CUMMING SCHOOL OF MEDICINE
GRADUATE COURSE OUTLINE

COURSE INFORMATION			
Course Name and Number	**MDCH 683:** **Introduction to Qualitative Health Research for the Health Sciences**		
Pre/Co-Requisites	None (This is a required course for MSc Students in the Population and Public Health Specialization)		
Faculty	Cumming School of Medicine, Graduate Science Education		
Instructor Name(s)	Rebecca Haines Saah	**Email**	Rebecca.saah@uclagry.ca
Office Location	TRW 3E17	**Office Hours**	By appointment
Instructor Email Policy	None.		
Telephone No.	403-210-7378		
TA Name	None.	**Email**	None.
Class Term, Days	Winter 2020; Tuesdays		
Class Times	Tuesdays 2:00-3:30pm for synchronous course meetings		
Class Location	Virtual class. Synchronous activities between 1:00 -3:50 pm Tuesdays, with some asynchronous components.		
Course Format Note	• This course will take place **online** via Desire2Learn (D2L) and Zoom. • To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions**.** • When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the online discussion). • There will be a synchronous component to the course each week from 2:00-3:30pm via Zoom. Other asynchronous weekly activities (writing reflections, watching videos, listening to podcasts and recorded mini-lectures) will total no more than 1 hour and 20 minutes per week.		

The University of Calgary Cumming School of Medicine would like to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III.

DESCRIPTION OF THE COURSE

This course has been designed to provide graduate students in the health disciplines with an introduction to appraising, planning, and conducting qualitative research. In addition, those with prior exposure to qualitative research are encouraged to enroll to deepen their understanding of qualitative research and to gain familiarity with conventions for proposing, conducting, and publishing qualitative research in the health sciences.

REQUIRED READINGS

This course will draw upon materials from published examples, textbook descriptions, lecture-style presentations, discussion with peers, video and audio from public, online resources and Desire2Learn (D2L).

The required textbooks for this course are: (eBooks are acceptable)
    Green, Judith, and Nicki, Thorogood (2013). *Qualitative Methods for Health Research*. 3rd Edition. Los Angeles: Sage. (Please
    Thistle, Jesse (2019). *From the Ashes: My Story of Being Métis, Homeless, And Finding My Way*. Toronto: Simon & Schuster.

COURSE OBJECTIVES & LEARNING OUTCOMES

By the end, those enrolled as students in this course will be able to:
1. Articulate reasons for conducting qualitative research on health topics, in a persuasive manner;
2. Appraise examples of qualitative research published in health-focused journals;
3. Appraise health research proposals based on qualitative methods;
4. Develop interview guides and practice interview skills for use in qualitative health research;
5. Identify strengths and limitations associated with a range of methodologies commonly used in qualitative health research, and apply this understanding to journal articles and proposals;
6. Organize and analyze qualitative data, to the extent of identifying common themes and outliers;
7. Propose research to study health topics, including conceptual resources and timelines, using qualitative methods;
8. Evaluate the extent to which epistemology and social theory are integral to qualitative health research.

