

Course Number	SOWK 633 B01/T01	Classroom for seminar	Online
Course Name	Foundational Field Practicum		
Practicum	Tuesday – Friday January 12 – April 15, 2021		
Seminar (days/times)	Zoom sessions: Mondays 9:00 – 11:50 am January 11, 18, 25, February 8, 22, March 8, 22, April 12		
Instructor(s)	Erin McFarlane		
U of C E-mail	erin.mcfarlane@ucalgary.ca	Phone	Please contact instructor via email

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 Instruction Booklet found online at <https://socialwork.ucalgary.ca/field-education/policy-manual-other-documents>.

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. ***The hours required, due to COVID-19, are 302 hours in the practicum placement and 24 hours in seminar.**
- Students are normally in placement four days/week (Tuesday – Friday). 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 Winter Break (February 14-20) 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 counts for 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 fulfill 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. 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 identity in accordance with the value and ethics of the social work profession (PLO 1,2)

Practice Objectives 1 & 2: Learners develop a professional identity 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, and 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*. 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

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

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

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://socialwork.ucalgary.ca/field-education/policy-manual-other-documents>

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

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; Practice with Individuals, Families & Groups; Practice with Organizations & Communities; Professional Communication & Interviewing; Social Policy & Social Justice; Human Behaviour in the Environment; and Issues in Social Work Research. It is recommended that students complete SOWK 633 either concurrently or following the remaining foundation year course (Models of Practice).

CLASS SCHEDULE

Date	Topic	Readings/ Assignments Due
January 11, 2021	Integrative Seminar 1	
January 12, 2021	First Day of Practicum	
January 18, 2021	Integrative Seminar 2	
January 25, 2021	Integrative Seminar 3	Learning Agreements finalized and signed; Preliminary Impressions form due (on IPT)
February 8, 2021	Integrative Seminar 4	<i>First Journal due</i>
February 14-20, 2021	Winter Break Students not in placement unless negotiated with field instructor	
February 22, 2021	Integrative Seminar 5	Midterm Evaluation due (in Learning Agreement - IPT) <i>Analysis of Learning submissions</i>
March 8, 2021	Integrative Seminar 6	<i>Analysis of Learning submissions</i>
March 22, 2021	Integrative Seminar 7	<i>Analysis of Learning submissions</i>
April 12, 2021	Integrative Seminar 8	<i>Second Journal due</i> <i>Analysis of Learning submissions</i>
April 15, 2021	Approximate Last Day of Practicum	Final Evaluation due (in Learning Agreement – IPT)

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

All assignments for SOWK 633 are assessed as PASS/FAIL.

Reflective Journal

Students will be required to submit a journal twice – once early on in the semester (February 8) and once around final evaluation time (April 12). Length for each submission is 6-8 double-spaced pages, using 12 point font. This is a reflective journal, however, if you reference other material or authors, proper APA referencing is required. More details will be provided in class.

Journal 1 Instruction (February 8): 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, service users, and other professionals; reflecting on your social location, positionality, and biases, and the implications of these for your practice; reflecting upon your strengths and vulnerabilities as a social worker; critically analyzing areas of growth that may need further attention and possible methods of how you will continue with your professional/personal growth.

Journal 2 Instruction (April 12): Stress and burnout are factors in any profession where practitioners (who are also juggling multiple other life responsibilities) work with people who experience distress, oppression, and trauma. Therefore, an intentional focus on personal wellness and self-care is a critical component of social work practice, and of this seminar. In this journal, you will discuss what you are doing during your practicum to support your self-care and wellbeing (physical, mental, emotional, spiritual). By bringing an intentional focus on this aspect of practice, social workers are better able to maintain healthy relationships in their work and personal lives.

Analysis of Learning Presentation (staggered submission dates; details will be provided in class)

This assignment will give you the opportunity to define and discuss your model, theory and/or framework for social work practice, exemplified by your involvement with a specific case from your current practicum. Scholarly and practicum experiences come together to influence this perspective. The presentation will illuminate your critical thinking and integration of former and new knowledge.

You will create a narrated digital poster or presentation using PowerPoint, Prezi, Wix, Canva, Piktochart, or another platform. This will be uploaded by the instructor to the discussion board on D2L so that the rest of the class can watch the presentation asynchronously.

The word “case” is used loosely and, depending on your practicum, could mean an individual, family, group, organizational, community, or systems level case. It could be about a meeting with a client, a workshop you facilitated or attended, a meeting with a supervisor, a research project you engaged in, a team meeting, a presentation you gave, a policy you wrote, an advocacy action you participated in, a meeting with a community partner, etc.

The following sections are to be included:

- **Setting:** description of the organization (vision, mission, population(s) served, primary projects or programs, implicit and/or explicit theoretical frameworks) as well as relevant environmental influences beyond the agency (funding, politics, social attitudes, etc.) that you think are important to highlight.
- **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, personal and professional values, social location (such as gender, race, age, class, sexual orientation), and experiences.
- **Case description:** discussion of background and current details; 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 (you don't need to include all of these):
 - engagement and information gathering
 - assessment
 - intervention
 - termination
 - evaluation of effectiveness

Links between theory and practice should be clearly articulated.

- **Skills (existing and emerging):** identify the personal strengths/capacities you used as well as any 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 an MSW practitioner? Include areas for continued exploration, growth, and professional development.

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.

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.

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.

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.

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 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 analysis of learning 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 Wendy Sera at wendy.sera@ucalgary.ca if you do not receive this information

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Seminar hours are counted as practica hours, and it is therefore required that students attend all seminar classes and to be fully present and engaged in class activities and discussions. 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.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word format only. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). 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

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, headings/sub-heading, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. Students are advised to familiarize yourselves with APA guidelines. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

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.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 worldviews and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

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

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<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**
- **Emergency Evacuation/Assembly Points (Calgary)**
- **Safewalk (Calgary)**