



<b>Course &amp; Session Number</b>	<b>SOWK 616.03 S03</b>	<b>Classroom</b>	SA Rm 124
<b>Course Name</b>	Clinical Work with Other Professionals		
<b>Day(s) &amp; Time</b>	Thursdays 9:00am-3:50pm February 28-April 8 March 3,10,17,24,31 and April 7 <sup>th</sup> .		
<b>Instructor</b>	Marcia McKay MSW, RCSW	<b>Office Hours</b>	As requested,
<b>UCalgary E-mail</b>	<a href="mailto:Marcia.mckay2@ucalgary.ca">Marcia.mckay2@ucalgary.ca</a>	<b>UCalgary Phone</b>	Email only

#### **SYLLABUS STATEMENT**

Considers 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 persons and groups marginalized by structural inequities. Students will develop and use self-care practice.

Clinical practice with groups fits in with the continuing series of the clinical practice courses designed for social workers to develop the understanding and skills for advanced clinical practice as part of the clinical social work specialization. This course is one of the four courses in the Clinical Practice with Individuals, Families, and Groups (IFG)

#### **COURSE DESCRIPTION**

In this course we will concentrate on learning to see and describe the interprofessional processes taking place in our work with clients in order to facilitate conversations with our co-professionals that benefit clients and help professionals meet their mandates. We will include learning to speak to the discourses and (in)justices that contribute to keeping problems in place as well as ways to study one's own interprofessional work.

The primary focus we hold for this course is to learn about other professional systems and their mandates and agendas and how to work across systems inter-professionally to benefit clients as well as other helpers. Our concentration will be developing deep listening skills in order to respond in

generative ways to create change and high-quality service that is socially just, and to offer many opportunities to practice facilitating conversations with other professionals.

This course is taught in person (unless otherwise directed). Students will engage in interactive class discussions, presentations and critical reading, group work, brainstorming sessions, and online discussions.

### **COURSE LEARNING OUTCOMES**

1. Learn the variety of social service systems and their mandates and agendas, to understand their practices and how to effectively practice as a Social Worker.
2. Utilize the listening and facilitation skills from the previous three classes to converse with fellow professionals toward system change.
3. Analyze, explore and develop the students social work professional identity and stance with inclusion and anti-oppressive principles.
4. Gain an understanding of systemic barriers and resiliency within the social work profession.

### **LEARNING RESOURCES**

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

There is no textbook assigned for this class.

Use APA (7<sup>th</sup> edition) formatting for citations

([https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html))

Please see readings listed in the class schedule. You can retrieve journal articles from the Taylor Digital library and/or online.

#### **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**

This course is one of four courses in the Clinical Practice with Individuals, Families and Groups Certificate.

### **CLASS SCHEDULE**

Please note important dates for Winter 2022:

- **Add/Drop/Swap and Withdraw deadlines: Check the Student Centre**
- Term Break, no classes: Sunday – Saturday, February 20 – 26, 2022
- End of Classes: Tuesday, April 12, 2022
- End of Term: Friday, April 29, 2022
- Good Friday, no classes: Friday, April 15, 2022
- Easter Monday, no classes, Monday, April 18, 2022

Assignments	Description	Due Dates	Weight
1.Engagement	6 Self-Reflection rating submissions	March 3,10,17,24,31 Apr 7	30% (5% each)
2.Professional Interview	Essay on D2L	March 24	20%
3.Discussion Posts	Two D2L Contributions	March 17 <sup>th</sup> & 24 <sup>th</sup>	20% (10% each)
4.Elevator Speech	3-min Presentation	April 7 <sup>th</sup>	30%

