



Course Number	SOWK 633 Sections: T01, T02, T04 (seminar) Sections: B01, B02, B04 (practicum)	Classroom for seminar	(IF) SA 124 (EM) SA 124A (JS) TRA 102
Course Name	FOUNDATIONAL FIELD PRACTICUM		
Practicum	Monday – Thursday January 13 – April 16		
Seminar	Fridays 1:00 – 3:50 pm January 17, 24, 31, February 14, 28, March 13, 27, April 3		
Instructors	Ilyan Ferrer (IF) – T01, B01 Erin McFarlane (EM) – T02, B02 Jessica Shaw (JS) – T04, B04	Office Hours	By appointment (for all instructors)
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**SYLLABUS STATEMENT**

Direct and indirect social work practice opportunities with professional supervision.

**COURSE DESCRIPTION**

This course provides students, in the first year of their two-year MSW program, with opportunities to apply theory and skills in social work practice settings, and to develop, integrate and reinforce social work practice competence through participation in actual service situations. The course is intended to foster students' acquisition of knowledge, values, and skills relevant to emerging conditions of social work practice.

Foundational field placements are intended to provide students with generalist social work practice learning experiences. Students in SOWK 633 are expected to develop knowledge and skills at both the micro and macro levels. Each foundational practicum student is assigned a Faculty Liaison. As the teacher-of-record, the liaison facilitates the seminar that accompanies the course and is ultimately responsible for student evaluation. Each student also has a Field Instructor, who is the agency-based social worker from whom the student receives formal supervision as well as indirect guidance and

feedback throughout the practicum. Students' learning in the field is structured to attain five learning objectives (see following pages).

Early in the placement, the student, in consultation with the field instructor, develops activities designed to facilitate each objective's achievement. The Field Education Policy Manual and IPT Instructions Booklet contain documents related to various components of the practicum course (e.g., the Learning agreement, evaluation, etc.). Students are encouraged to review the Field Education Policy Manual and IPT Instructions Booklet, found online at <http://fsw.ucalgary.ca/calgary/field-education> for practicum-related policies and procedures.

**Key logistical information about SOWK 633:**

- Students are in practicum for a total of 426 hours – 402 hours in the practicum placement and 24 hours in seminar.
- Students are normally in placement four days/week (Monday – Thursday). The specific practicum schedule is to be negotiated between the student and field instructor and communicated to the faculty liaison.
- Students are not required to be in practicum during Reading Week (February 16 - 22), unless otherwise arranged with the agency.
- Students have an integrative seminar with the faculty liaison about every second week. Time in integrative seminar counts as practicum hours and can account for up to 24 hours of practicum for the entire term (8 classes X 3 hours each).
- Faculty liaisons meet with students and field instructors at least twice per semester, depending on the particular needs associated with the placement.
- Evaluation of the student's performance includes input from the student, field instructor and faculty liaison.
- Evaluations occur mid-way through and at the end of the practicum course.

**Student Attendance in Practicum**

The student's time in practicum is spent according to the particular requirements of the setting and learning needs of the student. Students are not expected to attend practicum when they are ill. In the event of illness, please contact your agency field instructor as soon as possible to inform them that you will not be at your practicum due to illness. For more extended absences from practicum (more than two days), please contact the faculty liaison as well. Students are responsible for arranging with the agency a convenient time to fulfil the remainder of the practicum hours required to complete the course.

**Educational Supervision**

Educational supervision is an integral part of the field practicum as it provides opportunities (2 hours per week or 1 hour per 15 hours of practicum) for reflection, review, instruction, and feedback. Students are expected to prepare for and participate fully in supervision, according to the requirements of the field instructor. This may be structured as individual and/or group sessions and directed by your field instructor and/or others depending on the field placement. Educational supervision includes:

- a. Instruction: integration of knowledge, values, and skills with practice situations
- b. Supervision: case management and case/project supervision

- c. Feedback: on progress and professional development
- d. Other: instructional seminars/workshops as are available

## **COURSE LEARNING OUTCOMES**

The Field Education Policy Manual provides details about the learning objectives that structure the foundational practicum course. These are described in detail at the end of this document (p. 8). These practice objectives are closely aligned with all of the Program Learning Outcomes (PLOs) of the MSW Program. Briefly, the 5 learning objectives for the course are:

