



Course & Session Number	IPHE 503 L01 (Faculty of Social Work) & L02 (Students from other Faculties)	Classroom	Online
Course Name	Interprofessional Practice in Addictions (and Co-Occurring Disorders)		
Dates and Time	Start of Classes: Monday, May 6 th , 2024 End of Classes: Monday, June 17 th , 2024 Dates and Time: Zoom's (Mondays): May 6 th , May 13 th , May 27 th , June 3 rd , June 10 th , June 17 th May 20th, 2024 – Holiday – Victoria Day Zooms occur from 5:30pm – 6:30pm MST Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Dr. Chloe Westelmajer, RSW Dr. Tara Collins, RSW	Office Hours	As Requested
UCalgary E-mail	chloe.westelmajer@ucalgary.ca tara.collins2@ucalgary	UCalgary Phone	Please contact via email

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities,

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

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](#).

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. There will be 6 Zoom sessions throughout the term (**Mondays**): May 6th, May 13th, May 27th, June 3rd, June 10th, June 17th.

When unable to participate live due to time difference or unforeseen circumstances, it is the responsibility of the student to inform the instructor in advance. A 500-word personal reflection based upon the pre-recorded zoom will be required to make up for the missed class within 7 days of the missed class. Only one class can be missed before partial marks will be lost on the rubric (please see the rubric posted on D2L).

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.

This course has no prerequisites. However, students are strongly urged to have taken a preliminary course in human development/behavior in the social environment prior to taking this course.

COURSE LEARNING OUTCOMES

Upon completion of this course, you 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

Maté, G. (2009). *In the realm of hungry ghosts: Close encounters with addiction*. Random House Digital, Inc.

Morgan, O. J. (2019). *Addiction, attachment, trauma and recovery: The power of connection*. WW Norton & Company.

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.

Hours for the course include structured and mandatory D2L asynchronous time. Students are expected to engage in viewing course videos and engaging with all other asynchronous materials (responding to discussion posts and interacting with digital content). These do not include times that students would normally spend outside of regular class hours on additional or assigned readings, essays, or exam prep, etc.

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

Important Dates for Spring 2024

- Start of Term: Wednesday, May 1, 2024

- First Day of Class: Monday, May 6, 2024
- End of Term: Sunday, June 23, 2024
- Last Day of Class: Monday, June 17, 2024
- Fee Deadline: Tuesday, May 14, 2024
- Victoria Day, no classes: Monday, May 20, 2024

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.

Date	Topic	Readings (asynchronous learning activities – available through links or on D2L)
<p>Zoom Session: Mon., May 6, 2024 5:30PM – 8:30PM MST</p> <p>Participation in D2L on-line discussion and engagement with module content throughout the week.</p>	<ul style="list-style-type: none"> • Introduction, theoretical models of addictions • Pharmacology, pharmacokinetics • What the body does to the drugs • What the drugs do to the body 	<p>Mate (2009) Introduction, Ch. 1, 2, 11, 12, 13, 14, 15</p> <p>Morgan (2019) Introduction, Ch. 4</p> <p>Find your Projects and Topic posted on the D2L course</p> <p>Introductory post due: May 6th by 11:59 pm MST</p>
<p>Zoom Session: Mon., May 13, 2024 5:30PM – 8:30PM MST</p> <p>Participation in D2L on-line discussion and engagement with module content throughout the week.</p>	<ul style="list-style-type: none"> • Professional roles in substance abuse treatment • Relationship to interprofessional practice • Important interprofessional practice skills • Interprofessional practice and harm reduction 	<p>Mate (2009) Ch. 9, 10, 28</p> <p>Morgan (2019) Ch. 5</p> <p>Group Discussion <i>Main Post</i> 1 due Mon. May 13th by 11:59 pm</p> <p>Group Discussion <i>Response Post</i> 1 due: Tue. May 21st</p>
<p>May 20th, 2024 – Holiday – Victoria Day</p>		
<p>Zoom session: Mon. May 27, 2024: 5:30PM – 8:30PM MST</p>	<ul style="list-style-type: none"> • Examination of alcohol and other substances and their effects • Substance abuse disorders 	<p>Mate (2009) Ch. 3, 4, 5, 6, 7</p> <p>Morgan (2019) Ch. 1, 2, 3</p>

