



**Cumming School of Medicine
MDCH 646 Course Outline**

COURSE TITLE: Introduction to Public Health Surveillance			
Course	MDCH 646		
Pre/Co-Requisites	MDCH 610 (or, as formerly offered, MDSC 643.01), and MDCH 640 (or, as formerly offered, MDSC 647.01) and admission to the Community Health Sciences graduate program. All other students must obtain consent from the instructor. *Students from other universities must send the course outline/syllabus of courses taken at other universities when requesting instructor permission to assess determine if the students has the appropriate background prior to giving approval to register in the course.		
Faculty	Cumming School of Medicine, Graduate Science Education		
Instructor Name(s)	Dr. M.L. Russell	Email	mlrussel@ucalgary.ca
Office Location	3D17 TRW Bldg	Office Hours	Wednesdays 1-3 pm Mountain time Dr. Russell is always online for office hours on Wednesday's 1-3 pm Mountain time. Students may also book times outside this period if not able to 'meet' during office hours. These are 'virtual' office hours, however students who are in Calgary may book face to face meetings.
Instructor Email Policy	<ul style="list-style-type: none"> • Responds to emails within 24 hours on weekdays <ul style="list-style-type: none"> • Initial response may be message to student to acknowledge receipt of message, followed by more detailed response. • Students must acknowledge receipt of all course/instructor email. 		
Telephone No.	+1 403 220 4279 (Canada code is +1, don't use unless calling from outside of Canada). ALWAYS LEAVE A MESSAGE IF INSTRUCTOR DOES NOT ANSWER (messages show in instructor email)		
TA Name, if applicable	N/A	Email	
Class Term, Days	W 2020 Monday January 13, 2020 – Tuesday April 14 2020 (however additional session may be held Wednesday April 15 2020, see Course Timetable below)		
Class Times	1 to 4 pm Mountain time		
Class Location	This course is taught using a virtual classroom on D2L; live lectures and student oral presentations are done via Adobe Connect. Use of a headset is strongly encouraged. All written assignments will be handed in via D2L and all assignments and data sets will be posted on D2L. All students must complete D2L & Adobe Connect orientation PRIOR to first day of classes. Help and information on training can be found elearn.ucalgary.ca/		

COURSE INFORMATION/DESCRIPTION OF THE COURSE

- Public health surveillance has been defined to be the “Ongoing, systematic collection, analysis, and interpretation of health-related data essential to the planning, implementation, and evaluation of public health practice, closely integrated with the timely dissemination of these data to those responsible for prevention and control”. It is a public health function that is sometimes difficult to distinguish from research. This graduate level course addresses issues and methods in public health surveillance, including considerations in planning, operating and evaluating a surveillance system. Particular (e.g., legal) issues and examples from the context of Alberta/Canada will be used. Some of the course content is delivered via the readings and discussions and not fully (or even partly) covered by in-class lectures. It is essential that assigned reading and worksheets be done prior to each class.
- Teaching strategies include directed readings, small group discussion using D2L, and in-class presentations by both students and faculty (using Adobe Connect). Use of a headset is strongly encouraged. Students must whenever possible, participate in the ‘live’ Monday classes. Monday lectures are recorded; recordings become accessible the following day.
- Several guest lecturers will participate who are leading or participating in cutting edge public health surveillance activities and issues. E.g., Course co-evaluator and guest lecturer: Sarah Edwards PhD.

LEARNING RESOURCES/REQUIRED READING

- There is no one textbook that is sufficient for this course. However, the recommended text is: Lee Lisa M, Teutsch SM, Thacker SB, St. Louis SB., eds. Principles and practice of public health surveillance 3rd ed. Oxford: Oxford University Press; 2010. Required readings include both book chapters and journal articles. Students will be provided with a listing of additional required (mandatory) and optional readings during the course. Required and optional readings will be available through the course restricted access D2L website. Required readings are required! Optional readings are truly optional but may be enriching for interested students.