- 1) Professional Social Work Identity: Learners develop a professional identify in accordance with the values and ethics of the social work profession. (PLO 1, 2)  
Practice Objectives 1 & 2: Learners develop a professional identify in accordance with the values and ethics of the social work profession. Learners will be able to:
  - Demonstrate an understanding of the CASW Code of Ethics and ACSW Standards of Practice.
  - Use the CASW Code of Ethics and ACSW Standards of Practice to guide practice, including:
  - Develop professional relationships and demonstrate respect for clients, research participants, colleagues, administrative personnel, and other stakeholders.
  - Work with clients in ways that respect their right to make independent decisions and participate actively in the helping process.
  - Follow professional and agency protocols for protecting confidentiality.
  - Develop processes for reviewing practice.
  - Identify ethical dilemmas in practice and apply ethical decision-making processes.
  - Practice with integrity and demonstrate professionalism in the practicum setting.
- 2) Generalist Practice: Learners demonstrate knowledge and skills of generalist practice, using various social work roles. (PLO 9)  
Practice Objective 9: Learners demonstrate knowledge and skills of generalist practice, using a variety of social work roles. Learners will be able to:
  - Perform generalist practice roles across settings and populations (resource developer, advocate, educator, clinician, consultant, broker, researcher, project leader, etc.).
  - Communicate effectively in both oral and written formats.
  - Demonstrate the ability to effectively engage others.
  - Complete comprehensive social work assessments (clinical/community).
  - Demonstrate professional planning and goal setting skills.
  - Intervene effectively at the individual, group, family, organizational and/or community level.
  - Collaborate effectively with social work colleagues and professionals from other disciplines.
  - Evaluate outcomes and services provided.
  - Recognize and effectively address termination issues.
- 3) Reflective Practice: Learners practice reflectively and apply methods of critical thinking and inquiry to their social work practice. (PLO 5, 6)

Practice Objectives 5 & 6: Learners practice reflectively and apply methods of critical thinking and inquiry to their social work practice. Learners will be able to:

- Consider the impact of their personal culture, values and beliefs on practice.
- Describe areas for personal and professional development.
- Identify issues and social structures that influence them and clients/communities served.
- Articulate how various forms of knowledge (e.g., scientific, intuitive, experiential) and different kinds of research methods (e.g., qualitative, quantitative, participatory) contribute to social work knowledge and practice.
- Identify and critically evaluate theories used to inform their social work practice.
- Discuss practice, organizational or project constraints or limitations (e.g., funding, scope, optimization of resources).
- Use supervision effectively (e.g., prepare by developing questions request and remain open to feedback, integrate feedback into practice, etc.).

4) Competence with Diversity: Learners demonstrate knowledge about and ability to provide effective service to diverse clients or communities. (PLO 4)

Practice Objective 4: Learners demonstrate knowledge about and ability to provide effective service to diverse clients or communities (e.g., diversity of race, class, age, gender, religion, culture, sexual orientation, age, ethnicity, national origin, ability). Learners will be able to:

- Identify how personal and social factors (e.g., personal identities, values, experiences, socialization, social structures, stereotypes, media) influence professional practice with diverse clients and communities.
- Identify and challenge their own personal assumptions, views and stereotypes regarding diversity.
- Describe how they show respect for and work effectively with diverse populations.
- Analyze how the practicum agency/project responds to the needs of diverse clients or communities.
- Adapt the generalist practice model to meet the needs of diverse individuals or groups.

5) Social Policy and Social Justice: Learners understand how social policies in various forms, influence the services provided by the agency, and ultimately, service users and communities. Learners recognize various forms of oppression and use anti-oppressive frameworks as a basis for practice. (PLO 3, 4, 7, 8)

Practice Objectives 3, 4, 7 & 8: Learners understand how social policies, in various forms, influence the services provided by the agency and, ultimately, clients and communities. Learners understand various forms of oppression and use anti-oppressive frameworks as a basis for practice. Learners will be able to:

- Describe the field agency, including its relevant history, organizational structure, policies, funding sources, key stakeholders, and roles in the community.
- Identify how historical and/or current dynamics and the impact of oppression on populations being served by the agency/project.
- Describe the role of the social worker within a society structured to benefit some groups at the expense of others (e.g., because of race, class, gender, age, etc.).
- Evaluate the impact of agency/social policies on clients and communities, including access to opportunities and quality of life.

- Identify systemic barriers in the organization and/or community that perpetuate oppression and social injustice.
- Advocate for change and justice at individual, organizational and systemic levels.
- Discuss potential social action strategies.
- Describe how they use anti-oppressive frameworks as a basis for practice.

