

Course Number	SOWK 395 S03	Classroom	Online
Course Name	PRACTICE & EVALUATION WITH GROUPS		
Day(s) & Time	Tuesdays, 9:00 am to 11:50 am MST via Zoom <a href="https://ucalgary.zoom.us/j/93702452367">https://ucalgary.zoom.us/j/93702452367</a>		
Instructor	Dr. William Pelech		
U of C E-mail	<a href="mailto:pelech@ucalgary.ca">pelech@ucalgary.ca</a>	Phone	Please contact the instructor via email.

### SYLLABUS STATEMENT

Introduction to theories and skills for working with groups within a context of practice and assessment frameworks.

### COURSE DESCRIPTION

This course provides an introduction to social work with groups including basic group work concepts and skills. An understanding of group processes and methods in typical group, community, organizational and planning situations will be emphasized. This course prepares students to facilitate both task and interventive groups through its use of task groups in the planning of an interventive group.

### COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Understand the types and functions of groups in the profession of social work;
2. Understand selected group work concepts and theories and be able to apply them in the assessment of small group functioning;
3. Understand what it is that group members bring into a group in terms of expectations and personal life experience and how to encourage therapeutic contributions.
4. Demonstrate beginning skills in effective leadership of groups in social work practice;
5. Critically reflect on their professional skills and personal presence in group work;
6. Appreciate the cultural limitations of mainstream group work approaches; and
7. To demonstrate the ability to design a specific therapeutic group.

### LEARNING RESOURCES

#### REQUIRED TEXTBOOKS AND/OR READINGS

Bastien, B. (2014). Sacred science of circles: An inclusive approach to social work practice. Pelech, W., Ring, K., & LaRocque, S. (Eds.). *Unity in diversity: Embracing the spirit of group work*. Whiting & Birch Ltd.

Lind, K. (2020). Mutual aid during a pandemic: A group work class example. *Social Work with Groups*, 43(4), 347-350.

Pelech, W., Basso, R., Lee, C., & Gandarilla, M. (2016). *Inclusive group work*. Oxford University Press.

### **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 395, as one of the methods oriented required courses, provides an opportunity to apply concepts and skills learned in the Practice with Individuals course and apply them in a group context. There is no pre or co-requisite for this course.

### **CLASS SCHEDULE**

Classes in SOWK 395 are scheduled to meet on Tuesdays throughout the Winter 2021 session. There will be no classes during the University winter term break (February 16, 2021). Each class will be structured to provide for approximately 45 minutes for student planning time for preparation of group assignments. Online meeting rooms, forums and other D2L based resources will be available to support the planning of group exercises and simulations.

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>
<b>Jan 12</b>	<ul style="list-style-type: none"> <li>• Opening Circle</li> <li>• Course Orientation</li> <li>• What is Group Work?</li> <li>• Attributes &amp; Dynamics of a Group</li> <li>• Planning Time</li> </ul>	Pelech et al. Chapter 1 & 2	
<b>Jan 19</b>	<ul style="list-style-type: none"> <li>• Diversity: A Strengths-based Approach</li> <li>• Principles of Inclusive Group Work</li> <li>• Diversity of Purposes</li> <li>• Planning Time</li> </ul>	Pelech et al. Chapters 3, 4 & 5  Lind (2020)	<b>Submit Peer Support            Group Facilitation            Schedule by 9:00 am</b>
<b>Jan 26</b>	<ul style="list-style-type: none"> <li>• Peer Support Group &amp; Debrief</li> <li>• Planning a Group with a Focus on Diversity</li> <li>• Ethics and Standards</li> <li>• Planning Time</li> </ul>	Pelech et al. Chapters 6 & 7	
<b>Feb 2</b>	<ul style="list-style-type: none"> <li>• Peer Support Group &amp; Debrief</li> <li>• Group Development &amp; Analysis</li> <li>• The Process Group</li> <li>• Beginnings</li> </ul>	Pelech et al. Chapters 8 & 9	<b>Facilitator 1 Facilitation            Analysis due by 11:59 pm</b>
<b>Feb 9</b>	<ul style="list-style-type: none"> <li>• Peer Support Group &amp; Debrief</li> <li>• Group Leadership</li> <li>• Facilitating Skills</li> <li>• Planning Time &amp; Formative Evaluation</li> </ul>	Pelech et al. Chapter 10	<b>Facilitator 2 Facilitation            Analysis due by 11:59 pm</b>

