



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 303 S01/T01	Classroom	Block Week Room TBD
Course Name	Practice with Individuals in Context		
Dates and Time	Start of Classes: January 6, 2025 End of Classes: April 11, 2025 Dates and Time: January 6 to 10, 2025 from 9:00 am to 4:00 pm MST. Lunch break from 12:00 pm to 1:00 pm MST. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Monica Sesma Vazquez, PhD, RSW, RMFT-SM-	Office Hours	After class, from 4:00 pm to 4:30 pm MST and by request.
UCalgary E-mail	msesmava@ucalgary.ca	UCalgary Phone	Email preferred.

SYLLABUS STATEMENT

Focuses on interviewing and counselling skills from a generalist social work perspective. Emphasis will be given to skill development, critical reflection, practice evaluation, and practical application within rural, remote and Indigenous contexts.

COURSE DESCRIPTION

Through lectures, assigned readings, structured exercises, video resources, group discussion, roleplaying, and practice interviews, students will be introduced to core elements of communication theory and generalist model for social work practice. These concepts serve as the theoretical foundational for the course and specific communication skills will be identified, modeled and practiced within the context of the classroom, primarily by student themselves. Using multimedia (including Zoom), role-play and various feedback mechanisms, students will explore and critique their individual strengths and weaknesses in interview situations for populations within their current or potential practice environments.

COURSE LEARNING OUTCOMES

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

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

1. Critically understand the “self” in the development of a professional helping relationship.
2. Identify attitudes, behaviors, values, ethics and cultural differences that may facilitate or interfere with developing a healthy professional relationship.
3. Acquire and demonstrate adequate skills to conduct a beginning interview with a social work client.
4. Demonstrate an understanding of the stages, phases and objectives of the interview process.
5. Demonstrate appropriate attending, listening skills, empathy, inquiry, immediacy, and confrontational skills.
6. Acquire an awareness of the theoretical, ethical, and practical issues involved in effective interviewing.
7. Demonstrate self-awareness and self-analysis by constructively critiquing, addressing, and improving upon student’s own interview skills.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Shebib, B. (2022). *Choices: Interviewing and counselling skills for Canadians* (8th ed.). Pearson.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which might contain 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 a required course in the Faculty of Social Work curriculum. It provides foundation for a number of 500 level electives and provides particular foundational skills to the social work practicum placements. Successful completion of this course is a requirement for graduation.

CLASS SCHEDULE

Important Dates for Winter 2025

- Start of Term: Monday, January 6, 2025
- First Day of Class: Monday, January 13, 2025
- End of Term: Wednesday, April 30, 2025
- Last Day of Class: Friday, April 11, 2025
- Fee Deadline: Friday, January 30, 2025
- Alberta Family Day, no classes: Monday, February 17, 2025
- Good Friday, no classes: Friday, April 18, 2025
- Easter Monday, no classes: Monday, April 21, 2025
- Term Break, no classes: Sunday-Saturday, February 16-22, 2025

