



<b>Course &amp; Session Number</b>	<b>IPHE 503</b> <b>L01 (Faculty of Social Work students) &amp; L02 (students from other faculties)</b>	<b>Classroom</b>	Online
<b>Course Name</b>	<b>Interprofessional Practice in Addictions (and Co-Occurring Disorders)</b>		
<b>Dates and Time</b>	<p><b>Zoom sessions:</b> (Wednesdays) Jan. 11, Jan. 25, Feb. 8, Mar. 1, Mar. 15, Mar. 22, April 5 from 6 p.m. to 8 p.m. MST.</p> <p><b>Pre-Recorded Week of:</b> Jan. 15, Jan 29, Feb. 12, Mar. 5, Mar. 26</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a><sup>1</sup>.</p>		
<b>Instructor</b>	Dr. Tara Collins	<b>Office Hours</b>	As requested
<b>UCalgary E-mail</b>	<a href="mailto:tara.collins2@ucalgary.ca">tara.collins2@ucalgary.ca</a>	<b>UCalgary Phone</b>	Please contact via email

**OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION**

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

<sup>1</sup> In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

## SYLLABUS STATEMENT

Students from different helping professions come together to examine aspects of addictions assessment, treatment and recovery and issues of co-occurring mental health disorders in an interprofessional context. Studies include the complex array of treatments, programs and supports available in a Canadian context, and critical examination of the ancillary issues of community care, and other support services that are required for successful recovery and relapse prevention for those with addictive disorders and co-occurring mental health issues.

## COURSE DESCRIPTION

This course will take place **online** via Desire2Learn (D2L) and Zoom. There will be 12 Zoom sessions throughout the term (**Synchronous Zoom sessions:** January 11, January 25, Feb 15, Mar. 1, Mar. 15, Mar. 22 , April 5 from 6 p.m. to 8 p.m. MST.; **Pre-Recorded Week of:** Jan. 15, Jan 29, Feb. 12, Mar. 5, Mar. 26), and each will be recorded.

The course provides a broad overview of the field of addictions and complications that arise when there is a co-occurring mental illness. It will make use of case studies to assist students in their understanding of the complexity of issues facing individuals with addictions, their family members, and treatment providers.

Please note that there are two major goals of this course: 1] to link theory to practice so that students are prepared to fill professional roles in the community in the area of mental health and addictions and 2] to provide opportunities for students to explore and experience interprofessional dialogue in small group settings.

## COURSE LEARNING OUTCOMES

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

1. Demonstrate a critical understanding of the multiple aspects of addictions from diagnosis to treatment best practices, treatment programs, systems of care, and relevant social policy.
2. Demonstrate skills in interprofessional practice that utilize best practices in interprofessional collaboration and treatment delivery.
3. Appraise the literature and research base that underpins understanding, care, and delivery of services to persons with dual disorders.

4. Analyze and evaluate the current discourses on substance abuse strategies, including harm reduction models.
5. Articulate understanding of the beliefs and philosophy of 12-step approaches to recovery.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

Maté, G. (2009). *In the realm of hungry ghosts: Close encounters with addiction*. Random House Digital, Inc.

Morgan, O. J. (2019). *Addiction, attachment, trauma and recovery: The power of connection*. WW Norton & Company.

### LEARNING TECHNOLOGIES AND REQUIREMENTS

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

## RELATIONSHIP TO OTHER COURSES

This course builds upon foundational knowledge acquired in courses such as mental health nursing, human behavior and the social environment, introductory and developmental psychology, and community rehabilitation practice.

## CLASS SCHEDULE

### **Important Dates for Winter 2023**

- Start of Term: Tuesday, January 3, 2023
- End of Term: Friday, April 28, 2023
- Fee Deadline: Friday, January 27, 2023
- Alberta Family Day, no classes: Monday, February 20, 2023
- Good Friday, no classes: Friday, April 7, 2023
- Easter Monday, no classes: Monday, April 10, 2023
- Term Break: Sunday, February 19 – Saturday, February 25, 2023

Through weekly readings, D2L content (including videos, PowerPoints and readings), and regular online zoom sessions (links can be found on D2L), the content of IPHE 503 will provide students with an understanding of addictions and co-occurring mental health challenges. A weekly learning activities checklist can be found on D2L which includes activities to be completed for the week.

