



Course & Session Number	SOWK 602 S01	Classroom	HNSC 334
Course Name	Research & Philosophy in Advanced Social Work Practice		
Dates and Time	Start of Classes: May 29, 2023 End of Classes: June 14, 2023 Dates and Time: In-person instruction on Mondays & Wednesdays, from May 25 - June 15 (May 29 & 31, June 5, 7, 12 & 14), 9:00 am to 12:00 pm & 1:00 pm – 3:45 pm MST. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Monica Sesma-Vazquez, PhD, RSW, RMFT-M.	Office Hours	As requested.
UCalgary E-mail	mseasmava@ucalgary.ca	UCalgary Phone	It will be provided in class.

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.

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

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

Explores social work research through examination of various paradigms, methods, and approaches (e.g., qualitative, quantitative, Indigenous methodologies, mixed methods, participatory action research), and applies social work research to practice.

COURSE DESCRIPTION

In this in-person course, you will develop your understanding of social work research through examining and appreciating various approaches (qualitative and quantitative), paradigms, and methods. Competence in research is a foundational notion of social work practice and is highlighted in professional codes of ethics. As producers and consumers of research, often in collaboration with and across cognate disciplines, social workers must also ensure that research is conducted with and for the benefit of those served by the profession, across all levels and fields of social work practice, and that it aligns with the values of the profession. A thorough understanding of quantitative, qualitative, and mixed methods research, and Indigenous and critical approaches, supports ethical practice. This course will engage with critical thinking of a variety of research methodologies, with a focus on quantitative and qualitative approaches.

COURSE LEARNING OUTCOMES

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

1. Understand the relationship between research methodologies and philosophical systems that create and maintain ontological frameworks and ways of knowing from a critical perspective;
2. Understand the paradigms that inform and differentiate quantitative, qualitative, mixed methods, Indigenous and critical research approaches;
3. Recognize shared understandings and commitments across quantitative, qualitative, mixed methods, Indigenous and critical research approaches in social work practice;
4. Appreciate how research can inform the professions' efforts to promote social justice, support action-oriented and transformative research methodologies by critically evaluating tendencies in social work research and practices;
5. Understand the research design, data collection, and data analysis strategies used in quantitative, qualitative, and mixed method approaches;
6. Examine skills necessary to incorporate quantitative, qualitative and mixed methods research into social work practice irrespective of level or field of practice; and
7. Apply course learnings to your specialization and the exit requirements of the MSW program.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

TEXTBOOKS

- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.
- Strega, S., & Brown, L. (Eds.). (2015). *Research as resistance: Revisiting critical, indigenous, and anti-oppressive approaches* (2nd ed.). Canadian Scholars' Press.
- Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Halifax, NS: Fernwood.

ARTICLES

- Aldrich, R., & Laliberte Rudman, D. (2015). Situational analysis: A visual analytic approach that unpacks the complexity of occupation. *Journal of Occupational Science*, 23(1), 1-16.
- Baker, C., Brown, S., Wilcox, P., Verlenden, J., Black, C., & Grant, B. (2018). The implementation and effect of trauma-informed care within residential youth services in rural Canada: A mixed methods case study. *Psychological Trauma: Theory, Research, Practice and Policy*, 10(6), 666-674.
- Bermúdez, J., Muruthi, B., & Jordan, L. (2016). Decolonizing research methods for family science: Creating space at the center. *Journal of Family Theory & Review*, 8(2), 192-206.
- Canadian Association of Social Workers. (2005). *Code of ethics*. Available at: https://www.casw-acts.ca/sites/default/files/attachements/casw_code_of_ethics.pdf
- Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada. (2014, December). *Tri-Council policy statement: Ethical conduct for research involving humans*. Secretariat on Responsible Conduct of Research. Ottawa, ON. Available at: http://www.pre.ethics.gc.ca/pdf/eng/tcps2-2014/TCPS_2_FINAL_Web.pdf
- Clarke, A. (2003). Situational analyses: Grounded theory mapping after the postmodern turn. *Symbolic Interaction*, 26(4), 553-576.
- Datta, R. (2018). Decolonizing both researcher and research and its effectiveness in Indigenous research. *Research Ethics*, 14(2), 1-24.
- Gao. (2021). Unsettled Belongings: Chinese Immigrants' Mental Health Vulnerability as a Symptom of International Politics in the COVID-19 Pandemic. *The Journal of Humanistic Psychology*, 61(2), 198–218. <https://doi.org/10.1177/0022167820980620>

