



**Winter 2023**

<b>Course &amp; Session Number</b>	<b>SOWK 363 S02</b>	<b>Classroom</b>	<b>TBD</b>
<b>Course Name</b>	<b>Human Development and Environment</b>		
<b>Dates and Time</b>	Start of Classes: <b>January 13, 2023</b> End of Classes: <b>March 31, 2023</b> Dates and Time: <b>In-person Instruction Fridays from 1:00pm to 3:50pm</b> <b>*Exception:</b> The class on March 31 <sup>st</sup> will be held online. A Zoom link will be provided.		
<b>Instructor</b>	<b>Deena Seaward, MSW, RCSW</b>	<b>Office Hours</b>	<b>Upon Request</b>
<b>UCalgary E-mail</b>	<a href="mailto:dworkun@calgary.ca">dworkun@calgary.ca</a>	<b>UCalgary Phone</b>	<b>Please contact instructor via email</b>

**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](#).

**SYLLABUS STATEMENT**

This course explores the nature of human behavior and development in diverse environments and contexts (personal, community, social and environmental) and considers the implications for social work practice and theory.

### **COURSE DESCRIPTION**

The purpose of Human Development and Environments is to provide a basic conceptual framework for creating and organizing knowledge about human behaviour across the lifespan as it interacts with various aspects of the larger environment. A series of fundamental theories and theoretical approaches, along with updated research will be introduced. Culture and environment, as key influences on the behavioral expression of human development process, are stressed in this class through related readings and classroom activities, particularly as they relate to social work assessment and practice. This course also focuses on the relationship between social determinants of health and wellbeing inequities. A set of core theories of human behaviour and development will be introduced, and drawn upon to further explore their application in social work practice with clients over the life course.

This course will be offered in-person. Students will engage in interactive class discussions with regard to case studies, key course concepts, and weekly readings. Guest speakers may also be included.

### **COURSE LEARNING OUTCOMES**

Upon completion of this course, students will:

1. Demonstrate an understanding of the history, focus and methods of the study of human development, while acknowledging the Western context of these theories.
2. Be introduced to leading models of human development and their application to social work practice with particular focus on ecological models.
3. Describe the major biological, psychological, environmental, social, economic and cultural factors influencing growth and behaviors across the lifespan.
4. Explore human adaptation and resilience within families, groups, organizations and communities over the lifespan.
5. Consider how various cultural and environmental influences affect the perception and role of developmental norms and the experience of the lifespan.
6. Consider how the social determinants of health as well as historical, cultural, political and economic factors influence human behaviour and perceptions on norms and experience of development.
7. Explore strategies, tools and questions to assess social work problems across the lifespan, through the use of case studies and activities to apply learning to practice.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

#### **Textbook:**

Rogers, A. T. (2022). *Human behavior in the social environment* (6th ed.). Routledge.

#### **Additional Required Readings:**

Alessi, E. (2014). A framework for incorporating minority stress theory into treatment with sexual minority clients. *Journal of Gay & Lesbian Mental Health, 18*(1), 47-66.

Arnett, J. J. (2001). Conceptions of the transition to adulthood: Perspectives from adolescence through midlife. *Journal of Adult Development, 8*(2), 133-143.

Birch, J., Ruttan, L., Muth, T. & Baydala, L. (2009). Culturally competent care for Aboriginal women giving birth in hospitals. *Journal of Aboriginal Health, 4*(2), 24-34.

Blackstock, C. (2016) Toward the full and proper implementation of Jordan's Principle: An elusive goal to date. *Paediatrics Child Health, 21*(5), 245-246.

Combs-Orme, T. (2013). Epigenetics and the social work imperative. *Social Work, 58*(1), 23-30.

Frohlich, K. L., Ross, N., & Richmond, C. (2006). Health disparities in Canada today: Some evidence and a theoretical framework. *Health Policy, 79*, 132–143.

Karras, J. E., Niwa, E. Y., Adesina, F., & Ruck, M. D. (2021). Confronting whiteness: Conceptual, contextual, and methodological considerations for advancing ethnic-racial socialization research to illuminate white identity development. *Journal of Social Issues, 77*(4), 1305-1326.

Larkin, H., Felitti, V. J., & Anda, R. F. (2014). Social work and adverse childhood experiences research: Implications for practice and health policy. *Social Work in Public Health, 29*(1), 1-16.

