



**UNIVERSITY OF CALGARY**  
FACULTY OF SOCIAL WORK

**Fall 2023**

<b>Course &amp; Session Number</b>	<b>SOWK 361 S03</b>	<b>Classroom</b>	HNSC 330
<b>Course Name</b>	Professional Use of Self		
<b>Dates and Time</b>	Start of Classes: Wednesday, September 6, 2023 End of Classes: Wednesday, December 6, 2023 Dates and Time: In-person instruction Wednesdays 9 to 12 p.m Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <u>Student Centre</u> <sup>1</sup> .		
<b>Instructor</b>	Bethany Savoy, MSW, RSW	<b>Office Hours</b>	As Requested
<b>UCalgary E-mail</b>	<a href="mailto:Bethany.savoy@ucalgary.ca">Bethany.savoy@ucalgary.ca</a>	<b>UCalgary Phone</b>	Please contact instructor by email

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

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

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](#).

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

## **SYLLABUS STATEMENT**

Focuses on the examination and integration of theoretical and practical understandings of professional social work practice. Topics covered include: critical thinking; ethical decision-making; knowledge of the associations to which social work professionals belong; professional writing; and self-care.

## **COURSE DESCRIPTION**

Utilizing inquiry-based learning, this course will invite students to: 1) articulate their professional social work identity, 2) strengthen their critical thinking capacity, 3) establish a high standard of professional and academic writing, and 4) use ethical decision-making models in their practice. Students will deepen their knowledge of the Canadian Association of Social Workers Code of Ethics and the Alberta College of Social Workers Standards of Practice through the process of analyzing ethical issues and deliberating about choices in social work practice. Students will develop a foundational understanding of critical thinking and gain the practical knowledge and skills that are required to function as a critical thinker and a social work professional. The art of professional writing will be introduced into the course as a tool that is used for reflection, for communication, and for competent social work practice. Students will identify, explore, and understand their own value systems, the integration of self-care into practice, and a process for reflective practice. Such exploration takes place in this course through a combination of readings, lectures, discussion, case analysis, small group work, writing, and assignments.

## **COURSE LEARNING OUTCOMES**

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

1. Articulate an initial statement of professional social work identity and identify how this identity develops over time;
2. Analyze ethical issues according to an ethical decision-making model as well as both the Canadian Association of Social Workers' Code of Ethics and the Alberta College of Social Workers' Standards of Practice and apply to practice situations;
3. Apply critical thinking skills to practice situations;
4. Understand and explain how personal values and beliefs fit with the values of the Social Work profession;
5. Understand the necessity for self-care as part of ethical practice and develop a self-care plan;
6. Understand the need for and demonstrate proficient communication, especially writing for academic and professional purposes, in competent social work practice and be aware of their own skill level regarding professional communication as well as the possible need/options for improvement.

## LEARNING RESOURCES

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

Strom, K. (2022). *Straight talk about professional ethics* (3rd ed.). Lyceum Books. Oxford University Press.

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

[https://acsw.in1touch.org/document/2672/DOC\\_FINALACSWStandardsOfPractice\\_V1\\_1\\_20200304.pdf](https://acsw.in1touch.org/document/2672/DOC_FINALACSWStandardsOfPractice_V1_1_20200304.pdf)

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

[https://www.caswacts.ca/files/documents/casw\\_code\\_of\\_ethics.pdf](https://www.caswacts.ca/files/documents/casw_code_of_ethics.pdf)

Canadian Association of Social Workers. (2005). *Guidelines for ethical practice*.

[https://www.caswacts.ca/files/documents/casw\\_guidelines\\_for\\_ethical\\_practice.pdf](https://www.caswacts.ca/files/documents/casw_guidelines_for_ethical_practice.pdf)

Additional required and optional readings related to weekly topics are indicated in class schedule and links are provided in Leganto Reading List in D2L.

**PLEASE NOTE: Students should read and familiarize themselves with the *Standards of Practice*, the *Code of Ethics*, and the *Guidelines for Ethical Practice* prior to the first class. Throughout the course, we will focus on interpreting and discussing the values, principles, and standards in the context of social work practice scenarios. These documents will be referenced regularly throughout the semester.**

### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

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

## RELATIONSHIP TO OTHER COURSES

This is the first course that incoming University Transfer and Post Diploma students take together. It sets the tone and provides foundational knowledge for all the other required courses that students will take in the subsequent two years.

## CLASS SCHEDULE

### **Important Dates for Fall 2023**

- Start of Term: Monday, August 28, 2023
- First Day of Class: Tuesday, September 5, 2023
- Last day to withdraw from a course without financial penalty: Thursday, September 14, 2023
- End of Term: Friday, December 22, 2023

- Last Day of Class: Wednesday, December 6, 2023
- Fee Deadline: Friday, September 22, 2023
- Labour Day, no classes: Monday, September 4, 2023
- National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- Thanksgiving Day, no classes: Monday, October 9, 2023
- Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)

### Class Schedule

Please note: There may be minor adjustments to the course schedule topics over the course of the semester.

