



LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

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](#).

Course & Session Number	SOWK 412 B03-B09	Classroom	Field Placement
Course Name	Practicum II		
Dates and Time	Beginning in Spring Term, the scheduled start date will be determined by the student, field instructor and placement setting. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.		
Instructor	Dr. Jessica Shaw, PhD, RSW (B03) Sarah Winstanley (B04) Alicia Kalmanovitch, MPA, MSW (B05) Jolene Wright, MSW, RSW (B06) Lesley Taylor, MSW, RSW (B07) Debra Tomlinson, MSW, RSW (B08) Joyce Crandal, MSW, RSW (B09)	Office Hours	Please contract Instructors via email
UCalgary E-mail	jessica.shaw@ucalgary.ca slwinsta@ucalgary.ca alicia.kalmanovitch@ucalgary.ca jolene.wright@ucalgary.ca ljtaylor@ucalgary.ca debra.tomlinson@ucalgary.ca jcrandall@ucalgary.ca	UCalgary Phone	Please contract Instructors via email

SYLLABUS STATEMENT

Application of professional theory and skills in supervised social work practice settings.

COURSE DESCRIPTION

This course is designed to give students an intensive experience in the provision of social work service in a specific practice setting. Students, as learners, are provided with opportunities to develop their practice skills, apply and build knowledge, and develop their professional identity under the supervision of a field instructor.

The field practicum will focus primarily on the application of the knowledge, values, and skills of a generalist framework to knowledge-directed practice in a purposeful, ethical, and planned way. A

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

learning agreement will be developed by the student that addresses core-learning areas, such as generalist practice, diversity and professional ethics and values. Emphasis will be placed on integration of theory and social work practice with professional and personal development.

Please refer to the Field Education Manual for additional information relating to the field practicum, including policies, procedures and roles/responsibilities of all involved. The Manual is available at <https://socialwork.ucalgary.ca/field-education/policy-manual-other-documents>

COURSE LEARNING OUTCOMES

By the end of practicum, students are expected to exhibit beginning competency (SOWK 412) in each of five Practice Objectives:

1. Professional Social Work Identity: Learners develop a professional identity in accordance with the values and ethics of the social work profession.
2. Generalist Practice: Learners demonstrate knowledge and skills of generalist practice, using a variety of social work roles.
3. Reflective Practice: Learners practice reflectively and apply methods of critical thinking and inquiry to their social work practice.
4. Competence with Diversity: Learners demonstrate knowledge about and ability to provide effective service to diverse clients or communities.
5. Social Policy and Social Justice: Learners understand how social policies, in various forms, influence the services provided by the agency and, ultimately, clients and communities. Learners understand various forms of oppression and use anti-oppressive frameworks as a basis for practice.

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

Please refer to the Field Education Policy Manual <https://socialwork.ucalgary.ca/field-education/policy-manual-other-documents>

The Learning Agreement and all other forms relating to practicum, including practicum evaluation forms, are available for students, field instructors and faculty liaisons to complete online through the [IPT \(Intern Placement Tracking\)](http://www.runiptca.com) system: <http://www.runiptca.com>

IPT instructions and login information will be provided at the beginning of the term by e-mail. Please contact Daljit Kaur daljit.kaur1@ucalgary.ca if you do not receive this information.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A laptop, desktop or mobile device with Internet access, microphone and speaker is required for Zoom access for the seminars and mid-term and final evaluation meetings or other meetings as required as well as for completion of the practicum forms in IPT.

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.

CONNECTION TO PRACTICE

SOWK 412 serves as the culminating practicum in the Bachelor of Social Work program, providing students with an opportunity to further develop and integrate their knowledge and social work skills within a practical setting. Students will engage in ongoing social work supervision, peer learning, and reflective practice to demonstrate their commitment to professional identity, generalist practice, competence with diversity, and the application of social policy and social justice principles. Students will document their learning through the development of a Learning Agreement, which articulates their goals as they relate to the practicum setting and their emerging social work identity and practice framework.

