



Winter 2022

Course & Session Number	SOWK 616.02 S02	Classroom	Online
Course Name	Adolescent (13-18) Mental Health		
Day(s) & Time	Thursdays, 9:00 am- 3:50 pm. (60 minutes for lunch) March 3, 10, 17, 24, 31 April 7		
Instructor	Emily Wang, Ph.D., R. Psych.	Office Hours	As requested
UCalgary E-mail	emily.wang4@ucalgary.ca	UCalgary Phone	

SYLLABUS STATEMENT

Critical examination of policies, theories and models relevant to infant, child and adolescent mental health.

COURSE DESCRIPTION

In this course we will engage in an in-depth exploration of theories, policies, research and practice models most relevant to working with adolescents and their complex contexts. We will critically re-examine theories, such as attachment, development, neurobiology and social justice as they relate to this population, including the elements of risk and resilience in navigating societal influences (e.g., peers, social media) on diverse emerging identities. Through experiential learning that mirrors real-world clinical practice, students will learn to synthesize theories and research to inform their diagnostic and intervention frameworks for working with this diverse population. We will explore best-practice models and pay special attention to understanding, identifying and intervening with those presenting concerns and/or diagnoses typically emerging during this developmental period. Our explorations will culminate with intensive training related to effective practice with youth who are at-risk and suffer from dual-diagnoses and addictions.

COURSE LEARNING OUTCOMES

Upon completion of this course:

1. Students will learn about and demonstrate a working knowledge of neurobiologically-informed frameworks that inform social work practice with adolescents, including attachment, developmental psychopathology, resilience, reward, and regulation.

2. Students will learn about and demonstrate an understanding of risk and protective factors that influence children’s mental health and their cognitive, social and emotional development and how these influences and are influenced by interpersonal relationships, familial and contextual/environmental factors.
3. Students will learn about and demonstrate a working knowledge of assessment procedures including the disorders and diagnostic procedures of childhood within mental health classification systems (i.e., DSM-5), as well as a working knowledge of the use of screening tools/standardized assessment measures pertaining to adolescents and their families.
4. Students will learn about and demonstrate a working knowledge of developing, implementing and evaluating a range of evidence based interventions for mental health relevant to adolescents and their families. Students will be able to demonstrate a working knowledge to move through the various phases of psychosocial intervention from engagement, assessment, formulation/case conceptualization, treatment planning, implementation and evaluation.
5. Students will learn about and demonstrate a critical understanding of those factors associated with practicing ethically as a social worker with adolescents and families from diverse and complex contexts, including an understanding of how their own values and beliefs may impact their work.

LEARNING RESOURCES

REQUIRED TEXTBOOKS

1. Ogden, T., & Amlund Hagen, K. (2019.) *Adolescent mental health prevention and intervention*. Routledge (2nd ed.). Routledge. (downloadable) <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315295374>
2. Perry, B.D., & Szalavitz, M. (2017). *The boy who was raised as a dog: And other stories from a child psychiatrist’s notebook- What traumatized children can teach us about loss, love and healing* (Revised and Updated). Basic Books.

Recommended Textbooks:

1. American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.) Arlington, VA: APA
2. Hayes, N., O'Toole, L., & Halpenny, A. M. (2017). *Introducing Bronfenbrenner: A guide for practitioners and students in early years education*. Routledge. (downloadable) <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315646206>
 - Chapter 2: Bioecological Model of Human Development
 - Chapter 3: Proximal Processes and Relationships
 - Chapter 4: Understanding Development in Context
3. Weisz, J.R., & Kazdin, A. E. (Eds.). (2017). *Evidence-based psychotherapies for children and adolescents* (3rd ed.). The Guilford Press. (Available online via the U of C, Taylor Family Digital Library) <https://ebookcentral-proquestcom.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=484482>

Please see additional 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

Students will have completed their first professional social work degree or its equivalent. Accordingly, students are expected to have a solid understanding of generalist social work practice and basic social work skills required to translate social work theory into practice. More specifically, the following capabilities are expected:

1. The knowledge and understanding of a person-in-environment social work framework that provides a base for applying and evaluating professional practice;
2. The ability to delineate your personal values and relate them to professional values; and
3. The competency to conduct appropriate assessments and interventions in an ethical, effective manner; and select models of intervention after a critical analysis of multiple models of intervention, understanding their empirical evidence.

