



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 607 S01	Classroom	Online/Zoom
Course Name	Clinical Practice with Other Professionals		
Dates and Time	Start of Classes: June 30, 2025 End of Classes: August 11, 2025 Dates and Time: Zoom sessions Monday & Wednesday 5:30 pm – 8:30pm (June 30, July 7, 14, 21, 28, Aug 6, 11) Asynchronous Activities: July 2, 9, 16, 23, 30 No Class: Aug. 4 (Alberta Heritage Day) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Donna Pruski MSW RSW	Office Hours	Please email to arrange meeting
UCalgary E-mail	donna.pruski1@ucalgary.ca	UCalgary Phone	Please use email

SYLLABUS STATEMENT

Professional social work practice within interdisciplinary organizations and agencies, including ethical decision making in interprofessional, interdisciplinary or transdisciplinary teams.

COURSE DESCRIPTION

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. There will be 7 synchronous Zoom sessions throughout the term (dates are as indicated in the course schedule). When unable to participate live due to the time difference or unforeseen circumstances, it is your responsibility to inform the instructor in advance and complete a 500-word personal reflection based on the D2L module material and assigned reading of the missed class (the reflection is due within 7 days of the missed class).

This course explores the principles and practices of interprofessional collaboration within the context of social work, emphasizing the development of skills necessary to navigate complex collaborative environments. Students will explore the diverse roles and perspectives of various professionals,

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

including healthcare providers, legal professionals, educators, and community service providers, gaining an increased understanding of their mandates and agendas. The course focuses on developing effective communication and teamwork skills, crucial for fostering productive interprofessional relationships. Participants will learn strategies for identifying and addressing ethical and practical challenges inherent in collaborative settings, with a particular emphasis on recognizing and addressing discourses and (in)justices that perpetuate systemic problems.

This course will equip students with the skills to analyze and communicate interprofessional dynamics within client work, through facilitated practice and reflective learning. The primary goal is to empower social workers to effectively work across professional systems, benefiting clients and supporting fellow professionals in meeting their mandates, while prioritizing social justice and equitable outcomes.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, students will:

1. Understand the importance of interprofessional collaboration in social work.
2. Identify the roles and responsibilities of various professionals in collaborative settings.
3. Develop effective communication and teamwork skills for interprofessional practice.
4. Analyze ethical and legal considerations in interprofessional collaboration.
5. Apply collaborative strategies to address complex client needs.
6. Demonstrate an understanding of how to decolonize interprofessional practice, and work respectfully with diverse populations, including Indigenous communities

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

No text book is required.

Required readings listed in each Module and on D2L.

Use APA (7th edition) formatting for citations

(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

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

This course is one of four courses in the Clinical Practice with Individuals, Families and Groups Certificate. Prerequisites for this class are SOWK 601 & 603.

CLASS SCHEDULE

Important Dates for Summer 2025

- Start of Term: Monday, June 30
- First Day of Class: Monday, June 30
- End of Term: Sunday, August 24
- Last Day of Class: Monday, August 11
- Fee Deadline: Wednesday, July 9
- Canada Day, no classes: Tuesday, July 1
- Alberta Heritage Day, no classes: Monday, August 4

Dates	Topics	Readings/Asynchronous Activities	Learning Outcomes
<u>Module 1</u> June 30 Class Online Zoom 5:30pm-8:30pm July 2 Asynchronous Activities	Course Introduction Individual Theory, Experience, and Self-Reflection – Working with Others	Review D2L course material, assignments and rubrics Be prepared to discuss: Based on your real-world experiences, including practicums, outline the systems you've engaged with (e.g., healthcare, education, justice). Explain your understanding of their operational goals and directives. Discuss how these systems, through their interactions with other professional disciplines, create barriers or opportunities for clients. Articulate your specific role and responsibilities within these interprofessional system interactions. <u>Asynchronous</u> Participation in D2L on-line discussion, posted video links and additional resource links to review	1,2,
<u>Module 2</u> July 7 Class Online Zoom 5:30pm-8:30pm July 9 Asynchronous Activities	Foundations of Interprofessional Practice in Social Work	D'Amour, D., Ferrada-Videla, M., San Martin Rodriguez, L., & Beaulieu, M.-D. (2005). The conceptual basis for interprofessional collaboration: Core concepts and theoretical frameworks. <i>Journal of Interprofessional Care</i> , 19(S1), 116–131. https://doi.org/10.1080/13561820500082529 Skyberg, Henriette Lund, and Simon Innvaer (2020). "Dynamics of interprofessional teamwork: Why three logics are better than one." <i>Social Science and Medicine</i> , 245.	1,2,6

