



LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. In Alberta, we are on the traditional territories of the peoples of 45 First Nations in five treaty areas: 4, 6, 7, 8 and 10. We also acknowledge the Métis Nation of Alberta Districts.

On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples of 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, Bears paw 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 traditionally known as Moh'kins'tsis to the Blackfoot, Wíchíspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), Siksikaitsitapi to the Blackfoot Confederacy and Guts'ists'i to the Tsuut'ina.

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 peoples of the Treaty 7 and 4 regions and the home of the Métis Nation of Alberta (District 1).

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 668 S01	Classroom	Online
Course Name	Community-Based Health and Wellness Approaches II		
Dates and Time	Start of Classes: the week of March 3 End of Classes: the week of April 11 Dates and Time: Tuesdays & Thursdays Zoom: 6pm - 8pm (no class March 20) Virtual Residency: Friday & Saturday, March 21 & 22 Zoom: 9am - 4pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Chantel Large, MSW, RSW	Office Hours	As requested/by appointment
UCalgary E-mail	calarge@ucalgary.ca	UCalgary Phone	Please contact via email

SYLLABUS STATEMENT

Promising and ethical practices and techniques in clinical practice with a focus on advocacy for the needs of diverse populations marginalized by structural inequities. The role of self care is examined.

COURSE DESCRIPTION

This course will provide an intensive exploration of diverse Indigenous community-based health and wellness practices. Students will explore individual and community experiences of colonization on Indigenous peoples and the ways in which colonization has influenced clinical social work practice with Indigenous peoples in Canada. Students will learn about Indigenous way of knowing and healing through the integration of cultural protocols and practices throughout the course. Students will be encouraged to engage in critical self-reflection and self care while exploring their own journey towards truth and reconciliation with Indigenous peoples in Canada.

This course will take place online via Desire2Learn (D2L) and Zoom. This course will be grounded in relationship building and oral sharing, therefore it is imperative students attend and participate in all of the Zoom sessions. Classes will involve storytelling, critical dialogue, group work, guest speakers,

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

resource materials, case studies, and experiential activities. The pre-requisite for this course is SOWK 664.

COURSE LEARNING OUTCOMES

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

1. Understand the challenges, trauma and resiliency of Indigenous peoples in Canada.
2. Explore Indigenous ways of knowing and healing through the integration of cultural protocols and practices.
3. Identify and critically examine the social, political, historical, and cultural contexts that impact the health and wellbeing of Indigenous peoples in Canada.
4. Identify and critically examine personal values, beliefs and social locations and articulate how these impact your social work practice with Indigenous peoples.
5. Develop skills and strategies to support the care of Indigenous persons accessing services via a community-informed lens to health and wellness.

LEARNING RESOURCES

Please note there is no required textbook for this course. Students will be required to read three articles and watch three multimedia presentations which will be referred to during the course discussions. These can be accessed online and found on D2L.

REQUIRED READINGS

- Blackstock, C. (2009). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. *First Peoples Child & Family Review* 4(1), 28 – 37.
<https://fpcfr.com/index.php/FPCFR/article/view/74/4>
- Truth and Reconciliation Commission of Canada. (2015). *Truth and reconciliation commission of Canada: Calls to action*. <https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls to Action English2.pdf>
- Wesley-Esquimaux, C. C. & Smolewski, M. (2004). *Historic trauma and Aboriginal healing*. The Aboriginal Healing Foundation. <https://nctr.ca/wp-content/uploads/2021/01/historic-trauma.pdf>

REQUIRED MULTIMEDIA PRESENTATIONS

- Pryce, J. (2018, May). *To transform child welfare, take race out of the equation* [Video]. TED Residency. https://www.ted.com/talks/jessica_pryce_to_transform_child_welfare_take_race_out_of_the_equation
- TEDxTalks. (2015, June 9). *Healing through story: Unpacking Indigenous resiliency and hope | Annie Belcourt* [Video]. YouTube. <https://www.youtube.com/watch?v=GDVwebiriAo>

TEDxTalks. (2020, December 16). *Resilience through Indigenous humour* | Stephanie Pangowish [Video]. YouTube. <https://www.youtube.com/watch?v=DbqUgRRAHpQ>

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 Community Informed Practice curriculum consists of 4 theme courses, SOWK 661, 663, 664, and 668, which will explore core elements of social work knowledge and practice within the specializations. This curriculum will examine theoretical and philosophical perspectives for community-informed mental health practice, practice models and clinical assessment approaches, and application of community informed mental health approaches to specialized populations.

