Course & Session Number	SOWK 612.06 S03	Classroom	Blended
Course Name	Aging in Place		
Day(s) & Time	1) Weekly Zoom sessions: Wed 6:30 – 8:30pm Oct 20 & 27, Nov 3, 17 & 24, Dec 1 & 8 2) Weekly asynchronous learning 3) Face to face residency: Nov 19 (6pm-9pm), Nov 20 & 21 (9am-4pm) (see schedule for locations)		
Instructor	Christine Walsh		
U of C E-mail	cwalsh@ucalgary.ca	U of C Phone	403.220.2274

SYLLABUS STATEMENT

Examines multiple social work theories, models, and approaches to clinical practice. Clinical social work practice is situated within historical, economic, political, social and cultural contexts. Critical perspectives, issues of power and intersectionality are discussed in relation to contemporary issues.

COURSE DESCRIPTION

In this course, we will explore theory, research, practice and policy relevant to understanding the role of 'place' in providing care to older adults. We will critically analyze theory, legislation, policies, and ethical issues as a foundation for advancing our understanding of aging in place. These learnings will be integrated with research evidence to explore place-based assessments and interventions (e.g., social determinants of health, aging in the right place, harm reduction). Using practice-based activities, we will apply these learnings to diverse older adult populations residing in housing contexts across the continuum of care (e.g., supportive housing, dementia villages, independent living, homeless shelters).

COURSE LEARNING OUTCOMES

Upon completion of the Post-baccalaureate Certificate in Clinical Gerontology Social Work Practice, students will be able to:

1. Critically assess the historical, political and social context of clinical gerontological social work practice.
2. Articulate a holistic understanding of clinical gerontological social work practice.

3. Explain and apply multiple social work theories and approaches to clinical gerontological social work practice.
4. Identify and situate themselves within the critical perspective and contemporary issues surrounding clinical gerontological social work practice.
5. Articulate a broader and deeper understanding of clinical social work practice that is evidence-based and anti-oppressive and apply modalities for supporting and helping older adults.
6. Describe and apply assessment tools and intervention strategies relevant to clinical social work practice with older adults.
7. Integrate social work theories, models, and approaches into their clinical gerontological social work practice.
8. Apply evidence-based and anti-oppressive modalities towards supporting and helping older adults.
9. Use assessment tools and treatment intervention strategies relevant to clinical social work practice with older adults.
10. Utilize a holistic approach, from diagnosis to treatment, in their clinical social work practice with older adults.
11. Situate themselves and articulate their position within the critical perspective and contemporary issues and current research debates surrounding clinical gerontological social work practice.
12. Develop an evidence-based and anti-oppressive clinical gerontological practice model grounded in theory, research and best/promising practices.
13. Develop a personal ethical framework to guide their clinical gerontological social work practice, including attending to self-care.

LEARNING RESOURCES

REQUIRED READINGS & RESOURCES

Week 1

Burns, V. F., St-Denis, N., Walsh, C. A., & Hewson, J. (2020). Creating a sense of place after homelessness: We are not "Ready for the Shelf." *Journal of Aging and Environment*, *0*(0), 1–15. https://doi.org/10.1080/26892618.2020.1858382 https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/26892618.2020.1858382

Chaudhury, H., & Oswald, F. (2019). Advancing understanding of person-environment interaction in later life: One step further. *Journal of Aging Studies, 51.* https://doi.org/10.1016/j.jaging.2019.100821 https://doi-org.ezproxy.lib.ucalgary.ca/10.1016/j.jaging.2019.100821

Blog: Golant, S. (2020). Aging in place- or trapped in place. *newgeography* https://www.newgeography.com/content/006543-aging-place-or-trapped-place

Podcast: Aging In The Right Place with Dr. Sarah Canham, Original Article from: McMaster Institute of Health Equity https://www.sfu.ca/airp/news-events/podcasts/aging-in-the-right-place-with-sarah-canham--phd.html

Podcast: Dr. Debi Lynes interviews Dr. Stephen Golant about aging in the right place

(https://aginginplacepodcast.files.wordpress.com/2020/06/stephan_golant.mp3
(34.35 min.)
Week 2

Dalmer, N. K., (2019). A logic of choice: Problematizing the documentary reality of Canadian aging in place policies, *Journal of Aging Studies, 48*, 40-49. https://doi.org/10.1016/j.jaging.2019.01.002
https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0890406518303487

Documentary: Beyond Housing June 26, 2019 (30 min)
https://youtu.be/hgW4Whzn9VY

Week 3

Ayano, G., Belete, A., Duko, B., Tsegay, L., & Dachew, B.A. (2021). Systematic review and meta-analysis of the prevalence of depressive symptoms, dysthymia and major depressive disorders among homeless people. *BMJ Open, 23*;11(2):e040061. doi: 10.1136/bmjopen-2020-040061.
https://bmjopen.bmj.com/content/11/2/e040061

