



Course & Session Number	SOWK 363 S03	Classroom	SA 109
Course Name	Human Development and Environments		
Dates and Time	Start of Classes: Tuesday, September 6, 2022 End of Classes: Tuesday, December 6, 2022 Dates and Time: In-person instruction, Wednesdays 9 am – 11:50 am Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Emily Wang, Ph.D., R. Psych.	Office Hours	As requested. Please contact instructor via email
UCalgary E-mail	emily.wang4@ucalgary.ca ewang@hullservices.ca (alt)	UCalgary Phone	N/A

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Explores the nature of human behaviour and development in diverse environments and contexts (personal, community, social, and environmental) and explores the implications for social work practice and theory.

COURSE DESCRIPTION

The purpose of Human Development and Environments is to provide a basic conceptual framework for creating and organizing knowledge about human behavior across the lifespan as it interacts with various aspects of the larger environment. The course focuses on the dimensions and nature of human development in a variety of environments as both relational and contextual. The course will explore dominant and alternative paradigms in the study of human development. A series of fundamental theories and theoretical approaches, along with updated research will be introduced. Culture and environment as key influences on the behavioral expression of human development process are stressed in this class through related readings and classroom activities, particularly as they relate to social work assessment and practice. This course also focuses on the relationship between social determinants of health and inequities in wellbeing. A set of core theories of human behavior and development will be introduced, and critiqued as we further explore implications and applications in social work practice with diverse clients over the life course. The class will include the use of videos, and lecture and discussion formats, as well as reflection exercises and practices, role-plays, and practice exercises. This course has no pre-requisites or co-requisites.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will:

1. Demonstrate an understanding of leading models of human development, while acknowledging the Western context of these theories.
2. Assess implications of human growth and behaviours for social work practice by looking at both challenges and opportunities presented over the lifespan.
3. Develop a deeper sense of how to practice social work within the context of biology, psychology, environment, social, economic and cultural factors.
4. Consider how the various biological, cultural and environmental influences affect the perception and role of developmental norms.
5. Compare and contrast major theories on growth and development in the context of anti-oppressive critiques.
6. Critically explore the application of models of human development in the context of personal history, values, and identity as a way of recognizing personal views and potential biases.

7. Explore strategies, tools, and questions to assess social work problems across the lifespan, through the use of case studies and activities to apply learning to practice.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Book:

Rogers, A. T. (2019). *Human behavior in the social environment* (5th ed.). Routledge.

E-books are available from the following vendors; Apps available for Android and Apple devices
BookShelf (VitalSource); Amazon Kindle; Kobo; Google Play Books ; iBooks ; ebooks.com

There is access to 3-User licensed eBooks of the 4th edition through the library.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4426394>

Video/Documentary:

Palmer, M. (Director). (2016, January). Angry Kids Stressed out Parents [Video file]. Link will be posted on D2L. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA51757686380004336

Video:

Roots of Empathy. (2016, October). Born for love: Why empathy is essential and endangered [Video file]. Link will be posted on D2L. <https://www.youtube.com/watch?v=rmn8uvSyJSo>

Articles:

Amurao, A. (2019). Medical assistance in dying (maid). *Canadian Social Work Review*, 36(2), 143–164. <https://doi.org/10.7202/1068553ar>

Austin, C.D., McClelland, R.W., Perrault, E. & Sieppert, J. (2009). The elder friendly communities program. *Journal of the American Society on Aging*, 33(2), 87-90.

Austin, C.D., Des Camp, E., Flux, D., McClelland, R.W. & Sieppert, J. (2005). Community development with older adults in their neighborhoods: The elder friendly communities program. *Families in Society, Special Issue. In The Future of Social Work with Older Adults*, 401-409.

Blackstock, C. (2016, October 6). The long history of discrimination against First Nations children. *Policy Options*. Retrieved from <https://policyoptions.irpp.org/magazines/october-2016/the-long-history-of-discrimination-against-first-nations-children/>

Crone, E. A., & Konijn, E. A. (2018). Media use and brain development during adolescence. *Nature Communications*, 9(1). <https://doi.org/10.1038/s41467-018-03126-x>

De Leeuw, S. (2009). 'If anything is to be done with the Indian, we must catch him very young': colonial constructions of Aboriginal children and the geographies of Indian residential schooling in British Columbia, Canada. *Children's Geographies*, 7(2), 123-140. <https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/14733280902798837>

