

<b>Course Number</b>	<b>SOWK 616.01 S02</b>	<b>Classroom Blended: Learning</b>	Online: D2L / Zoom
<b>Course Name</b>	<b>Advanced Trauma Interventions in Diverse Contexts</b>		
<b>Day(s) &amp; Time</b>	<p>Wednesdays 6:00-8:00pm MT Synchronous learning via Zoom sessions March 3<sup>rd</sup>, March 10<sup>th</sup>, March 17<sup>th</sup>, March 31<sup>st</sup>, April 7<sup>th</sup>, April 14<sup>th</sup></p> <p>Asynchronous learning (on your own- online only) March 1<sup>st</sup>, March 8<sup>th</sup>, March 29<sup>th</sup>, April 5<sup>th</sup>, April 12<sup>th</sup></p> <p>Case Simulation/ Clinical Skills Day- Synchronous learning via Zoom March 26<sup>th</sup> 6:00 -8:00 pm March 27<sup>th</sup> &amp; March 28<sup>th</sup> 10:00am-12:00pm 1:00 -4:00pm</p>		
<b>Instructor</b>	<b>Margaret Miles, MSW</b>	<b>Office Hours/Location</b>	<b>Online after class/by appointment</b>
<b>E-mail</b>	<a href="mailto:mmiles@ucalgary.ca">mmiles@ucalgary.ca</a>	<b>Phone</b>	<b>(587) 800-8181</b>
<b>SYLLABUS STATEMENT</b>			
<p>SOWK 616.01 examines advanced trauma interventions in diverse contexts considering complicating factors in applying best, promising, and ethical practices and techniques in clinical practice with diverse populations. Students will advocate for the needs of diverse and specific populations, including Indigenous Canadians and other minorities. Students will develop and use self-care practice.</p>			
<b>COURSE DESCRIPTION</b>			
<p>SOWK 616.01 is designed to focus on the nature and impact of specific intervention strategies applied to people whose jobs and professional responsibilities place them at high risk for working in traumatic situations. This may include, but is not limited to, police, fire fighters, emergency medical technicians, military personnel, and frontline workers in diverse contexts; and by specific traumatic experiences such as immigrants and refugees, people experiencing life-threatening illnesses, those who care for them, and people who experience homelessness. We will also consider interventions, immediate and long-term, of communities impacted by disaster. Finally, we will examine secondary traumatic stress, vicarious traumatization, and issues impacting the social work practitioner.</p>			
<b>COURSE LEARNING OUTCOMES</b>			
<p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand and apply key concepts and theoretical perspectives regarding the nature and scope of how people cope with traumatic life experiences.</li> <li>2. Distinguish and apply key concepts and theoretical perspectives on trauma and resilience with diverse groups.</li> </ol>			

3. Examine and evaluate short and long-term interventions in communities impacted by disaster.
4. Understand and illustrate applications and treatment approaches with specific cohorts.
5. Identify and differentially apply treatment and intervention approaches to trauma.
6. Explore and apply best practices in wellness and self-care related to social workers' experiences of stress and trauma in their work.

## **LEARNING RESOURCES**

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

The textbook used in SOWK 610 will be used in addition to resources posted on D2L. No additional textbook required for this course.

Briere, J. N., & Scott, C. (2014). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment (DSM-5 update)*. Sage.

### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

#### **D2L**

The D2L (Desire2Learn) course management system available at: <http://D2L.ucalgary.ca> allows you a link to participate in our Zoom Meeting discussion sessions and to review related learning resources and lectures and write/video to the class via our discussion board assignments. Please see our class activity checklist, in our D2L course, for specific dates for each activity. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

#### **Zoom Meetings**

Zoom meetings are online class sessions scheduled normally at 6:00 p.m. Mountain Time (MT). Log-in 10 minutes early to be prepared to start on time.

You are expected to come to class prepared with a working webcam and headset.

#### **Zoom Checklist:**

1. Find a quiet place for your online meeting to avoid background noise.
2. Make sure the Wi-Fi connection is good. If not, you can A) move the laptop closer to the router, or B) use an Internet cable to connect your laptop directly to the router. You may need to increase the strength of your internet with your internet company (ISP) or attend in a community resource area with high internet strength (bandwidth).
3. Use a headset instead of built-in microphone and speaker to communicate with others in the online room. A headset can prevent echo and background noise.
4. If it is your first time entering the Zoom online room, we recommend using Firefox as your browser.
5. Before you access the online room, please run the Zoom diagnostic test by logging onto Zoom and testing your camera and microphone settings.
6. You can also access the online room through your mobile devices. The app can be downloaded for free. Please note that your access to Zoom Meetings allows for online discussions among class members outside of scheduled Zoom Sessions (e.g., to collaborate, to

coach, to seek and to gain assistance as needed). Zoom technology is a tool that can be applied in many creative and meaningful ways.