<b>Feb 16</b>	<b>Winter Break – No Class - Group Practice Exercise Plan Due</b>		
<b>Feb 23</b>	<ul style="list-style-type: none"> <li>Peer Support Group &amp; Debrief</li> <li>Group Work in Indigenous Communities</li> <li>Guest Lecture:</li> <li>Planning Time</li> </ul>	Bastien (2014)	<b>Facilitator 3 Facilitation Analysis due by 11:59 pm</b>
<b>Mar 2</b>	<ul style="list-style-type: none"> <li>Peer Support Group &amp; Debrief</li> <li>Middle Phase</li> <li>Problem-solving &amp; Decision-Making</li> <li>Planning Time</li> </ul>	Pelech et al. Chapter 11	<b>Facilitator 4 Facilitation Analysis due by 11:59 pm</b>
<b>Mar 9</b>	<ul style="list-style-type: none"> <li>Peer Support Group &amp; Debrief</li> <li>Advanced Skills</li> <li>Professional Use of Self</li> <li>Planning Time</li> </ul>	Pelech et al. Chapter 12	<b>Facilitator 5 Facilitation Analysis due by 11:59 pm</b>
<b>Mar 16</b>	<ul style="list-style-type: none"> <li>Conflict Resolution</li> <li>Planning Time</li> </ul>		<b>Facilitator 6 Facilitation Analysis due by 11:59 pm</b>
<b>Mar 23</b>	<ul style="list-style-type: none"> <li>Evaluation &amp; Endings</li> <li>Class Selected Topics</li> <li>Planning Time</li> </ul>	Pelech et al. Chapter 13	
<b>Mar 30</b>	<ul style="list-style-type: none"> <li>Group A (Beginnings) Presentation &amp; Simulation</li> <li>Class Selected Topics</li> <li>Planning Time</li> </ul>		<b>Group A Presentation &amp; Simulation</b>
<b>April 6</b>	<ul style="list-style-type: none"> <li>Group B (Middle Phase) Presentation &amp; Simulation</li> <li>Class Selected Topics</li> <li>Planning Time</li> </ul>		<b>Group B Presentation &amp; Simulation</b>
<b>Apr 13</b>	<ul style="list-style-type: none"> <li>Group C (Endings) Presentation &amp; Simulation</li> <li>Closing Circle</li> <li>Course Evaluation</li> </ul>		<b>Group C Presentation &amp; Simulation</b>

**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

**EQUITY, DIVERSITY AND INCLUSION**

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

**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.

<b>ASSESSMENT COMPONENTS</b>				
Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
<b>Peer Support Group &amp; Facilitation Analysis</b>	<p>This assignment provides students with the opportunity to experientially learn about group membership and facilitation. Given the significant impact of the COVID-19 pandemic and its response, it also provides students with a means of peer support and mutual aid.</p> <p>Students will be assigned to a group by the Instructor at the start of the course. <i>Please note, students will remain in the same group for their group projects.</i> For the purpose of this assignment, each group will have the opportunity to develop their own facilitation schedule. A written copy of the group’s facilitation schedule should be submitted to the instructor via email by Tuesday, January 19<sup>th</sup> at 9:00 am.</p> <p>There are two parts to this assignment: 1) Group facilitation and participation; and 2) Facilitation Analysis.</p> <p><b><u>Group Facilitation and Participation</u></b>            In their small group, each student will have the opportunity to facilitate/lead one session of the Peer Support Group and to be a participant in the groups facilitated/lead by their peers. Between the fourth and ninth instructional weeks inclusively (i.e., Jan 26, Feb 2, Feb 9, Feb, 23, Mar 2, and Mar 9), scheduled classes will commence with students participating in their respective Peer Support Groups. The Peer Support Groups will be 20 minutes in duration,</p>	Variable Deadlines: Jan 26 Feb 2 Feb 9 Feb 23 Mar 2 Mar 9 (by 11:59pm)	30%	1,2,3,4,5

