esaki (2015). Transformational leadership and organizational change: How do leaders approach trauma-informed organizational change…twice?
		
		Assignment #2: Reflection Paper Due at 11:59 p.m. via the D2L Drop Box

October 22, 2021 **Zoom Class** 9:00-10:50 *Class time for group project work (10:50-11:50)*	**Organizational Culture and the Influence on the Work Environment** • Organizational Culture and Climate • Wellness and Self-Care Social Work Practice Settings: Challenges and Opportunities	1) Chapters 6 & 7 of course text: Gibelman & Furman (2013) 2) CASW Code of Ethics and Standards of Practice **Guest Speaker:** tentative
October 29, 2021	**Asynchronous Class** Group Work Working Session • Asynchronous session dedicated for you to work on your group projects.	Dedicated day for working on your group presentation projects
November 5, 2021 **Zoom Class** 9:00-10:50 *Class time for group project work (10:50-11:50)*	**The Work Environment within Organizations** • Unions, working conditions, rights of workers • Workplace policies & procedures • Neoliberalism and the impact on the Welfare State **Organizational Change** • Shifting contexts	**Assigned Readings:** 1) Chapters 8, 9 & 10 of course text 2) Standards of Practice at: https://www.scribd.com/doc/310181824/final-standardsofpractice-20131104
November 12, 2021	**Fall Break**	**No class this week**
November 19, 2021 **Zoom Class** 9:00-11:50	**Group Presentations** (x3)	Groups presenting on this date are to upload presentation and references to D2L site by 11:59 p.m.
November 26, 2021 **Zoom Class** 9:00-11:50	**Group Presentations** (x2)	Groups presenting on this date are to upload presentation and references to D2L site by 11:59 p.m.
December 3, 2021 **Zoom Class** 9:00-10:30	**Globalization and its Influence on Knowledge Construction** • The intersection of knowledge, values and social work practice contexts **Course Wrap-up**	1) Lightman & Lightman, Chap 11: Globalization. To be posted on D2L site 2) Gray, M. (2005). Dilemmas of international social work: Paradoxical processes in indigenization, universalism and imperialism

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

- o   Last Day of Classes: Thursday, December 9, 2021
- o   End of Term: Friday, December 24, 2021
- o   Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION
The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

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). 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.

ASSESSMENT COMPONENTS

Assignment #1: Annotated Bibliographies
Weight: 35% (5% x 7 readings)
Due: Sep 17 – October 15, 2021 (dates specified below)
Aligned Learning Outcomes: 1, 2, 4, 5, 6

You will complete annotated bibliographies of assigned readings during those weeks where learning will occur asynchronously: ***September 17th, October 1st & October 15th***. There are a total of seven (7) readings that require annotated bibliographies for this course. The readings to be addressed for each date above are noted in the Class Schedule as *Assigned Readings*. To complete an **Annotated Selected Bibliography:** You can consult the Online Writing Laboratory of Purdue University at http://owl.english.purdue.edu/owl/resource/614/01/ for information and suggestions for completing an annotated bibliography. The link specifically for annotated bibliographies is: https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html . You can also access writing supports that include literature reviews and annotated bibliographies at: the University of Toronto at http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review

In your bibliographies, provide a succinct summary of each reading, highlight any key themes or concepts that stand out for you, and critically assess the reading in relation to strengths and challenges

presented. Conclude with a section on how this material impacts or influences you personally and professionally as an emerging social worker; provide examples to illustrate some of your points. Each annotated bibliography should not exceed a maximum of 2 pages (excluding title page), should be double-spaced, and cited per APA (7th Edition).

Assignment #2: Individual Reflection Paper
Weight: 25%
Due: October 31st, 2021
Aligned Learning Outcomes: 1, 3, 4, 5, 6

The topic of this reflection paper is: *Your Role as Social Worker within the Organizational Context: Self-Reflection/Preparing for Practice.*

Social workers working within human service organizations are often challenged to apply their skills to many different worker-client environments/settings. Choose a specific agency/organization among public (governmental), non-profit (voluntary) or private (for-profit) types of organizational settings. Your reflective paper should first provide a brief overview of the chosen organization/agency and its service offering. Using the agency's mission and/or vision statements and other pertinent material, describe (include who the client is and how services are delivered) and then critically assess the merits and drawbacks of your potential professional work in that setting. Is this agency a fit for you? Why or why not? Do the values fit within your own personal value system? What are some of the challenges here? How might different ways of knowing influence services provided by this organization and what might your role be in promoting and advocating for change for gaps in services? For example, are indigenous ways of knowing considered? Supports and resources for newcomers? Francophones?