- Gottlieb, M., & Shibusawa, T. (2020). The Impact of Self-Compassion on Cultural Competence: Results From a Quantitative Study of MSW Students. *Journal of Social Work Education, 56*(1), 30–40. <https://doi.org/10.1080/10437797.2019.1633976>
- McGregor, D. (2018). From 'decolonized' to reconciliation research in Canada: Drawing from Indigenous research paradigms. *ACME: An International Journal for Critical Geographies, 17*(3), 810-831.
- McLaughlin, A.M. (2011) Exploring social justice for clinical social work practice, *Smith College Studies in Social Work, 81*(2-3), 234-251. <https://doi.org/10.1080/00377317.2011.588551>
- Morton- Ninomiya, M. E, Hurley, N., & Penashue, J. (2020). A decolonizing method of inquiry: using institutional ethnography to facilitate community-based research and knowledge translation. *Critical Public Health, 30*(2), 220–231. <https://doi.org/10.1080/09581596.2018.1541228>
- Rowe, S., Baldry, E., & Earles, W. (2015). Decolonising social work research: Learning from critical Indigenous approaches. *Australian Social Work, 68*(3), 1-13.
- Salami, Alaazi, D. A., Ibrahim, S., Yohani, S., Scott, S. D., Vallianatos, H., Urichuk, L., & Islam, B. (2021). African immigrant parents' perspectives on the factors influencing their children's mental health. *Journal of Child and Family Studies, 31*(1), 142–154. <https://doi.org/10.1007/s10826-021-02130-y>
- St. George, S., Wulff, D., & Tomm, K. (2015). Research as daily practice. *Journal of Systemic Therapies, 34*(2), 3-14.
- Tracy, S. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. *Qualitative Inquiry, 16*(10), 837-851.
- Vito, R. (2018). Social work leadership revisited: Participatory versus directive approaches during service system transformation. *Journal of Social Work Practice, 1*-15.
- Zuchowski, Watson, S., Dickinson, T., Thomas, N., & Croaker, S. (2019). Quantitative research: Social work students' feedback about students' suitability for field education and the profession. *Aotearoa New Zealand Social Work, 31*(2), 42–56.

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 for office hours.

RELATIONSHIP TO OTHER COURSES

As one of four courses offered at the beginning of the MSW program, this course will support you in further developing research skills necessary to critically evaluate existing practice research and identify strategies to evaluate your practice. This course will assist you as you examine the profession's commitment to social justice, inclusion, and anti-oppressive models of practice, and as you consider how

these core values of the profession combine with an understanding of social policy and fundamental theories of change to frame social work’s unique contribution to change efforts and the promotion of social justice across all levels of practice.

CLASS SCHEDULE

Important Dates for Spring 2023

- Start of Term: Monday, May 1, 2023
- End of Term: Monday, June 23, 2023
- Fee Deadline: Friday, May 12, 2023
- Victoria Day, no classes: Monday, May 22, 2023

Date & Times	Topics	Readings and Assignments
Class 1 Morning Monday, May 29 9:00 am to 12:00 pm	<ul style="list-style-type: none"> • Introductions • Course overview • Research definitions 	
	<ul style="list-style-type: none"> • Overview of philosophical worldviews, theories and research designs • Situating paradigms and theories in relation to each other • The literature review • Research as daily practice • Relationship between research and clinical practice 	Ch. 1, 2 & 3 Creswell & Creswell (2018) St. George, Wulff, & Tomm (2015)
Class 1 Afternoon Monday, May 29 1:00 to 3:45 pm	Philosophical or Epistemological Theories <ul style="list-style-type: none"> • Class discussion: Of the four worldviews outlined in the Creswell and Creswell (2018) text, which one do you align with most and why? If none, include your personal and justify • Compare and contrast your two preferred philosophical or epistemological theories • Critical perspectives on research practices: anti-oppressive and anti-colonial approaches • Class discussion: Examine Baker et al from a critical perspective. 	Introduction, Ch. 1 & 3 Strega and Brown (2015) Baker et al. (2018)