Lachman, M.E., Teshale, S. and Agrigoroaei, S (2015). Midlife as a pivotal period in the life course: Balancing growth and decline at the crossroads of youth and old age. *International Journal of Behavioral Development, 39*(1), 20-31.

Lev, A. (2004). *Transgender emergence: Therapeutic guidelines for working with gender-variant people and their families*. Routledge.

Mei, Z., Fast, J., & Eales, J. (2013). *Gifts of a lifetime: The contributions of older Canadians*.  
<http://www.mysage.ca/public/download/documents/4754>

Mikkonen, J. & Raphael, D. (2020). *Social determinants of health: The Canadian facts*.  
[https://thecanadianfacts.org/The\\_Canadian\\_Facts.pdf](https://thecanadianfacts.org/The_Canadian_Facts.pdf)

Pazderka, H., Desjarlais, B., Makokis, I., MacArthur, C., Steinhauer, S., Hapchyn, C., & Bodor, R. (2014) Nitsiyikkason: The brain science behind Cree teachings of early childhood attachment. *First Peoples Child and Family Review, Interdisciplinary Journal*, 9(1), 53-65.  
<https://fpcfr.com/index.php/FPCFR/article/view/194/217>

Raphael, D (2010) The health of Canada’s children: Part 1: Canadian children’s health in comparative perspective. *Paediatrics and Child Health*, 15(1), 23-29

Saewyc, E. M. (2011). Research on adolescent sexual orientation: Development, health disparities, stigma, and resilience. *Journal of Research on Adolescence*, 21(1), 256-272.

**LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course, which contains other relevant class resources and materials. Weekly updates and reminders will be posted on this site.

**RELATIONSHIP TO OTHER COURSES**

This course is a required core course for students in the first professional social work degree program. It is a core course because it contributes to the scientific knowledge base necessary for understanding human growth and behaviour in dynamic interaction within a variety of environments.

**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
- Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your [Student Centre](#)<sup>1</sup>.

Date	Topic	Readings/Assignments Due
January 13, 2023	Course Introduction	<b>Required Readings:</b> <ul style="list-style-type: none"> <li>● Rogers (2022) - Chapter 1</li> </ul>

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

	<p>Topics:</p> <ul style="list-style-type: none"> <li>• Review course outline</li> <li>• Contextualizing the course</li> <li>• Critical thinking and assessment</li> <li>• Social location</li> <li>• Social determinants of health</li> </ul>	<ul style="list-style-type: none"> <li>• Mikkonen, J. &amp; Raphael, D. (2020)</li> </ul>
January 20, 2023	<p>Lenses for Conceptualizing Problems and Interventions: Person in the Environment</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Micro, Mezzo, Macro</li> <li>• Systems Theory</li> <li>• Ecological Theory</li> <li>• Strengths Perspective</li> <li>• Genograms and Ecomaps</li> </ul>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Rogers (2022) - Chapter 2</li> <li>• Raphael, D (2010)</li> </ul>
January 27, 2023	<p>Lenses for Conceptualizing Problems and Interventions: Biopsychosocial Dimensions</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Medical Model</li> <li>• Brain Science</li> <li>• Cognitive development</li> <li>• Psychodynamic theories</li> <li>• Behavioral and Learning Theories</li> </ul>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Rogers (2022) - Chapter 3</li> <li>• Combs-Orme, T. (2013)</li> </ul>
February 3, 2023	<p>Lenses for Conceptualizing Problems and Interventions: Sociocultural Dimensions Social Change Dimensions</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Conflict theory/critical practice theories</li> <li>• Feminist/cultural perspectives</li> <li>• Racism, discrimination and oppression</li> <li>• Social change and social action</li> </ul>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Rogers (2022) - Chapters 4 and 5</li> <li>• Blackstock, C. (2016)</li> <li>• Karras, J. E., Niwa, E. Y., Adesina, F., &amp; Ruck, M. D. (2021)</li> <li>• Alessi, E. (2014)</li> </ul>
February 10, 2023 – 11:59pm	<b>PERSONAL REFLECTION DUE</b>	
February 10, 2023	<p>Pre-Pregnancy and Prenatal Issues</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Stages of the life-cycle</li> <li>• Prenatal process, birthing &amp; newborns</li> </ul>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Rogers (2022) - Chapter 6</li> <li>• Birch, J., Ruttan, L., Muth, T. and Baydala, L. (2009)</li> </ul>

