



Fall 2025

LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

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](#).

Course & Session Number	SOWK 592 S02	Classroom	Online
Course Name	Final Integrative Seminar		
Dates and Time	Start of Classes: September 2, 2025 End of Classes: December 5, 2025 Dates and Time: Mondays from 5:30 – 8:30 pm MST on: • September 8 • September 15 • September 22 • September 29 • October 6 • October 20 • October 27 • November 3 • November 17 • November 24 • December 1		
Instructor	Kim Bailey, MSW BSW RSW	Office Hours	Office hours as requested.
UCalgary E-mail	kbailey@ucalgary.ca	UCalgary Phone	Please connect by email to arrange a time to call.

SYLLABUS STATEMENT

Learners integrate academic knowledge with practice experience, engage in critically reflective practice, and demonstrate the values and ethics guiding Social Work practice. Learners evolve their personal practice frameworks in preparation for graduation as professional Social Workers.

COURSE DESCRIPTION

You attend weekly seminar classes and reflective assignments to integrate academic knowledge with practice experience, engage in critically reflective practice, and demonstrate the values and ethics guiding Social Work practice. You consider your practice actions and have opportunities to critically reflect and debrief on your practicum activities in the co-requisite course SOWK 590. Students will explore topics including professional identity, professional practice, human rights and social action, action to rectify racism, social work values and ethics, policy analysis and development and organizational and societal systems change.

CONNECTIONS TO PRACTICE

This course prepares you to apply social work values and ethics in various settings of social work practice. You integrate knowledge with the application of social work skills. This learning is guided by ongoing participation in social work supervision and reflective practice. You engage in critical reflection, demonstrating commitment to cultural humility, equity, diversity, inclusion, anti-racism, human rights,

and social change, while actively participating in seminar classes, articulating your learning in a notebook, and further developing their social work practice framework.

COURSE LEARNING OUTCOMES

Upon completion of this course, you will have the opportunity to:

1. Engage in self-reflection and critical thinking about your social work practice, integrating knowledge, values, ethics, and skills into action.
2. Demonstrate a commitment to cultural humility, human rights, and social action.
3. Apply knowledge and skills to policy analysis and development, anti-racist practice, and organizational and systems change.
4. Contribute to a community of learning through peer dialogue, debriefing, shared reflection, and feedback, demonstrating social work values and ethics.
5. Reflect on your practice and social worker identity to articulate new learnings, strengths, and areas for growth.
6. Articulate your social work practice framework and the sources that inform your practice actions.

LEARNING RESOURCES

- There is no required textbook. Links to required readings will be posted in D2L.
- Canadian Association of Social Workers. (2024). CASW Code of Ethics, Values and Guiding Principles. Retrieved from <https://www.casw-acts.ca/en/casw-code-ethics-2024>
- Learning agreement and timesheet document.

LEARNING TECHNOLOGIES AND REQUIREMENTS

Web Delivery

This course is entirely web-based, delivered through Desire2Learn (D2L) and Zoom Meeting platforms. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

Desire2Learn

D2L is a course management system that will allow us to share resources, complete related learning activities, and connect with each other via the discussion board and Zoom. D2L 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.

Zoom Sessions

Zoom meeting is an audio-visual, web-based program that will allow us to meet at a specific time for a “live” web conference, so that we can have the opportunity to see and talk to each other virtually and discuss relevant issues. In the Zoom sessions, students can expect to share ideas, give feedback and raise issues as they relate to their own practicum experience and that of their peers, and can process experiences from the field in a safe and instructional environment.

Discussion Board

Online discussion in D2L is a key aspect of our learning in this course. The advantage of the discussion board is that it is asynchronous, that is, we can all contribute at a time that is convenient to each of us.

We will participate in exploration of key field practicum themes (as outlined in the practicum learning agreement); case discussions, as well as discussion and debate relating relevant practice.

