



Course & Session Number	SOWK 391 S01	Classroom	HNSC 330
Course Name	Practice and Evaluation with Individuals		
Dates and Time	Start of Classes: September 8, 2023 End of Classes: December 1, 2023 Dates and Time: Fridays (in-person) 9 -11:50 am - September 8, 15, 22, 29; October 6, 13, 20, 27; November 3, 10, 24; and December 1 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Alan McLuckie, PhD, RCSW	Office Hours	As requested and by appointment.
UCalgary E-mail	amclucki@ucalgary.ca	UCalgary Phone	403-220-2926 (email contact preferred)

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

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

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

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

SYLLABUS STATEMENT

An introduction to theories and skills for communicating with people in a professional social work context. Generic interviewing and basic counselling skills from a generalist perspective of social work practice will be developed.

COURSE DESCRIPTION

Using assigned reading, lecture, video recordings and role-plays, the course is designed to offer the student:

1. A framework for understanding the role of a social worker in the context of a social work interview.
2. An opportunity to learn and practice specific interpersonal communication skills in a variety of simulated social work interview situations.
3. Further development of critical awareness of one's own personal style as a social work interviewer.

Students will develop and demonstrate both knowledge and skill related to interpersonal communication skills within the context of generalist social work practice. Students will be introduced to core elements of communication theory and generalist practice to assist students to make conscious use of a range of interviewing and communication skills. These concepts will serve as the theoretical foundation of the course. Using the feedback mechanisms provided by video and role-play exercises, students will demonstrate an ability to critically examine their own individual strengths and areas for development in a variety of social work interview situations. This is an in-person course. There are no pre-requisites or co-requisites for this course.

COURSE LEARNING OUTCOMES

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

1. Demonstrate knowledge of, adherence to, and integration of social work values, ethics, practice standards and professional identity into generalist social work practice.
2. Demonstrate the application of a range of intentional social work interviewing skills relevant to generalist social work practice to engage with individuals, families, groups, and communities.
3. Demonstrate an ability to engage in critical thinking for the intentional employment of a professional practice framework to guide practice and evaluation skills within the context of generalist social work interviewing.
4. Demonstrate knowledge and ability to evaluate social work practice, as well as critically analyze and integrate relevant research and policy into generalist social work practice.
5. Demonstrate knowledge regarding forms of injustice and inequity, and skills that promote human rights, engage social action to address discrimination and oppression within the context of generalist social work practice and social work interviews.

6. Demonstrate an ability to build collaborative relationships with diverse racialized peoples, people with disabilities, Indigenous Peoples, LGBTQ2S populations, gender diverse, women, immigrant and refugee populations, and all marginalized persons.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

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

LEARNING TECHNOLOGIES AND REQUIREMENTS

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

RELATIONSHIP TO OTHER COURSES

This course is a required course in the Faculty of Social Work curriculum. It provides foundational skills to the social work practicum placements and other higher-level classes. Successful completion of this course is a requirement for graduation.

CLASS SCHEDULE

Important Dates for Fall 2023

- Start of Term: Monday, August 28, 2023
- First Day of Class: Tuesday, September 5, 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)