RELATIONSHIP TO OTHER COURSES

BSW field education is intended to be consistent with and complementary to the classroom-based coursework of the BSW curriculum. SOWK 412 is directly linked and taken concurrently with SOWK 413, Integrative Practice Seminar.

Students who do not receive a CR (completed requirements) grade in the field practicum course may be required to withdraw from the program. A student who is permitted to repeat a field practicum course normally will be required to repeat both the field practicum course and the corresponding Integrative Seminar course.

CLASS SCHEDULE

Important Dates for Spring 2025

- Start of Term: Thursday, May 1
- First Day of Class: Monday, May 5
- End of Term: Sunday, June 29
- Last Day of Class: Monday, June 16
- Fee Deadline: Tuesday, May 13
- Victoria Day, no classes: Monday, May 19

Each student has an agency-based **Field Instructor or Faculty Hosted Field Instructor** who provides orientation to the field setting, assigns and directs practice activities, provides supervision and opportunities for integrating theory with social work practice, and evaluates the student's progress and learning. Students may receive social work supervision onsite in the agency, or through external social work supervision.

Faculty Liaisons consult as needed with students and field instructor(s) and usually meet with the student and field instructor(s) at least twice during the term via a distance platform called Zoom. Faculty

liaisons are also the instructors for the integrative seminar (SOWK 413), which is taken concurrently with practicum.

Schedule and Student Attendance in Practicum

Students are expected to be in the field placement for practicum schedule negotiated with the field instructor/agency, approved by the faculty liaison, and documented in the IPT system. The student's time in practicum is spent according to the requirements of the setting and learning needs of the student but must include direct and indirect social work practice opportunities as well as educational supervision.

Students are not expected to attend practicum when they are ill but must make-up the practicum hours missed due to illness. In the event of illness, please contact the field instructor as soon as possible to inform them you will not be at your practicum due to illness. For more extended absences from practicum 4 (more than two days), please contact your faculty liaison as well. Students are responsible for arranging with the agency or the faculty hosted placement a convenient time to fulfill the remainder of the practicum hours required for the course and/or to complete learning activities.

Educational Supervision

Educational supervision is an integral part of the field practicum as it provides opportunities (1 hour per 15 hours of practicum) for reflection, review, instruction, and feedback. Students are expected to prepare for and participate fully in supervision, according to the requirements of the field instructor. This may be structured as individual and/or group sessions and directed by your field instructor and/or others depending on the field placement. Supervision can happen in-person, by telephone or other distance means. Educational supervision includes - a. Instruction: integration of knowledge, values, and skills with practice situations b. Supervision: case management and case/project supervision c. Feedback: on progress and professional development d. Other: instructional seminars/workshops as are available.

Date	Topic	Readings/Assignments Due
Within the first 75 hours of practicum	Preliminary Impressions form	(on IPT system)
Within the first 75 hours of practicum	Learning Agreements due	(on IPT system)
Half-way through (200 hours)	<ul style="list-style-type: none"> • Mid-term evaluation comments, ratings and signatures. • Timesheets updated and signed. 	(on IPT system)
Near the end (375-400 hours)	<ul style="list-style-type: none"> • Final evaluation comments, ratings and signatures. • Timesheets updated and signed. 	(on IPT system)

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. Instructors will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. Seminar courses are collaborative learning spaces that require meaningful participation. As such, students are expected to engage by turning on webcams. Students who have reasons to not join with webcam are asked to communicate this to the instructor. All students are expected to behave in a professional manner during the session. If virtual meetings are held in open space areas, headphones should be considered to ensure privacy of those sharing both from the classroom and for others in the open space environment.

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

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MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use 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.