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COURSE SCHEDULE	
Date	**Topic & Reading**
January 12 *Synchronous 1-2:30pm*	**Course Introduction:** In this session we will introduce ourselves and review the course outline, assignments and the course expectations. We will share our knowledge about qualitative research and begin to answer the question, "What does it mean to 'think qualitatively'?" as a researcher in the health sciences. Required Reading: Chapter 1: Qualitative Methodology and Health Research
January 19 *Synchronous 1-2:30pm*	**Critical Appraisal of Qualitative Research:** This session will provide you with the skills to assess the soundness of research designs and the overall quality of qualitative research studies that have been published in health-related journals. It will provide the necessary background to complete the critical appraisal assignment. Required Reading: Chapter 10: Reading, Integrating and Appraising Qualitative Research; Green & Thorogood, Chapter 12: Writing Up and Disseminating
January 26 *Synchronous 1-2:30pm*	**Qualitative Research Proposals:** This week's session is focused on equipping you with the conceptual skills and methodological understanding that you will need to design a qualitative health research project. We will consider how to position qualitative research for a 'health science' review audience and the methodological considerations specific to 'mixing' qualitative and quantitative study methods will be introduced. Required Reading: Chapter 2: Developing Qualitative Research Designs; Chapter 11: Mixing Methods and Designs
February 02 *Synchronous 1-2:30pm* *Critical Appraisal due February 05*	**Ensuring Rigor in Qualitative Research: Study procedures and research ethics:** In continuation from the previous session, we focus on ethical issues in qualitative research and study procedures for ensuring research is rigorous and adheres to ethical standards for carrying out qualitative studies with participants in health care and community settings. We will review and discuss a number of practical and ethical dilemmas encountered by qualitative researchers. Required Reading: Chapter 3: Responsibilities, Ethics and Values
February 09 *Synchronous 1-2:30pm* *Interview Guides due February 12*	**In-Depth Interviews:** Interviews are the most frequently used qualitative method and becoming a skilled interviewer takes time and practice 'in the field'. This week we will read and discuss the 'art and science' of qualitative interviewing and engage in practice exercises in class that will help to prepare you for carrying out your qualitative interview assignment. Required Reading: Chapter 4: In-Depth Interviews
February 16	**READING WEEK**
February 23 *Synchronous 1-2:30pm*	**Focus Group Interviews:** In qualitative research group interviews are used much differently than they are in the context of market research, and the dynamics of facilitating, coding and analyzing focus group data requires a different orientation that does interview data. In this session we will practice focus group facilitating and participate in exercises to help familiarize you with the unique contextual challenges of doing using focus group methods in qualitative health research. Required Reading: Chapter 5: Group Interviews

March 02 Synchronous 1-2:30pm	**Thematic Content Analysis:** Thematic content analysis is the conceptual 'backbone' of most qualitative analysis, yet it is frequently poorly described and over-simplified in published accounts of qualitative health research. This session will explore when and why it is appropriate to use thematic analyses and how the rigor of such techniques may be enhanced through being specific about the methodological and theoretical positioning of research. Required Reading: Chapter 8: Beginning Data Analysis
March 09 Synchronous 1-2:30pm	**Narrative Analysis:** Narratives are much more than stories that describe our individual and collective experiences, they are embedded in culturally and contextually specific ways of 'telling' and sharing stories with others. This week's class will provide an introduction to the diverse tradition of research that adopts a narrative approach, with close attention to techniques for collecting and analyzing narratives based on their structure, content, and 'actions' (i.e. what qualitative narratives 'do' or accomplish). Required Reading: Chapter 9: Developing Qualitative Analysis, "Narrative Analysis"
March 16 Synchronous 1-2:30pm	**Grounded Theory:** Grounded Theory constitutes both a "method" and "methodology" for carrying out research and rifts between the originators of GT and adaptations of GT practices over time have led to a conceptual divide between "GT purists" and those who follow this methodology more loosely. In this session we will look closely at how GT was originally developed, what it has added to the field of qualitative health research, and why is has been critiqued as a positivist research tradition. Required Reading: Chapter 9: Developing Qualitative Analysis, "Grounded Theory"
March 23 Synchronous 1-2:30pm	**Working with NVivo:** In this 'hands on' zoom practice session we will become familiar with NVivo software and practice working with data using this popular qualitative research tool. This will include practice exercises with textual and visual data sources.
March 30	**GROUP PRESENTATIONS – TEXTUAL ANALYSIS**
April 06 Synchronous 1-2:30pm	**Beyond Interviews:** Qualitative research encompasses much more than collecting interview data. This week's session explores how ethnographic approaches from anthropology and sociology have been taken up in health research domains. We will also consider approaches to working with textual sources (i.e. records) and visual data (video, photos) with attention to carrying out research in online and digital contexts. Required Reading: Chapter 6: Observational Methods; Chapter 7: Physical and Virtual Documentary Sources
April 13 Synchronous 1-2:30pm LAST CLASS Final papers due April 16	**Participatory and Community-based Research:** Qualitative research that is 'community-based' and participatory comes with a fundamentally different set of principles, goals and research 'products' than does research that is driven by health care professionals or other systems-driven studies. In our final week we explore the challenges, advantages, and power dynamics of doing research that moves beyond the idea of being 'patient centered' or community engaged, in projects that are *driven by* participants in their communities. Required Reading: Chapter 1: Qualitative Methodology and Health Research, "Participatory Research"

