UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Course & Session Number	**SOWK** 612.03 S01	**Classroom**	Online: Wednesday 6pm-8pm In-person: Feb 21-24 1pm-3:50pm Room HNSC 330
Course Name	Clinical Work with Families		
Dates and Time	First Class: Wednesday, January 11, 2023 Last Class: Wednesday, April 12, 2023 Dates and Time: Online: Wednesday 6pm-8pm In-person: Feb 21-24 1pm-3:00 Room HNSC 330 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	**Sandy Gramlich MSW, RSW**	**Office Hours**	By appointment
UCalgary E-mail	gramlichs@shaw.ca	**UCalgary Phone**	

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

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[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

This course examines contexts, theories, practice models and skill development in supporting families. The course focuses on conceptualizing family problems as relational problems and what it takes to help families come together.

COURSE DESCRIPTION

This course will provide an overview of theories and methods of working with various forms of families who are experiencing multiple issues and what makes each theory useful. The focus will be on the listening and conversations that help families and influence change from a relational and systemic view. This course will be a blend of online and in person. It will consist of both lecture and experiential.

COURSE LEARNING OUTCOMES

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1. Provide students with advanced social work theory and practice skills with diverse families.
2. Learn processes that can be used in exploring interpersonal relationships and the ways that they are connected to family challenges and problems.
3. Identify personal bias
4. Apply a social justice lens to clinical practice with families
5. Understand different theories of family therapy.

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

1. Assess family relationships
2. Provide interventions that are transformative to interpersonal relationships
3. Understand the relationship role of the therapist in family therapy.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Andersen, T. (1987). The reflecting team: Dialogue and meta-dialogue in clinical work. *Family Process, 26*, 415- 428. http://www.willhall.net/files/OpenDialogueReflectingTe amAndersenFamilyProcess1986.pdf

Andersen, T. (1995). Reflecting processes; Acts of forming and informing: You can borrow my eyes, but you must not take them away from me! In S. Friedman, (Ed.), *The reflecting team in action: Collaborative practice in family therapy* (pp. 1-37). Guilford Press.

Gehart, D. R. (2018). The legacy of Tom Andersen: The ethics of reflecting processes. *Journal of Marital and Family Therapy, 44*(3), 386-392

McDowell, T., Knudson-Martin, C., & Bermudez, J.M. (2018). *Socioculturally attuned family therapy*. Routledge.

Seikkula, J., & Olson, M. E. (2003). The open dialogue approach to acute psychosis: Its poetics and micropolitics. *Family Process, 42*(3), 403-418.

Seikkula, J., & Trimble, D. (2005). Healing elements of therapeutic conversation: Dialogue as an embodiment of love. *Family Process, 44*(4), 461-475. Seikkula, J., Arnkil, T. E., & Erikkson, E. (2003). Postmodern society and social network meetings. *Family Process*, 42(2), 185-203

Tomm, K. (1987a). Interventive interviewing: Part I. Strategizing as a fourth guideline for the therapist. *Family Process, 26*(1), 2-13.

Tomm, K. (1987b). Interventive interviewing: Part II. Reflexive questioning as a means to enable self-healing*. Family Process*, *26*(2). 153-183.

Tomm, K. (1988). Interventive interviewing: Part III. Intending to ask lineal, circular, strategic, or reflexive questions? *Family Process*, *27*(1), 1-15.

Tomm, K., St George, S., Wulff, D., & Strong, T. (2014). *Patterns interpersonal interactions: Inviting relational understanding for therapeutic change.* Routledge.

Weinblatt, U., & Omer, H. (2008). Nonviolent resistance: A treatment for parents of children with acute behavior problems. *Journal of Marital and Family Therapy, 34*(1), 75-92.
There will be assigned reading that can be accessed through the DL2

ADDITIONAL SUGGESTED READINGS

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., & Goolishian, H. (1988). Human systems as linguistic systems: Preliminary and evolving ideas about the implications for clinical theory. *Family Process, 27*(4), 371-393.

Anderson, H. (1997). Conversation, language, and possibilities: A postmodern approach to therapy. Basic Books.

Anderson, H. (2005). Myths about 'not knowing.' *Family Process, 44*, 497-504.

Arnkil, T. E., & Seikkula, J. (2015). Developing dialogicity in relational practices: Reflecting on experiences from open dialogues. *Australian & New Zealand Journal of Family Therapy, 36*, 142-154

Center for Response Based Practice. (n.d.). Resources. Retrieved from http://www.responsebasedpractice.com/resources

Coates, L., & Wade, A. (2007). Language and violence: Analysis of four discursive operations. *Journal of Family Violence, 22*, 511-522.