COURSE OBJECTIVES/LEARNING OUTCOMES

- Distinguish between research and public health surveillance
- Explain considerations in planning a surveillance system, including syndromic surveillance systems
- Appraise the utility of population health indicators for health surveillance.
- Propose and defend sources of data for health surveillance.
- Identify issues in the management and quality control of surveillance systems
- Analyze and interpret surveillance data
- Explain ethical and legal issues relevant to surveillance systems.
- Apply principles for communicating surveillance information both orally and in writing
- Apply a given framework for the evaluation of surveillance systems to a given surveillance system

Assumptions about incoming students

Some but not all students will have expertise and experience with multiple linear regression or logistic regression. Few or none of the students will have had training and experience with survival analysis, time series analysis, 'smoothing'.

- Some but not all will have heard the term "GIS". It is not expected that participants will have training or experience with geographic information systems.
- Some but not all participants will be health professionals or have experience working in a healthcare or public health setting

Participants will have attained these competencies prior to this course:

- Appropriately use and interpret measures of disease frequency.
- Describe and design basic epidemiologic studies, and list the advantages and disadvantages of each design.
- Appropriately analyze, evaluate and interpret epidemiologic data using tabular approaches and standardization of rates.
- Define major sources of error/bias in epidemiologic studies, identify specific sources of these errors/bias and approaches to minimize their impact.
- Use epidemiologic reasoning to evaluate causal inference in epidemiologic studies and to critically review epidemiologic scientific literature.
- List the steps in outbreak investigation
- Propose and defend criteria for a 'background rate' to be used in an outbreak investigation

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

Assessment Components: The University policy on grading related matters is outlined in the [2019-2020 Calendar](#).

Course contributions include on-line discussion postings on D2L (i.e., class participation), papers (3 individual papers and 3 briefing notes) and 2 in-class oral presentations. All assignments are marked blindly and independently by 2 evaluators, a single final consensus grade and set of comments are given.

Assessment Methods	Description	Weight %	Due Date and Time
Assignment 1	Written paper: health indicators	20	Friday Feb 7 at 9 AM
Assignment 2	Written paper: analyze data and write a surveillance report	25	Friday Feb 28 at 9 AM
Assignment 3	<p>Communicating surveillance data: all students must brief 2 separate audiences, both orally and in writing. Each student will make 2 oral presentations and produce a total of 3 written documents.</p> <ul style="list-style-type: none"> • All students must brief the Minister (i.e., a 'high level decision maker'). • Students may select their 2nd audience to be either a scientific audience or the press (media) <p><u>Ministerial Briefing</u></p> <ul style="list-style-type: none"> • Oral presentation • Written Ministerial Briefing note • Written press release <p><u>Scientific Audience</u></p> <ul style="list-style-type: none"> • Oral presentation • Written structured abstract <p><u>Press Audience</u></p> <ul style="list-style-type: none"> • Oral media briefing • Written FAQ 	25 (Each oral presentation is worth 5% of course grade. Each written document is worth 5% of course grade)	<p>Friday March 20 at 9 AM: Assignment 3 all written documents due.</p> <p>Friday March 20 at 9 AM: slides (ppt) for oral presentations due</p> <p>Oral presentations: Tuesday, April 14 2020 (1-4 PM) and as needed Wednesday April 15 2020 (1-4 PM)</p>
Assignment 4	Evaluate surveillance system (written paper)	20	Monday April 13, 9 AM (University closed on Friday April 10)
Assignment 5	Participation: students post weekly discussion comments on D2L. Some of these require students to post as individuals, while for some students may choose to participate as members of a group. Student participation will be assessed by whether or not students post, and contributions to D2L discussions for group postings	10	Weekly: Fridays at 12 noon unless the university is closed on a Friday, then due by 12 noon on the following Monday

ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS:

Students are expected to either attend live (synchronous) weekly lectures (preferred) or to review the recorded lecture (i.e., asynchronous participation) only if participation live is not possible. Students are expected to do weekly readings and to participate in weekly discussion postings.