Date	Topic-Focus and Practice	Preparation/Readings/Assignments Due
March 3 Day One	<p><b>Focus:</b> Getting familiar with the course, activities, and requirements.</p> <p><b>Focus:</b> Start the conversation about other systems in the helping professions.</p> <p><b>Practice:</b> Group Work</p> <p><b>Focus:</b> Your Philosophical and Theoretical Stance *this will carry out throughout the term and readings</p>	<p><b>Preparation:</b> Preview the cluster outline as well as the Clinical Practice with Other Professionals outline. <i>*Come prepared with questions about class activities, assignments, and other aspects in the outline.</i></p> <p>Preparation: Based on your work and practicum so far, name the systems with which you have had interactions and what you know/understand about their mandates and agendas (ie., hospitals, schools)</p> <p>Preparation: How do you articulate your stance? How would anyone know what your stance is by watching you work? Example of Professional Statement-Discussion</p> <p>Reading: McNamee, S. (2012). From social construction to relational construction: Practices from the edge. <i>Psychological Studies</i>, 57 (2), 150-156. <a href="https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s12646-011-0125-7">https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s12646-011-0125-7</a></p> <p>Class Engagement Reflection #1</p>
March 10 Day Two	<p><b>Focus:</b> Professional Collaboration</p>	

	<p><b>Practice:</b> Listening exercise. Practicing dealing with Conflict.</p> <p><b>Review Case Study</b></p> <p><b>Practice:</b> Group work</p> <p><b>D2L Post</b></p>	<p><b>Preparation:</b> Bring forward links from your practice experience to talk ways out of conflict</p> <p><b>Reading:</b> Ambrose-Miller, W., &amp; Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative health care teams. <i>Health &amp; Social Work</i>, 41 (2), 101-109.  <a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=f5h&amp;AN=114833976&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=f5h&amp;AN=114833976&amp;site=ehost-live</a>  <a href="https://academic-oup-com.ezproxy.lib.ucalgary.ca/hsw/article/41/2/101/2356236">https://academic-oup-com.ezproxy.lib.ucalgary.ca/hsw/article/41/2/101/2356236</a></p> <p>Review with full class and Case Study provided. Practice communication and conflict resolution skills.</p> <p><b>Discussion Board –First D2L Post:</b> Using an example from your practicum with your learning partner answer the following questions in an outline format: question of inquiry, who would be involved, what data would be collected, and how you might make sense of the data. Then post your group’s information on D2L to share with all. Remember to respond/offer your thoughts in relation to at least one other post.</p> <p>Class Engagement Reflection #2</p>
<p>March 17 Day Three</p>	<p><b>Focus:</b> Conflict in Groups</p> <p><b>Focus:</b> Debriefing and getting out of conflicts</p> <p><b>Focus:</b> Hierarchies/Languages and Terms/Collaborating</p> <p><b>D2L Post</b></p>	<p><b>Assignment Due: Assignment 3 Post One</b></p> <p><b>Reading:</b>  Liberati. E.G., Gorli, M., &amp; Scaratti, G. (2016). Invisible walls within multidisciplinary teams: Disciplinary boundaries and their effects on integrated care. <i>Social Science &amp; Medicine</i>, 150, 31-39.  <a href="https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0277953615302628">https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0277953615302628</a></p> <p><b>D2L Discussion Post:</b> Share a post in which you discuss a single idea or point from the Liberati et al. reading that has meaning to you and is in relation to hierarchies, language, or collaborating. Do make sure to show the connection. Remember to respond to another classmate.</p>

