Winter 2022

Course & Session Number	SOWK 616.06 S03	Classroom	Blended
Course Name	Supporting Transitions in Later Life		
Day(s) & Time	1. Weekly Zoom sessions: Wed 6:30 – 8:30pm; Mar 2, 9, 16, 23, 30, Apr 6 2. Weekly asynchronous learning 3. Face to face residency: March 18 (6-9pm) & March 19 & 20 (9am-4pm)		
Instructor	Cari Gulbrandsen, PhD, RSW	Office Hours	By appointment
UCalgary E-mail	carolyncari.gulbrand@ucalgary.ca	UCalgary Phone	403-220-4310

SYLLABUS STATEMENT

Application of evidence-based and anti-oppression modalities and best practices towards supporting and helping individuals, groups, families and communities.

CERTIFICATE DESCRIPTION

This certificate is designed for social workers who are interested in pursuing clinical gerontology practice or are currently working with older adults in clinical contexts (e.g., long-term care facilities, social service agencies, community outreach). Students will explore social policy, legal and ethical issues, and theories related to practice with older populations. Using an evidence-informed approach, students will explore how to select and apply diagnostic tools and interventions. A variety of learning activities will provide students with opportunities to integrate their learnings and consider applications across diverse groups of older adults and clinical practice contexts. Completion of this certificate will provide social workers with deepened clinical knowledge and skills for enhanced gerontology practice.

COURSE DESCRIPTION

In this course, we will explore theory, research, practice, and policy relevant to understanding significant life transitions during older adulthood (e.g., grief and loss, end of life care). We will critically analyze theories, legislation, policies, and ethical issues as a foundation for advancing our understanding of these transitions. These learnings will be integrated with research evidence to explore assessment tools, resources and support, and other interventions designed for older adults and their caregivers as they navigate transitions in later life. Using practice-based activities, we will apply these learnings to diverse

populations across various settings (e.g., long term care, geriatric mental health units, community-based care) to support transitions in later life.

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COURSE LEARNING OUTCOMES

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Upon completion of this course students will be able to:

1. Critically analyze the historical, political, and social context of life transitions during older adulthood.
2. Demonstrate deepened clinical knowledge and skills related to supporting transitions in later life.
3. Select and apply theories and evidence-based clinical assessment tools and intervention strategies related to transitions in later life.
4. Situate themselves within a critical perspective, and articulate social justice, equity, diversity, antiracism, and ethical issues to support diverse older adults as they navigate transitions in later life.
5. Describe the role of a clinical gerontological social work practitioner from an anti-oppression gerontology lens and integrate course learnings to develop a personal practice framework to guide their practice.

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LEARNING RESOURCES

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RECOMMENDED READINGS/RESOURCES

Readings and resources for weekly asynchronous learning should be reviewed in advance of the Zoom session for that week.

Links to readings and resources will be provided in the Leganto tool in D2L. Supplementary readings and resources may be added throughout the term.

Week 1

Hulko, W., Brotman, S., Stern, L., & Ferrer, I. (2020). *Gerontological Social Work in Action*. Routledge. Chapter 2

Laird, K. T., Lavretsky, H., Paholpak, P., Vlasova, R. M., Roman, M., Cyr, N. S., & Siddarth, P. (2019). Clinical correlates of resilience factors in geriatric depression. *International Psychogeriatrics*, *31*(2), 193-202.

Manning, L. K., & Bouchard, L. (2020). Encounters with adversity: A framework for understanding resilience in later life. *Aging & Mental Health*, *24*(7), 1108-1115.

Week 2

Hulko, W., Brotman, S., Stern, L., & Ferrer, I. (2020). *Gerontological Social Work in Action*. Routledge. Chapters 5 & 7

Norberg, S. (2021, September 2) Episode 12: Caregiver support [Audio podcast episode]. In *Silver Shades*. Jewish Family Service Calgary. https://silvershades.ca/episode-12/

Youdin, R. (2014). *Clinical gerontological social work practice*. Springer. Chapter 6

Residency
March 18
Youdin, R. (2014). Clinical gerontological social work practice. Springer. Chapter 13

March 19
Ayers, C. R., Wetherell, J. L., Schiehser, D., Almklov, E., Golshan, S., & Saxena, S. (2013). Executive functioning in older adults with hoarding disorder. *International Journal of Geriatric Psychiatry*, *28*(11), 1175-1181.

Hulko, W., Brotman, S., Stern, L., & Ferrer, I. (2020). *Gerontological Social Work in Action*. Routledge. Chapter 9

Koenig, T. L., Leiste, M. R., Spano, R., & Chapin, R. K. (2013). Multidisciplinary team perspectives on older adult hoarding and mental illness. *Journal of Elder Abuse & Neglect*, *25*(1), 56-75.