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

Evaluation of students in practicum is considered an ongoing process intended to highlight students' strengths and learning needs. Formal assessment of students' needs, and progress occurs at the beginning, middle, and end of the placement. Evaluation processes and policies for SOWK 412 are detailed in the Field Education Policy Manual. These include:

- **Learning Agreement** - During the first two to three weeks in practicum, the student, in consultation with the field instructor, develops a plan for development toward achieving the five practice objectives (noted below) for SOWK 412. The plan, approved by the faculty liaison, is tailored to the practicum setting as well as the student's particular learning needs and interests, and includes activities the student will undertake to learn and demonstrate competence in the objectives. The Learning agreement serves to guide the focus of the practicum and helps the field instructor and student clarify respective responsibilities and expectations. Learning agreements are intended to be working documents. That is, with the agreement between the student and field instructor (and approval of the faculty liaison), activities can be modified, added, or removed as the practicum progresses and the student's learning interests and needs become clearer.
- **Preliminary Impressions** – Field instructors and students are asked to evaluate preliminary impressions of the practicum by the end of the third week. Recording preliminary impressions are intended to support the student's development of reflective self-evaluation, and to facilitate discussion of the student's strengths and potential areas of concern.
- **Mid-Term Evaluation** – At about the halfway point in the practicum, a written midterm practicum report is prepared by the student and field instructor and submitted to the faculty liaison. A determination regarding whether the student is meeting or failing to meet practicum requirements at mid-course is made.
- **Final Evaluation** – At the end of the practicum (near or upon completion of required hours), a written final practicum report is prepared by the student and the field instructor and submitted to the faculty liaison. A determination regarding whether the student has met or failed to meet practicum requirements is made. The completed evaluation forms are due at the end of term.
- **Timesheets** – Timesheets will be kept updated regularly through the IPT tracking system. At the midterm and final points of practicum, students and supervisors will sign off these hours.

Practice Objective 1: Professional Social Work Identity

Learners develop a professional identity in accordance with the values and ethics of social work.

Learners will be able to:

- Demonstrate and articulate a professional identity in accordance with the values and ethics of the social work profession.
- Demonstrate an understanding of the CASW Code of Ethics and ACSW Standards of Practice.
- Use the CASW Code of Ethics and applicable provincial standards of practice and to identify ethical dilemmas in practice and apply ethical decision-making processes, including:
 - Develop professional relationships and demonstrate respect for clients, research participants, colleagues, administrative personnel, and other stakeholders.

- Work with clients in ways that respect their right to make independent decisions and participate actively in the helping process.
- Follow professional and agency protocols for protecting confidentiality.
- Develop processes for reviewing practice.
- Practice with integrity and demonstrate professionalism in the practicum setting.

Practice Objective 2: Generalist Practice

Learners demonstrate knowledge and skills of generalist practice, using a variety of social work roles.

Learners will be able to:

- Perform generalist practice roles across settings and populations (resource developer, advocate, educator, clinician, consultant, broker, researcher, project leader, etc.).
- Communicate effectively in both oral and written formats.
- Demonstrate the ability to effectively engage others.
- Complete comprehensive social work assessments (clinical/community).
- Demonstrate professional planning and goal setting skills.
- Intervene effectively at the individual, group, family, organizational and/or community level.
- Collaborate effectively with social work colleagues and professionals from other disciplines.
- Evaluate outcomes and services provided.
- Recognize and effectively address termination issues.

Practice Objective 3: Reflective Practice

Learners practice reflectively and apply methods of critical thinking and inquiry to their social work practice. Learners will be able to:

- Consider the impact of their personal culture, values, and beliefs on practice.
- Describe areas for personal and professional development.
- Identify issues and social structures that influence them, and clients/communities served.
- Articulate how various forms of knowledge (e.g., scientific, intuitive, experiential) and different kinds of research methods (e.g., qualitative, quantitative, participatory) contribute to social work knowledge and practice.
- Identify and critically evaluate theories used to inform their social work practice.
- Discuss practice, organizational or project constraints or limitations (e.g., funding, scope, optimization of resources).
- Use supervision effectively (e.g., prepare by developing questions, request and remain open to feedback integrate feedback into practice, etc.).

