



UNIVERSITY OF CALGARY

Winter 2021
FACULTY OF ARTS

COURSE TITLE: Capstone in Mental Wellbeing			
Course Number	WELL 400		
Pre/Co-Requisites	WELL 300 and enrolment in the Embedded Certificate in Mental Wellbeing and Resilience		
Instructor Name	Dr. Jean E. Wallace	Email	jwallace@ucalgary.ca
Instructor Email Policy	Feel free to contact me by email at any time. Please put the course number and section in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. I do not answer emails over the weekend. Please take that into account when emailing me questions about upcoming readings or assignments.		
Communication	Please check the course Home Page regularly (a couple times a week) for any news or updates and please email me immediately if there are problems accessing any of the course materials.		
TA Name	Brittany Lindsay	TA Email	bllindsa@ucalgary.ca
Class Dates	Tuesdays and Thursdays		
Class Times	11:00am - 12:15pm MST		
Class Location	Live synchronous via Zoom		

Course Description

There are many aspects of belonging to an organization or community that negatively impact individuals' health and there are many different ways to respond to these unhealthy situations. This course will examine mental health issues, such as stress and burnout, as well as individual coping strategies and groups responses to promote mental health and wellness.

Course Objectives

1. Investigate research and best practices of promoting and securing mental health and wellbeing for self and others.
2. Participate in collaborative learning in team exercises and projects.
3. Critically analyze relevant empirical literature in connection to their team project's specific mental health and wellbeing challenge.

4. Propose a community-engagement or research-based project that identifies a priority related to wellbeing and promotes mental health and wellbeing in the community
5. Communicate and evaluate the team's progress orally and in written form.

Course Format

This course will involve synchronous remote learning where students are required to attend the classes scheduled on Tuesdays and Thursdays from 11:00am-12:15pm MST via Zoom. This format of teaching and learning is still new for most of us. It can be stressful and uncertain. I have posted two small documents on helpful tips for taking online courses. Please check them out and feel free to share advice and/or ask questions on the Discussion Board about any of challenges of this new experience.

Methods of Assessment and Grading Weights

The methods of assessment are organized around the core themes of self-care and wellness and the team project. Brief descriptions are provided below. Refer to the "Assignments" folder on D2L. **If you cannot submit your assignment by the due date you must contact the instructor prior to the deadline to be considered for accommodation unless an exception has been granted by the instructor. Late assignments without instructor approval will be deducted 5% per day.**

Self-Care and Wellness

- In week 1, we will complete the **Wither's Self-Care Toolkit for University Students** (STEPS 1 and 2) and you will submit your **Self-Care Plan** (STEP 3). In weeks 2 through 12, you will complete 5 Weekly Reflective Journalings on your wellness and/or maintaining your self-care plan, which you will submit together with an overall reflection in week 12.
- We will be assessing **Wellness Measures** in select Tuesday classes. We will discuss the concept, our scores and the measure in class. The first Wellness Exercise (WE 3.2) will be practiced and submitted as an individual submission – every student will complete it and you have the choice of practicing one of the Wellness Interventions. The remaining five Wellness Exercises (WE 3.3 to 3.9) will be completed by one member of each team. The **Wellness Intervention** will be practiced for one week. Students will retake the Wellness Measure and then submit **Critical Reflection Exercise**. In total, **each student will submit two Wellness Exercises**. Team members will also submit their Critical Reflection document to their team as a way of sharing information about wellness measures and wellness interventions that may be suitable for the Wellness Solution Proposal.

Team Project: Wellness Solution Proposal

- The core project for this course involves a team project working on a Wellness Solution Proposal with a community partner. Each team will work with their community partner to identify one wellness challenge to be addressed; use social science research to identify a wellness solution for this specific issue; develop a proposal for introducing and assessing the wellness solution; and present your proposal and poster to your community partner. A more detailed breakdown of the components of this assignment and timelines are contained in the **Wellness Solution Proposal Assignment**. **You will have class time to work together** with your team to complete and/or present most components of this project. You will also meet and receive feedback from your community partner at several key steps in the proposal development process.