**RELATIONSHIP TO OTHER COURSES**

This course is the fourth course of a four-course curriculum in trauma treatment and trauma informed care. In this course we examine advanced trauma interventions in diverse contexts using a multidimensional approach with a variety of populations and contexts, and consider the role of stress, trauma, and decision-making for social workers.

**CLASS SCHEDULE**

Date	Topic	Readings/Assignments Due
March 1 <sup>st</sup>  Class 1  Asynchronous learning	ONLINE  Workplace stress, trauma exposure, and professional decision making	Complex trauma care and intervention skills with specialized populations  Portrait of the Professional Caregivers: Their passion. Their Pain. <a href="https://video-alexanderstreet.com.ezproxy.lib.ucalgary.ca/watch/portraits-of-professional-caregivers-their-passion-their-pain?context=channel:documentary-274">https://video-alexanderstreet.com.ezproxy.lib.ucalgary.ca/watch/portraits-of-professional-caregivers-their-passion-their-pain?context=channel:documentary-274</a>  The Dialogue (2018) Volume14/ Issue 1: The effects of trauma on First Responders <a href="https://www.samhsa.gov/sites/default/files/dtac/dialogue-vol14-is1_final_051718.pdf">https://www.samhsa.gov/sites/default/files/dtac/dialogue-vol14-is1_final_051718.pdf</a>
March 3rd 6:00-8:00pm  Class 2  ZOOM SESSION	Introductions  Review of the course requirements  Developing peer supervision practice  Supporting First Responders	Critical Incident Stress Debriefing  <a href="http://www.info-trauma.org/flash/media-f/mitchellCriticalIncidentStressDebriefing.pdf">http://www.info-trauma.org/flash/media-f/mitchellCriticalIncidentStressDebriefing.pdf</a>  Chopko, B. & Schwartz, R. (2009). The relation between mindfulness and posttraumatic growth: A study of first responders to trauma-inducing Incidents. <i>Journal of Mental Health Counseling, 31(4)</i> , 363-376  .

	Understanding the evolving perspectives of critical incident stress debriefing	
March 8 <sup>th</sup> Class 3 Asynchronous learning	ONLINE Disaster recovery: Short and long-term interventions in communities impacted by disaster	Fulton, A. & Drolet, J. (2017). Responding to disaster-related loss and grief: Recovering from the 2013 flood in Southern Alberta, Canada. <a href="https://d2l.ucalgary.ca/d2l/le/content/248586/viewContent/3277712/View">https://d2l.ucalgary.ca/d2l/le/content/248586/viewContent/3277712/View</a> ACSW Presentation on ARC Project: 57:00 mins <a href="https://youtu.be/G9a0yzshlBA?t=716">https://youtu.be/G9a0yzshlBA?t=716</a> Article posted on D2L for reflection
March 10 <sup>th</sup> 6:00-8:00pm Class 4 ZOOM SESSION	Treating the Effects of Acute Trauma Interventions Techniques with PTSD and Grief	Chapter 11 Briere, J. N., & Scott, C. (2014). <i>Principles of trauma therapy: A guide to symptoms, evaluation, and treatment (DSM-5 update)</i> . Sage. Traumatology of Grieving: Articles posted on D2L
March 17 <sup>th</sup> Class 5	Medical Trauma	When treatment becomes trauma: Defining, preventing, and transforming medical trauma <a href="https://www.counseling.org/docs/default-source/vistas/when-treatment-becomes-trauma-defining-preventing-.pdf?sfvrsn=7">https://www.counseling.org/docs/default-source/vistas/when-treatment-becomes-trauma-defining-preventing-.pdf?sfvrsn=7</a>
March 26 <sup>th</sup> 6:00-8:00 Residency Class 6	ZOOM SESSION	Residency weekend preparation : Case scenarios provided and reviewed TIP review session

