

<b>Course Number</b>	<b>SOWK 300</b>	<b>Classroom</b>	<b>Online</b>
<b>Course Name</b>	<b>Generalist Practice in Context Theme Course</b>		
<b>Day(s) &amp; Time</b>	<b>Instructional Zoom sessions on Saturdays from 9:00am-12:00pm – see class schedule for specific dates</b>		
<b>Instructor</b>	<b>Linda Fehr</b>		
<b>U of C E-mail</b>	<b>fehr@ucalgary.ca</b>	<b>Phone</b>	<b>403-329-2795</b>
<b>Instructor</b>	<b>Iris Plain Eagle</b>		
<b>U of C E-mail</b>	<b>Iris.plaineagle@ucalgary.ca</b>	<b>Phone</b>	<b>403-332-4036</b>

#### SYLLABUS STATEMENT

Examination of the professional use of self in relation to the knowledge, values, and skills pertaining to the practice of generalist social work practice in rural and Aboriginal communities. Course Hours: 6 units; F(6-0)

#### COURSE DESCRIPTION

Through online synchronous and asynchronous instruction, presentations, readings, activities, and discussion, students are introduced to the core concepts of generalist social work practice within rural and Indigenous contexts. A series of modules address the challenges and skills of generalist practice. These modules include generalist practice, professional use of self, critical thinking, approaches in social work practice, indigenous contexts, social work ethics, rural communities, and summary and integration. Students will have an opportunity to explore frameworks as well as history and challenges associated with generalist social work approaches in their own region.

#### COURSE LEARNING OUTCOMES

Upon completion of this course, students will:

1. Identify the cultural assumptions and biases underlying generalist social work practice and critique its application in diverse contexts;
2. Develop an awareness and the ability to demonstrate professional use of self in generalist social work practice;
3. Articulate the conceptual elements of various social work approaches;
4. Demonstrate critical thinking in appraising various approaches to social work practice;
5. Be capable of critical analysis of the process of colonization and oppression as they relate to social work practice:
  - To develop a beginning understanding of colonization, oppression, and social justice in the context of diverse environments.
  - To be able to recognize cultural and societal assumptions underlying mainstream approaches to social work practice.

- To become aware of the TRC (Truth and Reconciliation Commission) process, recommendations, and implications for social work practice.
6. Acquire knowledge of legislation governing social work practice in Alberta, including the CASW Code of Ethics, and ACSW Standards of Practice in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.
  7. Develop a further understanding of rural social work practice and, specifically, its application to the Southern Alberta context.
  8. Demonstrate the ability to create respectful, open, and safe learning environments which ensure that each student has a voice and everyone is treated with respect and dignity.

**LEARNING RESOURCES**

**REQUIRED TEXTBOOKS AND/OR READINGS**

There is no required text book for this course. Assigned reading material and resources will be made available on the course D2L site. It is also expected that students will use their existing resources and access to the University of Calgary Library online resources and data bases to support their learnings and coursework.

Desire to Learning (D2L) Course Site Address: <http://d2l.ucalgary.ca>

**LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

**RELATIONSHIP TO OTHER COURSES**

SOWK 300 is one of the four foundation theme courses in the BSW Learning Circles Program.

**CLASS SCHEDULE (tentative)**

<b>Instructional Dates</b>	<b>Module: Topics &amp; Instructors</b>	<b>Assignments &amp; Due Dates</b>
Saturday, Sept 12 Zoom Session 9:00am-noon	Orientation Module: Welcome and Introduction to Medicine Hat Learning Circles SOWK 300 & SOWK 301 Course Work Instructor: Linda Fehr	-----
Saturday, Sept 19 Zoom Session 9:00am-noon	Module 1: Generalist Practice Instructor: Linda Fehr Module Consultation Zoom Meeting - Tues. Sept. 22 from 6:30-7:30pm	Module 1 Activity due: Thurs. Sept. 24
Saturday, Sept 26 Zoom Session 9:00am-noon	Module 2: Professional Use of Self Instructor: Iris Plain Eagle Module Consultation Zoom Meeting - Tues. Sept. 29 from 6:30-7:30pm	Module 2 Activity due: Thurs. Oct. 1 Module 1 & 2 Assignment Due Sun. Oct. 11

