



<b>Course &amp; Session Number</b>	<b>SOWK 303 S03/T03</b>	<b>Classroom</b>	HNSC 334
<b>Course Name</b>	Practice with Individuals in Context		
<b>Dates and Time</b>	Start of Classes: January 3, 2023 End of Classes: January 7, 2023 Dates and Time: In-person instruction (i.e. January 3-7, 9am-4pm). Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Gio Dolcecore RSW MSW RMFT	<b>Office Hours</b>	Please Email
<b>UCalgary E-mail</b>	<a href="mailto:Gio.docecore@ucalgary.ca">Gio.docecore@ucalgary.ca</a>	<b>UCalgary Phone</b>	Email Only

**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.

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](#).

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

## **SYLLABUS STATEMENT**

Focuses on interviewing and counselling skills from a generalist social work perspective. Emphasis will be given to skill development, critical reflection, practice evaluation, and practical application within rural, remote and Indigenous contexts.

## **COURSE DESCRIPTION**

Through lectures, assigned readings, structured exercises, video resources, group discussion, role-playing, and practice interviews, students will be introduced to core elements of communication theory and generalist model for social work practice. These concepts serve as the theoretical foundational for the course and specific communication skills will be identified, modeled and practiced within the context of the classroom, primarily by student themselves. Using multimedia (including Zoom), role-play and various feedback mechanisms, students will explore and critique their individual strengths and weaknesses in interview situations for populations within their current or potential practice environments.

## **COURSE LEARNING OUTCOMES**

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

1. Critically understand the “self” in the development of a professional helping relationship.
2. Identify attitudes, behaviors, values, ethics and cultural differences that may facilitate or interfere with developing a healthy professional relationship.
3. Acquire and demonstrate adequate skills to conduct a beginning interview with a social work client.
4. Demonstrate an understanding of the stages, phases and objectives of the interview process.
5. Demonstrate appropriate attending, listening skills, empathy, inquiry, immediacy, and confrontational skills.
6. Acquire an awareness of the theoretical, ethical, and practical issues involved in effective interviewing.
7. Demonstrate self-awareness and self-analysis by constructively critiquing, addressing, and improving upon student’s own interview skills.

## **LEARNING RESOURCES**

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

Shebib, B. (2022). *Choices: Interviewing and counselling skills for Canadians* (8th ed.). Pearson.

### **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 is a required course in the Faculty of Social Work curriculum. It provides foundation for a number of 500 level electives and provides particular foundational skills to the social work practicum placements. Successful completion of this course is a requirement for graduation.

## 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

### Class Schedule

Dates	Topics	Readings/ Due Dates
Jan. 3 <sup>rd</sup> morning	Introductions and overview of course outline and requirements (The Shared Learning Environment) Cultural Intelligence and diversity – How we Show up with and for Others	Shebib, B. (2022). Cultural Intelligence. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 2). Pearson.
Jan. 3 <sup>rd</sup> afternoon	Professional Identity: Ethics, Values, and Self-Awareness	Shebib, B. (2022). Professional identity: Ethics, values, and self-awareness. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 1). Pearson.
Jan. 4 <sup>th</sup> morning	Counselling Defined: History, Skills, Process and Pitfalls	Shebib, B. (2022). The process, skills, and pitfalls of counselling. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 3). Pearson.
Jan. 4 <sup>th</sup> afternoon	Core conditions: The Relationship (Positive Regard, Congruence & Empathy)	Shebib, B. (2022). Relationship: The foundation for change. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 4). Pearson.  Shebib, B. (2022). Empathic connections. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 7). Pearson.

