UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Course & Session Number	SOWK 605 S01	Classroom	Blended (see D2L site)
Course Name	Clinical Work with Groups		
Dates and Time	Start of Classes: May 6, 2024 End of Classes: June 13, 2024 Dates and Times: Online Zoom sessions-Mondays & Wednesdays – May 6 to June 5, 2024 – 6:00 to 8:00 pm MT. On-campus residency June 12 & 13, 2024 – 9:00 am to 4:00 pm MT (see D2L for location) Add/Drop/Withdrawal Dates: Last day to add/drop course without financial penalty: May 9, 2024 Last day to withdraw from course: June 17, 2024		
Instructor	William Pelech, PhD, RSW	Office Hours	See Office Hours posted on D2L
UCalgary E-mail	pelech@ucalgary.ca	UCalgary Phone	See D2L site

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

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

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

SYLLABUS STATEMENT

Examines issues in clinical practice with diverse populations, including Indigenous, Francophone and newcomer populations. Specific treatment modalities and techniques are critiqued and examined in depth.

COURSE DESCRIPTION

This course will introduce group theory and advanced topics in group work with a blend of experiential and project-based learning. The primary focus will be to learn about the theory of group practice and what makes it effective, to come to know the various types of groups that can be utilized for various purposes, and to offer many opportunities to practice group facilitation and related skills. Attention will be given to utilizing group methods in clinical social work practice with clients from high risk and vulnerable populations and work to learn to support those of varying racial, cultural, and socioeconomic backgrounds as well as those with diverse genders and abilities. Overview of the basic elements of group process and practice including issues of group leadership and member roles, characteristics of effective leaders, skills required for effective leadership, and interventions at different stages of group development. Teaching methods will include multimodal instruction including lectures, case studies, role plays, video instruction, self-directed reading of course materials, group work and assignments. This course is blended with in person, (online) synchronous and asynchronous learning.

COURSE LEARNING OUTCOMES

The learning activities in this course are aligned with the following MSW Program Outcomes:

1) Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.

2) Acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities.

3) Develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users.

4) Demonstrate knowledge of the relevant social work codes of ethics in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.

5) Demonstrate skills to monitor and evaluate their own behaviours in relation to the relevant codes of ethics.

6) Recognize diversity and identify how difference acts as a crucial and valuable part of living in a society.

7) Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments.

8) Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.

9) Competently perform interactive practices such as engagement, assessment, intervention, negotiation, mediation, and evaluation.

10) Actively promote empowering and anti-oppressive practice.

11) Acquire skills to practice with groups.

12) Participate effectively in community collaboration, and teamwork.

13) Acquire knowledge and develop skills in advanced practice, and/or in specialized practice with groups.

Modelling effective and anti-oppressive practice, students will develop their individual learning goals and utilize the learning activities to work towards these goals.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Pelech, W., Basso, R., Lee, C., & Gandarilla, M. (2016). *Inclusive group work*. Oxford University Press. (Available via the University of Calgary Bookstore (via Verba Connect) and directly from Oxford University Press)

Links & PDF's posted in D2L

Bastien, B. (2014). Sacred science of circles: An inclusive approach to social work practice. Pelech, W., Ring, K., & LaRocque, S. (Eds.). *Unity in diversity: Embracing the spirit of group work*. Whiting & Birch Ltd.
Brandler, & Roman, C. P. (2015). Group work: skills and strategies for effective interventions. Routledge; 3rd edition. (Chapter 11).
Gitterman, A. (2008/1989). Building mutual support in groups. *Social Work with Groups, 12*(2), 5-21.

Supplementary readings including links and pdfs are available in the SOWK 605 D2L site.

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

Clinical practice with groups fits in with the continuing series of the clinical practice courses designed for social workers to develop the understanding and skills for advanced clinical practice as part of the clinical social work specialization. This course is one of the four courses in the Clinical Practice with Individuals, Families, and Groups (IFG).

