



Course & Session Number	SOWK 395 S04	Classroom	Online https://ucalgary.zoom.us/j/96773177183
Course Name	Practice & Evaluation with Groups		
Day(s) & Time	Tuesdays 1:00 to 3:50 p.m.		
Instructor	Deena Seaward RCSW, MSW	Office Hours	By Request
UCalgary E-mail	dworkun@ucalgary.ca	UCalgary Phone	By Email

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

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

COURSE DESCRIPTION

This course provides an introduction to social work with groups including basic group work concepts and skills. An understanding of group processes and methods in typical group, community, organizational and planning situations will be emphasized. This course prepares students to facilitate both task and interventive groups, with an emphasis on approaches that are congruent with core social work values

and principles. Students will deepen their understanding of the subject matter through assigned readings, lecture material, assignment completion and experiential learning activities.

COURSE LEARNING OUTCOMES

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

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

LEARNING RESOURCES

REQUIRED TEXTBOOK

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

ADDITIONAL REQUIRED READINGS

Bastien, B. (2014). Sacred science of circles: An inclusive approach to social work practice. In W. Pelech, K. Ring, & S. LaRocque (Eds.), *Unity in diversity: Embracing the spirit of group work* (pp. 20-42). Whiting & Birch Ltd.

Drumm, K. (2006). The essential power of group work. *Social Work with Groups*, 29(2-3), 17-31.

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

Rosenwald, M., & Baird, J. (2020). An integrated trauma-informed, mutual aid model of group work. *Social Work with Groups*, 43(3), 257-271.

Varghese, R. (2020). Intergroup dialogue: Frequencies of social justice. *Social Work with Groups*, 43(1-2), 109-113.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources. An Internet-net capable device, Internet access, microphone/speaker is required for D2L and Zoom.

RELATIONSHIP TO OTHER COURSES

SOWK 395, as one of the methods-oriented required courses, provides an opportunity to apply concepts and skills learned in the Practice with Individuals course within a group context. There is no pre- or co-requisite for this course. This course is only available to students in the University Transfer route.

CLASS SCHEDULE

Classes are scheduled to meet via Zoom on Tuesdays throughout the Winter 2022 semester. Each class will be structured to provide for approximately 30 minutes of planning time as a means of supporting students' completion of the group project. During weeks 3 to 8 inclusive, 30 minutes of class time will also be used for students to participate in a peer support/mutual aid group. There will be no class during the University Term Break (i.e., February 22, 2022).

Date	Topic	Readings	Assignments
Week 1 Jan 11	<ul style="list-style-type: none"> • Opening Circle • Course Orientation and Syllabus Review • What is Group Work? • Diversity of Purposes • Group Planning Time 	Pelech et al. (2016) Chapters 1, 2, 5, & 7	
Week 2 Jan 18	<ul style="list-style-type: none"> • Connecting ‘<i>Group Work</i>’ and ‘<i>Social Work</i>’ • Examining our Classroom from a Group Lens • Mutual Aid & Peer Support • Situating Ourselves • Group Planning Time 	Drumm (2006) Lind (2020) Varghese (2020)	
Week 3 Jan 25	<ul style="list-style-type: none"> • Peer Support Group & Debrief • Attributes & Dynamics of a Group • Group Development & Analysis • Group Leadership • Professional Use of Self • Group Planning Time 	Pelech et al. (2016) Chapters 8, 10, & 12	Submit Peer Support Group Facilitation Schedule by 1:00 p.m.
Week 4 Feb 1	<ul style="list-style-type: none"> • Peer Support Group & Debrief • Beginning Phase • ‘Forming/Storming/Norming’ • Group Planning Time 	Pelech et al. (2016) Chapter 9	Facilitator 1 Critical Reflections due by 11:59 p.m.
Week 5 Feb 8	<ul style="list-style-type: none"> • Peer Support Group & Debrief • Diversity: A Strengths-based Approach • Principles of Inclusive Group Work • Planning a Group with a Focus on Diversity • Guest Lecture: TBA • Group Planning Time 	Pelech et al. (2016) Chapters 3, 4, 5, & 6	Facilitator 2 Critical Reflections due by 11:59 p.m. Complete Mid-Term Formative Evaluation
Week 6 Feb 15	<ul style="list-style-type: none"> • Peer Support Group & Debrief • Middle Phase • ‘Performing’ • Decision-making, problem-solving, and conflict resolution • Group Planning Time 	Pelech et al. (2016) Chapter 11	Facilitator 3 Critical Reflections due by 11:59 p.m.
Feb 22	Term Break – No Class		
Week 7	<ul style="list-style-type: none"> • Peer Support Group & Debrief • Ending Phase • ‘Adjourning’ 	Pelech et al. (2016) Chapter 13	Facilitator 4 Critical Reflections due by 11:59 p.m.