## LEARNING RESOURCES

### **REQUIRED TEXTBOOKS AND/OR READINGS**

Textbook: Howe, D. (2009). *A brief introduction to social work theory*. New York, NY: Palgrave MacMillan.

*Available online and on D2L:*

Alberta College of Social Workers. (2019). *Standards of Practice*. Edmonton, AB: Author. Retrieved from <https://www.acsw.ab.ca/site/practice-resources>

Canadian Association of Social Workers. (2005). *Code of Ethics*. Ottawa, ON: Author. Retrieved from [https://www.casw-acts.ca/sites/default/files/attachements/casw\\_code\\_of\\_ethics.pdf](https://www.casw-acts.ca/sites/default/files/attachements/casw_code_of_ethics.pdf)

Canadian Association of Social Workers. (2005). *Guidelines for Ethical Practice*. Ottawa, ON: Author Retrieved from [https://www.casw-acts.ca/sites/default/files/attachements/casw\\_guidelines\\_for\\_ethical\\_practice.pdf](https://www.casw-acts.ca/sites/default/files/attachements/casw_guidelines_for_ethical_practice.pdf)

Canadian Association of Social Workers. (2014). *Social Media Use and Social Work Practice*. Ottawa, ON: Author. Retrieved from [https://www.casw-acts.ca/sites/default/files/policy\\_statements/social\\_media\\_use\\_and\\_social\\_work\\_practice.pdf](https://www.casw-acts.ca/sites/default/files/policy_statements/social_media_use_and_social_work_practice.pdf)

Students may also be expected to read articles provided throughout the term prior to seminars. In addition, students are encouraged to develop a reading list to support their experience in the field, and to include these readings as part of their activities in the learning agreement. Students are also required to be familiar with the information found in the Field Education Policy Manual, which is available at: <https://fsw.ucalgary.ca/files/fsw/2019-field-education-manual.pdf>

### **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 and speaker/sound is required for this course.

**RELATIONSHIP TO OTHER COURSES**

MSW field education is intended to be consistent with and complementary to the class-based coursework of the curriculum. The learning objectives for the Foundational Field Practicum reflect the objectives of the MSW curriculum for students with a non-social work undergraduate degree. To maximize integration and linkages between classroom and practicum learning, students normally begin SOWK 633 after completing the following courses: History & Foundation of the Profession, Communication & Interviewing, Human Behaviour in the Environment, Models of Practice, and Social Work Research. It is recommended that students complete SOWK 633 either concurrently or following the remaining foundation year courses (Practice with Individuals, Families & Groups; Practice with Organizations & Communities; and Social Policy & Social Justice).

**CLASS SCHEDULE**

<b>Date</b>	<b>Topic</b>	<b>Readings/ Assignments Due</b>
January 13, 2020	<b>First Day of Practicum</b>	
January 17, 2020	<b>Integrative Seminar 1</b>	
January 24, 2020	<b>Integrative Seminar 2</b>	
January 31, 2020	<b>Integrative Seminar 3</b>	Learning Agreements finalized and signed; Preliminary Impressions form due
February 14, 2020	<b>Integrative Seminar 4</b>	First Journal due
February 16 – 22, 2020	<b>Winter Break</b> Students not in placement unless negotiated with field Instructor	
February 28, 2020	<b>Integrative Seminar 5</b> <i>* Joint Session and Guest Lecture *</i>	<i>Case Presentations</i> Midterm Evaluation due (in Learning Agreement)
March 13, 2020	<b>Integrative Seminar 6</b>	<i>Case Presentations</i>
March 27, 2020	<b>Integrative Seminar 7</b>	<i>Case Presentations</i>
April 3, 2020	<b>Integrative Seminar 8</b>	<i>Case Presentations</i> Second Journal due
April 16, 2020	<b>Approximate Last Day of Practicum</b>	Final Evaluation due (in Learning Agreement)

If you are unable to attend a seminar session, please notify the faculty liaison in advance or as soon as possible. Please note that issues relating to students' attendance and participation in seminar can result in the student being placed at risk of failing the practicum.

**Confidentiality in Class and Course Assignments:** As professionals, both students and the instructor are expected to respect the guidelines of confidentiality outlined in the Canadian Social Work Code of Ethics and Guidelines for Practice. We will take care that no information that could identify a client of any service system be used in class discussions or written assignments. We will adhere to the policy that issues introduced in the seminar will be discussed in only general and not particular ways outside the seminar classroom.