Dates	Topics	Readings/ Due Dates
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Sept. 8 th	Introductions and overview of course outline and requirements (The Shared Learning Environment) Cultural Intelligence and diversity – How we Show up with and for Others	Shebib, B. (2022). Cultural Intelligence. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 2). Pearson.
Sept. 15 th	Professional Identity: Ethics, Values, and Self-Awareness	Shebib, B. (2022). Professional identity: Ethics, values, and self-awareness. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 1). Pearson.
Sept. 22 nd	Counselling Defined: History, Skills, Process and Pitfalls	Shebib, B. (2022). The process, skills, and pitfalls of counselling. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 3). Pearson.
Sept 29 th	Core conditions: The Relationship (Positive Regard, Congruence & Empathy)	Shebib, B. (2022). Relationship: The foundation for change. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 4). Pearson. Shebib, B. (2022). Empathic connections. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 7). Pearson
Oct. 6 th	Foundational Counselling Skills: Listening, Silence, Attending, Paraphrasing, Summary	Shebib, B. (2022). Listening & responding: The basis for understanding. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 5). Pearson.
Oct. 13 th	Focusing the Interview, Asking Questions for Meaning & Developing a Hypothesis	Shebib, B. (2022). Asking questions: The search for meaning. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 6). Pearson. Assignment 1: Due Oct 12th by 11:59 pm MST
Oct. 20 th	Empowerment, Assessing Readiness for Change	Shebib, B. (2022). Supporting empowerment and change. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 8). Pearson.
Oct. 27 th	Clinical Interventions – Options and Opportunities	Shebib, B. (2022). Supporting empowering and change. In <i>Choices: Interviewing and counselling skills for Canadians</i> Chapter 8 (pp. 263-309). Pearson.
Nov. 3 rd	Addictions & Mental Health, Neuroscience: Part 1	Shebib, B. (2022). Health and substance misuse. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 10). Pearson. Shebib, B. (2022). Neuroscience and counselling. In <i>Choices: Interviewing and counselling skills for</i>

		<i>Canadians</i> (Chapter 11). Pearson.
Nov. 10 th	Addictions & Mental Health, Neuroscience: Part 2	<p>Shebib, B. (2022). Health and substance misuse. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 10). Pearson.</p> <p>Shebib, B. (2022). Neuroscience and counselling. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 11). Pearson.</p> <p>Assignment 2: Due Nov. 9th by 11:59 pm MST</p>
Nov. 17 th	*** Fall Term Break Nov 12-18th, No Classes***	
Nov. 24 th	Resistance (Dissecting the Myths), Challenging Situations and Confrontation	<p>Shebib, B. (2022). Difficult situations: Engaging with hard-to-reach clients. In <i>Choices: Interviewing and counselling skills for Canadians</i> Chapter 9 (pp. 310 - 346). Pearson.</p> <p>Assignment 3: Due Nov. 23rd by 11:59 pm MST</p>
Dec. 1 st	Evaluation and Outcomes Closing the Therapy Relationship	<p>No Reading</p> <p>Assignment 4: Due Dec. 1st by 11:59 pm</p>

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR CLASSES

Students are expected to participate actively in all classes. If you are unable to attend a class, please contact your instructor to arrange an alternative activity for the missed materials for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in the classroom learning experience. All students are expected to behave in a professional manner throughout classroom learning experiences.

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.

ASSESSMENT COMPONENTS

**Assignment 1: Critical Reflection of Audio Recorded Conversation (worth 20%) – Due:
Oct. 12th by 11:59 MST**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

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

Assignment Description:

Students will audio record a conversation between themselves and a partner (with the consent of the other party/parties). The specific nature of the conversation selected is entirely up to the student and their conversation partner. Students should refrain from engaging in a discussion pertaining to a sensitive topic, or a discussion that includes sensitive information/materials. However, the conversation topic/focus should also be meaningful in nature (i.e., as opposed to *small talk*), which will provide sufficient material (substance) to allow this assignment to be a meaningful learning experience. It is recommended that you engage in this conversation, with a classmate, friend, family member, or partner, and they have agreed to this process in advance of the recording. Please note, that you will inform this person of the purpose of this recording (i.e., for a class assignment for SOWK 391), and that recorded materials will be transcribed and any/all identify information will be removed, prior to their submission for the review by the SOWK 393 course instructor. It is **NOT permissible** to use a client, or a person with whom you are in a position of authority/power.

