



Develop skills in leading and facilitating discussions	Article discussions; oral presentation	4	A
Interpret, evaluate, and communicate psychological information and findings	Article discussions; research paper; oral presentation	5	A
Identify and discuss multicultural issues and issues related to equity, diversity, and inclusion	Article discussions; research paper; oral presentation	8	C

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity, and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

### Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

### Course Format

Lectures will be taught live via Zoom during each scheduled class as per the course schedule below and will be recorded and posted to D2L after class.

### Prerequisites

Psychology 300 and 301 (Research Methods and Data Analysis in Psychology I and II), admission to the Psychology Honours program, and consent of the Department.

### Required Text

None. Readings will be available via D2L (<https://d2l.ucalgary.ca>).

### Assessment Methods

1. **Thought Questions (15 x 0.67 = 10%).** You must post a thought question on D2L by 11:59AM the day prior to each readings-based class. Your goal is to identify and post an issue, criticism, or stimulating thought related to that week's readings. Thought questions must be no longer than one paragraph. Your thought questions will help prepare you to discuss the readings. Be sure to read everyone's thought questions before coming to class. Late submissions will receive a mark of 0% without instructor approval.
2. **Class Participation (15 x 1 = 15%).** You are expected to participate actively in class by contributing substantively to discussions in each discussion-based class. Substantive contributions (e.g., original thoughts, questions, ideas) will receive 1% per class; minimal (i.e., merely agreeing) or no contributions will receive 0% per class. To participate substantively, I suggest you prepare comments and questions for each class. Make comments and ask questions based on your thoughts, opinions, and experiences, as well as the facts and arguments presented in the assigned readings. To provide a safe, productive environment for discussion, please present questions and comments in a respectful manner and listen to others with an open mind. Listen carefully to others and leave ample

time for others to speak.

3. **Article Leading (2 x 7.5% = 15%).** You will lead the class in a discussion of two readings, each for ~20 minutes. The precise duration may vary; ask me how much time you will have at the start of class. The available readings are marked with an asterisk in the schedule. Your goals are to: (1) help fellow students identify and understand key concepts and issues in the article, (2) seek opportunities to integrate concepts with your previous knowledge, and (3) create interest and discussion. You may integrate others' thought questions into the discussion. During class:
- Spend **≤ 2 minutes** recapping highlights of the reading (i.e., key details). Do not summarize the entire reading, which everyone will have read.
  - Guide the class through the key issues, without rushing or cutting off productive discussion. Ask open-ended questions and don't be afraid to wait a bit for your classmates to respond.
  - Highlight 1-2 key take-home messages of the reading (**≤ 2 minutes**).

You will be marked on your preparation, quality of your questions, and success at generating discussion. If you trade discussion dates with a classmate, you must inform the instructor. If you switch dates with another student, you must inform the instructor in advance. Missed article leads will receive a mark of 0% without instructor approval.

4. **Research Paper (40%).** You will write a paper critically reviewing the research literature on a topic of your choice related to eating disorders. Identify and explore a specific question, issue, or theory concerning the selected topic. (For example, a paper on *Dieting* is too general; a paper on *Is Dieting a Risk Factor for Disordered Eating?* or *Dieting and Binge-Eating Disorder* are acceptable topics because they involve a question, issue, or theory.) Identify strengths and limitations of existing research. Analyse and integrate the material and generate your own conclusions.

You must submit a 1- to 2-page research proposal to the instructor via the D2L Dropbox by Friday, February 12 at 11:59AM. The purpose of the proposal is to outline your research paper idea and permit me to provide you preliminary feedback. The proposal should identify the specific question, issue, or theory concerning the selected topic that you will examine and provide an outline of the topic that you will address. Include a working title, an explanation of 2-4 specific issues or questions you wish to address, and at least five scholarly references in APA style representing initial sources. References should be research articles, chapters in books, or special topic books. Don't rely heavily on a textbook (e.g., introductory or abnormal psychology) or popular press articles or books. The proposal must not exceed two pages. Students who do not submit a proposal or submit it late without the instructor's permission will receive a 5% deduction from the total score of their research paper.

The research paper must be submitted to the course D2L Dropbox by Wednesday, April 14, at 11:59AM. The paper must be typed, double-spaced, 12-point font, with at least 1-inch margins and formatted using APA 7<sup>th</sup> ed. style (e.g., headings, citations, and references). The paper must include a cover page plus 12-15 pages of text, excluding references and title page. To encourage the reading and use of empirical papers and with appropriate exceptions (e.g., a paper on the history of bulimia nervosa), at least 5 of the cited references must be research papers presenting statistical results from research-oriented journals. Without instructor approval, late submissions will be subject to a penalty of 10% per day, including weekends.

