



<b>Course &amp; Session Number</b>	<b>SOWK 365 S01</b>	<b>Classroom</b>	HNSC 334
<b>Course Name</b>	Critical Approaches to Social Work Practice (restricted to PD students)		
<b>Dates and Time</b>	Start of Classes: Wednesday, September 7, 2022 End of Classes: Wednesday, December 7, 2022 Dates and Time: In-person instruction, Wednesdays (1:00pm – 3:50pm). No class on Wednesday, November 9 during term break. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Erin McFarlane, MSW, RSW	<b>Office Hours</b>	As requested
<b>UCalgary E-mail</b>	<a href="mailto:erin.mcfarlane@ucalgary.ca">erin.mcfarlane@ucalgary.ca</a>	<b>UCalgary Phone</b>	Please contact instructor 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 anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

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

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**

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

### **COURSE DESCRIPTION**

This course focuses on theoretical understandings and practical applications related to reflexive, critical professional social work practice. Students will have the opportunity to:

1. nurture and apply self-reflexivity;
2. examine the various contexts of critical social work practice;
3. build critical skills for generalist social work practice;
4. examine concepts of power, privilege, oppression, intersectionality, and decolonization;
5. explore and apply anti-oppressive social work practice.

Students are encouraged to reflect critically on the different social work concepts presented throughout the course. Classes will involve critical dialogue, group work, guest speakers, resource materials, case studies, and experiential activities. This course has no prerequisites or co-requisites. This course will be taught in-person.

### **COURSE LEARNING OUTCOMES**

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

1. Identify and articulate various histories and theories of current social work practice;
2. Understand and apply critical reflexivity as it relates to their own social positioning, and the experiences of different individuals, communities, and institutions;
3. Analyze forms and dynamics of power at personal, individual, community, and structural levels;
4. Embody the processes of (un)learning and (re)learning through encounters with difficult knowledges to support the development of reflexive praxis;
5. Engage with critical and decolonizing approaches, theories, and models and apply these perspectives to their emerging social work practice.

## LEARNING RESOURCES

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

#### **Textbook:**

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

#### **Articles/Chapters:**

Campbell, C., & Baikie, G. (2012). Beginning at the beginning: An exploration of critical social work. *Critical Social Work*, 13 (1). <https://doi.org/10.22329/csw.v13i1.5849>

Hicks, S. (2014). Social work and gender: An argument for practical accounts. *Qualitative Social Work*, 14(4), 471–487. <https://doi.org/10.1177/1473325014558665>

Kimmerer, R. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants*. Milkweed Editions.

#### **Blog:**

Indigenous Corporate Training Inc. (n.d.). *21 Things you may not have known about the Indian Act*. <https://www.ictinc.ca/blog/21-things-you-may-not-have-known-about-the-indian-act>

#### **Podcast:**

Widhalm, C., & Vernoy, K. (Hosts). (2020, June 8). Therapy as a Political Act: An Interview with Dr. Travis Heath. In *Therapy reimagined*. <https://therapyreimagined.com/modern-therapist-podcast/therapy-as-a-political-act/#Episode-transcript>

#### **Videos:**

Barnard Center for Research on Women. (2017, May 9). *My body doesn't oppress me, society does* [Video]. YouTube. <https://www.youtube.com/watch?v=7r0MiGWQY2g>

Hockett, D. (2017, September 18). *We all have implicit biases. So what can we do about it?* [Video]. YouTube. <https://www.youtube.com/watch?v=kKHSJHkPeLY&t=645s>

Kendi, I. X. (2020, June 9). *The difference between being "not racist" and antiracist* [Video]. TED Talks. [https://www.ted.com/talks/ibram\\_x\\_kendi\\_the\\_difference\\_between\\_being\\_not\\_racist\\_and\\_antiracist](https://www.ted.com/talks/ibram_x_kendi_the_difference_between_being_not_racist_and_antiracist)

#### **Webinar:**

Sasakamoose, J. (2021, July 22). *Finding a better way: Strengths-based trauma-informed practice* [Video]. YouTube. <https://www.youtube.com/watch?v=ShImDjH8s7U>

