



<b>Course &amp; Session Number</b>	<b>SOWK 662 A &amp; B, Section 02</b>	<b>Classroom</b>	Online
<b>Course Name</b>	Integrative Seminar		
<b>Dates and Time</b>	<p><b>Fall 2023 Semester:</b>            Start of Classes: Friday September 8, 2023            End of Classes: Friday December 1, 2023            Dates and Time: Fridays; 1PM-3:50PM ; Online Zoom Session</p> <p><b>Winter 2024 Semester:</b>            Start of Classes: Friday January 12, 2024            End of Classes: Friday April 5, 2024            Dates and Time: Fridays; 1PM-3:50PM ; Online Zoom Session</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a><sup>1</sup>.</p>		
<b>Instructor</b>	Amy Price MSW RSW	<b>Office Hours</b>	<a href="#">By Request</a>
<b>UCalgary E-mail</b>	amy.price@ucalgary.ca	<b>UCalgary Phone</b>	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

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

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

Integration of theory, research applications/evaluations and professional practice in the student's area of specialization; and preparation of a capstone exit requirement.

## COURSE DESCRIPTION

This course provides students with an opportunity to integrate theory and practice – that is, to link knowledge, skills, and values derived from MSW coursework and past experiences with social work practice experiences in the practicum setting (SOWK 660). Students will participate in collaborative discussions regarding professional issues, practicum situations, ethical dilemmas, and the application of theory to practice. Students are encouraged to provide constructive feedback and consultation to peers, and to participate collectively and collaboratively in furthering their learning and promoting professional development.

Emphasis will be placed on integration of research, theory, and social work practice with personal and professional development. At the master's level, students are leaders with the social work profession. Discussions will also focus on contributing to the profession and the body of knowledge.

Students will be expected to 1) present and discuss practice experiences from their practicum settings; 2) critically reflect upon their own and others' practice experiences; 3) engage in a collaborative learning process; 4) demonstrate competence in their ability to identify, apply, critique, and evaluate theories and conceptual frameworks to practice situations; and 5) apply learnings from advanced social work practice and specializations courses to their practice and practicum experiences.

The Integrative Seminar will also introduce or re-introduce key social work themes from previous practice core and specialization courses with a focus on application to social work practice and to students' practicum experiences. These themes relate to the five practice objectives of Advanced Practice (SOWK 660) and include 1) diversity and Indigenous contexts; 2) oppression and social justice; 3) professional identity and self-care; 4) theoretically informed and evidenced based practice; 5) program and practice evaluation; 6) facilitating and advocating for change; and 7) articulating a professional model of practice. Finally, throughout the eight months of seminar, students will be building towards their capstone project and final exit requirement of the MSW program. The capstone assignment is described below.

Co-requisite: This course is taken concurrently with SOWK 660 A & B, Advanced Practicum.

## COURSE LEARNING OUTCOMES

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

1. Identify, apply, and reflect on their developing social work knowledge, values, and skills, particularly in the context of Advanced Practicum and in the areas of: diversity and Indigenous contexts; oppression and social justice; professional identity and self-care; theoretically informed and evidence-based practice; program and practice evaluation; facilitating and advocating for change; and articulating a professional model of practice.
2. Critically assess social work practicum and practice experiences through reflection, discussion, peer consultation and constructive feedback.
3. Reflect on their practicum learning goals, and their growth/development towards reaching these goals, with reference to specific shifts in their thinking and practice.
4. Participate actively in class discussions and work collaboratively and collectively with other students in furthering learning and professional development.
5. Demonstrate the ability to create respectful, open, and safe learning environments which ensure that each student has a voice, and everyone is treated with respect and dignity.

Upon completion of the Capstone, students will be able to:

1. Articulate their professional identity and social work practice foundations in relation to their values, the Code of Ethics, social justice, anti-oppressive practice (AOP), and MSW specialization.
2. Make connections between their personal and professional identities and values and their social work identity and practice.
3. Present an approach to practice that is grounded in theory and evidence and relevant to their MSW specialization.
4. Demonstrate the application of their model of practice and applied research concepts through a case study from practicum of their model of practice, including a proposed evaluation of an intervention.
5. Articulate critical learning moments and insights reached during the MSW program, including key learnings from coursework in advanced social work practice, specialization courses and practicum/seminar.
6. Reflect broadly on their learning journey over the course of their MSW degree program and its impact on their social work identity/practice.
7. Demonstrate a commitment to their continued growth and development by identifying future goals for continued learning and professional development.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

Cozolino, L. (2004). *The making of a therapist: A practical guide for the inner journey*. W W Norton & Co.

