



<b>Course &amp; Session Number</b>	<b>SOWK 306 L08</b>	<b>Classroom</b>	<b>Medicine Hat Learning Circles Online</b>
<b>Course Name</b>	<b>Social Work Methods Theme Course</b>		
<b>Day(s) &amp; Time</b>	Zoom: Saturdays, 9:00 a.m. - 3:50 p.m.; Jan 15, Feb 12, Mar 5, Apr 9 Zoom: Tuesdays, 6:30 p.m. - 7:30 p.m.; Jan 18, Feb 15, Mar 22, Mar 29 See Class Schedule below for specific information		
<b>Instructor</b>	<b>Linda Fehr, PhD, MSW, RSW</b>	<b>Office Hours</b>	<b>Appointments available upon request</b>
<b>UCalgary E-mail</b>	<a href="mailto:fehr@ucalgary.ca">fehr@ucalgary.ca</a>	<b>UCalgary Phone</b>	<b>403-329-2795</b>

**EQUITY, DIVERSITY, INCLUSION, RECONCILIATION AND ANTI-RACISM**

The Faculty of Social Work (FSW) is committed to anti-racist social work education and practice and 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 the historic and ongoing effects of racism, systemic inequities and compounded disadvantages due to the intersection of social locations, particularly for members of racialized, Indigenous, 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 diverse perspectives, experiences, and strengths into our work. See the faculty's [Statement on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous strategy](#).

**SYLLABUS STATEMENT**

Examines various perspectives and theoretical approaches relating to the development, maintenance, and application of empowering relationships in generalist social work practice. Particular emphasis will be placed on local applications in rural, remote, and Indigenous organizations and communities.

## **COURSE DESCRIPTION**

Through a variety of learning activities, students will experience and demonstrate the integration of theory and practice required for generalist social work at a beginning professional level. Based on their prior learning from coursework and life experience, students will learn to reflect critically on the nature of effective empowering relationships. This theme course will explore various theories and perspectives relating to generalist practice that inform our understanding of different empowering relationships. Special emphasis will be given to the application of course concepts.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions.

## **COURSE LEARNING OUTCOMES**

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

1. Articulate their personal and professional beliefs, values, and perspectives on empowering relationships in generalist social work practice;
2. Understand common elements and enhance skills in building and maintaining empowering social work relationships at the micro, mezzo, and macro levels;
3. Demonstrate generalist-practice knowledge and skills to competently perform various interactive practices such as building relationships, assessment, and planning, activating resources, and evaluation;
4. Demonstrate relevant knowledge and skills to actively promote equity, diversity, inclusion, and reconciliation within anti-oppressive social work practice; and,
5. Demonstration positive, growth promoting, and effective collaboration and teamwork.

## **LEARNING RESOURCES**

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

The required text for SOWK 306 is:

Miley, K., O'Melia, M., & DuBois, B. (2017). *Generalist social work practice: An empowering approach* (8th ed.). Pearson Education.

### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. It is also expected that students will use their existing resources and access to the University of Calgary Library online resources and databases to support their learnings and coursework. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

## RELATIONSHIP TO OTHER COURSES

SOWK 306 is one of the four foundation theme courses in the BSW Learning Circles Program. It must be completed prior to, or concurrent with, SOWK 307 – Practice Methods in Context.

## CLASS SCHEDULE

This Theme Course will be delivered in a series of eight modules. Following a brief orientation to the course, students will complete the following modules.

Tentative Schedule – subject to change

Dates	Module: Topics	Assignments & Due Dates
Sat. Jan. 15	Introduction to Winter Courses Module 1: Beliefs, Values & Theory	Integrative Case Analysis: Part 1 DUE: Jan. 30 Weight: 15%
Tutorial Tues. Jan 18	Module 2: Strengths, Empowerment, and Diversity D2L Learning Activities Jan. 17-27	Module 2 D2L Learning Activities DUE: Jan. 27 Weight: 10%
Sat. Feb. 12	Module 3: Dialogue Phase - Building Relationships & Describing Situations	Integrative Case Analysis: Part 2 DUE: Mar. 6 Weight: 15%
Feb. 20-26	Term Break	-----
Tutorial Tues. Feb. 15	Module 4: Discovery Phase - Assessing Resources & Planning Change D2L Learning Activities Feb. 14-28	Module 4 D2L Learning Activities DUE: Feb. 28 Weight: 10%
Sat. March 5	Module 5: Developing Phase - Activating Resources & Expanding Opportunities	Integrative Case Analysis: Part 3 DUE: Mar. 27 Weight: 15%
Tutorial Tues. March 22	Module 6: Developing Phase - Recognizing Success & Integrating Gains D2L Learning Activities Mar. 21-25	Module 6 D2L Learning Activities DUE: Mar. 25 Weight: 10%
Tutorial Tues. March 29	Module 7: Practice Models & Professional Development Instructors: Linda Fehr & Britni Chambers TA D2L Learning Activities Mar. 28-Apr. 7	Module 7 D2L Learning Activities DUE: Apr. 7 Weight: 10%
Sat. Apr. 9	Module 8: Summary and Integration Instructor: Linda Fehr	Integrative Case Analysis: Part 4 Poster Presentations Weight: 15%