<p>Class 2 Morning Wednesday, May 31st 9:00 am to 12:00 pm</p>	<p>Ethical Considerations in Research</p> <ul style="list-style-type: none"> • Anticipating ethical issues • Applying for research & ethics approval • Ethical considerations from clinical research <p>Research Design</p> <ul style="list-style-type: none"> • Overview • Introduction & Purpose • Questions & hypotheses • Choosing a methodology • Recruitment, sampling, and data collection 	<p>Ch 4, 5, 6 & 7 Creswell & Creswell (2018)</p> <p>CASW (2005)</p> <p>CIHR, NSERC & SSHRC (2014, December)</p>
<p>Class 2 Afternoon Wednesday, May 31st 1:00 to 3:45 pm</p>	<p>Research Design</p> <ul style="list-style-type: none"> • Co-designing research projects on your area of interest/specializations (in groups) • Ethical and relational innovations on research design 	<p>Tracy, S. (2010)</p> <p>Ch 5, 6 & 7 Creswell & Creswell (2018)</p> <p>Assignment 1 due on June 2 @ Midnight: TCPS2 CORE</p>
<p>Class 3 Morning Monday, June 5 9:00 am to 12:00 pm</p>	<p>Critical, Indigenous, & Anti-oppressive Approaches</p> <ul style="list-style-type: none"> • Analyzing colonization and decolonisation in dominant research practices • Proposing decolonizing practices using critical, Indigenous, and anti-oppressive social work approaches • Differentiating between research and Indigenous ways of knowing 	<p>Ch. 2, 7 & 10 Strega & Brown (2015)</p> <p>Bermúdez, J., Muruthi, B., & Jordan, L. (2016).</p> <p>McLaughlin, A.M. (2011)</p> <p>Rowe, Baldry, & Earles (2015)</p> <p>Guest speaker (TBD) on Indigenous ways of knowing and/or post-colonial research</p>
<p>Class 3 Afternoon Monday, June 5 1:00 to 3:45 pm</p>	<p>Decolonizing Research Practices</p> <ul style="list-style-type: none"> • Comparing and contrasting Western North dominant research practices with other ways of knowing • Write a brief guideline on recommendations for decolonizing research practices • Use this week activity for Core Tutorial 	<p>Datta, R. (2018).</p> <p>McGregor, D. (2018).</p> <p>Morton- Ninomiya, M. E, Hurley, N., & Penashue, J. (2020)</p>

<p>Class 4 Morning Wednesday, June 7 9:00 am to 12:00 pm</p>	<p>Quantitative Research Design</p> <ul style="list-style-type: none"> • The role of the literature review • Hypothesis and variables • Recruitment, sampling, and data collection • Analysis & discussion <p>Quantitative Research</p> <ul style="list-style-type: none"> • Narrative Approach 	<p>Ch. 8 Creswell & Creswell (2018)</p> <p>Guest speaker Serge Nyirinkwaya</p>
<p>Class 4 Afternoon Wednesday, June 7 1:00 to 3:45 pm</p>	<p>Quantitative Studies</p> <ul style="list-style-type: none"> • Identifying differences and similitudes in two quantitative studies • Critically examining two quantitative studies in social work practice • Co-designing research projects on your area of interest/specializations (in groups) 	<p>Articles: Zuchowski, et al. (2019) And Gottlieb, M., & Shibusawa, T. (2020).</p>
<p>Class 5 Morning Monday, June 12 9:00 am to 12:00 pm</p>	<p>Qualitative Research Design</p> <ul style="list-style-type: none"> • The role of the literature review • Methodological approaches • Research questions • Recruitment, sampling, and data collection • Social Constructionist Research • Situational analysis • Discourse Analysis 	<p>Ch. 9 Creswell & Creswell (2018)</p> <p>Ch. 6 & 9 Strega & Brown (2015)</p> <p>Guest speaker Dr. Carla Guanaes-Lorenzi</p>
<p>Class 5 Afternoon Monday, June 12 1:00 to 3:45 pm</p>	<p>Qualitative Studies</p> <ul style="list-style-type: none"> • Identifying differences and similitudes on the research design, and critically examine two qualitative studies • Co-designing research projects on your area of interest/specializations (in groups/TBD) 	<p>Articles: Salami et al. (2021). And Gao. (2021).</p>
<p>Class 6 Morning Wednesday, June 14 9:00 am to 12:00 pm</p>	<p>More on Qualitative Research Design</p> <ul style="list-style-type: none"> • Participatory Action Research • Constructivist Grounded Theory • Video Storytelling <p>Mixed Methods</p> <ul style="list-style-type: none"> • Analysing mix-methods designs 	<p>Ch. 10 Creswell & Creswell (2018)</p> <p>Ch. 4 Strega & Brown (2015)</p> <p>Guest speaker TBD</p>
<p>Class 6 Afternoon</p>	<p>Relational Research</p> <ul style="list-style-type: none"> • In preparation for this class, please watch at least 3-5 videos on relational research by the 	<p>Relational Research Series by The Taos Institute on YouTube</p>

<p>Wednesday, June 14 1:00 to 3:45 pm</p>	<p>Taos Institute</p> <ul style="list-style-type: none"> • Class discussion: What is needed for promoting and implementing transformative research <p>Research as Social Justice</p> <ul style="list-style-type: none"> • Research for social change • Knowledge mobilization • Closing 	<p>Assignment 2 due on June 16 by midnight: Group Research Proposal</p> <p>Assignment 3 due on June 17 by midnight: Relational research video</p> <p>Assignment 4 due June 17 by midnight: Report on class participation</p>
---	---	---

