Course Number: SOWK 307 S06/T06 SOWK 307 S07/T07	Classroom SH 288 (S06) EDC 264 (S07)
Course Name: Practice Skills in Context	
Day(s): January 7-10, 2020	**Time:** 9:00am-4:30pm
Instructors: Practice with Groups: Carol Ing **Practice with Families:** Alan McLuckie, MSW, PhD, RCSW, RMFT	**Office Hours/Location**: By appointment

E-mail and Phone:

Carol Ing

Email: cing@ucalgary.ca

Phone: 1-403-360-1031 (please make prior arrangements by email before calling).

Alan Mcluckie
Email: amclucki@ucalgary.ca
Phone: 403-220-2926

SYLLABUS STATEMENT

Focuses on theory and practice relating to social work with individuals, families and groups in diverse communities. Particular emphasis will be paid to skill development, critical analysis and practical application within rural, remote and Indigenous contexts.

COURSE DESCRIPTION

Through a variety of learning activities, students will develop and enhance their skills in working with families and groups. Based on their prior learning from coursework and life experience, students will learn to reflect critically on their practice skills and their relevance for practice in rural remote and Indigenous contexts.

Module 1: Practice with Groups
This module is intended to provide an introduction to group work skills. Topics will include group design and planning; group dynamics assessment and development; group facilitation skills; decision-making; working with conflict; and evaluation and endings.

Module 2: Practice with Families
This module will provide knowledge about family-centered social work practice with families. It will focus on diversity in relation to family development issues, the emergence of symptoms, family assessment techniques, and theories of family intervention. This module is designed to give students a foundational understanding of the concepts and trends in family social work practice. Systemic

concepts that describe interpersonal interactions and dynamics as well as family development and assessment will be presented and supported with case material. All systemic ideas will be viewed through the lenses of smaller social (family) systems, language systems, and larger social systems. Students will also be introduced to the role of the family social worker in terms of relationship to clients, a relational approach to understanding clients, responsibility for change, and the person-of-the-social-worker.

COURSE LEARNING OUTCOMES

By the end of the Practice with Groups module, students will be able to:

1. Describe the various purposes and uses of groups in social work practice;
2. Identify knowledge gaps in group practice based on the IASWG standards of practice and engage in self-directed learning;
3. Critically reflect on their professional skills and personal presence in group work;
4. Identify and assess the development of a group, including various aspects of group functioning and group dynamics;
5. Demonstrate basic skills for facilitating group work;
6. Define the stages of group development and group worker tasks during each stage; and
7. Demonstrate the ability to participate in, observe and evaluate group dynamics.

By the end of the Practice with Families module, students will be able to:

1. Demonstrate interviewing and counselling skills to practice at individual, family, group, organization, community, and population levels;
2. Describe their self-knowledge and use of self in relationship with others;
3. Demonstrate additional skills in building and maintaining empowering social work relationships with families and groups with diverse populations in rural, northern, remote, indigenous and Francophone contexts;
4. Critically examine their use of self in relation to building and maintaining empowering relationships;
5. Demonstrate the integration of theory into practice;
6. Explain systemic concepts that form the foundation and paradigm for family work; and
7. Define concepts associated with systems and systemic work and demonstrate their understandings of this new language through practice and discussion.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Practice with Groups Module
Jacobs, E. E., Schimmel, C. J., Masson, R. L., & Harvill, R. L. (2016). *Group counseling: Skills and strategies* (8th ed.). Boston, MA: Cengage Learning.
Macgowan, M. J. (2012). A standards-based inventory of foundation competencies in social work with groups. *Research on Social Work Practice*, *22*(5), 578-589.
Pelech, W., Basso, R., Lee, C., & Gandarilla, M. (2016). *Inclusive group work*. New York: Oxford University Press (a PDF version of Chapters 3,4, and 11 will be provided in D2L).

Practice with Families Module

Dallos, R., & Draper, R. (2010). *An introduction to family therapy: systemic theory and practice* (3rd ed.)
   New York, NY: McGraw-Hill Education. (Chapters 1, 2, 3, 4) (pp. 26-116)
   The electronic version of this resource is available from University of Calgary Library:
   https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=557089&ppg=2

LEARNING TECHNOLOGIES AND REQUIREMENTS
Students are encouraged to record their in class experiential group practice learning so that they can refer to recordings when completing assignments. Laptops or cell phones can be used to record video/audio of experiential exercises.

RELATIONSHIP TO OTHER COURSES

SOWK 307: Practice Methods in Context is one of eight core courses in the BSW Learning Circles Curriculum. It must be completed concurrent with or following SOWK 306: Social Work Methods Theme Course. With respect to the on-campus BSW curriculum, SOWK 307 features core material from Practice and Evaluation with Families (SOWK 393) and Groups (SOWK 395).