Podcast: Homeless healthcare with Stefan Kertesz – Nora Taranto (May 28, 2020)(106.18 min)
https://thecurbsiders.com/podcast/216

Podcast: Understanding the Health Effects of Homelessness - Dr. Margot Kushel (Aug 5, 2019) (28 min)
https://podcasts.google.com/feed/aHR0cHM6Ly9mZWVkcy5zaW1wbGVjYXN0LmNvbS9FMHhUZGRHSw/episode/N2JkNTY5YTktNWM5NS00NGQwLTk2M2ItODA5MWNlMWVmY2Qw?hl=en-CA&ved=2ahUKEwjZ6Nq9yO3wAhVWVs0KHa2cCK0QjrkEegQIBRAL&ep=6

Week 4

Sudore, R. L., Cuervo, I. A., Tieu, L., Guzman, D., Kaplan L. M., & Kushel , M. (2018). Advance Care Planning for older homeless-experienced adults: Results from the Health Outcomes of People Experiencing Homelessness in Older Middle Age Study. *Journal of the American Geriatric Society. 66*(6):1068-1074. doi: 10.1111/jgs.15417
https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/jgs.15417

Residency

Video: Canadian Network for the Prevention of Elder Abuse. (June 8, 2020) (102.17 min). The Canadian Centre for Elder Law Practical Guide to Elder Abuse and Neglect Law in Canada
https://www.youtube.com/watch?v=ugz7ZdXw_DY

Video: CREGÉS Conference | The Art Hive as a Frame of Belonging for Older Adults. *Presented with engAGE - Concordia University's Centre for Research on Aging (Dec 15, 2020) (48.31 min)
https://www.youtube.com/watch?v=GLtJBVFtXQQ

Video: Demystifying Medicine. Art therapy: A potential treatment for dementia (Nov 11, 2018) (5.20 min.)
https://www.youtube.com/watch?v=Ro_xTd-Ugzw

Elder Abuse Awareness https://caryacalgary.ca/our-programs/older-adults/elder-abuse-awareness/

Fortune, D., Aubin, G., Timm-Bottos J., & Hebblethwaite, S. (2021) The Art Hive as a 'frame of belonging' for older adults, *Leisure/Loisir, 45*(3), 459-480, DOI: 10.1080/14927713.2021.1886867
https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/14927713.2021.1886867

Kwan, C. & Tam, H. C., (2021). Ageing in place in disaster prone rural coastal communities: A case study of Tai O village in Hong Kong. *Sustainability, 13*(9), 4618.
https://doi.org/10.3390/su13094618

Kwan, C., & Walsh, C. A (2017). Seniors' disaster resilience: A scoping review of the literature. *International Journal of Disaster Risk Reduction, 25*, 259-273. Doi: 10.1016/j.ijdrr.2017.09.010
https://doi-org.ezproxy.lib.ucalgary.ca/10.1016/j.ijdrr.2017.09.010

McDonald, L. (2018). The mistreatment of older Canadians: Findings from the 2015 national prevalence study. *Journal of Elder Abuse & Neglect, 30*(3), 176-208. DOI: 10.1080/08946566.2018.1452657
https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/08946566.2018.1452657

Roger, K., Goodridge, D., & Walsh, C. A. June 15, 2021 (3.30 min)
Who should I tell? (Elder Abuse Awareness)

Walsh, C. A. et al. (submitted for publication). Barriers and facilitators of abuse disclosure of older adults in Alberta.

Week 5

Smith-MacDonald, L., Venturato, L., Hunter, P., Kaasalainen, S., Sussman, T., McCleary, L., Thompson, G., Wickson-Griffiths, A., & Sinclair, S. (2019). Perspectives and experiences of compassion in long-term care facilities within Canada: A qualitative study of patients, family members and health care providers. *BMC geriatrics*, *19*(1), 128. https://doi.org/10.1186/s12877-019-1135-x

Film: Sòl - Valérie Bah & Tatiana Zinga Botao (2020, 8 min) https://www.nfb.ca/film/sol-en/

Film: The Vigil - Christine Chevarie-Lessard (2020, 8 min) https://www.nfb.ca/film/vigil/

Podcast: The Challenges of Moving Into Long-Term Care With Dr. Tamara Sussman (36.52 min)
Original Article from: McMaster Institute of Health Equity
https://www.sfu.ca/airp/news-events/podcasts/the-challenges-of-moving-into-long-term-care-with-dr--tamara-sus.html

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

This is the second of four required courses in the Clinical Gerontology Practice Certificate. It is a prerequisite for the third course in this certificate.