		<u>Asynchronous</u> Participation in D2L on-line discussion, posted video links and additional resource links to review	
<u>Module 3</u> July 14 Class Online Zoom 5:30pm-8:30pm July 16 Asynchronous Activities	Communication and Teamwork with other Professionals Roles and Perspectives of Partner Professions	Liberati, E.G., Gorli, M., & Scaratti, G. (2016). Invisible walls within multidisciplinary teams: Disciplinary boundaries and their effects on integrated care. <i>Social Science & Medicine</i> , 150, 31-39. https://www.sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0277953615302628 Matis, S., Witt, H., & Poulin, J. (2018). Building Relationships and Interprofessional Collaboration. In <i>The Social Work Field Placement</i> (pp. 93–112). Springer Publishing Company, Incorporated. https://doi.org/10.1891/9780826175533.0005 <u>Asynchronous</u> Participation in D2L on-line discussion, posted video links and additional resource links to review	1,2,3
<u>Module 4</u> July 21 Class Online Zoom 5:30pm-8:30pm July 23 Asynchronous Activities	Ethical and Legal Considerations when working with other Professionals Interprofessional Practice & Indigenous Communities	Barsky, A., & Groshong, L. (2017, Spring). Ethics alive! Respect in social work advocacy. <i>The New Social Worker: The Social Work Careers Magazine</i> . Retrieved from https://www.socialworker.com/feature/articles/ethics-articles/respect-in-social-work-advocacy/ Baskin, C. (2022). Centering all helping approaches. In <i>Strong helpers' teachings: The value of indigenous knowledges in the helping professions</i> (3rd ed., pp. 87-118). Canadian Scholars. Burghardt, S. (2014). Why can't we all just get along?: building effective coalitions while resolving the not-so-hidden realities of race, gender, class, sexuality, and age. In <i>Why can't we all just get along?: Building effective coalitions while resolving the not-so-hidden realities of race, gender, class, sexuality, and age</i> (Second Edition ed., pp. 203-243). SAGE	1,2,3, 4.6

		<p>Publications, Ltd, https://doi.org/10.4135/9781506374505</p> <p><u>Asynchronous</u> Participation in D2L on-line discussion, posted video links and additional resource links to review</p>	
<p><u>Module 5</u></p> <p>July 28 Class Online Zoom 5:30pm- 8:30pm</p> <p>July 30 Asynchronous Activities</p>	<p>Reflective Practice and Systemic Advocacy</p> <p>Compassion Fatigue and Self- Care</p>	<p>Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative health care teams. Health & Social Work, 41 (2), 101-109. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=114833976&site=ehost-live</p> <p>Kreitzer, L., Brintnell, S., & Austin, W. (2019) Institutional barriers to healthy workplace environments: From the voices of social workers experiencing compassion fatigue. doi:10.1093/bjsw/bcz147 Institutional Barriers to Healthy Workplace Environments: From the Voices of Social Workers Experiencing Compassion Fatigue The British Journal of Social Work Oxford Academic (ucalgary.ca) https://academic-oup.com/ezproxy.lib.ucalgary.ca/bjsw/article/50/7/1942/5645201?login=true&token=eyJhbGciOiJub25lbn0iOiJleHAiOiJlE2ODI5NTk0NDksImp0aSI6IjJkZThhNDRmLTNmYjUtNDE1Yy1iNzI3LTMOYjJkZTEwNTFIYSJ9.</p> <p><u>Asynchronous</u> Participation in D2L on-line discussion, posted video links and additional resource links to review</p>	1,2,5,6
<p><u>Case Studies</u></p> <p>Aug. 4 No class Stat Holiday</p> <p>Aug 6 Class Online Zoom 5:30pm- 8:30pm</p>	Case Study Presentations	No readings - Case Study Presentations	1,2,3,4,5,6

Aug. 11 Class Online Zoom 5:30pm- 8:30pm			
ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION			

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails 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

Assignment 1#: Elevator Speech

Due: July 7, 2025 at 5:00 PM

Grade value: 10 % of final grade

In this assignment you will produce a 2-minute video in which you clearly present your professional identity, highlighting your theoretical orientation and relational strengths

- The video must be exactly 2 minutes in length (plus or minus 10 seconds).
- The video must clearly and concisely present your professional identity.
- This includes articulating who you are as a practitioner.

- You must clearly state and explain your primary theoretical orientation.
- Explain how this orientation influences your professional practice.
- You must highlight and articulate your key relational strengths.
- Demonstrate professional demeanor throughout the video.