	<p>beginning promptly at 9:00 am and ending promptly at 9:20 am. Immediately after each group session, the group will have 10 minutes to debrief their experience. This may include, but is not limited to, a discussion of each members: affective experiences during the group, ideas about successes and challenges, thoughts about what worked well/what you might try differently in similar situations in the future, perspectives on 'critical incidents' (i.e., turning points for the better or worse), observations regarding shifts in the group development and/or functioning relative to previous group sessions, etc.</p> <p><i>Please note, the Peer Support Groups and Debriefs will be recorded for learning purposes. They may only be shared with their respective group participants and course instructor.</i></p> <p><b><u>Facilitation Analysis</u></b></p> <p>A week after each Peer Support Group, the designated group facilitator/leader will submit a copy of the group/debrief recording, as well as a video recording about their facilitation experience. The personal reflection should be critical NOT descriptive. It should include ideas about the group's development, the facilitator's ideas about successes and challenges, the facilitator's most significant personal learnings, and the facilitator's goals for future development. The recording is to be a maximum of 10 minutes in length.</p> <p>Please note, students will be marked on the depth and breadth of their critical reflection NOT on their facilitation skills as demonstrated in the session itself. Submission date is within 7 days of facilitation (i.e., by 11:59 pm on the Monday following their respective group facilitation).</p> <p>Peer support group facilitation analyses will be graded according to the following criteria:</p>			
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	<p><b>Grading Criteria for the Peer Support Group Facilitation Analysis (Rubric will be available on SOWK 395 D2L Site)</b></p> <ul style="list-style-type: none"> <li>• <b>Specificity</b> - identifies specific examples (e.g. behaviours, interactions, interventions) from the group in support of the analysis;</li> <li>• <b>Constructive Criticism</b> - at least two strengths as well as two aspects for further development are identified supported by suggestions drawn from the literature.</li> <li>• <b>Integration of Theory &amp; Practice</b> - statements made about the strengths and limitations of the workers facilitation of the exercise supported by references;</li> <li>• <b>Implications for Professional Development</b>- three goals for furthering their skills with specific plans for improvement are outlined in the analysis;</li> <li>• <b>Evidence of a Distillation Process</b> - the paper should not exceed 1000 words; it offers a concise and detailed analysis rather than a general description;</li> <li>• <b>Technical Merit</b> – Format - well organized with clearly delineated structure, double-spaced, follows APA guidelines; Clarity - in terms of language, syntax, spelling, punctuation, sentence structure;</li> <li>• <b>Meets Deadline</b> – assignment is handed in on time, unless otherwise contracted (prior to the original due date).</li> </ul>			
<p><b>Group Proposal and Simulation</b></p>	<p>The class will form three small task groups (6-8 members). The purpose of these groups will be to prepare and present a group proposal, as well as plan and simulate a session from the proposed group. Each group will identify a particular client population and need that the group will be intended to address. Students are encouraged to use the presentation and simulation as an opportunity to explore topics and groups dynamics of mutual interest. Planning time will be set aside at the end of each class. Online breakout rooms will be made available for group work prior to the presentation for development of group proposals and simulation planning. Task group members are encouraged to take turns as facilitators of planning group meetings. Additional planning time may be arranged by group members after class or when classes are not meeting. To prepare for the Task Group Analysis assignment, task group members are strongly encouraged to journal and/or keep records of their meetings.</p> <p>In order to prepare and orient the class to the issues to be addressed in each simulation, each task group is expected to prepare and present a proposal for group work which focuses on a specific population and need. The proposal</p>	<p>Variable Deadlines: March 30, April 6 &amp; 13 (9:00 am)</p>	<p>40%</p>	<p>1,3,4,5,6,7</p>

