

<b>Course Number</b>	<b>SOWK 365 S04</b>	<b>Classroom</b>	Online
<b>Course Name</b>	<b>Critical Approaches to Social Work Practice</b>		
<b>Day(s) &amp; Time</b>	Zoom sessions: Mondays 9:00 - 11:50 a.m. Mountain Time		
<b>Instructor</b>	<b>Patrina Duhaney</b>		
<b>U of C Email</b>	<b>patrina.duhaney@ucalgary.ca</b>	<b>Phone</b>	(403) 317-2852

### SYLLABUS STATEMENT

This course provides theoretical frameworks, including anti-oppressive social work concepts, as a foundation for reflective professional generalist social work.

### COURSE DESCRIPTION

This course introduces students to the complexity of generalist social work practice and encourages application of different social work theories. It also prepares students to critically examine theoretical concepts, perspectives and models of practice by providing opportunities to engage in critical reflection, reflexivity, case analyses, critical discussions and experiential learning activities.

This course has no prerequisites or co-requisites.

### COURSE LEARNING OUTCOMES

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

1. Understand and explain the scope and nature of generalist social work practice;
2. Have knowledge of and interrogate various forms of oppression on multiple levels (i.e. individual, groups, communities);
3. Engage with and apply critical theories, models, perspectives and frameworks to varying contexts for social work practice;
4. Understand and utilize critical reflection and reflexivity in their analysis of social work contexts and issues, as it relates to their own social locations, and the experiences of different individuals, communities, and institutions;
5. Gain practical skills to promote and advance social justice.

### LEARNING RESOURCES

#### **REQUIRED TEXTBOOKS AND/OR READINGS**

##### **Course text:**

Baines, D. (Ed.). (2017). *Doing anti-oppressive practice: Social justice social work* (3rd ed.). Fernwood Publishing.

## **LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

## **RELATIONSHIP TO OTHER COURSES**

This core BSW course supports students to gain foundational knowledge related to social work principles, theory and practice. It prepares them to understand and critically examine theoretical concepts and practical frameworks offered in other courses.

## **CLASS SCHEDULE**

Date	Topic and required text
<p><b>September 14, 2020</b> 9:00 – 11:50 a.m. MT Synchronous Zoom Session</p>	<p><b>Overview of course, assignments and expectations, introduction to generalist social work practice and critical reflexivity</b></p> <p>D'Cruz, H, Gillingham, P, &amp; Melendez, S. (2005). Reflexivity, its meanings and relevance for social work: A critical review of the literature. <i>The British Journal of Social Work</i>, 37(1), 73-90. <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcl001">https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcl001</a></p> <p>Kondrat, M.E. (1999). Who is the “self” in self-aware: Professional self-awareness from a critical theory perspective. <i>Social Service Review</i>, 73(4), 451-475. <a href="http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=sih&amp;AN=2657549&amp;site=ehost-live">http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=sih&amp;AN=2657549&amp;site=ehost-live.</a></p>
<p><b>September 21, 2020</b> 9:00 – 11:50 a.m. MT Synchronous Zoom Session</p>	<p><b>Introduction to critical theories</b></p> <p>Baines, D. (2017). Anti-oppressive practice: Roots, theory tensions. In D. Baines (Ed.), <i>Doing anti-oppressive practice: Social justice social work</i> (3rd ed., pp. 2-25). Fernwood Publishing.</p> <p>Healy, K. (2014). <i>Social work theories in context: Creating frameworks for practice</i> (2nd ed.). Macmillan Education UK. pp. 111-232.</p> <p>Salas, L. M., Sen, S., &amp; Segal, E. A. (2010). Critical theory: Pathway from dichotomous to integrated social work practice. <i>Families in Society</i>, 91(1), 91-96. <a href="https://doi.org/10.1606/1044-3894.3961">https://doi.org/10.1606/1044-3894.3961</a></p>
<p><b>September 28, 2020</b> 9:00 – 11:50 a.m. MT Synchronous Zoom Session</p>	<p><b>Indigenous ways of knowing</b></p> <p>Dennis, M. K., &amp; Minor, M. (2019). Healing through storytelling: Indigenising social work with stories. <i>British Journal of Social Work Practice</i>, 49(6), 1472-1490. <a href="https://doi.org/10.1093/bjsw/bcz044">https://doi.org/10.1093/bjsw/bcz044</a></p>

