



LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

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.

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

Course & Session Number	SOWK 604 S01	Classroom	Online
Course Name	Advanced Practice Theories in Context		
Dates and Time	Start of Classes: September 2, 2025 End of Classes: December 5, 2025 Tuesdays and Thursdays from 5:30-8:30 p.m. Synchronous and Asynchronous Sessions: Please refer to the schedule below. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Charlene Richard M.S.W, RSW	Office Hours	As requested
UCalgary E-mail	Charlene.richard@ucalgary.ca	UCalgary Phone	

SYLLABUS STATEMENT

Examines theoretical models, philosophical frameworks and ethical foundations of social work practice as a means to facilitate change while locating social work's development and current practice in historical, economic, political, socio-cultural and environmental contexts.

COURSE DESCRIPTION

The prerequisites for this course are Social Work 600 and 602. This course will explore and examine various theories and clinical social work methods, assessing their underlying assumptions, values, and claims to effectiveness. You will compare, contrast, and critically assess multiple social work theories, philosophical frameworks, models, and approaches to change in social work practice and research. A major emphasis throughout this course will be to situate theories and the analysis of theories within particular historical, social, and environmental contexts that may transcend particular or convenient dichotomies. You will incorporate comparative approaches to change into your professional social work practice frameworks and identities.

To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. Students will engage in interactive class discussions, presentations and critical reading, group work, and online discussions. There will be nine synchronous zoom sessions throughout the term as indicated in the schedule below. Zoom sessions will not be recorded.

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

COURSE LEARNING OUTCOMES

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

1. Identify, understand, critically assess, and analyze the influence of historical, social, political, economic, environmental, and other developments on Social Work theory and practice;
2. Explore the relationship between Social Work and other theories, generating an awareness of your positioning in relation to theoretical approaches to change and application to your Social Work practice;
3. Evaluate, analyze, and critique the influence of “discipline-specific” and other theories on your practice;
4. Identify and critique dominant theories in your professional practice, and evaluate alternative theories and methods appropriate for your practice;
5. Create personal learning objectives relating to the development and evaluation of your professional practice framework and Social Work identity;
6. Understand the relationship between comparative approaches to change and social justice in Social Work practice at multiple levels; and
7. Apply course learnings to your specialization and the exit requirements of the MSW program.

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

Bolton, K. W., Lehmann, P., & Hall, C. J. (2021). *Theoretical perspectives for direct social work practice: A generalist-eclectic approach*. SPRINGER PUBLISHING.

The following resources are available online through the U of C Library and links have been provided inside D2L.

Atkins, R., & Oglesby, A. (2019). *Interrupting racism: Equity and social justice in school counseling*. Routledge.

Bernard, C. (2022). Chapter 2 Intersectionality theory. In *Intersectionality for social workers: A practical introduction to theory and Practice* (pp. 18–31). essay, Routledge, Taylor & Francis Group.

Denis, J. S. (2015). Contact theory in a small-town settler-colonial context. *American Sociological Review*, 80(1), 218–242. <https://doi.org/10.1177/0003122414564998>

Sukhera, J. (2023). Leveraging Implicit Bias Recognition and Management Curricula to Advance Trauma- and Violence-Informed Care. In *Implementing Trauma- and Violence-Informed Care: A Handbook* (pp. 39–57). essay, University of Toronto Press.

Strier, R., & Bershtling, O. (2016). Professional Resistance in Social Work: Counterpractice Assemblages. *Social Work : A Journal of the National Association of Social Workers.*, 61(2), 111–118. <https://doi.org/10.1093/sw/sww010>

Wathen (Ed.). (2023). Leveraging Implicit Bias Recognition and Management Curricula to Advance Trauma- and Violence-Informed Care. In *Implementing Trauma- And Violence-Informed Care: A Handbook*. University of Toronto Press.

‘White Privilege: Unpacking the Invisible Knapsack’ and ‘Some Notes for Facilitators’ - National SEED Project. (n.d.). <https://www.nationalseedproject.org/key-seed-texts/white-privilege-unpacking-the-invisible-knapsack>

Wymer, B., Ohrt, J. H., Morey, D., & Swisher, S. (2020). Integrating expressive arts techniques into trauma-focused treatment with children. *Journal of Mental Health Counseling*, 42(2), 124–139. <https://doi.org/10.17744/mehc.42.2.03>

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

The Advanced Practice Core curriculum consists of 4 theme courses, SOWK 600, 602, 604, and 606, which will explore core elements of social work knowledge and practice within the specializations. This curriculum will examine social justice, research strategies, social work practice models, and public policy with the intent of further developing student’s unique social work perspective and strengthening their social work identity and personal practice framework.

