



Course & Session Number	SOWK 301 S01	Classroom	Online
Course Name	Generalist Practice in Context Portfolio Project		
Dates and Time	Start of Classes: Wednesday, September 4 End of Classes: Wednesday, December 4 Dates and Time: 6 Zoom Sessions Wednesdays 6:00 - 8:00 pm MST on: September 18th, October 2nd, October 23rd, November 6th, November 20th, December 4th		
Instructor	Heidi HeavyShield, MSW, RSW	Office Hours	As Requested by appointment
UCalgary E-mail	hheavysh@ucalgary.ca	UCalgary Phone	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](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Individual preparation of a self-directed portfolio as an expression of the student's own understanding of generalist social work practice in relation to the local context. The student's prior learning experiences will be incorporated in the development of the project.

Course Hours: 3 units; H(1S-2T)

COURSE DESCRIPTION

Generalist practice "in context" is the core of the learning in the social work 300 theme course. The social work 301 integrated study is designed to encourage the contextualizing of social work practice. It hinges upon the idea that everything social workers do in relationship is dependent upon the contextual practice in which the relationship unfolds. There are multiple ways of knowing and coming to know, Eurocentric ways of knowing being only one of these. This portfolio is premised on the importance of exploring context and expanding perspective to recognize and include the uniqueness of different contexts.

As Marie Battiste, in *Reclaiming Indigenous Voice and Vision* (2000) states: "the more people become aware of the conditionality of a context, the more likely they are to be able to effect meaningful change to that context". A contextual practice model affirms the need for social workers to expand their vision of both what can be done and how it is to be done. The themes in this course provide students with the opportunity to articulate a contextualized practice model, recognizing interconnection and interdependence between different ways of knowing and honouring of different cultural, geographical, and ethical contexts.

This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

There will be six (6) scheduled Zoom sessions throughout the term Wednesdays 6:00-8:00pm. Where possible, the instructor may provide class time for asynchronous online learning activities.

COURSE LEARNING OUTCOMES

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

1. Demonstrate self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of a student's own identities.
2. Articulate professional identities as practitioners whose professional goal is to facilitate collective welfare and well-being.
3. Demonstrate critical awareness of how geographical, cultural, and linguistic contexts influence professional social work identity.
4. Integrate professional use of self in generalist social work practice.

5. Demonstrate knowledge of legislation governing social work practice in Alberta, including the Health Professions Act, Code of Ethics, and Standards of Practice in various professional roles, activities, and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.
6. Apply skills to monitor and evaluate their own behaviors in relation to the relevant Codes of Ethics and Standards of Practice.
7. Expand and further elaborate on their own contextualized model of generalist practice.

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook for this course. Recommended readings and additional resources will also be posted in D2L and noted below within the respective course modules.

Module 1: Generalist Practice Dates September 2- September 22

Choose two of the following:

Hobart, H. I. J. K., & Kneese, T. (2020). Radical care: Survival strategies for uncertain times. *Social Text*, 38(1), 1-16.

Lee, J. J., & Miller, S. E. (2013). A self-care framework for social workers: Building a strong foundation for practice. *Families in Society*, 94(2), 96-103.

Pyles, L. (2020). Healing justice, transformative justice, and holistic self-care for social workers. *Social Work*, 65(2), 178-187.

Module 2: Professional Use of Self and Professional Identity

Dates September 23 – October 6

One of the following:

Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative health care teams. *Health & Social Work*, 41(2), 101-109.

Oliver, C. (2013). Social workers as boundary spanners: Reframing our professional identity for interprofessional practice. *Social Work Education*, 32(6), 773-784.

and

One of the following:

Forenza, B., & Eckert, C. (2018). Social worker identity: A profession in context. *Social Work*, 63(1), 17- 26.

Wiles, F. (2013). 'Not easily put into a box': constructing professional identity. *Social Work Education*, 32(7), 854-866.

Module 3: Social Work Professional Ethics Dates October 7- October 27

Alberta College of Social Workers. (2019). *Standards of practice*.

Canadian Association of Social Workers. (2005). *Code of ethics*.

Strom-Gottfried, K., (2012). Values and ethics for professional social work practice. In C. Dulmus & K. Sowers (Eds.), *The profession of social work, guided by history, led by evidence* (pp. 137-161). John Wiley & Sons.