WEEK/DATE	TOPIC	PREPARATION/READINGS (to be completed prior to class)
Week 1: Sept 6	Introductions Review of Syllabus Who are you as a professional?	ACSW (2019). <i>Standards of practice</i> . CASW (2005). <i>Code of ethics</i> . CASW (2005). <i>Guidelines for ethical practice</i> .
Week 2: Sept 13	Professional & Academic writing Plagiarism Assessing self Values, Principles, & Biases	Dominelli, L. (2018). Identity: A personal matter or a political issue. In J. Campling (Ed.), <i>Anti-racist social work</i> (pp. 41-67). Macmillan Publishers.  Marlowe, J. M., Appleton, C., Chinnery, S., & Van Stratum, S. (2015). The integration of personal and professional selves: Developing students' critical awareness in social work practice. <i>Social Work Education</i> 34(1), 60-73, DOI: 10.1080/02615479.2014.949230  Veage, S., Ciarrochi, J., Deane, F, Andresen, R, Oades, L, & Crowe, T. (2013). Value congruence, importance and success and in the workplace: Links with well-being and burnout amongst mental health practitioners. <i>Journal of Contextual Behavioral Science</i> , 3, 258-264.
<b>ASSIGNMENT 1: Current Social work Identity DUE Monday September 18 at 11:59 pm in D2L Dropbox (20% of course grade)</b>		
Week 3: Sept 20	Introduction to Ethics Ethical Dilemmas, philosophical underpinnings, and decision making in social work practice	Strom, K. (2022). Chapter 1 - On Ethics and Ethical Behaviour  Hugman, R. (2016). Power and authority in social work practice: Some ethical issues. In R. Hugman and J. Carter (Eds.), <i>Rethinking values and ethics in social work</i> (pp. 64-79). Palgrave.
<b>ASSIGNMENT 2: Reflective Take Away 1, based on weeks 1-3 DUE Friday Sept 22 at 11:59 pm in D2L Dropbox (5% of 25% total)</b>		
Week 4: Sept 27	Models for ethical decision making	Strom, K. (2022). Chapter 2 - Ethical Decision-Making

	Ethical decision-making case study practice	Strom, K. (2022). Chapter 3 - Self-Determination
<b>ASSIGNMENT 2: Reflective Take Away 2, based on week 4 DUE Friday Sept 29 at 11:59 pm in D2L Dropbox (5% of 25% total)</b>		
Week 5: Oct 4	Consent & Conflicts of Interest How to question and evaluate content, experts, & history Introduction to critical thinking	Strom, K. (2022). Chapter 4 - Informed Consent  Strom, K. (2022). Chapter 5 - Conflicts of Interest
Week 6: Oct 11	Critical thinking Boundaries	Strom, K. (2022). Chapter 6 - Professional Boundaries
<b>ASSIGNMENT 2: Reflective Take Away 3, based on weeks 5-6 DUE Friday Oct 13 at 11:59 pm in D2L Dropbox (5% of 25% total)</b>		
Week 7: Oct 18	Self-care & ethics Mid-course check in	Miller, S., Hubble, M., & Mathieu, F. (2015). Burnout reconsidered: what supershrinks can teach us. <i>Psychotherapy Networker</i> .  Bush, A. (2015). Little and often. Using micro practices for self-care. <i>Psychotherapy Networker</i> .  Veage, S., Ciarrochi, J., Deane, F. P., Andresen, R., Oades, L. G., & Crowe, T. (2014). Values congruence, importance and success and in the workplace: Links with well-being and burnout amongst mental health practitioners. <i>Journal of Contextual Behavioral Science</i> , 3, 258-264.
<b>ASSIGNMENT 3: Self-care plan, DUE Friday Oct 20 at 11:59 pm in D2L Dropbox (15% of course grade)</b>		
Week 8: Oct 25	Ethical social work practice in a digital world Trauma informed practice Self-awareness and emotional regulation	Burke-Harris, N. (February 17, 2015). <i>How childhood trauma affects health across a lifetime</i> . [Video]. Youtube.  Reamer, F. G. (2005). Documentation in social work: Evolving ethical and risk-management standards. <i>Social Work</i> , 50(4), 325-334.  Reamer, F. G. (2015). Social work in a digital world: Ethical and risk-management challenges. ASWB Spring Education Meeting.
Week 9: Nov 1	Core social work principles & skills Harm reduction	Strom, K. (2022). Chapter 7 – Confidentiality