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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

Please ensure all writing submissions for assignments conform to the *American Psychological Association (APA) format, 2010 Publication Manual (7th ed.)*

1. **Individual: Complete the Research Ethics TCPS2 CORE Tutorial**
Value: 10%
Due date: Submitted to Dropbox by 11:30 PM MST on June 2nd, 2023
Course level objectives: 5

Please complete the Tri-Council TCPS 2 Tutorial Course on Research Ethics (CORE), which can be found online at: <http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>

<https://research.ucalgary.ca/conduct-research/ethics-compliance/tcps2-core-tutorial>

Please self-register using your @ucalgary email address and complete the tutorial. Please note that this tutorial takes 2-3 hours to complete. Please submit your certificate of completion to the TCPS2 Dropbox on D2L to receive marks for this assignment.

2. Group: Developing a Group Research Project

Value: 40%

Due date: Submitted to Dropbox by 11:30 PM MST on June 16, 2023

Length and format: 3-4 pages

Course level objectives: 1, 2, 3, 5, 6, 7.

Based on your learnings, this assignment allows you to articulate the beginning processes of designing a research study, including ethical and philosophical considerations. More specifically, you are asked to write as a group (4-5 group members) a brief paper outlining the following six questions:

- Philosophical worldview – Situate within a philosophical worldview. What is your philosophical worldview? How does it align with your personal and professional values and beliefs?
- Theoretical perspectives – Situate a theoretical framework. What theories underlie your social work practice and research? How your theoretical perspectives align with your philosophical worldview and personal, political, and professional beliefs?
- Research design – Given your philosophical worldview and theoretical perspectives, which research design would you use if you were to conduct a research study relevant to your area of work, experience, or position? What policies would you need to consider when designing the study? Play, create, and propose one research project.
- Research question(s) – Design a research question consistent with your chosen research design that you may use if you were to conduct your own research study relating to leadership, policy development, organizational management, or other relevant topic of interest.
- Contribution - How would your study contribute to social work practice and promote social justice? What change might it bring about?
- Ethics – What ethical issues do you anticipate you may encounter if you were to carry out this research study? What are the organizational values and ethics that you need to consider carrying out this study?
- Use APA for references and formatting.

3. Group: Embracing Relational and Socially Just Research Practices Assignment

Value: 30%

Due date: Submitted to Dropbox (link on a WordDoc) by 11: 30 PM MST on June 17, 2023

Course level objectives: 1, 2, 3, 4, 6.

Knowledge could be co-created by people through dialogue and conversation. By immersing yourselves in what is relational and socially just research, record a 15 min discussion, debate, or dialogue on what this means for you as a group. Your insights and reflections will provide opportunities to expand each other's wisdoms on relational and socially just research practices. Students do not need to practice or script the dialogue. You can prepare your arguments and ideas but try to be spontaneous and genuine. The intention is to be in dialogue on relational, socially just, anti-oppressive, anticolonial research practices and propose some suggestions when concluding. You can use YouTube or other formats. Share the video recording link on D2L Dropbox on a word doc.

4. Class Participation and Key Learnings (individual reflection paper)

Value: 20%

Due date: Submitted to Dropbox by 11: 30 PM MST on June 17, 2023

Length and format: Create a 2-page reflection paper.

Assessment: Class participation will be assessed between May 29 to June 14, 2023.

Course level objectives: 1, 2, 3, 4, 5, 6, 7.

Write a 2-page reflection paper based on: How you contributed to class discussion, how was your level of engagement, how do you think about your general participation in all classes, and what are your main takeaways. Please include your self-assessment based on 20/20.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically using Word Documents. Do not use PDF.
- Please submit your assignments on D2L. Do not submit your assignments to the instructor's email.
- Use respective Dropbox in D2L to submit each assignment.
- Include in your assignments your full name and student number and the date of your submission.

LATE ASSIGNMENTS

Late assignments will be accepted at the discretion of the instructor. There is no penalization for late submission; however, the instructor needs to know what the student plan and date for submission is.

EXPECTATIONS FOR WRITING

Please use of APA 7th edition formatting for referencing. 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>

There is no penalization for APA mistakes; [however, it is expected that students use APA 7th as a reference for their writing grammar style.](#)

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

The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of “C+” or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59

D	1.00		50-54
F	0.00		Below 50
CR		Completed Requirements	

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.

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