Module 4: Indigenous and Rural Practice Contexts Dates October 28 – November 20

Bastien, B. (2014). Sacred science of circles: An inclusive approach to social work practice. In W. Pelech, K. Ring & S. LaRocque (Eds.), *Unity in diversity: Embracing the spirit of group work* (pp. 1-26). Whiting & Birch Ltd.

Lalani, N., & Drolet, J. (2019). Impacts of the 2013 floods on families' mental health in Alberta: Perspectives of community influencers and service providers in rural communities. *Best Practices in Mental Health, 15*(2), 74-92.

and

One of the following:

Truth and Reconciliation Commission of Canada. (2015). Final report of the Truth and Reconciliation Commission of Canada: Summary: Honouring the truth, reconciling for the future. Winnipeg: Truth and Reconciliation Commission of Canada.

National Inquiry into Missing and Murdered Indigenous Women and Girls (Canada). (2019). Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls [Calls for Justice]. Privy Council Office. Retrieved from <https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Calls-Web-Version-EN.docx>

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.

CONNECTION TO PRACTICE

The context within which generalist social work is practiced is an important influence on that practice. Understanding and developing a personal and professional practice framework is critical to effectiveness at all levels of social work practice. In addition, it is an ethical responsibility of social workers to advocate for and work toward socially just policies and programs in practice settings and encourage diverse ways of learning, knowing, being, and relating.

RELATIONSHIP TO OTHER COURSES

Prerequisite or Corequisite: SOWK 300

CLASS SCHEDULE

Important Dates for Fall 2024

- Start of Term: Monday, August 26, 2024
- First Day of Class: Wednesday, September 4, 2024
- End of Term: Tuesday, December 24, 2024
- Last Day of Class: Wednesday, December 4, 2024
- Fee Deadline: Friday, September 20, 2024
- Labour Day, no classes: Monday, September 2, 2024
- National Day for Truth and Reconciliation, no classes: Monday, September 30, 2024
- Thanksgiving Day, no classes: Monday, October 14, 2024
- Remembrance Day, no classes: Monday, November 11, 2024
- Term Break, no classes: Sunday, November 10, 2024 to Saturday, November 16, 2024

Class Schedule

Module 1: Generalist Practice

Dates: September 2 – September 22

Topics: Personal and professional contexts, lived experiences, self-care

Zoom session dates: September 18, 2024, from 6:00 – 8:00 pm

Assignments: Self Care Plan

Assignment due: September 23

Module 2: Professional Use of Self and Professional Identity

Dates: September 23 – October 7

Topics: Professional use of self, professional identity, interprofessional practice

Zoom Sessions dates: October 2, 2024, from 6:00 – 8:00 pm

Assignments Professional Use of Self: Identities, Social Location and Roles

Assignment due: October 7

Module 3: Social Work Professional Ethics

Dates: October 8 – October 27

Topics: Code of ethics, standards of practice, ethical decision-making

Zoom sessions dates: October 23, 2024, from 6:00 – 8:00 pm

Assignments: Compare and Contrast or Ethical digital collage

Assignment due October 28

Module 4: Indigenous and Rural Practice Contexts

Dates: October 28 – November 20

Topics: Canadian Indigenous activists and scholars, practicing social work in rural contexts

Zoom sessions dates: November 6, 2024, from 6:00 – 8:00 pm

Assignments: Reflective Note

Assignment due November 20

Portfolio

Dates: November 21 – December 6

Topics: Bringing it together through the final portfolio

Zoom session dates: November 20 AND December 4 from 6:00 – 8:00 pm

Assignments: Final portfolio and course wrap up

Assignment due December 4

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **When possible, it is desirable for students to have their cameras turned on.** You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignments	Weight
1. Reflections and learning	40%
2. Course Participation	25%
3. Learning portfolio	35%

All the assignments that you will submit for SOWK 301 are individual assignments. However, some of the learning activities during Zoom sessions will require students to work together and discuss course topics. Your participation in group discussions and Zoom session activities will be considered in your participation grade.

Assignment 1: Reflections and learning artifacts (individual assignments)

Aligned Course Learning Outcomes (CLOs) 1-7

Weight: 40% (10% per module)

Due: Last day of each module

Description: At the end of each of the four SOWK 301 modules, you will complete the following module assignments.