Additional assigned reading material and resources will be made available on the course D2L site a minimum of two weeks prior to it being needed for the class discussion. It is also expected that students will use their existing resources and access to the University of Calgary Library online resources and data

bases to support their learnings and coursework. It is hoped that students will also generate readings for the class based on emerging topics and themes throughout the class.

**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**

As indicated in our [MSW Curriculum Plans](#), the emphasis of SOWK 662 is on linking theory, research, and practice; and the application, integration and demonstration of knowledge gained in advanced social work practice and specialization courses to social work practice and practicum. Therefore, this course relates to all other MSW courses. The seminar is taken concurrently with and is directly linked to Advanced Practicum (SOWK 660).

**CLASS SCHEDULE**

**Important Dates for Fall 2023**

- Start of Term: Monday, August 28, 2023
- First Day of Class: Tuesday, September 5, 2023
- End of Term: Friday, December 22, 2023
- Last Day of Class: Wednesday, December 6, 2023
- Fee Deadline: Friday, September 22, 2023
- Labour Day, no classes: Monday, September 4, 2023
- National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- Thanksgiving Day, no classes: Monday, October 9, 2023
- Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)
- Term Break, no classes: November 12-18, 2023

**Reflective Practice/Case Consult classes are scheduled Fridays 1 – 3:50pm. Clinical Practice classes will be a mixture of synchronous classes (Fridays 1-3:50 PM) or asynchronous depending on the class topic notice will be given at least 2 weeks in advance.**

Date	Topic	Readings/Assignments Due
Week 1: September 8 <sup>th</sup>	Practicum Orientation, Introductions, goal setting, and community building	Readings and more detailed topic outline can be found in D2L
Week 2: September 15 <sup>th</sup>	Clinical Practice – Assessment and 1 <sup>st</sup> meetings with clients	
Week 3: September 22 <sup>nd</sup>	Reflective Practice/Case Consults	
Week 4: September 29 <sup>th</sup>	Indigenous Practices – Guest Speaker	

Week 5: October 6 <sup>th</sup>	Reflective Practice/Case Consults	<b>October 9<sup>th</sup> DUE DATE:</b> Assignment 1: Theories for Practice
Week 6: October 13 <sup>th</sup>	Clinical Practice – Formulation	
Week 7: October 20 <sup>th</sup>	Asynchronous – Preventing Burnout/Self-Care	
Week 8: October 27 <sup>th</sup>	Reflective Practice/Case Consults	
Week 9: November 3 <sup>rd</sup>	Clinical Practice – Treatment Goals & Treatment Planning	
Week 10: November 10 <sup>th</sup>	Case Study Presentations	<b>DUE DATE:</b> Assignment 2: Case Study; half class to present
Week 11: November 17 <sup>th</sup>	<b>**No classes – Fall Term Break**</b>	
Week 12: November 24 <sup>th</sup>	Case Study Presentations	<b>DUE DATE:</b> Assignment 2: Case Study; half class to present
Week 13: December 1 <sup>st</sup>	Asynchronous – DSM 5	

#### Important Dates for Winter 2024

- Start of Term: Tuesday, January 2, 2024
- First Day of Class: Monday, January 8, 2024
- End of Term: Tuesday, April 30, 2024
- Last Day of Class: Tuesday, April 9, 2024
- Fee Deadline: Friday, January 26, 2024
- Family Day, no classes: Monday, February 19, 2024
- Good Friday, no classes: Friday, March 29, 2024
- Easter Monday, no classes: Monday, April 1, 2024
- Term Break, no classes: February 18-24, 2024
- Deadline to Apply for Spring Convocation: March 31, 2024