Dozier, M. & Bernard, K. (2017). Attachment and biobehavioural catch-up: Addressing the needs of infants and toddlers exposed to inadequate or problematic caregiving. *Current Opinion in Psychology*, 15, 111-117. doi:10.1016/j.copsyc.2017.03.003

Hobart, K. (2008). Death and dying and the social work role. *Journal of Gerontological Social Work*, 36(3), 181-192. https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1300/J083v36n03_14

Hopkins, P. & Hill, M. (2008). Pre-flight experiences and migration stories: The accounts of unaccompanied asylum-seeking children. *Children's Geographies*, 6(3), 257-268. <https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/14733280802183981>

Lachman, M.E., Teshale, S., & Agrigoroaei, S. (2015). Midlife as a pivotal period in life course: Balancing growth and decline at the crossroads of youth and old age. *International Journal of Behavioral Development*, 39(1), 20-31. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0165025414533223>

Lamblin, M., Murawski, C., Whittle, S., & Fornito, A. (2017). Social connectedness, mental health and the adolescent brain. *Neuroscience and Biobehavioral Reviews*, 80, 57-68. <https://www.sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0149763416305814>

McLean, K. C. (2005). Late adolescent identity development: Narrative meaning making and memory telling. *Developmental Psychology*, 41(4), 683-691. <https://oce-ovid-com.ezproxy.lib.ucalgary.ca/article/00063061-200507000-00009/HTML>

Melendez, L. (2005). Parental beliefs and practices around early self-regulation. *Infants & Young Children*, 18(2), 136-146. <https://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=ovftg&NEWS=N&AN=00001163-200504000-00006>

Neckoway, R., Brownlee, K. & Castellan, B. (2007). Is attachment theory consistent with Aboriginal parenting realities? *First Peoples Child & Family Review, Special Issue*, 3(2), 65-74.

Pazderka, H., Desjarlais, B., Makokis, L., MacArthur, C., Steinhauer, S., Hapchyn, C., & Bodor, R. (2014). Nitsiyihkâson: The brain science behind Cree teachings of early childhood attachment. *First Peoples Child & Family Review: An Interdisciplinary Journal*, 9(1). <https://fpcfr.com/index.php/F%20PCFR/article/view/194/217>

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. Zoom may be utilized in some instances when in class learning is not possible.

RELATIONSHIP TO OTHER COURSES

This course is a foundational course for students enrolled in the BSW program. This course has no prerequisites or co-requisites.

CLASS SCHEDULE

CLASS SCHEDULE		
Date	Class Topic	Course Readings/Assignments
Week 1: September 6, 2022	Course introduction:	<i>Assignment #1a: Discussion Board Main Post. Part A: Due September 12 2022</i>
Week 2: September 13, 2022	Conceptualizing development, issues & interventions - 1	Rogers (2019) Chapters 2 and 3 <i>Assignment #1b: Discussion Board Response Posts. Part B: Due September 19 2022</i>
Week 3: September 20, 2022	Conceptualizing development, issues & interventions – 2	Rogers (2019) – Chapters 4 and 5 Melendez (2005) DeLeeuw (2009)
Week 4: September 27, 2022	Pregnancy and prenatal issues	Rogers (2019) – Chapter 6 Group 1 presentation to class

Week 5: October 4, 2022	Development in infancy and early childhood	Rogers (2019) – Chapter 7 Dozier (2017) Pazderka (2014) Group 1 Assignment #2 Due Group 2 presentation to class
Week 6: October 11, 2022	Development in middle childhood	Rogers (2019) – Chapter 8 Crone (2018) Hopkins (2008) Group 2 Assignment #2 Due Group 3 presentation to class
Week 7: October 18, 2022	Development in adolescence and early adulthood	Rogers (2019) – Chapters 9 and 10 Lamblin (2017) McLean (2005) Group 3 Assignment #2 Due Group 4 presentation to class
Week 8: October 25, 2022	Policy Implications Compare & contrast diverse populations in development Understanding ourselves as providers	Blackstock, C. (2016, October 6) Amurao (2019) Neckoway, R. (2007)