1. Module One Generalist Practice: Self-Care Plan. This is a two-part assignment a) your self-care plan and b) 350-400 words personal reflection on self-care and self-care practices that support your health, well-being, learning as a student, and social worker. Instructions for the Self-Care plan are in

d2l Module One. Within the module are options and resources that you can use to create your self-care plan. **Submission for this assignment is via the designated D2L Dropbox. Due September 23, 2024, by 11:59 MST.**

2. Module Two: Professional Use of Self and Professional Identity

This is a two-part assignment in which you will reflect on your identity/identities, social location and roles, and professional use of self in social work practice. The assignment will include a learning artifact that you may choose to include in your learning portfolio and an accompanying a personal audio/video recorded narrative. This narrated reflection will centre on your own “Professional Use of Self: Identities, Social Location and Roles”. For more specific information about this assignment please see d2l. **Submission for this assignment is via the designated D2L Dropbox. Due October 7, 2024, by 11:59 MST.**

3. Module Three: Professional Social Work Ethics: Compare or Contrast or Ethical Digital Collage

Students have two options for Module Three assignments.

Compare and Contrast Ethics: Compare and contrast the code of ethics or ethical guidelines for another profession you may encounter in interprofessional practice with the CASW Code of Ethics (2005) or ACSW Standards of Practice (2019). What are the similarities or differences and what are the implications for social work practice in interprofessional teams. The contribution will be a (350-400 words) to be submitted via the designated D2L Dropbox. This assignment is due *October 27th, 2024, by 11:59 pm MST.*

Ethical Digital Collage: You will use imagery (e.g.: photographs, logos, drawings, symbols, shapes, colors, diagrams) to create a digital display, collage, or creative journal page of your contextual reality in relationship to your understanding and exploration of code of ethics, standards of practice and/or ethical decision-making in social work. Using images expands understanding of “how” learning occurs and allows you to creatively explore ways to express meaning. Use only imagery on a single PPT slide (no narrative or words). Share your digital collage on the discussion forum and include a brief introduction or description in the discussion thread (200-300 words). This assignment is due *October 27th, 2024, by 11:59 pm MST.*

4. Module Four: Digital Collage/Reflection/Storytelling/Land-Based on Indigenous and Rural Practice Contexts

Reflective Note: A description of a learning moment (e.g. a moment of realization, clarity, inspiration, recognition, insight, and/or understanding) relationship to personal and professional self on Indigenous and Rural Practice Contexts from SOWK 300 or SOWK 301 module readings, learning activities or Zoom Session discussions or activities and how it *specifically* influences/shapes your evolving social work identity, your engagement in an inclusive learning community, and your approach to social work practice. Module Four Reflective notes should be approximately 2 pages (400-500 words) in length. **Submission for this assignment is via the designated D2L Dropbox. Due November 20, 2024, by 11:59 MST.**

Detailed descriptions and grading rubrics for Assignment 1: Module assignments descriptions will be provided in d2l. Your instructor will use the rubric to provide brief, formative feedback on your assignments for each module. A grading rubric will be provided on D2L. Assignments are to be in APA 7th ed format for referencing of resources and material.

Assignment 2: Course engagement and evaluation of participation

Aligned Course Learning Outcomes (CLOs) 1-7

Weight: 25%

Due: December 4th

Description: This is a two-part assignment. The course participation and engagement grade is determined by your instructor (20%) and the self-evaluation grade is determined by the student (5%).

Course engagement/ (worth 20% of the 25% for Assignment 2). This grade will consider Zoom session participation and module participation during the course. Module participation involves completing module learning activities and readings. (5% per module X 4 modules = 20%).