March 20
Ontario College of Social Workers and Social Service Workers *(n.d.). Ethics: An ethical decision-making tool. Ontario College of Social Workers and Social Service Workers.*
https://www.ocswssw.org/professional-practice/ethical-decision-making-tool/

Strom-Gottfried, K. (2014). *Straight talk about professional ethics*. Oxford University Press.
Note: You are not required to buy the book – excerpt and 6 Question model will be shared in class.

Week 4

Coleman, J. (2021, January 10). A shift in American family values is fueling estrangement. *The Atlantic*.
https://www.theatlantic.com/family/archive/2021/01/why-parents-and-kids-get-estranged/617612/

Hulko, W., Brotman, S., Stern, L., & Ferrer, I. (2020). *Gerontological Social Work in Action*. Routledge. Chapter 6

Siritsky, N. (October 15, 2021). *Spirituality and ethics in social work: Part 1*. Canadian Association of Social Workers Webinar Series. YouTube. https://youtu.be/muDeSHKHIrE

Span, P. (2020, July 23). When grandparents are estranged from their grandchildren. *New York Times*.
https://www.drjoshuacoleman.com/post/when-grandparents-are-estranged-from-their-grandchildren

Week 5

McCoyd, J. & Walter, C.A. (2016). *Grief and loss across the lifespan: A biopsychosocial approach*.
   Springer. Chapter 10 Older adults
This resource is available as an e-book from the University of Calgary Library and Chapter 10 can be downloaded as a PDF.
https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4096376

Eger, E. (September 9, 2020). *The journey of grieving, feeling, and healing*. [Video].TED, Youtube.
https://youtu.be/Cwdo8_qwjog

Week 6

Dalin, H. & Livshits, T. (2021). *Life lessons from Holocaust survivors*. Jewish Family Service of San Diego.
    https://cdn.fedweb.org/fed-
    28/2/Life%2520Lessons%2520BOOK%2520Eng.%2520for%2520Jewish%2520Federation.pdf

Forstmeier, S., van der Hal, E., Auerbach, M., Maercker, A., & Brom, D. (2020). Life review therapy for
    Holocaust survivors (LRT-HS): Study protocol for a randomised controlled trial. *BMC Psychiatry*, *20*(1),
    1-13.

Holmes, L. (September 23, 2020). *Holocaust survivor shares inspiring story about how to find meaning in
    life*. Youtube
https://youtu.be/-fuvn1LHe_I

Hulko, W., Brotman, S., Stern, L., & Ferrer, I. (2020). *Gerontological Social Work in Action*. Routledge.
    Chapter 13

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources
and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is
required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This is the last of four required courses in the Clinical Gerontology Practice Certificate.

CLASS SCHEDULE

This course will include a combination of:
1) weekly synchronous (real-time) online instruction using Zoom (12 hrs),
2) weekly asynchronous (scheduled by the student) online learning (9 hrs), and
3) a weekend face to face, on-campus residency (15 hrs).

Weekly asynchronous learning activities throughout the course will involve approx. 2 hours per week
completing readings, viewing recorded lectures, webinars or media, participating in asynchronous
discussions (ungraded) and/or preparation or follow up learning activities related to synchronous Zoom
sessions.

Date	Topic	Required preparation, guest speakers & assignment due dates
Week 1: Wed Mar 2 6:30-8:30pm Synchronous Zoom session	• Course overview • Overview of transitions during older adulthood • Supporting older adults' resilience (brief lecture and learning activities)	

	• Mutual aid, group practice and supporting older adult transitions • Organizing Assignment 1	
Week 1: Asynchronous learning	• Theories for social work practice with older adults - older adult resilience	By Mar 2 Read: Hulko et al. (2020) Ch. 2; Laird et al. (2019); Manning & Bouchard (2020)
Week 2: Wed Mar 9 6:30-8:30pm Synchronous Zoom session	• Transitions in cognitive, mental, and physical function and health • Preparation/work session for paired group session facilitation and instructor consultation	Guest Speaker: Rachel Clare, RSW, Alzheimer Society of Calgary
Week 2: Asynchronous learning	• Supporting older adults with Alzheimer's disease and other dementias • Ethical decision making in practice with older adults	By Mar 9 Read: Hulko et al. (2020) Ch. 5 & 7 Listen: Norberg (2021)
Week 3: Wed Mar 16 6:30-8:30pm Synchronous Zoom session	• Caregiving and caregiver support • Overview of Assignment 3 Part 1: Formulating research questions and preparing an annotated bibliography	Guest speaker: Ask a Gerontological Social Worker: Samantha Norberg, MSW, Jewish Family Service Calgary
Week 3: Asynchronous learning	• Preparation for residency	For Mar 18 Read: Youdin (2014) Ch. 13 For Mar 19 Read: Ayers et al. (2013); Hulko et al. (2020) Ch. 9; Koenig (2013) For Mar 20 Review: Ontario College of Social Workers and Social Service Workers *(n.d.)*
Residency: Face to face Fri Mar 18 6:00pm – 9:00pm U of C, Calgary, Rm SA124	• End of life Care and Living with Advanced Illness	Guest speaker/workshop: Stacey Van Dyk, MSW, Hospice Calgary Living with