### Please note important dates for Winter 2022:

- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre
- Block Week: Monday – Friday, January 3 – 7, 2022
- Start of Classes: Monday, January 10, 2022
- Term Break, no classes: Sunday – Saturday, February 20 – 26, 2022
- End of Classes: Tuesday, April 12, 2022

- End of Term: Friday, April 29, 2022
- Alberta Family Day, no classes: Monday, February 21, 2022
- Good Friday, no classes: Friday, April 15, 2022
- Easter Monday, no classes, Monday, April 18, 2022

## **MODULE DESCRIPTIONS**

### **Module I: Beliefs, Values & Theory**

This module is designed to provide an introduction to generalist social work practice including core values of social justice and anti-oppressive practice. The ecosystems perspective, the conceptual framework for practice, is introduced and its affinity with social work values and practice is considered.

Module Learning Outcomes:

After completing this module students will be able to:

- Describe how self “fits with” generalist social work practice in their community.
- Identify their developing social work identity/frame of reference through reflection.
- Explain the social construction of values, beliefs, and perspectives.
- Explain how the social work code of ethics influences practice.

Readings:

Miley, K., O’Melia, M., & DuBois, B (2017) textbook Chapters 1 & 2  
 Review of the CASW Code of Ethics (2005), CASW Guidelines for Ethical Practice (2005), and ACSW Standards of Practice.

### **Module 2: Strengths, Empowerment, and Diversity**

This module focuses on the development of skills and knowledge relating to building empowering relationships with diverse clients.

Module Learning Outcomes:

After completing this module students will be able to:

- Appraise how different worldviews affect the ability to practice in various contexts;
- Define/describe (knowledge) concepts of culture, empowerment, and strengths;
- Articulate evidence of increased connectedness and understanding of empowerment at various practice levels.

Readings:

Miley, K., O’Melia, M., & DuBois, B (2017) textbook Chapters 3, 4, & 5  
 Additional readings posted in D2L

### **Module 3: Engagement - The Dialogue Phase: Building Relationships & Describing Situations**

In this module students will learn about the characteristics of professional partnerships as well as the processes and skills associated with engaging and building empowering relationships.

Module Learning Outcomes:

After completing this module students will be able to:

- Demonstrate an understanding of the characteristics of a professional social work relationship.

- Demonstrate the ability to create an empowering and culturally sensitive social work relationship.
- Demonstrate an understanding of dual relationships and how to critically evaluate boundaries in ethically responsible social work relationships.
- Describe the factors involved in successful collaboration with both individual and community partnerships.

Readings:

Miley, K., O'Melia, M., & DuBois, B (2017) textbook Chapters 6, 7, & 8

#### **Module 4: Assessment - The Discovery Phase: Assessing Resources & Planning Change**

This module will focus on assessment and planning change. Students will acquire skills and knowledge in identifying strengths and locating resources that may be useful in facilitating change. Various components of a strengths-based assessment process will be explored as well as collaborative approaches in planning change, goal-setting, and framing solutions.

Module Learning Outcomes:

After completing this module students will be able to:

- Demonstrate an understanding of the role of assessment in generalist social work practice.
- Demonstrate the ability to apply a strengths-based perspective in the assessment process.
- Demonstrate an understanding of the components of an assessment process.
- Demonstrate an understanding of the planning and goal-setting process.

Readings:

Miley, K., O'Melia, M., & DuBois, B (2017) textbook Chapters 9, 10, & 11

Additional readings will be posted on D2L

#### **Module 5: Intervention & Evaluation – The Developing Phase: Activating Resources & Expanding Opportunities**

This module examines the implementation of change through the development and managing of resources supporting change among a variety of systems. Processes of change as well as contextually relevant techniques that promote the engagement and expansion of resources and supports for change will be explored.

Module Learning Outcomes:

After completing this module students will be able to:

- Determine action to facilitate change.
- Determine context-appropriate resources with clients.
- Work in coordination with community professionals and natural networks.
- Critically evaluate resources and referral sources.