Oct. 5-15 Self-directed Learning Module	Module 3: Critical Thinking Instructor: Linda Fehr Module Consultation Zoom Meeting - Tues. Oct. 6 from 6:30-7:30pm	Module 3 Learning Activities due: Thurs. Oct. 15
Oct. 10-12	<b>**No class - Thanksgiving Holiday Weekend**</b>	-----
Saturday, Oct. 17 Zoom Session 9:00am-noon	Module 4: Approaches in Social Work Practice Instructor: Iris Plain Eagle Module Consultation Zoom Meeting - Tues. Oct. 20 from 6:30-7:30pm	Module 4 Activity due: Thurs. Oct. 22
Saturday, Oct. 24 Zoom Session 9:00am-noon	Module 5: Social Work Ethics Instructor: Iris Plain Eagle Module Consultation Zoom Meeting - Tues. Oct. 27 from 6:30-7:30pm	Module 5 Activity due: Thurs. Oct. 29 Module 4 & 5 Assignment Due Sat. Nov. 7
Nov. 8-14	<b>**No classes – Fall Term Break**</b>	-----
Saturday, Nov. 21 Zoom Session 9:00am-noon	Module 6: Indigenous Contexts Instructor: Iris Plain Eagle Module Consultation Zoom Meeting - Tues. Nov. 24 from 6:30-7:30pm	Module 6 Activity due: Thurs. Nov. 26
Nov. 28-Dec. 4 Self-directed Learning Module	Module 7: Rural & Indigenous Communities Instructor: Iris Plain Eagle Module Consultation Zoom Meeting - Tues. Dec. 1 from 6:30-7:30pm	Module 7 Activity due: Thurs. Dec. 4 Module 6 & 7 Assignment Due: Wed. Dec. 9
Saturday, Dec. 5 Closing Zoom Session 9:00am-noon	Module 8: Summary and Integration Instructors: Linda Fehr & Iris Plain Eagle	

See Modules Descriptions for further details.

## MODULE DESCRIPTIONS

### Module 1 Generalist Practice

This module includes an overview of the historical development of social work practice. It also creates a foundation for critical appraisal of various approaches to social work practice. It includes an analysis of alternative worldviews and competing paradigms as well as an introduction to various contexts for practice. Students will also identify and situate social work roles and functions across a continuum of practice level (micro, mezzo, and macro).

Module Learning Outcomes:

Upon completing this module, students will be able to:

- Describe the historical development and influences of social work practices including various practice models/metaphors.
- Understand social work roles and functions across a continuum of practice levels (micro, mezzo, and macro).
- Understand the role of worldviews, paradigms, assumptions, and values underpinning various contexts for social work practice.
- Situate themselves, their social location, and worldviews in relation to generalist social work practice.

Readings and activities for this module will be available in D2L

### **Module 2 Professional Use of Self**

This module will focus on the evolving understanding of the professional use of self as it relates to social work practice. The idea of personhood will be explored including the social location of ourselves with our clients, our communities and societies. Power relations will be discussed as they pertain to our professional use of self. It will also challenge students to look critically at the concept of 'profession'. This module will finish by looking at self-care in the midst of the stress and anxiety of social work practice.

Module Learning Outcomes:

Upon completing this module, students will be able to:

- Understand the evolution of the term 'use of self';
- Demonstrate the ability to maintain integrity and the authentic self while using different social work approaches in different contexts;
- Identify ways to keep healthy while practicing social work, including the importance of self-care, and maintaining personal and professional boundaries.

Readings and activities for this module will be available in D2L

### **Module 3 Critical Thinking**

This module focuses on critical thinking, and the importance of critical thinking in social work practice. Our focus is on increasing levels of self-awareness and applying this understanding to social justice and social work practice.

Module Learning Outcomes:

Upon completing this module, students will be able to:

- Articulate and demonstrate the importance of critical thinking in social work practice;
- Demonstrate critical thinking in practice approaches to generalist social work practice;
- Critically appraise social work literature, knowledge and/or theories.

Readings and activities for this module will be available in D2L

### **Module 4 Approaches in Social Work Practice**

This module will provide an introduction to various approaches to social work practice through differing theoretical paradigms and worldviews. Students will gain an understanding of the interconnectedness of micro and macro generalist social work practice as well as interpersonal, cultural, and structural social work.