Assignments	Due Date	Weight
Self -Care and Wellness		
#1 Self Assessment and Self Care Plan	Jan. 15 @ noon via D2L	5%
#2 Weekly Reflective Self-Care Journaling (10%) + Overall Reflections (10%)	Apr. 2 @ noon via D2L	20%
#3 Two Critical Reflections on Wellness Exercises @ 10% each	Week 2 and <u>one</u> of Weeks 3, 4, 7, 8, or 9 due Fri. @ noon via D2L	20%
Team Project: Wellness Solution Proposal		
#4 Team Intervention Ideas and Issues	Feb. 12 @ noon via D2L	5%
#5 Team Presentation: Research Problem*	Feb. 25 in class	5%
#6 Team Instrument Assessment	Mar. 26 @ noon via D2L	5%
#7 Team Presentation: Design Diagram*	Apr. 1 in class	5%
#8 Team Presentation: Wellness Solution Proposal*	Apr. 13 or 15 in class	10%
#9 Team Wellness Solution Proposal: Poster	Apr. 13 or 15 in class	5%
#10 Peer Assessment of Team Presentation	Apr. 13 or 15 in class	5%
#11 Team Final Project: Wellness Solution Proposal	Apr. 22 @ noon via D2L	10%
#12 Self and Team Assessment	Apr. 22 @ noon via D2L	5%

* Involves an in-class presentation

Final Exam Information

There is no final exam for this course.

Learning Resources

Refer to the document “Schedule of Lectures and Readings” to see the required readings assigned by topic and date. In addition, the links for the articles are also provided there. You will need your UCID number and password to login to the University of Calgary library to access the articles. It is your responsibility to locate and download all articles from the University of Calgary library.

Expected lecture dates for the topics are listed, although unexpected circumstances may require some changes. You should **read** the required readings prior to their designated class and **bring** those articles available to you during class for review and discussion. Summary Power Point outlines will be available on D2L prior to the relevant class.

TOPICS, READINGS AND ACTIVITIES
<p>PRE-COURSE ORIENTATION</p> <p><i>Please review the following materials posted on D2L in the “Pre-Course Orientation” folder before the first class on January 12th. The Course Outline is also posted in the “Course Outline” folder.</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Welcome letter <input checked="" type="checkbox"/> Student Roles and Responsibilities <input checked="" type="checkbox"/> Using Zoom and D2L <input checked="" type="checkbox"/> Self-Care and Mindfulness during a Pandemic

SECTION 1: INTROS AND RECAPS

We will do self assessments to start developing a self-care plan. We will introduce ourselves and set up teams. We will also review key concepts related to mental health, wellbeing and research methods.

WEEK 1: INTRODUCTION TO THE COURSE AND SELF CARE

Tuesday January 12: Introduction and Orientation to the Course

Ms. Laurel Sherriff will join us in providing an orientation to WELL 400. Please review the course materials posted in the Pre-Course Orientation folder on D2L prior to today's class.

Thursday January 14: Self Care Assessment and Self Care Plan

Withers, T. (n.d.) Self-Care Toolkit for University Students. Wellness Education Centre, University of Waterloo. <https://studentexperience.uwo.ca/docs/Self-Care%20Toolkit%20for%20University%20Students.pdf>

- ✓ STEP 1: Understanding Self-Care – Read pages 1-5 before class
- ✓ STEP 2: Identifying your Strengths & Weaknesses – Complete pages 6-13 in class
- ✓ STEP 3: Making your Self-Care Plan – Complete pages 14-19 in class

Assignment #1 Self Assessment and Self-Care Plan due Jan. 15 @ noon via D2L (5%)

WEEK 2: COMMUNITY PARTNERS, TEAMWORK AND TEAMS

Tuesday January 19: Community Partnership primer:

Ms. Laurel Sherriff will join us in providing information on the Community Partners. We'll also take a look at an article that outlines some key concepts of the stress process.

Students will submit ranking of Community Partner projects in class (0%).

Thursday January 21: Teamwork primer: Working in teams

We'll be having a guest speaker from the Individual and Team Performance Lab present a primer on teamwork.