#### **Website:**

Matthews, H., Sibbald, S., Szoke, T., & Varela, T. S. (2020, December). *Introduction to reflection and critical reflexivity*. Critically infused social work. <https://www.criticallyinfusedsw.com/reflection-and-critical-reflexivity>

## 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 access.

### RELATIONSHIP TO OTHER COURSES

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

### 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

Date	Topic	Required Readings/Resources	Assignments
Sept. 7 (class #1)	<ul style="list-style-type: none"> <li>• Welcome and introductions</li> <li>• Orientation to the course</li> <li>• Assignment overview</li> <li>• Introduction to social positioning and intersectionality</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<p><b>Completion of pre-course survey</b></p> <p><i>*No quotable moment due</i></p>
Sept. 14 (class #2)	<ul style="list-style-type: none"> <li>• What is critical social work?</li> <li>• Neoliberalism, inequality, and change</li> <li>• Overview of social work approaches, theories, and models</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Article</b> (Campbell &amp; Baikie): Beginning at the beginning: An exploration of critical social work</li> <li>• <b>CH. 1</b> (Baines): Anti-oppressive practice: Roots, theory, tensions</li> </ul> <p>Suggested:</p> <ul style="list-style-type: none"> <li>• <b>CH. 2</b> (Baines): Anti-oppressive practice: Neoliberalism, inequality and change</li> </ul>	<p><b>Quotable moment (by Friday the 16th)</b></p>
<b>Sept. 15</b>	<b>Last day to drop a class without financial penalty</b>		
<b>Sept. 16</b>	<b>Last day to add or swap a course</b>		

Sept. 21 (class #3)	<ul style="list-style-type: none"> <li>• Critical reflexivity</li> <li>• Implicit bias</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CH. 16</b> (Baines): Crossing boundaries: Radicalizing social work practice and education</li> <li>• <b>Website</b> (Critically infused social work): <i>Introduction to reflection and critical reflexivity</i></li> <li>• <b>Video</b> (Hockett): <i>We all have implicit biases. So what can we do about it?</i></li> </ul>	<p><b>Groups and topics approved for Assignment #3 by today</b></p> <p><b>Quotable moment (by Friday the 23rd)</b></p>
Sept. 28 (class #4)	<ul style="list-style-type: none"> <li>• Integration: Critical (micro) social work practice</li> </ul> <p>Class guest: Janelle Lee Pong</p>	<ul style="list-style-type: none"> <li>• <b>Podcast</b> (Therapy reimagined): <i>Therapy as a political act: An interview with Dr. Travis Heath</i></li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• <b>CH. 3</b> (Baines): Emic and alliance: Anti-oppressive social work in child protection</li> </ul> <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> <li>• <b>CH. 14</b> (Baines): Cognitive behavioural therapy and anti-oppressive practice: Compatible or irreconcilable differences?</li> </ul>	<p><b>Quotable moment (by Friday the 30th)</b></p>
Oct. 5 (class #5)	<ul style="list-style-type: none"> <li>• Indigenous approaches and ways of knowing/being/doing</li> </ul> <p>Class guest: TBD</p>	<ul style="list-style-type: none"> <li>• <b>Blog</b> (Indigenous Corporate Training Inc.): <i>21 things you may not have known about the Indian Act</i></li> <li>• <b>Chapter</b> (Kimmerer): The gift of strawberries</li> <li>• <b>Webinar</b> (Sasakamoose): <i>Finding a better way: Strengths-based trauma-informed practice</i></li> </ul>	<p><b>Assignment #2 (facilitated discussions)</b></p> <p><b>Quotable moment (by Friday the 7th)</b></p>
Oct. 12 (class #6)	<ul style="list-style-type: none"> <li>• Anti-racism, anti-colonialism, and Decolonization</li> </ul> <p>Class guest: Kinya Joanne Baker</p>	<ul style="list-style-type: none"> <li>• <b>Video</b> (Kendi): <i>The difference between being “not racist” and antiracist</i></li> <li>• <b>CH. 6</b> (Baines): Soup days and decolonization: Indigenous pathways to anti-oppressive practice</li> </ul>	<p><b>Assignment #2 (facilitated discussions)</b></p> <p><b>Quotable moment (by Friday the 14th)</b></p>
Oct. 19 (class #7)	<ul style="list-style-type: none"> <li>• Critical disability theories</li> <li>• Disability justice</li> </ul> <p>Class guest: Mica Pabia</p>	<ul style="list-style-type: none"> <li>• <b>Video</b> (Barnard Center for Research on Women): <i>My body doesn’t oppress me, society does</i></li> </ul>	<p><b>Assignment #2 (facilitated discussions)</b></p>