GUIDELINES FOR SUBMITTING ASSIGNMENTS:

Assignments must be submitted through Dropbox. However, if for any reason it is not possible to do so, a) notify instructor at once and b) email assignment to instructor at once. Oral presentations will be synchronous, student presentation order will be randomly allocated within type of audience addressed.

FINAL EXAMINATIONS: No final examination

EXPECTATIONS FOR WRITING:

All written assignments must be word processed, double spaced and written in formal English.

- All pages must be numbered consecutively starting with the cover sheet.
- Student identification for assignments must be placed on the cover sheet.
- Page limits for all assignments are exclusive of cover sheet and references
- Instructor will stop marking submitted written assignments when the specified page length is reached (i.e., will neither read nor mark material that is presented in pages in excess of required length of assignment).
- Papers must be submitted in electronic format via the course D2L website, in rich text or pdf file format (to ensure it is readable by instructor).
- The file names of assignments MUST be of format Assignment X_StudentSurname

Citing references: [URL's current as of June 19, 2019]. In keeping with the policies of the Department of Community Health Sciences, students may select a format of their own choice (e.g., Uniform Requirements for Biomedical Manuscripts, A.P.A. etc.).

- Students must identify the format and use it consistently and correctly. The Uniform requirements for manuscripts submitted to biomedical journals recommend using the National Library of Medicine Citing Medicine format at <http://www.ncbi.nlm.nih.gov/bookshelf/br.fcgi?book=citmed>

LATE AND/OR MISSING ASSIGNMENTS:

- Assignments are due on the specified date by 9 AM except for the weekly 'discussion board posting' which is due by noon. Students who hand in assignments late will be penalized 5% per day for handing in late. Assignments that are handed in 14 calendar days or more after the due date will be refused and the students assigned a score of zero for the assignment.
- Students may hand in assignments late without penalty under the following circumstances:
- The student has discussed the timelines with course instructor in advance of the due date and the course instructor has granted an extension
- There is a valid health or family emergency such as is discussed under the University regulations for deferral of final examinations. This information can be found in the University Calendar.

Is a passing grade on a particular component essential to pass the course as a whole? NO



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COURSE TIMETABLE

Course Schedule Date	Topic & Reading	Instructor	Assignments/Due Dates & Times
Pre week 1 (before Jan 13, 2020)	Students must take Adobe Connect & D2L training Let's get to know each other: D2L >Communications >Discussions		
Week 1 Monday Jan 13	<u>Course policies, evaluation. Surveillance introduction & overview</u> Mandatory readings Course outline Chambers LW, Ehrlich A, O'Connor KS, Edwards P, Hockin J. Health surveillance: an essential tool to protect and promote the health of the public. <i>Can J Public Health</i> . 2006 May-Jun;97(3):suppl 2- 8.	Dr. ML Russell	
Week 2 Monday Jan 20	<u>Data sources & Health Indicators</u> Mandatory readings Young KT. Chapter 3. Measuring health and disease in populations (II). In: <i>Population health: concepts and methods</i> . 2nd ed. NY: Oxford University Press, 2005. Etches V., et al. Measuring population health: a review of indicators. <i>Annual Review of Public Health</i> 2006; 27:29-55. Indicators Overview – this is the original Health Indicators Framework as published in 2000. It is a very brief summary of the Framework. http://www.statcan.gc.ca/pub/82-221-x/4195183-eng.pdf Appendix B (page 19) of the 2013 Health System Performance Framework. • Over time, the framework and indicators have evolved both in numbers of indicators and how they are measured. In 2013, the original Health Indicators Framework was replaced by a health system performance framework. The relationship between the Health System Performance Measures and the original Indicators Framework is shown in Appendix B of the Performance Measures Framework. https://secure.cihi.ca/free_products/HSP_Framework_Technical_Report_EN.pdf	Dr. Sarah Edwards	
Week 3 Jan 27	<u>Principles of Planning a surveillance system</u> Mandatory reading Lee Lisa M, Teutsch SM, Thacker SB, St. Louis SB. eds. <i>Principles and practice of public health surveillance</i> 3rd ed. Oxford: Oxford University Press; 2010 • Chapter 2 Considerations in planning a surveillance system, • Chapter 4 Collecting public health surveillance data: creating a surveillance system	Dr. M.L. Russell	