	<ul style="list-style-type: none"> <li>• Issues for social work at this lifecycle stage</li> </ul>	
February 17, 2023	<p>Development in Infancy and Early Childhood</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Babies, toddlers, and early childhood development</li> <li>• Theories of attachment across cultures</li> <li>• FASD across the lifespan</li> </ul>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Rogers (2022) - Chapter 7</li> <li>• Pazderka, H., Desjarlais, B., Makokis, I., MacArthur, C., Steinhauer, S., Hapchyn, C., &amp; Bodor, R. (2014)</li> </ul>
February 24, 2023	<b>WINTER BREAK - NO CLASS</b>	
March 3, 2023	<p>Development in Middle Childhood</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Middle childhood behaviours</li> <li>• Child Maltreatment</li> <li>• Adverse Childhood Experiences (ACES)</li> </ul>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Rogers (2022) - Chapter 8</li> <li>• Larkin, H., Felitti, V. J., &amp; Anda, R. F. (2014)</li> </ul>
March 3, 2023 - 11:59pm	<b>REFLECTIVE PAPER DUE</b>	
March 10, 2023	<p>Development in Adolescence</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Self and Identity</li> <li>• Resilience</li> <li>• Gender diversity</li> </ul>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Rogers (2022) - Chapter 9</li> <li>• Lev, A. (2004) - Chapter 7 only</li> <li>• Saewyc, E. M. (2011)</li> </ul>
March 17, 2023	<p>Development in Early Adulthood</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Transition to independence</li> <li>• Mental health</li> <li>• Family Violence</li> </ul>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Rogers (2022) - Chapter 10</li> <li>• Arnett, J. J. (2001)</li> </ul>
March 24, 2023	<p>Development in Middle Adulthood</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Addictions</li> <li>• Retirement</li> </ul>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Rogers (2022) - Chapter 10</li> <li>• Lachman, M.E., Teshale, S. &amp; Agrigoroaei, S. (2015)</li> </ul>

	<ul style="list-style-type: none"> <li>Loss and Grief</li> </ul>	
March 24, 2023 – 11:59 p.m.	<b>D2L ASSIGNMENT DUE</b>	
March 31, 2023	Development in Late Adulthood  Topics: <ul style="list-style-type: none"> <li>Aging and human behavior</li> <li>Ageing in place</li> <li>Grandparents as parents</li> </ul>	<b>Required Readings:</b> <ul style="list-style-type: none"> <li>Rogers (2022) - Chapter 12</li> <li>Mei, Z., Fast, J., &amp; Eales, J. (2013)</li> </ul>
April 7, 2023	<b>GOOD FRIDAY – NO CLASS</b>	
April 7, 2023 – 11:59 p.m.	<b>PARTICIPATION SELF-ASSESSMENT DUE</b>	
April 14 2023 – 11:59 p.m.	<b>FINAL PAPER DUE</b>	

**\*NOTE: Guest speakers may be added to the class schedule.**

<b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b>
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**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.

<b>ASSESSMENT COMPONENTS</b>
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**APA 7<sup>th</sup> ed. format is required for all assignments. All assignments will be submitted via drop box in D2L.**

**Assignment 1: Personal Reflection**

Students will reflect on the question below and complete an audio or video response.

*When assessing human development across the lifespan, my assessment will be strongly impacted by:*

1. *My social location*
2. *The theory/theories I choose to use*

3. *My cultural lens*
4. *My values and biases*
5. *My stage of the lifecycle*

*What will have the greatest impact? Choose one of the above to explore and share your rationale. Use the text and, at minimum, two additional sources to support your argument and rationale.*

See Rubric on D2L for additional details.

**Due Date:** February 10, 2023 at 11:59pm

**Weight:** 20%

**Learning Outcomes:** 1, 2, 5, 6

### **Assignment 2: Reflective Writing – Short paper**

Students need to choose one of the articles (focusing on human behaviour and development theories) from the reading list posted in D2L, and draft a short paper. In this short paper, students are expected to discuss the main content of the selected article, and provide reflection and critique based on the learning in this course, personal experience, and/or where possible working experience or volunteer work in social work or other helping professions.

A critique refers to critical examination or analysis, not simply negative criticism. The short paper should be 3-5 pages (double spaced, 12-point font) and use APA 7<sup>th</sup> ed. formatting (headings, in-text citations, and a reference list are required).