#### Module Learning Outcomes:

Upon completing this module, students will be able to:

- Critically appraise and compare various approaches to practice;
- Identify the cultural assumptions and biases underlying various approaches to social work practice and critique their application in diverse contexts;
- Inquire into and research one particular approach to social work practice to share with others.

Readings and activities for this module will be available in D2L

#### **Module 5: Social Work Ethics**

In the social work ethics module, students are asked to reflect on their personal values and examine their relationship with professional social work values and ethics. Students will gain awareness of the Code of Ethics (CASW) and the Standards of Practice (Alberta College of Social Workers). Students will apply one or more ethical decision making models to address ethical dilemmas in various contexts.

#### Module Learning Outcomes:

Upon completing this module, students will be able to:

- Examine and distinguish between professional and personal ethics and apply this understanding in resolving ethical conflicts in social work practice.
- Interpret and apply the CASW Code of Ethics & ACSW Standards of Practice in examining ethical issues and dilemmas.
- Understand some of the unique ethical challenges facing social workers who practice in rural and communities.
- Understand features of risk assessments (understanding what is risk and harm).
- Understand social work and the use of discretion in professional practice.
- Utilize one or more of the proposed ethical decision making models to address ethical dilemmas.

Readings and activities for this module will be available in D2L

#### **Module 6: Indigenous Contexts**

This module will focus on the attempts to deconstruct social cohesion and responsibilities of Indigenous cultures. It will examine the principles and relational values that are essential for the reconstruction of ethical responsibilities of Indigenous practice. Indigenous practice in this module will explore building the capacity of Indigenous families and communities through applying principles and values, which strengthen and maintain good relations, resulting in the social reconstruction of healthy communities.

#### Module Learning Outcomes:

Upon completing this module, students will be able to:

- Recognize and deconstruct cultural and social assumptions underlying mainstream approaches to social work practice
- Distinguish foundational elements of Indigenous social work practice.
- Identify their developing personal and professional identity in relation to Indigenous world views and anti-oppressive practice.
- Develop a beginning understanding of colonization, oppression and social justice in a diverse range of various contexts with Indigenous people
- Become aware of the TRC (Truth & Reconciliation Commission) process, recommendations, and implications for social work practice.

Readings and activities for this module will be available in D2L

### **Module 7: Rural & Indigenous Communities**

Students are introduced to the core concepts of rurality and rural social work in a Canadian context. Course content begins with the nature of rural communities as settings for human growth and development, leading to consideration of the special demands, stresses, and strengths commonly experienced by social workers in these communities.

Module Learning Outcomes:

Upon completing this module, students will be able to:

- Define and distinguish the unique nature of the rural contexts for social work practice.
- Think critically about how various practice approaches fit within these contexts.
- Deconstruct misperceptions and stereotypes related to living in rural communities.
- Distinguish the unique opportunities and ethical challenges of rural practice (multiple roles, employer demands/employee turnover, confidentiality, sense of community, diverse practice opportunities, worker stress/burnout).
- Explore the impact of economic, environmental, and social issues as they relate to rural social work practice.

Readings and activities for this module will be available in D2L

### **Module 8: Summary and Integration**

The final module is intended to provide students an opportunity to consolidate their learning of the course materials.

Module Learning Outcome:

After completing this module, students will be able to demonstrate the integration of course materials.

## **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). 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

### **1. Modules 1 & 2 Assignment: Social Work as a Journey - Weight: 15%**

**Due: Sunday, Oct. 11**

Aligned Course Learning Outcomes: 1, 2, 8

In this assignment you are asked to explore your values, lived experiences, and generalist practice approach, and prepare a professional self-care plan. This assignment will:

- Discuss and reflect upon those values, lived experiences and role models which have influenced your chosen career path in social work.
- Describe how you would use a generalist practice approach to enhance your professional practice.
- Develop a self-care plan which will support your social work journey. Your self-care plan should include physical, emotional, spiritual, social, and mental dimensions.

Students are expected to use the readings and resources from Modules 1 & 2 to support their assignment. All resource and reference materials must be clearly cited and referenced in APA 7<sup>th</sup> edition style.

This assignment will be 5-6 pages in length (double-spaced) or 1250-1500 words.