5. **Presentation (20%).** You will provide a presentation based on your research paper using PowerPoint. The presentation does not have to cover all the material discussed in the research paper. You will have approximately 12 minutes to present your findings, plus approximately 5-8 minutes for questions and discussion. In your presentation, you will have the opportunity to identify

and review relevant research and summarize the key theory, methodology, findings, implications for future research, and take-home messages. An effective presentation will include an interesting, clear, well-organized delivery of material and will stimulate class participation through discussion points, activities, exercises, etc. If you trade discussion dates with a classmate, you must inform the instructor. If you switch dates with another student, you must inform the instructor in advance. Late or missed presentations will receive a mark of 0% without instructor approval.

### **University of Calgary Academic Integrity Policy**

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

### **Department of Psychology Criteria for Letter Grades**

Psychology course instructors use the following criteria when assigning letter grades:

**A+ grade: *Exceptional Performance*.** An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

**A, A- Range: *Excellent Performance*.** Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

**B Range: *Good Performance*.** Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

**C Range: *Satisfactory Performance*.** Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

**D range: *Marginally meets standards*.** Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

**Grading Scale**

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

**Tentative Lecture Schedule**

Date	Topic	Readings
W Jan 13	Introduction and overview	<p>Klump, K. L., Bulik, C. M., Kaye, W. H., Treasure, J., &amp; Tyson, E. (2009). Academy for Eating Disorders position paper: Eating disorders are serious mental illnesses. <i>International Journal of Eating Disorders</i>, 42, 97-103.</p> <p>Hay, P., Mitchison, D., Collado, A. E. L., González-Chica, D. A., Stocks, N., &amp; Touyz, S. (2017). Burden and health-related quality of life of eating disorders, including Avoidant/Restrictive Food Intake Disorder (ARFID), in the Australian population. <i>Journal of Eating Disorders</i>, 5(1), 21.</p> <p>van Hoeken, D., &amp; Hoek, H. W. (2020). Review of the burden of eating disorders: mortality, disability, costs, quality of life, and family burden. <i>Current Opinion in Psychiatry</i>, 33(6), 521.</p>
F Jan 15	Classification	<p>Forbush, K. T., Chen, P. Y., Hagan, K. E., Chapa, D. A., Gould, S. R., Eaton, N. R., &amp; Krueger, R. F. (2018). A new approach to eating-disorder classification: Using empirical methods to delineate diagnostic dimensions and inform care. <i>International Journal of Eating Disorders</i>, 51(7), 710-721.</p> <p>Wildes, J. E., &amp; Marcus, M. D. (2013). Alternative methods of classifying eating disorders: Models incorporating comorbid psychopathology and associated features, <i>Clinical Psychology Review</i>, 33(3), 383-394.</p> <p>Wang, S. B., Jones, P. J., Dreier, M., Elliott, H., &amp; Grilo, C. M. (2019). Core psychopathology of treatment-seeking patients with binge-eating disorder: a network analysis investigation. <i>Psychological Medicine</i>, 49(11), 1923-1928.</p>
T Jan 19	**Submit 1 <sup>st</sup> Thought Question by 11:59AM	
W Jan 20	Epidemiology	<p>Hoek, H. W. (2016). Review of the worldwide epidemiology of eating disorders. <i>Current Opinion in Psychiatry</i>, 29(6), 336-339</p>

