



Course & Session Number	SOWK 610.03 S01	Classroom	Online/Zoom
Course Name	Clinical Work with Individuals		
Day(s) & Time	Mondays 6:00 pm to 8:00 pm MST.		
Instructor	Monica Sesma Vazquez		
U of C E-mail	msesmava@ucalgary.ca	U of C Phone	

SYLLABUS STATEMENT

In this course we will concentrate on what works in helping clients achieve individual change by critically studying and practicing the major approaches used as well as having students develop their own style of engaging with clients and creating the environment for relief and movement toward preferred ways of living with others. We will include learning to speak to the discourses and (in)justices that contribute to keeping problems in place as well as ways to study one's own clinical work with individuals.

COURSE DESCRIPTION

The primary focus we hold for this course is to learn about the theories of working with individuals who are experiencing mental health concerns and what makes each theory useful, to come to know ways to influence change when working with individuals across a variety of problem areas, and to offer you many opportunities to practice therapeutic facilitation being aware of different mechanisms of oppression. In this course, students will have the opportunity to practice advance therapeutic skills with individuals from a variety of theoretical frameworks.

COURSE LEARNING OUTCOMES

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

1. Learn a variety of theories that undergirds effective individual facilitation toward transformation and change.

2. Apply and practice specific types of questions and clinical interventions that could be used in exploring various problem areas and with varying populations.
3. Expand and advance multicultural competences with individuals.
4. Use and elaborate questions and interventions with a trauma informed and social justice lenses.
5. Distinguish and implement different models of clinical practice with individuals.
6. Facilitate individual therapeutic conversations (including the dimensions of culture and social issues) toward personal and interpersonal change based on clinical vignettes.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no textbook. Required readings and videos are listed below. The remainder of the course readings will come from your work clinical sessions and your group research.

Andersen, T. (1996). Language is not innocent. In F. W. Kaslow (Ed.), *Handbook of relational diagnosis and dysfunctional family patterns* (pp. 119-125). John Wiley & Sons.

Anderson, H. (2012). Collaborative relationships and dialogic conversations: Ideas for a relationally responsive practice. *Family Process*, 51(1), 8–24. <https://doi.org/10.1111/j.1545-5300.2012.01385.x>

Anderson, H. (2005). Myths about "not-knowing". *Family Process*, 44(4), 497–504. <https://doi.org/10.1111/j.1545-5300.2005.00074.x>

Anderson, H., & Gehart, D. R. (2007). *Collaborative therapy: Relationships and conversations that make a difference*. Routledge.

Braun, J. D., Strunk, D. R., Sasso, K. E., & Cooper, A. A. (2015). Therapist use of Socratic questioning predicts session-to-session symptom change in cognitive therapy for depression. *Behaviour Research and Therapy*, 70, 32–37. <https://doi.org/10.1016/j.brat.2015.05.004>

Choi, J. J. (2021). The role of the solution-focused brief therapist in client-led problem talks. *The American Journal of Family Therapy*, 49(4), 356–372. <https://doi.org/10.1080/01926187.2020.1816514>

Dumaresque, R., Thornton, T., Glaser, D., & Lawrence, A. (2018). Politized narrative therapy. *Canadian Social Work Review*, 35(1), 109–129. <https://doi.org/10.7202/1051105ar>

Dupuis-Rossi, R. (2020). The violence of colonization and the importance of decolonizing therapeutic relationship: The role of helper in centring Indigenous wisdom. *International Journal of Indigenous Health*, 16(1), 108–117. <https://doi.org/10.32799/ijih.v16i1.33223>