Class Schedule

Dates	Topics	Readings
January 6th 9:00 am to 12:00 pm	Introductions and overview of course outline and requirements (The Shared Learning Environment) Cultural humility, attuned and diversity.	Shebib, B. (2022). Cultural Intelligence. In Choices: Interviewing and counselling skills for Canadians (Chapter 2). Pearson.
January 6th 1:00 pm to 4:00 pm	Professional Identity: Ethics, Values, and Self Awareness	Shebib, B. (2022). Professional identity: Ethics, values, and self-awareness. In Choices: Interviewing and counselling skills for Canadians (Chapter 1). Pearson.
January 7th 9:00 am to 12:00 pm	Counselling skills and competencies.	Shebib, B. (2022). The process, skills, and pitfalls of counselling. In Choices: Interviewing and counselling skills for Canadians (Chapter 3). Pearson.
January 7th 1:00 pm to 4:00 pm	Core conditions: The Relationship (Positive Regard, Congruence & Empathy)	Shebib, B. (2022). Relationship: The foundation for change. In Choices: Interviewing and counselling skills for Canadians (Chapter 4). Pearson. Shebib, B. (2022). Empathic connections. In Choices: Interviewing and counselling skills for Canadians (Chapter 7). Pearson.
January 8th 9:00 am to 12:00 pm	Foundational Counselling Skills: Listening, commending, validating, normalizing, silence, attending, paraphrasing, summarizing.	Shebib, B. (2022). Listening & responding: The basis for understanding. In Choices: Interviewing and counselling skills for Canadians (Chapter 5). Pearson.
January 8th 1:00 pm to 4:00 pm	Focusing the Interview, Asking Questions for Meaning & Developing a Hypothesis	Shebib, B. (2022). Asking questions: The search for meaning. In Choices: Interviewing and counselling skills for Canadians (Chapter 6). Pearson.
January 9th 9:00 am to 12:00 pm	Empowerment and Assessing Readiness for Change	Shebib, B. (2022). Supporting empowerment and change. In Choices: Interviewing and counselling skills for Canadians (Chapter 8). Pearson.

January 9th 1:00 pm to 4:00 pm	Addictions & Mental Health	Shebib, B. (2022). Health and substance misuse. In Choices: Interviewing and counselling skills for Canadians (Chapter 10). Pearson.
January 10th 9:00 am to 12:00 pm	Resistance: Navigating Challenging Situations and Confrontation	Shebib, B. (2022). Difficult situations: Engaging with hard-to-reach clients. In Choices: Interviewing and counselling skills for Canadians Chapter 9 (pp. 310 - 346). Pearson.
January 10th 1:00 pm to 4:00 pm	Evaluation and Outcomes Closing the Therapy Relationship	No readings.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

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

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings might be used for student assessment purposes only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Critical Reflection of Recorded Conversation Paper #1 (worth 25%) – Due: January 17th by 5:00 pm MST

Aligned Course Learning Outcomes: 1, 2, 3, 7
 Assessment Criteria: An assessment rubric will be available on D2L.

Assignment Description:

Students will audio record and transcribe a 30-45 min conversation in which the student led this conversation and was a participant (with the consent of the other party/parties). The specific theme and content of the conversation selected is entirely up to the student and co-decided with their conversational partner. Students should refrain from engaging in a discussion pertaining to a sensitive

topic, or a discussion that includes sensitive information/materials, however, the conversation should also be meaningful in nature (i.e., as opposed to 'small talk'), which will provide sufficient materials. It may be helpful for the purposes of this assignment to select a conversation focus/topic that is meaningful to the student and of a substantive nature to allow the student sufficient material to reflect upon.

It is recommended that the student engage in this conversation, with a classmate, friend, family member, or partner, and they have agreed to this process in advance of the recording. Please note, that you will inform this person of the purpose of this recording (i.e., for a class assignment for SOWK 303), and that recorded materials will be transcribed, and any/all identify information will be removed, prior to their submission for the review by the SOWK 303 course instructor.

It is NOT permissible to use a client, or a person/party with whom you are in a position of authority/power. It is recommended that you engage in this conversation, with a friend, family member, or partner, and they have agreed to this process in advance of the recording. Please note, that you will inform this person of the purpose of this recording (i.e., for a class assignment for SOWK 303), and that recorded materials will be transcribed, and any/all identify information will be removed, prior to their submission for the review by the SOWK 303 course instructor.

The purpose of this assignment is for students to begin to develop critical reflective skills specifically in relation to their facilitation, ways to relate, join in, and communication style, there is no expectation for the students to reference materials beyond those, which have been assigned up until the due date of the assignment (i.e., Shebib, 2020).