Jan. 5 <sup>th</sup> morning <sup>h</sup>	Foundational Counselling Skills: Listening, Silence, Attending, Paraphrasing, Summary	Shebib, B. (2022). Listening & responding: The basis for understanding. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 5). Pearson.
Jan. 5 <sup>th</sup> afternoon	Focusing the Interview, Asking Questions for Meaning & Developing a Hypothesis	Shebib, B. (2022). Asking questions: The search for meaning. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 6). Pearson.
Jan. 6 <sup>th</sup> morning	Empowerment, Assessing Readiness for Change	Shebib, B. (2022). Supporting empowerment and change. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 8). Pearson.
Jan. 6 <sup>th</sup> afternoon	Addictions & Mental Health	Shebib, B. (2022). Health and substance misuse. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 10). Pearson.
Jan. 7 <sup>th</sup> morning	Resistance (Dissecting the Myths), Challenging Situations and Confrontation	Shebib, B. (2022). Difficult situations: Engaging with hard-to-reach clients. In <i>Choices: Interviewing and counselling skills for Canadians</i> Chapter 9 (pp. 310 - 346). Pearson.
Jan. 7 <sup>th</sup> afternoon	Evaluation and Outcomes Closing the Therapy Relationship	No Reading



**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.

**MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING**

The instructor may use Zoom 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: Attachment Needs and Awareness of Systemic Narratives In Practice**  
(worth 10%) – Due: January 7<sup>th</sup> by 11:59PM

**Aligned Course Learning Outcomes: 1, 2, 3, 7**

**Assessment Criteria: Students will be guided on this activity in class and given time to personally reflect and complete on their own**

**Assignment Description:**

In class, students will learn the difference between “reflection” and “reflexive” practice. This assignment will be provided to students in class, where the instructor will support students in better understanding

their own “needs” as it relates to secure attachment. Students will then complete the worksheet on their own and answer the reflection questions listed below.

1. Is there anything on this list you might have chosen to avoid writing down?
2. Who in your life would be the least surprised by your answers?
3. Who in your life would be the most surprised by your answers?
4. Who and/or what in your life influenced some of these answers?
5. Are there items on your list that have greater importance than other items, and if so, how do these priorities affect your love life?
6. In your own words, describe the difference between reflection and reflexive practice (>200 words).
7. In your own words, share your perspectives on the relationship between *secure attachment* and *systemic influences* (>200 words).

**Assignment 2: Personal Identity Wheel and Awareness of Use of Self in Clinical Practice (worth 10%). Due January 7<sup>th</sup> by 11:59PM**

**Aligned Course Learning Outcomes: 1, 2, 3, 7**

**Assessment Criteria: Students will be guided on this activity in class and given time to personally reflect and complete on their own**

**Assignment Description:**

During class, students will explore anti-oppressive practice and offered simulated examples of how social workers can respond to oppression within clinical contexts. Concepts of advocacy and activism will be explored in class for students to better understand how social work practice can enforce micro, meso and macro change, as it relates to counselling and clinical skills. The students will then be given the Personal Identity Wheel exercise to complete and asked to identify and explore the intersections of professional identity and professional use of self with other parts of their identity. This exercise will challenge students to identify the use of self and provide contextual examples of how the use of self, interacts/influences clinical skills. The reflection questions students will be asked to answer are:

1. Which identities do you think about or feel most often? When are you most aware of these identities?
2. Which identities do you think about or feel least often? Why do you think you aren't aware of them a lot of the time?
3. Which identities have the strongest impact on how you perceive or define yourself?
4. Which identities have the strongest impact on how you think other people perceive or label you?
5. What social circumstances influence or even change some of your previous answers?
6. What identity or identities, participated in class the most? The least?
7. What identity were you most aware of and refrained from participating in class?
8. Considering social work contexts and common circumstances we find ourselves navigating in the field, what parts of self would you be most cautious of taking center stage?
9. Considering clinical contexts, specifically relationships with clients, what parts of self are you scared of sharing? Least scared of sharing?
10. Considering all of your answers, consider class discussions of “use of self” and reflect on how you use your identities to build relationships. How do your parts of self take up space? How do your parts of self make space for others?

**Assignment 3: Critical Reflection of Recorded Conversation Paper #1 (worth 20%) –  
Due: January 15<sup>th</sup> by 11:59 MST**

**Aligned Course Learning Outcomes: 1, 2, 3, 7**

**Assessment Criteria: An assessment rubric will be available on D2L.**

**Assignment Description:**

Students will audio record a conversation in which the student was a direct participant (with the consent of the other party/parties). The specific conversation selected is entirely up to the student. Students should refrain from engaging in a discussion pertaining to a sensitive topic, or a discussion that includes sensitive information/materials. However, the conversation should also be meaningful in nature (i.e., as opposed to 'small talk'), which will provide sufficient materials. It may be helpful for the purposes of this assignment to select a conversation focus/topic that is meaningful to the student and of a substantive nature to allow the student sufficient material to reflect upon.