	<p>shall not exceed 2000 words (not including client scenarios, evaluation forms and references). The proposal will be presented to the class prior to the simulation. This presentation is not to exceed 30 minutes in duration. Each group should choose a specific population and need that it thinks is amenable to a group work approach and describe some of the basic characteristics of the proposed group, as outlined in the text (see Chapter 6: Planning a Group with a Focus on Diversity, and Appendix: B Group Planning Checklist) including but not limited to:</p> <ul style="list-style-type: none"> <li>• <b>Needs assessment</b> - the population, problem, and needs that the group is intended to address;</li> <li>• <b>Purpose</b> - purpose statement, goals and objectives, and group name;</li> <li>• <b>Group Structure</b> - size, open/closed, sessional topics, group rules, scheduling, number and duration of meetings;</li> <li>• <b>Recruitment and selection of members</b> - advertising, recruitment strategies and selection criteria;</li> <li>• <b>Content and activities</b> - theoretically informed content for group's sessions;</li> <li>• <b>Location, Time and Accommodations</b> - appropriate and accessible time, location and meeting space; necessary equipment and materials;</li> <li>• <b>Evaluation</b> of progress achieved by the group or its members.</li> </ul> <p>The proposal should include session plans for at least one session for each stage of group: Beginning, middle, and ending stages. Each session should be between one and two hours in duration. Each session plan shall include:</p> <ul style="list-style-type: none"> <li>• Timing</li> <li>• Activity descriptions/instructions</li> <li>• Purpose of session</li> <li>• Purpose of each activity</li> <li>• Materials needed</li> <li>• Check- in</li> <li>• Check-out</li> <li>• Ritual – to begin and close</li> <li>• Alternative activity (optional)</li> <li>• References</li> </ul> <p>Each student in the group will prepare individual client's scenarios in relation to the group members served in their group simulation. These scenarios will include that member's history that brought them to the group, challenges and strengths of the member; and how they</p>			
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	<p>could benefit from the group experience. These will be handed in with the proposal.</p> <p>Arrangements can be made with the instructor for copying of materials for use during class presentations.</p> <p><b>1. Group Simulation</b></p> <p>Each group will design and role-play one meeting of their proposed interventive group at a specified stage of development. Group A will present a beginning group session, Group B will present middle group session and Group C will present an ending session. Though there is a wide range of potential social work groups to simulate, each group simulation must allow for extensive interaction between participants. Depending upon the size of their task group, task group members will choose one or two group members who will serve as workers for their simulations. Other group members should choose an identity and role to be acted out during the simulation. <b>Each simulation will be between 45 to 60 minutes in duration.</b> Thus, each task group will be responsible for a presentation and a simulation totaling no more than 90 minutes in duration.</p> <p>The grade for this assignment will be derived from two sources:</p> <p><b>Task Group Members</b> - Group self-grading – 15% - distributed by group members (focusing on each member’s overall contributions to the planning, implementation and effectiveness of the presentation/proposal). A group grading form must be completed by each member.</p> <p><b>Instructor</b> – 25% - group grade derived from the proposal and presentation. Presenters are asked to submit a copy of the proposal and slides from their presentation to the instructor.</p> <p><b>Note: Group simulations will not be graded.</b></p> <p><b>Grading Criteria for Group Proposals (see also SOWK 395 D2L site for rubric)</b></p> <p>Group Proposals will be graded according to the following criteria:</p> <ul style="list-style-type: none"> <li>• <b>Comprehensiveness</b> - to what extent are the major elements of the group design described?</li> </ul>			
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	<ul style="list-style-type: none"> <li>• <b>Theoretical Integration</b> - Is rationale for the group explained and is the proposed design supported by related references? Related references include references which focus on the population, group context and problem/issue addressed by the proposed group supplemented by relevant course readings and handouts.</li> <li>• <b>Clarity</b> - how clearly are the major elements of the group design presented?</li> <li>• <b>Use of Group work</b> - to what extent is the task group utilized in the presentation?</li> <li>• <b>Authenticity</b> - the extent to which the class has an understanding of the roles, identities, needs, and experiences, strengths and challenges that workers and members bring to this group.</li> <li>• <b>Additional criteria</b> - see rubric below</li> </ul>			
<p><b>Task Group Analysis</b></p>	<p>This assignment asks each student to identify the dynamics as they were played out over the life of their task group and critique how these dynamics affected the accomplishment of the assigned task – namely the planning of the learning activities, presentation and simulation by the group. Students are strongly encouraged to work on this assignment throughout the course. Reflecting on each planning group session may be helpful in terms of the final analysis. Below are some of the dynamics which should be addressed in the analysis and some questions that may be explored relating to each dynamic:</p> <ul style="list-style-type: none"> <li>• Member relationships &amp; interaction patterns</li> <li>• Member roles and leadership</li> <li>• Group norms</li> <li>• Group decision-making and use of differences</li> <li>• Expression and resolution of conflicts</li> </ul> <p>Questions to ponder:</p> <ul style="list-style-type: none"> <li>• How did the dynamics contribute to the development of an empowering group process?</li> <li>• How do you think the dynamics influenced the group product/presentation?</li> <li>• What emerged as the strengths, obstacles, and challenges for your group?</li> <li>• If you encountered some of these obstacles or challenges in future as a group worker, how would you deal with them in a way that would enhance the functioning and effectiveness of your group?</li> </ul> <p><b>This assignment should not exceed 1500 words.</b></p>	<p>April 20, 2020 (11:59 pm) via Dropbox</p>	<p>30%</p>	<p>1,2,5,6</p>