		<p>*Keski-Rahkonen, A., &amp; Mustelin, L. (2016). Epidemiology of eating disorders in Europe: Prevalence, incidence, comorbidity, course, consequences, and risk factors. <i>Current Opinion in Psychiatry</i>, 29(6), 340-345.</p> <p>*Solmi, M., Collantoni, E., Meneguzzo, P., Degortes, D., Tenconi, E., &amp; Favaro, A. (2018). Network analysis of specific psychopathology and psychiatric symptoms in patients with eating disorders. <i>International Journal of Eating Disorders</i>, 51(7), 680-692.</p>
R Jan 21	Last day to drop Winter Term half-courses.	
F Jan 22	Last day to add or swap a course Theories of aetiology and maintenance	<p>Neyland, M. H., Shank, L. M., &amp; Lavender, J. M. (2020). Theoretical development and maintenance models of binge eating. In <i>Binge Eating</i> (pp. 69-82). Springer, Cham.</p> <p>*Dakanalis, A., Clerici, M., Bartoli, F., Caslini, M., Crocamo, C., Riva, G., &amp; Carrà, G. (2017). Risk and maintenance factors for young women’s DSM-5 eating disorders. <i>Archives of Women's Mental Health</i>, 20(6), 721-731.</p> <p>*Stice, E., Rohde, P., Shaw, H., &amp; Desjardins, C. (2020). Weight suppression increases odds for future onset of anorexia nervosa, bulimia nervosa, and purging disorder, but not binge eating disorder. <i>The American Journal of Clinical Nutrition</i>, 112, 941–947.</p>
W Jan 27	Role of the family	<p>*Cerniglia, L., Cimino, S., Tafà, M., Marzilli, E., Ballarotto, G., &amp; Bracaglia, F. (2017). Family profiles in eating disorders: family functioning and psychopathology. <i>Psychology Research and Behavior Management</i>, 10, 305.</p> <p>*Lessard, L. M., Puhl, R. M., Larson, N., Simone, M., Eisenberg, M. E., &amp; Neumark-Sztainer, D. (2020). Parental contributors to the prevalence and long-term health risks of family weight teasing in adolescence. <i>Journal of Adolescent Health</i>. <a href="https://doi.org/10.1016/j.jadohealth.2020.09.034">https://doi.org/10.1016/j.jadohealth.2020.09.034</a></p> <p>*Erriu, M., Cimino, S., &amp; Cerniglia, L. (2020). The role of family relationships in eating disorders in adolescents: A narrative review. <i>Behavioral Sciences</i>, 10(4), 71.</p>
F Jan 29	Childhood experiences and adolescent development Fee payment deadline for Winter Term fees	<p>*Izydorczyk, B., &amp; Sitnik-Warchulska, K. (2018). Sociocultural appearance standards and risk factors for eating disorders in adolescents and women of various ages. <i>Frontiers in Psychology</i>, 9, 429.</p> <p>*Limbers, C. A., Cohen, L. A., &amp; Gray, B. A. (2018). Eating disorders in adolescent and young adult males: prevalence, diagnosis, and treatment strategies. <i>Adolescent Health, Medicine and Therapeutics</i>, 9, 111.</p> <p>*Stice, E., &amp; Van Ryzin, M. J. (2019). A prospective test of the temporal sequencing of risk factor emergence in the dual pathway model of eating disorders. <i>Journal of Abnormal Psychology</i>, 128(2), 1584-1591.</p>

W Feb 3	Medical complications and biological mechanisms	<p>*Mehler, P. S., Blalock, D. V., Walden, K., Kaur, S., McBride, J., Walsh, K., &amp; Watts, J. (2018). Medical findings in 1,026 consecutive adult inpatient–residential eating disordered patients. <i>International Journal of Eating Disorders</i>, <i>51</i>(4), 305-313.</p> <p>*Peebles, R., &amp; Sieke, E. H. (2019). Medical complications of eating disorders in youth. <i>Child and Adolescent Psychiatric Clinics</i>, <i>28</i>(4), 593-615.</p> <p>*Schaumberg, K., Welch, E., Breithaupt, L., Hübel, C., Baker, J. H., Munn-Chernoff, M. A., ... &amp; Hardaway, A. J. (2017). The science behind the Academy for Eating Disorders' nine truths about eating disorders. <i>European Eating Disorders Review</i>, <i>25</i>(6), 432-450.</p>
F Feb 5	Genetics and epigenetics	<p>*Bulik, C. M., Kleiman, S. C., &amp; Yilmaz, Z. (2016). Genetic epidemiology of eating disorders. <i>Current Opinion in Psychiatry</i>, <i>29</i>(6), 383.</p> <p>*Mayhew, A. J., Pigeys, M., Couturier, J., &amp; Meyre, D. (2018). An evolutionary genetic perspective of eating disorders. <i>Neuroendocrinology</i>, <i>106</i>(3), 292-306.</p> <p>*Ma, R., Mikhail, M. E., Fowler, N., Culbert, K. M., &amp; Klump, K. L. (2019). The role of puberty and ovarian hormones in the genetic diathesis of eating disorders in females. <i>Child and Adolescent Psychiatric Clinics</i>, <i>28</i>(4), 617-628.</p>
W Feb 10	Prevention and detection	<p>* Le, L. K. D., Barendregt, J. J., Hay, P., &amp; Mihalopoulos, C. (2017). Prevention of eating disorders: A systematic review and meta-analysis. <i>Clinical Psychology Review</i>, <i>53</i>, 46-58.</p> <p>*Golden, N. H., Schneider, M., &amp; Wood, C. (2016). Preventing obesity and eating disorders in adolescents. <i>Pediatrics</i>, <i>138</i>(3), e20161649.</p> <p>*Swami, V., Barron, D., Todd, J., Horne, G., &amp; Furnham, A. (2020). Nature exposure and positive body image:(Re-) examining the mediating roles of connectedness to nature and trait mindfulness. <i>Body Image</i>, <i>34</i>, 201-208. <a href="https://doi.org/10.1016/j.bodyim.2020.06.004">https://doi.org/10.1016/j.bodyim.2020.06.004</a></p>
F Feb 12	Eating disorders and obesity; Weight stigma **11:59AM: research proposal due	<p>*Blume, M., Schmidt, R., &amp; Hilbert, A. (2018). Executive functioning in obesity, food addiction, and binge-eating disorder. <i>Nutrients</i>, <i>11</i>(1), 54. doi:10.3390/nu11010054</p> <p>*Hay, P., &amp; Mitchison, D. (2019). Eating disorders and obesity: The challenge for our times. <i>Nutrients</i>, <i>11</i>(5), 1055. doi:10.3390/nu11051055</p> <p>*Carbonneau, E., Bégin, C., Lemieux, S., Mongeau, L., Paquette, M. C., Turcotte, M., ... &amp; Provencher, V. (2017). A Health at Every Size intervention improves intuitive eating and diet quality in Canadian women. <i>Clinical Nutrition</i>, <i>36</i>(3), 747-754.</p>
M Feb 15	Alberta Family Day	
Feb 14-20	Term Break, No Classes (University is open, except on Alberta Family Day)	

<p>W Feb 24</p>	<p>Treatment-seeking: Barriers and issues</p>	<p>Heruc, G., Hurst, K., Casey, A., Fleming, K., Freeman, J., Fursland, A., ... &amp; Roberts, M. (2020). ANZAED eating disorder treatment principles and general clinical practice and training standards. <i>Journal of Eating Disorders, 8(1)</i>, 1-9.</p> <p>*Grillot, C. L., &amp; Keel, P. K. (2018). Barriers to seeking treatment for eating disorders: The role of self-recognition in understanding gender disparities in who seeks help. <i>International Journal of Eating Disorders, 51(11)</i>, 1285-1289.</p> <p>*Regan, P., Cachelin, F. M., &amp; Minnick, A. M. (2017). Initial treatment seeking from professional health care providers for eating disorders: A review and synthesis of potential barriers to and facilitators of “first contact”. <i>International Journal of Eating Disorders, 50(3)</i>, 190-209.</p>
<p>F Feb 26</p>	<p>Treatment: Research-practice gap</p>	<p>* Accurso, E. C., Fitzsimmons-Craft, E. E., Ciao, A. C., &amp; Le Grange, D. (2015). (2015). From efficacy to effectiveness: Comparing outcomes for youth with anorexia nervosa treated in research trials versus clinical care. <i>Behaviour Research and Therapy, 65</i>, 36-41.</p> <p>*Cowardrey, N. D., &amp; Waller, G. (2015). Are we really delivering evidence-based treatments for eating disorders? How eating-disordered patients describe their experience of cognitive behavioral therapy. <i>Behaviour Research and Therapy, 75</i>, 72-77.</p> <p>*Hilbert, A., Hoek, H. W., &amp; Schmidt, R. (2017). Evidence-based clinical guidelines for eating disorders: International comparison. <i>Current Opinion in Psychiatry, 30</i>, 423-437.</p>
<p>W Mar 3</p>	<p>Treatment: Psychotherapy</p>	<p>* Bode, K., Götz von Olenhusen, N. M., Wunsch, E. M., Kliem, S., &amp; Kröger, C. (2017). Population-based cost-offset analyses for disorder-specific treatment of anorexia nervosa and bulimia nervosa in Germany. <i>International Journal of Eating Disorders, 50</i>, 239-249.</p> <p>* Perez, M., Ohrt, T. K., &amp; Hoek, H. W. (2016). Prevalence and treatment of eating disorders among Hispanics/Latino Americans in the United States. <i>Current Opinion in Psychiatry, 29</i>, 378-382.</p> <p>* Kazdin, A. E., Fitzsimmons-Craft, E. E., &amp; Wilfley, D. E. (2017). Addressing critical gaps in the treatment of eating disorders. <i>International Journal of Eating Disorders, 50</i>, 170-189.</p>
<p>F Mar 5</p>	<p>Treatment: Family based care</p>	<p>*Lock, J., &amp; Le Grange, D. (2019). Family-based treatment: Where are we and where should we be going to improve recovery in child and adolescent eating disorders. <i>International Journal of Eating Disorders, 52(4)</i>, 481-487.</p> <p>*Jewell, T., Blessitt, E., Stewart, C., Simic, M., &amp; Eisler, I. (2016). Family therapy for child and adolescent eating disorders: a critical review. <i>Family Process, 55(3)</i>, 577-594.</p> <p>Mairs, R., &amp; Nicholls, D. (2016). Assessment and treatment of eating disorders in children and adolescents. <i>Archives of Disease in Childhood, 101(12)</i>, 1168-1175.</p>



W Mar 10	Treatment	<p>*Duffy, M. E., Lieberman, A., Wonderlich, S. A., Crosby, R. D., Mitchell, J. E., Crow, S. J., Peterson, C. B., Le Grange, D., Bardone-Cone, A. M., &amp; Joiner, T. E. (2020). Identity problems and suicidal ideation severity among women with bulimic-spectrum pathology. <i>Personality Disorders: Theory, Research, and Treatment</i>. Advance online publication. DOI: 10.1037/per0000466</p> <p>*Murray, S. B., Nagata, J. M., Griffiths, S., Calzo, J. P., Brown, T. A., Mitchison, D., ... &amp; Mond, J. M. (2017). The enigma of male eating disorders: A critical review and synthesis. <i>Clinical Psychology Review, 57</i>, 1-11.</p> <p>*Clausen, L. (2020). Perspectives on involuntary treatment of anorexia nervosa. <i>Frontiers in Psychiatry, 11</i>, 1068. doi: 10.3389/fpsyt.2020.533288.</p>
F Mar 12	Eating disorders as addictions	<p>*Hauck, C., Cook, B., &amp; Ellrott, T. (2020). Food addiction, eating addiction and eating disorders. <i>Proceedings of the Nutrition Society, 79(1)</i>, 103-112.</p> <p>*Schulte, E. M., Potenza, M. N., &amp; Gearhardt, A. N. (2017). A commentary on the “eating addiction” versus “food addiction” perspectives on addictive-like food consumption. <i>Appetite, 115</i>, 9-15.</p> <p>Lacroix, E., Tavares, H., &amp; von Ranson, K. M. (2018). Moving beyond the “eating addiction” versus “food addiction” debate: Comment on Schulte et al. (2017). <i>Appetite, 130</i>, 286-292.</p>
W Mar 17	Miscellaneous	<p>*Simpson, C. C., Burnette, C. B., &amp; Mazzeo, S. E. (2020). Integrating eating disorder and weight gain prevention: A pilot and feasibility trial of INSPIRE. <i>Eating and Weight Disorders-Studies on Anorexia, Bulimia and Obesity, 25(3)</i>, 761-775.</p> <p>*van den Berg, E., Schlochtermeyer, D., Koenders, J., de Mooij, L., Goudriaan, A., Blankers, M., ... &amp; Dekker, J. (2020). Implementing cognitive behavioral therapy-enhanced in a routine inpatient and outpatient setting: Comparing effectiveness and treatment costs in two consecutive cohorts. <i>International Journal of Eating Disorders, 53(3)</i>, 461-471.</p> <p>*Lakeman, R., &amp; McIntosh, C. (2018). Perceived confidence, competence and training in evidence-based treatments for eating disorders: A survey of clinicians in an Australian regional health service. <i>Australasian Psychiatry, 26(4)</i>, 432-436. <i>Australasian Psychiatry, 26</i>, 432-436.</p>
F Mar 19	Student presentations (3)	
W Mar 24	Student presentations (3)	
F Mar 26	Student presentations (3)	
W Mar 31	Student presentations (3)	

F Apr 2	Good Friday, University Closed	
M Apr 6	Easter Monday, University Closed	
W Apr 7	Student presentations (3)	
F Apr 9	Student presentations (3)	
W Apr 14	**11:59AM, Research paper due Student presentations (2)	
R Apr 15	Last day of classes, last day to withdraw from winter courses	
Apr. 19-29	4/23 noon: grade submissions due Final Exam Period	
R Apr 30	End of Term	

### **Extra Research Participation Course Credit is Not Offered for this Course.**

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

#### **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/](http://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>.

#### **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>

#### **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.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.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.

### **Freedom of Information and Protection of Privacy**

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

### **Student Support and Resources**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Thursday, January 21, 2021**. Last day add/swap a course is **Friday, January 22, 2021**. The last day to withdraw from this course is **Thursday, April 15, 2021**. <https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>