It is recommended that you engage in this conversation with a classmate, friend, family, member, or partner, and they have agreed to this process in advance of the recording. You must have the participant sign a consent form or agree to nature of this conversation verbally as part of the audio recording. A template of a consent form will be provided to students on D2L and you can complete this with your participant(s) formally in writing or verbally. The additional portion of this consent audio does not count as part of the recorded material for this assignment. Please note, that you will inform this person of the purpose of this recording (i.e., for a class assignment for SOWK 303), and that recorded materials will be transcribed and any/all identify information will be removed, prior to their submission for the review by the SOWK 303 course instructor. It is **NOT permissible to use a client**, or a person/party with whom you are in a position of authority/power. It is recommended that you engage in this conversation, with a friend, family, member, or partner, and they have agreed to this process in advance of the recording. Please note, that you will inform this person of the purpose of this recording (i.e., for a class assignment for SOWK 303), and that recorded materials will be transcribed and any/all identify information will be removed, prior to their submission for the review by the SOWK 303 course instructor.

The purpose of this assignment is for students to begin to develop critical reflective skills specifically in relation to their communication style, there is no expectation for the students to reference materials beyond those, which have been assigned up until the due date of the assignment (i.e., Shebib, 2020, Chapters, 1, 2, 10). Using Microsoft word or any other program of your choosing, you will transcribe the entire conversation in one column, and in the other column you will provide reflection on, but not limited to the following areas:

- The student may reflect on factors pertinent to the course, including their awareness of specific communication styles or patterns, the nature and/or origin of this style or communication pattern(s). For example, do these patterns reflect family or cultural factors, or are they related to lived experience, such as prior or current employment/volunteer experiences?
- The student may reflect on how their communication style could be of benefit to future social work practice and/or create tension points/challenges for practice, in relation to ethics, values and/or professional identity.
- The student may reflect on specific communication skills present during the conversation. Student may wish to provide some context and/or direct reference to the specifics of what

was said, how it was said, by whom it was said etc., in order to allow for thorough reflection on the nature of their conversational style.

- Reflect upon and then describe any new awareness about the nature of their conversation style and/or *who* they are as a communicator.
- The student may also reflect on what aspects/areas of their communication they would like to enhance/develop within and beyond the current course. For example, in what ways would the student wish to alter their communication style, *who* they may become as a communicator into the future and/or how these changes may be realized.

This assignment will be completed via a template using 11-point Calibri font. Assignments will only be accepted via D2L Dropbox.

Detailed instructions, assignment template, and assignment grading criteria provided on D2L.

### **Assignment 3: Video Demonstration (worth 30%) & Critical Reflection (worth 30%) (Worth a total of 60% of the course grade)**

**Due: January 31<sup>st</sup> by 11:59 pm MST**

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

**Assessment Criteria:** An assessment rubric will be available on D2L.

**Assignment Description:**

The purpose of this assignment is for students to have the opportunity to demonstrate the knowledge of, and skills related to social work interviewing/counselling skills that are the focus of the coursework completed to date (i.e., up until the time of this assignment submission deadline) including materials covered during class, as well as in the readings. Student are required to complete Part A and Part B of this assignment.

