



Course & Session Number	SOWK 602 S01	Classroom	Fully online on Zoom
Course Name	Research & Philosophy in Advanced Social Work Practice		
Dates and Time	<p>Tuesdays & Thursdays on Zoom: 5:30 pm – 8:00 pm</p> <p>Start of Classes: June 25, 2024</p> <p>End of Classes: August 6, 2024</p> <p>Dates and Time: June 25 & 27, July 2, 4, 9, 11, 16, 18, 23, 25, 30; August 1 & 6, 2024.</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p>		
Instructor	Monica Sesma-Vazquez, PhD, RSW, RMFT-SM	Office Hours	Tuesdays after class 8:00 to 8:30 pm
UCalgary E-mail	msesmava@ucalgary.ca	UCalgary Phone	To 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

¹ 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

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

This course will take place online via Zoom and Desire2Learn (D2L). To best succeed in the course, students are expected to participate in the synchronous and asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance. The instructor will not record the synchronous Zoom meetings as you are expected to attend class and participate.

In this 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 broader 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.
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.

Please do not purchase these two. Only if available at the TFDL in the digital version:

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 the outline with 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

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 Summer 2024

- Start of Term: Monday, June 24, 2024
- First Day of Class: Tuesday, June 25, 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

Date & Times	Topics	Readings and Assignments
June 25, 2024	<ul style="list-style-type: none"> • Introductions and course overview • Research definitions • Overview of philosophical worldviews, theories and research designs • 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)
June 27, 2024	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- 	Baker et al. (2018)

	<p>oppressive and anti-colonial approaches</p> <ul style="list-style-type: none"> • Class discussion: Examine Baker et al from a critical perspective. 	
July 2, 2024	<p>Ethical Considerations in Research</p> <ul style="list-style-type: none"> • Anticipating ethical issues • Applying for research & ethics approval <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>
July 4, 2024	<p>Research Design</p> <ul style="list-style-type: none"> • Activity: Co-designing research projects on your area of interest/specializations (in groups) • Post the design of your research project on D2L. 	<p>Tracy, S. (2010)</p> <p>Ch 5, 6 & 7 Creswell & Creswell (2018)</p> <p>Assignment 1 due on July 5 @ 5 pm TCPS2 CORE</p>
July 9, 2024	<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>Bermúdez, J., Muruthi, B., & Jordan, L. (2016).</p> <p>McLaughlin, A.M. (2011)</p> <p>Rowe, Baldry, & Earles (2015)</p> <p>Guest speaker (TBD)</p>
July 11, 2024	<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. 	<p>Datta, R. (2018).</p> <p>McGregor, D. (2018).</p> <p>Morton- Ninomiya, M. E, Hurley, N., & Penashue, J. (2020)</p>
July 16, 2024	<p>Quantitative Research Design</p> <ul style="list-style-type: none"> • The role of the literature review • Hypothesis and variables 	<p>Ch. 8 Creswell & Creswell (2018)</p>

	<ul style="list-style-type: none"> Recruitment, sampling, and data collection Analysis & discussion 	
July 18, 2024	<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>Zuchowski, et al. (2019) And Gottlieb, M., & Shibusawa, T. (2020).</p> <p>Assignment 2 due on July 19 by 5:00 pm. Critical Appraisal.</p>
July 23, 2024	<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>
July 25, 2024	<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) 	<p>Salami et al. (2021). Gao (2021).</p> <p>Guest speaker (TBD)</p>
July 30, 2024	<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>Guest speaker (TBD)</p>
August 1, 2024	<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 Taos Institute Class discussion: What is needed for promoting and implementing transformative research. 	<p>Relational Research Series by The Taos Institute on YouTube</p> <p>Wilson, S. (2008).</p> <p>Assignment 3 due on August 2 by 5:00 pm. Video Debate (Group)</p>
August 6, 2024	<p>Research as Social Justice</p> <ul style="list-style-type: none"> Research for social change. 	<p>Strega, S., & Brown, L. (Eds.). (2015).</p>

	Wrap Up and Closing	
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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. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

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 the additional information.

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: 20%
Due date: Submitted to Dropbox by 5:00 PM MST on July 5, 2024
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. Duos: Critical Research Appraisal

Value: 40%

Due date: Submitted to Dropbox (link on a WordDoc) by 5:00 PM MST on July 19, 2024

Course level objectives: 4, 5, 6, 7, 8.

Assessment: Detailed rubrics will be provided on the first day of class.

Description: One of our major aims as social work practitioners and clinicians is to base our practice on current evidence – i.e., using best-available research and policies to guide our practice. This assignment will help you to demonstrate your comprehension of research elements and apply critical research appraisal skills through a critical review of peer-reviewed research articles relevant to your topic for assignment 3.

Students will work with a partner from their group to identify 5 research articles or policy documents related to the topic that you plan to debate in assignment 3. Students will complete an annotated bibliography template for this literature and identify key perspectives, issues, and implications for social work that will be useful for the recorded debate. Students will submit their annotated bibliography to Dropbox on D2L two weeks before their debate is due.

Use the template provided in class (up to 1 page per article, up to 5 pages in total).

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

Value: 40%

Due date: Submitted to Dropbox (link on a WordDoc) by 5:00 PM MST on August 2nd, 2024

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 20 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.

Group size: 4 participants.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

If you miss classes, there is no option for “make up” participation. Students are expected to be present in class, with the only exception of students with approved accommodations.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically on WORD DOC through their respective file on Dropbox in D2L. Assignments should be submitted in Word format.

Assignments should have a file name as follows: SOWK 602-Assignment # -First and Last Names

Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

1. Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
2. Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day – including weekends and holidays). Students may request for additional time, prior to the due date, to complete the assignment.
3. Make up assignments are subject to the discretion of the instructor, and it is students' responsibility to make any necessary arrangements with the instructor for any missed assignments.
4. There is a 7-day maximum limit by which to accept late assignments for students who have not requested for an extension. No assignments will be accepted after the 7-day limit.

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>

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>

The use of AI to create assignments is not allowed. If you use AI to fix grammar, you need to create a note to disclose the use of AI.

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 [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

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

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