		<ul style="list-style-type: none"> <li>• <b>CH. 8</b> (Baines): Disability rights and justice activism: Lessons for anti-oppressive community organizing</li> <li>• <b>CH. 9</b> (Baines): Beyond the social model of disability: Engaging in anti-oppressive social work practice</li> </ul>	<b>Quotable moment (by Friday the 21st)</b>
Oct. 26 (class #8)	<ul style="list-style-type: none"> <li>• Integration: Critical (mezzo) social work practice</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CH. 10</b> (Baines): Business as usual: Doing anti-oppressive organizational change</li> <li>• <b>CH. 11</b> (Baines): Counter-storytelling: Anti-oppressive social work with older adults</li> </ul>	<b>Assignment #1 (reflection paper or digital story)</b>  <b>Assignment #2 (facilitated discussions)</b>  *No quotable moment due
Nov. 2 (class #9)	<ul style="list-style-type: none"> <li>• Gender in social work</li> </ul> Class guest: TBD	<ul style="list-style-type: none"> <li>• <b>Article</b> (Hicks): Social work and gender: An argument for practical accounts</li> <li>• <b>CH. 12</b> (Baines): Creating counter-stories: Critical clinical practice and feminist narrative therapy</li> </ul>	<b>Assignment #2 (facilitated discussions)</b>  <b>Quotable moment (by Friday the 4th)</b>
<b>Nov. 9</b>	<b>Term break, no classes November 6 – 12</b>		
Nov. 16 (class #10)	<ul style="list-style-type: none"> <li>• Group presentations</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<b>Assignment #3 (group presentations)</b>  <b>Quotable moment (by Friday the 18th)</b>
Nov. 23 (class #11)	<ul style="list-style-type: none"> <li>• Group presentations</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<b>Assignment #3 (group presentations)</b>  <b>Quotable moment (by Friday the 25th)</b>
Nov. 30 (class #12)	<ul style="list-style-type: none"> <li>• Group presentations</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<b>Assignment #3 (group presentations)</b>  <b>Quotable moment (by Friday the 2nd)</b>

Dec. 7 (class #13)	<ul style="list-style-type: none"> <li>Remaining group presentations (if needed)</li> <li>Integration: Critical (macro) social work practice</li> <li>Review and reflection</li> </ul>	<ul style="list-style-type: none"> <li><b>CH. 5</b> (Baines): Bridging the practice-activism divide: Advocacy, organizing and social movements</li> <li><b>Afterword</b> (Baines): Doing anti-oppressive social work: The importance of resistance, history and strategy</li> </ul>	<b>Assignment #3 (group presentations)</b>  *No quotable moment due
<b>Dec. 7</b>	<b>Last day to withdraw from a course</b>		

**ASSESSMENT COMPONENTS**

**ASSIGNMENT #1: Reflection Paper OR Digital Story (30%) – Due October 26, 2022 by 11:59pm**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

Assignment Description:

This reflective assignment will give you an opportunity to continue to explore your social positioning and how this influences your values, beliefs, and biases in relation to critical social work practice and the communities you serve. **You can choose the Reflective Paper option OR the Digital Story option.**

Assignment Criteria:

Overall assessment criteria will include degree of theoretical depth, detail, and critical reflection. Further details and a grading rubric will be provided in class and on D2L.

- **Reflection Paper:**
  - This paper will integrate *three* required readings and *two* additional sources. It is not necessary for the two additional sources to be peer reviewed – media, news stories, websites, etc. are acceptable.
  - 1000-1200 words
  - Double spaced
  - APA 7<sup>th</sup> edition
  
- **Digital Story:**
  - This multimedia presentation will integrate *three* required readings and *two* additional sources. You will combine a variety of digital elements to create a reflective narrative. Digital elements may include audio, text, images, and/or video.
  - 5-8 minutes
  - A reference list formatted using APA 7<sup>th</sup> edition is to be submitted in a Word document.