- Ertl, M. M., Mann-Saumier, M., Martin, R. A., Graves, D. F., & Altarriba, J. (2019). The impossibility of client–therapist “match”: Implications and future directions for multicultural competency. *Journal of Mental Health Counseling, 41*(4), 312–326.
- Guilfoyle, M. (2015). Listening in narrative therapy: Double listening and empathic positioning. *South African Journal of Psychology, 45*(1), 36–49.
- Hofmann, S., Sawyer, A. T., & Fang, A. (2010). The empirical status of the “New Wave” of CBT. *The Psychiatric Clinics of North America, 33*(3), 701–710. <https://doi.org/10.1016/j.psc.2010.04.006>
- Mudry, T. E., Strong, T., Sametband, I., Rogers-de Jong, M., Gaete, J., Merritt, S., Doyle, E. M., & Ross, K. H. (2016). Internalized other interviewing in relational therapy: Three discursive approaches to understanding its use and outcomes. *Journal of Marital and Family Therapy, 42*(1), 168–184.
- Paré, D. (2014). Social justice and the word: Keeping diversity alive in therapeutic conversations/La justice sociale et le discours: Assurer la diversité dans les conversations thérapeutiques. *Canadian Journal of Counselling and Psychotherapy (Online), 48*(3), 206.
- Polkinghorne, D. E. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counseling Psychology, 52*(2), 137-145.
- Tomm, K. (1987a). Interventive interviewing: Part I. Strategizing as a fourth guideline for the therapist. *Family Process, 26*, 2–13. doi:10.1111/j.1545-5300.1987.00003.x
- Tomm, K. (1987b). Interventive interviewing: Part II. Reflexive questioning as a means to enable self-healing. *Family Process, 26*, 153–183. doi:10.1111/j.1545-5300.1987.00167.x
- Tomm, K. (1988). Interventive interviewing: Part III. Intending to ask lineal, circular, reflexive, and strategic questions. *Family Process, 27*, 1–15. doi:10.1111/j.1545-5300.1988.00001.x
- Trahan, J., Don, P., & Lemberger, M. E. (2014). Critical Race Theory as a decisional framework for the ethical counseling of African American clients. *Counseling and Values, 59*(1), 112–124. <https://doi.org/10.1002/j.2161-007X.2014.00045.x>
- Van der Meiden, J., Noordegraaf, M., & van Ewijk, H. (2020). Relational ethics as enrichment of social justice: Applying elements of contextual therapy to social work. *Qualitative Social Work, 19*(1), 125-141.
- Yakushko, O. (2021). On the dangers of transnational influences of Western psychology: Decolonizing international perspectives on women and therapy. *Women & Therapy, 44*(1-2), 193–211. <https://doi.org/10.1080/02703149.2020.1776018>
- Yu, F. (2019). *Miracle question in couple and family therapy*. Springer. <https://doi.org/10.1007/978-3-319-49425-8>.

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

Clinical Practice with Individuals is one of four courses offered at the Calgary Clinical MSW program. This course will support you in further developing of advance clinical skills necessary to work with individuals with different cultural and ethnic backgrounds, different mental health struggles, emotional and behavioural challenges. This course will assist you as you examine the profession’s commitment to social justice, inclusion, and anti-oppressive models of practice, and as you consider how these core values of the profession combine with an understanding of social policy and fundamental theories of change to frame social work’s unique contribution to change efforts and the promotion of social justice across all levels of practice.

CLASS SCHEDULE

Class Date	Class Activity—Focus and Practice	Preparation/Assignment
Monday, January 10	<p>Focus: Introductions, outline, and assignments</p> <p>Focus: Elements of a good therapeutic interview</p> <p>Focus: Advanced Interview Skill of “What is problematic?” and “How it is problematic?”</p> <p>Focus: Assessing and setting the problem in a do-able way</p>	<p>Lecture: By instructor.</p> <p>Activity: Set up duos/groups so you can work ahead.</p> <p>Activity: Readings facilitations and papers.</p> <p>Activity: Small and large group discussion.</p>
Monday, January 17	<p>Focus: The Collaborative Therapy Model</p> <p>Focus: “How” and “What” questions</p>	<p>Preparation: Chapters 1-4 from book: Anderson, H., & Gehart, D. R. (2007).</p> <p>Reading Facilitation: Lead by Group 1 (students).</p> <p>Practice: Interview in-class your learning partner to come to know him/her/them</p>

		<p>Practice: Collaborative-Dialogic Practices</p> <ul style="list-style-type: none"> • Genuine curiosity • Radical listening • “Taylor-made” therapeutic conversations
Monday, January 24	<p>Focus: The Collaborative Therapy Model</p> <p>Focus: Attention to social determinants of health and social injustices</p>	<p>Preparation: Two articles: Anderson, H. (2012) <u>and</u> Anderson, H. (2005).</p> <p>Reading Facilitation: Lead by Group 2 (students).</p> <p>Practice: Interview in-class /role playing</p> <p>Practice: Collaborative-Dialogic Practices</p> <ul style="list-style-type: none"> • Not knowing • Client is the expert
Monday, January 31	<p>Focus: Listening for social justice talk in a clinical interview</p> <p>Focus: Generating depth and the art of creating generative questions.</p>	<p>Preparation: Two articles: Paré, D. (2014) <u>and</u> Van der Meiden, J., Noordegraaf, M., & van Ewijk, H. (2020).</p> <p>Reading Facilitation: Lead by Group 3 (students).</p> <p>Practice: Interviews in-class /role playing</p>
Monday, February 7	<p>Focus: Attention to culture and context</p>	<p>Preparation: Two articles: Ertl, M. M., Mann-Saumier, M., Martin, R. A., Graves, D. F., & Altarriba, J. (2019) <u>and</u> Trahan Jr, Don P, & Lemberger, Matthew E. (2014).</p> <p>Reading Facilitation: Lead by Group 4 (students).</p> <p>Practice: Interviews with individuals using case examples</p> <p>Practice: Developing five different ways to ask these “What?” and “How?” questions</p> <p>Practice: Practicing these with a partner and accomplishing this in 10 minutes</p>