		<p>Group 4 Assignment #2 Due</p> <p>Group 5 presentation to class</p>
Week 9: November 1, 2022	<p>Development in middle adulthood</p>	<p>Rogers (2019) – Chapter 11</p> <p>Lachman (2015)</p> <p>Group 5 Assignment #2 Due</p> <p>Group 6 presentation to class</p>
Term Break: November 6-12 th , 2022 No Classes		
Week 10: November 15, 2022	<p>Development in late adulthood</p>	<p>Rogers (2019) – Chapter 12</p> <p>Austin, C.D. (2009)</p> <p>Austin, C.D. (2005)</p> <p>Group 6 Assignment #2 Due</p> <p>Video review due November 15 2022</p>
Week 11: November 22, 2022	<p>Death and Dying</p>	<p>Hobart (2008)</p>
Week 12: November 29, 2022	<p>Challenges and opportunities for the social work profession</p> <p>Understanding self and background as a social worker</p>	<p>Rogers (2019)- Chapter 13</p>

Week 12: December 6 2022	Wrap Up/Course conclusion	<i>Final Reflection paper Due December 6 2022.</i>
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Important Dates for Fall 2022

- Start of Term: Monday, August 29, 2022
- End of Term: Friday, December 23, 2022
- Term Break, no classes: Sunday, November 6-Saturday, November 12, 2022
- Fee deadline: Friday, September 23, 2022
- Labour Day, no classes: Monday, September 5, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Remembrance Day, no classes: Friday, November 11, 2022

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

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: Individual Assignment: Discussion Board posting

Aligned Course Learning Outcomes (CLOs): 3, 4

Weight: 5%

Due: Main post: September 12 2022, prior to Week 2.

Response posts (2): September 19, prior to Week 3.

Assignment Description: As University Transfer students, each of you will bring a unique lens to the class. Please share what you are comfortable to share with your classmates. Respond on D2L discussion board to these questions:

1. Who am I? (Your name, your university life prior to this program, any other aspects of yourself you wish to share)
2. What drew you to transfer into the Faculty of Social Work at U of Calgary?
3. Why is this class important?

Students will create one main post using the above guidelines. The post should be between 200-300 words. The main post is due September 12, 2022, prior to the Week 2 class. Two response posts to the discussion are required, each response being no less than 100 words. The response posts are due September 19 2022.

Assignment 2 (Small Group Assignment): Case Presentation

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Weight: 30%

Due: One week following group presentation to class. Group 1: due October 4; Group 2: due October 11; Group 3: due October 18; Group 4: due October 25; Group 5: due November 1, Group 6: due November 15.

Assignment Description: Students will be placed in groups of 3 or 4. From Week 4 (Sep 27) through Week 9 (Nov 1), students will be provided with a case study to share and present to the class. Each group will have a different case. For 40 minutes during the class, the group will present the case (10 minutes) and follow up with 3 to 4 reflective questions for the class to consider. The leaders can encourage full class participation or break the groups into smaller discussion groups that then share their discussion with the full class. One reflective question must incorporate the EDI lens. For example, one group may ask “would you work with this community/family/individual differently if they came from a [identify different background] or [a religious home?] or [high socioeconomic status]? And if so, how would you do so?” Groups may also consider the Touchpoints principles and parent and provider assumptions discussed in class.

Assessment Criteria: Student groups will be graded on 3 parts:

1. their presentation of the case,
2. the summary of the class's response to the three to four reflective questions, and
3. the recommendations.

Each student in the presenting group will be a lead on one of the three to four reflective questions to the class. Groups of 3 will provide the class with 3 reflective questions. Groups of 4 will provide the class with 4 reflective questions. Following the presentation and discussion, the students from the presenting group will journal about the question that they led. Each response will be a 2 page summary of the points discussed during the presentation, and the three 2-page summaries will be submitted on D2L. Together, the group will provide a 1 page list of recommendations in order of priority.

Each journal entry should be 2 pages, double-spaced, 12-point Times New Roman font with 1" margins. The group recommendations will be one page. The assignment must follow APA (7th edition) guidelines. The assignment should be submitted via Dropbox on D2L by 11:59 pm one week following the group presentation. Criteria for the marking will include content, analysis, organization, discussion, and standard of writing.

Assignment 3 (Individual Assignment): Video Review

Aligned Course Learning Outcomes: 3, 4, 5, 6, 7

Weight: 30%

Due: November 15th, 2022 at 11:59PM MT

Assignment Description:

This Video examines early intervention programs used in Canada for at risk children. For this assignment, students will explore the significance of early intervention in early childhood development.