Confidentiality in Class and Course Assignments

As professionals, students and the instructor will respect the guidelines of confidentiality outlined in the CASW Code of Ethics (2024). We will take care that no information that could identify a client of any service system be used in class meetings or in assignments. We will adhere to the policy that issues introduced in the seminar will be discussed in only general, and not particular ways outside the classroom.

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.

Week 1 September 8	Introductions, course outlines, hopes and fears, getting to know each other. Presentation on IPT Login, phases of supervision, timesheets, etc...	Please Review ACSW Standards of Practice and CASW Code of Ethics prior to next class. Links under resources on D2L
Week 2 September 15	Essentials of professional practice. Code of Ethics/ACSW Standards of Practice Review/Assessment Discussion on ITP Assignment	Resources Provided on Week 2 D2L
Week 3 September 22	Intentional Reflection on Practicum Learning Experiences: Integrating Theory and Practice (ITP Loop) # 1.	Preliminary Impressions/Learning Agreement Drafts Due Friday Sept 26 @11:59pm Begin Virtual Agency Meetings
Week 4 September 29	Joint Presentation – Child and Youth Advocacy – Cynthia Muszynski Practicum consultations and discussions.	
Week 5 October 6	Joint Presentation – An Indigenous Lens – Leeann Hilsen Practicum consultations and discussions.	
Week 6	No class – Thanksgiving Day.	

October 13		
Week 7 October 20	Intentional Reflection on Practicum Learning Experiences: Integrating Theory and Practice (ITP Loop) # 2.	Midterm Evaluations Due Wednesday October 22, 2025 at 11:59pm
Week 8 October 27	Joint Presentation – Military, Veteran and Family Social Work – Suzanne Triance-Wright Practicum consultations and discussions.	
Week 9 November 3	Intentional Reflection on Practicum Learning Experiences: Integrating Theory and Practice (ITP Loop) # 3. Determine order for final project presentations.	
Week 10 November 10	No classes – Term break.	
Week 11 November 17	Final project presentations.	
Week 12 November 24	Final project presentations.	Engagement in Class/Self Care Plan – Learner Self-Evaluation due via Dropbox due at 11:59pm
Week 13 December 1	Final project presentations.	

RELATIONSHIP TO OTHER COURSES

SOWK 592 is a co-requisite for SOWK 590 and must be completed together.

CLASS SCHEDULE

Important Dates for Fall Term

- Start of Term: Monday, August 25
- First Day of Class: Tuesday, September 2
- End of Term: Wednesday, December 24
- Last Day of Class: Friday, December 5
- Labour Day, no classes: Monday, September 1
- Fee Deadline: Friday, September 19
- National Day for Truth and Reconciliation, no classes: Tuesday, September 30
- Thanksgiving, no classes: Monday, October 13
- Term break, no classes: Tuesday, November 9-15
- Holiday Observance, no classes: Thursday –Wednesday, December 25-31

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

As in-coming members of the professional social work community, students are expected to maintain confidentiality and collegiality within and between their practicum and seminar roles. Any concerns arising in either of these two roles are to be discussed with the student's field instructor and faculty liaison.

EQUITY, DIVERSITY, INCLUSION AND ACCESSIBILITY

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. Students can expect responses to your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You 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). Classes are collaborative learning spaces that require meaningful participation. As such, you are expected to engage by turning on webcams. Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class, and you are expected to manage your microphone as required. Please contact your instructor if you experience challenges preventing you from having your camera 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. If online meetings are held in open space areas, headphones should be considered to ensure the privacy of those sharing both from the classroom and for others in the open space environment.

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. Students will be advised before the instructor initiates a recording of a Zoom session

RECORDINGS OF ONLINE CLASSES BY STUDENTS

Recording of lectures is not permitted by students. 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

Assignment 1: Intentional Reflection on Practicum Learning Experiences: Integrating Theory and Practice (ITP Loop) – September 22, October 20 and November 3. Weight 60%

This assignment aims to foster critical, reflective, and collaborative social work practice through the integration of the ITP Loop and Peer Consultation. The ITP Loop model facilitates the deconstruction of practice into its constituent parts. While practice often appears holistic and intuitive, it can be analyzed and articulated in greater detail. Practice involves the simultaneous interplay of listening, feeling, thinking, and acting. The ITP Loop allows for a focused examination of these processes, promoting the integration of social work theory with field education experiences. The ITP Loop comprises the following phases: retrieval (recollecting a practicum situation), reflection, linkage, and professional response.