CLASS SCHEDULE

Date	Topic	Readings/Assignments Due
Practice with Groups Module **Day 1**	Group practice: Theory and Skills Topics • Overview of social work groups, group and mutual aid processes, group facilitation skills, stages of group process, conflict in groups. Experiential learning activities with skills development and practice and feedback.	Pre-course assignments due by 9:00 am the first day of the Practice with Groups module (See Assignment 1 b. and c.). First day learning activities and lectures will assume that students have completed the following readings (Assignment 1 a.) before the Practice with Groups module begins: • Read Chapters 1 to 6 (pp. 1 to 155) in Jacobs, E. E., Schimmel, C. J., Masson, R. L., & Harvill, R. L. (2016). *Group Counseling: Skills and Strategies* (8th ed). Boston, MA: Cengage Learning. • Read Chapters 3, 4 & 11 in Pelech, W., Basso, R., Lee, C., Gandarilla, M. (2016). *Inclusive Group Work*. New York: Oxford University Press. (available as PDF document in D2L)

Practice with Groups Module **Day 2**	Experiential learning activities with skill development and practice and feedback.	
Practice with Families ups Module **Day 1**	Theory and practice related to family-based social work.	Dallos, R., & Draper, R. (2010). *An introduction to family therapy: systemic theory and practice* (3rd ed.) New York, NY: McGraw-Hill Education. (Chapters 1, 2, 3, 4) (pp. 26-116) Available from University of Calgary Library: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=557089&ppg=2
Practice with Families ups Module **Day 2**	Genograms.	Majhi, G., Reddy, S., & Muralidhar, D. (2018). The use of family genogram in psychiatric social work practice. *Open Journal of Psychiatry and Allied Science, 9*(2), 98-102 https://doaj.org/article/c6717ec7718e4af1872beec6a57b85f6

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION
USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time. **CLASS RECORDINGS** **Media recording for assessment of student learning** The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.
ASSESSMENT COMPONENTS
Practice with Groups Module

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Practice With Groups Module	The activities below are to be brought to their first face-to-face class for grading. Some activities will be used in class. Any activities (b. and c.) not handed in on	Due 9:00 am the first day of class	15% of course grade	2, 3

Assignment 1: Pre-Session Assignments	the morning of the first class will receive a 0.			
	a. **Readings**:			
	• Read Chapters 1 to 6 (pp. 1-155) in Jacobs, Schimmel, Masson, and Harvill's (2016) *Group Counseling: Skills and Strategies*.			
	• Read Chapters 3, 4 and 11 in Pelech, Basso, Lee, and Gandarilla's (2016) *Inclusive Group Work*.			
	b. **Students will complete the Inventory of Foundation Competencies in Social Work with Groups** (IC-SWG) and identify 4 items that they have rated lowest on the confidence scale.			
	• Select two skill-based competencies for demonstration of learning.			
	• Select two knowledge-based competencies for demonstration of learning.			
	c. **Group Session Plan** (2 to 3 pages): Drawing upon the results of the IC-SWG inventory and concepts from the textbook, students are to prepare a plan for a group session. This session plan must include at least one experiential activity involving group members. This plan must include the following elements:			
	(a) the type or kind of proposed group;			
	(b) the purpose of the group;			
	(c) population-the characteristics and needs of potential group members;			
	(d) goals that the group is intended to achieve;			
	(e) the length of the group (i.e., number of session and length of each session);			
	(f) the session topics or themes to be addressed in the group;			
	(g) the stage of group development in which the group session is situated (beginning, middle or end);			
	(h) a detailed description of the proposed group session including:			

	• how the session aligns with the group purpose and the stage of group development; • duration and brief description of each component; and, • any supplies, props, or equipment that would be needed for the session.			
Practice With Groups Module **Assignment 2: Participation and Co-Facilitator Group Practice Exercise Practice with Groups**	This experiential learning activity will involve co-facilitating a simulation involving a 20-minute segment of the group session planned in Assignment One ,including one or more of the experiential activities outlined in the session plan. Prior to each simulation, each pair of students will provide a five-minute overview of their session plan to assist the participants to become familiar with the roles they will play in the group. Following the simulation, the co-facilitators will facilitate a five-minute debriefing session with group participants where group participants will provide verbal and written feedback to the co-facilitators. During the session and feedback period, co-facilitators will demonstrate effective use of group communication and group process skills, effective group leadership/facilitation skills for a beginning social worker (Specific rubric will be provided in D2L).	In class participation (30 minutes for each exercise).	15% of course grade	5,6,7
Practice With Groups Module Assignment 3: Plan for Development Analysis/Critique	In this portion of the assignment students will be graded on their analytical ability and self-analysis. Utilizing their experiences as group members and co-facilitators, making reference to their course text (see Chapters 5 to 17), other readings, and their pre and post-tests results from the "Inventory of Foundation Competencies in Social Work with Group, students will write a self-refection and analysis paper. The paper will be a maximum of 3-4 pages (not including the cover page)	February 10, 2020 by 11:59 pm	20% of course grade	1,2,3,4

double-spaced and in APA format and submitted to the d2l Dropbox. Specific Rubric will be provided in d2l.