Combs, G., & Freedman, J. (2012). Narrative, poststructuralism, and social justice: Current practices in narrative therapy. *The Counseling Psychologist, 40*(7), 1033-1060.

Dulwich Centre. (n.d.). Commonly-asked questions about narrative approaches to therapy, community work, and psychosocial support. Dulwich Centre.

Hoffman, L. (1998). Setting aside the model in family therapy. In M. Hoyt (Ed.), *The handbook of constructive therapies* (pp. 100-115). Jossey Bass.

Hoffman, L. (2000). A communal perspective for relational therapies. *Journal of Feminist Family Therapy, 11*(4), 5-17.

Hoffman, L. (2002). *Family therapy: An intimate history*. Norton.

Madsen, W. (1999). *Collaborative therapy with multi-stressed families*. Guilford Press.

Malinen, T., Cooper, S. J., & Thomas, F. (2012). *Masters of narrative and collaborative therapies: The voices of Andersen, Anderson, and White*. Routledge.

Morgan, A. (n.d.). What is narrative therapy? Dulwich Centre. Retrieved from https://dulwichcentre.com.au/whatis-narrative-therapy/

Paré, D., & Lysack, M. (2004). The willow and the oak: From monologue to dialogue in the scaffolding of therapeutic conversations. *Journal of Systemic Therapies, 23*(1), 6-20.

Richardson, C., & Wade, A. (2000). Islands of safety: Restoring dignity in violence-prevention work with indigenous families. *First Peoples Child & Family Review, 5*(1), 137-145. Retrieved from http://media.wix.com/ugd/3dfdee_7ab39061473e4d17bc17a40818cd2a5c.pdf

Shotter, J. (2015). Tom Andersen, fleeting events, the bodily feelings they arouse in us, and the dialogical: Transitory understandings and action guiding anticipations. Australian and New Zealand *Journal of Family Therapy, 36*, 72-87.

Todd, N., & Wade, A. (2004). Coming to terms with violence and resistance: From a language of effects to a language of responses. In T. Strong & D. Pare (Eds.), *Furthering talk: Advances in the discursive therapies* (pp. 145-161). Kluwer Academic/Plenum. https://www.responsebasedpractice.com/app/uploads/Coming-to-Terms-with-Violence-and-Resistance.pdf

Tomm, K. (1993). The courage to protest: A commentary on Michael White's work. In S. Gilligan & R. Price (Eds.), *Therapeutic conversations* (pp. 62-80). Norton.

Tomm, K. (1998). Co-constructing responsibility. In S. McNamee & K. Gergen (Eds.), *Relational responsibility* (pp. 129-137). Sage.

Waldegrave, C. (2009). Cultural, gender, and socioeconomic contexts in therapeutic and social policy work. *Family Process, 48*(1), 85-101.

Waldegrave, C., & Tamasese, K. (1993). Some central ideas in the "Just Therapy" approach. *Australian & New Zealand Journal of Family Therapy, 14*(1), 1-8. http://www.familycentre.org.nz/Publications/filesSocialPolicyResearch/family-processvol48.pdf?PHPSESSID=20316115c5989f116bc69ec339a77ce1

Weingarten, K. (1995). *Cultural resistance: Challenging beliefs about men, women, and therapy*. Haworth

Weingarten, K. (1998). The small and the ordinary: The daily practice of a postmodern narrative therapy. *Family Process, 37,* 3-15.

White, M. (1993). Deconstruction and therapy. In S. Gilligan & R. Price (Eds.), *Therapeutic conversations* (pp. 22- 61). Norton.

White, M. (2005). Workshop notes. Retrieved from https://dulwichcentre.com.au/michael-white-workshopnotes.pdf

Wulff, D. (2011). Postmodern social work. In F. J. Turner (Ed.), *Social work treatment: Interlocking theoretical approaches* (5th ed.). Oxford University Press.

Wulff, D. (2017). Socially constructing social work. In F. J. Turner (Ed.), *Social work treatment: Interlocking theoretical approaches* (6th ed., pp. 504-512). Oxford University Press.

Wulff, D., & St. George, S. (2011). Family therapy with a larger aim. In S. Witkin (Ed.), *Social construction and social work practice: Interpretations and innovations* (pp. 211-239). Columbia University Press.