Mar 1	<ul style="list-style-type: none"> • Evaluation • Group Planning Time 		
Week 8 Mar 8	<ul style="list-style-type: none"> • Peer Support Group & Debrief • Group Work in Indigenous Communities • Trauma and Group Work • Guest Lecture: TBA • Group Planning Time 	Bastien (2014) Rosenwald & Baird (2020)	Facilitator 5 Critical Reflections due by 11:59 p.m.
Week 9 Mar 15	<ul style="list-style-type: none"> • Group A (Beginning Phase) Presentation & Simulation • Practice with Involuntary Service Users • Group Planning Time 		Facilitator 6 Critical Reflections due by 11:59 p.m. Group A Presentation & Simulation
Week 10 Mar 22	<ul style="list-style-type: none"> • Group B (Middle Phase) Presentation & Simulation • The Process Group • Group Planning Time 		Group B Presentation & Simulation
Week 11 Mar 29	<ul style="list-style-type: none"> • Group C (Middle Phase) Presentation & Simulation • Class Selected Topics • Group Planning Time 		Group C Presentation & Simulation
Week 12 Apr 5	<ul style="list-style-type: none"> • Group D (Endings) Presentation & Simulation • Class Selected Topics 		Group D Presentation & Simulation
Week 13 Apr 12	<ul style="list-style-type: none"> • Closing Circle • Course Evaluation 		Complete Course Evaluation

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

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

The final course grade will be based on the three assignments described below. Note that the total grade for an assignment may be distributed across components of that assignment.

Assignment 1: Peer Support Group – Video-Recorded Critical Reflection

Variable Deadline: February 1, February 8, February 15, March 1, March 8 or March 15 by 11:59pm

Weight: 30%

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

Assignment Description:

This assignment provides students with the opportunity to experientially learn about group membership and facilitation. Given the significant impact of the COVID-19 pandemic and its response, it also provides students with a means of peer support and mutual aid.

Students will be assigned to a group by the instructor at the start of the course. *Please note, students will remain in the same group for their group projects.* For the purpose of this assignment, each group will have the opportunity to develop their own facilitation schedule. A written copy of the group's facilitation schedule should be submitted to the instructor via Dropbox by Tuesday, January 25th at 1:00 pm.

There are two parts to this assignment: 1) Group facilitation and participation; and 2) Critical reflection.

Group Facilitation and Participation

In their small group, each student will have the opportunity to facilitate/lead one session of the Peer Support Group and to be a participant in the group's facilitated/led by their peers. Between the third and eighth instructional weeks inclusively (i.e., Jan 25, Feb 1, Feb 8, Feb 15, Mar 1, and Mar 8), scheduled classes will commence with students participating in their respective Peer Support Groups. The Peer Support Groups will be 20 minutes in duration, beginning promptly at 1:00 p.m. and ending promptly at 1:20 p.m. Immediately after each group session, the group members will have 10 minutes to debrief their experience. This may include, but is not limited to, a discussion of each member's affective experiences during the group, ideas about successes and challenges, thoughts about what worked well/what you might try differently in similar situations in the future, perspectives on 'critical incidents' (i.e., turning points for the better or worse), observations regarding shifts in the group development and/or functioning relative to previous group sessions, etc.

Please note, the Peer Support Groups and Debriefs will be recorded for learning purposes. They may only be shared with their respective group participants and course instructor.

Video-Recorded Critical Reflection

A week after each Peer Support Group, the designated group facilitator/leader will submit a copy of the group/debrief recording, as well as a video recorded critical reflection about their facilitation experience. The personal reflection should be critical, NOT descriptive. It should include ideas about the group's development, the facilitator's ideas about successes and challenges, the facilitator's most significant personal learnings, and the facilitator's goals for future development. The recording is to be a maximum of 10 minutes in length.

Please note, students will be marked on the depth and breadth of their critical reflection NOT on their facilitation skills as demonstrated in the session itself.