WEEK 3: REVIEWING VARIABLES, HYPOTHESES AND KEY CONCEPTS

Tuesday, January 26: Reviewing variables and hypotheses

There are no formal readings, but please review the slides and handout I have posted before class.

Teams will work together in class to complete and submit their Team Charter.

Students will submit signed Team Charter in class (0%)

Thursday January 28: Reviewing key mental health concepts

Gardner, D. & O'Driscoll, M. (2007). Professional wellbeing. In I. M. Evans, J. J. Rucklidge & M. O' Driscoll (eds), *Professional Practice of Psychology in Aotearoa New Zealand* (pp. 245-258). Wellington, New Zealand: The New Zealand Psychological Society Inc.

<https://researchcommons.waikato.ac.nz/bitstream/handle/10289/3363/professional?sequence=1>

Wheaton et al. (2013). Social Stress in the 21st Century in *Handbook of the Sociology of Mental Health*. Chapter 15 (pp. 299-323). C.S. Aneshensel et al. (eds.). Springer Science.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=973851&ppg=308>

WEEK 4: REVIEWING METHODOLOGICAL APPROACHES AND THE RESEARCH PROCESS

Tuesday February 2: Quantitative Research Methods

Summary of Common Evaluation Methods in *Program Evaluation Toolkit* (2013). Ontario Centre of Excellence for Child and Youth Mental Health, Ottawa Ontario (p.15). [https://www.cymh.ca/resource-hub-files/t_eval_Pg15_CommonEvalMethods\(Example\).pdf](https://www.cymh.ca/resource-hub-files/t_eval_Pg15_CommonEvalMethods(Example).pdf)

Quant Intro: Burns, K.E.A. et al. (2008). A Guide for the Design and Conduct of Self- Administered Surveys of Clinicians. *Canadian Medical Association Journal*, 179(3): 245-252.

<http://bit.ly/2wPE53s>

More in-depth for those proposing a quantitative survey: Johnson, R.L., & Morgan, G.B. (2016). *Survey Scales: A Guide to Development, Analysis and Reporting*. Guilford Press: New York. pp. 1-16 (Survey Scales); 18-32 (Adopting or Adapting Existing Scales).

<http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4584953>

**E-book licence permits only one online user at a time; per day, a user may print to PDF up to 29 pages*

Thursday February 4: Qualitative Research Methods

Qual Intro: Curry, L.A., Nembhard, I.M., & Bradley, E.H. (2009). Qualitative and Mixed Methods Provide Unique Contributions to Outcomes Research. *Circulation*, 119: 1442-1452.

<http://bit.ly/2vXvqP4>

More in-depth for those proposing a qualitative design: Creswell, J.W., Hanson W.E., Plano Clark, V.L. and A. Morales (2007). Qualitative Research Designs: Selection and Implementation. *The Counseling Psychologist*, 35(2): 236-264.

<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0011000006287390>

SECTION II: CONNECTING TEAMS, PARTNERS AND IDEAS

Teams will meet their community partner and together identify a mental health/wellbeing challenge. We will discuss the practicalities of introducing interventions and assessing their effectiveness.

WEEK 5: CONNECTING TEAMS, PARTNERS AND IDEAS

Tuesday February 9: Meeting community partners

Countdown to Wellness (n.d.). Prepared by the American Veterinary Medical Association.

<https://www.avma.org/resources-tools/wellbeing/setting-workplace-wellbeing-program>

Teams will use Countdown to Wellness as a framework for identifying and discussing the Wellness Challenge with their community partner. See template provided on D2L.

Thursday February 11:

The class will discuss and debrief any issues, questions or concerns raised on the 9th. Teams should have time to work on Assignment #4 in class.

Assignment #4: Team Intervention Ideas & Issues due Feb. 12 @ noon via D2L (5%)

WEEK 6: Tuesday and Thursday February 16 and 18: Reading Week Breathe...