<p><b>September 28, 2020</b> (continued)</p>	<p>Freeman, B. (2017). Soup days and decolonization: Indigenous pathways to anti-oppressive practice. In D. Baines (Ed.), <i>Doing anti-oppressive practice: Social justice social work</i> (3rd ed., pp. 105-119). Fernwood Publishing.</p> <p>Tuck, E., &amp; Yang, K.W. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, Education &amp; Society</i>, 1(1), 1- 40. <a href="https://jps.library.utoronto.ca/index.php/des/article/view/18630/15554">https://jps.library.utoronto.ca/index.php/des/article/view/18630/15554</a></p>
<p><b>October 5, 2020</b> 9:00 – 11:50 a.m. MT Synchronous Zoom Session</p>	<p><b>Feminism and intersectionality</b></p> <p>Brown, C. (2017). Creating counter-stories: Critical clinical practice and feminist narrative therapy. In D. Baines (Ed.), <i>Doing anti-oppressive practice: Social justice social work</i> (3rd ed., pp. 212-230). Fernwood Publishing.</p> <p>Carbado, D.W., Crenshaw, K.W., Mays, V. M., &amp; Tomlinson, B. (2013). Intersectionality. Mapping the movements of a theory. <i>Du Bois Review</i>, 10(2), 303-312. <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/S1742058X13000349">https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/S1742058X13000349</a></p> <p>Davis, K. (2008). Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful. <i>Feminist Theory</i>, 9(1), 67- 85. <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/1464700108086364">https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/1464700108086364</a></p> <p>Gray, M., &amp; Boddy, J. (2010). Making sense of the waves: Wipeout or still riding high? <i>Affilia: Journal of Women and Social Work</i>, 25(4), 368-389.</p>
<p><b>October 12, 2020</b></p>	<p>No Class – Thanksgiving Holiday</p>
<p><b>October 19, 2020</b> 9:00 – 11:50 a.m. MT Synchronous Zoom Session</p>	<p><b>Critical race theory and critical race feminism</b></p> <p>Abrams, L. S., &amp; Moio, J. (2009). Critical race theory and the cultural competence dilemma in social work education. <i>Journal of Social Work Education</i>, 45(2), 245-261. <a href="https://www.jstor.org/stable/23044308">https://www.jstor.org/stable/23044308</a></p> <p>Delgado, R., &amp; Stefancic, J. (2017). <i>Critical race theory: An introduction</i> (3rd ed). New York University Press. pp. 1-18</p> <p>Einbinder, S. D. (2020). Reflections on importing critical race theory into social work: The state of social work literature and students’ voices. <i>Journal of social work education</i>, 56(2), 327-340. <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10437797.2019.1656574">https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10437797.2019.1656574</a></p>
<p><b>October 19, 2020</b> 9:00 – 11:50 a.m. MT Synchronous Zoom Session</p>	<p><b>Critical approaches to child welfare</b></p> <p>Caldwell, J., &amp; Sinha, V. (2020). (Re) conceptualizing neglect: Considering the overrepresentation of Indigenous children in child welfare systems in Canada. <i>Child Indicators Research</i>, 13, 481-512.</p>