		Class Engagement Reflection #3
March 24 Day Four	<p><b>Focus:</b> Binaries/Taking a Post-Oppositional Stance</p> <p><b>Practice:</b> Using set scenarios or your own, design a third and fourth way out of conflict</p> <p><b>Focus:</b> Professionalism and Advocating</p> <p><b>Practice:</b> Using your scenarios from practicum</p>	<p><b>Assignment Due: D2L Post #2</b></p> <p>Preparation: Bring forward links from your practice experience to articulate your theory of transformation.</p> <p><b>Reading:</b> Keating, A.L. (2007). Teaching transformation: Transcultural classroom dialogues. New York, NY: Palgrave Macmillan. (Chapter 2, pp.22-40, on D2L) <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=308176&amp;ppg=30">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=308176&amp;ppg=30</a></p> <p>Maparyan, L., &amp; Keating, A.L. (2014). The promise of post-oppositional politics: A preliminary conversation. Retrieved from <a href="https://thefeministwire.com/2014/04/post-oppositional-politics/">https://thefeministwire.com/2014/04/post-oppositional-politics/</a></p> <p>Barsky, A., &amp; groshong, L. (2017, Spring). Ethics alive! Respect in social work advocacy. The New Social Worker: The Social Work Careers Magazine. Retrieved from <a href="https://www.socialworker.com/feature-articles/ethics-articles/respect-in-social-work-advocacy/">https://www.socialworker.com/feature-articles/ethics-articles/respect-in-social-work-advocacy/</a> <i>Also available in LCR: <a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=sih&amp;AN=122342309&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=sih&amp;AN=122342309&amp;site=ehost-live</a></i></p> <p><b>Preparation:</b> Bring forward links from your practice experience to articulate navigating conflict, professionalism and advocating.</p> <p>Reading: Barsky, A., &amp; groshong, L. (2017, Spring). Ethics alive! Respect in social work advocacy. The New Social Worker: The Social Work Careers Magazine. Retrieved from <a href="https://www.socialworker.com/feature-articles/ethics-articles/respect-in-social-work-advocacy/">https://www.socialworker.com/feature-articles/ethics-articles/respect-in-social-work-advocacy/</a></p> <p>Class Engagement Reflection #4</p>
March 31 Day Five	<p><b>Focus:</b> Advocacy</p> <p><b>Practice:</b> Small group or individual work</p>	<p>Anne Marie McLaughlin. "Clinical Social Workers: Advocates for Social Justice." <i>Advances in Social Work</i>, vol. 10, no. 1, 2009, pp. 51–68. <a href="https://journals.iupui.edu/index.php/advancesinsocialwork/article/view/209">https://journals.iupui.edu/index.php/advancesinsocialwork/article/view/209</a></p>

	<p><b>Focus:</b> Professional Prevalence.</p>	<p>Resisting Calling-Out Culture: “Leaning in” with respect and dignity by Vikki Reynolds  <a href="https://dulwichcentre.com.au/resisting-calling-out-culture-leaning-in-with-respect-and-dignity-by-vikki-reynolds/">https://dulwichcentre.com.au/resisting-calling-out-culture-leaning-in-with-respect-and-dignity-by-vikki-reynolds/</a></p> <p>Kreitzer, L., Brintnell, S., &amp; Austin, W. (2019) Institutional barriers to healthy workplace environments: From the voices of social workers experiencing compassion fatigue.  doi:10.1093/bjsw/bcz147  <a href="https://academic-oup-com.ezproxy.lib.ucalgary.ca/bjsw/article/50/7/1942/5645201">https://academic-oup-com.ezproxy.lib.ucalgary.ca/bjsw/article/50/7/1942/5645201</a></p> <p>Exploring self-awareness of current and emerging strengths. Problem solving when systems collide with values, learning how to pivot, networking and taking professional risks.</p> <p><i>Elevator Speech development, Professional statement Personal Statement, Land Acknowledgement, Gender, privilege.</i></p> <p><i>Professional Statement, Personal Statement in preparation for next class.</i></p> <p>Examples will be shared. Inspire thinking about the student’s identity in connection with Social Work values.</p> <p>Class Engagement Reflection #5</p>
<p>April 7 Day 6</p>	<p><b>Final Presentations</b>  Focus: Specialization integration  Performance:</p> <p><b>Practice:</b>  Mindfulness, Reflective summary and longevity in practice</p>	<p>Students will present the 3-min elevator  Give your 3-minute elevator speech about the clinician you are. Start with the phrase, “I am glad you asked. I would like you to know...”</p> <p>Mindfulness practice, resources.</p> <p>Discussion of Social Work and the longevity in practice.</p> <p><b>Reading:</b> Kreitzer, L., Brintnell, S., &amp; Austin, W. (2019) Institutional barriers to healthy workplace environments: From the voices of social workers experiencing compassion fatigue.  doi:10.1093/bjsw/bcz147</p> <p>Class Engagement Reflection #6</p>

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

### **EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION**

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

### **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) for your best learning experiences. 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.