Watch the video, "Angry Kids Stressed out Parents" and provide a 4 page written response to the content. Utilize the following questions and statements to guide your thinking and response:

- Explain how the issues highlighted in the video can be explained by the theoretical perspectives (of human development) studied in the class discussions and lectures.
- What impact does environment have on child rearing?
- What impact does environment have on child development?
- How does socio-economic status impact child rearing? Does the federal government's plan for [\\$10 a day: Early Learning and Child Care](#) support the research reported in this video?
- Share your thoughts regarding child/family welfare policies and practice's thinking about the above questions.
- Share your thoughts regarding the implications for current and or future social work practice.

Assessment Criteria: This assignment should be 4 pages, double-spaced, 12-point Times New Roman font with 1" margins. Assignment must follow APA (7th edition) guidelines. The assignment should be submitted via Dropbox on D2L by 11:59 pm MT on November 15th, 2022. Criteria for the marking will include content, analysis, organization, discussion, and standard of writing.

Assignment 4 (Individual Assignment): Final Reflection Paper

Aligned Course Learning Outcomes:

Weight: 30%

Due: December 6, 2022 at 11:59PM MT

Assignment Description:

Social work is about integrating different ways of knowing and being into our practice as we aim to reduce harm and oppression. We want to bring this knowledge and experience with us into our practise to best serve those around us. One of the purposes of this final reflection paper is to give you the opportunity to integrate the knowledge you acquired during this course and to think about how that knowledge contributes to your emerging practice model. Consider and outline how developmental stages may be impacted by the intersectionality of sex, gender identity, sexual identity, culture, race, class, language, disability, etc. Then explore the influence of your own sex, gender identity, sexual identity, culture, race, class, language, disability, etc. on your development.

Write a 5-7 page paper guided by the above statements. Consider the following as you construct your response:

- Consider your own history and upbringing in prenatal, early childhood, middle childhood, and adolescence. How did your own environment influence your development? Your beliefs? Your values? Your biases?
- How might your history impact your work as a social worker?
- Consider where you are in lifespan development. (Late adolescence? Early adulthood? Middle age?) Consider what you have learned in this course that might impact how you continue on your journey in your present stage of development, both personally and professionally as a social worker.
- Consider how what you have learned in this class might impact the future you in middle adulthood and late adulthood? As a professional social work? Personally?

It is strongly recommended that students keep a weekly log/journal of their activities in this course to assist in the preparation of their self-reflection assignment.

Assessment Criteria: This assignment should be 5-7 pages, double-spaced, 12-point Times New Roman font with 1" margins. Assignment must follow APA (7th edition) guidelines. The assignment should be submitted via Dropbox on D2L by 11:59 pm MT on December 7th, 2022. Criteria for the marking will include content, analysis, organization, discussion, and standard of writing.

Assignment 5: (Individual Assignment): Participation

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Weight: 5%

Due: ongoing throughout course (September 6 – December 6, 2022)

Assignment Description and Criteria:

Participating in the classes is expected and critical to the functioning of the class as a learning community. Grades for participation are based on asking questions, sharing experiences, actively participating in class discussions, small group exercises, and giving respectful feedback to others during class. Above all, participation means demonstrating personal, professional, and respectful engagement in the learning process.

Criteria for an A- level paper:

- correct APA (7th edition) formatting is used throughout
- word count was within reasonable range
- correct spelling and grammar
- clarity in sentence structures and writing style
- structures the paper makes sense and is easy to follow (introduction, body, conclusion)
- makes thematic connections across learning moments
- integration of class content
- good integration of all additional material and articles as required
- direct quotes with page numbers
- active and explicit first-person person voice (I, me), including emotional and personal responses to learning moments
- integration of social work practice, experiences, values, theories, etc.
in the reflection section, explores how insights from learning moments can be translated into SW practice, both a) in the specific SW practice of the student, and b) in the field of SW generally.

Criteria for an A level paper:

- All A- criteria have been met and significantly exceeded, and the paper contains original and critical insights with respect to the subject matter.
- The a) quality of writing, b) levels of analysis and reflection, and c) the exposition of the application of learning moments to both personal SW practice as well as the SW profession must all be exceptional.

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, with the exception of the final assignment, will be given a 72 hour grace period in which students will not be penalized. Following the 72 hours, late assignments will only be accepted in exceptional circumstances and at the discretion of the instructor.

EXPECTATIONS FOR WRITING

Standard of writing will be a factor in grading students work. 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. This grading system overrides the grading system in D2L.

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's [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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