	• Diverse and cultural perspectives on illness, death and dying	Advanced Illness Centre *Topic: Palliative care – Talking to clients and their families about advanced illness, death, and dying*
Residency: Face to face Sat Mar 19 9:00am – 4:00pm U of C, Calgary, Rm SA124	• Transitions in Mental Health and Cognition Instructor Lecture: Older Adults and Hoarding Disorder • Overview of ethical decision-making frameworks for use in practice with older adults. • Group practice and mutual aid to support transitions during older adulthood - pair facilitated (pm)	Assignment 1 due Mar 19/20
Residency: Face to face Sun Mar 20 9:00am – 4:00pm U of C, Calgary, Rm SA124	• Ethical decision-making case discussion (group learning activity in preparation for individual ethical decision-making assignment). • Group practice and mutual aid to support transitions during older adulthood - pair facilitated (pm)	
Week 4: Wed Mar 23 6:30-8:30pm Synchronous Zoom session	• Transitions in relationships during older adulthood (caregiving, family relationships, role of Indigenous Elders, diverse spiritual practices, spiritual transitions, and spiritual care)	Assignment 3 Part 1 due Mar 25
Week 4: Asynchronous Learning	• Spiritual care of older adults • Caregiving during older adulthood and caregiver support	By Mar 23 Watch: Siritsky (2021); Read: Coleman (2021); Hulko et al. (2020) Ch 6; Span (2020)

	• Older adults and changes in family relationships and dynamics	
Week 5: Wed Mar 30 6:30-8:30pm Synchronous Zoom session	• Grief and loss in older adulthood and throughout the lifespan (brief lecture and learning activities) • Types of loss (e.g.; independence, mobility, death of spouse, family friends, pets, loss of relationships) • Grief and loss: Small group discussion activity	Guest speaker: Allegra Samaha, MSW RSW *Topic: Approaches to supporting older adults with grief and loss* Assignment 2 due Mar 31
Week 5: Asynchronous learning	• Grief and loss	By Mar 30 Read: McCoyd & Walter (2016) Watch: Eger (2020)
Week 6: Wed Apr 6 6:30-8:30pm Synchronous Zoom session	• Transitions in meaning and learning over the lifespan (wisdom, learning in older adulthood, life review therapy, strengths-based practice with older adults) • Celebration of learning and reflections on learning throughout the program	Assignment 3 Part 2 due Apr 8
Week 6: Asynchronous learning	• Transitions in meaning over the lifespan and in older adulthood • Life review therapy	By Apr 6 Read: Hulko et al. (2020) Ch. 13; Dalin & Livshits (2021); Forstmeier et al. (2020) Watch: Holmes (2020)

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive,

thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Design and delivery of group social work practice session for older adults
Due: March 19/20 by 11:59 pm
Worth: 25% total
Aligned Course Learning Outcomes: 2,3

Assignment Description:

This assignment emphasizes the potential of group social work practice to apply anti-oppressive practice and foster mutual aid and support for coping with transitions during older adulthood. It involves experiential learning in the design and delivery of a group session that could be implemented in group practice to support older adults with specific types of transition.

Individual assignment - Group Session Plan (Worth 15%)

Due: March 19ᵗʰ by 11:59 pm – please submit in designated Dropbox in D2L

You will design a detailed group session or brief workshop plan for older adults that focuses on supporting a specific type of transition during older adulthood. Group sessions or brief workshops should be designed to foster mutual aid among older adults and create safe and supportive spaces to engage in dialogue about topics/sensitive topics related to transitions during older adulthood (e.g., grief and loss, older adult sexuality, caregiving, relationships, loneliness dementia/cognitive changes, older adult learning, cognitive/mental/physical changes – e.g., dementia, depression). A planning template for a group session will be provided in D2L. The session plan should include:

a. A brief description of the transition of interest, supported by 2 references from course texts or literature. (approx. 150 words)

b. Rationale for group practice/mutual aid as an approach to supporting the transition. (approx. 200 words)

c. Titles and descriptions of beginning (5 minute), middle (20 minute) and ending (5 minute) exercises/activities for an approx. 30-minute group session. "Exercises" can include discussion, experiential, arts-based or role play activities. Group session structure and examples will be covered in class.