Submission: Submission date is within 7 days of facilitation (i.e., by 11:59 p.m. on the Tuesday following your respective group facilitation date). Students will submit a recording of their peer support group facilitation and their video-recorded self-reflection. Assignments will be submitted via D2L Dropbox.

Assessment Criteria:

Peer support group critical reflections will be graded according to the following criteria:

- **Presence** - to what extent was the facilitator able to reflect upon their own experience of the group and their role as facilitator/leader?
- **Clarity** – to what extent was the facilitator able to clearly identify and describe their most significant observations and ideas about the group?
- **Depth** - to what extent was the facilitator able to make connections between their experience in the group and core course material (e.g., group purpose, diversity issues, social work values/principles, ethical issues, group development, group leadership, etc.)?
- **Articulation of Goals** – to what extent was the facilitator able to clearly articulate goals for future learning and/or development?

Assessment rubrics based upon the above criteria will be posted on the SOWK 395 D2L site.

Assignment 2: Group Proposal & Simulation

Variable Deadline: March 15, March 22, March 29, or April 5 by 1:00 p.m.

Weight: 40%

Aligned Course Learning Outcomes: 1, 3, 4, 5, 6, 7

Assignment Description:

Students will be assigned to small task groups by the instructor at the start of the course. The purpose of these groups will be to prepare and present a group proposal, as well as to plan and simulate a session from the proposed group. Each group will identify a particular client population and need that the group will be intended to address. Students are encouraged to use the presentation and simulation as an opportunity to explore topics and group dynamics of mutual interest. Planning time will be set aside during each class. Task group members are encouraged to take turns as facilitators of the planning meetings. Additional planning time may be arranged by group members after class or when classes are not meeting. To prepare for the Task Group Analysis assignment, task group members are strongly encouraged to journal and/or keep records of their meetings.

In order to prepare and orient the class to the issues to be addressed in each simulation, each task group is expected to prepare and present a proposal for group work which focuses on a specific population and need. The presentation will be prepared and presented using PowerPoint. It will be presented to the class immediately prior to the group's simulation and is not to exceed 45 minutes in duration. Each group should choose a specific population and need that it thinks is amenable to a group work approach and describe some of the basic characteristics of the proposed group, including but not limited to:

- **Needs assessment/literature review** - the population, problem, and needs that the group is intended to address;
- **Rationale/Purpose** - purpose statement, goals and objectives, and group name;
- **Ethical Considerations** – e.g., risks/benefits, informed consent, confidentiality. Groups should also attend to how the group aligns with core social work values/principles;
- **Screening, Eligibility, Recruitment of Members, Referrals** - advertising, recruitment strategies and selection criteria;
- **Group Structure** – group composition, size, frequency and duration of meetings, fixed # of sessions/continuous, setting, open/closed, preparation/pre-engagement of group members, leader/members' roles, group rules, single/co-facilitated;
- **Content and Activities** – theoretically-informed content for group's sessions that are clearly connected to the group's objectives. Groups should identify any necessary equipment and materials that would be required, as well as provide an overview of session content and opening/closing rituals;
- **Evaluation** – how the group will be evaluated, and progress achieved by the group or its members be measured; and
- **References** – sources used in the development of the presentation. Reference lists should adhere to APA 7th edition format.

The proposal should include session plans for at least one session for each stage of group: beginning, middle, and ending stages. Each session should be between one and two hours in duration. Each session plan shall include:

- Timing
- Activity descriptions/instructions
- Purpose of session
- Purpose of each activity
- Materials needed

- Check- in
- Check-out
- Ritual – to begin and close
- Alternative activity (optional)
- References

Each student in the group will prepare individual client scenarios in relation to the group members served in their group simulation. These scenarios will include that member's history that brought them to the group, challenges and strengths of the member, and how they could benefit from the group experience. These will not be presented within the presentation itself, but should be included as an Appendix to the group's PowerPoint presentation.

1. Group Simulation

Each group will design and role-play one meeting of their proposed interventive group at a specified stage of development. Group A will present a beginning group session, Groups B & C will present middle group sessions, and Group D will present an ending session. Though there is a wide range of potential social work groups to simulate, each group simulation must allow for extensive interaction between participants. Depending upon the size of their task group, task group members will choose one or two group members who will serve as workers for their simulations. Other group members should choose an identity and role to be acted out during the simulation. **The group's simulation is not to exceed 45 minutes.** Thus, each task group will be responsible for a presentation and a simulation totaling no more than 90 minutes in duration.