Date	Topic	Readings/Assignments Due
Week 14: January 12 <sup>th</sup>	Reflective Practice/Case Consults	
Week 15: January 19 <sup>th</sup>	Clinical Practice – Challenging encounters	
Week 16: January 26 <sup>th</sup>	Reflective Practice/Case Consults	<b>January 28<sup>th</sup> DUE DATE:</b> Assignment 5: D2L Initial Post
Week 17: February 2 <sup>nd</sup>	Clinical Practice – endings	
Week 18: February 9 <sup>th</sup>	Reflective Practice/Case Consults	<b>February 9<sup>th</sup> DUE DATE:</b> Assignment 5: D2L Response Posts <b>February 11<sup>th</sup> DUE DATE:</b> Assignment 3: Program Evaluation Plan
Week 19: February 16 <sup>th</sup>	Class discussion on Assignment 3: Program Evaluation Plans	Each group will have 15 minutes to introduce and summarize their evaluation plan

Week 20: February 23 <sup>rd</sup>	<b>**No classes – Winter Term Break**</b>	
Week 21: March 1 <sup>st</sup>	Clinical Practice – techniques & tools	
Week 22: March 8 <sup>th</sup>	Capstone Presentations	<b>DUE DATE:</b> Assignment 4: Capstone Oral Presentations
Week 23: March 15 <sup>th</sup>	Capstone Presentations	<b>DUE DATE:</b> Assignment 4: Capstone Oral Presentations
Week 24: March 22 <sup>nd</sup>	Capstone Presentations	<b>DUE DATE:</b> Assignment 4: Capstone Oral Presentations
Week 25: March 29 <sup>th</sup>	<b>**No classes – Good Friday**</b>	
Week 26: April 5 <sup>th</sup>	Capstone Presentations & End of Year Wrap Up	<b>DUE DATE:</b> Assignment 4: Capstone Oral Presentations <b>April 7<sup>th</sup> DUE DATE:</b> Assignment 5: Self-Evaluation

<b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b>
---

**GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required.** All students are expected to behave in a professional manner during all Zoom sessions.

**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.

**ZOOM RECORDINGS OF ONLINE CLASSES**

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

## ASSESSMENT COMPONENTS

### **Assignment 1: Theories for Practice (20%)**

**Due Date: October 9<sup>th</sup>, 2023**

**Aligned Course Learning Outcome: 1, 2, 3.**

Students will identify and present a minimum of 2 theoretical approaches to social work practice, relevant to their practice and/or MSW specialization. Students will 1) articulate the relevancy of these theories to social work practice; 2) introduce each relevant theory and demonstrate a critical understanding of these (e.g., main tenets of each theory, key theorists and works); 3) present evidence for the use of these theoretical approaches for social work practice in general and/or in practice contexts relevant to their specialization, including limitations and critiques of the theories.

Questions for reflection and planning include:

Which theories or approaches ground my social work practice? How do these relate to each other? How do these relate to my specialization or area of interest? How do they promote socially just outcomes? Who are the main theorists and/or what are the seminal works in this area and what are their contributions?

What are the limitations and critiques of this approach, within the literature and in practice? What research supports these theoretical models/approaches in my specialization or area of interest?

How do these theories relate to my own values and personal ethics? How is my theoretical framework informed by my own history, location, and experience?

Students will craft a paper of 1500-2000 words (6-8 pages double spaced, not including references); attention to the current and relevant scholarly literature is required.

### **Assignment 2: Integration of Theory to Practice – Case Study (30% Total: 25% Presentation and 5% Peer Responses)**

**Due Date: During class – Friday November 10<sup>th</sup> & Friday November 24<sup>th</sup>, 2024**

**Aligned Course Learning Outcomes: 1, 2, 3.**

The purpose: In this assignment, students will have an opportunity to demonstrate their ability to integrate theory, research, and practice through the application of a theoretically informed approach to practice.

The concept: Students will present an actual “case study” (could also be conceptualized as a ‘problem’ or practice issue) involved a situation encountered in their practice, either in Advanced Practicum (SOWK 660) or in other recent practice. The case will relate to the area of focus in which the student has developed substantive or specialized knowledge during the MSW program and will allow the student to demonstrate and rationalize the application of a particular theoretically informed approach (drawn from Assignment 2).

The “case” may be defined differently depending on the specialization and orientation, and might be an individual, couple, family, group, community, organization or other. The “case” may be an actual case from practice (if consent is obtained) or represent a composite of cases (if consent is not obtained).