	<p><b>Grading Criteria for the Task Group Analysis (See also rubric on SOWK 395 D2L site)</b></p> <ul style="list-style-type: none"> <li>• <b>Specificity</b> - identifies specific examples (e.g. behaviours, interactions, interventions) from the task group in support of the analysis;</li> <li>• <b>Integration of Theory &amp; Practice</b> - statements made about the strengths and limitations of the task group are supported by references;</li> <li>• <b>Constructive Criticism</b> - limitations are supplemented with suggestions drawn from the literature about how specific situations or obstacles could have been addressed more effectively in the group;</li> <li>• <b>Evidence of a Distillation Process</b> - the paper should not exceed 1500 words; it offers a concise and detailed analysis rather than a general description (use of sociograms are required);</li> <li>• <b>Technical Merit</b> – Format - well organized with clearly delineated structure, double-spaced, follows APA guidelines; Clarity - in terms of language, syntax, spelling, punctuation, sentence structure;</li> <li>• <b>Meets Deadline</b> – assignment is handed in on time, unless otherwise contracted (prior to the original due date).</li> </ul>			
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Assessment rubrics based upon the above criteria will be posted on the SOWK 395 D2L site.

**ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Students who are unable to attend a class are asked to notify the instructor and their respective planning group(s). Given the experiential nature of this class, it is not possible for students to make up for being absent for the participation in group exercises or the group proposal presentation & simulation.

**GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Submit all assignments electronically through their respective Dropbox in D2L. To allow for instructor comments and editing, all assignments must be submitted in Word format. Assignments should have a file name as follows: “Full name and assignment title”. Unless otherwise specified, assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

**LATE ASSIGNMENTS**

Some assignments such as the Group Proposal and Simulation and the Practice Group Exercise cannot be submitted late as they are presented in class. The Task Group Analysis and the Facilitation Analysis assignments may be submitted late only under exceptional circumstances provided a request for an extension has been submitted prior to the prescribed due date for these assignments.

## **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>

## **WRITING SUPPORT SERVICES**

The University of Lethbridge Writing Centre is located in the Library and provides individual consultations with trained academic writing instructors and tutors to all students at the University of Lethbridge from all disciplines. There is no charge for this instruction, and the Writing Centre is happy to assist students at all stages of the writing process and levels of proficiency. For more information:

<https://www.uleth.ca/artsci/academic-writing/writing-centre>

## **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:

<https://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.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage Range</b>
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**

A formative evaluation will be conducted at the end of the fifth week of class. Student feedback will also be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.

## **ADDITIONAL SUGGESTED READINGS**

Additional suggested readings and resources will be listed in the SOWK 395 D2L site.

## **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

<https://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 <https://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 <https://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**