



<b>Course &amp; Session Number</b>	<b>IPHE 503 L01</b>	<b>Classroom</b>	Online
<b>Course Name</b>	<b>Interprofessional Practice in Addictions (and Co-Occurring Disorders)</b>		
<b>Day(s) &amp; Time</b>	Zoom sessions: Wednesday January 12, 19, 26; Feb. 2, 9, 16; Mar.2, 9, 16, 23, 30; April 6 from 5:00-7:00pm MST		
<b>Instructor</b>	Tara Collins	<b>Office Hours</b>	As requested
<b>UCalgary E-mail</b>	<a href="mailto:tara.collins2@ucalgary.ca">tara.collins2@ucalgary.ca</a>	<b>UCalgary Phone</b>	Please contact via email

**EQUITY, DIVERSITY, INCLUSION, RECONCILIATION AND ANTI-RACISM**

The Faculty of Social Work (FSW) is committed to anti-racist social work education and practice and to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge the historic and ongoing effects of racism, systemic inequities and compounded disadvantages due to the intersection of social locations, particularly for members of racialized, Indigenous, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour, and integrate diverse perspectives, experiences, and strengths into our work. See the faculty's [Statement on Anti-Black and Anti-Asian Racism](#), 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 aspects of addictions assessment, treatment and recovery and issues of co-occurring mental health disorders in an interprofessional context. Studies include the complex array of treatments, programs and supports available in a Canadian context, and critical examination of the ancillary issues of community care, and other support services that are required for successful recovery and relapse prevention for those with addictive disorders and co-occurring mental health issues.

## COURSE DESCRIPTION

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

There will be 12 synchronous Zoom sessions throughout the term (Wednesday January 12, 19, 26; Feb. 2, 9, 16; Mar.2, 9, 16, 23, 30; April 6 from 5:00-7:00pm), and each will be recorded.

The course provides a broad overview of the field of addictions and complications that arise when there is a co-occurring mental illness. It will make use of case studies to assist students in their understanding of the complexity of issues facing individuals with addictions, their family members, and treatment providers

Please note that there are two major goals of this course: 1] 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 and 2] to provide opportunities for students to explore and experience interprofessional dialogue in small group settings.

## COURSE LEARNING OUTCOMES

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

1. Demonstrate a critical understanding of the multiple aspects of addictions from diagnosis to treatment best practices, treatment programs, systems of care, and relevant social policy.
2. Demonstrate skills in interprofessional practice that utilize best practices in interprofessional collaboration and treatment delivery.
3. Appraise the literature and research base that underpins understanding, care and delivery of services to persons with dual disorders.
4. Analyze and evaluate the current discourses on substance abuse strategies, including harm reduction models.
5. Articulate understanding of the beliefs and philosophy of 12-step approaches to recovery.

## LEARNING RESOURCES

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

Herie, M. & Skinner, W.J. (Eds.) (2014). *Fundamentals of addiction: A practical guide for counsellors*. Centre for Addictions and Mental Health (CAMH).

## **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 also required for Zoom access.

### **RELATIONSHIP TO OTHER COURSES**

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

### **CLASS SCHEDULE**

Through weekly readings, D2L content (including videos, PowerPoints and readings), and regular online zoom sessions (links can be found on D2L), the content of IPHE 503 will provide students with an understanding of addictions and co-occurring mental health challenges. A weekly learning activities checklist can be found on D2L which includes activities to be completed for the week.