Practice Objective 4: Competence with Diversity

Learners demonstrate knowledge about and ability to provide effective service to diverse clients or communities (e.g., diversity of race, class, age, gender, religion, culture, sexual orientation, age, ethnicity, national origin, ability). Learners will be able to:

- Demonstrate knowledge about and ability to provide effective service to diverse clients or communities.
- Identify how personal and social factors (e.g., personal identities, values, experiences, socialization, social structures, stereotypes, and media) influence professional practice with diverse clients and communities.
- Identify and challenge their own personal assumptions, views, and stereotypes regarding diversity.
- Describe how they show respect for and work effectively with diverse populations.
- Analyze how the practicum setting responds to the needs of diverse clients or communities.

- Adapt the generalist practice model to meet the needs of diverse individuals or groups.

Practice Objective 5: Social Policy and Social Justice

Learners understand how social policies, in various forms, influence the services provided by the agency and, ultimately, clients and communities. Learners understand various forms of oppression and use anti-oppressive frameworks as a basis for practice. Learners will be able to:

- Demonstrate an understanding of how social policies influence the services provided by the agency and ultimately clients and communities.
- Articulate an understanding of oppression and use anti-oppressive frameworks as a basis of their practice.
- Describe the field agency, including its relevant history, organizational structure, policies, funding sources, key stakeholders, and roles in the community.
- Identify how historical and/or current dynamics and the impact of oppression on populations being served by the practicum site.
- Describe the role of the social worker within a society that perpetuates systemic oppression.
- Identify systemic barriers in the organization and/or community that perpetuate oppression and social injustice.
- Advocate for change and justice at the micro, mezzo and macro levels of practice.
- Discuss potential social action strategies.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

LATE PRACTICUM DOCUMENTATION SUBMISSION

Timeliness of the submission of practicum documentation is critical due to the semester timeframe. Notify the Faculty Liaison/Instructor if the student is unable to meet these requirements.

EXPECTATIONS FOR WRITING

All writing is expected to be written to social work professional standards. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/studentsuccess/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>

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Some Use Permitted

Students may use generative AI tools in this course in accordance with the instructions and guidelines outlined for each course assignment or assessment. The use of generative AI tools must be referenced and cited following citation instructions outlined by the course instructor. Use of generative AI outside assessment or assignment guidelines or without citation will constitute academic misconduct. It is the

student's responsibility to be clear on the limitations on the use of generative AI tools for each assessment or assignment, on the expectations for citation and referencing, and on fact checking statements created by generative AI tools. If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

GRADING

The Faculty Liaison, as instructor-of-record, has final responsibility for assigning student grades. Students receive a CR (Completed Requirements) or F (Fail) as a grade for this course. Concerns regarding a student's performance in practicum at any point in the semester may result in the student being identified as at-risk for failing the practicum, and such concerns should be discussed with the faculty liaison immediately. Policies and procedures related to at-risk situations are detailed in the Field Education Manual. Students who do not receive a CR (completed requirements) grade in the field practicum course may be required to withdraw from the program. A student who is permitted to repeat a field practicum course normally will be required to repeat both the field practicum course and the corresponding Integrative Seminar course.

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.	
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COURSE EXPERIENCE FEEDBACK

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. They 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. Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the [University of Calgary Code of Conduct](#), the [Alberta College of Social Work Standards of Practice \(2023\)](#) and the [Canadian Association of Social Workers Code of Ethics \(2024\)](#).

ADDITIONAL SUGGESTED READINGS

Additional suggested readings may be given by the Faculty Liaisons/Instructors. These will be posted on D2L and copyright approval is required as applicable. Additionally, readings may be provided by the Field Instructors at the practicum site. These readings will directly pertain to the specific practice and site of the student.

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](#). They 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 behaviours in class, including evaluations of teaching and learning, that are consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2024) and the [Alberta College of Social Work Standards of Practice](#) (2023).

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

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#).

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course 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