Date	Topic	Readings/Assignments Due
<p>Jan 9 – 15  <b>Zoom Session</b>  <b>Wednesday, Jan. 11, 2023:</b>  <b>6PM – 8PM MST</b>  <b>(Introduction to the Course)</b></p>	<p>1. Introduction, theoretical models of addictions.</p>	<p>Mate (2009)  Introduction, Ch. 1, 2</p> <p>Morgan (2019)  Introduction</p>
<p>Jan. 16– 22  <b>Pre-Recorded Zoom Session</b>  <b>Week of Jan. 15, 2023</b></p>	<p>2. Pharmacology, pharmacokinetics: what the body does to the drugs, what the drugs do to the body.</p>	<p>Mate (2009)  Ch. 11, 12, 13, 14, 15</p> <p>Morgan (2019)  Ch. 4</p>
<p>Jan. 23 – 29  <b>Wednesday, Jan. 25, 2023:</b>  <b>6PM – 8PM MST</b></p>	<p>3. Examination of alcohol and other substances and their effects.</p>	<p>Mate (2009)  Ch. 3, 4, 5</p> <p>Morgan (2019)  Ch. 1, 2</p> <p><b>Group Discussion Main Post 1 due Wed., Jan. 25<sup>th</sup> by 11:59 pm</b></p>
<p>Jan. 30 – Feb. 5  <b>Pre-Recorded Zoom Session</b>  <b>Week of Jan. 29, 2023</b></p>	<p>4. Substance Abuse disorders: Types of substance use patterns, prevalence</p>	<p>Mate (2009)  Ch. 6, 7</p> <p>Morgan (2009)  Ch. 3</p> <p><b>Group Discussion Response Post 1 due Wed., Feb. 1<sup>st</sup> by 11:59 pm</b></p>
<p>Feb. 6 – 12  <b>Wednesday, Feb. 8, 2023:</b>  <b>6PM – 8PM MST</b></p>	<p>5. Professional roles in substance abuse treatment; relationship to interprofessional practice; important interprofessional practice skills</p>	<p>Mate (2009)  Ch. 9, 10</p> <p>Morgan (2019)  Ch. 5</p> <p><b>Assignment #1: Experiential Reflection Paper due Feb. 8<sup>th</sup> @ 11:59 pm</b></p> <p><b>Group Discussion Main Post 2 due Wed. Feb. 8<sup>th</sup> by 11:59 pm</b></p>

		<b>Find your Project Group on the D2L course</b>
Feb. 13 – 19 <b>Pre-Recorded Zoom Session</b> <b>Week of Feb. 12<sup>th</sup>, 2023</b>	6. Trauma;	Mate (2009) Ch. 17, 18, 19  Morgan (2019) Ch. 6, 7  <b>Group Discussion Response Post 2 due Wed., Feb. 15<sup>th</sup> by 11:59 pm</b>
Term Break: Sun., Feb. 19 – Sat., Feb. 25, 2023		
Feb. 27 – Mar. 5 <b>Wednesday, Mar. 1, 2023:</b> <b>6PM – 8PM MST</b>	7. Co-existing mental health disorders; mental health overlaps in clinical presentation. Gambling and other addictions	Mate (2009) Ch. 20, 22  <b>Group Discussion Main Post 3 due Wed., March 1<sup>st</sup> by 11:59 pm</b>
Mar. 6 – 12 <b>Pre-Recorded Zoom Session</b> <b>Week of Mar. 5<sup>th</sup>, 2023</b>	8. Ethics and ethical dilemmas in addictions	Mate (2009) Ch. 28  <b>Assignment 2: Paper on Treatment Approaches due Wed., Mar. 9<sup>th</sup> by 11:59 pm</b>  <b>Group Discussion Response Post 3 due Wed., Mar. 8<sup>th</sup> by 11:59 pm</b>
Mar. 13 – 19 <b>Group presentations</b> <b>Wednesday, Mar. 15, 2023:</b> <b>6PM – 8PM MST</b>	9. Special Topics* Group 1: Addictions and seniors Group 2: LGBT2S+ issues in addictions	Morgan (2019) Ch. 9, 10  <b>Group Discussion Main Post 4 due Mar. 15<sup>th</sup> by 11:59 pm</b>  <b>Presentations due during class on March 15<sup>th</sup> for:</b> <b>Group 1 and Group 2</b>
Mar. 20 – 26 <b>Group presentations</b> <b>Wednesday, Mar. 22, 2023:</b> <b>6PM – 8PM MST</b>	10. Special Topics* Group 3: Adolescent drug use/abuse Group 4: Behavioral addictions	Mate (2009) Ch. 29, 30  Morgan (2019) Ch. 8  <b>Group Discussion Response Post 4 due Wed., Mar. 22<sup>nd</sup> by 11:59 pm</b>

		<b>Presentations due during class on March 23<sup>rd</sup> for: Group 3 and Group 4</b>
<b>Mar. 27 – April 2 Pre-Recorded Zoom Session Week of Mar. 26, 2023</b>	11. Treatment programs: levels of care and continuum of care Treatment approaches	Mate (2009) Ch. 31, 32, 33, 34  <b>Group Discussion Main Post 5 due Apr. 5<sup>th</sup> by 11:59 pm</b>
April 3 – April 9 Group Presentations <b>Wednesday, Apr. 5, 2023: 6PM – 8PM MST</b>	12. Final reflections Group 5: Indigenous communities	<b>Group Discussion Response Post 5 due Wed., Apr. 12<sup>th</sup> by 11:59 pm</b>  <b>Presentations due during class on April 5<sup>th</sup> for: Group 5</b>