Paired facilitation (Worth 10%)

Due: March 19 or 20th

In groups of 2, you will choose <u>one</u> of your group sessions to implement in a group practice simulation activity. Each group of 2 will implement short group session (approximately 30 minutes) in a group of 10 during the face-to-face residency. You are encouraged to implement exercises or activities that will simulate actual group practice, that reinforce the value of mutual aid, and/or that provides colleagues practice with discussing topics that may be sensitive or challenging to generate dialogue about (e.g., illness, changes in mobility/health, cognitive changes, loneliness, grief and loss, mental health, relationships, estrangement, grief and loss, death and dying). Facilitators may ask group members to assume the roles of an older adult participant with a specific type of experience. An important part of the facilitation experience will be giving and receiving constructive peer feedback.

Sample group session planning templates and a detailed grading rubric will be posted on D2L.

Assignment 2: Ethical decision-making case analysis (choice of cases based on specific transitions)
Due: March 31 by 11:59pm – please submit in designated Dropbox in D2L
Worth: 30%
Aligned Course Learning Outcomes: 2,3,4

Assignment Description:

You will select a case from the options provided in D2L and an ethical decision-making model from the two choices provided below to apply to the analysis of a gerontological social work "case" that involves a transition in older adulthood.

We will analyze a case together and in small groups during the on-campus residency to prepare for this assignment.

Ethical Decision-making models for social work practice will be introduced and outlined in class
    a.   Ontario College of Social Workers and Social Service Workers: Ethics - A

       https://www.ocswssw.org/wp-content/uploads/2019/01/OCSWSSW-Ethical-DMT_ENG_PRINT.pdf

    b.   Strom-Gottfried 6 Question Model – An overview of the model will be provided in class
       Source: Strom-Gottfried, K. (2015). *Straight talk about professional ethics*. (2nd ed.). Lyceum Books.

Assessment Criteria:

Using the ethical decision-making model you selected, you will:
- Organize your analysis and information according to steps of the decision-making model chosen.
- Identify the ethical issues and decisions involved in the case that a social worker would address/respond to.
- Identify relevant ethical principles, values, or standards of practice and explain how they are related to the case.
- Identify other professional perspectives to seek or consider in making the decision.
- Identify missing information and questions to pursue answers to that could inform your decision and explain how you would get the information.
- Articulate a decision and actions to support your decision.
- **Sample templates based on each model and detailed grading rubric will be posted on D2L.**

Assignment 3: Integrative practice framework for supporting transitions in older adulthood
Worth: 45% total
Aligned Course Level Outcomes: 1,2,3,4,5

In assignment 3, students are encouraged to integrate learning from across the four certificate courses. Part 1 will create the foundation for completing Part 2.

Part 1 – Research and Theories/Approaches (Worth: 20%; Due: March 25 by 11:59 pm – please submit in designated Dropbox in D2L)
1. Choose one transition or topic related to a transition covered in the course and/or that is relevant to older adulthood.
2. Formulate 2 research questions about the transition or the topic related to a transition.
3. Identify 1 theory, approach or model of practice that will inform your practice with older adults who are experiencing this transition. Summarize the theory, model of practice or approach and explain why it fits with your professional values and your orientation towards working with older adults (approximately 300 words).
4. Guided by your research questions, conduct a brief literature review, and create an annotated bibliography (at least 8 peer reviewed articles and approximately 150 words per article for **summary/evaluation** of the articles you have chosen). Instructions for creating an annotated bibliography will be reviewed in class and resources will be posted in D2L.

Part 2: Reflection and Integration (Worth: 25%; Due: April 8 by 11:59 pm – please submit in designated Dropbox in D2L)

Drawing from the literature gathered in your annotated bibliography:

5. Identify and critically evaluate one measurement tool relevant to the transition that you could implement in practice. How would the information gleaned from using the measurement tool inform your practice with older adults? (approx. 250 words)
6. Identify and discuss factors related to identity or diversity that influence how older adults experience this transition (e.g., gender, ethnicity, marital status, religion, income, physical/mental health, ability). (approximately 300 words)
7. What social justice issue relates to this transition that are of interest to you as a social worker? (If there are multiple issues, choose 1 to highlight and discuss). What are possible responses to the issue or actions social workers can take? (approx. 350 words)
8. What legislation or social policy will inform your practice in relation to this topic? (if applicable) (approx. 150 words)
9. What 1-2 new research questions do you have after completing the assignment? What research questions will guide your future exploration and learning about the topic? (approx. 100 words)

A detailed grading rubric for Assignment #3 will be provided on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. Please contact instructor in advance or as soon as possible.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion or the instructor.

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 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 Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59

D	1.00		50-54
F	0.00		Below 50

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

Supplementary readings will be provided in D2L in the Leganto reading list.

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