



**Summer 2024**

<b>Course &amp; Session Number</b>	<b>SOWK 551.02 S01</b>	<b>Classroom</b>	Online
<b>Course Name</b>	<b>Loss and Grief</b>		
<b>Dates and Time</b>	Start of Classes: June 24 End of Classes: August 25 Dates and Time: Zoom sessions (June 24, July 8, 22, 29, from 5 p.m. to 8 p.m. MDT). Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Amy Fulton, PhD, RSW Krista Osborne RCSW, MSW	<b>Office Hours</b>	As Requested
<b>UCalgary E-mail</b>	Dr. Amy Fulton: <a href="mailto:aefulton@ucalgary.ca">aefulton@ucalgary.ca</a> Krista Osborne: <a href="mailto:Krista.osborne@ucalgary.ca">Krista.osborne@ucalgary.ca</a>	<b>UCalgary Phone</b>	Please connect 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

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

anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

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

### **SYLLABUS STATEMENT**

Focuses on theory and practice related to social work interventions.

### **COURSE DESCRIPTION**

This **online** course focuses on an introduction to social work theory and practice in the area of loss and grief. It will focus on social work theories and practices, including methods of assessment and intervention that are applicable across the life course and with diverse populations. The course will also explore the concept and experience of loss throughout the life course from diverse perspectives. A wide array of losses will be considered, such as death, bereavement, divorce, unemployment, disability, abuse, and illness.

You will learn about traditional and contemporary theoretical models for understanding loss and grief through assigned readings, reflection, and participation in synchronous classes (using Zoom) and asynchronous group discussions (in D2L). Your own personal and/or professional experiences of loss and grief, individual considerations, use of compassion and empathy, and self-care strategies will be integrated into the course teachings and assignments.

Learning will occur in both synchronous (i.e., real-time/Zoom) and asynchronous (i.e., students complete on their own time, such as D2L discussion boards, watching videos, etc.) contexts. To best succeed in the course, you are expected to participate in the asynchronous learning tasks using the D2L learning environment and the synchronous Zoom sessions. Synchronous Zoom sessions will be recorded whenever possible.

The total number of instructional hours in this course is 12 synchronous hours and 27 asynchronous hours. There will be 4 synchronous Zoom sessions throughout the term (dates and times are indicated in the course schedule below). Upon request, the instructor can provide individual consultation regarding course content and assignments via Zoom or telephone.

Students requiring support with mental health issues or emotional distress should seek counselling/support from an appropriate source, such as the University of Calgary Wellness Centre. Phone: 403-210-9355. Website: <https://www.ucalgary.ca/wellness-services>

**COURSE MAY BE REPEATED FOR CREDIT.**

### **COURSE LEARNING OUTCOMES**

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

1. Demonstrate an emerging understanding of the range of losses and grief experienced throughout the life course,
2. Identify issues of diversity in relation to understanding the experience of loss and using appropriate interventions,
3. Identify a variety of grief interventions and critically examine their applicability to specific contexts,
4. Critically review theories of grief, mourning and bereavement,
5. Articulate awareness of personal and professional attitudes and beliefs around loss and grief,
6. Examine the impact of one's own losses, and
7. Articulate the importance of moving towards a personal integration of losses.

## LEARNING RESOURCES

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

#### ***Main Textbook***

Hooyman, N. R., Kramer, B. J., & Sanders, S. (2021). *Living through loss: Interventions across the life span* (2nd ed.). Columbia University Press.

The textbook is available for purchase from the University of Calgary Bookstore and other retailers.

- <https://www.calgarybookstore.ca/>
- <https://calgary-store.vitalsource.com/products/living-through-loss-nancy-r-hooyman-betty-j-v9780231550215>
- <https://www.kobo.com/ca/en/ebook/living-through-loss>

#### ***Additional Required Reading***

Doka, K. J. (2021). Grief in the COVID-19 pandemic. In P. Pentaris (Ed.), *Death, grief and loss in the context of COVID-19* (pp. 29-39). Routledge. DOI: <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781003125990>

Paxton, B. (2018). The rendezvous. In *At home with grief: Continued bonds with the deceased* (pp. 1-8). Routledge.

Note: The Paxton (2018) book is available as an e-book through the University of Calgary library, link provided in D2L. Please download the required pages as soon as possible and print them or save them on your computer, as a limited number of users can access the book simultaneously.

Strom-Gottfried, K., & Mowbray, N. D. (2006). Who heals the helper? Facilitating the social worker's grief. *Families in Society*, 87(1), 9-15. <https://doi.org/10.1606/1044-3894.3479>

Worden, W. J. (2018). *Grief counseling and grief therapy: A handbook for the mental health practitioner* (5th ed.). Springer.