Step 1: ITP Loop Process and Write-up

Students will apply the ITP Loop (see steps below) to a practicum experience and submit a hard or emailed copy to the instructor. The submission should include the following sections:

1. **Retrieval:** Recall salient facts from a recent practice experience. Briefly describe a significant practicum experience in one or two paragraphs, using the first person to narrate. Include details such as interactions with others, connections between present and past experiences, feelings, and meaning-making processes. As relevant, incorporate intellectual, spiritual, social, physical, and aesthetic dimensions.
2. **Reflections:** Examine your thoughts and feelings about the situation. Focus on subjective beliefs, attitudes, personal experiences, and cultural worldviews that influenced your interaction.
3. **Linkage:** Identify your key actions and explain your rationale. Which practice models, practice wisdom, learned techniques or skills did you consider or utilize?
4. **Professional Response:** Assess whether your response was deliberate or intuitive, based on reflection and linkage. Evaluate the effectiveness, appropriateness, and sufficiency of your response. What alternative actions could you have taken? How might those actions have impacted your work? What insights did you gain regarding social work practice?
5. **Questions to Peers:** Formulate 1-3 questions for your peers about this practice experience. Summarize the insights gained about your practice from the peer consultation.

Step 2: Providing Feedback to Others

During class, students will share their ITP Loops in small groups. Students are expected to provide constructive, supportive, and resourceful consultation and feedback to their peers. Students will submit a hard or emailed copy of their ITP Loop, including a summary of their peers' feedback, to the seminar instructor at the end of class. Students who do not participate fully in the peer consultation will not receive full marks.

Assessment Criteria:

ITP Loops will be assessed based on the clarity and depth of linkages between theory and practice, evidence of critical thinking, the quality of questions posed to peers, clarity of communication, and participation in all aspects of the process (writing, consultation, providing feedback, and summarizing feedback received).

Assignment 2: Engagement in Class – Learner Self-Evaluation, November 24. Weight 10%

Please answer the following questions thoughtfully to reflect on your engagement in this course:

- Please describe the amount and quality of your participation in class activities (e.g., attendance, contributions).
- How consistently did you attend class and come prepared by completing readings and assignments
- What contributions did you make to create a positive and supportive learning environment for yourself and others?
- Please provide an example of how you took initiative or responsibility for your own learning in this course.
- How have you connected the learning from this course to your broader understanding of social work?
- What is one thing you could have done differently to enhance your engagement and learning in this course?

Assessment Criteria

This self-evaluation will be assessed based on the thoughtfulness and depth of your reflection on your participation, consistency, and preparedness in class activities. We'll be looking for your ability to identify and articulate your contributions to a positive learning environment, demonstrate initiative and responsibility for your own learning, and thoughtfully connect course learning to your broader understanding of social work. Your capacity for self-assessment and identifying areas for growth will also be key. 5% will be based on your above assessment and 5% will be instructors' assessment of participation which will include attendance in class.

Assignment 3: Personal Practice Presentation – In class on November 17, November 24, and December 1. Weight: 30% Total - 25% Presentation and 5% Participation.

Drawing upon insights gained throughout the BSW program, students will create a “living” illustration of their personal approach to social work practice, reflecting their individual practice framework and self-reflection and self-care plan. This will be presented creatively as a “learning product” and a class presentation (Power Point or other visual presentation). The learning product will highlight the student's beliefs about their role as a practicing social worker in relation to clients, community, and self as well as self-care plan to show how the student will prioritize and care for self. It will also emphasize strengths, hopes and resilience. Each student will have 15 minutes for their presentation.