Specific prerequisites for this course include the successful completion of SOWK 610 and 612.

This course is the fourth of four courses in the Infant, Child and Adolescent Mental Health cluster. This course provides an in-depth exploration of theories, frameworks, policies and practice-based clinical processes examined in other courses, applying this knowledge and skill to working clinically with adolescent populations from diverse communities and contexts.

CLASS SCHEDULE

Class 1: March 3, 2022

MORNING: Overview: Framing a Social Worker's understanding of Mental Health

- Impact of Systems on Development and Mental Health
- Adverse Childhood Experiences
- Trauma Syndromes and their impact on Mental Health

Required Readings:

1. Ogden, T., & Amlund Hagen, K. (2019) *Adolescent mental health prevention and intervention* (2nd ed.). Routledge (downloadable) <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315295374>
 - Chapter 1: Adolescent Development

AFTERNOON: Part A. Understanding Brain Development and the Adolescent Brain

- Applying neurodevelopmental perspective to adolescents within complex contexts. Using the framework of the Neurosequential Model of Therapeutics, this session will address the core concepts of brain development as it relates to understanding adolescent behaviour.

Required Readings:

1. Casey, B. J., Jones, R. M., & Hare, T. A. (2008). The adolescent brain. *Annals of the New York Academy of Sciences*, 1124, 111-126. <https://nyaspubs-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/10.1196/annals.1440.010>
2. Lamblin, M., Murawski, C., Whittle, S., & Fornito, A. (2017). Social connectedness, mental health and the adolescent brain. *Neuroscience and Biobehavioral Reviews*, 80, 57-68
<https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0149763416305814>
3. Perry, B.D., & Szalavitz, M. (2017). *The boy who was raised as a dog: And other stories from a child psychiatrist's notebook- What traumatized children can teach us about loss, love and healing* (Revised & Updated). Basic Books.
Chapter 1: Tina's World
Chapter 2: For Your Own Good
Chapter 3: Stairway to Heaven

Part B: What is Reflective Practice?

- The purpose of reflective practice in the field of social work and mental health will be discussed. Reflective Practice will be utilized throughout this course as a means of integrating the information that is being addressed. Each class will end with small group reflection and consolidation of the material discussed.

Part C: Reflection and Consolidation

Class 2: March 10 2022

MORNING : Relationships, Memory, Attachment and Development

- Relationships are a key part of adolescent development. This will be discussed in the context of the neurobiology of the brain and what we understand about memory and attachment, and how early development can impact adolescent mental health.

** Introduction of Assignment 2- journaling and addictions

Required Readings

1. McLean, K. C. (2005). Late adolescent identity development: Narrative meaning making and memory telling. *Developmental Psychology*, 41(4), 683–691. <https://oerproxy.lib.ucalgary.ca/article/00063061-200507000-00009/HTML>
2. Perry, B.D., & Szalavitz, M. (2017). *The boy who was raised as a dog: And other stories from a child psychiatrist's notebook- What traumatized children can teach us about loss, love and healing* (Revised & Updated). Basic Books.
 - Chapter 4: Skin Hunger
 - Chapter 5: The Coldest Heart
 - Chapter 6: The Boy Who Was Raised as A Dog

AFTERNOON: Part A: Special populations, Inclusion, Diversity and Equity

- Adolescence can be a turbulent time. How do we, as social workers, attend to the needs of those who are not part of the dominant culture? How do we support those who are marginalized? How do we understand the needs and values of the parents caring for their adolescents? How do we work more effectively with these families?
- Implicit Biases and what that means for our work

Required Reading:

1. Havig, K., & Byers, L. (2019). Truth, reconciliation, and social work: a critical pathway to social justice and anti-oppressive practice. *Journal of Social Work Values and Ethics*, 16(2), 70-80. <https://bit.ly/3saQmzi>
2. Seng, J. S., Lopez, W. D., Sperlich, M., Hamama, L., & Reed Meldrum, C. D. (2012). Marginalized identities, discrimination burden, and mental health: Empirical exploration of an interpersonal-level approach to modeling intersectionality. *Social Science & Medicine*, 75(12), 2437–2445. <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0277953612006867>

Part B: Lissette Arevalo, Teaching Assistant: Diverse Populations

Part C: Reflection and Consolidation

Class 3: March 17 2022

FULL DAY: Part A: Assessment with adolescents at-risk for and affected by mental health disorders Tools/assessments and screenings for adolescents and families and treatment