CLASS SCHEDULE

Important Dates for Winter 2024
- o   Start of Term: Wednesday, May 1, 2024
- o   First Day of Class: Monday, May 6, 2024
- o   End of Term: Sunday, June 23, 2024
- o   Last Day of Class: Monday, June 17, 2024
- o   Fee Deadline: Tuesday, May 14, 2024
- o   Victoria Day, no classes: Monday, May 20, 2024

Class Schedule

Date	Topics	Readings	Assignments
May 6	- Course Orientation - What Makes a Group Therapeutic? - Group Dynamics of a Group - Group Formation - Planning Time	Pelech et al. Chapter 1 Gitterman (2008/1989) Yalom (2005) Chapter 4	
May 8	- History of Clinical Group Interventions - Inclusive Practice with Groups - Planning Time	Pelech et al. Chapters 2, 3 & 4 Brandler & Roman Chapter 11	Submit Peer Support Group Facilitation Schedule via dropbox by 11:59 pm MT
May 13	- Peer Support Group & Debrief - Planning a Group - Diversity of Purposes - Ethics and Standards - Planning Time	Pelech et al. Chapters 5, 6 & 7	
May 15	- Peer Support Group & Debrief - Group Process & Development - Beginnings	Pelech et al. Chapters 8 & 9	
May 20	**No Class**		Facilitator 1 Facilitation Analysis due May 21st by 11:59 pm MT
May 22	- Peer Support Group & Debrief - Group Leadership - Facilitating Skills - Planning Time	Pelech et al. Chapter 10	Facilitator 2 Facilitation Analysis due by 11:59 pm MT
May 27	Peer Support Group & Debrief	Pelech et al.	

		Chapter 11	
	• Middle Phase • Problem-solving & Decision-Making • Formative Evaluation • Planning Time		
May 29	• Peer Support Group & Debrief • Evaluation & Endings • Planning Time	Pelech et al. Chapter 13	Facilitator 3 Facilitation Analysis due by 11:59 pm MT
June 3	• Peer Support Group & Debrief • Class Generated Topics • Planning Time	TBA	Facilitator 4 Facilitation Analysis due by 11:59 pm MT
June 5	• Peer Support Group & Debrief • Class Generated Topics • Planning Time	TBA	Facilitator 5 Facilitation Analysis due by 11:59 pm MT
June 10	**No Class**		Facilitator 6 Facilitation Analysis due by 11:59 pm MT
June 12	On-campus Residency: • Use of Self in Groups • Using Conflict Therapeutically • Group Presentations & Simulations	Pelech et al. Chapter 12	
June 13	On-campus Residency: • Group Presentations • Evaluation • Closing Circle		
June 21			Reflective Journal Due 11:59 pm via D2L Dropbox

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 negotiated in class otherwise by in class, 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. Since students will be expected to participate in peer support groups professional ethical requirements shall apply to these 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. 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

Assignment 1: Peer Support Group & Facilitation Analysis (30%) - Variable Deadlines: May 21, 22, 29, and June 3, 5 & 10, 2024 via SOWK 605 Dropbox by 11:59 pm.

Aligned Learning Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, & 13

Assignment Description:

This assignment provides students with the opportunity to experientially learn about group membership and facilitation. It also provides students with a means of peer support and mutual aid.

Students will be assigned to a group by the instructor at the start of the course. *Please note, students will remain in the same group for their group projects.* For the purposes of this assignment, each group will have the opportunity to develop their own facilitation schedule. A written copy of the group's facilitation schedule should be submitted to the instructor via D2L Dropbox by **May 8th at 11:59 p.m.**

There are two parts to this assignment: 1) Group facilitation and participation; and 2) Facilitation analysis.

1) Group Facilitation and Participation

In their small group, each student will have the opportunity to facilitate/lead one session of the Peer Support Group and to be a participant in the groups facilitated/lead by their peers. The Peer Support Groups will be 30 minutes in duration, beginning promptly at 6:00 pm MT and ending promptly at 6:30 p.m. MT. Immediately after each group session, the group will have 10 minutes to debrief their experience. This may include, but is not limited to, a discussion of each members' affective experiences during the group, ideas about successes and challenges, thoughts about what worked well/what you might try differently in similar situations in the future, perspectives on 'critical incidents' (i.e., turning points for the better or worse), observations regarding shifts in the group development and/or functioning relative to previous group sessions, etc.

Please note, the Peer Support Groups and Debriefs may be recorded for learning purposes. They may only be shared with their respective group participants and course instructor.

2) Facilitation Analysis

A week after each Peer Support Group, the designated group facilitator/leader will submit their facilitation analysis. **This facilitation analysis should be a critical analysis and NOT primarily descriptive**. It should include ideas about how they have promoted the group's development, the facilitator's ideas about successes and challenges, the facilitator's most significant group practice insights.