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ASSESSMENT COMPONENTS			
Assessment Methods	**Description**	**Weight %**	**Due Date <u>and</u> Time**
Reflective Posts	To encourage engagement with the course materials each week students must post a 500-word reflection on the assigned readings. The post should include 2-3 critical questions about the readings, listed at the end as bullet points. Papers are not required the week of the NVivo training or the group presentations. <u>PLEASE NOTE: This includes a post for the first class.</u>	10%; 1% x no more than 10 posts	Every week, by Tuesday at 1:00pm
Critical Appraisal	Students will appraise a qualitative journal article selected from list provided by the instructor. To appraise implies having understood the content and the main arguments. The criteria provided in the course marking schema must be used to organize the appraisal. The suggested length is 5 pages.	20%	February 05 at 5pm
Development of an Interview Guide	Students will develop a 2-3-page guide consisting of questions for an in-depth one-to-one interview, including an Introduction and Background section situating the topic. The interview guide is to be used as the basis of the Interview Practice Assignment.	15%	February 12 at 5pm
Analysis of Textual Data – Group Book Reviews	In assigned teams of 3-4, students will undertake a thematic content analysis of the text *From the Ashes*. Each group will present a brief slide presentation and summary of their analysis to the class (10-12 slides; 15-20 minutes) and each member will submit a 1-2-page written reflection paper on the content and process. Teams will be assigned the same grade.	25%	March 30, in class.
Interview Practice Assignment	Students will carry out an in-depth interview (60-90 minutes) on a health topic of their choosing with a volunteer who is a close acquaintance or family member. They will transcribe the interview and then carry out a qualitative analysis and write-up of their interview findings. The final assignment should include the following sections: Introduction, Literature Review, Methods, Findings, and Discussion/Conclusion. The complete assignments must be double-spaced and should not exceed 15 pages.	30%	April 16 at 5:pm

* The University policy on grading related matters is outlined in the 2020-2021 Calendar.

ASSESSMENT AND EVALUATION INFORMATION

IS A PASSING GRADE ON A PARTICULAR COMPONENT ESSENTIAL TO PASS THE COURSE AS A WHOLE? No.

ATTENDANCE AND PARTICIPATION EXPECTATIONS:
Attend and participate in all classes.

GUIDELINES FOR SUBMITTING ASSIGNMENTS:
All assignments to be submitted on D2L. No emails accepted.

FINAL EXAMINATIONS:
There is no written final exam.

EXPECTATIONS FOR WRITING:
All assignments should be prepared with double-spacing, 12 point font, and normal margins.

LATE AND/OR MISSING ASSIGNMENTS:
The penalty is 5% deduction per day, unless a previous arrangement has been made.

CUT POINTS FOR GRADES

This course adheres to the grading system outlined in the University of Calgary, Faculty of Graduate Studies Calendar. Grades of A+ and A are not distinguished in the calculation of GPAs. Percentage/letter grade conversion used for this course is as follows:

Grade	Grade Point Value	Percentage Conversion	Graduate Description
A+	4.00	95-100	Outstanding
A	4.00	90-94	Excellent – superior performance showing comprehensive understanding of the subject matter
A-	3.70	85-89	Very Good Performance
B+	3.30	77-84	Good Performance
B	3.00	72-76	Satisfactory Performance
B-	2.70	68-71	Minimum Pass for Students in the Faculty of Graduate Studies
C+	2.30	63-67	All grades below 'B-"are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements

Marking rubrics for assignments

Critical Appraisal

Introduction **10**	What literature and theory were presented leading to the research questions? What were the research questions? How did the literature and theory provide a clear rationale for undertaking the study?
Methodology **5**	What was the methodology? Was the methodology appropriate? Why or why not?
Methods: Context **5**	What was the setting, context, and sample? To what extent were the descriptions of the setting, context, and sampling appropriate? How did the authors demonstrate a flow from the background and research questions to the setting, context and sampling?
Methods: Ethics **5**	How did they address ethical issues, including confidentiality and the consequences of their work? Were there approaches that were missed or that they might have taken?
Methods: Data Collection **10**	What data were collected? How did the authors ensure that their data collection and record keeping were systematic? How did the authors demonstrate that they provided sufficient information that the study could be replicated or at least clearly understood?
Methods: Data Analysis **10**	How did they analyze the data? To what extent did they provide acceptable procedures for analysis? What convinced you that the data analysis was rigorous?
Results: Findings & Themes **10**	What were the main results of the study? [Summarize only] How did they use interview excerpts or field notes? How did the authors demonstrate a logical flow that followed from the research questions, through data collection, to findings?
Discussion: Interpretation **10**	How did the authors demonstrate rigor in the interpretation of their results? How did the researchers make a connection between the study results and current state of knowledge to emphasize the innovative nature of the work?
Discussion: Limitations & Future Directions **10**	What are the limitations of the study? What other limitations did you identify? How did the author(s) presentation of future directions follow logically from the study? How did the authour(s) avoid conjecture and ensure that their Discussion points did not "go beyond" the findings?
Conclusions **5**	What were the conclusions? To what extent did the conclusions provide a synthesis of the study?
Learner Perspective (you) **15**	What are the overall strengths and weaknesses of the paper? What was learned from the study? What else would you have liked to learn? How was this study and your critique helpful in your understanding of qualitative research?
Writing Quality **5**	Overall quality of writing demonstrated by student in their critique (i.e., grammar, sentence structure, spelling, word choices, organisation).

Total: /100

2. Interview Guide

40	Background section to situate reader as to research aim, methodological tradition and characteristics of intended participants. Includes practical and ethical considerations for carrying out research interviews on the selected topic.
20	Preamble to the interview. [Instructions that would be provided to the participant related to purpose of the study, length of interview, data handling to ensure confidentiality and anonymity, ability to withdraw.]
40	Interview questions including probes as needed.

Total: /100

Textual Analysis (Group Oral Presentation)

20	Background information (literature review, theory) is provided. Research aim is presented (including purpose and questions).
20	Methods 1. Data collection and sampling strategy are described and are consistent with the research aim(s) and methods. 2. Data analysis. Approach taken to thematic analysis is described.
20	Results 1. Main results are described including outliers or disconfirming examples. 2. Appropriate use of figures, tables, quotations.
20	Discussion (20)
10	Conclusions (10)
10	Contributions. It is clear that all group members played an active role in carrying out and presenting the assignment to the class.

Total: /100

4. Interview Assignment

25	Presenting an in-depth literature review and rationale and for choice of topic (i.e., what else has been done in this area, why this study is needed or will be helpful, drawing from existing theories or approaches)
15	Clearly stating the research goals, objectives, questions to be explored through your 'pilot' interview.
15	Description of research methodology and methods for collecting, transcribing, coding, and analyzing the interview. Statements about ensuring anonymity, confidentiality, data security and ethical participant engagement.
25	Analysis of the interview transcript.
10	Significance of the study.
10	Timeline, research design and budget for a future project.

Total: /100

Communication

Brightspace (By D2L) is located on the University of Calgary server and will be used extensively for communication with Students. A link to the zoom class will be provided on D2L. It is the student's responsibility to ensure that they receive all posted communications and documents and that they receive e-mails send by instructors of fellow students through D2L. Only your @ucalgary.ca e-mail address maybe linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account as the Instructor will also provide regular and time-sensitive updates via email.

Learning Technology Requirements

In order to successfully engage in learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have 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
- For interview activities, a program or device that records audio will also be required but can be loaned from the Instructor.

Most current laptops will have a built-in webcam, speaker and microphone.
Please see the following for a detailed explanation of the minimal required technology for online learning
https://elearn.ucalgary.ca/technology-requirements-for-students/
A laptop, desktop, tablet or mobile device is required for D2L access. If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: http://elearn.ucalgary.ca/d2l-student/.

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 the Code of Conduct). When entering Zoom or other video conferencing sessions, 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. 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 (where available). 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 (such as 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.

Conduct During Lectures
The classroom should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at https://www.ucalgary.ca/policies/forms/title.