This assignment addresses Course Learning Outcomes 2,3

Assignment 2#: Professional Interview

Due: July 23, 2025 at 5:00 PM

Grade value: 30% of final grade

In this assignment you will gain valuable real-world perspectives on interprofessional collaboration by interviewing a professional from a field that works alongside social workers. Your interview will focus on their role, collaborative experiences, ethical considerations, and practical applications. Your 5-6 page paper will analyze and reflect on the implications of your findings for social work practice.

- Thoroughly explore the professional's role and responsibilities.
- Gain a clear understanding of their perspective on collaboration with social workers.
- Identify and analyze common challenges and successes in interprofessional work.
- Inquire about their professional ethical code and its application.
- Provide a clear and concise summary of the interview content.
- Include relevant quotes and examples from the interview.
- Reflect on the implications of the interview findings for social work practice.
- Discuss how the insights gained can inform and improve interprofessional collaboration.
- The paper should be 5-7 pages in length, adhering to APA formatting

This assignment addresses Course Learning Outcomes 1,2,3,4,5,6,

Assignment #3 Group Project and Presentation

Due: Presentation submissions Aug. 6, 2025 at 5:00 PM (oral presentations in class Aug. 6 & 11)

Grade value: 25% of final grade

Working in teams of 4-6, you will apply interprofessional collaboration principles to create a practical treatment plan for a selected case study. Your plan must demonstrate the integration of at least four professional perspectives, client/family involvement, cultural and spiritual awareness, and a focus on strengths. Outline specific goals and strategies for each discipline, addressing any overlaps. During a 20-minute class presentation, you will present your 3-page treatment plan and discuss the benefits and potential conflicts of a multidisciplinary approach.

- Integrate perspectives from at least four distinct professional disciplines.
- Demonstrate a clear understanding of each discipline's role and contribution.
- Incorporate client/family perspectives and input.
- Address and integrate relevant cultural and spiritual factors.
- Focus on client/family strengths and available resources.
- Outline specific, measurable goals and intervention strategies for each discipline.

- Present the treatment plan, discuss the strengths and challenges of working in interprofessional teams, and deliver a clear, organized presentation within the time limit.
- The treatment plan should be 3 pages in length, adhering to APA formatting

This assignment addresses Course Learning Outcomes 1,2,3,4,5,6,

Assignment #4 Discussion Board & Participation

Due: July 7, 14, 21, 28, Aug. 5, 11, 2025 at 5:00 PM

Grade value: 35% of final grade

Participation in Zoom sessions and online discussions are an important part of your learning. Effective learning includes active participation in class discussions of current material. You are expected to be present for all Zoom presentations and actively contribute during zoom presentation. The discussion board assignments aim to foster critical thinking and collaborative learning about the unique aspects of social work practice with other professionals. Through a series of weekly discussion forums, you will explore the complexities of working with interprofessional teams, engaging with key concepts, ethical considerations, and practical challenges.

Each week, you will be presented with a discussion topic centered around a specific aspect of interprofessional work. These topics will encourage you to draw upon course readings, personal reflections, and critical analysis to contribute meaningful and insightful responses.

- For each weekly discussion, students are expected to post a 500-word thoughtful, well-written response that directly addresses the topic.
- Responses should demonstrate an understanding of course materials, integrate relevant examples, and reflect critical thinking.
- Students are also required to provide responses to at least two of their peers' posts.
- All external sources must be cited using APA 7th edition.

This assignment addresses Course Learning Outcomes 1,2,3,4,5,6

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Attendance and participation will include Zoom sessions, as well as readings and meaningful replies to discussion board postings. Students are expected to attend each scheduled Zoom session and to be fully present and engaged in class activities and discussions, with cameras activated. This is part of the participation grade, as outlined in the assessment components section above. Students who miss a class

can choose to submit a 500-word personal reflection based on the D2L module material and assigned reading of the missed class – the reflection is due within 7 days of the missed class.

Please refer to the Ucalgary calendar for more information on attendance.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through your respective drop box in D2L. Assignments must be submitted in a Word or PDF format. Assignments should have a cover page that includes a file name as follows: “Full name, date, and assignment title” (e.g., Jane Smith, March 2, 2023, Assignment 2). Assignments are due before 11:59 p.m. 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

- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date.
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays).
- There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.

Please refer to the Ucalgary calendar for more information on supporting documentation for absences.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this 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

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

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass. Note: Students who accumulate two grades of "B-" or lower can be required by the faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be	

		noted in the calendar description as “Not Included in GPA” where applicable.	
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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

Suggested readings are available on D2L

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