**Submit the assignment using the D2L Drop Box.**

### **2. Modules 4 & 5 Assignment: Social Work Approaches and Ethics Paper - Weight: 25%**

**Due: Saturday, Nov. 7**

Aligned Course Learning Outcomes: 2, 3, 4, 6

This academic paper assignment will incorporate the student's Module 4 & 5 key understanding established from these learnings that have contributed to their social work approach and ethics that will be integral to their social work practice.

Students will choose a client vulnerable population, social work theory, and select a current social problem that is relevant to social work's micro and macro generalist practice. Through the use of critical reflection and analysis the student will describe the social problem in detail. The chosen social work theory's main principles will be explained by the student along with identification of advantages and disadvantages found in relation to addressing the social problem. Students will then outline how they would work to address this social problem in both the micro and macro practice levels. Applying an anti-oppressive lens, considering diversity and the intersectionality of their client will also be a focus of

the student's reflective analysis. This assignment will ask students to reflect on their own values and intersecting social positions and how these would influence their theoretical approach with the client.

The student's social work approach will articulate and demonstrate social work core professional values, principles, standards, and ethical considerations. The ethical considerations will focus on the unique ethical needs of the chosen vulnerable population. The student will identify and explain the core values found within the CASW Code of Ethics relevant to the chosen client population, social work theory, and social problem. Social work values discussed by the student will identify similarities to or differences from their own personal values. The discussion will include views about the client population in relation to possible diverse and intersecting areas of difference in gender, ethnicity, national origin, social class, religion, physical or mental ability, race, and sexual orientation. The student will discuss how they will uphold professional values, apply anti-discriminatory principles, and an anti-oppressive approach in dealing with ethical dilemmas that arise working with the chosen vulnerable population, social work theory, and social problem. .

This social work paper will be 9-10 pages in length, not including the title or reference page, double spaced, Arial or times new roman 12 font, and ensure all American Psychological Association (APA) seventh edition formatting is met. Research sources from the literature for this paper will be within the last 10 years (dating back from 2020).

APA guidelines must be adhered to with all reference material, crediting of sources, and accurate citing of the literature within the paper that meets all APA guidelines, including use of a reference list. A minimum of five (5) literature sources, books and peer-reviewed articles, will be used for the paper. Criteria for grading will also include APA adherence, application of relevant literature, grammar, professional vocabulary, punctuation, structure, format, organization, and spelling. Assignment Rubric will be posted in the D2L site.

**Submit the paper using the D2L Drop Box.**

### **3. Modules 6 & 7 Assignment: Indigenous Peoples and Communities Storytelling - Weight: 25%**

**Due: Wednesday, Dec. 9**

Aligned Course Learning Outcomes: 1, 5, 7

This storytelling assignment will be implemented by students using an Indigenous framework. Students for this assignment will utilize the Indigenous approach of storytelling to demonstrate their knowledge of the peoples, communities, and important considerations within a rural perspective to creatively present their learning. For this assignment, students will create a 'story' that weaves in concepts/learning from Module 6 and 7 readings, activities, zoom lectures, and class discussions.

The story telling reflection component of the assignment could include a number of the following:

- How is your professional identity and practice informed through understanding the Indigenous context?
- How do you identify and challenge your own personal assumptions, views, and stereotypes regarding colonization?



- Identify relevant areas for your continued social work personal and professional development within the Indigenous context.
- Describe how you would demonstrate social work competence and respect working with Indigenous individuals, families, and communities.
- In what ways will you integrate understanding of rural communities in your social work practice?
- How do you understand Indigenous ways of knowing?
- In what ways will you continue to develop your knowledge of Indigenous ways of knowing?
- Describe your anti-oppressive approach to social work practice with Indigenous individuals, families, and communities.
- How does historical and/or current social policy, structures, colonization, and oppression impact Indigenous populations of Canada?
- Identify systemic barriers micro, macro, or mezzo that perpetuate oppression and social injustice for Indigenous populations and what you can do to work for change and social justice, Indigenous rights, and reconciliation within your micro, mezzo, or macro practice areas.
- What are the other reflections, key learnings you may have?