	<p>Kue Young T. Population health: concepts and methods. 2nd ed. NY:Oxford University Press; 2005.</p> <ul style="list-style-type: none"> Chapter 2: Measuring health and disease in populations (I) 		
<p>Week 4 Feb 3</p>	<p><u>Analysing and Displaying Public Health Surveillance Data</u></p> <p>Mandatory reading</p> <p>Miquel S Porta; Sander Greenland 1951-; Miguel Hernán; Isabel dos Santos Silva; John M. Last 1926-; A dictionary of epidemiology ebrary, Inc.Oxford : Oxford University Press 2014. This is a standard reference that may be useful to students whenever they need to address a definition.</p> <p>Chapter 6 of the 2000 edition of this book (Janes GR, Hutwagner L, Cates W, Stroup DF, Williamson GD. Chapter 6. Descriptive epidemiology: analysing and interpreting surveillance data. In: Teutsch SM, Churchill RE eds. Principles and practice of public health surveillance 2nd ed. Oxford: Oxford University Press; 2000) is a helpful read before reading chapter 6 of the 2010 edition.</p> <ul style="list-style-type: none"> This reading has been posted as a pdf on D2L for you as ‘fair dealing’ as interpreted by the U of C copyright office. <p>Lee Lisa M, Teutsch SM, Thacker SB, St. Louis SB. eds. (2010) Principles and practice of public health surveillance 3rd ed. Oxford: Oxford University Press.</p> <ul style="list-style-type: none"> Chapter 6. Analyzing and Interpreting Public Health Surveillance Data <p>Lesson 5 and Lesson 6. CDC. Principles of Epidemiology in Public Health Practice 3rd ed. http://www.cdc.gov/ophss/csels/dsepd/SS1978/SS1978.pdf</p>	<p>Dr. Doug Dover</p>	
<p>Feb 7 at 9 AM</p>	<p>Assignment 1, health indicators due Feb 7 at 9 AM</p>		
<p>Week 5 Feb 10</p>	<p><u>Communicating for Action</u></p> <p>Mandatory reading</p> <ul style="list-style-type: none"> Lee Lisa M, Teutsch SM, Thacker SB, St. Louis SB. eds. Principles and practice of public health surveillance 3rd ed. Oxford: Oxford University Press; 2010. Chapter 7 Communicating Public Health Surveillance Information for Action <p>Bridging templates in the wall chart version of the World Health Organization (2005) document: Effective Media Communication during public health emergencies: A WHO Field Guide. The wall chart can be found at http://www.who.int/csr/resources/publications/WHO_CDS_2005_31/en/</p> <p>“How to write a Briefing Note” from English 302, Writing for Government (University of Victoria) http://web.uvic.ca/~sdoyle/E302/Notes/WritingBriefingNotes.html</p> <p>English 303: Notes on writing a press release http://web.uvic.ca/~sdoyle/E302/Notes/PressReleaseNotes.html</p> <p>Simply Put: A guide for creating easy to understand materials http://www.cdc.gov/healthliteracy/pdf/Simply_Put.pdf</p>	<p>Dr. ML Russell</p>	