Assessment Criteria:

Please note, students will be marked on the depth and breadth of their critical reflection NOT on their facilitation skills as demonstrated in the session itself. Submission date is within 7 days of facilitation (i.e., D2L Dropbox by 11:59 p.m. the week following their respective group facilitation). Peer support group facilitation analyses will be graded according to the following criteria:

Grading Criteria for the Peer Support Group Facilitation Analysis (a rubric will be available on SOWK 605 D2L Site)

- Specificity - identifies specific examples (e.g., behaviours, interactions, interventions) from the group in support of the analysis;
- Constructive Criticism - at least two strengths as well as two aspects for further development are identified supported by suggestions drawn from the literature;
- Integration of Theory & Practice - statements made about the strengths and limitations of the workers facilitation of the exercise supported by references;
- Evidence of a Distillation Process - the paper should not exceed 1000 words; it offers a concise and detailed analysis rather than a general description;
- Technical Merit – Format - well organized with clearly delineated structure, double-spaced, follows APA guidelines; Clarity - in terms of language, syntax, spelling, punctuation, sentence structure; and
- Meets Deadline – assignment is handed in on time, unless otherwise contracted (prior to the original due date).

Assignment 2: Group Proposal and Simulation (40%) - **Variable Deadlines: June 12 & 13, 2024, in-class by 9:00 a.m.**

Aligned Course Learning Outcomes: 4, 5, 6, 8, 10, 11, 12, & 13

Assignment Description:

The class will form small planning groups (5-7 members). The purpose of these groups will be to prepare and present a group proposal, as well as plan and simulate a session from the proposed group. Each group will identify a particular client population and need that the group will be intended to address. Students are encouraged to use the presentation and simulation as an opportunity to explore topics and groups dynamics of mutual interest. Planning time will be set aside at the end of each class. Breakout rooms (see SOWK 605 D2L site) will be made available for group work prior to the presentation for development of group proposals and simulation planning. Group members are encouraged to take turns as facilitators of planning group meetings. Additional planning time may be arranged by group members after class or when classes are not meeting.

1) Group Proposal/Presentation

To prepare and orient the class to the issues to be addressed in each simulation, each planning group is expected to prepare and present a proposal for group work, which focuses on a specific population and need. The proposal shall not exceed 2000 words (not including evaluation forms and references). The proposal will be presented to the class prior to the simulation. This presentation is not to exceed **30 minutes** in duration. Each group should choose a specific population and need that is amenable to a group work approach and describe some of the basic characteristics of the proposed group, as outlined in the text (see Chapter 6: Planning a Group with a Focus on Diversity, and Appendix: B Group Planning Checklist) including but not limited to:

- Needs assessment - the population, problem, and needs that the group is intended to address;
- Purpose - purpose statement, goals and objectives, and group name;
- Group Structure - size, open/closed, sessional topics/themes, group rules, scheduling, number, and duration of meetings;
- Recruitment and selection of members - advertising, recruitment strategies and selection criteria;
- Content and activities - theoretically informed content for group's sessions including, where appropriate the organization of topics or themes
- Location, Time, and Accommodations - appropriate and accessible time, location, and meeting space; necessary equipment and materials;
- Evaluation of progress achieved by the group or its members.

The proposal should include **session plans for each stage of group**: Beginning, middle, and ending stages. Each session should be between one and two hours in duration. Each session plan shall include:

- Timing
- Activity descriptions/instructions
- Purpose of session
- Purpose of each activity
- Materials needed
- Check- in
- Check-out
- Alternative activity (optional)
- References

Each student in the group will prepare individual client's scenarios and roles in relation to the group members served in their group simulation. These scenarios will include that member's history that brought them to the group, challenges, and strengths of the member; and how they could benefit from the group experience. These will be handed in with the proposal. A session planning template will be available on the SOWK 605 D2L site. Arrangements can be made with the instructor for copying of materials for use during class presentations.

Assessment Criteria:

The grade for this assignment will be derived from two sources:

Planning Group Members - Group self-grading – 10% - distributed by group members (focusing on each member's overall contributions to the planning, implementation, and effectiveness of the presentation/proposal). A group grading form must be completed by each member.

Instructor – 30% - group grade derived from the proposal presentation. Presenters are asked to submit a copy of the slides from their presentation to the instructor.

Note: Group simulations will not be graded.