Students must submit a curated 3-page critical analysis included selected fragments from the 30-45 min interview transcript. The selected excerpts from the transcript from this recorded audio session, will be included within a left column. In the adjacent column, and in direct relation to the conversation transcript materials, students will provide their reflections and critical analysis. You can include and are not limited to the following areas:

- The student may reflect on factors pertinent to the course, including their awareness of specific communication styles or patterns, the nature and/or origin of this style or communication pattern(s). For example, do these patterns reflect family or cultural factors, or are they related to lived experience, such as prior or current employment/volunteer experiences?
- The student may reflect on how their communication style could be of benefit to future social work practice and/or create tension points/challenges for practice, in relation to ethics, values and/or professional identity.
- The student may reflect on specific communication skills present during the conversation. Student may wish to provide some context and/or direct reference to the specifics of what was said, how it was said, by whom it was said etc., in order to allow for thorough reflection on the nature of their conversational style.
- Reflect upon and then describe any new awareness about the nature of their conversation style and/or who they are as a communicator.

- The student may also reflect on what aspects/areas of their communication they would like to enhance/develop within and beyond the current course. For example, in what ways would the student wish to alter their communication style, who they may become as a communicator into the future and/or how these changes may be realized.

There is no need to upload the video or audio recording. The full transcription of the interview should be included as an appendix.

Assignments will only be accepted via D2L Dropbox on WORD document, Times New Roman 12. Single Space. Include a cover letter with your name.

Assignment 2: Participation-Self-Assessment (worth 25%). Due daily Jan 6-10 (worth 5% per day/class)

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

Assessment Criteria: An assessment rubric will be available on D2L.

Assignment Description:

This is an experiential class that requires critical reflexivity and regular interactions with other students through role plays, small group discussions, and dialogue. Students are expected to demonstrate evidence of being engaged with the readings, a willingness to risk sharing reflections and challenging one's own behavior, and a willingness to support others in the learning process. A group is impacted when a member is absent from it or uninvolved in the activities/process. Students will complete a one-page daily self evaluation questionnaire uploaded via D2L at the end of each class, or alternately uploaded to D2L prior to the beginning of the next class. As students have a range of learning styles participation can be diverse in nature. Therefore, participation marks will consider involvement in the course (attending all classes and group practice sessions). It is the student's responsibility to submit completed participation one-page self evaluation after each class. These self-evaluations will help inform the final participation mark assigned by the course instructor. The evaluation form will be provided on D2L and must be submitted on WORD document, Times New Roman, single space.

Assignment 3: Video Demonstration (worth 25%) & Critical Reflection (worth 25%) (Worth a total of 50% of the course grade) Due: January 31st by 5:00 pm MST

Aligned Course Learning Outcomes: 1, 2, 3, 5

Assessment Criteria: An assessment rubric will be available on D2L.

Assignment Description:

The purpose of this assignment is for students to have the opportunity to demonstrate the knowledge of, and skills related to social work interviewing/counselling skills that are the focus of the coursework completed to date (i.e., up until the time of this assignment submission deadline) including materials covered during class, as well as in the readings. Student are required to complete Part A and Part B of this assignment.

Part A: Video Demonstration (worth 25%): Due: January 31st by 5:00 pm MST.

Video Recording: Students will complete a 15-minute Zoom video with a partner, in which the student, as interviewer, will demonstrate knowledge and a range of social work interview/counseling skills covered to-date in the course. Students are encouraged to complete this assignment with a partner from class (i.e., who plays the role of the interviewee), this allows students to gain the valuable experience of being an interviewer as well as being interviewed. Cameras of both participants must be turned on and both the interviewer and interviewee must be visible throughout the entire Zoom interview. It is the student's responsibility to ensure that video and sound quality are adequate. The content/focus of the interview will be in relation to a simulated case-scenario(s) provided by the instructor in class. The interviewee will use this material to provide information related to the nature of the issue that has brought them into contact with the social worker. It is important that students review the knowledge-based materials from the course, as well as practice their interview skills prior to this recording. The intention of this assignment is not to record a scripted interview where the interviewer and interviewee have specifically rehearsed/planned what each party will say or do throughout the 15-minute interaction. Furthermore, due to the truncated nature of this assignment (i.e., social work interviews rarely begin and end within 15-min), it is at the student's discretion as to which point their interview will cover (the interview could be 1 hr, student will select 15 min portion). For example, students can elect to begin their simulated interview from the beginning of an interview, or pick-up at an agreed upon starting point with the interviewee (i.e., mid-point, or towards the end of the interview) relative to what the student wishes to practice. Assignments will only be accepted via D2L Dropbox. You can share the video or include a link on word document.