LEARNING TECHNOLOGIES AND REQUIREMENDED

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 Families fits in with the continuing series of the Clinical Practice courses designed for social workers to develop the understandings and skills for Advanced Clinical Practice as part of the Clinical Social Work Specialization.

CLASS SCHEDULE

Important Dates for Winter 2023
- o Start of Term: Tuesday, January 3, 2023
- o End of Term: Friday, April 28, 2023
- o Fee Deadline: Friday, January 27, 2023
- o Alberta Family Day, no classes: Monday, February 20, 2023
- o Good Friday, no classes: Friday, April 7, 2023
- o Easter Monday, no classes: Monday, April 10, 2023
- o Term Break: Sunday, February 19 – Saturday, February 25, 2023

DATE	Time/Place	Activities	Preparation	
Jan 11	6-8 Zoom	Introductions Format for class Biases and ethics	Ch. 3 Socioculturally Attuned Family Therapy	
Jan 18	6-8 zoom	Good Conversations IPscope Assessment Talk about first assignment	Introduction, Ch. 1 Patterns in Interpersonal Interactions	
Jan 25	6-8 Zoom	Connecting Theory and Practice	Ch 2, 10 Patterns in Interpersonal Interactions	
Feb 1	6-8 Zoom	Equity Sociocultural Interpersonal Patterns Practice in Groups	Ch. 6 Patterns in Interpersonal Interactions Ch 1, 2 Socioculturally Attuned Family Therapy **First Assignment Scenario -Due Feb 1, 11:59 pm.**	
Feb 8	6-8 Zoom	Social Justice Practice in Groups	Ch 7, 8 Patterns in Interpersonal Interactions	
Feb 15	6-8 Zoom	Noticing PIP's Reflective and circular questioning	Ch 4 Patterns in Interpersonal Interactions Tomm, K. (1987a). Interventive interviewing: Part I. Strategizing as a fourth guideline for the therapist. *Family Process, 26*(1), 2-13. Tomm, K. (1987b). Interventive interviewing: Part II. Reflexive questioning as a means to enable self-healing. *Family Process, 26*(2). 153-183. Tomm, K. (1988). Interventive interviewing: Part III. Intending to ask lineal, circular, strategic, or reflexive questions? *Family Process, 27*(1), 1-15.	
Feb 21	1-3:50 HNSC 330	Noticing PIP's Reflective and circular questioning con't Practice in groups		

Feb 22	1-3:50 HNSC 330	TIPs Open dialogue	Ch. 5 Patterns in Interpersonal Interactions Seikkula, J., & Olson, M. E. (2003). The open dialogue approach to acute psychosis: Its poetics and micropolitics. *Family Process, 42*(3), 403-418. Seikkula, J., & Trimble, D. (2005). Healing elements of therapeutic conversation: Dialogue as an embodiment of love. *Family Process, 44*(4), 461-475. Seikkula, J., Arnkil, T. E., & Erikkson, E. (2003). Postmodern society and social network meetings. *Family Process*, 42(2), 185-203	
Feb 23	1-3:50 HNSC 330	Guest Speaker Reflecting Team	Andersen, T. (1987). The reflecting team: Dialogue and meta-dialogue in clinical work. *Family Process, 26*, 415-428. http://www.willhall.net/files/OpenDialogueReflectingTeamAndersenFamilyProcess1986.pdf Andersen, T. (1995). Reflecting processes; Acts of forming and informing: You can borrow my eyes, but you must not take them away from me! In S. Friedman, (Ed.), The reflecting team in action: Collaborative practice in family therapy (pp. 1-37). Guilford Press. Gehart, D. R. (2018). The legacy of Tom Andersen: The ethics of reflecting processes. *Journal of Marital and Family Therapy, 44*(3), 386-392	
Feb 24	1-30 HNSC 330	Reflecting Team Practice		
March 1	6-8 Zoom	From assessment to intervention		
March 8	6-8 Zoom	Different types of therapy and applying family therapy		
March 15	6-8 Zoom	Use of therapist Self	Ch 3 Socioculturally Attuned Family Therapy	
March 22	6-8 Zoom	Non- violent resistance Practice in groups	Weinblatt, U., & Omer, H. (2008). Nonviolent resistance: A treatment for parents of children with acute behavior problems. *Journal of Marital and Family Therapy, 34*(1), 75-92.	
March 29	6-8 Zoom	Group Presentation		

April 5	6-8 Zoom	Group Presentation		
April 12		Group Presentation

Reflection and synthesis of course | | |

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.