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments Due</b>
Jan 10 – 16 <b>Zoom Session</b> <b>Wednesday, Jan. 12, 2022:</b> <b>5PM – 7PM MST</b> <b>(Introduction to the Course)</b>	1. Introduction, theoretical models of addictions.	Herie & Skinner (2014) Ch. 1, 2
Jan. 17– 23 <b>Zoom Session</b> <b>Wednesday, Jan. 19, 2022:</b> <b>5PM – 7PM MST</b>	2. Pharmacology, pharmacokinetics: what the body does to the drugs, what the drugs do to the body.	Herie & Skinner (2014) Ch. 6
Jan. 24 – 30 <b>Wednesday, Jan. 26, 2022:</b> <b>5PM – 7PM MST</b>	3. Examination of alcohol and other substances and their effects.	Herie & Skinner (2014) Ch. 7  <b>Group Discussion Post 1 due Wed., Jan. 30<sup>th</sup> by 11:59 pm</b>

Jan. 31 – Feb. 6 <b>Wednesday, Feb. 2, 2022:</b> 5PM – 7PM MST	4. Substance Abuse disorders: Types of substance use patterns, prevalence	Herie & Skinner (2014) Ch. 8, 12  <b>Assignment #1: Experiential Reflection Paper due Feb. 6<sup>th</sup> @ 11:59 pm</b>
Feb. 7 – 13 <b>Wednesday, Feb. 9, 2022:</b> 5PM – 7PM MST	5. Professional roles in substance abuse treatment; relationship to interprofessional practice; important interprofessional practice skills	No assigned readings from class text. Please see D2L for resources.  <b>Group Discussion Post 2 due Wed. Feb. 9<sup>th</sup> by 11:59 pm</b>
Feb. 14 – 20 <b>Wednesday, Feb. 16, 2022:</b> 5PM – 7PM MST	6. Treatment programs: levels of care and continuum of care Treatment approaches	Herie & Skinner (2014) Ch. 3, 5, 9
Term Break Feb. 20-26		
Feb. 28 – Mar. 6 <b>Wednesday, Mar. 2, 2022:</b> 5PM – 7PM MST	7. Co-existing mental health disorders; mental health overlaps in clinical presentation. Gambling and other addictions	Herie & Skinner (2014) Ch. 16  <b>Group Discussion Post 3 due Wed., March 2<sup>nd</sup> by 11:59 pm</b>
Mar. 7 – 13 <b>Wednesday, Mar. 9, 2022:</b> 5PM – 7PM MST	8. Ethics and ethical dilemmas in addictions	<b>Find your Project Group on the D2L course</b>  <b>Assignment 2: Paper on Treatment Approaches due Wed., Mar. 9<sup>th</sup> by 11:59 pm</b>
Mar. 14 – 20 <b>Group presentations</b> <b>Wednesday, Mar. 16, 2022:</b> 5PM – 7PM MST	9. Special Topics* Group 1: Addictions and trauma informed care (Ch. 17) Group 2: Addictions and seniors (Ch. 23)	Herie & Skinner (2014) Ch. 4  <b>Group Discussion Post 4 due Mar. 16<sup>th</sup> by 11:59 pm</b>  <b>Presentations due during class on March 16<sup>th</sup> for: Group 1 and Group 2</b>
Mar. 21 – 27 Group presentations <b>Wednesday, Mar. 23, 2022:</b> 5PM – 7PM MST	10. Special Topics* Group 3: LGBT issues in addictions (Ch. 25) Group 4: Adolescent drug use/abuse (Ch. 22)	For the relevant chapter(s), see course text  <b>Presentations due during class on March 23<sup>rd</sup> for: Group 3 and Group 4</b>
Mar. 28 – April 3 Group presentations	11. Special Topics* Group 5: Indigenous communities (Ch. 24)	For the relevant chapter(s), see course text

<b>Wednesday, Mar. 30, 2022:</b> <b>5PM – 7PM MST</b>	Group 6: Behavioral addictions (Ch. 20)	<b>Group Discussion Post 5 due Mar. 30<sup>th</sup> by 11:59 pm</b>  <b>Presentations due during class on March 30<sup>th</sup> for: Group 5 and Group 6</b>
April 4 – April 10 Group Presentations  <b>Wednesday, Apr. 6, 2022:</b> <b>5PM – 7PM MST</b>	12. Final reflections	

Please note important dates for Winter 2022:

- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre
- Block Week: Monday – Friday, January 3 – 7, 2022
- Start of Classes: Monday, January 10, 2022
- Term Break, no classes: Sunday – Saturday, February 20 – 26, 2022
- End of Classes: Tuesday, April 12, 2022
- End of Term: Friday, April 29, 2022
- Alberta Family Day, no classes: Monday, February 21, 2022
- Good Friday, no classes: Friday, April 15, 2022
- Easter Monday, no classes: Monday, April 18, 2022

#### 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. 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 – 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: Experiential Reflection Paper (20%) – Due February 6<sup>th</sup>, 2022, by 11:59pm**

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

#### Assignment Description:

Within the first 2 weeks of the course, each student will attend a 12-step meeting (e.g., Alcoholics Anonymous, Narcotics Anonymous, etc.). 12-step meeting schedules are located online, and meetings take place throughout the country. Please note that members of AA and related groups have traditionally welcomed students who wish to learn more about the program. Students should identify themselves as students who are there for educational purposes and ensure that permission is sought to attend the meeting. Please ensure that you that you will respect the confidentiality of the meeting and participants. **Please do not attend in groups – one other person is acceptable, not a group.** If attending 12-step meetings is currently part of your life or if you have attended a meeting or meetings in the past (for personal or academic reasons), for the purpose of this assignment please attend a different meeting than the one you usually attend/have previously attended. For example, if you have previously attended an NA meeting, you would attend an AA, Al-Anon meeting etc.

After attending a meeting, reflect on the experience in a 1250 to 1500-word paper, part personal reflection and part critical (scholarly) reflection on 12-step programs. A *minimum* of 5 references is required.

Your paper should address the following:

- A description of your personal experience attending the meeting;
- Pre-existing beliefs about addictions and 12-step programs that were confirmed, modified, or challenged as a result of this experience;
- A brief description of 12-step programs and their approach to recovery;
- The evidence in support and/or against 12-step programs; and how you will integrate what you have learned into your practice as a health care professional.

Submit your full paper to the Dropbox titled, “First Name and Last Name Assignment #1.

Assessment Criteria: Refer to assessment rubrics provided in class/posted on D2L.

### **Assignment 2: Paper on Treatment Approach (30%) due Wednesday March 9<sup>th</sup>, 2022, by 11:59pm**

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

#### Assignment Description:

A paper (1700 to 2000 words) exploring a treatment approach for addictive disorders (e.g., motivational interviewing, cognitive behavioral therapy, etc.) that includes:

- A brief description of the treatment approach;
- Exploring controversies or contradictions raised in the literature;
- Identifying limitations of this approach;
- Identifying populations that are served/not served by this approach; and
- Your own assessment of the treatment approach

Assessment Criteria: Refer to assessment rubrics provided in class/posted on D2L.

### **Assignment 3: Group Presentations (30%) due on dates shown below**

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

#### Assignment Description:

Group 1, 2 to present on Wednesday March 23<sup>rd</sup> during class

Group 3, 4 to present on Wednesday March 30<sup>th</sup> during class

Group 4, 6 to present on Wednesday March 30<sup>th</sup> during class

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

#### Assignment Description:

Each group (which will be assigned at the beginning of the course) has been assigned a specific topic from the list found in the class schedule. During your assigned presentation week your group will be responsible for presenting 15-20 slide PowerPoint presentation (excluding references) with two questions to ask peers at the end of the presentation. Your presentation will incorporate class materials/readings (a *minimum* of 7 academic references). Due to the interactive nature of this assignment, students/groups who do not participate in the presentation with their assigned project team by the due date will receive a grade of "zero."

**Please note:** In the event that there are concerns with your participation in the presentations completed as group, you may risk losing marks up 30% at the discretion of the instructor.

Assessment Criteria: Refer to assessment rubrics provided in class/posted on D2L.