This storytelling assignment involves two components of a Zoom video and written 'brief'. Using Zoom technology students will creatively film their storytelling this is the first component of the assignment. Students are encouraged to integrate music, props, art, or scenery in their work. The Zoom video length requirement is 20 minutes and will provide an in depth understanding of the student's learning of Module 6 and 7 concepts. Students will ensure the audio and video quality of the Zoom video is optimal. The Zoom video link will be copied and pasted into the D2L drop box.

For the second component of the assignment students will be expected to prepare a 'preface' to their story/performance for the instructor. This preface will include: What concepts from Module 6 and 7 were you most drawn too incorporating in your story, and why? What inspired the creative process of the story making/storytelling? Or, how did the student come to a decision on a direction for the story making process? What are the 'messages' within the story you aim to portray? In concluding your preface, include a brief reflection statement about your experience in the storytelling process (Ex: what was challenging in creating a story? What was surprising about the process?) The reflection statement should be no longer than 2 paragraphs.

The 'preface' will include a title and reference page, use arial or times new roman 12 font, and ensure all American Psychological Association (APA) formatting is met. The 'preface' is in written format of approximately 3-4 pages. Research sources from the literature for this 'brief' will be within the last 10 years (dating back from 2020). APA guidelines must be adhered to with all reference material, crediting of sources, and accurate citing of the literature within the 'brief' that meets all APA guidelines, including use of a reference list. A minimum of five (5) literature sources, books and peer-reviewed articles, will be used for the 'brief'. Any graphics or videos used within the assignment require adherence to APA guidelines. Criteria for grading will also include professional presentation of self, APA adherence, application of relevant literature, grammar, professional vocabulary, punctuation, structure, format, organization, and spelling. An assignment Rubric will be posted in the D2L site.

**Submit the 'preface' with the Zoom video link using the D2L Drop Box.**

#### **4. Module Activities Assignment - Weight 35% = (7 modules X 5% each)**

**Due: as indicated in course schedule.**

Aligned Course Learning Outcomes: 1, 2,3,4,5,6,7,8

Modules 1-7 will have an instructional Zoom session or engage in self-directed learning with accompanying module activities. These will vary in type and may include such activities as reflections, research, readings, video analysis, discussions and other assigned activities. Each activity will contribute to the overall module activities grade and will be graded by the module instructor.

It is also expected that all students will appreciate and respect diverse perspectives as they are shared in the discussions and will treat each other with the utmost respect and dignity.

Discussion forum postings should be timely, offer high quality, well thought out, and articulate responses and replies, and provide resources that are relevant, available, and accessible. All resource and reference materials must be clearly cited and referenced in APA 7<sup>th</sup> edition style.

### **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

#### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend the instructional Zoom sessions and to be fully present and engaged in class activities and discussions. A rich exchange of ideas is a key element of the learning process in this class. It is expected that students will prepare in advance for each class and participate in all learning processes through thoughtful, respectful contributions.

#### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

All assignments are to be submitted electronically at or before the date and time as specified in the course outline. If no time is stipulated, assignments are due before midnight 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**

Grades are deducted for late submissions (one grade level per day will be deducted e.g. B to B-) unless otherwise specified in the course outline and without an extension being granted by the instructor. It is the student's responsibility to request an extension from the instructor should you require more time and offer an alternate due date and time for the instructor's consideration.

#### **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7<sup>th</sup> 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 instructors.

## 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/](http://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 <http://www.ucalgary.ca/policies/files/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://www.ucalgary.ca/policies/files/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/policies/files/policies/sexual-violence-policy.pdf>

### **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**

### **MEDICINE HAT COLLEGE BUILDING EVACUATIONS**

The fire alarm bells mean all users must evacuate the building immediately. Emergency wardens will direct you to the nearest exit and ask that you move away from exit doors and to the assembly areas. The Emergency Broadcast System (EBS) will give direction to evacuate if an event occurs that is not fire related (for example, a chemical spill). Once the nature of the event has been found, you will be given further direction using the EBS. You are encouraged to get acquainted with the MHC Emergency website: <https://www.mhc.ab.ca/AboutMHC/CampusSafety/EmergencyResponse>

**Medicine Hat College SAFEWALK 403-529-3911**

To request a safe-walk, contact security at 403-529-3911. One of the security officers will meet you at your location and escort you to your requested destination on campus. Campus Security is on duty 24 hours a day, 365 days a year. Security is available to support students, employees and visitors, and is located in the main entrance across from the bookstore.