#### **Part A: Video Demonstration (worth 30%): Due: January 31<sup>st</sup> by 11:59 pm MST**

**Video Recording:** Students will complete a 40 to 60 minute video with a partner, in which the student, as *interviewer*, will demonstrate knowledge and a range of social work interview/counselling skills covered to-date in the course. Students will then pick 15 minutes from the recording to submit for this assignment. Students must only submit the 15 minute frame of their recording. Students are encouraged to complete this assignment with a partner from class (i.e., who plays the role of the interviewee). However, this is not a strict requirement, only a suggestion, as this allows students to gain the valuable experience of being an interviewer as well as being interviewed. Regardless, this interview skill demonstration must be completed with another person, who is able to participate fully in such an activity. It is preferred that videos be completed with the interviewer and interviewee in the same room (i.e., the in-person simulated interview is video recorded), as this will provide additional materials for the student to reflect upon in a later part of the assignment (i.e., non-verbal/paraverbal communications). However, if this is not possible students are able to conduct the interview via Zoom, with the caveat that cameras of both participants must be turned on and both the interviewer and interviewee must be visible throughout the interview. Regardless, of the medium selected (i.e., in-person or Zoom) it is the student's responsibility to ensure that video and sound quality are adequate. The content/focus of



the interview will be in relation to a simulated case-scenario(s) provided in class. The interviewee will use this material to provide information related to the nature of the issue that has brought them into contact with the social worker. It is important that students review the knowledge-based materials from the course, as well as practice their interview skills prior to this recording (i.e., as opposed to ad-libbing without prior preparation). However, the intention of this assignment is not to record a scripted interview where the interviewer and interviewee have specifically rehearsed/planned what each party will say or do throughout the interaction. It is at the student's discretion as to which point their interview will cover. For example, students can elect to begin their simulated interview from the beginning of an interview, or mid-point, or towards the end of the interview relative to what the student wishes to practice. Assignments will only be accepted via D2L Dropbox.

**Part B: Critical Reflection of Video Demonstration (worth 30%) Due: January 31<sup>st</sup> by 11:59 pm**

**Assignment Description:**

**Step 1) Transcript and Identification of skills** - In relation to the video recorded for Assignment 2, students will create a verbatim transcript of the interview (i.e., column A) and in column B identify specific interview skills demonstrated in relation to the specific facets of the interview detailed in column A. For example, students will stipulate in column B the various skills (i.e., active listening, purposeful silence, accurate empathy, positive regard, congruence, type of questioning employed, paraphrasing, summarizing, avoiding problem solving, advice giving etc.). The materials completed in column B, will be generated from the student's thoughtful, and critically reflective review of their video and should be specific and concise, using appropriate terminology and concepts from the course. These reflections offered in column B are NOT general statements. Rather, each reflection is specifically aligned to and pertains directly to a specific segment of corresponding content transcribed in the adjacent section of column A (i.e., comments in column B are specifically linked to segments of the transcript in column A).

**Step 2) The Critique-** Continuing to use the provided process recording template from Part I of this assignment, students will offer a critique of the skill demonstrated in column B, relative to the transcript item in column A. Specifically, students are invited to highlight if they were pleased with this skill, whether this demonstrated skill aligned with their actual intentions, how this skill may relate to the interviewee's situation/circumstances/needs (per the case-vignette). If the student was displeased by this specific skill they may reflect upon this in column C by indicating what specifically they did not like about this specific skill application, as well as identify preferred alternatives (i.e., what they could have done differently as opposed to what they demonstrated in the video, as outlined in column A, and identified in column B). Where appropriate students should make explicit links to materials from the course in column C, including reference to in-class materials and/or readings. Assignments will only be accepted via D2L Dropbox. Referenced materials should be done so following the appropriate in-text and reference page formatting consistent with APA 7<sup>th</sup> Edition guidelines.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in each class activities and discussions. If a student must miss a class, it is the student's responsibility to catch up on discussions, notes and other information through other classmates and/or D2L. All class PowerPoints, videos, reading and other material will be posted on D2L. If classes are conducted virtually, Zoom sessions will be recorded when appropriate for lecture material but some class discussion may not be recorded due to confidentiality concerns of other students.

### **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 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. The rounding up of grades will occur when the earned grade is

calculated to be greater than, or equal to a .5, in situations where this will result in an elevation of the submitted Letter Grade (i.e., 84.5 will be rounded up to 85; 89.5 will be rounded up to 90; 94.5 will be rounded up to 95 etc.). The rounding of grades only occurs in relation to the calculation of the final course grade (i.e., overall course grade for both modules) and not to individual assignments.

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 weekly through the student participation form. This feedback is optional. Also, formal 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

Additional suggested readings will be posted to D2L.

### 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