CLASS SCHEDULE

Important Dates for Spring 2025

- Start of Term: Monday, August 25
- First Day of Class: Tuesday, September 2
- End of Term: Wednesday, December 24
- Last Day of Class: Friday, December 5
- Fee Deadline: Friday, September 19
- Labour Day, no classes: Monday, September 1
- National Day for Truth and Reconciliation, no classes: Tuesday, September 30
- Thanksgiving Day, no classes: Monday, October 13
- Remembrance Day, no classes: Tuesday, November 11
- Term Break, no classes: Sunday-Saturday, November 9-15

Date	Topic	Readings/Videos/Activity
Sept 2, 2025 Zoom 5:30-8:30	Introductions and review of syllabus Generalist-eclectic approach	Read: Bolton et al. Chapters 1 and 2 Excerpt of book chapter in D2L

	Problem solving model	Watch: Recorded Lectures in D2L
Sept 4, 2025 Asynchronous 5:30-8:30	Intersectionality	Read: Bernard, C. Link in D2L Watch: Videos on intersectionality in D2L Complete: D2L Activity
Sept 9, 2025 Zoom 5:30-7:30	Trauma-informed practice	Read: Bolton et al. Chapter 11 Watch: Recorded lecture in D2L
Asynchronous 1 Hour	Social Work Identity: Implicit Bias and Trauma Informed Care	Read: Sukhera, J. (2023) Complete: Activity in D2L
Sept. 11, 2025 Asynchronous 5:30-8:30	Anti-racism in social work	Read: Denis, J. S. Link in D2L Read: Atkins Chapter 2 Link in D2L Complete: Activity in D2L.
Sept 16, 2025 Zoom 5:30-7:30	Feminist theory Anti-oppressive theory	Read: Bolton et al. Chapters 15 and 17 Watch: Recorded lectures in D2L
Asynchronous 1 Hour	Social Work Identity: Privilege and Social Work	Read: National SEED Project Complete: Activity in D2L
Sept 18, 2025 Asynchronous 5:30-8:30	Expressive arts therapy with children and youth	Read: Wymer et al. link in D2L Watch: Expressive arts therapy with children (recorded presentation) in D2L Complete: Activity in D2L.
Sept 23, 2025 Zoom 5:30-8:00	Behavioural Theories Cognitive behavioral theory Dialectical behavior therapy	Read: Bolton et al. chapters 8 and 10 Watch: Recorded lectures in D2L
Sept 25, 2025 Asynchronous 5:30-8:30	Eye movement and desensitization reprocessing (EMDR)	Read: Bolton et al. Ch.22 Watch: EMDR Demonstration Complete: Activity in D2L
Sept 30, 2025	No Class	
Oct. 2, 2025 Zoom 5:30-8:00	Presentation Group 1 Presentation Group 2	
Oct 7, 2025 Zoom 5:30-8:00	Presentation Group 3 Emotion Focused Therapy	Read: Bolton et al. chapters 13 Watch: Recorded lectures in D2L
Oct. 9, 2025 Zoom 5:30-8:00	Presentation Group 4 Presentation Group 5	
Oct. 14, 2025 Zoom 5:30-8:00	Presentation Group 6 Presentation Group 7	
Oct. 16, 2025 Zoom 5:30-8:00	Presentation Group 8 Presentation Group 9 Revisiting Generalist Eclectic Practice	Read: Bolton et. al. chapter 23

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. Communication sent via direct message in Zoom may be missed during class discussions. Please send any requests/information via email to ensure they are reviewed and responded to.

GUIDELINES FOR PROFESSIONAL COMMUNICATION

You are expected to practice professional communication in all interactions with the instructor and your peers. Please use your UCalgary email for all school-related communications. Additional resources for professional communications are provided in D2L.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course. Zoom classes will not be recorded.

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignment 1: Intersectionality in Social Work

Weight distribution: 30% of final grade

Due Date: October 3, 2025 by 11:59 p.m.

Aligned Course Learning Outcome: 1, 2, 3, 4, 5, 6, 7

Length: 5–6 pages (cover page and reference pages are not part of the page count).

Format: Adhere to APA 7th Edited Publication Manual. Include a cover page. Pages should be numbered with 1-inch margins on all sides. Text should be double-spaced and in an easy to read 12-point font such as Times New Roman or Arial. Use APA 7 citation style. Upload a Word document into D2L dropbox.

This paper will assess your ability to engage with an intersectional approach, your use of primary and secondary sources as well as your ability to produce a concise, coherent and well-organized essay. Please cite a minimum of six academic sources.