Please note that neither participant in this conversation is to take on a social work/professional role (i.e., you are **NOT pretending to be a social worker conducting an interview**). This is just you as a person having a conversation with another person. The purpose of this assignment is for students to develop an awareness about their base/default communication style/processes. From this base, the student will be able to develop critical reflective skills pertaining to their communication style. As this is a practice-based assignment there is no expectation for the student to reference materials beyond those, which have been assigned up until the due date of the assignment (e.g., Shebib, 2022, Chapters 1-4 and 7). The transcript from this recorded audio session, will be included within a column of a process recording format (i.e., a template will be provided within the course via D2L). You will identify the communication skills used throughout the conversation in a separate column of the process recording template. You will also provide a direct analysis of the conversations and communication skills in another column of the process recording template. This analysis may include but is not limited to the following areas:

- The student may reflect on factors pertinent to the course, including their awareness of specific communication styles or patterns, the nature and/or origin of this style or communication pattern(s). For example, do these patterns reflect family or cultural factors, or are they related to lived experience, such as prior or current employment/volunteer experiences?
- The student may reflect on specific communication skills present during the conversation, presented by themselves and their conversational partner. Student may wish to provide some context and/or direct reference to the specifics of what was said, how it was said, by whom it was said etc., in order to allow for thorough reflection on the nature of their conversational style.
- Reflect upon and then describe any new awareness about the nature of their conversation style and/or *who* they are as a communicator.

- The student may also reflect on what aspects/areas of their communication they would like to enhance/develop within and beyond the current course. For example, in what ways would the student wish to alter their communication style, *who* they may become as a communicator into the future and/or how these changes may be realized.
- The student may reflect on how their communication style could be of benefit to future social work practice and/or create tension points/challenges for practice, in relation to ethics, values and/or professional identity

This assignment will be completed via a provided process recording template. Assignments will only be accepted via D2L Dropbox. You do NOT need to submit the audio recording.

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

Assignment 2: Video Demonstration (35%) Due: November 9th by 11:59 pm MST

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

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

Assignment Description:

Video Recording: Students will complete a 15-minute video with a partner (this does not need to be the same partner from Assignment #1), in which the student is **taking on the role of a social worker** (i.e., simulating that you are a social worker) conducting an interview, with a simulated client. In this interview the student taking on the interviewer role will demonstrate knowledge and a range of social work interview/counselling skills covered to-date in the course.

Students are encouraged to complete this assignment with a partner from class (i.e., who plays the role of the interviewee). However, this is not a strict requirement, only a suggestion, as this allows students to gain the valuable experience of being an interviewer as well as being interviewed. Regardless, this interview skill demonstration must be completed with another person, who is able to participate fully in such an activity. It is preferred that videos be completed with the interviewer and interviewee in the same room (i.e., the in-person simulated interview is video recorded), as this will provide additional materials for the student to reflect upon in a later part of the assignment (i.e., non-verbals/paraverbal communications). However, if this is not possible students are able to conduct the interview via Zoom, with the caveat that the cameras of both participants must be turned on and both the interviewer and interviewee must be visible throughout the interview. For example, in Zoom, you are required to use the gallery view that shows both parties throughout the entire video, regardless of who is speaking. Cameras must be on for both participants. You are not permitted to use the speaker view, where only the person talking is visible. Regardless, of the medium selected (i.e., in-person or Zoom) it is the student's responsibility to ensure that video and sound quality are adequate.

The content/focus of the interview will be in relation to a simulated case-scenario(s) provided in class. For example, a case vignette will be provided that gives the interviewee (your role play partner) background materials to help them play the role of a client. It is important that students review the knowledge-based materials from the course, as well as practice their interview skills prior to this recording (i.e., as opposed to ad-libbing without prior preparation). However, the intention of this

assignment is not to record a scripted interview where the interviewer and interviewee have specifically rehearsed/planned what each party will say or do throughout the 15-minute interaction. Furthermore, due to the truncated nature of this assignment (i.e., social work interviews rarely begin and end within 15-min), it is at the student's discretion as to which point their interview will cover. For example, students can elect to begin their simulated interview from the beginning of an interview, or pick-up at an agreed upon starting point with the interviewee (i.e., mid-point, or towards the end of the interview) relative to what the student wishes to practice. Assignments will only be accepted via D2L Dropbox.