Submission: D2L Dropbox by 11:59pm

## **ASSIGNMENT #2: Facilitated Small Group Discussion (20%) – Due on assigned facilitation date**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5 (dependent on assigned materials)

### Assignment Description:

To encourage meaningful discussion of the course material, you will guide a small group discussion of 4-5 peers related to the assigned materials for the day. Every student will assume responsibility for facilitating one small group discussion, which will involve:

- Familiarizing yourself with the assigned chapters/articles/multimedia resources
- Identifying 5 questions to guide the small group discussion about the issues, themes, and/or case studies presented in the chapter. Your questions should be thought-provoking and promote critical reflection and reflexivity.
- Guiding a small group discussion that encourages and validates the participation of each group member.
- Finding one supplementary resource (journal article, news story, YouTube video, etc.) that will deepen understanding of the topics covered to share with the group.
- Submitting the questions you created and the reference for the supplementary resource that you shared.

### Assignment Criteria:

Detailed above. Further details (including facilitation schedule) and a grading rubric will be provided in class and on D2L.

Submission: D2L Dropbox, following the completion of your facilitation

## **ASSIGNMENT #3: Group Presentation (30%) – Due on assigned presentation date**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5 (dependent on chosen topic)

### Assignment Description:

You will form groups of 3-4 students on the basis of your common interest in a specific topic. Each group will choose a topic to summarize, prepare, and present to the class. The topic may be a program, initiative, social justice movement, organization, or piece of legislation that addresses a type or types of oppression or issue that is/are relevant to critical social work practice. **Your groups and topics must be approved by the instructor no later than September 21, 2022.**

The group will work together to create a presentation and facilitate a class discussion inclusive of resources that can help your peers understand the significance of the topic. To facilitate active learning, the presentation should include questions for discussion and/or a brief activity.

### Assignment Criteria:

- Presentations will be 40-50 minutes in length including time for questions (a minimum of 10 minutes should be allocated for questions and discussions)
- PowerPoint or Prezi (or another tool approved by the course instructor) will be used to present the topic to the class and to post as a resource on D2L. Presentations may include media clips



(maximum 10 minutes) or other resources that will help your peers to understand the significance of the topic.

- Any references and images used in the presentation should adhere to APA 7<sup>th</sup> Edition
- Further details and a grading rubric will be provided in class and on D2L

Submission: D2L Dropbox, following the presentation

#### **ASSIGNMENT #4: Quotable Moments (20%) – Due most Fridays by 11:59pm (see course schedule)**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

##### Assignment Description:

Students are expected to attend each class, engage with the required materials in advance of the class, and participate fully in the small and larger group discussions. Every week, you will submit a short reflection highlighting a quotable moment from anything discussed in class that week. This is just a quick way to capture a snapshot of your most significant learning that week.

##### Assignment Criteria:

- Quotable moments will be between 100 – 150 written words or a one-minute audio recording
- Ten quotable moments will be submitted in total and each quotable moment will be worth 2% of the final grade
- Further details and grading criteria will be provided in class and on D2L

Submission: D2L Dropbox by 11:59pm

### **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

#### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. If you are unable to attend a session, please contact the instructor to arrange an alternative activity.

If unpredicted circumstances arise, students are encouraged to communicate with the instructor about what they need to support their learning and educational commitments.

#### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L. Written assignments must be submitted in Word format. Assignments should have a file name as follows: “First name, last name, assignment number.” Assignments are due by 11:59pm on their due date, unless otherwise noted. 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**

Each student will automatically be given a bank of seven (7) days for late assignments (includes weekends and holidays) for the semester. Once the bank is used up, late assignments will be penalized with a reduction of one full letter grade per day. Please contact the instructor if you are experiencing extenuating circumstances (e.g. illness, loss) that necessitate an additional extension.

## **EXPECTATIONS FOR WRITING**

All written 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 assignments must be properly documented and referenced in APA 7<sup>th</sup> 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.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage Range</b>
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