*A detailed grading rubric will be placed on the D2L site for students for more information.*

**Due Date:** March 3, 2023 at 11:59pm

**Weight:** 20%

**Learning Outcomes:** 2, 3, 4, 5, 6

### **Assignment 3: Discussion Board: Critical reflection on a social issue**

Three separate discussion forums will be posted to D2L on March 11. Each discussion forum will be based on a journal article, documentary film, media posting, or advocacy document related to a contemporary social issue. Students are required to read/review the content and to respond to one of them by starting a new thread in the forum. Students should consider the content from the course readings and classes and reflect upon various theories and concepts learned. Each comment in the new thread will end with questions being posed to fellow students. Each student is required to respond to



two other students' threads. This assignment will be evaluated on the evidence of critical thinking, reflection and integration of course content in the leading of the discussion and responses.

*More detailed description, expectations and evaluation can be found in the rubric in D2L.*

**Due Date:** March 24, 2023 at 11:59pm

**Weight:** 20%

**Learning Outcomes:** 3, 4, 5, 6

#### **Assignment 4: Final Paper**

This paper has two parts.

**Part 1:** Students need to address their own personal learning in the course and discuss at least three gains from this course that increase their confidence and competency in continuing learning and future practice in social work (2-3 pages).

**Part 2:** Students will choose one life-cycle stage that we have covered in this course and:

- Create a fictional case study of a service user and describe and discuss the stage of their development and the key characteristics of the lifecycle stage this individual and their family system is at.
- Briefly describe one social issues or challenges the individual and/ or their family system may face related to human development over the lifespan.
- Include some of the key messages that academic literature states about this lifecycle stage, the issue and its impacts.
- Identify two separate social work approaches through which to view and assess the issue and its impacts. The student will briefly describe their two chosen approaches, using literature to support their descriptions.
- Describe how you would apply the two chosen approaches in order to complete an assessment specific to this lifecycle stage. (For example: What questions would you ask? What information would you need to know?)
- Provide a comparison of the two approaches and how they would be applied differently or similarly when assessing the issue and the implications this might have for the resulting plan for action.

This section will be 3-4 pages.

This final paper should be at least 5 pages, but no more than 7 pages in total (double space, 12 fonts). APA format, such as headings, in-text citation, and reference list, is required. This assignment must include at least 5 references.

*A detailed grading rubric will be placed on the D2L site for students for more information.*

**Due date:** April 14, 2023 at 11:59pm

**Weight:** 30%

**Learning Outcomes:** 2, 4, 5, 6, 7

### **Assignment 5: Course Participation – Self Assessment**

Students will complete a self-assessment of their participation. Students are expected to participate in class through regular attendance, critically analyzing the readings, sharing experiences and ideas in the small group break-out sessions, asking meaningful questions, responding to issues raised by their peers, and engaging in large group and small group discussions. Students will be respectful of others and contribute to a safe and inclusive learning experience. Active involvement in class activities and discussion is required in this course in order to facilitate the learning not only of theoretical and applied material but also to engage in a transformative learning process.

When, due to certain circumstances such as a family emergency or medical issue, students will not be able to attend class, please contact the instructor prior to the class time.

*A detailed grading rubric for this self-assessment will be placed on the D2L site for students for more information.*

**Due Date:** April 7, 2023 at 11:59pm

**Weight:** 10%

**Learning Outcomes:** 1, 2, 3, 4, 5, 6, 7

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

Please email the instructor prior to class if you will be absent. Students are expected to read the assigned readings for each class even if they are absent from class.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through the Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments are due **before midnight** 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. Contact the instructor **prior** to the assignment due date if you require an extension due to extenuating circumstances.

If you do not contact the instructor to request an extension **prior** to the assignment due date, the assignment will be considered late, and you may be penalized with a grade reduction. If you do not have an approved extension in advance of the due date, your grade will be reduced by one letter grade for every 2 days the assignment is overdue.

### **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Please see the rubrics provided for each assignment for details. 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 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.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage Range</b>
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. The instructor will also provide opportunities for feedback during the course. Students are welcome to discuss the process and content of the course at any time with the instructor.

### ADDITIONAL SUGGESTED READINGS

An additional reading list will be provided and posted on D2L. Students can review the reading list on D2L and read articles that may be of interest or relevant to them. This extended reading list will be used to select an article for Assignment 2.

### 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