<p><b>October 19, 2020</b> (continued)</p>	<p>Dumbrill, G. (2017). Emic and alliance: Anti-oppressive social work in child protection. In D. Baines (Ed.), <i>Doing anti-oppressive practice: Social justice social work</i> (3rd ed., pp. 57-68). Fernwood Publishing.</p> <p>Pon, G., Phillips, D., Clarke, J., &amp; Abdillahi, I. (2017). Who's protecting whom? Child welfare and policing Black families. In D. Baines (Ed.), <i>Doing anti-oppressive practice: Social justice social work</i> (3rd ed., pp. 70-85). Fernwood Publishing.</p>
<p><b>October 26, 2020</b> 9:00 – 11:50 a.m. MT Synchronous Zoom Session</p>	<p><b>Critical approaches to disability</b></p> <p>Carter, I., Hanes, R., &amp; MacDonald, J. (2017). Beyond the social model of disability: Engaging in anti-oppressive social work practice. In D. Baines (Ed.), <i>Doing anti-oppressive practice: Social justice social work</i> (3rd ed., pp. 153-168). Fernwood Publishing.</p> <p>El-Lahib, Y. (2017). Theoretical dimensions for interrogating the intersection of disability, immigration and social work. <i>International Social Work</i>, 60(3), 640-653. <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0020872816651704">https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0020872816651704</a></p> <p>Wehbi, S. (2017). Disability rights and justice activism: Lessons for anti-oppressive community organizing. In D. Baines (Ed.), <i>Doing anti-oppressive practice: Social justice social work</i> (3rd ed., pp. 137-150). Fernwood Publishing.</p>
<p><b>November 2, 2020</b> 9:00 – 11:50 a.m. MT Synchronous Zoom Session</p>	<p><b>Critical approaches to mental health</b></p> <p>Joseph, A. (2017). Pathologizing distress: The colonial master's tools and mental health services for "newcomers/immigrants." In D. Baines (Ed.), <i>Doing anti-oppressive practice: Social justice social work</i> (3rd ed., pp. 233-247). Fernwood Publishing.</p> <p>Kanani, N. (2011). Race and madness: Locating the experiences of racialized people with psychiatric histories in Canada and the United States. <i>Critical Disability Discourses</i>, 3, 1-14. <a href="https://cdd.journals.yorku.ca/index.php/cdd/article/view/31564/31232">https://cdd.journals.yorku.ca/index.php/cdd/article/view/31564/31232</a></p> <p>O'Neill, L. (2017). Cognitive behavioural therapy and anti-oppressive practice: Compatible or irreconcilable differences. In D. Baines (Ed.), <i>Doing anti-oppressive practice: Social justice social work</i> (3rd ed., pp. 252-265). Fernwood Publishing.</p>
<p><b>November 9, 2020</b></p>	<p>No Class – Term Break</p>
<p><b>November 16, 2020</b> 9:00 – 11:50 a.m. MT Synchronous Zoom Session</p>	<p><b>Critical approaches to aging and class</b></p> <p>Block, S., Galabuzi, G. E., &amp; Tranjan, R. (2019). <i>Canada's colour coded income inequality</i>. Canadian Centre for Policy Alternatives.</p>

<p><b>November 16, 2020</b> (continued)</p>	<p>Fay, J. (2017). Let us work together: Welfare rights and anti-oppressive practice. In D. Baines (Ed.), <i>Doing anti-oppressive practice: Social justice social work</i> (3rd ed., pp. 122-135). Fernwood Publishing.</p> <p>Hulko, W., Brotman, S., &amp; Ferrer, I. (2017). Counter-story-telling: Anti-oppressive social work with older adults. In D. Baines (Ed.), <i>Doing anti-oppressive practice: Social justice social work</i> (3rd ed., pp. 193-209). Fernwood Publishing.</p>
<p><b>November 23, 2020</b> 9:00 – 11:50 a.m. MT Synchronous Zoom Session</p>	<p><b>Group Presentations (1, 2, 3, 4)</b></p>
<p><b>November 30, 2020</b> 9:00 – 11:50 a.m. MT Synchronous Zoom Session</p>	<p><b>Group Presentations (4, 5, 6)</b></p>
<p><b>December 7, 2020</b> 9:00 – 11:50 a.m. MT Synchronous Zoom Session</p>	<p><b>Advocacy, activism, social justice and resistance</b></p> <p>Baines, D. (2017). Bridging the practice-activism divide: Advocacy, organizing and social movements. In D. Baines (Ed.), <i>Doing anti-oppressive practice: Social justice social work</i> (3rd ed., pp. 89-103). Fernwood Publishing.</p> <p>Massaquoi, N. (2017). Crossing boundaries: Radicalizing social work practice and education. In D. Baines (Ed.), <i>Doing anti-oppressive practice: Social justice social work</i> (3rd ed., pp. 289-302). Fernwood Publishing.</p> <p>Ross, M. (2017). Social work activism within neoliberalism: A big tent approach. In D. Baines (Ed.), <i>Doing anti-oppressive practice: Social justice social work</i> (3rd ed., pp. 304-319). Fernwood Publishing.</p>

**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

**USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS**

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 other learners (e.g., personal emails, Facebook, YouTube) during class time.

**GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

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

instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

### **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.

### **ZOOM RECORDINGS OF ONLINE CLASSES**

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

### **ASSESSMENT COMPONENTS**

#### **Assignment 1: Position Paper – individual assignment (20%)**

Due Date: September 28<sup>th</sup> and November 16<sup>th</sup>

Aligned Learning Outcome: 1, 2, 3, 4

The purpose of this assignment is for students to demonstrate their understanding of course content. Students must situate themselves in relation to various theoretical perspectives and discuss how these inform their approaches to practice. Connections to broader social issues should be made. Students are required to draw upon assigned readings, class discussions and external sources. Students will complete two position papers. Each paper should be approximately 3-4 double-spaced pages and is worth 10% of the overall mark. A minimum of four references are required and must be consistent with APA 7<sup>th</sup> Edition. Additional grading criteria for this assignment will be provided in class and outlined in the rubric.

#### **Assignment 2: Critical Reflexivity Paper – individual assignment (40%)**

Due Date: October 12<sup>th</sup>

Aligned Learning Outcome: 1, 2, 3, 4

The purpose of this reflexive paper is for students to situate themselves in relation to a critical theory or perspective. Students will incorporate course readings and external sources to respond to the following questions:

- What is the relevance of critical approaches to social work practice?
- What critical theory resonates with you and why?
- What are some key elements of this critical theory or perspective?
- How does this theory or perspective align or differ from your current approach?
- What are the strengths of this theory or approach?
- How would you integrate this theory or perspective in practice?

- What are some tensions or challenges you envision when integrating this theory or perspective in a practice setting?
- In what ways might you work through these tensions or challenges?

Papers should be between 6 to 8 double-spaced pages (not including cover page and references). The font size should be 12-point. Page margins should be 2.5 cm (1-inch) on all sides. A minimum of 10 references are required. Referencing should adhere to APA 7th Edition. Additional grading criteria for this assignment will be provided in class and outlined in the rubric.

**Assignment 3. Group Presentation and Reflection (40%)**

Presentation date and group submission: Groups 1, 2, 3,      Due: November 23

Individual reflection paper: Groups 1, 2, 3                      Due: November 27

Presentation date and group submission: Groups 4, 5, 6      Due: November 30

Individual reflection paper: Groups 4, 5, 6                      Due: December 4

Aligned Learning Outcome: 1, 2, 3, 4, 5

***Part 1: Group Presentation (25%)***

The purpose of this assignment is for students to deliver a workshop on critical and anti-racist approaches to practice. Through their preparation and delivery of the workshops, students will deepen their understanding and learn skills and approaches to critically interrogate and challenge systems of oppression. For this assignment, students will work in groups of 3-4 people (groups will be randomly assigned). Each group will develop and facilitate a workshop on key social issues, a list of topics will be provided. Students should create 1) abstract, 2) icebreaker activity, 3) interactive component and 4) workshop evaluation that will be distributed to peers. Abstracts should be approximately 250 words, have a title, name of presenters, identify the aim or objectives of the workshop, its relevance and anticipated outcome for participants. Workshops should be interactive and generate discussions from peers. Students can incorporate a variety of engaging exercises (videos, images, spoken word, music, etc.). The duration of these workshops are 30 minutes plus 5 minutes for questions from peers.

Each group should upload a copy of their abstract, workshop evaluation and PowerPoint presentation via D2L on the day of the presentation. All group members will receive the same grade for this component of the assignment. Additional grading criteria for this assignment is outlined in the rubric and posted on D2L.

***Part 2: Individual reflection (15%)***

Each student will submit a maximum of three double-spaced pages reflection that outlines their involvement in organizing and facilitating the workshop. Students should identify their role and responsibilities and provide concrete examples of their contributions from conception to delivery of the workshop. Students should also discuss how they integrated critical approaches while navigating the group process, what they learned, and what they would do differently. Relevant class content and external sources should be used.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Assignments should be submitted in Word format. Assignments should have a file name as follows: Last name, first name and assignment number (e.g., Williams, Tamika: Assignment 2). Please submit all assignments electronically through their respective Dropbox folder in D2L by 11:59 p.m. MT. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

### **LATE ASSIGNMENTS**

Grades are deducted for late submissions (5% per each day including weekends and holidays, e.g. 90 to 85%). It is the student's responsibility to request an extension from the instructor should they require more time. Extensions may be granted after careful consideration and for extenuating circumstances.

### **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. For all assignments that have a page limitation, only the pages that fall within the established guidelines will be read. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

### **ACADEMIC MISCONDUCT**

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

## **GRADING**

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

## COURSE EVALUATION

Informal student feedback will be sought during the course. Formal student feedback will also be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

## UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

### PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar  
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

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

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:  
<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

## **ACADEMIC ACCOMMODATION**

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. 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>

## **RESEARCH ETHICS**

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

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

## **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

## **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

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

## **SEXUAL VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and

violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

#### **OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**