Submission: Deadlines for submitting a copy of your group's PowerPoint presentation and accompanying documents are as follows: Group A - March 15, Group B - March 22, Group C -March 29, and Group D -April 5 by 1:00pm. Assignments will be submitted via D2L Dropbox.

Assessment Criteria:

The grade for this assignment will be derived from two sources:

Task Group Members - Group Self-Grading (15%): distributed by group members (focusing on each member's overall contributions to the planning, implementation and effectiveness of the presentation/proposal). A group grading form must be completed by each member.

Instructor (25%): group grade derived from the proposal and presentation.

***Note:** Group simulations will not be graded.

Group Proposals will be graded according to the following criteria:

- **Clarity and Comprehensiveness** - to what extent are the major elements of the group design clearly described?
- **Theoretical Integration** – to what extent is the rationale for the group explained and the proposed design supported by related references? Related references include references which focus on the population, group context and problem/issue addressed by the proposed group supplemented by relevant course readings and handouts.
- **Clarity** – to what extent did the group clearly present the major elements of the group design?
- **Use of Group work** - to what extent is the task group utilized in the presentation?

- **Authenticity** - the extent to which the class has an understanding of the roles, identities, needs, and experiences, strengths and challenges that workers and members bring to this group.

Assessment rubrics based upon the above criteria will be posted on the SOWK 395 D2L site.

Assignment 3: Peer Support Group

Deadline: April 17

Weight: 30%

Aligned Course Learning Outcomes: 1, 2, 5, 6

Assignment Description:

This assignment asks each student to identify the dynamics as they were played out over the life of their task group and critique how these dynamics affected the accomplishment of the assigned task – namely the planning of the learning activities, presentation and simulation by the group. Students are strongly encouraged to work on this assignment throughout the course through regular journaling. Reflecting on each planning group session may be helpful in terms of the final analysis. Below are some of the dynamics which should be addressed in the analysis and some questions that may be explored relating to each dynamic:

- Member relationships & interaction patterns
- Member roles and leadership
- Group norms
- Group decision-making and use of differences
- Expression and resolution of conflicts

Questions to ponder:

- How did the dynamics contribute to the development of an empowering group process?
- How do you think the dynamics influenced the group product/presentation?
- What emerged as the strengths, obstacles, and challenges for your group?
- If you encountered some of these obstacles or challenges in future as a group worker, how would you deal with them in a way that would enhance the functioning and effectiveness of your group?

Length: This assignment should not exceed 1500 words (i.e., approximately 3 pages) excluding title page and reference page(s), Times New Roman, 12-point font, 1" margins, double-spaced, APA format (7th ed.).

Special Note: Students have the option of completing this assignment individually or in pairs. If completed in pairs, a shared grade will be assigned and students are expected to equally contribute to the development and writing of the project.

Submission: Assignments will be submitted via D2L Dropbox.

Assessment Criteria:

Task group analyses will be graded according to the following criteria:

- **Specificity** - identifies specific examples (e.g., behaviours, interactions, interventions) from the task group in support of the analysis;
- **Integration of Theory & Practice** - statements made about the strengths and limitations of the task group are supported by references;
- **Constructive Criticism** - limitations are supplemented with suggestions drawn from the literature about how specific situations or obstacles could have been addressed more effectively in the group;
- **Evidence of a Distillation Process** - the paper should not exceed 1500 words; it offers a concise and detailed analysis rather than a general description;
- **Technical Merit** – Format - well organized with clearly delineated structure, double-spaced, follows APA guidelines; Clarity - in terms of language, syntax, spelling, punctuation, sentence structure;
- **Meets Deadline** – assignment is handed in on time, unless otherwise contracted (prior to the original due date).

Assessment rubrics based upon the above criteria will be posted on the SOWK 395 D2L site.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

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

ATTENDANCE AND PARTICIPATION EXPECTATIONS

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

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Submit all assignments electronically through their respective Dropbox in D2L. Assignments should have a file name as follows: "Full name and assignment title". Unless otherwise specified, assignments are due by 11:59 p.m. on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

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

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.), but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th 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. Grades assigned for each assignment will be rounded to 2 decimal points if necessary and the total of all grades will be rounded to the nearest whole number using rounding conventions to determine the letter grade for the course.

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. A formative evaluation will be conducted at the end of the fifth week of class.

ADDITIONAL SUGGESTED READINGS

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

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar

<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/. 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