WEEK 7: TEAMS IDENTIFY POTENTIAL WELLNESS CHALLENGE FOR PROPOSAL

Tuesday February 23: Developing Research Questions and Problems

Newman, I., and D.M. Corvig (2013). Writer's Forum – Building Consistency between Title Statement, Purpose, & Research Questions to Improve the Quality of Research Plans and Reports. *New Horizons in Adult Education & Human Resource Development*, 25(1):70-79.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1002/nha.20009>

Three studies for in-class exercise:

Lemaire, J., Wallace, J.E., Lewin, A.M., de Grood, J., and Schaefer, J.P. (2011). The Effect of a Portable Biofeedback Tool on Physician Stress: A Randomized Controlled Clinical Trial. *Open Medicine* 5:e154-e163.

[The effect of a biofeedback-based stress management tool on physician stress: a randomized controlled clinical trial \(nih.gov\)](#)

Lemaire, J., Wallace, J.E., Dinsmore, K., and Roberts, D. (2011). Food for Thought: An Exploratory Study of How Physicians Experience Poor Workplace Nutrition. *Nutrition Journal*, 10:18-25.

[Food for thought: an exploratory study of how physicians experience poor workplace nutrition | Nutrition Journal | Full Text \(biomedcentral.com\)](#)

Lemaire, J., Wallace, J.E., Dinsmore, K., Lewin, A.M., Ghali, W.A., and Roberts, D. (2010). Physician Nutrition and Cognition during Work Hours: Effect of a Nutrition Based Intervention. *BMC Health Services Research*, 10:241-249.

[Physician nutrition and cognition during work hours: effect of a nutrition based intervention | SpringerLink](#)

Thursday February 25: In-Class Teamwork on Research Problem

Teams will work together in class and get feedback from the instructors to formulate their own Research Problem.

Refer to the examples based on the three Lemaire et al. papers for February 23.

Assignment #5 Team Presentation: Research Problem due in class (5%)

SECTION III: EXPLORING INTERVENTIONS AND ASSESSMENTS

We will examine different research approaches to implementing wellness interventions and how to assess their effectiveness.

WEEK 8: TEAMS RESEARCH ON THEIR SPECIFIC MENTAL HEALTH/WELL BEING CHALLENGE (e.g., anxiety, burnout, disengagement) **AND POSSIBLE INTERVENTION/SOLUTION** (e.g., relaxation technique, time out) for proposal.

Tuesday March 2: Writing Literature Reviews

Baber et al. (2017) The Literature Review: Situating Your Mixed Methods Study in the Larger Context in *Developing A Mixed Methods Proposal: A Practical Guide for Beginning Researchers*. SAGE Publications, Inc.; Thousand Oaks, CA. (Chapter 5).

<http://methods.sagepub.com/book/developing-a-mixed-methods-proposal/i927.xml>

Wallace, J.E. (2014). *How to Write a Literature Review*. Prepared for the Department of Sociology's Graduate Student Writing Workshop. University of Calgary. [PDF posted on D2L](#)

Thursday March 4: In-Class Teamwork Linking Interventions to Wellness Outcomes

*Students will bring 1 relevant article to discuss with team that includes a potential intervention and/or wellness outcome. This article **must** be selected from any of the course articles, list of relevant resources posted on D2L, or from the reference list of any of the course articles. Teams will discuss intervention-outcome link in their selected articles.*

WEEK 9: TEAMS CONDUCT LITERATURE SEARCH ON POTENTIAL RESEARCH DESIGNS AND DATA COLLECTION FOR THEIR SPECIFIC SOLUTION/INTERVENTION

Tuesday March 9: What's your Method?

*Read **one** of the Method Mini-Toolkits on Case Studies, Focus Groups, Interviews or Questionnaires from the Program Evaluation Toolkit (2013). Ontario Centre of Excellence for Child and Youth Mental Health, Ottawa Ontario (p.15).*

<https://www.cymh.ca/Modules/ResourceHub/?input=mini-toolkit>

Thursday March 11 In-Class Teamwork on Intervention Design

Team will work together to identify research design and data collection strategy (qual vs. quant; experimental vs. cross sectional vs. longitudinal; interview vs. survey vs. focus groups, etc.) for intervention.

SECTION IV: OPERATIONALIZING SOLUTIONS AND ASSESSMENTS

In this section, teams will operationalize their proposed solutions and assessments for their proposals. We will look at how interventions are linked to outcomes and how effectiveness can be assessed.