		Assignment 2 - Submitted to Dropbox by 11:30 PM MST.
Monday, February 14	Focus: Decolonizing therapeutic relationships	Preparation: Dupuis-Rossi, R. (2020) <u>and</u> Yakushko, O. (2021). Reading Facilitation: Lead by Group 5 (students). Activity: Small groups discussion and preparing a guide or manifesto to decolonizing clinical social work with individuals.
Monday, February 21	NO CLASS: Alberta Family Day	Enjoy quality time with friends and family!
Monday, February 28	Focus: Systemic approach with individuals Focus: The “internalized other” interview with individuals	Preparation: Tomm, K. Interventive Interviewing. Parts I, II, and III <u>and</u> Mudry, T. E. et al. (2016). Reading Facilitation: Lead by Group 6 (students). Guest lecture: Tamara Wilson/Calgary Family Therapy Centre Practice: Relational and systemic questions Practice: Examining clinical cases.
Monday, March 7	Focus: Postmodern approaches to individual therapy. Part I Focus: The Brief Solution Focused	Preparation: Choi, J. J. (2021) <u>and</u> Yu, F. (2019) Reading Facilitation: Lead by Group 7 (students). Practice: Defining the problem, identifying the solutions, identifying the theme of the solutions, doing no more of the same, use of scales Practice: Interviews in-class/role playing. Assignment 3 - Submitted to Dropbox by 11:30 PM MST.

<p>Monday, March 14</p>	<p>Focus: Postmodern approaches to individual therapy. Part II</p> <p>Focus: Listening to alternative stories and externalizing tools in the Narrative Therapy Model</p>	<p>Preparation: Dumaresque, Thornton, T., Glaser, D., & Lawrence, A. (2018) <u>and</u> Guilfoyle, M. (2015)</p> <p>Reading Facilitation: Lead by Group 8 (students).</p> <p>Practice: In-class practice: Externalizing the problem, externalizing questions, deconstructing the dominant story</p>
<p>Monday, March 21</p>	<p>Focus: CBT/MI and generative questions for assessing and intervening</p>	<p>Preparation: Braun, J. D., Strunk, D. R., Sasso, K. E., & Cooper, A. A. (2015) <u>and</u> Hofmann, S., Sawyer, A. T., & Fang, A. (2010).</p> <p>Reading Facilitation: Lead by Group 9 (students).</p> <p>Practice: Interviews with individuals using case examples</p>
<p>Monday, March 28</p>	<p>Focus: Use of the self of the clinician; attending to personal disclosure</p> <p>Focus: Eliciting feedback from clients</p> <p>Focus: Designing extra-therapeutic work</p>	<p>Guest Lecture: TBD</p> <p>Reading Facilitation: TBD. Lead by Group 10 (students).</p> <p>Practice: Interviews with individuals using case examples</p>
<p>Monday, April 4</p>	<p>Focus: Discussion on meaning and on diagnosis</p> <p>Focus: The use of “homework” in individual therapy</p> <p>Focus: Relational questions in therapeutic conversations with individuals</p> <p>Focus: Reflecting on practice</p>	<p>Preparation: Andersen, T. (1996) <u>and</u> Polkinghorne, D. E. (2005).</p> <p>Reading Facilitation: Lead by Group 11 (students).</p> <p>Practice: Interviewing to unpack the problem and understand meanings.</p> <p>Practice: Going deeper in examining meanings.</p> <p>Assignment 4 - Submitted to Dropbox by 11:30 PM MST.</p>

Monday, April 11	Course Wrap Up	Activity: Key learnings
------------------	-----------------------	--------------------------------

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

The Faculty of Social Work (FSW) is committed 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 systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

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

Please ensure all writing submissions for assignments conform to American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style*. American Psychological Association.

1. **Assignment 1: Readings' Dialogue Facilitation (20%). Completion mark.**

Due date: On going. Date as assigned per group.

Course level objectives: 3 - 5.