Note: The Worden (2018) book is available as an e-book through the University of Calgary library, link provided in D2L.

#### ***Required Videos***

ABC News. (2008, April 11). *The last lecture: A love story for your life* [Video].

<https://archive.org/details/GabrielRobins-RandyPauschInterviewAboutTheTheLastLecture494>

(Length: 40 minutes)

Marx, S. (2007). *Remembering: Families talk about death* [Film]. Aquarius Health Care Media.  
<https://video-alexanderstreet-com.ezproxy.lib.ucalgary.ca/watch/remembering> (Length: 24 minutes)

Springer Publishing Company. (2013, October 4). *Disenfranchised grief: Dr. Ken Doka* [Video]. Youtube.  
<https://www.youtube.com/watch?v=BhfxzY65Sml> (Length: 5.5 minutes)

WPSU Penn State. (2020, August 30). *Speaking grief* [Video]. Youtube.  
<https://www.youtube.com/watch?v=0mELerISakg> (Length: 56 minutes)

### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course, which contains information regarding 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.

This course is delivered entirely online through D2L and Zoom. All assignments will be submitted to the instructors through the Dropbox in D2L, unless otherwise indicated. Students requiring technical support can call the University of Calgary's IT support Monday through Friday at 1-888-342-3802 or email them at: [it@ucalgary.ca](mailto:it@ucalgary.ca)

### **RELATIONSHIP TO OTHER COURSES**

SOWK 551 – Loss & Grief is an elective course designed to enhance preparedness to respond to individuals, families, and communities who have experienced loss in its diverse forms. It will serve as an adjunct to other practice-focused classes and foundational BSW courses and will be enriched by students' field (SOWK 410/411 and SOWK 412/413), workplace and life experiences. Students are encouraged to apply and integrate knowledge, skills and values learned in other university coursework.

### **CLASS SCHEDULE**

#### **Important Dates for Summer 2024**

- Start of Term: Monday, June 24, 2024
- First Day of Class: Monday, June 24, 2024
- End of Term: Sunday, August 25, 2024
- Last Day of Class: Tuesday, August 6, 2024
- Fee Deadline: Wednesday, July 3, 2024
- Canada Day, no classes: Monday, July 1, 2024
- Alberta Heritage Day, no classes: Monday, August 5, 2024

#### **Class Schedule**

The course will start off with a Welcome & Orientation followed by five units. The synchronous Zoom classes will be held from 5:00-8:00 pm MDT on June 24, July 8, 22, 29.

Unit & Dates	Topic / Learning Objectives	Readings/Assignments Due
June 24-June 27	Course orientation & introduction to key loss and grief topics	<p>Zoom session: Welcome, introduction and orientation to the course, June 24, 5:00-8:00 pm MDT</p> <p>Discussion board participation (recommended but not required)</p> <p>Required Reading: Hooyman et al., (2021) textbook:</p> <ul style="list-style-type: none"> <li>• Preface &amp; Introduction sections</li> </ul> <p>Strom-Gottfried, K., &amp; Mowbray, N. D. (2006). Who heals the helper? Facilitating the social worker's grief. <i>Families in Society</i>, 87(1), 9-15. <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1606/1044-3894.3479">https://doi-org.ezproxy.lib.ucalgary.ca/10.1606/1044-3894.3479</a></p> <p>Required Video: WPSU Penn State. (2020, August 30). <i>Speaking grief</i> [Video]. Youtube. <a href="https://www.youtube.com/watch?v=0mELerISakg">https://www.youtube.com/watch?v=0mELerISakg</a></p>
June 28-July 4 Unit 1	Loss & Grief Theories, Compassion Fatigue and Self-Care	<p>No Zoom session during this unit. Review PowerPoint Pre-Recorded lecture.</p> <p>Required Discussion Board Posts: Post #1 due: July 2; Post #2 due: July 4</p> <p>Independent work on reflective &amp; integrative journal entry for Unit 1 (<u>do not submit yet</u>).</p> <p>Required Reading: Hooyman et al., (2021) textbook:</p> <ul style="list-style-type: none"> <li>• Chapters 1 &amp; 14</li> </ul> <p>Worden, W. J. (2018). The counselor's own grief. In <i>Grief counseling and grief therapy: A handbook for the mental health practitioner</i> (5th ed., pp. 251-259). Link in D2L.</p> <p>Required Video: Springer Publishing Company. (2013, October 4). <i>Disenfranchised grief: Dr. Ken Doka</i> [Video]. Youtube. <a href="https://www.youtube.com/watch?v=BhfxzY65Sml">https://www.youtube.com/watch?v=BhfxzY65Sml</a></p>
July 5-14 Unit 2	Theoretical Foundations	<p>Zoom session: July 8, 5:00 -8:00 pm MDT</p> <p>Discussion Board:</p>