**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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

**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: Experiential Reflection Paper (20%) – Due February 8<sup>th</sup>, 2022, by 11:59pm**

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

Assignment Description:

Within the first 2 weeks of the course, each student will attend a 12-step meeting (e.g., Alcoholics Anonymous, Narcotics Anonymous, etc.). 12-step meeting schedules are located online, and meetings take place throughout the country. Please note that members of AA and related groups have traditionally welcomed students who wish to learn more about the program. Students should identify themselves as students who are there for educational purposes and ensure that permission is sought to attend the meeting. Please ensure that you that you will respect the confidentiality of the meeting and participants. **Please do not attend in groups – one other person is acceptable, not a group.** If attending 12-step meetings is currently part of your life or if you have attended a meeting or meetings in the past (for personal or academic reasons), for the purpose of this assignment please attend a different meeting than the one you usually attend/have previously attended. For example, if you have previously attended an NA meeting, you would attend an AA, Al-Anon meeting etc.

After attending a meeting, reflect on the experience in a 1250 to 1500-word paper, part personal reflection and part critical (scholarly) reflection on 12-step programs. A *minimum* of 5 references is required.

Your paper should address the following:

- A description of your personal experience attending the meeting;
- Pre-existing beliefs about addictions and 12-step programs that were confirmed, modified, or challenged as a result of this experience;
- A brief description of 12-step programs and their approach to recovery;
- The evidence in support and/or against 12-step programs; and how you will integrate what you have learned into your practice as a health care professional.

Submit your full paper to the Dropbox titled, "First Name and Last Name Assignment #1.

Assessment Criteria: Refer to assessment rubrics provided in class/posted on D2L.

**Assignment 2: Paper on Treatment Approach (30%) due Wednesday March 8<sup>th</sup>, 2022, by 11:59pm**

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

Assignment Description:

A paper (1700 to 2000 words) exploring a treatment approach for addictive disorders (e.g., motivational interviewing, cognitive behavioral therapy, etc.) that includes:

- A brief description of the treatment approach;
- Exploring controversies or contradictions raised in the literature;
- Identifying limitations of this approach;
- Identifying populations that are served/not served by this approach; and
- Your own assessment of the treatment approach

Assessment Criteria: Refer to assessment rubrics provided in class/posted on D2L.

**Assignment 3: Group Presentations (30%) due on dates shown below**

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

Assignment Description:

Group 1, 2 to present on Wednesday March 15<sup>th</sup> during class

Group 3, 4 to present on Wednesday March 22<sup>nd</sup> during class

Group 5 to present on Wednesday April 5<sup>th</sup> during class

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

Assignment Description:

Each group (which will be assigned at the beginning of the course) has been assigned a specific topic from the list found in the class schedule. During your assigned presentation week your group will be responsible for presenting 15-20 slide PowerPoint presentation (excluding references) with two questions to ask peers at the end of the presentation. Your presentation will incorporate class materials/readings (a *minimum* of 7 academic references).

Students are expected to track their own participation and contributions to the group (e.g. activities and tasks completed and meetings attended), and be prepared to provide detailed information to the instructor if requested" Groups are encouraged to document task distribution and attendance at group meetings. Due to the interactive nature of this assignment, students/groups who do not participate in the presentation with their assigned project team by the due date will receive a grade reduction.

Assessment Criteria: Refer to assessment rubrics provided in class/posted on D2L.

**Assignment 4: Participation, Main Posts and Response Posts (20%)**

**Main Post 1 due: Wed., Jan. 25<sup>th</sup> by 11:59 pm MST; Response Post 1 due: Wed., Feb. 1<sup>st</sup> by 11:59 pm**

**Main Post 2 due: Wed., Feb. 8<sup>th</sup> by 11:59 pm MST; Response Post 2 due: Wed., Feb. 15<sup>th</sup> by 11:59 pm**

**Main Post 3 due: Wed., Mar. 1<sup>st</sup> by 11:59 pm MST; Response Post 3 due: Wed., Mar. 8<sup>th</sup> by 11:59 pm**

**Main Post 4 due: Wed., Mar. 15<sup>th</sup> by 11:59 pm MST; Response Post 4 due: Wed., Mar. 22<sup>nd</sup> by 11:59 pm**

**Main Post 5 due: Wed., Apr. 5<sup>th</sup> by 11:59 pm MST; Response Post 5 due: Wed., Apr. 12<sup>th</sup> by 11:59 pm**

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

Assignment Description:

The participation mark will be comprised of responding to questions as a main post in groups that are provided during the zoom session based on a case scenario and responding to . It is expected that group members work together to develop responses with other group members. There are 12 zoom sessions that students are expected to attend and participate in by posting 600 to 700-word responses to 5 scenarios. The scenarios will be shared during class. Students will be expected to use at least 3 scholarly references for their posts. A 200-word response to one of your peers' posts will be completed on alternating weeks when your main post is not due with at least two scholarly references.