Students will be assigned the pair of readings for specific classes and will be arranged in small groups (preferably two students). The small group will be responsible for reading the assigned articles per class and will be responsible to present each article in max 10 minutes (20-30 min in total per two articles). Following the articles presentation (verbal summary, PowerPoint, or any other preferred delivery), the small group will oversee facilitating a dialogue in the group. Small groups can prepare questions based on the papers or their presentation, or create questions based on the dialogue they are facilitating. The dialogue could be 30 min maximum. The small groups will be responsible for engaging the class in rich discussion, debates, or activities to process the readings. This activity is not an invitation for the rest of the class/students to not read the articles. This is a completion mark.

In addition to the facilitation, the small group will upload into D2L the PowerPoint, one page plan, or questions they will use for the facilitation.

2. **Assignment 2: Process Recording 1 (duos paper) (30%)**

Due date: Submitted to Dropbox by 11:30 PM MST on February 7, 2022

Length and format: 4 pages

Course level objectives: 1-6.

In duos, conduct an interview with an individual (role playing). One of you is the client and the other is the therapist. Select a 10-minute segment in which the interviewer demonstrates their best questions and/or interventions, and examine the movement demonstrated by the client's responses. This paper should include the transcription and the analysis in maximum 4 pages. Please divide each page in two columns. You will use the left column to include the transcription of the 10 min segment, and please use the right column for the analysis of the interview. Do not identify who was the student being the therapist and who was the client. Please use "therapist" and "client" and no names or identifiable data.

Please use a cover page (no included in the 4 pages).

Please use references (if authors or resources are names) with latest APA format. References are not included in the 4 pages. Example of this assignment will be shown during the first class.

As conversational partners analyze your segment using some of these ideas:

- What theories or models informed these questions?
- What other questions could have been made?
- Based on clients' responses, what other questions you could have asked to go deeper?
- How could these questions include sociocultural lenses or address social justice issues?
- Please include any other reflections that came from your discussion after examining this segment.

3. Assignment 3: Process Recording 2 (duos paper) (30%)

Due date: Submitted to Dropbox by 11:30 PM MST on March 7, 2021

Length and format: 4 pages

Course level objectives: 1-6.

In duos, conduct an interview with an individual (role playing). Reverse who was therapist and client. One of you is the client and the other is the therapist. Select a 10-minute segment in which the interviewer demonstrates their best questions and/or interventions, and examine the movement demonstrated by the client's responses. This paper should include the transcription and the analysis in maximum 4 pages. Please divide each page in two columns. You will use the left column to include the transcription of the 10 min segment, and please use the right column for the analysis of the interview. Do not identify who was the student being the therapist and who was the client. Please use "therapist" and "client" and no names or identifiable data.

Please use a cover page (no included in the 4 pages).

Please use references (if authors or resources are names) with APA format. References are not included in the 4 pages.

As conversational partners analyze your segment using some of these ideas:

- What theories or models informed these questions?
- What other questions could have been made?
- Based on clients' responses, what other questions you could have asked to go deeper?
- How could these questions include sociocultural lenses or address social justice issues?
- Please include any other reflections that came from your discussion after examining this segment.

4. Assignment 4: Class Participation (20%) - Ongoing

Due date: Submitted to Dropbox by 11:30 PM MST on April 4, 2022

Length and format: 1 page.

Course level objectives: 1-6.

Please write a 1-page reflection based on: How you contributed to to class discussion, how was your level engagement, and how do you think about your general participation in all classes. Please include your self-assessment based on 20/20.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend 100% of the classes in person or virtually. If you cannot attend the session, you are expected to inform the instructor in advance and co-create a make-up activity in order to not lose points for participation. Students are expected to attend class regularly and 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. Students will commit to inform the instructor if they are not attending class.

Zoom participation: It is expected that you will participate in scheduled zoom sessions. If you cannot attend the session, you are expected to inform the instructor in advance and co-create a make-up activity in order to not lose points for participation. Students are expected to attend class regularly and 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.

Students will commit to inform the instructor if they are not attending class.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically using Word Documents. Do not use PDF.
- Please submit your assignments on D2L. Do not submit your assignments to the instructor's email and please do not hand in hard copies.
- Use respective Dropbox in D2L to submit each assignment.
- Include in your assignments your full name and student number and the date of your submission.

LATE ASSIGNMENTS

- Late assignments will be accepted at the discretion of the instructor. There is no penalization for late submission; however, the instructor needs to know what the student plan and date for submission is.

EXPECTATIONS FOR WRITING

- Please use of APA 7th edition formatting for referencing. 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>

- There is no penalization for APA mistakes; however, it is expected that students use APA 7th as a reference for their writing grammar style.

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			
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	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		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 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/. 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 are required to read 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.

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