		<p>Post #1 due: July 10; Post #2 due: July 14</p> <p>Independent work on reflective &amp; integrative journal entry for Unit 2 (<u>do not submit yet</u>).</p> <p>Required Reading: Hooyman et al., (2021) textbook:</p> <ul style="list-style-type: none"> <li>• Chapters 2 &amp; 3</li> </ul> <p>Paxton, B. (2018). The rendezvous. In <i>At home with grief: Continued bonds with the deceased</i> (pp. 1-8). Link in D2L.</p> <p>Worden, W. J. (2018). Attachment, loss and the grief experience. In <i>Grief counseling and grief therapy: A handbook for the mental health practitioner</i> (5th ed., pp. 15-38). Link in D2L.</p>
July 15-16		<p>Quiz (online in D2L) <i>Quiz will be available starting at 7:00 am MDT on July 15 until 7:00 pm MDT on July 16</i></p>
July 17-23 Unit 3	Grief in Childhood & Adolescence	<p>Zoom session: July 22, 5:00 -8:00 pm MDT</p> <p>No required discussion board posts.</p> <p>Independent work on reflective &amp; integrative journal entry for Unit 3 (<u>submit by July 30 due date</u>).</p> <p>Required Reading: Hooyman et al., (2021) textbook:</p> <ul style="list-style-type: none"> <li>• Chapters 4-7</li> </ul> <p>Required Video: Marx, S. (2007). <i>Remembering: Families talk about death</i> [Film]. Aquarius Health Care Media. <a href="https://video-alexanderstreet-com.ezproxy.lib.ucalgary.ca/watch/remembering">https://video-alexanderstreet-com.ezproxy.lib.ucalgary.ca/watch/remembering</a></p>
July 24-30 Unit 4	Grief in Adulthood	<p>Zoom session: July 29, 5:00 – 8:00 pm MDT</p> <p>Required reading: Hooyman et al., (2021) textbook:</p> <ul style="list-style-type: none"> <li>• Chapters 8-11</li> </ul> <p>Required Video: ABC News. (2008, April 11). <i>'The last lecture: A love story for your life</i>. [Video]. <a href="https://archive.org/details/GabrielRobins-">https://archive.org/details/GabrielRobins-</a></p>

		<a href="#">RandyPauschInterviewAboutTheTheLastLecture494</a> (approx. 40 minutes)
July 30		Reflective & Integrative Journal Assignment due (submit to Dropbox in D2L).
July 31-August 6 Unit 5	Reflection on Grief & Loss in the Context of the COVID-19 Pandemic	No Zoom session. Review PowerPoint Pre-Recorded lectures.  Discussion Board: Post #1 due: August 2 Post #2 due: August 6  Required Reading: Hooyman & Kramer (2021) textbook: • Chapters 12 & 13  Doka, K. J. (2021). Grief in the COVID-19 pandemic. In P. Pentaris (Ed.), <i>Death, grief and loss in the context of COVID-19</i> (pp. 29-39). Routledge. DOI: <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781003125990">https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781003125990</a>
August 9		Student self-assessment of participation due (submit to Dropbox in D2L).

**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

**GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

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

**MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)**

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 generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS.

Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for additional information.

## ASSESSMENT COMPONENTS

### **Assignment 1: Quiz (20%)**

**Due Date:** July 16 at 7:00 pm MDT (tip: you are encouraged to start the quiz no later than 5:30 pm on July 16 to ensure you have a full 90 minutes)

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

Assignment Description: The quiz will be based on required readings, videos and pre-recorded lectures assigned between June 24-July 14. It will consist of 30-40 multiple-choice or true/false questions.

Purpose: The purpose of the quiz is to assess student's level of comprehension of the content from the first portion of the course.

Assessment Criteria:

Format: The quiz will be available from 7:00 am MDT on July 15 to 7:00 pm MDT on July 16. The quiz is open book; however, there is an enforced time limit of 85 minutes once the student has started their quiz. The quiz may only be attempted once.

Delivery: The quiz will be delivered in D2L.

### **Assignment 2: Reflective & Integrative Journal (40%)**

**Due Date:** July 30 at 11:59 pm MDT

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Assignment Description:

Purpose: The reflective & integrative journal provides the student with the opportunity to explore, describe, integrate, and critically analyze thoughts, reflections, and learnings, both theoretical and personal, completed in the first three units of the course. The journal is intended to be a tool for students to use in their personal and professional growth. It provides the student the opportunity to be more personal than they may desire to be in the online class discussions, while also integrating specific theories and course teachings with these reflections. It is important that reference to specific course materials be clearly integrated with the personal and professional reflections made throughout the journal.