The presentation will also provide an overview of how the student worked with the case presented, and/or how the student may have worked differently in hindsight. The student will clearly demonstrate ways in which their practice strategies and/or interventions were grounded in the theoretical frameworks germane to their substantive areas of practice. Students should identify noted gaps between theory and practice. The student’s knowledge of the problem area and application of an intervention approach should typically be critiqued from a social justice/anti-oppressive perspective including reflection on the impact of self in social work practice. As in real life the case does not need to represent the “perfect” application of theory to practice.

The tasks: The following “headings” are suggested as guidelines:

1. Introduction: Introduce the context within which the problem situation or case exists, why you selected this particular case for the assignment, and its relevance for social work.
2. Case Description: Provide a brief description of the case, including relevant background context and the key area of concern, questions, or issue for analysis.
3. Theoretically Grounded Analysis: Critically describe and analyze the theoretical knowledge base related to the substantive practice area(s) associated with the “case”. How do the theoretical perspectives identified in Assignment 2 help advance your understanding of the issues of concern? How do they inform your interventions?
4. Intervention: Based on your case assessment, understanding and analysis, describe and critique your actual (or hypothetical) practice interventions or approach to this case. What ‘worked’ and what didn’t? What gaps between theory and practice did you observe? What alternative interventions may be applicable?
5. Discussion: Conclude the presentation by discussing your personal and professional learnings, including whether any held biases were challenged. Consider also how you will apply your learning to your future clinical practice.

Using PowerPoint or other similar applications, students will develop a case presentation (with a list of references provided in a separate document to be submitted via Dropbox in D2L). This presentation will take place during class time on November 10<sup>th</sup> & 24<sup>th</sup>. Each student is asked to respond to at least 2 other students’ presentations during the question period directly following the presentation.

### **Assignment 3: Group Program Evaluation Plan (15%)**

**Due Date: February 11<sup>th</sup>, 2024; Class Discussion on February 16<sup>th</sup>, 2024**

**Aligned Course Learning Outcomes 1, 2.**

In groups of 3 or 4, students will select an evidence-based evaluation tool from examples provided in class or found independently. In their groups, students will consider their case studies in the context of this tool through group discussion, and then submit a group paper which reflect on the following questions:

- The usefulness of the tool for evaluation.



- Any new insights group members had about their case studies as a result of this reflection.
- Consideration for how you integrate evaluation into your future practice.

One group member will upload the completed group paper to D2L. Each group will have 15 minutes of class time to introduce and summarize their evaluation plan.

**Assignment 4: Capstone Oral Presentations (20% - graded as Pass/Fail)**

**Due Dates: During class – Friday March 8, 15, 22, and April 5, 2024**

**Aligned Course Learning Outcomes 1, 2, 3, 4, 5.**

This final presentation (done in a conference-style format) aims to be a synthesis product that highlights and transmits some key learning or aspects of the student’s MSW journey. Students may utilize/integrate technology, such as a website, Prezi, PowerPoint, digital story telling, or not, depending on their own preference and comfort. Each student will be allotted 30 minutes and will be expected to present for 20 minutes and use 10 minutes to engage and respond to questions/comments from audience members.

Students will be assessed on their oral presentation only. Assessment elements include knowledge of their subject, communication skills (verbal and non-verbal), and interaction skills.

The Capstone Presentation is required to successfully pass this course. The pass mark will not be included in the average for the final grade.

**Assignment 5: Participatory Activities (10% - D2L Posts, 5% - Self-Evaluation)**

**Due Date: January 28<sup>th</sup>, 2024 Initial D2L Post; February 9<sup>th</sup> Response Posts; April 7<sup>th</sup>, 2024 Self-Evaluation**

**Aligned with learning outcomes 1, 2, 3, 4, 5.**

Students will select an article, intervention description, or other thought provoking/engaging resource related to clinical/community practice and present it in the discussion forum within a short (500 words) post. Resources are to be posted by midnight on January 28<sup>th</sup>; students are to engage with at least two other posts in a meaningful and supportive way by February 9<sup>th</sup> at midnight. (10%)

Students will evaluate their participation in the Integrative Seminar as a whole. The self-evaluation is due April 7<sup>th</sup> to be uploaded in to D2L.

**ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

**ATTENDANCE AND PARTICIPATION EXPECTATIONS**

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

## **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

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

Assignments submitted after the deadline may be penalized with a grade reduction.

## **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 7<sup>th</sup> edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

## **ACADEMIC MISCONDUCT**

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

## **GRADING**

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage Range</b>
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. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> 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. <b>Note:</b> 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**

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