CLASS SCHEDULE

Important Dates for Winter 2025

- First Day of Class: March 4, 2025
- Last Day of Class: Thursday, April 10, 2025
- End of Term: Wednesday, April 30, 2025

Class Schedule

Date	Topics	Required Readings	
March 4, 2025 6 pm – 8 pm (Zoom)	<ul style="list-style-type: none"> • Course and assignment overview • Assign groups for group presentations • Introductions (making relatives) 		<ul style="list-style-type: none"> • Quotable moment due (2%)
March 6, 2025 6 pm – 8 pm (Zoom)	<ul style="list-style-type: none"> • Self-care • Impact of historic trauma & colonization 	Wesley-Esquimaux, C. C. & Smolewski, M. (2004). <i>Historic trauma and Aboriginal healing</i> . The Aboriginal Healing Foundation.	<ul style="list-style-type: none"> • Quotable moment due (2%)
March 11, 2025	<ul style="list-style-type: none"> • Residential schools & 	Wesley-Esquimaux, C. C. & Smolewski, M. (2004). <i>Historic</i>	<ul style="list-style-type: none"> • Quotable moment due (2%)

6 pm – 8 pm (Zoom)	intergenerational trauma	<i>trauma and Aboriginal healing.</i> The Aboriginal Healing Foundation.	
March 13, 2025 6 pm – 8 pm (Zoom)	<ul style="list-style-type: none"> Residential schools & intergenerational trauma (cont.) Class time for group projects (topic selection) 	Blackstock, C. (2009). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. <i>First Peoples Child & Family Review</i> 4(1), 28 – 37.	<ul style="list-style-type: none"> Quotable moment due (2%)
March 18, 2025 6 pm – 8 pm (Zoom)	<ul style="list-style-type: none"> Social work & Indigenous peoples in Canada 	Pryce, J. (2018, May). <i>To transform child welfare, take race out of the equation</i> [Video]. TED Residency.	<ul style="list-style-type: none"> Quotable moment due (2%)
March 20, 2025 No Class			
VIRTUAL RESIDENCY March 21, 2025 9 am – 4 pm (Zoom)	<ul style="list-style-type: none"> Social work & Indigenous peoples in Canada Building a bridge between two worlds Guest presenters TBD Class time for group projects 	TEDxTalks. (2015, June 9). <i>Healing through story: Unpacking Indigenous resiliency and hope</i> Annie Belcourt [Video]. YouTube.	<ul style="list-style-type: none"> Quotable moment due (4%)
VIRTUAL RESIDENCY March 22, 2025 9 am – 4 pm (Zoom)	<ul style="list-style-type: none"> Social work & Indigenous peoples in Canada Building a bridge between two worlds Guest presenters TBD Class time for group projects 	TEDxTalks. (2020, December 16). <i>Resilience through Indigenous humour</i> Stephanie Pangowish [Video]. YouTube.	<ul style="list-style-type: none"> Quotable moment due (4%)
March 25, 2025 6 pm – 8 pm (Zoom)	<ul style="list-style-type: none"> Impact of personal values, beliefs, & social locations 	Truth and Reconciliation Commission of Canada. (2015). <i>Truth and</i>	<ul style="list-style-type: none"> Quotable moment due (2%)

	<ul style="list-style-type: none"> • Truth & Reconciliation 	<i>reconciliation commission of Canada: Calls to action.</i>	
March 27, 2025 6 pm – 8 pm (Zoom)	<ul style="list-style-type: none"> • Indigenous ways of knowing & traditional healing practices 	Required resource to be discussed in class with instructions for a class activity	<ul style="list-style-type: none"> • Quotable moment due (2%)
April 1, 2025 6 pm – 8 pm (Zoom)	<ul style="list-style-type: none"> • Indigenous ways of knowing & traditional healing practices (cont.) • Class time for group projects 	Required resource to be discussed in class with instructions for a class activity	<ul style="list-style-type: none"> • Quotable moment due (2%)
April 3, 2025 6 pm – 8 pm (Zoom)	<ul style="list-style-type: none"> • Group presentations 		<ul style="list-style-type: none"> • Quotable moment due (2%) • Group presentations due (30%)
April 8, 2025 6 pm – 8 pm (Zoom)	<ul style="list-style-type: none"> • Group presentations 		<ul style="list-style-type: none"> • Quotable moment due (2%) • Group presentations due (50%)
April 10, 2025 6 pm – 8 pm (Zoom)	<ul style="list-style-type: none"> • Bringing it all together • Concluding learning activity 		<ul style="list-style-type: none"> • Quotable moment due (2%) • Reflection assignment due April 11 (40%)

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours.