## ASSIGNMENTS

### Reflective Journal

Students will be required to submit a journal twice – once around midterm evaluation time (Feb. 14) and once around final evaluation time (April 3). Length for each submission is 6-8 double-spaced pages. This is a reflective journal, however, if you reference other material or authors, proper APA referencing is required.

In this reflective journal, you are asked to explore your personal journey with developing a professional identity as a social worker. You will demonstrate: how you are integrating theory with practice; developing an awareness of yourself as an ethical practitioner; gaining insight into your emotional responses to issues, situations, clients and other professionals; reflecting upon your strengths and vulnerabilities as a social worker; as well as areas of growth that may need further attention and possible methods of how you will continue with your professional/personal growth.

Stress is common in any profession where practitioners work with people who experience distress, discrimination, and trauma. Therefore, an intentional focus on personal wellness is a critical component of social work practice, and of this seminar course. It is expected that at least one journal entry will focus on personal health and wellness. Students will discuss what they are doing during their practicum to support their own health and wellbeing (physical, mental, emotional, spiritual), work-life balance, and job satisfaction. By bringing an intentional focus on this aspect of practice, social workers are able to maintain healthy relationships in their work and personal lives.

### Case Presentation

In this assignment, you will have the opportunity to define and discuss your framework for social work practice, as exemplified by your involvement with a specific case from your current practicum. Scholarly and practicum experiences come together to influence this perspective. Presentations will be 20-30 minutes in duration, and must incorporate **at least 5 articles or books relevant to the case**. The word "case" is used loosely and, depending on your practicum could mean an individual, family, or group level case, a workshop you facilitated or attended, an organizational-level issue, a research project, or a community development undertaking. The presentation will include the following sections:

- **Setting:** description of the agency (mandate, philosophy, personnel, etc.) as well as relevant environmental influences beyond the agency (funding, politics, social attitudes, etc.)
- **Professional/personal orientation:** description of your developing professional and personal lenses relevant to the case analysis. This may include, for example, a discussion of your developing theoretical practice framework and how the case situation interacts with your personal and

professional values, identity, diversity (such as age, class, sexual orientation), experiences etc. You should demonstrate clear links between theory and practice and integrate social work ethics and standards of practice as they inform your work.

- **Case description:** discussion of background and current details relevant to your professional involvement, description of your role relative to the case.
- **Social work intervention:** description of the action phase of work with the case. This may include the following sub-sections: engagement and information gathering, assessment, intervention, termination, and evaluation of effectiveness. Links between theory and practice should be clearly articulated.
- **Skills (existing and emerging):** identify personal strengths/capacities as well as limitations.
- **Final reflection/readiness for practice:** putting it all together - what does this all mean for you as a beginning MSW practitioner? What's next as you look forward to being a MSW practitioner? Include areas for continued exploration, growth and professional development.



## ASSESSMENT AND EVALUATION INFORMATION

Evaluation of students in practica is an ongoing process to highlight students' strengths and learning needs. Formal assessment of students' needs and progress occurs at the beginning, middle, and end of the placement. Evaluation processes and policies for SOWK 633 are detailed in the Field Education Manual. Briefly, these are:

**Learning Agreement** – During the first two to three weeks in practicum, the student, in consultation with the field instructor, develops a plan for achieving the five practicum objectives of SOWK 633.

The plan, approved by the faculty liaison, is tailored to meet the particular context of the practicum and the student's interests and needs. The Learning Agreement guides the learning activities and focus of the practicum and helps the field instructor and student clarify respective responsibilities and expectations. Learning Agreements are working documents and activities can be modified, added, or removed as the practicum progresses and the student's learning interests and needs become clearer.

**Preliminary Impressions** – Field instructors and students are asked to provide preliminary impressions of the practicum around the end of the third week. Recording preliminary impressions supports the student's development of reflective self-evaluation and facilitates discussion of the student's strengths and potential areas of concern.

**Mid-Course Evaluation** – At about the halfway point in the practicum, written mid-practicum ratings and comments are prepared in the IPT system by the student and field instructor and discussed with the faculty liaison. A determination is made whether the student is meeting or not, practicum requirements.