Students are expected to track their own participation and contributions to the group (e.g. activities and tasks completed and meetings attended), and be prepared to provide detailed information to the instructor if requested" Groups are encouraged to document task distribution and attendance at group



meetings. Due to the interactive nature of this assignment, students/groups who do not participate in the presentation with their assigned project team by the due date will receive a grade reduction.

Assessment Criteria: Refer to assessment rubrics provided in class/posted on D2L.

**Please note that the instructor can view your participation in the course (including information on logins and information accessed). The instructor will be able to determine whether you accessed all module materials, and how many posts you have authored/read.**

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. In the event that there are unforeseen circumstances that prevent you from attending please inform the instructor prior to class. Make-up options can be explored with the instructor.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

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

### **LATE ASSIGNMENTS**

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

### **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7<sup>th</sup> edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

### **ACADEMIC MISCONDUCT**

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

## GRADING

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

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95 - 100
A	4.0	Excellent performance	95 – 100
A-	3.7	Approaching excellent performance	90 – 94
B+	3.3	Exceeding good performance	85 – 89
B	3.0	Good performance	80 – 84
B-	2.7	Approaching good performance	75 – 79
C+	2.3	Exceeding satisfactory performance	70 – 74
C	2.0	Satisfactory performance	65 – 69
C-	1.7	Approaching satisfactory performance	60 – 64
D+	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject	55 – 59
D	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	50 – 54
F	0.0	Failure. Did not meet course requirements	Below 50
CG		Credit Granted	
CR		Completed Requirements	

## 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

### Recommended Web Sites:

Canadian Centre on Drug Abuse (2017). Retrieved from <http://www.ccsa.ca/Eng/Pages/default.aspx>

Center for Substance Abuse Treatment (2017). Retrieved from <https://www.samhsa.gov/about-us/who-we-are/offices-centers/csat>

Health Canada (2017, August 11). Retrieved from <http://www.hc-sc.gc.ca/index-eng.php>

National Institute of Mental Health (NIMH) (2017). Retrieved from <https://www.nimh.nih.gov/index.shtml>

Substance Abuse and Mental Health Services Administration (SAMSHA) (2017). Retrieved from: <https://www.samhsa.gov/>

### **Please consult the course text for excellent bibliographies on selected topics. The following are supplemental.**

Csiernik, R. (2016). *Substance use and abuse: Everything matters (2<sup>nd</sup> ed.)*. Canadian Scholars Press.

Doweiko, H. (2018). *Concepts of chemical dependency (10<sup>th</sup> ed.)*. Brooks Cole.

Khenti, A., Thomas, F., Mohamoud, S., Diaz, P., Vaccarino, O., Dunbar, K., & Sapag, J. (2017). Mental health and addictions capacity building for community health centres in Ontario. *Canadian Family Physician*, 63(10), e416-e424. <https://www.ncbi.nlm.nih.gov.ezproxy.lib.ucalgary.ca/pmc/articles/PMC5638489/pdf/063e416.pdf>

Konkoly-Thege, B., Colman, I., el-Guebaly, N., Hodgins, D., Patten, S., Schopflocher, D, Wolfe, J., & Wild, T. C. (2015). Social judgments of behavioral versus substance-related addictions: A population-based study. *Science Direct*, 42, 24-31. <http://dx.doi.org/10.1016/j.addbeh.2014.10.025>

Wood, E. (2018). Strategies for reducing opioid-overdose deaths -- Lessons from Canada. *The New England Journal of Medicine*, 378(17), 1565-1567. <https://doi.org/10.1056/NEJMp1800216>

Zilberman, N., Yadid, G., Efrati, Y., Neumark, Y., & Rassovsky, Y. (2018). Personality profiles of substance and behavioral addictions. *Addictive Behaviors*, 22, 174-181. <https://doi.org/10.1016/j.addbeh.2018.03.007>.

## 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's [Code of Conduct](#).

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).

### 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. 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. Please refer to the full policy on [Student Accommodations](#).

### 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](#) before beginning the assignment.

### Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

### 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](#) and requirements of the [Copyright Act](#) 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](#).

### **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 and Gender-based 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.

### **Other Important Information**

Please visit the [Registrar's website](#) 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