Grading Criteria for Group Proposals (see also SOWK 605 D2L site for rubric)

Group Proposals will be graded according to the following criteria:

- Comprehensiveness - to what extent are the major elements of the group design described?
- Theoretical Integration - Is rationale for the group explained and is the proposed design supported by related references? Related references include references which focus on the population, group context and problem/issue addressed by the proposed group supplemented by relevant course readings and handouts.
- Clarity - how clearly are the major elements of the group design presented?
- Use of Group work - to what extent is the planning group utilized in the presentation?
- Authenticity - the extent to which the class understands the roles, identities, needs, and experiences, strengths, and challenges that workers and members bring to this group.
- Additional criteria - see rubric on the SOWK 605 D2L site

2) Group Simulation

Each group will design and role-play one meeting of their proposed interventive group at a specified stage of development. Though there is a wide range of potential social work groups to simulate, each group simulation must allow for extensive interaction between participants. Depending upon the size of their group, planning group members will choose one or two group members who will serve as workers for their simulations. Other group members should choose an identity and role to be acted out during the simulation. Each simulation will be no longer than 60 minutes in duration. Thus, each planning group will be responsible for a presentation and a simulation totaling no more than 90 minutes in duration.

Assignment 3: My Use of Self in Groups (30%) – Friday, June 21st at 11:59 pm MT

Aligned Course Learning Outcomes: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, & 13

Students are asked to reflect on online and residency experiences of group facilitation and participation in class. This reflective journal focuses on how you used your self in the various group experiences offered in this group and explores the implications of your experience in your ongoing professional development in working with groups. The reflective journal will include a minimum of six weekly reflections (max. 1 page for each week of class including the in-person residency in June) followed by an articulation of your ongoing professional development goals relating to clinical group practice. These may include your experiences and insights from the perspective of your role as facilitator, participant, or observer of group. Reflections will indicate self-reflection, personal growth, and learning in the course. Assessment Criteria include:

- Comprehensiveness-includes reflections for each week of the course, with particular emphasis on the in-person residency (see the assignment rubric on the SOWK 605 D2L site.
- Specificity - identifies specific examples (e.g., behaviours, interactions, interventions) from your group experience;
- Integration of Theory & Practice-integrates the literature and readings to support your sense-making and gain further insight into your strengths and growth edges as a group worker;

- Implications for Professional Development- three goals for furthering your skills with specific plans for improvement are outlined in the analysis;
- Evidence of a Distillation Process – this assignment should not exceed 1500 words; it offers a concise and focuses explorations rather than a general description;
- Technical Merit – Format - well organized with clearly delineated structure, double-spaced, follows APA guidelines; Clarity - in terms of language, syntax, spelling, punctuation, sentence structure; and
- Meets Deadline – assignment is handed in on time, unless otherwise contracted (prior to the original due date).

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend and fully participate in activities. As the synchronous and residency classes are experiential and practice-based, it will be difficult to make up missed classes.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit assignments (including a copy of the Group Proposal presentation) electronically through their respective Dropbox in D2L. Assignments may be submitted in Word format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59 pm 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

Students are expected to submit assignments on time due to the time-limited and cumulative nature of the course and assignments, late assignments will have an impact on others in the class. As such, extensions will only be granted for exceptional circumstances and may result in a reduction of the grade for these assignments at a rate of 5% per day.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 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 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

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.

ADDITIONAL SUGGESTED READINGS

The following readings will be available on the SOWK 605 D2L site:

Baird, S.L., & Alaggia, R. (2021). Trauma-informed groups: Recommendations for group work practice. Clin Soc Work J 49, 10–19.

Burnes, T.R. and Ross, K.L., (2010) Applying social justice to oppression and marginalization in group process: Interventions and strategies for group counselors. *The Journal for Specialists in Group Work*, *35*(2), pp.169-176.

Camacho, S. (2002). Addressing conflict rooted in diversity: The role of the facilitator. Social Work with Groups, 24(3-4), 135-152. https://doi.org/10.1300/J009v24n03_10

Chang-Caffaro, S., & Caffaro, J. (2018). Differences that make a difference: Diversity and the process group leader. International Journal of Group Psychotherapy, 68(4), 483-497. https://doi.org/10.1080/00207284.2018.1469958

Yalom, I. & Leszcz, M. (2005). The theory and practice of group psychotherapy. (5th ed.). Basic Books. (Chapter 4)

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