WEEK 10: TEAMS SPECIFY MENTAL HEALTH AND WELL BEING SOLUTION/INTERVENTION AND DESIRED OUTCOMES

Tuesday March 16 and Thursday March 18: Teams Connect with Community Partners

Teams will connect with their community partner in one class or the other (either the 16th or 18th) to discuss their project and use the other class to get feedback from the instructors.

WEEK 11: TEAMS IDENTIFY/DEVELOP DATA COLLECTION INSTRUMENT (e.g., scales, interview template)

Tuesday March 23: Review Week 3 and Week 8 Readings

Taylor-Powell (1996). *Analyzing Quantitative Data*. Prepared for Program Development and Evaluation Program at the University of Wisconsin (G3658-6). [Click to "View" and download.](#)

<https://learningstore.extension.wisc.edu/products/analyzing-quantitative-data-p1024>

Region of Waterloo Public Health *Quick Guide to Qualitative Analysis* (DOCS #556671). [PDF on D2L](#)

Thursday March 25: Identifying Data Collection Instrument

*Students bring 1 relevant article to discuss with team that has a measure of a potential wellness outcome. This article **must** be selected from any of the course articles, list of relevant resources posted on D2L or from the reference list of any of the course articles.*

Assignment #6 Team Instrument Assessment due Mar. 26 @ noon via D2L (5%)

SECTION V: PROPOSING THE PROPOSAL

In this section, teams will receive feedback and work on finalizing the pieces of their Wellness Solution Proposal. We will consider a variety of ways of communicating, presenting and packaging research ideas.

WEEK 12: TEAMS PRESENT DESIGN DIAGRAM AND ASSESSMENT PLAN FOR PROPOSED STUDY*

Tuesday March 30: Design Diagrams, Flow Charts, Budgets

We'll examine different visual ways of summarizing the design of a project. [Examples posted on D2L](#)

Thursday April 1: Design Diagrams Presentations

Assignment #7: Team Presentation: Design Diagram Presentations due in class (5%)

WEEK 13: TEAMS FINALIZE PROPOSALS

We'll examine putting the pieces together with a template of sections, appendices, diagrams and formatting approaches and giving a Power Point Presentation.

Tuesday April 6: Formats and Templates

Power Point Tips and UC Power Point Template [Resources posted on D2L](#)

Thursday April 8: In-Class Teamwork and Q&As

Students should bring any final questions they have for the class and instructors before their presentations in Week 14.

WEEK 14: Tuesday April 13 or Thursday April 15: Teams give Power Point Presentation and Executive Summary to Community Partners*

Teams will present their Wellness Solution Proposal in one of the classes to the Community Partners.

Assignment #8 Team Presentation: Wellness Solution Proposal Presentation in class (5%)

Assignment #9 Wellness Solution Proposal Poster due in class (10%)

Students will be assigned to evaluate one Team Presentation in the class they are not presenting in.

Assignment #10 Peer Assessment of Team Presentation (5%)

Learning Technologies and Requirements

The following learning technologies are used in this course: a variety of features on **D2L** (e.g., Dropbox, Discussion Board), **Zoom**, and **Power Point** presentations. The D2L site for this course contains relevant class resources and materials. I have posted starter tips and Q&A for using these technologies in the Discussion Board on D2L (see "*Tips for Online Learning*"). In order to successfully engage in your learning experiences in this course, you will need reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.
- Most current laptops will have a built-in webcam, speaker and microphone

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

Absences and Deferrals

Students who miss class assessments (participation activities, or other assignments) should inform their instructor as soon as possible. If the reason provided for the absence is acceptable, the instructor may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: <https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Grade Reappraisal

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

Handing in Papers, Assignments

Protection of Privacy: The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a stamped, self-addressed envelope to be used

for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g., [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties 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.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized 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.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, 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.

Recording of Lectures

The audio or video recording of lectures and taking screenshots of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

Sharing of Lecture Notes and Exam Questions

Publicly sharing lecture notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit

www.ucalgary.ca/access/. 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. The full policy on Student Accommodations is available at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website go to: <https://library.ucalgary.ca>

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives, can be found here: <https://www.su.ucalgary.ca>.

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website: <https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.