



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 413 S03-S09	Classroom	Online
Course Name	Integrative Seminar II		
Dates and Time	Start of Classes: May 1, 2025 End of Classes: June 16, 2025 Dates and Time: Thursdays 18:00 – 20:00MT on May 8, 15, 22, 29, June 5, 12 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Dr. Jessica Shaw, PhD, RSW (S03) Sarah Winstanley (S04) Alicia Kalmanovitch, MPA, MSW (S05) Jolene Wright, MSW, RSW (S06) Lesley Taylor, MSW, RSW (S07) Debra Tomlinson, MSW, RSW (S08) Joyce Crandal, MSW, RSW (S09)	Office Hours	As requested.
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 contact instructors via email.

SYLLABUS STATEMENT

Advanced integration of concepts, perspectives, theories, and skills with practicum experiences, developing conceptual frameworks of practice.

COURSE DESCRIPTION

SOWK 413 is taken concurrently with SOWK 412 – Practicum II.

SOWK 413 is designed to facilitate the integration of knowledge, values and skills gained from other BSW courses, past experiences, and field placements. Within the supportive seminar context, students

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

will have opportunities to discuss and critically reflect on social work practice drawing on their experiences in practicum. Students will enhance their ability to identify, apply, critique and evaluate social work theories, research, and conceptual frameworks.

This course will take place online via Desire2Learn (D2L) and Zoom. Two hours per week will be dedicated to synchronous class time through Zoom and 4.5 hours per week ought to be allocated for asynchronous activities through D2L. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. Active and ongoing participation in the live classes is critical to your success in this seminar course.

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 in the areas of generalist practice, reflective practice, competence with diversity, social policy and social justice, and professional identity/ethics;
2. Critically assess social work practice experiences through reflection, peer review, constructive feedback and consultation;
3. Have an enhanced ability to identify the linkages between the personal experiences of individuals and issues of social structures, and to act appropriately in relation to these insights;
4. Examine, critically reflect on and discuss the applications of theory in practice and the suitability of various practice methods;
5. Demonstrate entry-level social work intervention/response skills in specific area(s) of focus;
6. Consider and apply the CASW Code of Ethics in their social work practice and discussions, and
7. Actively participate in class discussions and work collaboratively and collectively with other students in furthering learning and professional development.
- 8.

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

There is no required textbook. Links to required readings will be posted in D2L. Core learning materials that will guide this course include:

Alberta College of Social Workers. (2023). *Standards of practice*. Alberta College of Social Workers.
<https://acsw.in1touch.org/uploaded/web/ACSW%20Council/ACSW%20Standards%20of%20Practice%202023.pdf>

Bogo, M & Vayda, E., (1998) *The practice of field instruction in Social Work: Theory and Process* 2nd ed. Toronto: University of Toronto. Retrieved from: <https://ebookcentral-proquest-com.ezproxy.lib.ualgary.ca/lib/ualgary-ebooks/detail.action?docID=4669954>
AND
<https://ebookcentral-proquest-com.ezproxy.lib.ualgary.ca/lib/ualgary-ebooks/reader.action?docID=4669954&ppg=206>

Canadian Association of Social Workers. (2024). *CASW Code of Ethics, Values and Guiding Principles*. Retrieved from <https://www.casw-acts.ca/en/casw-code-ethics-2024>

LEARNING TECHNOLOGIES AND REQUIREMENTS

Web Delivery

This course is entirely web-based, delivered through Desire2Learn (D2L) and Zoom Meeting platforms. 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, speaker and video camera is required for D2L and Zoom access.

Desire2Learn

D2L is a course management system that will allow us to share resources, complete related learning activities, and connect with each other via the discussion board and Zoom.

Zoom Sessions

Zoom is an audio-visual, web-based program that will allow us to meet at a specific time for a “live” web conference, so that we can have the opportunity to see and talk to each other virtually and discuss relevant issues. In the Zoom sessions, students can expect to share ideas, give feedback and raise issues as they relate to their own practicum experience and that of their peers, and have the opportunity to process experiences from the field in a safe and instructional environment. Students are expected to have their cameras on while in class.

Discussion Board

Online discussion in D2L is a key aspect of our learning in this course. The advantage of the discussion board is that it is asynchronous, that is, we can all contribute at a time that is convenient to each of us. We will participate in exploration of key field practicum themes (as outlined in the practicum learning agreement); case discussions, as well as discussion and debate relating relevant practice.

Confidentiality in Class and Course Assignments

As professionals, students and the instructor will respect the guidelines of confidentiality outlined in the CASW Code of Ethics (2024). We will take care that no information that could identify a client of any service system be used in class meetings or in assignments. We will adhere to the policy that issues introduced in the seminar will be discussed in only general, and not particular ways outside the classroom.