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

Assignment 3: Critique of Video Demonstration (30%) Due: Nov. 23rd by 11:59 pm MST

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

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

Assignment Description:

Step 1) Transcript and Identification of skills - In relation to the video recorded for Assignment 2, and with the aid of a ***process recording*** template provided in the course (i.e., via D2L), students will create a verbatim transcript of the interview (i.e., column A of the template) and in column B of the template identify specific interview skills demonstrated in relation to the specific facets of the interview detailed in column A. For example, students will stipulate in column B the various skills (e.g., active listening, purposeful silence, accurate empathy, positive regard, congruence, type of questioning employed, paraphrasing, summarizing, avoiding problem solving, advice giving etc.). The materials completed in column B, will be generated from the student's thoughtful review of their video and transcript and should be specific and concise, using appropriate terminology to label the skills identified. These materials included in column B NOT general statements, but the labelling/identification of specific skills used in the adjacent interaction in column A. (i.e., consistent with the process recording template, comments in column B are specifically linked to segments of the transcript in column A).

Step 2) The Critique- Continuing to use the provided process recording template, students will offer a specific analysis/critique of the various transactions/interactions/exchanges with their simulated client (i.e., role play partner). For example, in column C the student can offer an analysis of the specific skill they used in the adjacent column A. This analysis could highlight what they were pleased with/satisfied with the use of a skill; how this skill matched their intention; how this skill matched the needs of the client (per the provide case vignette) at that specific juncture of the conversation etcetera. In column C the student could also consider reflecting on skills that they were dissatisfied with, including why they were displeased with this specific exchange/transaction with the client, as well as identify specific alternatives (i.e., what they could have done differently in that specific transaction with the simulated client). Where appropriate students should make explicit links to materials from the course in column C, including reference to in-class materials and/or readings. Assignments will only be accepted via D2L Dropbox. Referenced materials should be done so following the appropriate in-text and reference page formatting consistent with APA 7th Edition guidelines.

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

Assignment 4: Critical Self-analysis / Self-Assessment (worth 15%). Due daily via, with final deadline for all participation evaluations by December 1st by 11:59 pm MST.

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

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

Assignment Description:

This is an experiential class that requires critical reflexivity and regular interactions with other students through role plays, small group discussions, and dialogue. Students are expected to demonstrate evidence of being engaged with the readings, a willingness to risk sharing reflections and challenging one's own behavior, participate within in-class experiential learning activities in a manner conducive to their learning, as well as a willingness to support others in the learning process. A group is impacted when a member is absent from it or uninvolved in the activities/process. Students will complete a self-evaluation form returned in class at the end of each class, or alternately uploaded to D2L prior to the beginning of the next class. As students have a range of learning styles participation can be diverse in nature. Therefore, participation marks will consider involvement in the course (attending Zoom sessions, attending group practice sessions) and engaging thoughtfully in discussion postings (1 posting and 1 response to a peer) via D2L. It is the student's responsibility to submit completed participation forms after each class. These self-evaluations will help inform the final participation mark assigned by the course instructor.

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

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

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

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>
Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format.

LATE ASSIGNMENTS

A 5 day 'Late Bank' will be available to all students, and they can use these days at their own discretion and without explanation. You do not need to let the instructor know ahead of time that you are using days in your Late Bank for a task. Rather, simply make a note in Dropbox when you submit the task that you are using your late bank days when you submit. **The late bank is available for assignments 1, 2, and 3.** Once you have used up your 5 Late Bank days, a penalty of 10% per day will apply for assignments submitted late, without prior communication and approval from the course instructor

EXPECTATIONS FOR WRITING

Standard of writing will be a factor in grading students work. 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. The rounding up of grades will occur only in relation to the final grade and when the earned grade is calculated to be greater than, or equal to a .5, in situations where this will result in an elevation of the submitted Letter Grade (i.e., 79.5 will be rounded to 80; 84.5 will be rounded to 85; 94.5 will be rounded to 95 etc.). The rounding of grades only occurs in relation to the calculation of the final course grade (i.e., overall course grade for both modules) and not to individual assignments.

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

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. Student feedback will also be sought weekly through the student participation form. This feedback is optional.

ADDITIONAL SUGGESTED READINGS

Please see D2L for additional readings and resources.

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