Briefly describe intersectional theory/intersectionality including the key contributors and its primary concepts. Examine and analyze a real-life client/consumer experience or issue that you may encounter as a social worker, such as healthcare services, postpartum depression, interpersonal violence or housing. Rooted in academic sources, you will create a case example to describe how two or more parts of a person's identity such as race, gender, class, sexuality, or immigration status may overlap in ways that compound barriers and inequality. For example, you could analyze how a woman who is a newcomer to Canada may have intersecting parts of her identity that overlap and create inequalities that may increase vulnerability to interpersonal violence as well as barriers to resources or services for her safety. Where possible, use academic sources and data to support your ideas and provide a deeper analysis. Please end with a paragraph or two of your personal thoughts about the way intersectionality will be used in your own social work practice.

Grading: Participation will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.

Assignment 2: Group Presentation - Application of Theory to Practice

Weight Distribution: 45% of final grade

Due Date: In classes on October 2, 7, 9, 14 and 16

Aligned Course Learning Outcome: 1, 2, 3, 4, 5, 6, 7

Length: 40-45 minutes plus 5-10 minutes for questions

Format: Group presentations will be completed in class. Please adhere to APA 7th Edited Publication Manual for style, grammar, referencing/citations and formatting of PowerPoint (or approved alternative) presentation. Submit a power point or PDF copy of your presentation into D2L before your presentation.

Each group will choose one theory that was NOT covered in class (a list of ineligible theories will be provided in D2L). In this assignment you will demonstrate advanced understanding of a theory and the application of the theory in social work practice. Please include a minimum of ten sources.

Social Work Theory (15%):

Describe the development of the social work theory including the founders and/or key contributors and the timeframe of its development. Explain the key concepts or principles and underlying assumptions of the theory.

Theoretical application to population (20%):

Rooted in primary and secondary sources that support the use of your theory with a specific issue or population, explain how the theory can be applied in social work practice. You may choose to describe how the theory or concepts/strategies are applied at various stages of social work practice (engagement, assessment, planning, interventions, evaluation or termination) or how the theory can be delivered in different formats such as individual or group settings.

Explain the main advantages and disadvantages of using this theory/intervention with your chosen population, including any ethical/cultural implications.

Briefly summarize two sources of research that support the use of this theory with your social work issue/population including the primary methods and outcomes.

Organization and Format (5%):

In this assignment you will use Microsoft PowerPoint to create a presentation (or an approved alternative). Adhere to APA 7th edition citation and formatting. Adhere to the timeframe of 40-45 minutes plus 5-10 minutes for questions.

Peer Feedback (5%):

Feedback will be provided by your peers. A template will be provided on D2L.

Grading: Participation will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.

Assignment 3: Participation

Weight distribution: 25% of final grade

Due Date: Final activity due October 17, 2025.

Aligned Course Learning Outcome: 1, 2, 3, 4, 5, 6,7

Format: Participation consists of course engagement and contributions in various learning activities.

You will have access to numerous learning activities that enable you to engage with the content and demonstrate your understanding of the course materials. These activities include, but are not limited to, large group discussions (verbal and written), small group activities, online activities in D2L and peer feedback for assignment two.

Grading: Participation will be graded according to criteria outlined in the grading rubric corresponding to this assignment, which is posted in D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

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. If you miss a class due to an emergency, please connect with one of your peers for notes regarding the content you missed.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59 p.m. on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

MISSED OR LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date. Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% of the total possible grade per day-including weekends and holidays). There is a 7-day maximum limit by which students who have not

requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.

Instructors may consider make-up assignments for those who miss graded in-class activities. Make-up assignments are subject to the discretion of the instructor. Assignments may NOT be resubmitted for a higher grade. Please refer to the Ucalgary calendar for more information on [supporting documentation for absences](#).

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, organization and original voice. Please adhere to APA 7th ed. publication manual for writing style, grammar, citation and referencing. Include a cover page. Pages should be numbered and have 1-inch margins on all sides. Text should be double-spaced and in an easy to read 12-point font such as Times New Roman, Arial or Calibri. 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](#).

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.

USE OF ARTIFICIAL INTELLIGENCE TOOLS

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to [Academic Misconduct](#) procedures.

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. **Grades are not rounded up or down.**

The University of Calgary [Graduate 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 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. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.	

COURSE EXPERIENCE FEEDBACK

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. They will receive an email from [UCalgary Course Experience Surveys](#) with direct links to their current course surveys, or they can access within the D2L course shell. Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the [University of Calgary Code of Conduct](#), the [Alberta College of Social Work Standards of Practice \(2023\)](#) and the [Canadian Association of Social Workers Code of Ethics \(2024\)](#).

ADDITIONAL SUGGESTED READINGS

Additional readings will be recommended in D2L.

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](#). They 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 behaviours in class, including evaluations of teaching and learning, that are consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2024) and the [Alberta College of Social Work Standards of Practice](#) (2023).

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

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course 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
- Emergency Evacuation/ Assembly Points
- Safewalk