		<p>Strom, K. (2022). Chapter 8 - Competence</p> <p>Vakharia, S. P., &amp; Little, J. (2017). Starting where the client is: Harm reduction guide for clinical social work practice. <i>Clinical Social Work Journal</i>, 45, 65-76.</p>
<b>ASSIGNMENT 2: Reflective Take Away 4, based on weeks 8-9 DUE Friday Nov 3 at 11:59 pm in D2L Dropbox (5% of 25% total)</b>		
Week 10: Nov 8	Professional use of self Diversity, Inclusion, & Ethics	<p>Strom, K. (2022). Chapter 9 – Professionalism and Integrity</p> <p>Strom, K. (2022). Chapter 10 – Non-discrimination and Cultural Competence</p> <p>Laurila, K. (2019). Reconciliation in social work: Creating ethical space through a relational approach to Circle Pedagogy. <i>Research Gate</i></p> <p>Miehls, D. (2001). The interface of racial identity development with identity complexity in clinical social work student practitioners. <i>Clinical Social Work Journal</i>, 29(3), 229-244.</p>
<b>NO CLASS NOVEMBER 15<sup>th</sup> – FALL BREAK</b>		
Week 11: Nov 22	Your evolving model of practice Using the professional self to address risk in ethical practice	<p>Strom, K. (2022). Chapter 11 - Sustaining Ethical Habits</p> <p>Maclean, S. (March 19, 2020). <i>What is the difference between a theory, model, method, and approach in social work?</i> [Video]. Youtube. <a href="https://youtu.be/nE1rKczA2kk">https://youtu.be/nE1rKczA2kk</a></p>
<b>ASSIGNMENT 2: Reflective Take Away 5, based on weeks 10-11 DUE Friday Nov 24 at 11:59 pm in D2L Dropbox (5% of 25% total)</b>		
Week 12: Nov 29	<b>Group presentations of Ethical Decision-Making Case Analysis</b> <b>ASSIGNMENT 4</b> <b>Option A In class presentation (30% of grade)</b>	
<b>ASSIGNMENT 4 Option B: Group paper of Ethical Decision-Making Case Analysis, DUE Wed Nov 29 at 9 am (by class time) in D2L Dropbox (30% of course grade)</b>		
Week 13: Dec 6	Final reflection and course wrap up	<p>Please review these documents again in preparation for the course wrap-up:</p> <p>ACSW (2019). <i>Standards of practice</i>.</p> <p>CASW (2005). <i>Code of ethics</i>.</p> <p>CASW (2005). <i>Guidelines for ethical practice</i>.</p>

**ASSIGNMENT 5: Individual and group assessment, DUE Friday Dec 9 at 11:59 pm in D2L Dropbox (10% of course grade)**

**ASSESSMENT COMPONENTS**

Detailed rubrics for assignments can be found on the D2L Content page. In addition to the descriptions below, please consult these rubrics to ensure that you have met the expectations for the assignments.

**ASSIGNMENT 1: STATEMENT OF CURRENT PROFESSIONAL SOCIAL WORK IDENTITY.**

**Meets Course Learning Objectives (CLOs) #1, 2, 4, 5, 6.**

**20% of course grade. DUE in D2L Dropbox Monday September 18 at 11:59 pm**

You will prepare a statement of the current state of your emerging professional identity as a social worker. This assignment emphasizes clarity, conciseness, and precision. Who are you/who do you want to be as a social worker?

Articulate this statement as if you are describing a new role (even if it is imagined at this stage) to an acquaintance or family member who is unfamiliar with what a social worker does. Imagine that you will be working in interdisciplinary team working in the complex environment of homelessness, for example, but you could also imagine yourself dealing with mental health, service brokerage, policy, individual case management, special sub-populations (elderly, differently-abled, families with children etc.) or anything else that aligns with your interests. This should not be merely a description of the functions of the role, but rather what you bring to the role as a social worker. You should discuss your social location, strengths, needs, values, ethics, areas of development, etc. This is meant to capture your identity at this point in time.

Maximum 750 words; include at least one reference in APA 7<sup>th</sup> Edition format; you may use appropriate headings/sub-headings for added clarity. Links to suggested readings that might be helpful in completing this assignment will be posted on the D2L Content page.

**ASSIGNMENT 2: REFLECTIVE TAKE-AWAYS. Meets CLOs #1 – 6.**

**25% of course grade – Due in the D2L Dropbox, Fridays, September 22, September 29, October 13, November 3, & November 24 by 11:59 p.m.**

You will submit **five** 400-500 word critically reflective take-aways, each on **one specific topic** covered in that week's in-class discussion. (5% for each post). Clearly include why the topic/concept resonated with you, and how it is informing your thinking about use of your professional self. These posts should not be summaries of the class content or readings, rather they are intended to be deeply reflective in nature. They should be personal and individualized to your own learning, growth, and development. These take-aways do not require references, but if you do use any sources, they must be cited using APA 7<sup>th</sup> edition.