### **Assignment 4: Participation and Posts (20%)**

**Post 1 due: Wednesday, January 30<sup>th</sup> by 11:59 pm MST**

**Post 2 due: Wednesday, February 9<sup>th</sup> by 11:59 pm MST**

**Post 3 due: Wednesday, March 2<sup>nd</sup> by 11:59 pm MST**

**Post 4 due: Wednesday, March 16<sup>th</sup> by 11:59 pm MST**

**Post 5 due: Wednesday, March 30<sup>th</sup> by 11:59 pm MST**

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

#### Assignment Description:

The participation mark will be comprised of participating in class and responding to questions in groups that are provided during the zoom session based on a case scenario. It is expected that group members work together to develop responses with group members rotating who posts the responses on D2L. There are 12 zoom sessions that students are expected to attend and participate in by posting 600 to 700-word responses to 5 scenarios. The scenarios will be shared during class. Students will be expected to use at least 3 scholarly references for their posts a week before the due date.

**Please note:** In the event that there are concerns with your participation in the responses completed as a group, you may risk losing marks up to 20% at the discretion of the instructor.

Assessment Criteria: Refer to assessment rubrics provided in class/posted on D2L.

**Please note that the instructor can view your participation in the course (including information on logins and information accessed). The instructor will be able to determine whether you accessed all module materials, and how many posts you have authored/read.**

## ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. In the event that there are unforeseen circumstances that prevent you from attending please inform the instructor prior to class. Make-up options can be explored with the instructor.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L or discussion component of D2L. Assignments must be submitted in Word. Assignments should have a file name as follows: Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm 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.

### **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 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.

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.

## ADDITIONAL SUGGESTED READINGS

### Recommended Web Sites:

Canadian Centre on Drug Abuse (2017). Retrieved from <http://www.ccsa.ca/Eng/Pages/default.aspx>

Center for Substance Abuse Treatment (2017). Retrieved from <https://www.samhsa.gov/about-us/who-we-are/offices-centers/csat>

Health Canada (2017, August 11). Retrieved from <http://www.hc-sc.gc.ca/index-eng.php>

National Institute of Mental Health (NIMH) (2017). Retrieved from <https://www.nimh.nih.gov/index.shtml>

Substance Abuse and Mental Health Services Administration (SAMSHA) (2017). Retrieved from: <https://www.samhsa.gov/>

### **Please consult the course text for excellent bibliographies on selected topics. The following are supplemental.**

Csiernik, R. (2016). *Substance use and abuse: Everything matters (2<sup>nd</sup> ed.)*. Canadian Scholars Press.

Doweiko, H. (2018). *Concepts of chemical dependency (10<sup>th</sup> ed.)*. Brooks Cole.

Ginsburg, L. & Tregunno, D. (2005) New approaches to interprofessional education and collaborative practice: Lessons from the organizational change literature. *Journal of Interprofessional Care*, 177 – 187. doi: 10.1080/13561820500083105

Khenti, A., Thomas, F., Mohamoud, S., Diaz, P., Vaccarino, O., Dunbar, K., & Sapag, J. (2017). Mental health and addictions capacity building for community health centres in Ontario. *Canadian Family Physician*, 63(10), e416-e424. <https://www.ncbi.nlm.nih.gov.ezproxy.lib.ucalgary.ca/pmc/articles/PMC5638489/pdf/063e416.pdf>

Konkoly-Thege, B., Colman, I., el-Guebaly, N., Hodgins, D., Patten, S., Schopflocher, D, Wolfe, J., & Wild, T. C. (2015). Social judgments of behavioral versus substance-related addictions: A population-based study. *Science Direct*, 42, 24-31. <http://dx.doi.org/10.1016/j.addbeh.2014.10.025>

Wood, E. (2018). Strategies for reducing opioid-overdose deaths -- Lessons from Canada. *The New England Journal of Medicine*, 378(17), 1565-1567. <https://doi.org/10.1056/NEJMp1800216>

Zilberman, N., Yadid, G., Efrati, Y., Neumark, Y., & Rassevsky, Y. (2018). Personality profiles of substance and behavioral addictions. *Addictive Behaviors*, 22, 174-181. <https://doi.org/10.1016/j.addbeh.2018.03.007>.

## **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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 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 (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

### **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 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

### **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