CONNECTION TO PRACTICE

Practicum Integrative Seminar parallels practicum and is a weekly class emphasizing active participation, critical reflection, and engaged learning to integrate knowledge and skills. Students will participate in class discussions and assignments to demonstrate their commitment to professional identity, generalist practice, and social justice. Through reflective assignments, students will synthesize their practicum experiences and solidify their emerging social work identity.

RELATIONSHIP TO OTHER COURSES

The emphasis of SOWK 413 is on practice, that is, social work in action. Because students are expected to apply knowledge, skills and values to specific situations, this course can be related to all other BSW courses. The seminar is taken concurrently with and is directly linked to Practicum II (SOWK 412).

CLASS SCHEDULE

Important Dates for Spring 2025

- Start of Term: Thursday, May 1
- First Day of Class: Monday, May 1
- 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

Week	Topic	Learning Activities	Assessments and Due Dates
May 5 – 9	Introduction to SOWK 413	Review course outline, Zoom class May 8 18:00 – 20:00MT	
May 12 – 16	Burnout, resilience, self-care and collective care	Zoom class May 15 18:00 – 20:00MT	
May 19 – 23	Ethical dilemmas	Zoom class May 22 18:00 – 20:00MT	
May 26 – 30	Integration of Theory and Practice (ITP Loop)	Zoom class May 29 18:00 – 20:00MT	Present ITP loop in class
June 2 – 6	Becoming a registered social worker	Zoom class June 5 18:00 – 20:00MT	
June 9 – 13	Final integration and closing	Zoom class June 12 18:00 – 20:00MT	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

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

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are

expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

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

1. Assignment 1: Seminar Engagement – 50% of total course grade

Seminar engagement marks award you for your dedication to being an active learner in the different components of the course. The grade will be allocated based on the following elements:

Part I: An introductory discussion board post (worth 10%) – due 23:59MT on May 9

Aligned Course Learning Outcomes: 1, 2, 7

You will compose an introductory post in the D2L discussion board of approximately 750 words that includes all of the following elements:

Brief introduction of self: Including your name, pronouns, where you live currently, where you call home, one thing that sustains you (physically, emotionally, spiritually, etc.), and anything else about yourself that you would like to share.

Your practicum setting: Including where you are completing practicum, what the mission of the agency is, how it is funded, who works there, what type of clients/communities/issues you will be working with, what supervisory arrangements look like, and a link to the agency's website (if possible).

First impressions of practicum: Including how you are adjusting to the new environment, your initial impressions, questions, goals, challenges, and desired successes.

Part II: Active engagement in Zoom meetings (worth 5% for each meeting; 30% total)

Aligned Course Learning Outcomes: 2, 4, 5, 6, 7

You are required to be present at each of the six Zoom meetings, on time, and for the entire duration of the meeting. You will be expected to contribute to the discussion orally and on-camera (a working microphone and camera, with reliable internet connection is essential) and you will hold yourself personally responsible to ensure that you actively participate in each session. Absences from Zoom meetings should be discussed with the instructor in advance, when possible.

Engagement marks for students who miss a meeting may be made up through a short essay on the topic of the week, as negotiated with the instructor.

Part III: A final reflective post (worth 10%) – due 23:59MT on June 13

Aligned Course Learning Outcomes: 1, 3, 4, 5, 6

You will compose a final reflective post in the D2L discussion board of approximately 750 words that includes all of the following:

Biggest learnings: Describe 1-2 of the most important learnings of your practicum thus far and discuss how you have changed as an emerging social worker because of the experience(s).

Emerging strengths: Identify what you believe some of your emerging strengths to be and justify your assessment with examples from practicum.

Areas for growth: Identify what areas of social work practice you still need to develop.

Ongoing professional development: Identify 1-2 ways that you might begin to address your need to develop the areas of growth that you have identified above, and your plan to gain new knowledges (ex. attend a conference or read a book on a particular topic. Each example should be specific, meaning that you should write the name and author of the book that you intend to read, for example, and not just say that you will read a book on a certain topic).

Concluding thoughts: Reflecting back on what you have learned thus far in the BSW program and what you have learned throughout practicum, complete the following sentences:

- “If I could go back in time and offer one piece of advice to myself as I start the first day of the BSW program, I would say...”

“In order to sustain myself both personally and professionally, one self-care/collective-care commitment that I will make to myself is...”

2. Assignment 2: Integrating Theory and Practice (ITP Loop) – due May 29 – 30 (worth 30%) **Aligned Course Learning Outcome: 1, 2, 3, 4, 5, 6, 7**

The intent of this assignment is to engage in reflective, collaborative social work practice using a combination of the ITP Loop and Peer Consultation. The ITP Loop is a model that allows social workers to deconstruct their practice and break it down into its component parts. At first glance, our practice appears holistic and intuitive, but it can be unraveled and articulated with much greater detail. Practice itself is a combination of listening, feeling, thinking, and acting in which all these processes occur simultaneously. The ITP loop allows us to take a closer look at these processes with the goal of integrating social work theory and the field education experience. The ITP Loop consists of the following phases: retrieval (remembering a practicum situation), reflection, linkage, and professional response.