**Final Evaluation** – At the end of the practicum (near or upon completion of required hours), the written final ratings and comments are completed; and the student, field instructor, and faculty liaison provide ratings and overall comments regarding the student's performance. The field instructor recommends a Completed Requirements/Fail grade to the faculty liaison. In assigning this grade the faculty liaison will be guided by the field instructor's recommendation.

**Assignments** – for each assignment (reflective journal and case study presentation) students who clearly address each of the requirements as detailed in the course outline will be awarded a PASS. All assignments for SOWK 633 are assessed as PASS/FAIL.

Concerns regarding a student's performance in practicum at any point in the semester may result in the student being identified as at risk for failing the practicum, and such concerns should be discussed with the faculty liaison. Policies and procedures related to at-risk situations are detailed in the Field Education Manual.

Students who do not receive a CR (completed requirements) grade in the field practicum course may be required to withdraw from the program. A student who is permitted to repeat a field practicum course normally will be required to repeat both the field practicum course and the corresponding Integrative Seminar component.

### **IPT Online System for Completing Practicum and Evaluation Forms**

The learning agreement and all other forms relating to practicum, including practicum evaluation forms, are available for students, field instructors and faculty liaisons to complete online. The IPT system is available online at: <http://www.runiptca.com>

Instructions and login information will be provided by the beginning of the term. Please contact Carrie Blaug at [cblaug@ucalgary.ca](mailto:cblaug@ucalgary.ca) if you do not receive this information.

## **ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Seminar hours are counted as practica hours, and it is therefore required that students attend all seminar classes. For documented or approved absences (typically due to illness, religious obligation, or unexpected crisis), seminar practicum hours may be made up at the discretion of the instructor.

### **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. In instances where it would be inappropriate to handle laptop and mobile devices with guest speakers, or when discussing particularly sensitive topics, you may be asked to put your devices away.

### **CLASS RECORDINGS**

Audio or visual recording of seminar classes is only acceptable for students who require academic accommodations as documented with Student Accessibility Services (SAS), and who have provided the instructor with a SAS letter of accommodation where this type of accommodation is required.

### **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>

## **COURSE EVALUATION**

Evaluation of students in practica is an ongoing process to highlight students' strengths and learning needs. Formal assessment of students' needs and progress occurs at the beginning, middle, and end of the placement. Evaluation processes and policies for SOWK 633 are detailed in the Field Education Policy Manual. Briefly, these are:

**Learning Agreement** – During the first two to three weeks in practicum, the student, in consultation with the field instructor, develops a plan for achieving the five practicum objectives of SOWK 633.

The plan, approved by the faculty liaison, is tailored to meet the particular context of the practicum and the student's interests and needs. The Learning Agreement guides the learning activities and

focus of the practicum and helps the field instructor and student clarify respective responsibilities and expectations. Learning Agreements are working documents and activities can be modified, added, or removed as the practicum progresses and the student's learning interests and needs become clearer.

**Preliminary Impressions** – Field instructors and students are asked to provide preliminary impressions of the practicum around the end of the third week. Recording preliminary impressions supports the student's development of reflective self-evaluation and facilitates discussion of the student's strengths and potential areas of concern.

**Mid-Course Evaluation** – At about the halfway point in the practicum, written mid-practicum ratings and comments are prepared in the IPT system by the student and field instructor and discussed with the faculty liaison. A determination is made whether the student is meeting or not, practicum requirements.

**Final Evaluation** – At the end of the practicum (near or upon completion of required hours), the written final ratings and comments are completed; and the student, field instructor, and faculty liaison provide ratings and overall comments regarding the student's performance. The practicum field instructor recommends a Completed Requirements/Fail grade to the faculty liaison. In assigning this grade the faculty liaison will be guided by the field instructor's recommendation.

Concerns regarding a student's performance in practicum at any point in the semester may result in the student being identified as at risk for failing the practicum, and such concerns should be discussed with the faculty liaison. Policies and procedures related to at-risk situations are detailed in the Field Education Manual.

Students who do not receive a CR (completed requirements) grade in the field practicum course may be required to withdraw from the program. A student who is permitted to repeat a field practicum course normally will be required to repeat both the field practicum course and the corresponding Integrative Seminar component.

#### IPT Online System for Completing Practicum and Evaluation Forms

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Instructions and login information will be provided by the beginning of the term. Please contact Carrie Blaug at [cblaug@ucalgary.ca](mailto:cblaug@ucalgary.ca) if you do not receive this information.

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.

## **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/](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 ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://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**