Readings:

Miley, K., O'Melia, M., & DuBois, B (2017) textbook Chapters 12, 13, & 14

## **Module 6: The Developing Phase - Recognizing Success & Integrating Gains**

Consistent with strengths focus, this module examines a variety of techniques that can be used to recognize progress achieved in processes of change. Evaluation and research methods as they relate to monitoring change will be explored. This module will also examine contextually relevant process of resolving professional partnerships.

Module Learning Outcomes:

After completing this module students will be able to:

- Incorporate appropriate evaluation to facilitate change and critically assess practice within context.
- Facilitate completion of professional client system relationship in a context-sensitive manner to maintain and enhance gains.

Readings:

Miley, K., O'Melia, M., & DuBois, B (2017) textbook Chapters 15 & 16

Additional readings will be posted on D2L

## **Module 7: Practice Models & Professional Development**

This module will encourage students to consolidate their learning about building and activating empowering relationships in local, rural, and Indigenous organizations and communities. Particular emphasis will be given to building effective collaborative professional relationships.

Module Learning Outcomes:

Upon completing this module, students will be able to:

- Identify professional development goals to achieve and monitor growth in generalist practice
- Identify and respond to the strengths, challenges and opportunities that arise when working in collaborative settings.
- Activate and maintain their professional identity in collaborative settings.

Readings: Will be posted in D2L

## **Module 8: Summary and Integration**

The final module is intended to provide students an opportunity to consolidate their learning of the course materials. Themes from the various course modules will be identified and discussed. Students present their final group project during the Integration/Summary Module.

Module Learning Outcome:

After completing this module, students will be able to demonstrate the integration of course materials.

**Note:** To support an integrative and collaborative group process and recognize the difficulty students may face in getting together outside of class time, at least 60 minutes will be allowed at the end of each Saturday class for work on the group projects.

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

### **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 - Assignments**

### **Integrative Case Analysis Project Assignment Details**

The intent of the Integrative Case Analysis Project is to describe and apply the empowerment method of social work generalist practice approach and actualize the strengths perspective to a hypothetical individual, family, group, program, or community or “client”. You are NOT expected to contact an individual, family, group, program or community. The case study will demonstrate your understanding and application of the course content.

1. The focus of the project series is to use the skills and knowledge gained from your previous coursework, experience, text, modules and readings. You will be working in small groups of 2-3 students. This portion of the project is designed into four linked assignments below with the last culminating in a Poster Presentation.

2. You want to ensure that the social work theory and method chosen clearly addresses the relevant issue and why you have chosen the approach. This assignment will demonstrate reflective, collaborative social work practice using a combination of theory, reflective practice and teamwork.
3. Examples of micro, mezzo and macro levels can be found in Chapter 5 of the textbook.

**Assignment 1: Integrative Case Analysis: Part 1 (15%) – Due January 30, 2022**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

Assignment Description:

The intent of this assignment is to engage in reflective, collaborative and empowerment/strength-based social work practice. You will be working in small groups.

1. Introduction to Case: Provide a clear description of “client” background, issues/concerns, and strengths using the content (readings, text, and modules) from Module One: Beliefs, Values & Theory, and Module Two: Strengths, Empowerment, and Diversity.
2. This description should encompass a generalist practice approach to social work including, theoretical approach, ethical considerations, implications of diversity and social justice, and empowerment-based practice perspectives.
3. This paper will also be evaluated on:
  - critical thinking about key issues
  - social work theory and methods chosen clearly addresses the relevant issue and provides a clear rationale why you have chosen the approach
  - use of resource materials to support the discussion, and adherence to APA standards for resource materials
  - organization of information, and effectiveness of communication (clarity, grammar, vocabulary, punctuation and presentation)

Please use the text, Modules, and other readings and resources to support your work with the chosen “client”.

This assignment should be 4-5 pages in length, double-spaced and single-sided and submitted to the D2L Dropbox by only one team member placing all the team member’s names on the title page.

**Assignment 2: Integrative Case Analysis: Part 2 (15%) – Due March 6, 2022**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

Assignment Description:

The intent of this assignment is to engage in reflective, collaborative and empowerment/strength-based social work practice. You will be working in same small groups as Part One.

1. Using content (readings, text and modules) from Module Three: Engagement – The Dialogue Phase, and Module Four: Assessment – The Discovery Phase, assess strengths and resources to arrive at an intervention/action plan which empowers and supports healing and recognizes strengths for the same “client”.