Format: Students are expected to write in their journal independently during each of the first three units (one journal entry per unit for units 1, 2, and 3). Students should indicate the date on which each journal entry was written. Students are welcome to include materials covered prior to the start of Unit 1 within their Unit 1 journal entry. The journal must adhere to the citation and referencing standards put forth in the *Publication Manual of the American Psychological Association* (7th ed.). References to course materials should be made and a reference list should



be included at the end of the document. Submissions should have an APA style title page and page numbers. The journal will include 3 entries (one for each of units 1, 2, and 3) of 3 pages in length (a full paper is 9-pages not including the title page and reference list).

Topic Suggestions: The instructors will make suggestions on journal topics to students regularly throughout the term in the form of writing prompts posted to D2L.

Assessment Criteria:

Journal submissions should demonstrate the following (for further details see the grading rubric posted in D2L):

- Mastery and integration of course content
- Evidence of both personal and professional reflection and critical thinking/analysis
- Quality of writing, mechanics, and referencing

Depth of reflection, standard of writing, and integration of course materials and other resources will be factors in grading student's work.

**Assignment 3: D2L Discussion Board Postings (30%)**

**Due Dates:** Refer to the course schedule (pp. 5-7) for discussion board posting due dates.

Assignment Description:

The class will work together through the course material through asynchronous online discussions. Evidence of participation in asynchronous online discussions through posting in the discussion boards in D2L on or before the due dates (see course schedule above for due dates) is a course expectation. Students will be evaluated on the quality of their active engagement and writing in the asynchronous online discussions in the D2L discussion board in Units 1, 2, and 4.

Assessment Criteria:

Quality of posts will be determined based on depth and relevance of the contributions, as well as writing quality. The posts must adhere to the citation and referencing standards put forth in the *Publication Manual of the American Psychological Association* (7th ed.). Reviewing and responding to other students' posts is encouraged. Posting in the discussion board during the Welcome & Orientation period (June 24-27) is optional. A detailed grading rubric will be posted in D2L by the course start date.

**Assignment 4: Participation in the Learning Community Self-Assessment (10%)**

**Due Date:** August 9

Assignment Description:

Students will provide a 1-2 page (single or double-spaced, 12-point font of the student's choice) written self-evaluation of their participation in the class learning community over the term. A title page and referencing are not required but please ensure that your full name is clearly visible on your paper.

Assessment Criteria:

The student will provide a recommended score for their participation out of a maximum of 10 points. Students are encouraged to refer to the participation rubric in D2L when conducting their self-

assessment in order to review the criteria for participation and make an accurate and honest self-assessment.

The narrative portion of the self-assessment must cover the following:

- a) Description of the student's quantity and quality of participation, including the discussion boards and Zoom sessions;
- b) Clear rationale for the student's suggested participation grade;
- c) Any special considerations that should be taken into account.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to demonstrate that they are engaged and active learners throughout the course.

If a student cannot attend a Zoom session, the student is strongly advised to review the recording of the Zoom session, if available. For any Zoom sessions missed in July and August, the student may review the recording of the Zoom session (if available) and submit a 2-page reflection paper within 4 days from the date of the missed Zoom session.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Discussion board posts should be posted directly in the discussion board in D2L (not emailed to the instructors or classmates). Discussion board posts are due at 11:59 pm MDT on the due dates indicated above.

The Reflective & Integrative Journal and Participation in the Learning Community Self-Assessment assignments are to be submitted electronically through their respective dropboxes in D2L. These assignments are due at 11:59 pm MDT on the due dates indicated above. Both of these assignments must be submitted in Word format. These assignments should have a file name as follows: "Full student name and assignment name" (e.g., Jane Smith Journal Assignment).

### **LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances at the discretion of the instructors. In order to receive an extension on an assignment, students must contact the instructors by email prior to the assignment due date. Assignments submitted after the deadline may be penalized with a grade reduction. The late submission penalty for the Reflective & Integrative Journal assignment is 0.5 marks per day late (including weekends and holidays). Missing the quiz without making prior arrangements with the instructors will result in a score of 0 (zero).

### **EXPECTATIONS FOR WRITING**

All assignments, with the exception of the quiz, will be assessed partly on writing skills and quality. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Students are expected to use APA 7th edition formatting for referencing in the reflective & integrative journal assignment and in discussion board postings in D2L. 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 course instructors do not round up grades.

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

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

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

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

## ADDITIONAL SUGGESTED READINGS

Additional suggested readings for the course will 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