EQUITY, DIVERSITY AND INCLUSION

The Cumming School of Medicine recognizes that equity, diversity, and inclusion benefits and strengthens all communities, including the medical community and those served by it. We aim to actively engage all learners, particularly those from equity seeking groups including women, Indigenous peoples, visible/racialized minorities, persons with disabilities, and LGBTQ+. While our faculty continues to learn about more equitable, diverse, and inclusive approaches to education, we welcome and appreciate suggestions to help us ensure that all learners are well served by our courses.

To help cultivate learning environments that support diverse and inclusive perspectives and lived experiences, learners are invited to let instructors know if:
- they have names and/or pronouns they would prefer to use that differ from those that appear on official records
- scheduled class meetings conflict with religious events so that alternative arrangements can be made

If they are not already, learners are also encouraged to become familiar with the various opportunities for diverse engagement, learning, and support on campus, including, but not limited to the following resources:

The Office of Equity, Diversity and Inclusion
https://www.ucalgary.ca/equity-diversity-inclusion

The Q Centre
https://www.su.ucalgary.ca/programs-services/student-services/the-q-centre/

The Writing Symbols Lodge
https://www.ucalgary.ca/student-services/writing-symbols/home

INTERNET AND ELECTRONIC COMMUNICATION DEVICE INFORMATION

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for fellow learners (e.g. personal emails, Facebook, YouTube). Students are responsible for being aware of the University's Internet and email use policy, which can be found at https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-electronic-resources-and-information-policy.pdf

MEDIA AND RECORDING IN LEARNING ENVIRONMENTS

Media recording for lesson capture
Please refer to the following statement on media recording of students:
https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

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 assessment purposes only and will not be shared or used for any other purpose.

Media recording for self-assessment of teaching practices
The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

Student Recording of Lectures
Audio or video/visual recording of lectures is prohibited except where explicit permission has been received from the instructor.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

ACADEMIC ACCOMMODATIONS
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
www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf

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IMPORTANT INFORMATION

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board

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

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdfand 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 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

ACADEMIC INTEGRITY

The Cumming School of Medicine expects intellectual honesty from its students. Course participants should be aware of University policies relating to Principles of Conduct, Plagiarism and Academic Integrity. These are found in the printed Faculty of Graduate Studies Calendar, or online under Academic Regulations in the Faculty of Graduate Studies Calendar, available at **Faculty of Graduate Studies Academic Regulations**

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at www.ucalgary.ca/pubs/calendar/current/k.html

EMERGENCY EVACUATION AND ASSEMBLY POINTS

Assembly points for emergencies have been identified across campus. The primary assembly points for South Campus (Health Science Centre (HSC); Health & Research Innovation Centre (HRIC); Heritage Medical Research Building (HMRB) and Teaching, Research and Wellness (TRW)) are:
  - HSC and HMRB: HRIC Atrium (alternate assembly point is Parking Lot 6)
  - HRIC: HMRB Atrium (alternate assembly point is Parking Lot 6)
  - TRW: McCaig Tower (alternate assembly point is HMRB – Atrium)

APPEALS

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as

per Section N of the Faculty of Graduate Studies Calendar. Students must follow the official process and should contact the Student Ombuds Office (www.ucalgary.ca/student-services/ombuds)for assistance with this and with any other academic concerns, including academic and non-academic misconduct

THE FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY (FOIP) ACT

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and students should identify themselves on written assignments (exams and term work.) by their name and ID number on the front page and ID on each subsequent page. Assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students' grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission

WELLNESS AND MENTAL HEALTH RESOURCES

The University of Calgary recognizes the pivotal role that student 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 supports 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 the SU Wellness Centre, at www.ucalgary.ca/wellnesscentre/services/mental-health-services and the Campus Mental Health Strategy website at www.ucalgary.ca/mentalhealth/

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY

Student Ombudsman: 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: 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: www.su.ucalgary.ca/

Graduate Student's Association: The GSA Vice-President Academic can be reached at (403) 220-5997 or gsa.vpa@ucalgary.ca; Information about the GSA can be found here: gsa.ucalgary.ca

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 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.