Student Self-Evaluation of Participation: In Class Talking Circle (worth 5% of the 25% for Assignment 2) Due in last class December 4. Please note in preparation for last class you are to bring an artifact (of your choosing: a tangible item of personal, cultural, or spiritual significance you are comfortable to share with the class. There is no expectation students have a written script for this piece, however you should be able to effectively communicate within the Talking Circle. If it is helpful for you, you may refer to any notes or outline if you feel more comfortable. *Be prepared to contribute to the activity by conveying how your artifact signifies your engagement, relationship to, and a key contribution to your learning in this course specifically by sharing:*

- **ONE GIFT YOU HAVE RECEIVED:** something you have gained, learned, an insight, reflection, concept, realization, an assumption you have challenged, a piece of literature or research or highlight of how the course will help in your future practice **AND**
- **ONE GIFT YOU HAVE GIVEN:** something you have contributed to the class, significance of something you have shared in class, a lived experience, highlight of your community involvement through volunteerism, work, practicum, or pursuit of social justice, what you are prepared to do to challenge assumptions, biases, promote reconciliation, etc.
- Due to be shared in last class Talking Circle on December 6

Assignment 3: Learning Portfolio - Collection and integration of learning artifacts (Individual Assignment)

Aligned Course Learning Outcomes (CLOs) 1-7

Weight: 35%

Due: December 4, 2024, at 11:59 pm in designated D2L drop box

Description: The final assignment is about putting it all together – the past, present, and future of your evolving social work identity and approach to generalist practice. In the learning portfolio you may be as creative as your wish, but you need to address the following areas:

- a. Identifying with the social work profession:
 - This section discusses how you identify with the social work profession.
 - Identify specific content from one or more modules that supported your learning in this area.
 - Include and discuss any artifacts you collected throughout SOWK 300 (or other previous courses or experiences) that speak to the uniqueness of the social

work profession, contributing to a community of learners, and further support why you identify with the profession.

- b. Lived experiences, social location, and identities:
 - This section describes your journey into the social work profession, how your lived experiences, social location and identities influence/shape your social work professional identity and approach to practice.
 - Identify specific content from one or more modules that supported your learning in this area.
 - Include and discuss any artifacts you collected throughout SOWK 300 (or other previous courses or experiences) that speak to the importance of social location and identities in shaping social work identity and practice.
- c. Social work practice resources:
 - This section discusses various social work practice resources from SOWK 300 that you will find helpful in your practice and why.
 - Identify specific content from one or more modules that supported your learning in this area.
 - Include and discuss any artifacts that you collected throughout SOWK 300 that would be helpful to you in your current and/or future social work practice
- d. Future directions:
 - This section discusses the area(s) in social work practice that you would like to learn more about and/or gain practical experience in.
 - Reflect on why you have identified those areas.
 - Identify 1-2 ways in which you aim to gain more knowledge and/or experience in this area in the future.

The assignment will be in a format that can be emailed to the instructor such as a word document, power point, website link, digital story, digital media presentation (e.g., narrated PPT converted to video file) or another format as discussed with the instructor. It is strongly recommended that you keep a log/journal of your activities in SOWK 300 and SOWK 301 to assist with the development of your learning portfolio. Criteria for grading will also include comprehensively addressing the assignment criteria; organization of portfolio; relevance and depth of discussion; ability to integrate SOWK 300 and SOWK 301 modules and content; demonstration of critical thinking; effective professional communication; and the use of APA format for referencing of resources and material.

Criteria for grading will also include comprehensively addressing the assignment criteria; organization of portfolio; relevance and depth of discussion; ability to integrate SOWK 300 modules and content; demonstration of critical thinking; effective professional communication; and the use of APA 7th ed. format for referencing of resources and material. A grading rubric will be provided on D2L.

Options for sharing your learning portfolio include, but are not limited to:

1. A paper that is 6-8 pages in length, double-spaced, not including the reference page
- OR**
2. A digital story, website, podcast, digital media presentation, creative journal or other creative representation that provides reflective commentary on your learning and/or incorporates selected learning artifacts. If the learning artifacts you refer to are not incorporated into your creation, they should be provided as a separate document that you can email to the instructor.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

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

Instructors may consider make-up assignments for those who miss graded in-class activities. Make-up assignments are subject to the discretion of the instructor.

Please refer to the Ucalgary calendar for more information on [attendance](#) and [supporting documentation and the use of a statutory declaration](#).

GUIDELINES FOR SUBMITTING ASSIGNMENTS

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

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date. Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays).

EXPECTATIONS FOR WRITING

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

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

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

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.	

COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university’s curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

Students are welcome to discuss the process and content of the course at any time with the instructor.

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
- Emergency Evacuation/ Assembly Points
- Safewalk