ASSESSMENT COMPONENTS

Assignment One. Participation (10%) – Ongoing

It is important to use class time to develop practice skills/behaviors through the variety of forms of participation available (individual, pairs, trios, small groups, whole class). This is not simply about quantity (although regular participation is vital), but about consistent engagement and contribution to the group's progress. This is about adding to the learning of fellow classmates as much as you attend to your own learning. I will provide my assessment about your participation at midterm (and at other times if you request it).

Apply the same standards of behavior, communication, and courtesy about punctuality, attendance, and readiness for work that would apply to a professional social worker in meeting with clients, supervisors, or in attending agency meetings. In addition to attendance, grades for participation are based on asking questions, sharing experiences, actively participating in class discussions or small group exercises, and giving respectful feedback to others during class. It also includes using office hours as needed to ask for help, problem solve, and/or to clarify the assignments, or to identify individual learning needs. Above all, participation means demonstrating personal and professional engagement in the learning process.

Attendance: If a situation arises that precludes class attendance, the student should apprise the instructor. It is neither the instructor's responsibility to determine why a student was not in class nor is

it the instructor's responsibility to advise the student of what was missed by a student's absences or tardiness to class. Your absence deprives the class of your participation that day so if you must be absent, consider ways you could add to the class upon your return.

Assignment Two. Critical Reflection Paper (20%) – Due April 12, 11:59 pm

Student will write a 2-pages critical reflection paper. The objective of this paper is to invite students to practice their critical thinking skills by examining the practice of family therapy, family interviews or therapeutic conversations from a theory of their choice (i.e., Critical Race Theory, Anti-Oppressive Framework, Feminist theory, Queer Theory, Post-structuralism, Postmodernism, etc.).

Student will select only one theory and will write a short paper/essay on the practice of family therapy from the lenses of this theory. Student should present different or tensions in discourses, thus positive and critical issues. Student could examine, for example, one of the readings or family therapy models.

Page limit: 2
Format: Please use APA style
References to sustain your points/theory: 1-3 references.
Quotes: Maximum two quotes from your critical theories is encouraged. Please use APA quotation style.

This is a critical reflection paper. Student could use the "I" pronoun to write and reflect their own opinions.

There is no rubric for this paper. Student is encouraged to critically examine in their preferred ways.

Assignment Three. Scenario (30%) - Due Feb 1, 11:59 pm.

Course Learning Outcomes: 2, 3, 4

Reflect on a scenario, either personal or from a previous client, where you can identify the Interpersonal patterns (IP's) the repetitive or recurrent interactions between two or more persons that tend to be mutually reinforcing. Once a pattern has been identified, PIP, WIP, HIO etc.,

1. Provide context and history to the scenario
2. Discuss that the pattern (s) is and how they identified it.
3. What they believe could be done to change the pattern to be more positive
4. Is there a cultural considerations to the relationship
5. Is there a power differential in the relationship

This paper sound be no more that 3 pages. Use APA citation formats and use excellent spelling and grammar.

Assignment Four. Group PowerPoint Presentation (40%) – Due on assigned date March 29, April 5 & 12. This will be a random draw for presentation dates.

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

Students will be assigned to a group of 5 or 6 individuals, and as a group will chose one of the theories on family therapy provided to work within throughout the course. Each group will present on the theory they have chosen to the class on Zoom on either March 29, April 5 or 12. The groups will have 30 minutes to present and 10 minutes for questions from your peers, for a total of 40 minutes. The assignment is designed to give students the opportunity to be immersed in one theory on family therapy and to integrate that knowledge into practice during the group work. Include references as needed (there is an expectation that you should be able to use at least five references). Use APA 7th citation formats and use excellent spelling and grammar.

Groups should include the following criteria into the assignment.

1. Describe the theory

   Foundations, key concepts, and therapeutic techniques
   application of this theory how it can assist in moving families from a negative interpersonal interaction to a more positive interpersonal interaction. Focus on those elements of the theory that reveal potential to address social injustices rather that simply to help families to adjust to the systems and communities they live within.
2. Considerations of the therapist (Power differential, privilege, bias, self reflection, self disclosure, personal agency)
3. Writing and presentation

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. 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. Late assignments without exceptions will be subject to a grade deduction of 5% for each day late.

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.

The University of Calgary Graduate Grading System and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	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. **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 of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward 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

| CR | | Completed Requirements | |

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