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.

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 ONE: QUOTABLE MOMENTS (30%) – due March 4th, 6th, 11th, 13th, 18th, 21st, 22nd, 25th, 27th, April 1st, 3rd, 8th, 10th by 11:59 pm

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

Assignment Description: You are expected to attend each class, read the required readings in advance of the class, and participate fully in the small and wider group facilitated discussions. At the end of every day, you will submit a reflection highlighting a quotable moment from anything learned in class that day. The quotable moment will answer these questions:

1. What stood out for me most in class today and why?
2. What will I do with this learning?

Assignment Criteria: Quotable moments will be between 100 - 200 words and submitted via the designated D2L Dropbox. Thirteen quotable moments will be submitted in total and each quotable moment will be worth 2% of the final grade, with the exception of the virtual residency quotable moments (March 21st and 22nd) which will be worth 4% of the final grade each. Further grading criteria will be discussed in class and a rubric will be posted on D2L.

ASSIGNMENT TWO: GROUP PRESENTATIONS (30%) – due April 3rd or 8th, 2025 during class

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5 depending on the chosen topic

Assignment Description: Groups of 3-4 randomly assigned people will choose a topic to present to the class. The topic may be a program, initiative, social justice movement, organization or piece of legislation that supports healing and wellness for Indigenous peoples in Canada. The presentation should identify which strategies and interventions the program or initiative employ and any theoretical basis they may draw from. Student are also encouraged to identify and explore the intersection with social work practice. The topic must be approved by the instructor by end of day on March 31, 2025. The groups will work together to create a 10 – 15-minute PowerPoint, Prezi or Canva presentation, not including time for questions. Presentations may include media clips (maximum 2 minutes) or other sources that will help your audience to understand the topic. A minimum of five sources must be referenced in the presentation, two of which should be peer reviewed. To help facilitate active learning, the presentation should include engaging activities and/or questions that encourage critical thought and dialogue.

Assignment Criteria: Presentations will be 10 – 15 minutes in length, with an additional 5 minutes for questions. The total maximum time allotted for each group will be 20 minutes. Group members will

create a PowerPoint, Prezi, or Canva presentation and post this as a resource on D2L. Any references and images used in the presentation must adhere to APA 7th edition. The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L.

ASSIGNMENT THREE: REFLECTION ASSIGNMENT (40%) – due April 11th, 2025 by 11:59pm

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5 depending on chosen topics to include

OPTION ONE: Reflection Paper

Assignment Description: You will write a reflection paper incorporating three required sources and two additional sources. It is not necessary for the two additional sources to be peer reviewed – media, news stories etc. are acceptable. This paper incites reflections about your learning in your program. Integrating your learnings across the four courses you have taken, the reflection should include personal challenges and shifts you may have experienced, particularly in this course. The reflection should also include connections between course learnings and your own social work identity. The following questions should be considered:

- What personal challenges did I experience?
- What new learnings or key insights did I take away?
- Did I experience any shifts in my values and beliefs?
- What connections did I make between the course teachings and my practice as a social worker?
- How will I use what I have learned?

Assignment Criteria: This reflection paper will be 6-8 pages double-spaced (excluding title page and references). It will be written in APA 7th edition. The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L. You will submit this assignment via the designated D2L Dropbox.

OPTION TWO: Oral Reflection

Assignment Description: You will submit a reflective video 12-16 minutes in length. You must reference three required sources and two additional sources. It is not necessary for the two additional sources to be peer reviewed – media, news stories etc. are acceptable. This oral submission incites reflections about your learning in your program. Integrating your learnings across the four courses you have taken, the reflection should include personal challenges and shifts you may have experienced, particularly in this course. The reflection should also include connections between course learnings and your own social work identity. The following questions should be considered:

- What personal challenges did I experience?
- What new learnings or key insights did I take away?
- Did I experience any shifts in my values and beliefs?
- What connections did I make between the course teachings and my practice as a social worker?
- How will I use what I have learned?

Assignment Criteria: This reflective video will be 12-16 minutes in length. Students must also submit a reference page using APA 7th edition. The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L. You will submit this assignment via the designated D2L Dropbox.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions.

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 no later than 11:59 pm 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% 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.

EXPECTATIONS FOR WRITING

Most 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 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>

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 to pass the course. 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 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>

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](#) (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

"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