This paper should be referenced with attention to organizational structure and functioning and other relevant aspects of organizational life with particular emphasis on your potential opportunities to exercise informal leadership as a new social worker. This paper should be no longer than 4-6 pages in length excluding references; double spaced. Standards of writing will be a factor in grading assignments. Please complete your writing submissions in a style of formatting consistent with APA (7th Edition) style/format. Information on APA can be accessed via the American Psychological Association (2001), Publication Manual of the American Psychological Association (7th Ed.). Washington, DC: American Psychological Association. Other APA style resources can be accessed via the U of C Student Success Centre website at http://www.ucalgary.ca/ssc/APA. Completed essays must be submitted to the D2L course drop box no later than 11:59 p.m. Please include at least three references from scholarly texts (e.g., journals, texts, community-based policy documents), in addition to the course textbook and recommended/additional readings to support your discussion of a chosen agency/organization.

Assignment #3: Group Project-Organizational Analysis
Weight: 40%
Due: Classes of November 19th and 26th, 2021
Aligned Learning Outcomes: 1, 2, 3, 4, 5, 6

Group presentations will be scheduled for either November 19th or November 26th during class time. The group presentation format must be conducted either live or pre-recorded and played live in class. It may be formatted as a PowerPoint, a Prezi or a private YouTube. Presentations should also include a creative form of engagement with other class members that could include for example, role plays, storytelling,

electronic polling, or debates among team members. The presentations should demonstrate the contributions of all team members.

The goal of this group project is to demonstrate a comprehensive understanding of how human service organizations function through the lens of a SWOT analysis. Groups will identify/choose a human service organization and be required to conduct a SWOT analysis that shows the organization's strengths, weaknesses, opportunities and threats. The analysis should include an assessment of how well the organization is achieving and/or could achieve its mission within the current socio-economic environment. A logic model is a useful tool to use in analyzing the resources, assets, and outcomes for organizations and you should be included as part of your overall presentation to support your analysis and critique (it can be a one-slide diagram highlighting inputs, through puts and outputs, as discussed in class).

Your group is expected to contact an agency and interview someone in a management, supervisory or front-line position to gain a comprehensive understanding of the organization. (Additional information about your agency may be ascertained from the agency website or through other research methods).

Each group is to submit a **one-page proposal about the agency** you plan to analyze and contact **by** October 1st **, 2021**. Provide the following details:

    a) Name of each group member
    b) Name of the agency/organization
    c) Who [which student in your group] will make the initial contact with the agency
    d) The name and contact information for the person in the agency you will approach
    e) <u>Submit it to the Instructor for review and approval prior to the identified student contacting the proposed agency</u>
    f) A table outlining key sections of your presentation and which student will be covering which piece

When completing this project, evaluative reports may also be available if the agency has a requirement to publicize their outcomes. Groups are expected to inquire about and address factors that may significantly impact the organization (for example, a change in financial status, leadership, social policy, organizational mandate, societal shift or government focus). Presentations should be approximately **30 minutes** in length including 10 minutes for class discussion and questions.

Based on the virtual site visit, research from the web, annual reports, and supporting material you are to prepare a presentation including the following information:

    1. Mission (Brief history as to origins of the agency/organization)
    2. Vision (examine the agency vision and organizational values, noting the intersections with the values of social work)
    3. Description of need (i.e. Number of clients, scope of agency)
    4. Description of program and evaluation/critique of mandate (what services are provided? Are they relevant for the community? Those served? Other considerations? How is social work situated in this context? Etc.)
    5. Number of staff
    6. Funding (grants, contracts, donations)
    7. Governance (Not for profit, charitable, sole proprietor; organizational chart)
    8. Collaboration activities with other organizations (stakeholders, community partners)

9. SWOT (Strengths, Weaknesses, Opportunities, Threats)
10. Logic Model

Discuss how this organization's work addresses their mission and if it reflects the social work profession. What recommendations might you make based on your overall analysis, assessment, and critique of the organization? Creating a *Logic Model* would be beneficial in providing a visual overview of the organization for your presentation: input, throughputs, outputs. A list of references should be included in the presentation.

Group/Teamwork: Each team will be composed of 4-6 members as assigned by the instructor. Each group member is expected to make a full and equal contribution to this assignment. This includes preparation and attendance at team meetings, as well as timely delivery of material/component parts needed by the team. All members of a team will receive the same grade for the group project. However, it is at the instructor's discretion to vary this grade where there are significantly different levels of participation among members, as happens when some members take on more or less significant elements of the assignment. Each group is to submit an abbreviated ***Table of Contents*** to the Instructor that highlights the contributions of each group member to the final project and presentation with the final project submission in the D2L Drop Box, to ensure accountability, academic integrity and equitable workload distribution for each student.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS
Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS
Please submit all assignments electronically through their respective Dropbox in D2L. Assignments should be submitted in Word 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 respective due dates. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS
Late assignments will be accepted only in exceptional circumstances and at the discretion or the instructor. Assignments submitted after the deadline may be penalized with a grade reduction of a minimum of one grade per each day late if no prior arrangements have been made with the Instructor.

EXPECTATIONS FOR WRITING
Writing quality is a component of all written assignments, including the use of APA 7th edition formatting for referencing. 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

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.

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 at 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 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**