- Broad strokes on the DSM-V adolescent mental health diagnoses
- Examples in more depth: Attention Deficit Hyperactivity Disorder and Addictions
- Examples of tools & assessments, e.g. NMT Metric as a holistic perspective & Child Adolescent Functional Assessment
- Evidence Based Treatment – implications

Part B: Guest presenter: Nicole Chalifour, Art Therapy student, BSW. Nicole will provide hands on Art Therapy experience, and provide some history about Art Therapy in the context of mental

health. *Purpose: to expose students to interventions that support brain development and mental health.*

Part C: Reflection and Consolidation

- Review of learnings, and review of resources

Required Readings:

1. Ogden, T., & Amlund Hagen, K. (2019). *Adolescent mental health prevention and intervention* (2nd ed.). Routledge (downloadable) <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315295374>
Chapter 2: Evidence Based Intervention and Prevention
Chapter 3: Externalizing Problems
Chapter 4: Internalizing Problems
2. Perry, B.D., & Szalavitz, M. (2017). *The boy who was raised as a dog: And other stories from a child psychiatrist's notebook- What traumatized children can teach us about loss, love and healing* (Revised & Updated). Basic Books.

Chapter 7: Satanic Panic
Chapter 8: The Raven
Chapter 9: "Mom is Lying. Mom is Hurting Me. Please Call the police."
3. Wiger, D. E. (2012). The mental status exam. *The psychotherapy document primer* (3rd ed., pp. 81-94). Hoboken, NJ: John Wiley & Sons. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=832263>

Class 4: March 24 2022

MORNING: Student Presentations on Evidence Based Treatments (Assignment 1)

- 30 minutes each, in groups of 4 (120 minutes total, 4 EBT)
- In Class Consolidation Exercise

AFTERNOON: Part A: Impact of Trauma on individuals, families and organizational systems

- Understanding different types of trauma
- Understanding how trauma affects families
- Understanding the parallel process related to organizational systems
- The Impact of Social Media
- Speech/Language, physical therapy, occupational therapy

Part B: Reflection and Consolidation

- Review E. King Keenan article- what are the implications for this as a social worker?

Required Readings:

1. King Keenan, E., Sandoval, S., & Limone, C. (2019). Realizing the potential for leadership in social work. *Journal of Social Work, 19*(4), 485–503. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177%2F1468017318766821>
2. Ogden, T., & Amlund Hagen, K. (2019). *Adolescent mental health prevention and intervention*. (2nd ed.). Routledge (downloadable) <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315295374>

Chapter 5: Alcohol and Drug Use

Chapter 6: Social Competence and Social Skills

3. Perry, B.D., & Szalavitz, M. (2017). *The boy who was raised as a dog: And other stories from a child psychiatrist's notebook- What traumatized children can teach us about loss, love and healing* (Revised & Updated). Basic Books.

Chapter 10: The Kindness of Children

Chapter 11: Healing Communities

Chapter 12: A Picture, Not a Label

Class 5: March 31 2022

MORNING: Resilience, Relationships, Reward, Regulation and Healing

- Regulation & Healing
- The importance of Play in Adolescence and Childhood

Required Reading:

1. Ungar, M. (2015). Practitioner review: Diagnosing childhood resilience – a systemic approach to the diagnosis of adaptation in adverse social and physical ecologies. *Journal of Child Psychology and Psychiatry, 56*(1), 4-17. <https://acamh-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/jcpp.12306>
2. Stringaris, A., Vidal-Ribas Belil, P., Artiges, E., Lemaitre, H., Gollier-Briant, F., Wolke, S., Vulser, H., Miranda, R., Penttilä, J., Struve, M., Fadai, T., Kappel, V., Grimmer, Y., Goodman, R., Poustka, L., Conrod, P., Cattrell, A., Banaschewski, T., Bokde, A. L. W., & Bromberg, U. (2015). The Brain's Response to Reward Anticipation and Depression in Adolescence: Dimensionality, Specificity, and Longitudinal Predictions in a Community-Based Sample. *American Journal of Psychiatry, 172*(12), 1215–1223. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1176/appi.ajp.2015.14101298>

AFTERNOON: Part A: Presentation of The Boy Who Was Raised as a Dog intervention assignment

- Small group discussions (up to 10 minutes per person)

Part B: Guest speakers: Marti Smith, Occupational Therapist (via zoom) will provide discussion and experientially based activities related to sensory regulation.