<p>Also, asynchronous learning</p> <p>Participation in D2L on-line discussion and engagement with module content throughout the week.</p>	<ul style="list-style-type: none"> • Types of substance use patterns, prevalence • Ethics and ethical dilemmas in addictions 	<p>Group Discussion Main Post 2 due Mon. May 27th by 11:59 pm</p>
<p>Assignment #1: Experiential Reflection Paper due Mon. May 27th by 11:59 pm</p>		
<p>Zoom Session Mon. June 3, 2024 5:30PM – 8:30PM MST</p> <p>Participation in D2L on-line discussion and engagement with module content throughout the week.</p>	<ul style="list-style-type: none"> • Trauma • Treatment programs • Levels of care and continuum of care • Treatment approaches • Co-existing mental health disorders 	<p>Mate (2009) Ch. 17, 18, 19, 20, 22</p> <p>Morgan (2019) Ch. 6, 7</p> <p>Group Discussion Response Post 2 due Mon. May 13th by 11:59 pm</p>
<p>Zoom session: Mon., June 10, 2024: 5:30PM – 8:30PM MST</p> <p>Participation in D2L on-line discussion and engagement with module content throughout the week.</p>	<ul style="list-style-type: none"> • Special Topics* • Group 1: Addictions and seniors • Group 2: LGBTQ2S+ issues in addictions • Group 3: Adolescent substance use/abuse • Group 4: Behavioral addictions <p>Each group has 45 minutes to present (35 minutes for their presentation and 10 minutes for questions)</p>	<p>Morgan (2019) Ch. 9, 10</p> <p>Group Discussion Main Post 3 due Mon. June 10th by 11:59 pm</p>
<p>Assignment 2: Paper on Treatment Approaches due Mon. Jun. 10th by 11:59 pm</p>		
<p>Zoom session: Mon., June 17, 2024: 5:30PM – 8:30PM MST</p>	<ul style="list-style-type: none"> • Special Topics* • Group 5: Addictions and houseless populations • Group 6: Addictions and equity deserving populations. 	<p>Mate (2009) Ch. 31, 32, 33, 34</p> <p>Group Discussion Response Post 3 due Mon. June 17th by 11:59 pm</p>

Participation in D2L on-line discussion and engagement with module content throughout the week.	<ul style="list-style-type: none"> • Group 7: Addictions and individuals involved in the criminal justice system. • Group 8: Pain management and addictions. <p>Each group has 40 minutes to present (30 minutes for their presentation and 10 minutes for questions)</p>	
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ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use Zoom 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. Students will be advised before the instructor initiates a recording of a Zoom session.

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: Experiential Reflection Paper (20%) – due by May 27th 11:59 pm

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.) or a SMART recovery meeting. 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 prior to attending the meeting. It is important for students to also identify themselves as students during the meeting. Please ensure that you 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 or SMART recovery programs. A *minimum* of 5 references are required and *should be a mix of in-class and external references*. Reflections should be completed using APA 7th edition. Rubric for reflection assignment is available on D2L and should be followed closely.

Your paper should address the following:

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

**Submit your full paper to the Dropbox and title it, "First Name and Last Name Assignment #1" in a word document.

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

Assignment 2: Paper on Treatment Approach (30%) due by June 10th 11:59 pm

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

Assignment Description:

A paper (1700 to 2000 words) exploring an evidence-based or evidence-informed treatment approach for addictive disorders (e.g., motivational interviewing, cognitive behavioral therapy, etc.) that includes:

- A brief description of the evidence-based or evidence-informed treatment approach.
- Exploring controversies or contradictions raised in the literature.
- Identifying strengths and limitations of this approach.
- Identifying populations that are served and not served by this approach.
- Your own assessment/reflection of the treatment approach.
- An integration of the course text and material.
- A connection between the chosen treatment approach and one issue within interprofessional practice.