CLASS SCHEDULE
Please note that the University of Calgary recognizes Thursday, September 30, 2021, as the National Day of Truth and Reconciliation. This is a federal holiday. University operations are closed on this day

This course will include a combination of:
1) weekly synchronous (real-time) online instruction using Zoom,
2) weekly asynchronous (scheduled by the student) online learning, and
3) a weekend face to face, on-campus residency.

Date	Topic	Required readings/resources, guests & assignment due dates
Week 1: Synchronous – Zoom Wed Oct 20 6:30 – 8:30pm	Overview Place-Making Homelessness in Older Age	Readings: Burns et al. (2020) and Chaudhury & Oswald (2019)

Guest Speaker: Dr. Victoria Burns, FSW, University of Calgary (Setting the Stage for AIRP) |
| Week 1: Asynchronous learning | | Blog: Golant Podcast: Lynes Podcast: Canham |
| Week 2: Synchronous – Zoom Wed Oct 27 6:30 – 8:30pm | Diversity of Older Populations | Reading: Dalmer (2019)

Panel and Breakout Room Conversations with Older Adults: Yvonne Ironbow , Laura F. Pearce, Ann Cartridge, & Hilary Chapple |
| Week 2: Asynchronous learning | | Documentary: Beyond Housing |
| Week 3: Synchronous – Zoom Wed Nov 3 6:30 – 8:30pm | Health and social needs of older adults | Reading: Ayano et al. (2021)

Guest speaker: Dr. Lara Nixon, Faculty of Community Health Science, University of Calgary (Health Implications of AIRP) |
| Week 3: Asynchronous learning | | Podcast: Kushel Podcast: Taranto |

	No class Wed Nov 10 - Term Break	
	No class Wed Nov 10 - Term Break	
Week 4: Synchronous – Zoom Wed Nov 17 6:30 – 8:30pm Note: no asynchronous learning this week	Aging in the Right Place Across the Aging Continuum	Reading: Sudore et al. (2018) Guest speakers: Dr. Simon Colgan and Dan Grover, RN, Calgary Allied Mobile Palliative Program (Palliative Care)
Residency: Face to face Fri Nov 19 6:00pm – 9:00pm U of C, Calgary, Rm SA124	Aging in the Right Place Across Global Contexts	Readings: Kwan & Tam (2021) and Kwan & Walsh (2017) Guest Speakers: International Panel Older Adults in Disasters Dr. Crystal Kwan Department of Applied Social Sciences, The Hong King Polytechnic University; Dr. Justin Nicholas, Department of Social Work, University of the Philippines
Residency: Face to face Sat Nov 20 9:00am – 4:00pm The James House (TBD) 14 St NW @ 2 Av NW, Calgary https://www.thejameshouse.ca	9:00-12:00 AIP Community Context: Research Presentation, Community Tour Connecting with Residents 1:00-4:00 Group Work in The Central Library or other location	Reading: Fortune et al. (2021)
Residency: Face to face Sun No 21 9:00am – 4:00pm Kerby Centre 1133 7 Ave SW, Calgary www.kerbycentre.com	9:00-12:00 Lecture: Abuse of older adults Research presentation Environmental Audit Photovoice Exhibit 1:00-4:00 Group work in The Central Library or other location	Readings: McDonald (2018) and Walsh et al. (submitted for publication)
Week 5: Synchronous – Zoom Wed Nov 24 6:30 – 8:30pm	Aging in the Right Place Across the Housing Continuum	Reading: Smith-MacDonald et al. (2019)

		Guest speaker: Dr. Tamara Susman, Faculty of Social Work, McGill University (Aging in long term care settings) Assignment 1 due
Week 5: Asynchronous learning		Film: The Vigil Film: Sòl Podcast: Sussman
Week 6: Synchronous – Zoom Wed Dec 1 6:30 – 8:30pm Note: no asynchronous work this week	Individual presentations	Assignment 2 due
Week 7: Synchronous – Zoom Wed Dec 8 6:30 – 8:30pm Note: no asynchronous work this week	Group presentations Course wrap-up	Assignment 3 due

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 details and assessment rubrics will be posted in D2L. See the "Additional Suggested Readings" section for resources related to each assignment.

Assignment 1: Blog Post - 500-800 words on a current issue related to Aging in Place or Aging in the Right Place
Due: November 24, 2021
Worth: 30%
Learning Outcomes: 4, 5, 11

Assignment: Dwelling/Community Tour and Photo Assessment and Presentation
Worth: 40%
Due: December 1, 2021
Learning Outcomes: 5, 6, 7, 9, 12

Assignment 3: Group presentation analysis of AIP Case Assessment and Application
Worth: 30%
Due: December 8, 2021
Learning Outcomes: 3, 5, 7, 11

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be present and fully engaged in each class activities and discussions. Students should consult with the instructors if they are unable to attend a class or miss a portion of the class. In these cases, it is expected that students will watch the Zoom recording for the missed class.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

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

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

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 **Graduate 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	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. **Note**: The grade point value (3.0) associated with this grade is the minimum acceptable **average** that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. **Note**: Students who accumulate two grades of **"B-"** or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below "B-" are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		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.