	How to Cut the Gobbledegook (2006) http://en.copian.ca/library/learning/plcd/cover.htm		
Week 6 Feb 17	Monday Feb 17 is Family Day, holiday, no lectures. This whole week (Feb 16 - 23) is also reading week (mid-term break) - no classes		
Week 7 Feb 24	<p>One health, animal health surveillance</p> <p>Mandatory reading</p> <p>Lee Lisa M, Teutsch SM, Thacker SB, St. Louis SB. eds. Principles and practice of public health surveillance 3rd ed. Oxford: Oxford University Press; 2010.</p> <ul style="list-style-type: none"> Chapter 6 Public Health Surveillance for Infectious Diseases <p>Peiris, J S M, L L M Poon, and Y Guan. "Public health. Surveillance of animal influenza for pandemic preparedness." Science 335.6073 (2012):1173-1174.</p> <p>Zinsstag. "Mainstreaming one health." Ecohealth 9.2 (2012):107-10.</p> <p>Provincial https://www.alberta.ca/reportable-and-notifiable-diseases.aspx</p> <p>Federal (lists federal reportable and notifiable for animals): go to URL below and click on Federally Reportable Diseases in Canada http://www.inspection.gc.ca/english/anima/disemala/guidee.shtml</p> <p>International (links to legislation and to OIE listed diseases) http://www.oie.int/international-standard-setting/terrestrial-code/access-online/ http://www.oie.int/en/animal-health-in-the-world/oie-listed-diseases-2019/</p>	Dr. Sylvia Checkley	
Friday Feb 28 at 9 AM: Assignment 2 Data analysis due			
Week 8 Mar 2	<p>Law & Ethics</p> <p>Mandatory reading</p> <p>Gibson E. Chapter 5. Public health information privacy and confidentiality in: Bailey TM, Caulfield T, Ries NM. Public health law and policy in Canada 3rd ed. LexisNexis Markham Ontario 2013</p> <p>Alberta Queen's printer Laws Online catalogue at http://www.qp.alberta.ca/Laws_Online.cfm</p> <ul style="list-style-type: none"> Public Health Act, Health Information Act (HIA) The regulations under the HIA (Designation Regulation, HIA regulation) <p>Heilig CM, Sweeney P. Chapter 9. Ethics in Public Health Surveillance. In: Lee Lisa M, Teutsch SM, Thacker SB, St. Louis SB. eds. Principles and practice of public health surveillance 3rd ed. Oxford: Oxford University Press; 2010</p> <p>At U Calgary (and other Canadian universities), it is mandatory for all graduate students to complete the TCPS 2 Tutorial Course on Research Ethics (CORE) before their thesis project can be reviewed by the university Ethics Boards. U of</p>	Mr. Alvin George	