Part I: ITP Loop Process and Write-up

You will apply the ITP loop (see steps below) to a practicum experience, present it in class, and submit a digital copy to the instructor via Dropbox. We recommend you complete the first four steps of the ITP loop prior to class. The submission should be made up of the following sections (and be about 1 page single spaced):

Retrieval - Recall salient facts of a recent practice experience. In a paragraph or two, briefly describe a significant experience that has taken place in your practicum setting. In telling the story, position yourself as the author using the first person. Things to share may include interactions with significant others, links between present and past experiences, feelings, ideas or meaning making that occurred. As relevant, include the intellectual, spiritual, social, physical, and aesthetic dimensions in the telling of the story.

Reflections - Recall your thoughts and feelings about the situation. Focus on the subjective beliefs and attitudes, personal experiences, and cultural world views that are relevant to the situation. Identify how these factors influenced your interaction.

Linkage - Identify the key actions you took and explain how you chose those actions. Which practice models, practice wisdom, learned techniques or skills did you consider/use?

Professional Response – consider whether your response was selected through deliberate or intuitive use of reflection and linkage. Do you feel that your response was effective, appropriate, or sufficient? What could you have done differently? How may that have impacted your work? What did you learn about social work practice?

Questions to Peers – What 1-3 questions do you have for your peers about this practice experience? What did you learn about your practice from the peer consultation?

Part II: Receiving and Providing Feedback

On May 29, you will be asked to share your ITP loop in a small group during class time, and to facilitate a short discussion session based on the “questions to peers” that you posed in Part I. When it is not your turn to present, you are expected to engage in supportive, inquisitive, and resourceful consultation and feedback to your peers.

Part III: By 23:59MT on May 30, you are expected to submit a copy of your ITP loop to the D2L Dropbox, including a summary of the peer feedback that you received, and whether/how you integrated it into your thinking. If you are unable to participate in the peer consultation portion in class, the maximum grade that you will receive for your ITP Loop will be A-.

3. Personal Practice Framework – due June 16 at 23:59MT (worth 20%)

Aligned Course Level Outcomes: 1, 3, 4, 5, 6

As an emerging social worker, you will locate yourself within your developing practice, and offer a personal practice framework, as informed by your BSW course readings, learning activities, practicum activities, and personal and professional development. It is important to remember that what is unique about a social work practice framework is that it includes a micro level systems analysis as well as attention to the dynamic and changing social environment and how you influence your practice with your personal context and application of experience and values. Your assignment will highlight what has contributed to your professional identity up to this point and identify directions for future growth and learning. As a part of your assignment, you will include:

- A discussion of which areas of social work you feel most drawn to, and why, and which areas of social work you think you would find personally challenging, and why;
- A clear description of your social location and identity in practice, as it relates to the field of social work you intend to work in;
- Sources informing your practice (ie. frameworks, theories, approaches, literature, experience), along with at least five academic references as citations for your work;
- Directions for future learning or practice (ie. skills, topics, approaches, opportunities, further education or professional training)

You may choose to complete this assignment through either creative expression (ex. infographic, visual representation, audio or video recording, voice-over presentation) or via a short APA paper that is 6 pages in length, double spaced. Assignments are to be submitted to Dropbox in D2L as either a document (if doing a paper), or as a link to an online site where your creative submission is located.

It is your responsibility to ensure that all required elements of your submission are included, regardless of format. If offering something beyond a paper, it is your responsibility to ensure that all links work. Broken links will result in a grade deduction. Some free infographic resources to utilize include : www.canva.com or www.wix.com and these how to resources <https://visme.co/blog/how-to-make-an-infographic/> and <https://www.youtube.com/watch?v=nShmwzh879g>

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

You are expected to attend class to be fully present and engaged in class activities and discussions. Typically, this means being on time, present, with your video camera on, and actively engaging in small and large group discussions. Your active participation is part of the seminar engagement grade, as outlined in the assessments section above. Especially because of the limited number of classes this session, regular attendance is mandatory. If you must miss a class, please contact the instructor as soon as possible to notify them and make alternative arrangements as necessary. Your instructor will inform you whether it is possible to complete a make-up assignment for your absence, and what the parameters of the assignment will be.

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 before midnight 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.

MISSED OR LATE ASSIGNMENTS

Assignments submitted after the deadline will receive a grade reduction of 5% per day for up to 7 days after which it will receive a 0. Extensions must be discussed with the instructor.

EXPECTATIONS FOR WRITING

All assignment will be assessed partly on writing skills. Writing skills include not only surface correctness (ex. grammar, punctuation, sentence structure), but also general clarity and organization. Sources used in 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/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.

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

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 [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L. Decisions about rounding are made at the discretion of individual instructors. The instructor will consider your overall course engagement and performance in deciding to round up marks in decimals or to the nearest whole numbers.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62

D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
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 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 \(2024\)](#).

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