<p>March 27<sup>th</sup> &amp; 28<sup>th</sup> 10:00am-12pm Lunch Class 1:00PM-4:00Pm Classes 7-10</p> <p>ZOOM SESSION</p> <p>10:00- 12:00 1:00-4:00 (one-hour break for lunch)</p>	<p>ZOOM SESSION</p> <p>Morning: Integration of Clinical Intervention Skills</p> <p>SIMULATED CLIENT EXPERIENCE</p>	<p>The mornings of March 27<sup>th</sup> and 28<sup>th</sup> --peer simulated sessions 10:00-11:00 followed by an hour of review and assessment completion Afternoons will be instructor led skills sessions Materials and rubric for assignment will be posted on D2L for review after simulation exercises are completed</p>
<p>March 29<sup>th</sup></p> <p>Class 11</p> <p>Asynchronous learning</p>	<p>ONLINE</p> <p>Working with refugees that have experienced trauma</p>	<p>Ostrander, J., Melville. A., &amp; Berthold, SM (2017). Working with refugees in the U.S: Trauma and structurally competent social work approaches. <i>Advances in Social Work, 18</i>(1), 66-79.</p> <p><a href="https://d2l.ucalgary.ca/d2l/le/content/248586/viewContent/3277711/View">https://d2l.ucalgary.ca/d2l/le/content/248586/viewContent/3277711/View</a></p>
<p>March 31<sup>st</sup></p> <p>6:00-8:00pm</p> <p>Class 12</p> <p>ZOOM SESSION</p>	<p>Social Work practice working with trauma and resilience with diverse groups, with a focus on immigrants and refugees</p>	<p><b>Guest Speaker Dr. Dora Tam</b></p> <p>Ashbourne, L.M., Tam, D.M.Y., Al Jamal, A., Baobaid, M., &amp; Badahdah, A. (2020). Arab families' stories of migration from war zones: Gender roles and family relations in flux. <i>Journal of Immigrant &amp; Refugee Studies</i>, Link to this article: <a href="https://doi.org/10.1080/15562948.2020.1736363">https://doi.org/10.1080/15562948.2020.1736363</a></p> <p>Tam, D.M.Y., Tutty, L., Zhuang, Z.H., &amp; Paz, E. (2015). Racial minority women and criminal justice responses to domestic violence. <i>Journal of Family Violence, 31</i>, 527-538. doi: 10.1007/s10896-015-9794-7</p>
<p>April 5<sup>th</sup></p> <p>Class 13</p> <p>Asynchronous learning</p>	<p>ONLINE</p> <p>Complexities of working with the homeless</p>	<p>Gulliver, T. &amp; Campney, A. <i>Healing the hurt and pain: Dealing with the trauma of homelessness: Policy 23</i></p> <p><a href="https://homelesshub.ca/sites/default/files/23%20-%20Trauma%20Informed%20Services.pdf">https://homelesshub.ca/sites/default/files/23%20-%20Trauma%20Informed%20Services.pdf</a></p>

		Goodman L., Saxe L., & Harvey M. (1991). <i>Homelessness as psychological trauma: Broadening perspectives. American Psychologist, 46</i> (11), 1219-25.
April 7 <sup>th</sup> 6:00-8:00pm  Class 14  ZOOM SESSION	Social Work & Trauma  The Journey of Growth and Change in Understandin g and Treating Trauma	Self-Growth and Awareness  Development of Trauma-Informed Practice Lens- How far have we come? Presentation to peers defining your TIP lens- Instructions posted on D2L
April 12 <sup>th</sup> Class 15	ONLINE	Defining you Trauma informed Practice Lens: Article posted on D2L for Review
April 14 <sup>th</sup> 6:00-8:00pm ONLINE ZOOM SESSION	Closure Activity	Final Review of Course and Feedback Reflective Portfolio Posted on D2L - Due April 16 <sup>th</sup>

**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

**USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS**

**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.

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 ZOOM SESSION 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.

## **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.

### **Zoom recordings of online classes**

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

## **ASSESSMENT COMPONENTS**

### **Assignment #1: Personal Journal/ Reflection Posts**

Self-awareness and self-reflection on the course readings and examples are a critical component to your professional development. The extent to which we have been able to recognize, accept and integrate these experiences directly impacts working relationships with clients and is vitally important when working with trauma survivors. One fundamental way to accomplish this is through keeping a self-reflective journal related to facilitated zoom session learning as well following the assigned self-directed online learning. Your on-line journal will be an entry that reflects both your new knowledge based on course material/discussions during the zoom sessions and a personal reflection for the materials posted and D2L. Each entry should be between 200 and 250 words and should be posted to your personal drop-box self-assessment section in D2L, which is confidential and available only to you and the instructors.