Part B: Critical Reflection of Video Demonstration (25%) Due: January 31st by 5:00 pm MST

Assignment Description:

Step 1) Transcript and Identification of skills - In relation to the 15 min video recorded for Assignment 3 Part A, students will create a maximum 3-page analysis, including the transcript of the interview in left column and in column B the critical analysis. Identify specific interview skills demonstrated. For example, active listening, purposeful silence, accurate empathy, positive regard, congruence, type of questioning employed, paraphrasing, summarizing, normalization, validation, avoiding problem solving, advice giving etc. The analysis completed in column B, will be generated from the student's thoughtful, and critically reflective review of their video and should be specific and concise, using appropriate terminology and concepts from the course. These reflections offered in column B are NOT general statements. Rather, each reflection is specifically aligned to and pertains directly to a specific segment of corresponding content transcribed in the adjacent section of column A (i.e., comments in column B are specifically linked to segments of the transcript in column A).

Step 2) The Critique- Students are invited to highlight if they were pleased with this skill, whether this demonstrated skill aligned with their actual intentions, how this skill may relate to the interviewee's situation/circumstances/needs (per the case-vignette). If the student was displeased by this specific skill they may reflect upon this by indicating in bubble word comments, what specifically they did not like about this specific skill application, as well as identify preferred alternatives (i.e., what they could have done differently as opposed to what they demonstrated in the video, as outlined in column A, and

identified in column B). Students should make explicit links to course materials, including reference to in-class materials and/or readings. Assignments will only be accepted via D2L Dropbox. Referenced materials should be done so following the appropriate in-text and reference page formatting consistent with APA 7th Edition guidelines.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. If a student must miss a class, it is the student's responsibility to catch up on discussions, notes and other information through other classmates and/or D2L. All class PowerPoints, videos, reading and other material will be posted on D2L. If classes are conducted virtually, Zoom sessions will be recorded when appropriate for lecture material but some class discussion may not be recorded due to confidentiality concerns of other students.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments should be submitted in Word format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 5:00 pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

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

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 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: <https://calendar.ucalgary.ca/pages/eb50d7931bba4da5942de21f51d1f514>

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Unrestricted Use

Students may use generative AI tools throughout this course to enhance their learning in any course learning activities, assignments, and assessments. Students are responsible for citing and referencing all work generated by AI tools as outlined by the course instructor. Students may use AI tools for understanding course materials and producing assignments but must be accountable for their

submissions and cite the AI use properly. AI-generated content must be submitted as an appendix with the prompt used. Reflections on AI tool usage should be included in assignments. AI-generated content must be cited appropriately.

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. AI tools can be used for creating assignment outlines or critiquing drafts, but the final work must be original.

Restricted use

AI tools can be used for learning course material but not for completing assignments. Students must not copy or paraphrase from AI applications for assignments. The use of generative AI, including the use of work created by generative AI tools and applications in course assignments and assessments may be considered in accordance with the university's academic misconduct policy.

<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf> If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

Accountable, Reflexive and Ethical use of AI 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 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.

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 EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university’s curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys>

Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional suggested readings will be posted to 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](#).

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (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

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics Website](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the

professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. [Private information](#) related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's [Sexual and Gender-based Violence Policy](#) guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the [Registrar's website](#) for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk