



Course & Session Number	IPHE 501 L01	Classroom	Online
Course Name	Interprofessional Practice in Mental Health		
Dates and Time	Start of Classes: Thursday, September 8 End of Classes: Thursday December 1 Dates and Time: Zoom sessions every second week (Thursday 6 to 8 p.m.): Sept. 8, Sept. 22, Oct. 6, Oct. 20, Nov. 3., Nov. 24, Dec. 1 Pre-recorded zoom (asynchronous - on own time): week of Sept. 11, Sept. 25., Oct. 9, Oct. 23., Nov. 13 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Dr. Tara Collins	Office Hours	During pre-recorded zoom weeks or as requested
UCalgary E-mail	tara.collins2@ucalgary.ca	UCalgary Phone	Connect via email

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Students from different helping professions come together to examine selected issues of interprofessional practice in the area of mental health and co-occurring addictive disorders, focusing on the experience of mental illness, treatment alternatives, practice implications, advocacy and policy issues, and future challenges and change. Incorporates in-class and field experiences with consumers and families, employers and professionals, services and organizations.

COURSE DESCRIPTION

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected 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 an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

This course will examine contemporary issues in the assessment, diagnosis and treatment of mental health and include a focus on the complexities of co-occurring disorders. It will focus on identification, diagnosis and understanding of the complexity of issues facing individuals with mental health problems and/or addictions, their family members, and mental health care providers. Case studies will be used to demonstrate interprofessional practice and the link between research and practice. Zoom sessions will focus on providing interactive opportunities to discuss key issues raised in course readings.

A major goal of this course is to link theory to practice so that students are prepared to fill professional roles in the community in the area of mental health and addictions. The emphasis will be on evidence-based, interprofessional practice.

This course has no prerequisites. However, students are strongly urged to have taken a preliminary course in human development/behavior in the social environment prior to taking this course.

There will be 7 synchronous Zoom sessions throughout the term (including on Sept. 8, Sept. 22, Oct. 6, Oct. 20., Nov. 3, Nov. 24 and Dec. 3) and each will be recorded. There will be 6 asynchronous pre-recorded Zoom classes corresponding the module of the given week. On these weeks, students will be expected to watch these pre-recorded Zoom sessions similar to if they were in real time sessions. During the week of the pre-recorded class, the instructor will be present to answer any questions upon request, however, the actual class will have consisted of the pre-recorded Zoom recording.

COURSE LEARNING OUTCOMES

This course focuses on the biological, social, and psychological determinants of mental health problems and their treatments; thus, it is multidisciplinary in nature. Diversity issues will also be considered throughout the course (e.g., culture, gender, race, age, etc.). Students may be exposed to presentations of individuals who are experiencing mental health problems and receiving treatment. Guest speakers may be invited to interact with students to discuss various topics including: the experiential aspects of mental illness, treatment alternatives, advocacy and policy issues, and challenges to meeting the needs of those with mental health problems. Due to the potential sensitive nature that is shared by speakers, it is expected that confidentiality is maintained. Class lectures and discussions will focus on methodological and conceptual issues in the mental health literature that showcase best practices. Students will also be expected incorporate relevant research literature in their assignments, adhering to APA 7 referencing standards.

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

1. Recognize the multiple aspects of mental health and addictions from diagnosis to treatment.
2. Demonstrate skills in interprofessional practice that utilize best practices in interprofessional collaboration and treatment delivery and to be a component of preparation for students to assume service delivery roles in mental health and addictions settings.
3. Identify and describe policy and services delivery issues that involve issues of accessibility, adequacy and advocacy for persons with mental health challenges.
4. Demonstrate the following core competencies:
 - a) Critical thinking
 - b) Analysis of problems
 - c) Understanding of best, evidence-based, practices
 - d) Effective written and verbal communication in clinical contexts
 - e) Gathering and organizing information
 - f) Interpretive and assessment skills
 - g) Understanding of different professional roles and competencies
 - h) Interprofessional collaboration.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Dziegielewski, S. F. (2014). *DSM-5 in Action*. John Wiley & Sons.

Please see D2L for other weekly required reading. Also, please ensure to copy and paste the links from the course outline for the required readings and links to videos.

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. Students are expected to be visible in the virtual classroom. No invisible, blank screen access accepted unless by prior permission from the instructor and due to internet accessibility issues.

Hours for the course include structured and mandatory D2L asynchronous time. Students are expected to engage in viewings course videos and engage with all other asynchronous materials. These do not include times that students would normally spend outside of regular class hours on additional or assigned readings, essay or exam prep, etc.

RELATIONSHIP TO OTHER COURSES

This course build upon foundational knowledge acquired in courses related to mental health nursing, human behavior and the social environment, introductory and developmental psychology, and community rehabilitation practice.

CLASS SCHEDULE

Important Dates for Fall 2022

- Start of Term: Monday, August 29, 2022
- End of Term: Friday, December 23, 2022
- Fee deadline: Friday, September 23, 2022
- Labour Day, no classes: Monday, September 5, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Remembrance Day, no classes: Friday, November 11, 2022

Dates	Topic	Readings
Module 1 Sept. 6-Sept. 25 Zoom Online Synchronous Sept. 8 Sept. 22 Thur. 6:00 – 8:00 PM Asynchronous Week of Sept. 11	Course overview <ul style="list-style-type: none"> ● Interprofessional practice; a brief overview; What is IPP; IPP and teamwork ● Historical perspectives and contemporary issues; lingering effects of anti-institutional perspectives ● Key current issues: Stigma & Recovery; controversies in etiology of mental disorders ● Mental health: the system, programs and key individuals involved in providing care; levels of care and intensity of care CLOS # 1,2,3,4	Dziegielewski, Ch. 2 Mental Health Commission of Canada. (2015). Informing the Future: Mental Health Indicators for Canada: Author. https://www.mentalhealthcommission.ca/sites/default/files/Informing%252520the%252520Future%252520-%252520Mental%252520Health%252520Indicators%252520for%252520Canada_0.pdf Vaillancourt, T., Szatmari, P., Georgiades, K., & Krygsman, A. (2021). The impact of COVID-19 on the mental health of Canadian children and youth. <i>Facets</i> , 6(1), 1628-1648. http://dx.doi.org/10.1139/facets-2021-0078

		<p>Determinants of mental health: Reading on D2L</p> <p>Mental Health Commission of Canada (2015, Nov. 27). BC PSR AP: Webinar 15 - Mental Health Commission of Canada's Recovery Guidelines. https://www.youtube.com/watch?v=caO8lFXbgRc</p>
<p>Module 2</p> <p>Sept. 26-Oct. 10</p> <p>Zoom Online</p> <p>Synchronous</p> <p>Oct. 6</p> <p>Thur. 6:00 – 8:00 PM</p> <p>Asynchronous</p> <p>Week of Oct. 9</p>	<p>Signs and Symptoms of Mental Illness</p> <p>The major mental disorders: Mood disorders, Depression and Anxiety: Assessment and treatment; perspectives of different professions</p> <p>CLOS # 1,2,3,4.</p>	<p>Dziegielewski, Ch. 3,6,7.</p> <p>The University of Nottingham (2012, Jan. 31). Psychiatric Interviews for Teaching: Anxiety. https://www.youtube.com/watch?v=li2FHbtVJzc</p> <p>The University of Nottingham (2012, Jan. 31). Psychiatric Interviews for Teaching: Depression. https://www.youtube.com/watch?v=4YhpWZCdiZc</p>
<p>Assignment 1: Reflective discussion of Stigma questionnaire Due: October 13, 11:30 PM</p>		
<p>Module 3</p> <p>Oct. 11 – Oct. 25</p> <p>Zoom Online</p> <p>Synchronous</p> <p>Oct. 20</p> <p>Thur. 6:00 – 8:00 PM</p> <p>Asynchronous</p>	<p>The major mental disorders – Psychoses:</p> <p>Assessment and treatment: perspectives of different professions</p> <p>Co-occurring addictions: the interaction of mental disorders and substance use/abuse</p> <p>CLOS # 1,2,3,4.</p>	<p>Dziegielewski, Ch. 4, 5, 12</p> <p>Sirotych, F., Adair, C. E., Durbin, J., Lin, E., & Canning, C. (2019). Key steps for a mental health and addictions performance measurement framework for Canada. In <i>Healthcare Management Forum</i> (pp. 97-104). SAGE Publications.</p>

Week of Oct. 23		The University of Nottingham (2012, Jan. 31). <i>Psychiatric Interviews for Teaching: Psychosis</i> [Video]. YouTube. https://www.youtube.com/watch?v=ZB28gfSmz1Y
Module 4 Oct. 26-Nov. 15 Zoom Online Synchronous Nov. 3 Thur. 6:00 – 8:00 PM Asynchronous Week of Nov. 13	<p>Personality disorders, autism spectrum disorders, FASD and acquired brain injury (ABI) and other disorders of interest Disorders in the elderly,</p> <p>Equity, diversity, and inclusion considerations: Mental disorders in cultural contexts: Indigenous issues, issues with immigrant and refugee people; cultural manifestations of different disorders.</p> <p>CLOS # 1,2,3,4.</p>	<p>Dziegielewski, Ch. 13</p> <p>Reichl, C., & Kaess, M. (2021). Self-harm in the context of borderline personality disorder. <i>Current Opinion in Psychology</i>, 37, 139-144. https://doi.org/10.1016/j.copsyc.2020.12.007</p> <p>Grande, T. (2015, Nov. 17). <i>Counseling Assessment Vignette - Client with Features of Narcissistic Personality Disorder</i> [Video]. YouTube. https://www.youtube.com/watch?v=cwmf4PSMqLE</p> <p>Grande, T. (2017, Aug. 12). <i>CBT Counseling Role-Play - Clients with Symptoms of Borderline Personality Disorder</i> [Video]. YouTube. https://www.youtube.com/watch?v=iQgkVKGqBCE</p>
<p>Assignment 3: Midterm Essay</p> <p>Due: Oct. 31, 11:30 PM</p>		
Module 5 Nov. 16 – Dec. 1 Zoom Online Synchronous Nov. 24 Dec. 1 Thur. 6:00 – 8:00 PM	<p>Trauma as a mental health problem: Definitions and various types of trauma Treating trauma and trauma-informed treatment Implications for assessment and intervention</p> <p>IPP and treatment assignments: Principles of teamwork and interprofessional practice in various settings</p>	<p>Dziegielewski, Ch. 9</p> <p>Wamsley, M. (2015, June 5). <i>What is interprofessional collaborative practice 1/7</i> [Video]. YouTube. https://www.youtube.com/watch?v=34ZJE_rQ4is</p> <p>Norrholm, S. D., Zalta, A., Zoellner, L., Powers, A., Tull, M. T., Reist, C., Schnurr, P. Weathers, F. & Friedman, M. J. (2021). Does COVID-19 count?: Defining Criterion A trauma for diagnosing PTSD</p>

	<p>Problems ancillary to serious mental illness Issues of disability, income, housing and supports. Mental health and the law. Homelessness and the mentally ill Caregiver roles, conflicts and burdens</p> <p>CLOS # 1,2,3,4.</p>	<p>during a global crisis. <i>Depression and Anxiety</i>, 38(9), 882-885. doi: 10.1002/da.23209PTSD</p> <p>Guhn, M., Emerson, S. D., Mahdavian, D., & Gadermann, A. M. (2020). Associations of birth factors and socio-economic status with indicators of early emotional development and mental health in childhood: a population-based linkage study. <i>Child Psychiatry & Human Development</i>, 51(1), 80-93. https://doi.org/10.1007/s10578-019-00912-6</p> <p>Van der Kolk, B. (2013, Jul.8). <i>Childhood Trauma, Affect Regulation, and Borderline Personality Disorder</i> [Video]. YouTube. https://www.youtube.com/watch?v=N2NTADxDuhA</p> <p>Van der Kolk, B. (2015, May 22). <i>The Body Keeps Score</i> [Video]. YouTube. https://www.youtube.com/watch?v=53RX2ESlqsM&t=2278s</p> <p>Bartram, M. (2016, Apr. 8). <i>Coping through justice: Mental health and the law in Canada</i> [Video]. YouTube. https://www.youtube.com/watch?v=NwQa3Y2f3es</p>
<p>FINAL assignment available November 23 Due: December 1, 11:30 PM</p>		

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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) for your best learning experiences. 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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during

class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

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

ASSESSMENT COMPONENTS

Assignment 1: Reflective discussion of Stigma questionnaire

Due: October 13, 11:30 PM

Grade value: 20% of final grade

Reflection on stigma in mental health. Each student is required to complete an assigned stigma assessment tool and then, to write a summary of their personal experiences and professional, academic reflections. The summary may include both personal and common society-level beliefs and attitudes. Length: 750 words. Please post this in the D2L dropbox **and** post two or three salient paragraphs from this in the discussion section of D2L.

This assignment addresses Course Learning Outcomes: 1, 3, 4.

Assignment 2. Participation in Zoom and discussion board.

Due: 5 main posts (2% each); 5 alternative week response posts (2% each) by 11:30 PM.

Grade value: 20% of final grade.

Participation in Zoom sessions and online discussions are an important part of your learning. Effective learning includes active participation in class discussions of current material. All students are expected to be present for Zoom real-time presentations and to contribute to meaningful discussion of issues relevant to each module as well as to questions posted on the discussion board.

1. Each student will be assigned to a study group

2. Each group will decide which member will represent a specific mental health profession. That will be the professional identification used for the rest of the semester
3. Note taking and recording will circulate among group members. Each person to have one week assigned. Assignment roster to be completed week one and a copy sent to the instructor.
4. Bi-weekly meetings during class time to discuss assigned topics.
5. Topics for the semester will be posted on D2L.
6. Each week one person will take responsibility to summarize group discussion and place this summary in the discussion section of the D2L. Summaries to be about 500 words. A 200-word response to one of your peers' posts will be completed on alternating weeks when your main post is not due.

Grades for participation will include your Zoom attendance discussion group, posting and participation in the D2L discussion board.

Assignment 3: Midterm Essay

Due: Oct. 31, 11:30 PM

Grade value: 30% of final grade.

Mid-term essay. The mid-term assignment consists of a case study to be completed in essay format. The case study will include a potential real-life scenario and questions will be asked to be responded to in an essay format. Completed essays must be **submitted to the D2L course drop box** no later than midnight, October 31. The essay must include discussion of DSM diagnostic criteria and a reflection on the interprofessional team. Reference literature and indicate best practices where applicable. A minimum of five scholarly references is recommended. Length – approximately 1750 words. Essays that are less than 1500 words or more than 2000 words will be docked marks (not including references). Appropriate writing skills and citation style (APA 7th ed.) must be used. The grading rubric is found on D2L with a more detailed description of what is required for the assignment.

This assignment addresses Course Learning Objectives 1,2, 3, 4.

Assignment 4: Take home exam.

Due: Dec. 1, 11:30 PM

Grade value: 30% of final grade.

The end of term take-home exam will include essay style short answers and will cover the material presented in the entire course. Each question should be responded to between 300 to 500 words depending on the question being asked. References are required for each question. The number of references will vary depending on the question, however, it is anticipated that at least two references should be included. Please note: this assignment is time sensitive and late submissions will NOT be accepted.

This assignment addresses Course Learning Outcomes: 1, 2, 3, 4

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Participation will include Zoom sessions, as well as reading and meaningful replies to discussion board postings in addition to those assigned as part of assignment 2.

Students are expected to attend scheduled Zoom sessions and to be fully present and engaged in class activities and discussions, with webcams activated. This is part of the participation grade, as outlined in the assessment components section above.

Students who miss a class will submit a 500-word essay relevant to the content discussed at that Zoom session. The focus of the essay will be determined by the instructor.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through your respective drop box in D2L. Assignments must be submitted in Word format. Assignments should have a cover page that includes a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). **Assignments are due before 11:59 p.m. on their due date.** 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

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor, and **must be pre-approved** unless there are mitigating circumstances. Assignments submitted after the deadline and without approval, will be penalized with a 3-point grade reduction on whatever scale the assignment is marked out of for each day after the submission deadline.

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. Sources used in research papers must be properly documented and referenced in APA 7th edition 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 in assignments is 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. This grading system overrides the grading system in D2L.

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

Student feedback will 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's [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by 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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-Based 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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