Assessment Criteria:

This assignment will be evaluated based on the demonstration of critical thought, personal growth and self-awareness, understanding of the path to reconciliation with Indigenous peoples in social work practice, integration of social work concepts, creativity, thoughtfulness, refinement, and class engagement. The presentation schedule will be arranged on **November 3**, and participation marks will be awarded for both presentation and peer feedback.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

You are expected to participate actively in all classes. Please be prepared, as best as you are able, to participate openly, respectfully, and honestly in class discussions. You are expected to behave in a professional manner during all class. There is a high emphasis on attendance and participation. You are

expected to be fully present and engaged in class activities and discussions. Please refer to the UCalgary calendar for more information on attendance and supporting documentation and the use of a statutory declaration. For students with caregiving roles, if alternative arrangements for care of children cannot be made for a class, children will be welcomed into our class to decrease participation barriers for students with caregiving roles. Please contact your instructor to discuss as needed.

ETHICAL APPROACH TO THIS COURSE

This class prioritizes a trauma-informed, decolonization approach, where all participants (teachers and learners) share in relational accountability for creating and maintaining a climate of respectful dialogue and treatment of one another. As social workers and aspiring social workers, reflecting our professional ethics inside and outside of the classroom helps us to build congruence between our personal and professional selves. You are encouraged to participate in critical reflection, personal growth, and skill development while learning from the instructors, each other, and practitioners in the field. The intent of class is to provide opportunities to make connections between thinking, feeling, doing, and being. Our social work roles in social and self-care practices in the context of the practice and the pursuit of social justice will be emphasized. Ethical space, a concept forwarded by Dr. Willie Ermine, will be explored and practiced in this class.

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 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

Requests to submit late assignments must be proactively managed by the student, with an official request via email for the instructor to review.

EXPECTATIONS FOR WRITING

All writing is expected to be written to social work professional standards. If you need writing support, please connect with the Student Success Centre at: <https://www.ucalgary.ca/student-services/studentsuccess/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>

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Whenever new tools and technologies are introduced in society, particularly at the scale of Artificial Intelligence in contemporary times, they shake things up and bring forward important ethical considerations. Given the evolving nature of these technologies, it is important to consider the broader implications of AI use in our academic and professional work. Before proceeding with the permitted use of AI (as outlined below), please be thoughtful about how you choose to engage with these tools.

Some Use Permitted

In this course, you are expected to draw upon the required readings and learning activities to complete the assignments. Students may use generative artificial intelligence tools (such as ChatGPT, Claude, or similar applications) in accordance with the instructions and guidelines outlined below.

Requirements for AI Use

Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include:

1. What tool(s) were used - specific AI applications utilized.
2. How they were used - description of your interaction with the AI.
3. How the AI generated results were incorporated into your submitted work.
4. What you did to verify the AI generated results - fact-checking and validation steps.
5. What you did to extend your work beyond the AI generated contents - your original contributions.
6. Your critical reflection on ethical use of AI tools showing a thoughtful consideration of implications.

Student Responsibilities

You are ultimately accountable for the work you submit. Use of generative AI outside assessment or assignment guidelines or without proper documentation will be considered a breach of academic integrity.

This course views academic integrity as an opportunity for learning and personal development. If you find yourself uncertain about AI documentation or realize you may have missed citing AI use, please reach out for a conversation. We can work together to understand what happened and find ways to strengthen your approach moving forward. The goal is not perfection but rather developing thoughtful practices around technology use and academic honesty. If issues arise, we will focus on understanding, learning, and making repairs rather than punishment. Open communication about challenges or mistakes is always welcome and encouraged.

GRADING

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

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	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 EXPERIENCE FEEDBACK

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. They 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. Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the [University of Calgary Code of Conduct](#), the [Alberta College of Social Work Standards of Practice \(2023\)](#) and the [Canadian Association of Social Workers Code of Ethics \(2024\)](#).

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 \(2024\)](#) and the [Alberta College of Social Work Standards of Practice \(2023\)](#).

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