A *minimum* of 5 references is required and should be a mix of both in-class and external sources, using APA 7th edition. Rubric for the assignment is available on D2L and should be followed closely.

**Submit your full paper to the Dropbox titled, "First Name and Last Name Assignment #2" in a word document.

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:

Groups 1, 2, 3, 4 to present on Monday, June 10th during class.

Groups 5, 6, 7, 8 to present on Monday, June 17th during class.

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 or other presentation format (excluding references) with one question to ask peers at the end of the presentation. Your presentation should be 40 minutes in duration allotting 10 minutes for the one question and discussion after the 30-minute presentation. Your presentation will incorporate class materials/readings (a *minimum* of 7 academic references which should be a mix of in-class and external sources, using APA 7th edition). Rubric for the assignment is available on D2L and should be followed closely). Please ensure to submit a copy of the presentation to the Dropbox provided as well.

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 reduction.

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

Assignment 4: Main Posts, Response Posts, and Involvement/Engagement in Class (20%)

Introductory post due: Mon. May 6th by 11:59 pm

Main Post 1 due: Mon. May 13th by 11:59 pm MST; Response Post 1 due: Tue. May 21st (please note: due to the holiday the post is due on Tuesday) by 11:59 pm

Main Post 2 due: Mon., May 27th by 11:59 pm MST; Response Post 2 due: Mon. June 3rd by 11:59 pm
Main Post 3 due: Mon. June 10th by 11:59 pm MST; Response Post 3 due: Mon. June 17th by 11:59 pm

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

Assignment Description:

Participation in Zoom sessions and online discussions are an important part of your learning. Effective learning includes active participation in class discussions of current material, which will be part of the assignment 4 mark. All students are expected to be present for all Zoom classes, actively contribute during the class, and to contribute to meaningful discussion through posts on the discussion board.

It is expected that group members work together to develop main posts responses (500 words) with other group members. There are 6 zoom sessions that students are expected to attend and participate. The scenarios will be shared during class. Students will be expected to use at least 3 internal or external scholarly references for each of their posts (References should be in APA 7th Edition). A 200-word group response to one of your peers' group posts will be completed on alternating weeks when your main post is not due. At least one reference is needed for the response.

Due to the interactive nature of this assignment, students/groups who do not participate in the discussion posts with their assigned project team by the due date will receive a grade reduction. Those who do not actively participate in discussions during the class will also not receive full marks as outlined on the rubric.

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

The student may only miss 1 Zoom session during the semester (and complete an alternative participation activity) without losing marks for participation. A rubric is available on D2L and should be followed closely. Students will be graded upon discussion post responses, zoom class attendance and participation, and involvement/engagement.

Please note that the instructors can view your participation in the course (including information on logins and information accessed). The instructors 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

Attendance and participation will include Zoom sessions, as well as readings and meaningful replies to discussion board postings.

Students are expected to attend each scheduled Zoom session and to be fully present and engaged in class activities and discussions, with webcams activated. This is part of the participation grade, as outlined in the assessment components section above.

Zoom sessions will be recorded. Students who miss a class can submit a 500-word essay relevant to the content discussed at that Zoom session in order to obtain the participation mark for that Zoom.

Students will be asked to watch a recording of the session and submit the written reflection within 7 days of the missed zoom. The focus of the essay will be determined by the instructor.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in 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 instructors and **must be pre-approved** unless there are mitigating circumstances. Assignments submitted after the deadline and without approval, will be penalized with a 3-point grade reduction on whatever scale the assignment is marked out of for each day after the submission deadline.

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. Rounding up will occur to the next whole number if there is a decimal point above .5 so that a 19.6 would be rounded up to 20, for example, but a 19.5 would not.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94

A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
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 EVALUATION

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. Student feedback contributes to ensuring academic excellence in the university's curriculum by bringing direct feedback to instructors.

Students 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. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Suggested readings are available on 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](#).

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
- Emergency Evacuation/ Assembly Points
- Safewalk