Specific description of the self-reflection and analysis paper includes the following components:

a. A description of their emerging style of group facilitation and leadership. Students will identify and discuss two strengths, as well as two aspects for further development, and three goals for furthering their skills with specific plans for improvement. Include comments on how they have reached the learning objectives as stated in the course outline.

b. Highlight areas such as: understanding of the stages of groups, communication within groups, basic skills of leadership, conducting and facilitating groups, managing conflict, dealing with diversity.

c. Incorporate the feedback received during the course.

d. Identification of two personal values, value conflicts or cultural perspectives held and how they may affect their potential group social work practice.

Practice with Families Module

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Practice with Families Module Assignment 1: Experiential Practice Activities	Students will participate in experiential learning activities, including in-class role plays related to specific family-based counselling/interview skill, as well as simulated counselling sessions to demonstrate a synthesis and application of these skills to a simulated clinical scenario. Students are expected participate in the roles of simulated social worker, simulated client and observers (i.e., who offer constructive	In-class during Practice with Families Modules 1 and 2.	25% of course grade	1, 3, 4, 5, 7

	relevant feedback regarding the demonstrated skills they are witnessing). Students are also expected to participate in large-group discussions in class in order to critically examine key learnings from their respective role plays. Students may also consider utilizing the D2L learning environment as a venue to continue these in-class learning activities.			
Practice with Families Module Assignment 2: Reflective Journal	For this assignment, you will complete a reflective journal. The focus of this journal may include, but is not limited to, your thoughts, reflections and critical analysis regarding a) the family module activities, experiential activities, class discussion and materials and/or how you are impacted by these material b) professional ethical issues that arise via the class materials/discussions, including the application of social work values and ethics, c) the application of the family module materials to social work contexts, populations and/or clients (***please note that if you reflect on actual clients that you should only use non-identifying information to protect their confidentiality), d) the person-of-the-social worker, including examining issues of power/privilege related to your social location, how you navigate personal/professional boundaries, personal/professional values and/or how you engage in self-awareness and/or self-care activities of relevance to the module's materials. You may also consider including a summary section to this journal that provides an overall summary/synthesis of your learning process through this module. This submitted paper will be no longer than five (5) double-spaced typed pages excluding references with a minimum of 11-point font and 1-inch margins. Any references used throughout the paper are required to conform to APA format [American Psychological Association,	Due January 24 by 11:59 MST via D2L Dropbox.	10% of course grade	2, 4, 5, 6, 7

	2010 Publication Manual (6th ed.)]. Please submit your paper via D2L drop box.			
Practice with Families Module Assignment 3: Genogram	Students will complete a genogram with accompanying paper. Specifically, students will complete a genogram that includes at least three generations reflecting their own family of origin. This genogram will be consistent with practices and models discussed within the course and with social work values. This genogram will be accompanied by a four (4) page paper describing and expanding on the key concepts represented within the completed genogram. For example, you may write about concepts such as the strength of relationships (close, distant, conflictual) between family members, relationship status (married, common-law, divorced), blending of families, significant deaths/births and/or familial patterns. A section of this paper should be dedicated to reporting on newly developed insight/awareness arising from completing the genogram, including, but not limited to student's critical reflection on the process of completing the genogram, what they recognize about their own beliefs, values, world view, and behavioural patterns etc. Students may also consider writing about how family-based factors including, but not limited to cultural, language and/or religious influences may impact the student's awareness about their issues of privilege and general issues of power, oppression within the context of such factors as class, race, gender, sexual orientation, age and ability? They may also write about how these learnings about the process of completing a genogram and/or their own family-of-origin may be beneficial to their future social work practice with families. This submitted paper will be no longer than four (4) double-spaced typed pages	Due February 7, 2020 by 11:59MST via D2l Dropbox.	15% of course grade	2, 4, 5, 6, 7

excluding references with a minimum of 11-point font and 1-inch margins. In this four-page paper you are required to support your discussion by appropriately referencing at least five (5) scholarly sources including course texts, peer reviewed journals, relevant policy documents and/or community-based knowledge/information. References throughout this paper and on the reference page are required to conform to APA format [American Psychological Association, 2010 Publication Manual (6th ed.). Please submit this assignment in D2L.			

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

Please note:

- There will be no final exam in this course.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Consistent, in-person participation throughout the four days of the course is essential. Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These in-class activities are a component of the class participation grade, as outlined in the assessment section above. Without a formal academic accommodation (see below) it will not be possible for students to arrange make-up assignments if they miss a class or a participation component because of the experiential nature of learning in the course.

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Unless otherwise specified in the assignment descriptions, 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 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

Late assignments will be accepted only in exceptional circumstances and at the discretion or 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 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 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	98 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 97
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar
http://www.ucalgary.ca/pubs/calendar/current/k-2.html

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:
https://acsw.ab.ca/site/practice-resources?nav=sidebar

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ . Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at 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 (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.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**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**

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-2.html

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:
https://acsw.ab.ca/site/practice-resources?nav=sidebar

ACADEMIC ACCOMMODATION
It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ . Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at 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 (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.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**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**