**ASSIGNMENT #3: SELF-CARE PLAN. Meets CLOs #4, 5, 6.**

**15% of course grade – Due in D2L Dropbox Friday October 20 by 11:59 p.m.**

You will prepare a comprehensive self-care plan that clearly outlines your intentional self-care activities, taking into account your strengths, needs, and values. A template and instruction guide will be posted in D2L. Please note: You will be unable to begin this assignment prior to the class on self-care as required material will be presented in that class.

**ASSIGNMENT #4: ETHICAL DECISION-MAKING CASE ANALYSIS. Meets CLOs #1, 2, 3, 4, 6.**

**30% of course grade – read carefully for options and submission details. This assignment will be discussed at length in class, and you will be provided regular in-class time and support to complete it. DUE Wednesday November 29 at 9 am – to be presented in class or to be submitted to the Dropbox by class time.**

**This is a group assignment** (6 groups of 4-5 students each). Together, you will provide a clear definition of the ethical dilemma/problem/question present in the case you will be analyzing (case studies will be provided to each group for this assignment). Apply the Ethical Decision-Making Process (Chapter 2 of course text) as it applies to the case. Outline your use of the Six Question Model. Identify and discuss connections to core social work competencies, ethics, and values. Finally, describe your group's decision in your assigned case.

This assignment can be completed as either an in-class presentation or as a paper. All students in the group will receive the same grade. At least four academic references are to be included, in addition to the course text. Your group must notify the instructor of your choice of options below, as well as an outline of identified roles (i.e., who will be doing what), by October 15.

**Option A: Group Presentation in class Wednesday November 29.**

- Your group will present the above material to the class, in any format chosen by the group. The presentation should be approximately 20 minutes with an additional 5 minutes for questions/feedback.
- APA 7<sup>th</sup> edition format.

**Option B: Group Paper to be submitted in D2L Dropbox DUE Wednesday November 29 at 9 am.**

- As a group, you will submit one essay in **Word** format. Please ensure all group members' names are on the cover page of the assignment and have one group member submit the assignment to the group Dropbox. You may use headings and sub-headings for clarity.
- Maximum 1800 words, not including cover page or references, APA 7<sup>th</sup> edition format.

**ASSIGNMENT #5: Individual and group assessment of engagement. Meets all CLOs.**

**10% of course grade – DUE Friday Dec 9 at 11:59 pm in D2L Dropbox (10% of course grade)**



Each learner will provide an assessment of your contribution to the group project and your participation and engagement in this class as a whole, identifying your strengths as well as areas for development. You will consider all aspects of participation, including attendance and contribution to in-class work periods and small and large group discussion, your preparation, completion of readings, and the group presentation or paper. You will also comment on your group process, effectiveness, challenges, etc. A series of reflection questions to help guide you can be found on D2L. This assignment should be approximately 500 words and does not require references or a cover page as it is meant to be a reflective self-assessment. You will recommend a grade out of 10, which the instructor will consider in assigning the final grade for this assignment.

#### **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

#### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in each class's activities and discussions. These are part of the engagement grade (Assignment 5), as outlined in the assessment components section above. Attendance is also required to successfully complete the reflective take-aways (Assignment 2). Requests for make-up assignments will be considered on an individual basis only in the event of emergency or extenuating circumstances. It will be the learners' responsibility to contact the instructor about an outstanding assignment or when emergency or extenuating circumstances arise.

#### **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 with the exception of Assignment 4, which will be presented in class or submitted by class time. 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**

Each student will have a total of 5 discretionary "late days" that can be applied to one or more assignment deadlines. These days beyond the deadline do not require contacting the instructor. Any days late beyond this require contacting the instructor in advance of and no later than 2 business days after the assignment deadline. Additional time will be granted for emergency and exceptional circumstances only at the instructor's discretion.

Please note: **Late bank extensions do not apply to Assignment 4** as it has a collaborative component in which your colleagues require your participation by a specific date.

#### **EXPECTATIONS FOR WRITING**

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

## **ACADEMIC MISCONDUCT**

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

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

### **GRADING**

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

Final, overall grades only will be rounded to the nearest whole number (not individual assignments). For example, a final course numeric grade of 84.5% will be rounded up to 85%.

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 <a href="#">F.1.3</a> 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

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

## ADDITIONAL SUGGESTED READINGS

Suggested optional/supplementary readings for the course be provided to students in D2L.

## UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

### Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's [Code of Conduct](#).

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

### Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

### Research Ethics

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics Website](#) before beginning the assignment.

## **Academic Misconduct**

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

## **Instructor Intellectual Property**

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

## **Copyright Legislation**

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

## **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. [Private information](#) related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

## **Sexual and Gender-Based Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's [Sexual and Gender-based Violence Policy](#) guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

## **Other Important Information**

Please visit the [Registrar's website](#) for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information

- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk