



Winter 2024

Course & Session Number	SOWK 395 S03	Classroom	Main Classroom: TBA Breakout Rooms: TBA
Course Name	PRACTICE & EVALUATION WITH GROUPS		
Dates and Time	Start of Classes: January 11, 2024 End of Classes: April 4, 2024 Dates and Time: Thursdays, 9:00 a.m. to 11:50 a.m., MST Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	William Pelech, PhD, RSW	Office Hours	Thursdays, 12:00 p.m. to 1:00 p.m. or by appointment
UCalgary E-mail	pelech@ucalgary.ca	UCalgary Phone	403-461-7033

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.

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

Please refer to our full statement of our [Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Introduction to theories and skills for working with groups within a context of practice and assessment frameworks.

COURSE DESCRIPTION

This in-person course introduces you to social work with groups, including basic group work concepts and skills. An understanding of group processes and methods in typical group, community, organizational and planning situations will be emphasized. This course prepares you to facilitate both task and interventive groups through its use of task groups in the planning of an interventive group.

COURSE LEARNING OUTCOMES

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

1. Understand the types and functions of groups in the profession of social work;
2. Understand selected group work concepts and theories and be able to apply them in the assessment of small group functioning;
3. Understand what it is that group members bring into a group in terms of expectations and personal life experience and how to encourage therapeutic contributions;
4. Demonstrate beginning skills in effective leadership of groups in social work practice;
5. Critically reflect on their professional skills and personal presence in group work;
6. Appreciate the cultural limitations of mainstream group work approaches; and
7. To demonstrate the ability to design a specific therapeutic group.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

- Bastien, B. (2014). Sacred science of circles: An inclusive approach to social work practice. Pelech, W., Ring, K., & LaRocque, S. (Eds.). *Unity in diversity: Embracing the spirit of group work*. Whiting & Birch Ltd.
- Gitterman, A. (2008/1989). Building mutual support in groups. *Social Work with Groups*, 12(2), 5-21.
- Pelech, W., Basso, R., Lee, C., & Gandarilla, M. (2016). *Inclusive group work*. Oxford University Press.

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

SOWK 395, as one of the methods oriented required courses, provides an opportunity to apply concepts and skills learned in the Practice with Individuals course and apply them in a group context. There is no pre or co-requisite for this course.

CLASS SCHEDULE

Important Dates for Winter 2024

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

Class Schedule

Date	Topic	Readings	Assignments
Jan 11	<ul style="list-style-type: none"> ● Opening Circle ● Course Orientation ● What is Group Work? ● Attributes & Dynamics of a Group ● Planning Time 	Pelech et al. Chapter 1 & 2 Gitterman (2008/1989)	
Jan 18	<ul style="list-style-type: none"> ● Diversity: A Strengths-based Approach ● Principles of Inclusive Group Work ● Planning Time 	Pelech et al. Chapters 3 & 4	Submit Peer Support Group Facilitation Schedule by 9:00 am
Jan 25	<ul style="list-style-type: none"> ● Peer Support Group & Debrief ● Planning a Group with a Focus on Diversity of Purposes ● Ethics and Standards ● Planning Time 	Pelech et al. Chapters 5, 6 & 7	
Feb 1	<ul style="list-style-type: none"> ● Peer Support Group & Debrief ● Group Development & Analysis ● The Process Group ● Beginnings 	Pelech et al. Chapters 8 & 9	Facilitator 1 Facilitation Analysis due by 9:00 am
Feb 8	<ul style="list-style-type: none"> ● Peer Support Group & Debrief ● Group Leadership ● Facilitating Skills 	Pelech et al. Chapter 10	Facilitator 2 Facilitation Analysis due by 9:00 am

	<ul style="list-style-type: none"> • Planning Time 		
Feb 15	<ul style="list-style-type: none"> • Peer Support Group & Debrief • Middle Phase • Problem-solving & Decision-Making • Formative Evaluation • Planning Time 	Pelech et al. Chapter 11	Facilitator 3 Facilitation Analysis due by 9:00 am
Feb 22	Winter Break – No Class		
Feb 29	<ul style="list-style-type: none"> • Peer Support Group & Debrief • Group Work in Indigenous Communities • Guest Lecturer: Heidi HeavyShield (via zoom) • Planning Time 	Bastien (2014)	Facilitator 4 Facilitation Analysis due by 9:00 am
Mar 7	<ul style="list-style-type: none"> • Advanced Skills: Conflict Resolution • Planning Time 	Pelech et al. Chapter 12	Facilitator 5 Facilitation Analysis due by 9:00 am
Mar 14	<ul style="list-style-type: none"> • Group A (Beginnings) Presentation & Simulation • Advanced Skills: Professional Use of Self 		Group A Presentation & Simulation
Mar 21	<ul style="list-style-type: none"> • Group B (Middle Phase) Presentation & Simulation • Evaluation & Endings 		Group B Presentation & Simulation
Mar 28	<ul style="list-style-type: none"> • Group C (Middle Phase) & Simulation • Class Selected Topics • Planning Time 	Pelech et al. Chapter 13	Group C Presentation & Simulation
Apr 4	<ul style="list-style-type: none"> • Group D (Endings) Presentation & Simulation • Closing Circle • Course Evaluation 		Group D Presentation & Simulation
Apr 18			Task Group Analysis Due 11:59 pm via D2L Dropbox

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

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

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: Peer Support Group & Facilitation Analysis (30%) - Variable Deadlines: February 1, 8, 15, 29 and March 7, 2024 via SOWK 395 Dropbox by 9:00 a.m.

Aligned Learning Objectives: 1, 2, 3, 4 & 5

Assignment Description:

This assignment provides students with the opportunity to experientially learn about group membership and facilitation. Given the significant impact of the COVID-19 pandemic and its response, it also provides students with a means of peer support and mutual aid.

Students will be assigned to a group by the instructor at the start of the course. *Please note, students will remain in the same group for their group projects.* For the purpose of this assignment, each group will have the opportunity to develop their own facilitation schedule. A written copy of the group's facilitation schedule should be submitted to the instructor via D2L Dropbox by **Thursday, January 18th at 9:00 a.m.**

There are two parts to this assignment: 1) Group facilitation and participation; and 2) Facilitation Analysis.

1) Group Facilitation and Participation

In their small group, each student will have the opportunity to facilitate/lead one session of the Peer Support Group and to be a participant in the groups facilitated/lead by their peers. Between the third and seventh instructional weeks inclusively (i.e., Jan. 25, Feb. 1, Feb. 8, Feb. 15, and Feb. 29), scheduled classes will commence with students participating in their respective Peer Support Groups. The Peer Support Groups will be 20 minutes in duration, beginning promptly at 9:00 am and ending promptly at 9:20 a.m. Immediately after each group session, the group will have 10 minutes to debrief their experience. This may include, but is not limited to, a discussion of each members' affective experiences

during the group, ideas about successes and challenges, thoughts about what worked well/what you might try differently in similar situations in the future, perspectives on 'critical incidents' (i.e., turning points for the better or worse), observations regarding shifts in the group development and/or functioning relative to previous group sessions, etc.

Please note, the Peer Support Groups and Debriefs may be recorded for learning purposes. They may only be shared with their respective group participants and course instructor.

2) Facilitation Analysis

A week after each Peer Support Group, the designated group facilitator/leader will submit their facilitation analysis. **This facilitation analysis should be a critical analysis and NOT primarily descriptive.** It should include ideas about the group's development, the facilitator's ideas about successes and challenges, the facilitator's most significant personal learnings, and the facilitator's goals for future development.

Assessment Criteria:

Please note, students will be marked on the depth and breadth of their critical reflection NOT on their facilitation skills as demonstrated in the session itself. Submission date is within 7 days of facilitation (i.e., D2L Dropbox by 9:00 a.m. on the Thursday following their respective group facilitation). Peer support group facilitation analyses will be graded according to the following criteria:

Grading Criteria for the Peer Support Group Facilitation Analysis (a rubric will be available on SOWK 395 D2L Site)

- Specificity - identifies specific examples (e.g., behaviours, interactions, interventions) from the group in support of the analysis;
- Constructive Criticism - at least two strengths as well as two aspects for further development are identified supported by suggestions drawn from the literature;
- Integration of Theory & Practice - statements made about the strengths and limitations of the workers facilitation of the exercise supported by references;
- Implications for Professional Development- three goals for furthering their skills with specific plans for improvement are outlined in the analysis;
- Evidence of a Distillation Process - the paper should not exceed 1000 words; it offers a concise and detailed analysis rather than a general description;
- Technical Merit – Format - well organized with clearly delineated structure, double-spaced, follows APA guidelines; Clarity - in terms of language, syntax, spelling, punctuation, sentence structure; and
- Meets Deadline – assignment is handed in on time, unless otherwise contracted (prior to the original due date).

Assignment 2: Group Proposal and Simulation (40%) - Variable Deadlines: March 14, March 21, March 28 & April 4, 2024, in-class by 9:00 a.m.

Aligned Course Learning Outcomes: 1, 3, 4, 5, 6 & 7

Assignment Description:

The class will form three small task groups (5-7 members). The purpose of these groups will be to prepare and present a group proposal, as well as plan and simulate a session from the proposed group.

Each group will identify a particular client population and need that the group will be intended to address. Students are encouraged to use the presentation and simulation as an opportunity to explore topics and groups dynamics of mutual interest. Planning time will be set aside at the end of each class. Breakout rooms (see SOWK 395 S03 D2L site) will be made available for group work prior to the presentation for development of group proposals and simulation planning. Task group members are encouraged to take turns as facilitators of planning group meetings. Additional planning time may be arranged by group members after class or when classes are not meeting.

1) Group Proposal

To prepare and orient the class to the issues to be addressed in each simulation, each task group is expected to prepare and present a proposal for group work, which focuses on a specific population and need. The proposal will be presented to the class prior to the simulation. This presentation is not to exceed **30 minutes** in duration. Each group should choose a specific population and need that it thinks is amenable to a group work approach and describe some of the basic characteristics of the proposed group, as outlined in the text (see Chapter 6: Planning a Group with a Focus on Diversity, and Appendix: B Group Planning Checklist) including but not limited to:

- Needs assessment - the population, problem, and needs that the group is intended to address;
- Purpose - purpose statement, goals and objectives, and group name;
- Group Structure - size, open/closed, sessional topics/themes, group rules, scheduling, number, and duration of meetings;
- Recruitment and selection of members - advertising, recruitment strategies and selection criteria;
- Content and activities - theoretically informed content for group's sessions including, where appropriate the organization of topics or themes
- Location, Time, and Accommodations - appropriate and accessible time, location, and meeting space; necessary equipment and materials;
- Evaluation of progress achieved by the group or its members.

The proposal should include **session plans for each stage of group**: Beginning, middle, and ending stages. Each session should be between one and two hours in duration. Each session plan shall include:

- Timing
- Activity descriptions/instructions
- Purpose of session
- Purpose of each activity
- Materials needed
- Check- in
- Check-out
- Alternative activity (optional)
- References

Each student in the group will prepare individual client's scenarios and roles in relation to the group members served in their group simulation. These scenarios will include that member's history that brought them to the group, challenges, and strengths of the member; and how they could benefit from the group experience. These will be handed in with the proposal. A session planning template will be

available on the SOWK 395 D2L site. Arrangements can be made with the instructor for copying of materials for use during class presentations.

Assessment Criteria:

The grade for this assignment will be derived from two sources:

Task Group Members - Group self-grading – 15% - distributed by group members (focusing on each member's overall contributions to the planning, implementation, and effectiveness of the presentation/proposal). A group grading form must be completed by each member.

Instructor – 25% - group grade derived from the proposal presentation. Presenters are asked to submit a copy of the slides from their presentation to the instructor.

Note: Group simulations will not be graded.

Grading Criteria for Group Proposals (see also SOWK 395 D2L site for rubric)

Group Proposals will be graded according to the following criteria:

- Comprehensiveness - to what extent are the major elements of the group design described?
- Theoretical Integration - Is rationale for the group explained and is the proposed design supported by related references? Related references include references which focus on the population, group context and problem/issue addressed by the proposed group supplemented by relevant course readings and handouts.
- Clarity - how clearly are the major elements of the group design presented?
- Use of Group work - to what extent is the task group utilized in the presentation?
- Authenticity - the extent to which the class understands the roles, identities, needs, and experiences, strengths and challenges that workers and members bring to this group.
- Additional criteria - see rubric on the SOWK 395 D2L site

2) Group Simulation

Each group will design and role-play one meeting of their proposed interventive group at a specified stage of development. Group A will present a beginning group session, Group B will present a middle group session, Group C will present a middle group session, and Group D will present an ending session. Though there is a wide range of potential social work groups to simulate, each group simulation must allow for extensive interaction between participants. Depending upon the size of their task group, task group members will choose one or two group members who will serve as workers for their simulations. Other group members should choose an identity and role to be acted out during the simulation. Each simulation will be between 45 to 60 minutes in duration. Thus, each task group will be responsible for a presentation and a simulation totaling no more than 90 minutes in duration.

Assignment 3: Task Group Journal & Analysis (30%) – Due April 18, 2023, via SOWK 395 D2L Dropbox by 11:59 p.m.

Aligned Course Learning Objectives: 1, 2, 5 & 6

Assignment Description:

This assignment asks each student to identify the dynamics as they were played out over the life of their **task group** and critique how these dynamics affected the accomplishment of the assigned task –

namely the planning of the learning activities, presentation, and simulation by the group. **Students are expected to maintain a journal of their experiences throughout the course and submit it along with their analysis.** Reflecting on each planning group session may be helpful in terms of the final analysis. Below are some of the dynamics which should be addressed in the analysis and some questions that may be explored relating to each dynamic:

- Member relationships & interaction patterns
- Member roles and leadership
- Group norms
- Group decision-making and use of differences
- Expression and resolution of conflicts

Questions to ponder in your analysis:

- How did the dynamics contribute to the development of an empowering group process?
- How do you think the dynamics influenced the group product/presentation?
- What emerged as the strengths, obstacles, and challenges for your group?
- If you encountered some of these obstacles or challenges in future as a group worker, how would you deal with them in a way that would enhance the functioning and effectiveness of your group?

The analysis should not exceed 1500 words.

Assessment Criteria:

Grading Criteria for the Task Group Analysis (See also rubric on SOWK 395 D2L site)

- Specificity - identifies specific examples (e.g., behaviours, interactions, interventions) from the task group in support of the analysis;
- Integration of Theory & Practice - statements made about the strengths and limitations of the task group are supported by references;
- Constructive Criticism - limitations are supplemented with suggestions drawn from the literature about how specific situations or obstacles could have been addressed more effectively in the group;
- Evidence of a Distillation Process - the analysis should not exceed 1500 words; it offers a concise and detailed analysis rather than a general description (use of sociograms is required);
- Technical Merit – Format - well organized with clearly delineated structure, double-spaced, follows APA guidelines; Clarity - in terms of language, syntax, spelling, punctuation, sentence structure;
- Meets Deadline – assignment is submitted on time, unless otherwise contracted (prior to the original due date).

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

Assessment rubrics based upon the above criteria will be posted on the SOWK 395 D2L site.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Students who are unable to attend a class are asked to notify the instructor and their respective planning group(s). Given the experiential nature of this class, it is not possible for students to

make up for being absent for the participation in group exercises or the group proposal presentation & simulation.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Faculty members in the Southern Alberta Region expect and insist that assignments:

- Be typed;
- Double-spaced
- Submitted in MS Word format
- Be free of grammatical, spelling and typing errors;
- Incorporate correct usage of referencing set forth by the current (7th) edition of the American Psychological Association (APA).
- Submit all assignments electronically through their respective Dropbox in D2L. To allow for instructor comments and editing, all assignments must be submitted in Word format. Assignments should have a file name as follows: "Full name and assignment title". Unless otherwise specified, assignments are due by 11:59 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

Some assignments such as the Group Proposal and Simulation and the Practice Group Exercise cannot be submitted late as they are presented in class. The Task Group Analysis and the Facilitation Analysis assignments may be submitted late only under exceptional circumstances provided a request for an extension has been submitted prior to the prescribed due date for these assignments.

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>

The University of Lethbridge Writing Centre is located in the Library and provides individual consultations with trained academic writing instructors and tutors to all students at the University of Lethbridge from all disciplines. There is no charge for this instruction, and the Writing Centre is happy to assist students at all stages of the writing process and levels of proficiency. For more information: <https://www.uleth.ca/artsci/academic-writing/writing-centre>

ACADEMIC MISCONDUCT

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

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L. Where a student's final grade falls within .5% of the next grade ordinal, the final grade will be rounded up.

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 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/usri>

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

ADDITIONAL SUGGESTED READINGS

Staples, Lee (2007). *Social Work Skills for Organizing and Leading Task Oriented Groups*. Retrieved April 18, 2021. Retrieved from: https://cdn.ymaws.com/www.naswma.org/resource/resmgr/imported/FCE_Skills_for_Organizing_and_Leading_Task_Oriented_Groups.pdf

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's [Code of Conduct](#).

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

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

Research Ethics

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

Academic Misconduct

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

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

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

Freedom of Information and Protection of Privacy

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

Sexual and Gender-Based Violence Policy

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

Other Important Information

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

- Wellness and Mental Health Resources

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