Michael Remole, M.A., LCPC, NCC (via zoom) will introduce his experience as an Equine Assisted Therapist

Purpose: to expose students to interventions that support brain development and mental health.

Part C: Reflection and Consolidation:

- Addictions assignment consolidation in small groups

Class 6: April 7 2022

In class consolidation: This will be a group project to be prepared prior to the final class. This class will be held on zoom and recorded, and will be led by the Teaching Assistant, since I am unable to attend this final class.

IMPORTANT DATES:

- 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

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 that are attending via Zoom are expected to participate actively when attending 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

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
1. Demonstrating Clinical Competencies regarding Evidence Based Treatments in adolescent mental health	In groups of 3-4: Choose an evidence based treatment model to research, report on the model in writing and present the model to the class (each group will have 30 minutes for their presentation). Address the pros and cons of the model with the adolescent population, considering aspects of what other areas need to be addressed. For example- which diagnoses may this treatment be more effective and less effective for and why? Please cite your references. (Each group’s completed assignments will be distributed to all	Due March 24 th by 11:59 pm MST	25%	2, 3, 4, 5

	students at the end of the class, so individuals can use them as reference.). Please see grading rubric on D2L.			
2. Demonstration of competencies in understanding addictions, reward neurobiology and arousal continuum	To help you better understand addiction/reward and the arousal continuum – for three weeks, choose a “bad habit” that you have been trying to change and give it up— journal about this by looking at your arousal continuum/stress level, and relational engagement with others. The final journal entry will summarize and integrate your learning. **Your grade will NOT be based on whether or not you are able to maintain the change, it will be based on your engagement in journaling and understanding the impact that an addiction may have on an individual’s life, and that of those around the individual. Journaling should occur 3x a week (or more). Journal entries should address how your triggers, your state of arousal & your relational supports/buffers impact your ability to “stay the course”. Please refer to the rubric on D2L for more information.	Due March 24 at 11:59 pm MST	20%	1,2,4,5

<p>3. Demonstration of competencies in intervention in mental health and impact of early childhood on adolescent development</p>	<p>Choose one of the chapters from The Boy Who was Raised as a Dog and re-write the child's story—choose a point in the child's life to intervene and re-write the chapter with respect to how the child would now respond at the same age of the child in the chapter. Based on what you know about brain development, interventions, and resilience, how would this intervention have mitigated or lowered the risk, and changed the way his/her life turned out? Please cite references. Please refer to the rubric on D2L for more details</p>	<p>Due March 31 at 11:59 pm MST</p>	<p>20%</p>	<p>1, 2, 3, 4</p>
<p>4. Demonstration of integration of concepts of brain development and adolescent mental health</p>	<p>In groups of 3-4, consider which components of the class have impacted you the most, and share this with the class. This can be presented on powerpoint slides or in other ways such as in music, song, artwork, role play. Since this class will be held on zoom so that it can be recorded, feel free to be together in small groups for your presentation OR feel free to pre-record and share the recording with the class. Please refer to D2L for more details.</p>	<p>Due April 7 at 11:59 pm MST</p>	<p>20%</p>	<p>1, 2, 3, 4, 5</p>
<p>Participation</p>	<p>Students should actively participate in all</p>		<p>15%</p>	<p>1, 2, 3, 4, 5</p>

	<p>classroom activities (lectures, discussions, and experiential exercises) and in demonstrating your professionalism in a manner consistent with social work ethics and standards of practice. For example, students are expected to demonstrate the same standards of behavior in the classroom environment and on D2L as they would in professional social work venues such as meeting with clients, supervisors, or in attending agency meetings. Each class, except for April 7th, will be 3% of your grade. If unable to attend a class, please contact the TA for an alternative assignment.</p>			
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Assessment Criteria: Assessment rubrics will be provided on D2L

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Attendance is mandatory. If there are any unforeseen circumstances, please contact the instructor to discuss how to make up the missed time.

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

Assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, 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

Grade	Grade Point	Description	Percentage Range
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The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used.

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	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average 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. Note: 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	70-74

		Faculty of Graduate Studies course requirements.	
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

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