ADDITIONAL SUGGESTED READINGS

Akesson, B., Burns, V., & Hordyk, S.-R. (2017). The place of place in social work: Rethinking the person-in-environment model in social work education and practice. *Journal of Social Work Education*, *53*(3), 372–383. https://doi.org/10.1080/10437797.2016.1272512

Burns, V. F. (2016). Oscillating in and out of place: Experiences of older adults residing in homeless shelters in Montreal, Quebec. *Journal of Aging Studies, 39*, 11-20.
https://doi.org/10.1016/j.jaging.2016.08.001
https://doi-org.ezproxy.lib.ucalgary.ca/10.1016/j.jaging.2016.08.001

Hulko, W., Brotman, S., Stern, L., & Ferrer, I. (2020). *Gerontological social work in action: Anti-oppressive*

practice with older adults, their families, and communities. Routledge.

Youdin, R. (2014). *Clinical gerontological social work practice*. Springer.

Resources for Assignment 1:

How to write an op-ed with Dr. Susan Mintzberg- link to AIRP website will be posted in D2L

Blog: Aging – and moving around – in the right place March 30, 2021, Dr. Rachel Weldrick
https://www.sfu.ca/airp/news-events/blog/aging-and-moving-around-in-the-right-place.html

Blog: SHEN-ANNE-IGANS. June 27, 2021, Jill Hoselton https://www.sfu.ca/airp/news-events/blog/shen-anne-igans.html

Blog: Aging in the right place for LGBTQ2S+ Older Adults, June 27, 2021, Amber Dukart,
https://www.sfu.ca/airp/news-events/blog/aging-in-the-right-place-for-lgbtq2s--older-adults.html

Resources for Assignment 2:

Brorsson, A., Öhman, A., Lundberg, S., Cutchin, M. P., & Nygård, L. (2020). How accessible are grocery shops for people with dementia? A qualitative study using photo documentation and focus group interviews. *Dementia*, *19*(6), 1872-1888. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177%2F1471301218808591

Brorsson, A., Öhman, A., Lundberg, S., & Nygård, L. (2016). Being a pedestrian with dementia: A qualitative study using photo documentation and focus group interviews. *Dementia*, *15*(5), 1124-1140. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177%2F1471301214555406

Mazer, K. M., & Rankin, K. N. (2011). The social space of gentrification: The politics of neighbourhood accessibility in Toronto's Downtown West. *Environment and Planning D: Society and Space*, *29*(5), 822-839. https://doi-org.ezproxy.lib.ucalgary.ca/10.1068%2Fd7109

Stadler, J., Dugmore, C., Venables, E., MacPhail, C., & Delany-Moretlwe, S. (2013). Cognitive mapping: using local knowledge for planning health research. *BMC Medical Research Methodology*, *13*(1), 1-13. https://bmcmedresmethodol.biomedcentral.com/articles/10.1186/1471-2288-13-96

Suchar, C. S. (1997). Grounding visual sociology research in shooting scripts. *Qualitative Sociology*, *20*(1), 33-55. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1023/A:1024712230783

White, R. J., & Green, A. E. (2012). The use of mental maps in youth research: Some evidence from research exploring young people's awareness of and attachment to place. In *Innovations in youth research* (pp. 58-76). Palgrave Macmillan, London.

Resources for Assignment 3:

Forum of Federal/Provincial/Territorial (F/P/T) Ministers Responsible for Seniors (2015). *Thinking About*

Your Future? Plan Now to Age in Place. Retrieved
https://www.canada.ca/content/dam/canada/employment-social-development/corporate/seniors/forum/aging-checklist/aging-checklist-seniors-EN.pdf

Karlin, N.J., & Weil, J. (2017). Healthy aging in a global context: Comparing six countries. *Ageing International, 42*, 1–22. https://doi.org/10.1007/s12126-016-9274-2 https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s12126-016-9274-2

Luciano, A., & Pascale, F., Polverino, F., & Pooley, A., (2020). Measuring age-friendly housing: A framework. *Sustainability, 12*(3), 1-35.
https://doaj.org/article/066a5159ed1a4e8a94129e6ce4f0ee14

Pruchno, R., (2018). Aging in context. *The Gerontologist, 58(1)*, 1-3.
https://doi.org/10.1093/geront/gnx189

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