You will find it helpful to first develop a word document and then paste the content into your D2L space. This will also allow you to keep an ongoing file of your journal. You must post on the dates listed below that align with your Asynchronous learning assignments. This assignment covers 4 entries total with alternating weeks over the 6 weeks. Your grade will be based on content that you have included, relevant reflection on the course content for the previous zoom session, personal and professional relevance, and timeliness. If you have not attended the zoom session the week relevant to your post, there will be a 3 percent grade reduction for lack of participation unless otherwise arranged with the instructor.

#### **Grade: 30% of final grade (4 posts)**

A marking rubric is provided on D2L. Criteria and weighting for D2L discussions will include: Ideas: 30%, Critical Thinking: 30%, Participation: 20%, and Etiquette: 20%.

Due by 11:59pm MT on the dates listed below:

March 3rd – Post #1 Understanding the Importance of Supervision in Trauma Informed Practice

March 10<sup>th</sup> - Post #2 Responding to disaster-related loss and grief

March 17<sup>th</sup> – Post #3 Trauma interventions with Immigrant and Refugee Families

April 5<sup>th</sup> – Post #4 Working with homelessness and trauma

*CLO: 1, 2, 3, 4, 5*

In your assignments, you are expected to:

- present a distillation or a succinct summary of your personal reflections on course material.
- demonstrate a process of critical reflection and NOT simply an overview of content covered.
- present in the first-person, contribute personal experiences, and share relevant personal experiences/ideas.
- report significant learnings from the zoom presentation and course materials provided and identify questions emerging for you.

### **Assignment #2:**

The purpose of this assignment is to provide students with the opportunity to demonstrate their use of advanced interviewing skills. You will conduct an interview with a peer, focusing on interviewing skills gained in the trauma courses and then provide and analysis of the interview in an accompanying group paper. The Friday evening (March 26<sup>th</sup>) of the Residency/Clinical Skills Day you will be placed in groups of 4 for this assignment. There will be 2 participants in each group that will role play the client and 2 participants that will role-play the therapist. The other 2 participants will act as observers during the time of the simulation. There will be 2 simulations completed for this activity, but the group can choose one of the 2 session for the submitted assignment.

- Two case studies will be provided to you the evening of the March 26<sup>th</sup> residency. Please attach the case you wish to use for your evaluation as an appendix in your paper as well as the zoom recording of the session to the instructor as well.
- You will be partnered with a peer to work that will role play the client/ therapist scenario
- Do a 50 min video recording of an interview on zoom with your assigned classmate about an issue they are currently presenting. The interviews will occur the morning residencies on March 27<sup>th</sup> and 28<sup>th</sup> with time to process and prepare for you assignment following the simulation.
- Length of interview: 50 minutes. As a group you will write a reflective 8-10-page paper on one of the two sessions that were completed (2000-2500 words) discussing your use of trauma treatment specific skills used in the interview. Demonstrate a capacity to identify instances of effective use of interventions skills and areas that were not as effective. Articulate the practice model / framework & techniques used in the interview and your capacity to link these factors to effectiveness of treatment.

**Grade: 30%**

**Due:** by April 6<sup>th</sup>, 2021 11:59 pm MT

**CLO:** 2, 3, 4, 5

### **Assignment #3 – Narrated Reflective Portfolio (20 min max)**

The final assignment is the development of a professional practice framework for trauma-informed practice in social work. The purpose of this assignment is to support students' articulation of their unique perspectives, strengths, and aspirations relative to trauma informed social work practice. Key concepts and theoretical perspectives should be identified. It is comprised of a narrated creative, scholarly, and organized collection of evidence accumulated through classes and daily practice experiences that demonstrates your abilities to articulate your trauma-informed lens. Evidence could include course assignments, links to relevant online resources, creative academic projects, and other evidence that you encounter and are meaningful to you as part of your learning. The format of the portfolios will be the development of a website or PowerPoint presentation that is narrated and guidelines for the portfolio will be provided by the instructor.



**Grade: 40%**

**Due:** April 16<sup>th</sup>, 2021 by 11:59pm MT

**CLO:** 1, 2, 3, 4, 5, 6

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend class zoom sessions 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.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective drobox 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**

For the reflection post assignments, postings after midnight of the due date (MT time zone) will receive a zero-percentage point for that portion of our discussion unless an extension has been arranged with the instructor in advance.

### **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.htm>

## **GRADING**

The University of Calgary **Graduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage</b>
A+	4.0	Outstanding	95-100

A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. <b>Note:</b> Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		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 behavior 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 behavior 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 unauthorized 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 Ombud's Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safe walk**