	C students must provide their certificates to the U of C board, students from other universities to their home university board http://www.pre.ethics.gc.ca/eng/education_tutorial-didacticiel.html		
Week 9 Monday Mar 9	<p>Communicable disease (CD) issues (human), provincial, national & international obligations</p> <p>Mandatory reading</p> <p>Lee Lisa M, Teutsch SM, Thacker SB, St. Louis SB. eds. Principles and practice of public health surveillance 3rd ed. Oxford: Oxford University Press; 2010.</p> <ul style="list-style-type: none"> • Chapter 11 Public Health Surveillance for Infectious Diseases • Chapter 2 Considerations in planning a surveillance system <p>Alberta Queen's printer Laws Online catalogue at http://www.qp.alberta.ca/Laws_Online.cfm</p> <ul style="list-style-type: none"> • Public Health Act, • Communicable Diseases Regulation, • Emergency Powers Regulation <p>McNabb SJ, Chungong S, Ryan M, Wuhib T, Nsubuga P, Alemu W, Carande-Kulis V, Rodier G. Conceptual framework of public health surveillance and action and its application in health sector reform. BMC Public Health. 2002;2:2. Epub 2002 Jan 29.</p> <p>Choi J, Cho Y, Shim E, Woo H. Web-based infectious disease surveillance systems and public health perspectives: a systematic review. BMC Public Health. 2016 Dec 8;16(1):1238.</p>	Dr. ML Russell	
Week 10 Mar 16	<p><u>Evaluating surveillance systems</u></p> <p>Mandatory reading</p> <p>Lee Lisa M, Teutsch SM, Thacker SB, St. Louis SB. eds. Principles and practice of public health surveillance 3rd ed. Oxford: Oxford University Press; 2010.</p> <ul style="list-style-type: none"> • Chapter 8 Evaluating Public Health Surveillance <p>Guidelines Working Group. Updated guidelines for evaluating public health surveillance systems: recommendations from the Guidelines Working Group. MMWR 2001;50(RR13):1-35.</p> <p>Health Surveillance Coordinating Committee (HSCC), Population and Public Health Branch, Health Canada. Framework and tools for evaluating health surveillance systems. March 2004. This document has been archived so it may take longer to retrieve when you click on the link http://publications.gc.ca/collections/Collection/H39-4-46-2004E.pdf</p> <p><i>Required for weekly discussion posting:</i></p> <p>Wijayasri S, Li YA, Squires SG, Martin I, Demczuk W, Mukhi S. Evaluation of the enhanced Invasive Pneumococcal Disease Surveillance System (eIPDSS) pilot project. Can Comm Dis Rep 2016; 42:81 -5.</p>	Dr. Larry Svenson	
Friday March 20 at 9 AM: Assignment 3 all written documents AND SLIDES for oral presentations due.			

Week 11 Monday March 23	<u>Management of the surveillance system & quality control of data</u> Mandatory reading Krishnamurthy RS, St. Louis ME. Ch 5 Informatics and management of surveillance data. In Lee LM, Teutsch SM, Thacker SB, St. Louis ME (eds.). Principles and practice of public health surveillance, 3rd edition. New York: Oxford University Press, 2010	Dr. Larry Svenson	
Week 12 Monday March 30	<u>Surveillance in disasters and emergencies</u> Mandatory reading Landesman, LY. Public health management of disasters: the practice guide 3 rd ed APHA Press 2011 <ul style="list-style-type: none"> Ch 1 types of disaster and their consequences Sosin DM, Hopkins RS. Public health surveillance for preparedness and emergency response: biosurveillance for human health. In Lee LM, Teutsch SM, Thacker SB, St. Louis ME (eds.). Principles and Practice of Public Health Surveillance. New York: Oxford University Press, 2010. Sahni V, Scott AN, Beliveau M, Varughese M, Dover DC, Talbot J. Public health surveillance response following the southern Alberta floods, 2013 . Can J Public Health. 2016 Aug 15;107(2):e142-8. doi: 10.17269/cjph.107.5188.	Dr. Sarah Edwards	
Week 13 Monday April 6	<u>Recent issues & challenges in public health surveillance: opioid crisis</u> Mandatory reading No Mandatory readings	Mr. Bruce McDonald	
Monday April 13 at 9 AM: Assignment 4 written paper due			
Week 14 Tuesday April 14	Student Oral Presentations (Assignment 3)	Dr. ML Russell	
Week 14 Wed Apr 15 1-4 pm IF NEEDED	Student Oral Presentations (Assignment 3, Cont'd)	Dr. ML Russell	



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/electronic-communicationspolicy.pdf>.

MEDIA AND RECORDING IN LEARNING ENVIRONMENTS

Media recording for lesson capture

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 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 <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

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

COPYRIGHT

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students (library.ucalgary.ca/files/library/guidance_for_students.pdf). Further information for students is available on the Copyright Office web page (<https://library.ucalgary.ca/copyright>)

A NOTE REGARDING INSTRUCTOR INTELLECTUAL PROPERTY

Generally speaking, 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

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 <http://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 (<http://www.ucalgary.ca/provost/students/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 (Room 370, MacEwan Student Centre), <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services> and the Campus Mental Health Strategy website <https://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: <https://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: <https://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 <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.