2. The assessment should include a depiction (i.e. eco-map, genogram, group setting, organizational chart, community chart) and a description of the processes and activities within each phase of work i.e. Engagement Phase (see text: Chapters 6-8) and Assessment Phase (see text: Chapters 9-11) with concrete examples how you will work with the “client” for each phase.
3. Ensure the social work theory and methods chosen clearly addresses the relevant issue and provides a clear rationale why you have chosen the approach.
4. Check that the paper also provides a description of the practice models, learned techniques or skills you are considering using.
5. This paper will also be evaluated on:
  - critical thinking about key issues
  - social work methods chosen clearly addresses the relevant issue and provides a clear rationale why you have chosen the approach
  - use of resource materials to support the discussion, and adherence to APA standards for resource materials
  - organization of information, and effectiveness of communication (clarity, grammar, vocabulary, punctuation and presentation)

Please use the text, Modules, and other readings and resources to support your work with the chosen “client”.

This assignment should be 4-5 pages in length, double-spaced and single-sided and submitted to the D2L Dropbox by only one team member placing all the team member’s names on the title page.

### **Assignment 3: Integrative Case Analysis: Part 3 (15%) – Due March 27, 2022**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

#### Assignment Description:

The intent of this assignment is to engage in reflective, collaborative, and empowerment/strength-based social work practice. You will be working with the same small groups as Part One.

1. Using the same “client”, students are to develop an appropriate *Intervention and Evaluation* plan that applies concepts described from readings, and text for Module 5: Activating Resources and Planning Change and Module 6: Recognizing Success and Integrating Gains.
2. Clearly describe and apply your Intervention and Evaluation phase and include the following components:
  - A description of the potential Intervention Phase and processes will be provided. It will demonstrate a relationship between the assessment, and the potential interventions. The potential interventions will be supported with theory and chosen methodology and will include examples of the chosen intervention (See text: Chapters 12-14).
  - The paper is to include a rationale, a description of the processes and activities within each phase of work with concrete examples how you will work with the “client” for each phase.
  - The Evaluation Phase will include methods to evaluate and monitor outcomes. Examples and application of such areas as client outcome evaluation or single-system design will be provided (See text: Chapters 15 & 16).

- Do check that the Evaluation Phase includes a clear description of the potential evaluation processes of the approach for the chosen “client” and a clear rationale for your choice.
3. This paper will also be evaluated on:
- demonstration of an understanding of skills and knowledge important to social work practice;
  - critical thinking about key issues
  - social work theory and methods chosen clearly addresses the relevant issue and provides a clear rationale why you have chosen the approach
  - clearly describes the potential intervention and how the processes are connected to the assessment, and in what way the potential interventions are supported with the theory and methodology chosen
  - use of resource materials to support the discussion, and adherence to APA standards for resource materials
  - organization of information, and effectiveness of communication (clarity, grammar, vocabulary, punctuation and presentation)

Please use the text, Modules, and other readings and resources to support your work with the chosen “client”.

This assignment should be 4-5 pages in length, double-spaced and single-sided and submitted to the D2L Dropbox by only one team member placing all the team member’s names on the title page.

**Assignment 4: Integrative Case Analysis: Part 4 (15% - 10% Poster & 5% Participation)**

**Due April 9, 2022**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

Assignment Description:

Poster Presentation

The poster will be developed using a poster template chosen by the group which consists of one power point slide. The poster will include:

- a combination of text and graphics clearly summarizing each of the first 3 parts of the Integrative Case Analysis.
- a reference list including all of the resources and citations used on the poster.

The poster is expected to be of *high quality, well organized, and engaging* for your audience.

The presentation is to be a maximum of 15 minutes discussing the poster contents and concluding with each group members’ learnings from the project experience. All groups will provide an emailed copy of their poster for grading purposes to the Instructor.

**Assignment 5: D2L Module Learning Activities (40% - 10% for each module)**

**Due Jan. 27, Feb. 28, March 25, and April 7, 2022**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

Assignment Description:

Modules 2, 4, 6, and 7 will have graded D2L learning activities. The module activities will be further described and completed in the D2L course site.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend the instructional Zoom sessions and to be fully present and engaged in class activities and discussions. A rich exchange of ideas is a key element of the learning process in this class. It is expected that students will prepare in advance for each class and participate in all learning processes through thoughtful, respectful contributions.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

All assignments are to be submitted electronically at or before the date and time as specified in the course outline. If no time is stipulated, 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**

Grades are deducted for late submissions (one grade level per day will be deducted e.g. B to B-) unless otherwise specified in the course outline and without an extension being granted by the instructor. It is the student's responsibility to request an extension from the instructor should you require more time and offer an alternate due date and time for the instructor's consideration.

### **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 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>

## GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

## COURSE EVALUATION

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 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