## ASSESSMENT COMPONENTS

### **Assignment 1: Engagement**

#### **Due Date: Each Class (x6)/Self-assessment component**

Value: 30% (5% per class)

Assignment Description: This is an experiential practice class with out-of-class assignments. Because of the practice nature of this course, much of your grade is awarded for participation in the classroom activities. Therefore 30% of the course grade is based upon class participation and contribution both to the large group discussions (make sure you have the reading prepared for discussion) and small group activities. Quantity is not the issue. Your grade will be determined by my ability to comment on the way you think and make sense of concepts and new practices.

Assessment Criteria: Students will complete a daily reflection after each class. The template will be posted for students to follow and then submit in D2L. Criteria will include rating yourself as you engage in thoughtful discussion, explore deeper meanings, confidence in leadership, reflection on social work values, risk taking and skill development.

### **Assignment 2: Professional Interview**

**Due Dates: March 24th, 2022**

**Value: 20% Total**

#### Assignment Description:

You will interview a professional who has utilized Social Workers in their practice. A professional could be, and not limited to, an individual from legal, justice, healthcare, education, government, political and community service systems.

You will ask questions that explore the nature of the professional relationship. Refer to the to the logistical, functionality and effectiveness of the collaboration. Explore the unique context or barriers that exist or co-exist in these relationships. What changes could be implemented to improve effectiveness of this collaboration. The assignment will be 500 words in length, including the questions you asked. Adhere to APA formatting and referencing. Submit by the deadline to D2L drop box.

### **Assignment 3-Individual or Partner Posts to D2L Discussion Board**

**Due Dates: As directed on D2L**

**Value: 10% Each Total Value 20%**

This exercise will present space for reflection and robust discussion. You will utilize skills learned with managing conflict and approach systemic dilemmas from your theoretical positions as social workers.

**Part One-First Post:** Using an example from your practicum with your learning partner answer the following questions in an outline format: question of inquiry, who would be involved, what data would



be collected, and how you might make sense of the data. Then post your group's information on D2L to share with all. Remember to respond/offer your thoughts in relation to at least one other post.

**Part Two-Second Post:** Share a post in which you discuss a single idea or point from the Liberati et al. reading that has meaning to you and is in relation to hierarchies, language, or collaborating. Do make sure to show the connection. Remember to respond to another classmate

You will submit two posts on D2L. Each post consists of your contribution class, (one paragraph or ¼ page, as an individual or as partners) and one individual and substantive response to a classmate. Make sure to properly cite materials that you have used as a guide. Make sure you observe correct APA formatting for references and citations. Check the calendar for the times postings are expected.

#### **Assignment 4- 3-minute elevator or interview speech**

**Due Date: April 7th**

**Value: 30%**

This exercise will continue to solidify your professional sense of self, your values and orientation. You will be able to reflect on your position in relation to others in professional contexts allowing opportunities for change and acknowledging difference. This practice of assertive communication will inherently prepare you for interviews and opportunities by sharing a clear, focused summary of your professional identity.

The criteria for grading this will be that you have used exactly 3 -minutes, you have made clear your theoretical orientation, you have eloquently and succinctly articulated the professional practitioner you are at this moment, and you will deliver this as a conversational format without the use of any notes. These will be performed in person on the last day of class April 7th, 2022. Be prepared to reflect on this experience either in class or in your final evaluation.

### **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

#### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

If a situation arises that precludes your class attendance, please apprise the instructor. Your absence or tardiness deprives the class of your participation that day so if you must be absent, consider ways you could add to the class upon your return. Then create a plan (containing activity and timeline) that will adequately substitute for that class time missed, present that plan to your instructor for approval, and execute that plan.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due 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 at 5% per day and assignments submitted after 7 days will not be marked.

### **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>

### **ACADEMIC MISCONDUCT**

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **GRADING**

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary [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 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	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.

### ADDITIONAL SUGGESTED READINGS

Opie, A. (2000). *Thinking teams/thinking clients: Knowledge-based teamwork*. New York, NY: Columbia University Press.  
 Payne, M. (2000). *Teamwork in multiprofessional care*. Chicago, IL: Lyceum.

## 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 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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

## **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 AND GENDER-BASED 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

## **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

